

Data Driven Dialogue

Developed by the School Reform Initiative (SRI)

A Community of Learners 2002
www.schoolreforminitiative.org

Adapted by Poway Adult School in 2015.

The process of a Data Dialogue protocol builds the awareness and understanding of participants' viewpoints, beliefs and assumptions about data *while suspending judgment*. All participants have an equal voice. The phases of data-driven dialogue will assist groups in the making of a shared-meaning of data. It will replace hunches and feelings with data-based facts, patterns and trends, and help move the discussion forward toward student performance.

Use this tool with your entire staff, your leadership team or, as is done at Poway Adult School, with a varied group of representatives that includes teachers, clerical staff, counselors and administrators. Any type of data relevant to your school may be used. Data for California adult education AEBG and federal WIOA reporting is recommended.



The Phases of Data Driven Dialogue:

- **Phase I Predictions**

Surfacing perspectives, beliefs, assumptions, possibilities, questions and expectations.

- **Phase II Go Visual**

Re-create the data visually.

- **Phase III Observations**

Analyzing the data for patterns, trends, surprises, and new questions that “jump” out.

- **Phase IV Inferences**

Generating hypotheses, inferring, explaining and drawing conclusions. Defining new actions and interactions and the data needed to guide their implementation. Building new ownership for decisions.

Protocols are most powerful and effective when used within on-going professional learning communities (PLCs) and lead by a skilled facilitator, who vets and prepares the data prior to the Data Dialogue meeting session. All participants should be given a copy of these forms.



Data Driven Dialogue

Phase I

Predictions

Phase I Predictions dialogue takes place before you see the data. During this time, you activate prior knowledge, surface assumptions and make predictions, thus creating readiness to examine and discuss the data. You hear and honor all assumptions and ideas as “building blocks for new learning.”

The **Facilitator** will announce the type of data to be shared, *e.g., attendance data for all programs, or the 3rd quarter Data Integrity Report, etc.*

Private Time to Think

Before beginning your Phase I Predictions, please reflect privately and record several of your preliminary thoughts about the data. One or more of the following thought-starters may be helpful.

- I assume...
- I predict...
- I wonder...
- My questions/expectations are influenced by...
- Some possibilities for learning that this data may present are...



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Phase II

Go Visual

During Phase II Go Visual you will re-create the data visually, on large sheets of paper, a data wall, or on this handout, etc. Participants mark up the data so they better understand it (*i.e., highlight trend lines in different colors, do math calculations and chart those, color code parts of the data.*)

Participants might want to work in small groups or pairs to chart or graph a visual of all or a subset part of the data.

The Facilitator will distribute the copies of the data and should make available colored pencils, markers, highlighters, post-its, chart paper, etc.



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Phase III

Observations

During Phase III Observations dialogue, you engage with the data and note only the facts that you observe in the data. Conjectures, explanations, conclusions and inferences are off-limits. You make statements about quantities (e.g., *Over half of the students...*), the presences of certain specific information and/or numerical relationships between ideas (e.g., *Over 90% of the students achieved XYZ compared to last year's data, or, the percentage of students performing XYZ increased skill levels by 8%...*).

Private Think Time

Before beginning Phase III Observations dialogue, please study the data privately and record several of your observations.

Remember just the FACTS.

If you catch yourself using the following words, then stop.



Because...

Therefore...

It seems...

However...



Instead use the following:

- I observe that...
- Some patterns/trends that I notice are...
- I can count...
- I'm surprised that I see...



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Phase IV

Inferences

During Phase IV Inferences dialogue, you may generate multiple explanations for your Phase III Observations. Identify additional data that may be needed to confirm/contradict your explanations; propose solutions/responses; and identify data needed to monitor or implement your solutions.

Private Think Time

Before beginning Phase IV Inferences dialogue with your colleagues, please reflect privately, using one or more of the following thought starters to prompt your thinking:

- I believe the data suggests...because...
- Additional data that would help me verify/confirm my explanation is...
- Think the following are appropriate solutions/responses that address the needs implied in the data...
- Additional resources that may be needed to guide or implement solutions/responses...
- I believe the data indicates the following implications for teaching and/or student learning:

The **Facilitator** will ask for a volunteer **Note Taker** to compile inferences, responses, solutions, implications, etc. to be emailed out to participants, and used for follow-up when needed, and for review during the next scheduled PLC.

