

School Data Leadership Team Charter

“Clear, Challenging and Consequential”

Primary Responsibility

To ensure on-going improvement of student learning and school effectiveness, the School Data Leadership Team (SDLT) will commit to **developing a culture of effective data leadership and evidence-based collaborative practice** where a universal commitment to the use of information to support student learning is seen not just as a best practice, but as a fundamental, moral responsibility. To ensure its success, the team will operate with a purpose that is clear, challenging and consequential along the lines of that stated in *Strategy in Action* (Curtis & City, Harvard University Press):

Clear: team members can use concrete terms to explain the purpose of the team and each member’s roles and responsibilities.

Challenging: the team’s work is not simple, technical work, but strategically supportive of the school and district improvement plans through the lens of improved data leadership and practice.

Consequential: the team’s primary goal is not to be a conduit of information for the school community, but rather a leadership group empowered to *make decisions about important things, delegate the execution of work, monitor its progress, and determine what to do, when to stop doing it, and what changes to make in light of evolving school conditions.*

SDLT Responsibility to School Leadership

The SDLT will support specific efforts by school leadership to build a sustainable data culture, chief among those being:

- Championing the development of an aspirational data culture that encompasses the entire community and ensures that educators use data to differentiate instruction and support. [**Educator Effectiveness Guidebook for Inclusive Practices, p. 21**].
- Disaggregating attendance, discipline, academic performance, and family engagement data at building, grade level and educator type to ensure all subgroups are making reasonable growth, equity gaps are identified, and program effectiveness is assessed; share this data with educators to facilitate professional learning [**Educator Effectiveness Guidebook for Inclusive Practices, p. 20**].
- Provide appropriate resources for teachers to engage in evidence-based inquiry behaviors:
 - Schedule-embedded time for collaborative inquiry
 - Professional development for EBI behaviors (curriculum- and data-based)
 - Adequate technology for data capture (individual and collaborative), retrieval and analysis
 - Adequate summative data resources

- Create effective methods for supporting teacher development, engagement and proficiency in EBI practices.
- Create a personal “presence” of effective data leadership that informs all evidence-based collaborative work at the school, whether the presence is actual or implied. [**M. Fullan, “The Principal”**]

SDLT Responsibility to School Faculty

The SDLT will guide, support and coach teachers and collaborative teams to develop effective and sustainable data practices, including:

- Develop superior knowledge of **curriculum** to accurately identify requisite evidence to demonstrate mastery learning [**Understanding by Design, Steps 1 and 2**]
- Use comprehensive student learning profiles to identify root causes of learning patterns and craft appropriately differentiated strategies for improvement.
- Demonstrate regular and systematic use of formative assessment data to identify achievement gaps, specific student needs, and inform instructional practice [**Educator Effectiveness Guidebook for Inclusive Practices, p. 11**].
- Utilize technology-based resources to adequately analyze learning evidence for the purpose of building appropriately comprehensive individual and group student learning profiles that demonstrate the extent of student learning:
- Effectively engage in evidence-based collaborative inquiry with peers sufficient to perform the above tasks. (***“Best Practices for Evidence-Based Collaborative Inquiry”***)

SDLT Requirements:

To be eligible for membership on an SDLT, members must meet the following requirements:

- Regularly attend and participate SDLT meetings, assuming the full variety of roles defined by professional learning communities
- Model effective data practices in one’s own teaching and leadership role
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SDLT members meeting the above requirements will be eligible for [benefits ...]