

Data-Driven Dialogue Note-Catcher

This tool guides teams to engage in data analysis and subsequent planning to address identified needs.

PURPOSE To engage in a process for analyzing data in a respectful, thoughtful manner that creates shared meaning of the data

To analyze data and student work according to a protocol that leads to effective and focused action

PRODUCT Visual, colorful, easy-to-interpret representations of the data to use during dialogue focused on the data, reduce defensiveness, and help teams make sense of the information

PARTICIPANTS School leadership team, grade-level or department teams, curriculum teams, or other district and school teams

MATERIALS Data-Driven Dialogue Note-Catcher

TIME Forty-five minutes to three hours, depending on the scope of the available data

PREPARATION Identify key questions, review available data, determine any needed data, and prepare data in a way that will help teams examine and interpret the information

PROCESS Before beginning the five-step process, do the following.

- Review relevant unit essentials, learning targets, success criteria, and assessment items.
- For frequently missed items or single open-response items, facilitate the data dialogue with the team, share solutions and strategies, and consider how students might have approached the task.
- Brainstorm what students need to know and be able to do to successfully complete the task.
- As you walk participants through the steps, record information on the Data-Driven Dialogue Note-Catcher (page 66).

Step 1: Predict

Make surface assumptions and predictions, and ask questions before looking at the data (for example, “I assume . . .” “I predict . . .” “I wonder if . . .”).

Answer these guiding questions.

- What assumptions we have?
- What predictions are we making?
- What questions are we asking?
- What are the possibilities for learning here?

Step 2: Go Visual

Display large, vibrant, colorful, and easy-to-read displays of the data (for example, color-coded charts or graphs).

PROCESS Step 3: Observe

(cont.) Examine the data for patterns or trends—just the facts, not interpretations or explanations (for example, “I am struck by . . .,” “I notice . . .”).

Answer these guiding questions.

- What important points stand out?
- What patterns or trends are emerging?
- What seems surprising or unexpected?
- What have we not yet explored?

Step 4: Infer or Question

Generate multiple possible explanations or hypotheses for what you observe (for example, “A possible explanation is . . .,” “That may be because . . .,” “A question I have now is . . .”).

Answer these guiding questions.

- What explanations do we have for the patterns?
- What inferences can we draw?
- What tentative conclusions might we draw?
- How can we find out which of our hypotheses is correct?
- What questions do we have?
- What additional data might we explore to verify our explanations?

Step 5: Identify a Priority Problem or Goal and Next Steps

- Identify a focus for improvement, including who needs to improve what.
- Identify next steps, including what additional data you might need.

Data-Driven Dialogue Note-Catcher

Predictions	
Observations	Inferences or Questions
Student Learning Problem or Goal	
Next Steps	

References

Research for Better Teaching. (2019). Coaching High-Impact Teacher Teams. Acton, MA: Research for Better Teaching.

Love, N., Stiles, K. E., Mundry, S., & DiRanna, K. (2008). The data coach's guide to improving learning for all students: Unleashing the power of collaborative inquiry. Thousand Oaks, CA: Corwin Press.

Wellman, B., & Lipton, L. (2017). Data-driven dialogue: A facilitator's guide to collaborative inquiry (2nd ed.). Burlington, VT: Miravia.