

Data-Driven Dialogue Protocol

By Ann R. Pearce, Ph.D. – Adapted from the work of Bruce Wellman and Laura Lipton

What	Why	How
Introduction	<ol style="list-style-type: none"> 1) Prepares group for the dialogue 2) Identifies the specific data to be viewed and analyzed 3) Frames the specific task 	<p>“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</p> <p>“As a result of our dialogue, we will..... (specific outcome, i.e. identify the strengths and weaknesses of our students in_____ OR identify some possible reasons for how our students are performing, OR develop some strategies for interventions, OR identify what additional data might be helpful in answering our questions, OR identify areas of progress and needs for this student, etc.) “ WHY</p> <p>“We will have ____ (identify time limits)____. We will be using the Data-Driven Dialogue Process, focusing on the(identify which phases)....., HOW</p>
Background Information	<ol style="list-style-type: none"> 1) Provides pertinent information in an efficient manner 2) Ensures that group members have a shared understanding of basic background information 3) Allows team to begin new dialogue without repeating previous dialogues 4) Focuses the attention of team members on the purpose of the dialogue 	<p>“The most important background information that may assist us in understanding the data includes..... “</p> <p>(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</p> <p>Explain WHY the particular information is important, if it is not self-evident,</p> <p>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.”</p> <p>Record the information in the appropriate section of the Data Review form.</p>

<p>PHASE ONE: Activating and Engaging: Surfacing experiences and expectations</p>	<ol style="list-style-type: none"> 1) Brings group members and their experiences to the table. 2) Sets the tone, establishes group norms, and shapes expectations for how the exploration of the data will occur. 3) Honors and expands group members' expertise and experience. 4) Develops readiness for exploring and discovering within the data during the following phase. <table border="1" data-bbox="402 772 789 1199"> <thead> <tr> <th data-bbox="402 772 597 810">Prediction(s)</th> <th data-bbox="597 772 789 810">Assumption(s)</th> </tr> </thead> <tbody> <tr> <td data-bbox="402 810 597 1199"></td> <td data-bbox="597 810 789 1199"></td> </tr> </tbody> </table>	Prediction(s)	Assumption(s)			<p>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</p> <p>Occurs prior to data being present</p> <p>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.</p> <ol style="list-style-type: none"> 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(s). 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?" <p>Sometimes, in addition to or in place of predictions, group members will have questions they hope data can answer.</p> <ol style="list-style-type: none"> 4) Invite any questions. "What are some questions we are asking?" OR "What are some possibilities for learning that this experience presents to us?"
Prediction(s)	Assumption(s)					
<p>PHASE TWO: Exploring and Discovering: Analyzing the data</p>	<ol style="list-style-type: none"> 1) Helps achieve the outcome of collective understanding that merges the best of multiple perspectives. 2) Groups must avoid rushing to premature conclusions if they are to develop deeper understanding based on multiple perspectives. 3) This is the phase of distinguishing, sorting, analyzing, comparing, and contrasting – <u>not explaining</u>. 	<p>HINTS:</p> <ol style="list-style-type: none"> 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. <p>PROCESS:</p> <ol style="list-style-type: none"> 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. 				

