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Data Driven Dialogue

Developed by the Teacher Development Group, 2002.

Based on work presented by Nancy Love, author of "Using Data/Getting Results", (2002).

Adapted by VTSS, 2017

This protocol builds awareness and understanding of the participant's viewpoints, beliefs, and assumptions about data while suspending judgments. All participants have equal voice. The three phases of data-driven dialogue assist groups in making shared meaning of data. We encourage you to use this tool with your entire school staff and/or with your school leadership team at a special meeting on data. The dialogue tool helps to replace hunches and feelings with data-based facts, examine patterns and trends of performance indicators, and generate "root-cause" discussions that move from identifying symptoms to possible causes of student performance. In order to effectively use this tool, participants will need to have grade level, school, or district data reports.

- **Phase I Predictions**

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

- **Phase II Observations**

Analyzing the data for patterns, trends, surprises, and new questions that "jump" out

- **Phase III Inferences**

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



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Data Driven Dialogue Summary



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Data Driven Dialogue 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.”

Private Think Time

Before beginning your Phase I Predictions dialogue, 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...**



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Data Driven Dialogue Observations

During Phase II Observations dialogue, you engage with the actual data and note only the facts that you can observe in the data. Conjectures, explanations, conclusions, and inferences are off-limits. You make statements about quantities (e.g., Over half the students...), the presence of certain specific information and/or numerical relationships between ideas (e.g., Over 90% of the students achieved below standard in Problem Solving; Compared to last year's data, the percentage of students performing at the advanced and on-standard levels in Skills increased by 8%...)

Private Think Time

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

Remember:

Just the facts! If you catch yourself using..., then stop.

~~Because...~~

~~Therefore...~~

~~It seems...~~

~~However...~~

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



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Data Driven Dialogue Inferences

During Phase III Inferences dialogue, you (a) generate multiple explanations for your Phase II Observations; (b) identify additional data that may be needed to confirm/contradict your explanations; (c) propose solutions/responses; and (d) identify data needed to monitor implementation of your solutions/ responses.

Private Think Time

Before beginning Phase III 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 explanations is...
- Additional data that would help guide implementation of the solutions/responses and determine if they are working...