

IDHS Specialist CQI Toolkit

RESOURCES TO SUPPORT DATA DRIVEN DECISION MAKING

- Data Dialogue
- Getting to Know The Assessment Tool
- Snapshots - What does a photo “tell” you?



Data Driven Dialogue

Developed by the Teacher Development Group, 2002.

"Dialogue comes from the Greek word dialogos. Logos means 'the word,' or in our case we would think of the 'meaning of the word.' And dia means 'through' – it doesn't 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 dialog is present. The picture or image that this derivation suggests is of a stream of meaning 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)

Protocols are most powerful and effective when used within an ongoing professional learning community such as a Critical Friends Group® and facilitated by a skilled coach. To learn more about professional learning communities and seminars for new or experienced coaches, please visit the National School Reform Faculty website at www.nsrharmony.org.



Data Driven Dialogue Summary

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

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 PSSA 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

A similar version of the Data Driven Dialogue can be found online at:
www.ccsso.org/content/pdfs/UseofSECDDataDianaN.pdf

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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.



- 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...

- I think the following are appropriate solutions/responses that address the needs implied in the data...

- Additional data that would help guide implementation of the solutions/responses and determine if they are working...

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Getting to Know the Assessment Tool

PURPOSE

To provide an opportunity for teachers to reflect and discuss their understanding of quality indicators in a particular assessment tool like the ECERS-R, ITERS-R or CLASS Pre-k. The activity offers a format to self-assess and consider changes to improve quality in the classroom environment.

DIRECTIONS

Teachers work in small learning teams. Learning teams are best defined as ongoing groups of four or five teachers that meet regularly with the focus on increasing understanding about children's learning. For this activity, the learning team determines which item in the assessment tool they want to work on. Once that is determined, each person on the team completes the attached handout titled *Getting to Know the Assessment Tool*. It is fine to use the assessment tool books to guide their thoughts in completing the handout. It is important that the handout is used as an individual tool for reflection that is completed prior to meeting as a group. This allows the learning team to hear varying perspectives and interpretations from one another.

Once each member of the team completes the handout a learning team meeting is scheduled for discussion. In round robin fashion, each person shares one or two components from their completed handout that were of particular interest to them. Once each person has had a turn, the group responds to the guided questions below:

- What are common beliefs we agree upon relating to this item of the assessment tool?
- Are there any areas where we have differing points of view?
- What resources might help guide our group to a better understanding of this item?
- Are there steps we'd like to take to improve this item in our classrooms?

The group generates a list of what they do well and possible next steps to implement or improve this item in their classrooms.

Getting to Know the Assessment Tool

HANDOUT #1

Teacher:		Date:	
Assessment tool:			
Item or dimension:			
<hr/> Why does this item matter for positive child outcomes?			
Key questions prompted by the item	The environment includes	A child will experience	
<ul style="list-style-type: none"> ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪ ▪ ▪ 	
When you think about this item in your own environment, what questions come up?			
What steps are necessary to implement or improve this item in your environment?			

Getting to Know the Assessment Tool

HANDOUT #2

Teacher: <i>Marta</i>		Date: <i>September 23</i>	
Assessment tool: <i>CLASS Pre-K</i>			
Item or dimension: <i>Instructional Learning Formats</i>			
Why does this item matter for positive child outcomes?			
<i>While we want children to have fun play experiences, we also want them to be actively learning.</i>			
Key questions prompted by the item	The environment includes	A child will experience	
<ul style="list-style-type: none"> ▪ <i>Am I involved, asking meaningful questions and expanding children's interests?</i> ▪ <i>Do the children have a wide range of hands-on materials that peak their curiosity?</i> ▪ <i>When I scan the room, are children actively engaged in activities?</i> ▪ <i>Can the children explain what they are learning?</i> 	<ul style="list-style-type: none"> ▪ <i>Teachers moving around and working with the children</i> ▪ <i>Lots of materials and experiences for kids to explore, like the new recycled art materials I put out on the art shelf this week</i> 	<ul style="list-style-type: none"> ▪ <i>Never being bored or sitting around waiting!</i> ▪ <i>Active, hands-on learning</i> 	
When you think about this item in your own environment, what questions come up?			
<i>I think I do a pretty good job with the dimension Instructional Learning Formats during free choice time. But I'm not so sure how well I do during group time. It feels like I spend a lot of time correcting children's behavior and trying to get them to listen. They often seem tuned out. I wonder what a high score in this CLASS dimension looks like during group time.</i>			
<i>I would also like to learn more about the effective facilitation indicator within this dimension. What do they mean by "effective questioning?"</i>			
What steps are necessary to implement or improve this item in your environment?			
<i>Perhaps I could observe one of Sam's group times? During our learning team sessions he has described some pretty interesting things he's done with the children when they gather as a whole group. I wonder if our learning team could review some of the CLASS video clips that focus on effective facilitation. The videos might offer some concrete examples. If I'm not sure about this concept, others might be struggling too.</i>			

Snapshots – What Can a Photo Tell You?

Photos are used by teachers and administrators in early learning and school age programs for a variety of purposes – documentation of children’s learning, labeling materials/areas of the classroom, as well as documenting interactions among children or interactions between teachers and children. Photos can be very powerful snapshots of moments. Are you using photographs or video clips as sources of evidence within your programs in all these capacities?

Judy Jablon has a great book out called “Powerful Interactions” (a NAEYC publication) that walks you through how to use this medium in your program. Contact your CCR&R Quality Specialist if this approach interests you. Judy also has a website to support your efforts at: <http://www.powerfulinteractions.com/about.html>.

