Data-Driven Dialogue Protocol

What	Why	How
Introduction	 Prepares group for the dialogue Identifies the specific data to be viewed and analyzed Frames the specific task 	"Today we are going to be viewing(specific data, i.e. state data for reading, OR district data for, OR TOSCRF/ORF data for our school, or progress monitoring data for[specific student(s)]" WHAT "As a result of our dialogue, we will
Background Information	 Provides pertinent information in an efficient manner Ensures that group members have a shared understanding of basic background information Allows team to begin new dialogue without repeating previous dialogues Focuses the attention of team members on the purpose of the dialogue 	 "The most important background information that may assist us in understanding the data includes" (Summarize key information. You may want to consider previous assessments, summaries from previous dialogues, performance levels, attendance data, school history, information about current curricular and instructional approach, etc) WHAT Explain WHY the particular information is important, if it is not self-evident, Explain HOW the information was obtained if that is important, i.e. "The mother shared this information with me because she is concerned," OR "This information came from a review of his/her school records." Record the information in the appropriate section of the Data Review form.

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PHASE ONE: Activating and Engaging: Surfacing experiences and expectations	 Brings group members and their experiences to the table. Sets the tone, establishes group norms, and shapes expectations for how the exploration of the data will occur. Honors and expands group members' expertise and experience. Develops readiness for exploring and discovering within the data during the following phase. 	 Allows and encourages participants to share what they think they will see in the data set and why they think that might be so. WHAT Occurs prior to data being present Have a recorder/note taker capture the essence of the predictions and assumptions and record either on a chart on the wall or on the Data Review sheet. 1) Invite predictions about what the data may show, i.e. "What are some predictions we are making?" OR "What are some of our hunches about what the data will show?" 2) Paraphrase the prediction(s) and publicly record only after getting a "sign-off" from the person(s) who made the prediction? 3) For each prediction, inquire to surface the underlying assumption, i.e. "What leads you to make that prediction?" OR "What might be some assumptions that underlie that prediction?" Sometimes, in addition to or in place of predictions, group members will have questions they hope data can answer. 4) Invite any questions. "What are some questions we are asking?" OR "What are some presents to us?"
PHASE TWO: Exploring and Discovering: Analyzing the data	 Helps achieve the outcome of collective understanding that merges the best of multiple perspectives. Groups must avoid rushing to premature conclusions if they are to develop deeper understanding based on multiple perspectives. This is the phase of distinguishing, sorting, analyzing, comparing, and contrasting – <u>not explaining</u>. 	 HINTS: 1) Depersonalize the data – use neutral adjectives, i.e. "the data" instead of "our data." 2) Present the data in ways that invite collective observations and descriptions, i.e. "third point of reference." 3) It is often beneficial to focus on part A and part B on separate days. PROCESS: 1) Invite the group to describe what they are seeing in the data, i.e. "What pops out?" OR "What are some of the patterns here?" 2) If participants slide into explanations redirect them into descriptions. Thus, help the group avoid "because" statements. These are part of the next phase.

		 Other questions to explore: "What seems to be surprising or unexpected?"
		 Decide if this is a good place to stop to gather additional data before generating theories of causality.
PHASE THREE: Organizing and Integrating: Generating Theory	This phase organizes the transition to formal problem finding and problem solving setting the scene for detailed planning processes.	
Part A:	Part A:	Part A:
Generation of theories of causation	 Data usually is not complete enough to give teams confidence in any explanation of why things appear as they do. 	 Invite members to generate possible explanations for the data (causation). "What
	 2) Skillful groups develop multiple theories of causation before they attempt to generate theories of action. Possible Additional inferences/ Data to Explanation(s) confirm 	 Request at least three potential theories of causation, and structure an examination of each before moving on to theories of action. Inquire about additional data that might help generate more complete story (confirmation). "What additional data sources might we explore to verify our explanations?" Make a decision about whether this is a good place to adjourn in order to collect more data or allow for additional reflection/think time before moving to solutions or planning for action.
Part B: Generation of theories of action	Part B: Theories of action lead to problem- solving, planning, and action research projects guided by the ongoing use of formal and informal data. Possible actions Data to collect	 Part B: Invite members to generate multiple possible actions and to examine pros and cons of each or to examine possible short-term and long-term outcomes (intended and unintended) for each. Develop a plan. Be sure to include what data will be collected to evaluate the effectiveness of the plan, when the group will examine the data to determine progress and effectiveness. Plan for future meeting to examine data related to the plan - this will take the group back to Phase One.