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Got Data? Now What? Creating and Leading Cultures of Inquiry

By Laura Lipton and Bruce Wellman

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Study Guide

This study guide is a companion to the book *Got Data? Now What?* by Laura Lipton and Bruce Wellman. *Got Data? Now What?* provides useful tools and strategies to help data teams successfully interpret and use data in their schools to ensure learning for all.

This guide is arranged by chapter, enabling readers to either work their way through the entire book or to focus on the specific topics addressed in a particular chapter. It can be used by individuals, small groups, or an entire team to identify key points, raise questions for consideration, assess conditions in a particular school or district, and suggest steps that might be taken to create collaborative work and use data to enhance learning.

We thank you for your interest in this book, and we hope this guide is a useful tool in your efforts to use data effectively within your school and community.

Chapter 1

Developing Cultures of Collaborative Inquiry

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1. What are the four major value shifts? Where does your own team stand in terms of each of these values?

2. What four cultural elements drive collaborative work, and how do they affect the group?

3. Consider the seven actions of high-performing groups. What are some examples of each of these actions at work?

4. Does your group's behavior reflect each of the seven actions? Why or why not? After completing tables 1.2 (pages 15–16) and 1.3 (pages 16–17), which actions do you think you and your group demonstrate well? What are some opportunities for improvement?

5. Why is feedback important to group improvement?

6. Based on what you know about the seven actions, how does the fourth-grade team at Prairie View Elementary School use data to the group's advantage?

Chapter 2

Introducing the Collaborative Learning Cycle

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1. What is the *collaborative learning cycle?* What are its goals?

2. What do teams stand to gain from the activating and engaging phase? What kinds of information can surface during this phase?

3. What kinds of challenges do the data enthusiasts and the data shy face during the exploring and discovering phase? What poses the greatest threat for groups overall during this phase?

4. Explain three-point communication. How does this method open up conversation?

5. How do theories of causation arise? What are the five categories of causation?

6. Review the data story on pages 36–37. How does the language arts team avoid the pitfalls at each of the phases of the collaborative learning cycle?

Chapter 3

Avoiding Reality Wars

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1. When might data pursuit start with data? When might it begin with an issue?

2. What are the objectives of the problem statement, inquiry, and hypothesis?

3. Why is it ultimately more efficient to determine the root cause(s) of the problem? How can distinguishing between causation and correlation ensure consistency in results?

4. What are some criteria of a worthy problem? Can you think of any issues within your classroom or school that meet these criteria?

5. How do causal theories affect data collection?

6. How can data collection in individual classrooms build relationships and trust within a team?

7. How does the language arts learning team at Springfield High School go about hypothesizing and examining root causes?

Chapter 4

Knowing the Data Fundamentals

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1. What are Wiliam's (2011) three criteria for formative assessment?

2. Is summative data qualitative or quantitative? How does summative assessment differ from formative assessment?

3. Explain the terms *reliability*, *validity*, and *credibility* as they relate to assessment and data collection. What are the hazards associated with neglecting each of these concerns?

4. When is it a good idea to triangulate data? Why? What information can disaggregated data reveal?

5. How does data vary with respect to altitude, time, and feasibility? What is the difference between wide-angle and close-up investigation, and behavioral and perceptual data? How can sensitivity to these dimensions and divisions inform data collection and analysis?

6. What are the pros and cons of the various interview and survey styles? How do the five steps of survey design elicit meaningful data?

7. What are the consequences of poor data display? How can you avoid each of the six common errors?

8. How does the Northside Elementary School math team use the data fundamentals to structure its investigation?

Chapter 5

Developing High-Performing Groups

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1. What challenges are associated with various knowledge and skill levels?

2. What are the four tensions that affect group work? Why is an understanding and awareness of each of these tensions essential to high-performing groups?

3. Review Tuckman's (1965) four stages of group development. What occurs at each stage?

4. How do each of the different pausing, paraphrasing, and inquiry functions encourage skillful and effective group work? What pitfalls should be avoided when using each of these tools?

5. How can data be used to monitor collaborative work?

6. In what ways does the team at Atlantic Middle School demonstrate knowledge of individual skill levels, as well as group dynamics? How does this knowledge aid in the team's planning?

Chapter 6

Moving From Dialogue to Discussion to Decision Making

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1. What three types of constraints limit productive discourse? Provide an example of each.

2. Explain the terms *bounded rationality* and *satisficing*. How can these errors obscure a group's cognitive progress?

3. What tactics can group members use to invite discourse? Why are positive presuppositions a useful element in group communication?

4. Consider table 6.2 on page 101. How do communication strategies and outcomes differ between the three types of discourse?

5. Why is exposing assumptions important to healthy dialogue?

6. How does advocacy affect discussion?

7. Consider the six decision-making methods. Which method might work best for your group? How can you avoid the common problems with each of these methods?

8. How does the data team at North Branch Middle School approach the three phases of discourse?

Chapter 7

Evolving Decisions Into Actions

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1. Review the three planning traps described in this chapter. How do the four elements of an effective plan correct these problems?

2. What are the five qualities of a SMART goal? How do these qualities satisfy the elements of an effective plan?

3. Explain the process of using an intervention planning template (IPT). Why are outcome maps an effective planning technique?

4. What does the collaborative planning process look like? Provide some examples of the behaviors of high-performing groups.

5. How does the science department at Fairview High School meet each of the elements of a SMART goal during its planning? Which of the authors' tips for successful planning come into play during the team's meeting?