

**Data Driven Dialogue Guide**

Teaching and Learning

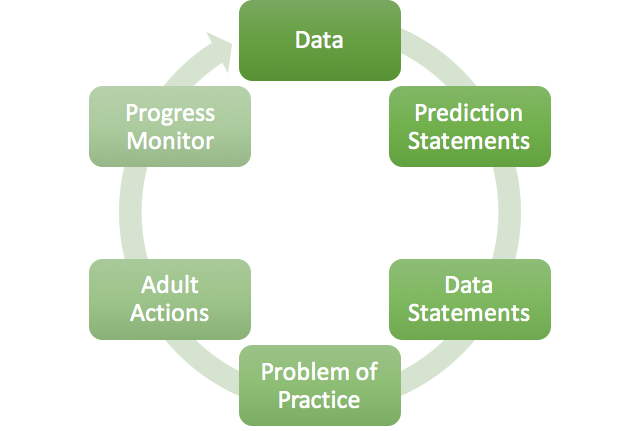
Missoula County Public School

**MCPS Vision for 21st Century Teaching and Learning**

We communicate; we collaborate; we think critically; and we create.

Missoula County Public Schools – educational leaders in a global society –

fostering uncompromising excellence and empowering all learners.



*“Accomplishing the maximum impact on student learning depends on teams of teachers working together, with excellent leaders or coaches, agreeing on worthwhile outcomes, setting high expectations, knowing the students’ starting and desired success in learning, seeking evidence continually about their impact on all students, modifying their teaching in light of this evaluation, and joining in the success of truly making a difference to student outcomes.”*

*– John Hattie, Visible Learning for Teachers, 2012*

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**Data Driven Dialogue Protocol**

Data Driven Dialogue is founded on the philosophy that all participating schools constantly focus on answering one essential question: *Are all of our students learning?*

By following a protocol that has specific steps, educators are able to focus on school improvement, develop strong instructional practices, and build skills in using evidence-based practices and data. The result creates a powerful commitment to driving academic excellence.

**Outcomes** of Data Driven Dialogue include:

* Developing data literacy skills for engaging Professional Learning Teams in conversations around student data analysis.
* Increasing the use of data to better understand instructional effectiveness.
* Building processes for having meaningful dialogue about student learning.
* Collaborating with colleagues to extend knowledge, skills, and attitudes.

***“The aim is to influence school culture to be one in which educators use data continuously, collaboratively and effectively to improve teaching and learning.”***

***- Nancy Love, 2002***

**Roles of Data Driven Dialogue Team Members**

|  |  |  |
| --- | --- | --- |
| **Principal** | **Coach** | **Team Members** |
| * Convenes the school building leadership team to discuss the process for data driven dialogue. * Provides professional development of data driven dialogue to teachers. * Decides what data will be used for discussion. * Decides the parameters and norms for the data dialogue. * Facilitates the data dialogues with teachers and teams. * Presents actual data to teachers and teams. * Monitors implementation of instructional decisions and the impact on student learning. * Observes and debriefs teacher’s adult actions, as determined during the data driven dialogue. * Ensures time is available for teachers and teams to conduct the dialogue and subsequent progress monitoring.   **Principals act as:**   * Data leaders * School improvement directors * Resource providers * School supporters * Instructional heads | * Collaborates with the Principal on the process for data driven dialogue. * Supports building leaders in providing professional development to teachers and teams. * Provides input on what data will be used for discussion. * Ensures teams operate within the given parameters and norms of the data dialogue. * Supports the building leader in facilitating the data dialogue. * Coaches and works with individuals and teams to examine and analyze data for needed instructional refinements. * Models, co-teachers, co-plans lessons with teachers, per the decisions of the data dialogue * Facilitates continuous progress monitoring   **Coaches act as:**   * Data coaches * School improvement facilitators and agents * Resource providers * Teacher supporters * Instructional mentors | * Collaborates with team members on the process for data driven dialogue. * Actively participates in professional development of data driven dialogue. * Provides input on what data will be used for discussion. * Collaborates with teams within the given parameters and norms. * Actively participates with the coaches and building leaders during the data dialogue. * Works with coaches and team members to examine and analyze data for needed instructional refinements. * Commits to engaging in co-teaching, co-planning and learning with coaches and team members, per the decisions of the data dialogue. * Participates in continuous progress monitoring.   **Team Members act as:**   * Data collaborators * School improvement facilitators and agents * Resource providers * Teacher supporters * Instructional mentors |

***“Teachers in high performing schools don’t view ‘data’ as abstract, out-of-context information that shows whether they’re meeting their goals; they interact with data in a much more personal way, using data of various kinds to make daily decisions about teaching.”***

***– Alan Blankstein, 2004***

**Data Driven Dialogue Team Norms**

Norms are the standards of behavior by which we agree to operate while we collaborate and work together as a Professional Learning Team.

While teams are encouraged to use their previously established norms in their PLC work, here are some additional **suggested** norms to support the work of the Data Driven Dialogue Team include:

* Promote collaboration.
* Stick to the protocol and hear all voices.
* Assume positive intentions.
* Take an inquiry stance.
* Focus on what the data illustrates.
* Ground statements in evidence. Data drives the decision-making.
* Avoid blaming and judgements.
* Focus on results for students, committing to *all* of our students.
* Celebrate strengths and acknowledge areas of concern.
* Reinforce the guaranteed and viable curriculum that is based on standards.
* Create a focus on best instructional practices and student engagement.
* Provide objective indicators of effectiveness.
* Commit to the action plan to improve student learning, based on the problem of practice.
* Establish an open mind and growth mindset.
* Share a commitment to a collective decision and common goal.
* Focus on problem solving and an improved, future outcome.
* Consider all possibilities.
* Participate in a continuous cycle for improvement.
* Maintain confidentiality.

***“When individuals work through a process to create explicitly stated norms, and then commit to honor those norms, they increase the likelihood they will begin to function as a collaboration team rather than as a loose collection of people working together.”***

***– DuFour, Learning by Doing, 2016***

**Step 1: Data Collection –**

**Initiating the Data Dialogue**

Data Collection enables a team to re-create the data in a visual representation. Whether the data is illustrated on large sheets of paper, electronically, or on a data wall, the data is available to all team members.

During this stage, it is important to note the heightened level of *confidentiality* when analyzing student achievement data.

The **purpose** for collecting data and initiating the data dialogue is:

* To assist teams in developing a shared meaning of data.
* To replace hunches and assumptions with data-based facts.
* To enable teams to analyze data trends and patterns in order to identify an area for improvement, or a problem of practice.
* To generate a “cause and effect” relationship that empowers teams to identify possible causes for student outcomes and identify the instructional strategies that will bring about improved student outcomes.
* To commit to continuous learning and analysis of instructional practices through regular progress monitoring and evaluation of student learning.

The **process** for collecting data is as follows.

1. Individual team members administer a common assessment (e.g., universal screening assessment, common formative assessment, summative assessment, etc).
2. Individuals grade the assessment with consistent processes that are based on previously agreed upon grading practices amongst the team.
3. Team members gather the assessment results and collectively illustrate them in a common format.

**Academic Sources** of student learning for data collection, depending on the school level, may be:

|  |  |  |
| --- | --- | --- |
| **Elementary School** | **Middle School** | **High School** |
| * Universal Screener * Curriculum-based pre/ post assessment * Common formative assessments * Diagnostic assessments * Student work samples and portfolios * Rubrics * Proficiency Scales * Grades * SBAC * Cog-AT * WIDA | * Universal Screener * Curriculum-based pre/ post assessment * Common formative assessments * Diagnostic assessments * Student work samples and portfolios * Rubrics * Proficiency Scales * Grades * SBAC * WIDA | * Universal Screener * Curriculum-based pre/ post assessment * Common formative assessments * Diagnostic assessments * Student work samples and portfolios * Rubrics * Proficiency Scales * Grades * ACT * PSAT * WIDA |

***“What separates the schools that will be successful in their reform efforts from the ones that won’t is the use of one, often neglected, essential element – data.”***

***– Victoria Bernhardt, 1996***

**Step 2: Prediction Dialogue –**

**Making Prediction Statements**

Prediction Dialogue takes place before team members see the data. During this step, team members hear and honor all assumptions and ideas. This is the foundational stage to initiate each team member’s new learning.

The **purpose** for making predictions is:

* To activate prior knowledge about the data trends that have been previously illustrated.
* To surface expectations and assumptions about the data and student performance.
* To create a readiness amongst the team members to examine and discuss the data.
* To hear and honor all assumptions and ideas, that will be the building blocks to new learning.
* To transition from thinking about “my own students” to thinking about “our students.”

The **process** for writing prediction statements is as follows.

1. Individual team members reflect privately and record preliminary thoughts about the data. Members write about any data trends, growth trends, student strengths and/or deficits, outliers, and anything else that is a point of interest.
2. Each team member shares their preliminary thoughts with the rest of the data team.
3. As team members share, the designated scribe records what common themes, skills, and assumptions are noted and discussed.

Prediction Statement **sentence starters** can be:

* I wonder if the data shows the strength/ deficit in \_\_\_\_, which is reflected across the district level data.
* Based on my school’s data that illustrates \_\_\_\_\_\_, I predict that this same data trend \_\_\_\_\_ will be illustrated in my grade level.
* I assume the data reflects \_\_\_\_\_, which is shown in historical data trends across the grade level.
* My questions/ expectations are influenced by \_\_\_\_\_ data trend, which is similar to my colleague’s data.
* I am curious if this \_\_\_\_\_ data trend is found in other student subgroup performance.

**Exemplar** prediction statements are:

* I wonder if the data shows the strength/ deficit in SBAC Math – Communicating Reasoning, which is reflected across the district level data.
* Based on my school’s data that illustrates a strength in SBAC ELA – Reading, I predict that this same data trend will be illustrated in my grade level.
* I assume the data reflects a deficit in SBAC ELA – Research/ Inquiry, which is shown in historical data trends across the grade level.
* My questions/ expectations are influenced by ACT English Composition data trend, which is similar to my colleague’s data.
* I am curious if this ACT College Algebra Readiness data trend is found in other student subgroup performance.

**Step 3: Observation Dialogue –**

**Making Data Statements**

Observation Dialogue takes place after the team members analyze the data. During this analysis of the actual data, the team notes only the facts that are observed in the data. This is the stage when the *current reality* is described, and explanations, conjectures, conclusions and inferences are omitted.

A **data statement** includes:

* 2-3 sentences that transition from broad ideas to specific observations.
* An area of success and/or strength.
* An area of challenge and/or deficit.
* Percentages and numbers.
* The specific measurement tool.

The **purpose** for writing and discussing data statements is:

* To explore the data collection.
* To actively engage in the data, noting only the observable facts.
* To transition from assumptions to actual evidence.
* To discover and highlight trends, strengths, deficits, etc. amongst the data.
* To possibly identify additional data to collect.

The **process** for writing data statements is as follows.

1. Individual team members reflect privately and record preliminary thoughts about the data. Write about any data trends, growth trends, student strengths and/or deficits, outliers, and anything else that is a point of interest. Notice quantitative, specific information reflected in the data.
2. Each team member shares their preliminary thoughts with the rest of the data team.
3. Together, the team reviews the statements and discusses the similarities, patterns, trends, and themes found across the team’s statements.
4. Note, it is at this moment that the team begins to identify and agree upon a Problem of Practice, or an area of improvement, in preparation for the next step.

**Things to consider** when writing a Data Statement:

* Who are the highest performing students? Who are the lowest performing students?
* In what specific content strands targets are students achieving or struggling?
* What patterns or trends are observed?
* What is surprising?

Data Statement **sentence starters** can be:

* I observe that \_\_\_\_\_ scored \_\_\_\_\_ in the \_\_\_\_\_ assessment. The weakest strand in this assessment is \_\_\_\_\_ with \_\_\_\_\_ scoring \_\_\_\_\_ in the \_\_\_\_\_ assessment.
* Some patterns/ trends that I notice is a strength in \_\_\_\_\_ for \_\_\_\_\_. \_\_\_\_\_ earned \_\_\_\_\_ score on the \_\_\_\_\_ assessment. The weakest strand is in \_\_\_\_\_ with \_\_\_\_\_% earning \_\_\_\_\_ on the assessment.
* I can see/ count that \_\_\_\_\_ earned \_\_\_\_\_ on the \_\_\_\_\_, which is higher than the MT state average score. However, MCPS students earned \_\_\_\_\_ less than the State average when comparing \_\_\_\_\_ scores.

Note, the following **words are omitted** in these sentences to avoid making any conclusions about the *current reality*:

* Because …
* Therefore …
* It seems …
* As a result, …

**Exemplar** data statements are:

* I observe that out of 600 MCPS Grade 3 students, 59% scored Proficient in the ELA/ Literacy assessment of the SBAC. However, the weakest strand in this assessment is Writing with 21% of MCPS Grade 3 students earning Below Standard.
* Some patterns/ trends that I notice is a strength in Research/Inquiry for 6th Grade students in MCPS. 32% of the 551 6th graders earned an Above Standard score on the SBAC ELA/ Literacy assessment. The weakest strand is in Reading with 28% earning Below Standard score on the assessment.
* I can see/count that 781 MCPS 11th Graders earned an average of 21.4 on the ACT Reading test, which is higher than the MT state average score. However, MCPS students earned 0.4 average score less than the State average when comparing Science scores by course sequence.

**Step 4: Making Meaning Dialogue –**

**Identifying a Problem of Practice**

Making Meaning Dialogue enables a team to generate multiple explanations from the data. During this stage, team members celebrate strengths within the student achievement data. More so, team members identify challenges that will become the *problem of practice* as well as the designated area for improvement.

A **problem of practice** is:

* Directly related to the learner-centered problem.
* Based on evidence found when examining data.
* Within the school’s control.
* A statement about practice, not a question.
* Specific and small.

The **purpose** for identifying a problem of practice is:

* To link learning and teaching.
* To examine possible factors impacting the data results.
* To generate discussions around the “cause and effect”.
* To develop a shared understanding of effective instruction to address a learner-centered deficit/ challenge.
* To determine, through consensus, an area of focus, or a “Problem of Practice” for improvement, as evidenced through student achievement measures.
* To write a SMART goal that will guide the team’s future focus and work.

The **process** for identifying a problem of practice is as follows.

1. Examine the data statements.
2. Identify a notable pattern/ trend in the area of strengths that are cause for celebration.
3. Identify a notable pattern/ trend in the area of challenges/ deficits that will be a focus for improvement,
4. Synthesize your findings to determine a focus for future instructional actions.
5. Discuss and identify an instructional strategy or adult action that addresses the determined focus.
6. Together, team members (“We”) write and commit to a SMART goal that includes the current data, goal for increased achievement, and the identifying instruction strategies that the grade level will implement. The team can use the goal template below.

Problem of Practice **sentence starters** can be:

* We see that the data suggests \_\_\_\_\_, because\_\_\_\_\_.
* We think the appropriate challenge/ deficit that is illustrated in the data is \_\_\_\_\_.

**Exemplar** problem of practice sentences are:

* We see that the data suggests Writing is a problem of practice, because 21% of all MCPS Grade 3 students earned a Below Standard score on the SBAC.
* We think the appropriate challenge/ deficit that is illustrated in the data is Science, based on the MT state ACT averages.

Here is a suggested **PLC SMART Goal** template (see Appendix for template.)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **PLC SMART Goal** | | | |  |
| Team Name: |  | | | |
| Team Members: |  | | | |
| District Goal: |  | | | |
| Graduation Matters Goal: |  | | | |
| 21st Century Model of Change Elements: |  | | | |
| Team SMART Goal | | Strategies & Action Steps | Target Date & Timeline | Evidence of Effectiveness |
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**Step 5: Adult Action Dialogue -**

**Developing an Action Plan**

Adult Action Dialogue includes an explicit commitment to a particular instructional strategy for improvement and confirming a formal action plan for all team members to implement in the learning environment. Collaboration is fundamental to this step.

The **purpose** for identifying adult actions is:

* To examine and learn about best, evidence-based practices.
* To decide on instructional strategies to implement with fidelity.

The **process** for planning and identifying adult actions is as follows.

1. Team members brainstorm possible solutions to the problem of practice.
2. Collectively, the team decides on an instructional strategy that will address the problem of practice.
3. The team agrees on what the adult actions will look like in the classroom.
4. Put this agreement in writing, including time frames, use of resources, and responsibilities of all team members. The team can use the action plan template below.
5. Determine how team members will know if the plan is working.

Here is a suggested **Adult Action Plan** template (see Appendix for template.)

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade XX Action Plan** | | | |
| Data Statement: |  | | |
| Problem of Practice: |  | | |
| Adult Action: |  | | |
| Task | | Who | When |
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**Step 6: Progress Monitoring Dialogue -**

**Acting and Assessing**

Progress Monitoring Dialogue promotes team members to collectively work to implement instructional improvements in the classroom that bring about improved student outcomes. During this stage, teachers look deeply at problems in student learning and put their instructional ideas into practice, monitoring the efficacy of these ideas on a regular basis. Leaders support this continuous improvement cycle by training teachers to analyze the impact of their actions, make adjustments as needed, and determine how their instructional practices and actions relate to student achievement.

Four questions that can guide this work are:

* Are we all on the same page?
* Are we doing what we said we were going to do?
* Are our students learning more?
* Where do we go from here?

The **purpose** for identifying progress monitoring is:

* To implement strategies and measure the results on a regular basis.
* To revise goals to best meet student’s learning needs.
* To follow a continuous improvement cycle.

The **process** for progress monitoring is as follows.

1. Team members begin implementing the agreed upon instructional strategy. The team can use the progress monitoring template below.
2. Team members collect data on student performance.
3. Every two weeks, team members analyze the student data.
4. Based on student performance, team members make adjustments to the instructional strategy.
5. Steps 2 to 4, continue for three rounds, totaling a 6-week implementation cycle.

Here is a suggested **Progress Monitoring Model** template (see Appendix for template.)

|  |  |  |
| --- | --- | --- |
| **Progress Monitoring** | | |
| Data Timeline | Adult Action | Student Performance Results |
| Baseline | Instructional Strategy: | % of Students   * Below Proficiency: * At Proficiency: * Above Proficiency: |
| First 2 Weeks | Strategy Adjustments (if any): | % of Students   * Below Proficiency: * At Proficiency: * Above Proficiency: |
| Next 2 Weeks | Strategy Adjustments (if any): | % of Students   * Below Proficiency: * At Proficiency: * Above Proficiency: |
| Last 2 Weeks | Strategy Adjustments (if any): | % of Students   * Below Proficiency: * At Proficiency: * Above Proficiency: |
| Final Outcome | Reflection on Strategy: | % of Students   * Below Proficiency: * At Proficiency: * Above Proficiency: |

**Appendix**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **PLC SMART Goal** | | | | |
| Team Name: |  | | | |
| Team Members: |  | | | |
| District Goal: |  | | | |
| Graduation Matters Goal: |  | | | |
| 21st Century Model of Change Elements: |  | | | |
| Team SMART Goal | | Strategies & Action Steps | Target Date & Timeline | Evidence of Effectiveness |
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| --- | --- | --- | --- |
| **Grade \_\_\_\_\_ Action Plan** | | | |
| Data Statement: |  | | |
| Problem of Practice: |  | | |
| Adult Action: |  | | |
| Task(s) | | Who | When |
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| --- | --- | --- |
| **Progress Monitoring** | | |
| Data Timeline | Adult Action | Student Performance Results |
| Baseline | Instructional Strategy: | % of Students   * Below Proficiency: * At Proficiency: * Above Proficiency: |
| First 2 Weeks | Strategy Adjustments (if any): | % of Students   * Below Proficiency: * At Proficiency: * Above Proficiency: |
| Next 2 Weeks | Strategy Adjustments (if any): | % of Students   * Below Proficiency: * At Proficiency: * Above Proficiency: |
| Last 2 Weeks | Strategy Adjustments (if any): | % of Students   * Below Proficiency: * At Proficiency: * Above Proficiency: |
| Final Outcome | Reflection on Strategy: | % of Students   * Below Proficiency: * At Proficiency: * Above Proficiency: |

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***“We have an opportunity to blow the lid off school attainment, dramatically and swiftly reduce the achievement gap and enhance the ‘life chances’ of all children, regardless of their economic or social circumstances.”***

***– Mike Schmoker, Results Now, 2016***

