

DATA-DRIVEN DIALOGUE
Based on the work of Laura Lipton and Bruce Wellman
Co-directors, Mira Via, LLC

Focusing Questions

1. What do we talk about around here?
2. How do we talk? (structures, protocols, norms, consciousness)
3. What don't we talk about around here? (the elephant in the room)
4. Why don't we talk about what we don't talk about? (what gets in the way)

Three Tensions

Task ----- Relationship
must balance between the two
 Comfort ----- Discomfort
comfort with discomfort is essential
 Autonomy ----- Collaboration
how to teach what to teach



The Collaborative Learning Cycle

- Activating and Engaging**
- The data is not present
 - Determine what will be seen in the data and why
 - Provides a frame of reference
 - Participants need to distinguish between assumptions and predictions...listen carefully to statements of prediction and note whether these are predictions or are in fact assumptions
 - Dialogue not discussion occurs here

Exploring and Discovering

- Depersonalize the data...it becomes the *third point*
- Seek trends and open up to possibilities...seek fresh ways of framing problems
- Data sets are often incomplete...more information may be needed

Organizing and Integrating

- Two components exist: (1) framing the problem and (2) developing solutions
- Look for stories within the data
- Generate multiple likely causes before going to solutions
- Separate theories of causation from theories of action

USING DIALOGUE



"Dialogue comes from the Greek work dialogos. Logos means 'the word,' or in our case we would think of the 'meaning of the word.' And dia means 'through'—it does not mean two. A dialogue can be among any number of people, not just two. Even one person can have a sense of dialogue within himself, if the spirit of dialogue is present. The picture or image that this derivation suggests is: a stream of flowing among and through us and between us.

This will make possible a flow of meaning in the whole group, out of which will emerge some new understanding. It's something new, which may not have been in the starting point at all. It's something creative. And this *shared meaning* is the 'glue' or cement that holds people and societies together."

Bohm, D., 1990

For more information contact:

Dr. Laurie VanSteenkiste
 Staff Development Consultant, MISD
 586.228.3485
lvansteenkiste@misd.net

Grace Velchansky
 Elementary Language Arts Consultant, MISD
 586.228.3558
gvelchansky@misd.net

Lisa Asaro
 Secondary Literacy Specialist, MISD
 586.228.3434
lasaro@misd.net



(This document supports the MISD's countywide 2004-2009 School Improvement Plan)
 Macomb Intermediate School District - Department of Consultant Services
 44001 Garfield Road - Clinton Township, MI - 48038-1100 - 586/228-3300
www.misd.net

MACOMB INTERMEDIATE SCHOOL DISTRICT
 Board of Education

John A. Bozymowski, *President*
 Max D. McCullough, *Vice President*
 Charles C. Milonas, D.D.S., *Treasurer*
 Theresa J. Genest, *Secretary*
 Edward V. Farley, *Trustee*

Michael R. DeVault, *Superintendent*
 Dr. Judith Pritchett, *Chief Academic Officer*

It is the policy of the MISD that no person, on the basis of race, creed, color, religion, national origin or ancestry, age, sex, height, weight, marital status, or disability shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise subjected to discrimination in any program or activity for which it is responsible.

Data-Driven Dialogue SUMMARY

This protocol is based on work presented by Nancy Love, author of *Using Data/Getting Results*, 2002

This protocol builds awareness and understanding of the participants' **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 replace hunches and feelings** with data-based facts, examines patterns and trends of performance indicators, and generates "root-cause" discussions that move from identifying symptoms to possible causes of student performance.



Phase I PREDICTIONS

- Surfacing perspectives, beliefs, assumptions, predictions, possibilities, questions, and expectations
 - I assume...
 - I predict...
 - I wonder...
 - My questions/expectations are influenced by...
 - Some possibilities for learning that this data may present...

Phase II OBSERVATIONS

- Analyzing the data for patterns, trends, surprises, and new questions that "jump out"
 - I notice that...
 - The trend shows...
 - I am surprised that...
 - There is a pattern...
 - A question that surfaces for me is...

Phase III INFERENCES

- Generating hypotheses, inferring, explaining, and drawing conclusions. Define new actions and interactions and the data needed to guide their implementation. Building ownership for decisions.
 - I believe these data suggest...
 - We need _____ in order to _____

Exploring and Discovering

Tips for Success

- Take a moment to orient to the data displays before starting
- Consider a sequence for dialogue and select a starting point
- Keep a separate chart for questions/comments that are 'outside the phase' (parking lot)
- Apply structures/protocols to balance participation (roles, round robins). Key working agreements are critical here.
- Chart observations in language that is concise and specific.

Observations: From Rough to Refined

- Each observation should communicate a single idea clearly and concisely.
- The statements should focus only on observable facts that are contained in the data, without interpretation or inference.
- The statements should use relevant data concepts, such as mean, median, mode, range, and distribution.

Rough Observations

- There are more ELL students this year.
- We have a large number of students not passing Algebra I
- Almost half of the first grade students need intensive intervention.

Refined Observations

- The ELL population increased from 20% last year to 30% this year.
- 45% of our new students in the high school are not passing Algebra I compared to 30% of students that completed 8th grade in our district.
- 53% of the first grade students are at benchmark in phonemic awareness.