

Relevant Data: Rubric for School’s Culture of Collaborative Inquiry

	Beginning 1	Developing 2	Operational 3	Exemplary 4
Evaluation vs. Inquiry	Data are used solely for performance evaluation.	Data are used by leaders to make decisions such as assigning children to teachers for the next year or to identify needed professional development for staff.	Data are used by teachers to participate in decisions about students, instruction, and/or staff development. Staff members are open to data collection (by themselves, their peers, and administrators) because they trust that data that are collected will be used to help them improve practice.	Data are used in reflective conversations for informing practice, better understanding children’s development, and finding areas for growth.

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Structures and Systems for Collaboration (e.g., grade-level teams, PLCs, data teams)	No structures or systems are used for the purpose of using data as information or engaging in collaborative inquiry.	A small number of staff make use of existing sources of school, district, or state data. Structures like grade-level meetings exist and may be used to share data but are more often used for general planning and paperwork.	Grade level or other team meetings are focused on using data to improve practice. There is opportunity to reflect on practice as individuals and groups. Many staff members are aware of sources of existing information.	There are numerous tools and systems that facilitate collaboration among school personnel for the purpose of improving teaching practice, student outcomes, school culture, etc. These tools and systems are used regularly and systematically by all relevant parties.
Information/Data Literacy	School personnel do not understand how to collect, analyze, or utilize data.	A small number of staff members have skills in analyzing or using data. They may provide information to other staff members based on their analyses.	Most staff members know how to read and interpret graphs and other ways of reporting data and can use data they collect in their classrooms. There is a plan to provide ongoing	Numerous school personnel have a sophisticated understanding of how and why data should be collected, are familiar with appropriate analytic techniques, and have the ability to effectively

			professional development in data literacy as needed for existing and new personnel.	communicate/utilize findings.
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