Digging into Data Protocol

Purpose: To help a group engage in productive dialogue about data, and to build collective capacity to make sense of data relevant to teaching and learning. You can use this protocol with multiple small groups, each unpacking a different piece of data, and then sharing out to the group. Or you can use this protocol to have everyone unpack the same piece of data (in this case, modify Stage 3).

Roles:

- *Facilitator* who guides the group through the process and ensures that the protocol and norms are upheld.
- *Notetaker* who captures notes from the discussion and is prepared to share out for the group.

Norms: Data conversations can make people feel vulnerable. A structured dialogue helps maintain safety and focus.

- Share the air: step up, step back, invite others in.
- Hard on the content, soft on the people.
- Focus on learning, not judging.
- Stick to the protocol.

Phase 1: Getting Oriented (5 minutes)

Participants take 2-3 minutes to individually review the data. The facilitator then leads a quick check-in: Does everyone understand what is being presented?

Phase 2: Discussion Rounds (25 minutes)

Round 1: Observations & Celebrations (whip, people may pass or say "ditto")

- Each person shares one thing they noticed that they want to celebrate and/or call attention to. During this portion it is important to just describe what you see as objectively as possible. Resist the urge to interpret or pose questions.
- Helpful sentence frame: **I notice….**

Round 2: Questions (whip other direction, start with a different person, people may pass or say "ditto")

- Each person shares a question that emerges for them from the data.
- Helpful sentence frame: **I wonder...**

Round 3: Hypotheses (facilitator facilitates a discussion)

- Participants share possible hypotheses or explanations for what they see, trying to identify multiple alternative explanations.
- Helpful sentence frames: **This could be because... Or it could be because...**

Round 4: Next Steps (facilitator facilitates a discussion)

- Participants share what they might do next given their understanding of the data.

- Helpful sentence frames: **One thing we could do next is...**

Phase 3: Share out (optional, time varies)
The notetaker from each group has **1 minute** to share highlights from their group's discussion of the data. We recommend sharing the following:

- One celebration/noticing
- One question that emerged
- One possible hypothesis
- One next step

(Skip/modify this step if all participants have looked at the same data or if you only have one group.)

Phase 4: Debrief (5-7 minutes)
The facilitator leads the group in reflecting on this process.
Helpful Guiding Questions:

- What was this process like for you?
- What adjustments would you make?
- How did looking at data influence your understanding of the issue?
- What are we learning about how to package data so that we can engage in productive conversations?
- How might you use this protocol in your work, with your team?
- What data are we craving?

This protocol has been created by the High Tech High GSE Center for Research on Equity and Innovation, and adapted from a similar protocol designed by the Carnegie Foundation for the Advancement of Teaching and Learning

LOOKING AT STUDENT WORK

You will need to assign someone to each of the following roles:

Focuser *- ensures that the conversation stays focused on student understanding (rather than task, structures, teacher actions, etc.)*

Evidence Monitor *- ensures that participants are providing evidence from the student work to support the claims that are being made*

Facilitator *- keeps time and helps the group move through the protocol*

Total Time = 30 minutes (+15 minutes reflection)

1. Introduction (3 minutes)
Presenting teacher sets the context for the student work that will be presented by answering:

a. What was the change idea you were trying?
b. What task were the students were working on?
c. What did you intend that students might learn or understand as a result of your change idea?

2. Clarifying Questions (2 minutes)
Participants ask clarifying questions about the data and class. Clarifying questions have brief, factual answers. It is important to only ask clarifying questions; the purpose is to understand the context and what participants will be looking at.

3. Data/Work Presentation (5 minutes)
Participants look at the the student data/work that was introduced.

4. Data Analysis Round 1 – NOTICING (3 minutes)
Participants talk about what they notice by pointing directly to evidence in the student work. *Keep your focus on student work, rather than aspects of the task, structures, teacher actions, etc.* It is important to talk only about what participants notice, not to analyze or make inferences.

5. Data Analysis Round 2 – ANALYZING and INFERRING (7 minutes)
Participants discuss:

a. What does this student work reveal about student learning towards your intended goal?
b. What other student thinking, reasoning, and/or understanding stands out to you?
c. What evidence do I have from the student work to support those claims?

6. Using Student Work to Drive Instructional Decision-Making (10 minutes)
Participants discuss:

a. What are some potential instructional next steps based on the students' current thinking?

7. **DSAP Reflection** - all parties reflect individually using the digital DSAP form (10 minutes)

8. **Debrief -** (5 minutes)

- What parts of this process worked well?
- What changes would you like to make as a group to improve the quality of the conversation next time?

9. **Next Steps** (with your critical friend)

- What change idea will you try next? What data will you collect? How can your CF support you?