TOOL SET C

Monitoring Team Progress

Contents

Purpose

All teams should create a plan to monitor effectiveness and progress. Sometimes, it can be challenging to assess how well a team is meeting its goals and effectively improving student outcomes. This is especially true if districts and high schools do not have a streamlined and reliable source with which to pull college enrollment and graduation rates. Tool Set C provides Counseling Departments and PLTs with resources to measure team progress as well as suggested protocols and assessments to monitor existing college access initiatives.

How & When to Use

Teams should organize around a shared purpose and teams members should support each other towards that purpose. Tool Set C provides teams with the tools to assess progress and protocols to use when monitoring progress, trying to build consensus, and/or trying to determine which direction to move in next.

TOOL SET C

Monitoring Team Progress

PLT Assessment, Rubric, and Protocol

A PLT assessment and rubric developed by the Network for College Success to monitor team progress in four areas. Using the corresponding protocol, team members should complete the assessment individually and then average the scores as the basis for a team discussion. Counseling Departments may also administer the assessment to gage progress.

PLT Assessment, Rubric, and Protocol

Postsecondary Leadership Team (PLT) Assessment

STUDENTS

PLT Guiding Beliefs

- All students must have viable college and career options once they graduate from high school. A transition plan is key to their postsecondary success.
- Relationships with high school faculty, staff, and administrators are vital to students' postsecondary success.
- College and career expectations must be held for all students.
- Creating a schoolwide college and career culture is every stakeholder's job and responsibility if we are striving to achieve equity for our students.
- We must understand who is in our building and use data to guide effective decision-making.

Creating a College and Career Culture			Level of Proficiency (circle only one Level per Indicator)		
Component	**Critical Attributes**	**Indicator**	**Beginning (1)**	**Practicing (2)**	**High Performing (3)**
Students demonstrate an understanding of our school's expectations to have a college or career plan and utilize the supports in place toward their goal(s).	• College Match/Choice • College Applications and Free Application for Federal Student Aid (FAFSA) • 4-Year Graduation Rate • 9-12 On-Track Rates • Curriculum, Guidance Lessons, Seminars • Schoolwide Programming • Naviance • College and Career Exploration • Credit Recovery	**Match**	Students are exposed to the concept of "match" and its relationship to their academic qualifications.	Students apply to postsecondary options based on their "match" level or choices available to them (based on qualifications).	Students enroll in postsecondary options based on their qualifications.
		Application Process	Students are exposed to the process of applying to college.	Students understand policies and practices regarding the college application process at our school and utilize them to meet their needs.	Students clearly follow the college application process by submitting applications, corresponding with colleges, and communicating additional needs to school staff.
		Financial Aid	Students are exposed to the key concepts of financial aid and scholarships.	Students understand the financial aid process: FAFSA completion, award letters, loans, and scholarship applications.	Students can independently navigate their FAFSA applications, analyze award letters, and decide on appropriate loans. Students actively seek out scholarship opportunities to make an informed decision on college choice.

PLT Assessment, Rubric, and Protocol

Postsecondary Leadership Team (PLT) Assessment

PROFESSIONAL DEVELOPMENT

PLT Guiding Beliefs

- All students must have viable college and career options once they graduate from high school. A transition plan is key to their postsecondary success.
- Relationships with high school faculty, staff, and administrators are vital to students' postsecondary success.
- College and career expectations must be held for all students.
- Creating a schoolwide college and career culture is every stakeholder's job and responsibility if we are striving to achieve equity for our students.
- We must understand who is in our building and use data to guide effective decision-making.

Creating a College and Career Culture			Level of Proficiency (circle only one Level per Indicator)		
Component	**Critical Attributes**	**Indicator**	**Beginning (1)**	**Practicing (2)**	**High Performing (3)**
Our school demonstrates a common language and shared practices that build an effective College and Career Culture and supports the needs and goals of our students.	• Network for College Success—Counselor and Coach Collaborative • Participation in Professional Organizations • Postsecondary Schoolwide Professional Development • Support for Diverse Learners • Classroom Management • Equity of Voice • Participation in Leadership Teams • College Visits	**School Culture**	We engage in a conversation that supports the development of a schoolwide college and career culture.	We have schoolwide professional development to address our vision of a college and career culture.	We use common language schoolwide in all classrooms that reflect our vision of a college and career culture.
		Programming	We identify programs to support our schoolwide postsecondary efforts.	We effectively engage faculty and staff in the implementation of our postsecondary programs.	We effectively engage faculty and staff in the implementation, evaluation, and adjustment of our postsecondary programs to inform our practice for the future.
		Financial Aid	We introduce our faculty and staff to the financial aid process, including the steps to complete the FAFSA and a variety of scholarships.	Faculty and staff are engaged in supporting our students and families to understand the FAFSA and complete scholarships.	Faculty and staff facilitate college choice discussions to help students and families understand college affordability.

PLT Assessment, Rubric, and Protocol

Postsecondary Leadership Team (PLT) Assessment

EXTERNAL PARTNERSHIPS

PLT Guiding Beliefs

- All students must have viable college and career options once they graduate from high school. A transition plan is key to their postsecondary success.
- Relationships with high school faculty, staff, and administrators are vital to students' postsecondary success.
- College and career expectations must be held for all students.
- Creating a schoolwide college and career culture is every stakeholder's job and responsibility if we are striving to achieve equity for our students.
- We must understand who is in our building and use data to guide effective decision-making.

Creating a College and Career Culture			Level of Proficiency (circle only one Level per Indicator)		
Component	**Critical Attributes**	**Indicator**	**Beginning (1)**	**Practicing (2)**	**High Performing (3)**
Our school creates external partnerships that complement our vision of a College and Career Culture that help support the needs and goals of our students.	• College Exposure/Splash • Exposure to Selective and Highly Selective Colleges • College and Career Fairs • College Exposure and College Choice Workshops • Tutoring • Scholarships • Career/Internship Placements • Dual Credit	**Collaboration and Engagement**	Our school has identified relationships with external partners and resources that support our college and career efforts.	Our school has established functioning relationships with external partners and offers resources that support our college and career efforts.	Our external partners and resources play an integral role in our planning, evaluation, and implementation of college and career efforts.
		Building Relationships	We have a process to introduce external partners or resources to our school and our vision.	Our work with external partners and resources reflects alignment with school goals and vision.	We work with our external partners or resources to reflect on our vision and goals, and include their input as we make adjustments.
		Student Impact	We have a process to make students aware of our various partnerships and resources in our school.	Students have a clear understanding of the resources provided by our external partners and utilize them appropriately.	Our external partners' collaboration and engagement with our school-based teams has measurable impact on our student outcomes.

PLT Assessment, Rubric, and Protocol

Postsecondary Leadership Team (PLT) Assessment

FAMILIES

PLT Guiding Beliefs

- All students must have viable college and career options once they graduate from high school. A transition plan is key to their postsecondary success.
- Relationships with high school faculty, staff, and administrators are vital to students' postsecondary success.
- College and career expectations must be held for all students.
- Creating a schoolwide college and career culture is every stakeholder's job and responsibility if we are striving to achieve equity for our students.
- We must understand who is in our building and use data to guide effective decision-making.

Creating a College and Career Culture			Level of Proficiency (circle only one Level per Indicator)		
Component	**Critical Attributes**	**Indicator**	**Beginning (1)**	**Practicing (2)**	**High Performing (3)**
Our school effectively engages families in the dialogue and practice of creating a College and Career Culture based on students needs.	• Parent Engagement • Report Card Pick-up • Family Interventions • High School Exploration for Incoming Freshmen • Parent University • College Affordability • Decision Day • Award Letter Review	**Expectations**	We have created family-oriented tools and programs to introduce families to our expectations of a college and career culture.	Families engage actively in the college and career activities at our school.	Families design and participate in rituals and ceremonies that celebrate our students' postsecondary accomplishments.
		Process	We provide families with guidance and programming on the college and career application process and the available options for their students.	Families understand the college and career application process, and how student GPA and test scores impact their options.	Families can navigate the college application process, correspond with colleges, and communicate additional application needs to school staff.
		Financial Aid	We provide families with an introduction to, guidance on, and support around the financial aid process (or FAFSA).	Families understand the financial aid process: FAFSA completion/correction, financial aid verification, and analyzing award letters.	Families can navigate the financial aid process and utilize the information to make an informed college and career choice with their children.

PLT Assessment, Rubric, and Protocol: Scoring

PLT Level of Proficiency for Component
(Add each column to get TOTAL POINTS)

- Total Pts Range of [1-4]—BEGINNING
- Total Pts Range of [5-7]—PRACTICING
- Total Pts Range of [8-9]—HIGH PERFORMING

TOTAL PTS
(Sum of Points for Beginning, Practicing, and High Performing Levels)

	Beginning (1)	Practicing (2)	High Performing (3)
STUDENTS	1 PT x ______ = ______ (# circled) (TOTAL pts)	2 PTS x ______ = ______ (# circled) (TOTAL pts)	3 PTS x ______ = ______ (# circled) (TOTAL pts)
PROFESSIONAL DEVELOPMENT	1 PT x ______ = ______ (# circled) (TOTAL pts)	2 PTS x ______ = ______ (# circled) (TOTAL pts)	3 PTS x ______ = ______ (# circled) (TOTAL pts)
EXTERNAL PARTNERSHIPS	1 PT x ______ = ______ (# circled) (TOTAL pts)	2 PTS x ______ = ______ (# circled) (TOTAL pts)	3 PTS x ______ = ______ (# circled) (TOTAL pts)
FAMILIES	1 PT x ______ = ______ (# circled) (TOTAL pts)	2 PTS x ______ = ______ (# circled) (TOTAL pts)	3 PTS x ______ = ______ (# circled) (TOTAL pts)

PLT Assessment, Rubric, and Protocol

Postsecondary Leadership Team (PLT) Assessment: Analyzing Results Protocol

- Take ten minutes to review your team's results. Refer to the Rubric as necessary.
- Plot the overall rating per section in the table below.
- Thinking about the results and the work of your team, answer the guiding questions.
- Once completed, the team will come together to debrief and share out.

Component	What is your overall rating in this area?	Is there anything surprising in your results?	What does your evidence show?	What could be a goal to take this work to the next level?
Students • College Match • Application Process • Financial Aid				
Professional Development • School Culture • Programming • Financial Aid				
External Partnerships • Collaboration and Engagement • Building Relationships • Student Impact				
Families • Expectations • Process • Financial Aid				

Stages of Team Development

Bruce Tuckman's 1965 team development model that shows the typical phases of a group when developing, facing challenges, finding solutions, planning work, and delivering results.

Tuckman’s Team Development Model

TASKS

- Establish base level expectations
- Identify similarities
- Agreeing on common goals

FORMING

- Making contact and bonding
- Developing trust
- Members dependent

- Identifying power and control issues
- Gaining skills in communication
- Identifying resources

STORMING

- Expressing differences of ideas, feelings, and opinions
- Reacting to leadership
- Members independent or counterdependent

- Members agree about roles and processes for problem solving

NORMING

- Decisions are made through negotiation and consensus building

- Achieve effective and satisfying results
- Members find solutions to problems using appropriate controls

PERFORMING

- Members work collaboratively
- Members care about each other
- The group establishes a unique identity
- Members are interdependent

BEHAVIORS

- Each step builds on the previous one.
- Each step prepares for the performing stage.
- Skipping any step affects performing negatively.
- With every new challenge, the process repeats

Stages of Team Development

Stage 1: “Forming”	Stage 2: “Storming”	Stage 3: “Norming”	Stage 4: “Performing”
• Individuals are not clear on what they’re supposed to do. • The mission isn’t owned by the group. • Wondering where we’re going. • No trust yet. • High learning. • No group history; unfamiliar with group members. • Norms of the team are not established. • People check one another out. • People are not committed to the team.	• Roles and responsibilities are articulated. • Agendas are displayed. • Problem solving doesn’t work well. • People want to modify the team’s mission. • Trying new ideas. • Splinter groups form. • People set boundaries. • Anxiety abounds. • People push for position and power. • Competition is high. • Cliques drive the team. • Little team spirit. • Lots of personal attacks. • Level of participation by members is at its highest (for some) and its lowest (for some).	• Success occurs. • Team has all the resources for doing the job. • Appreciation and trust build. • Purpose is well defined. • Feedback is high, well-received, and objective. • Team confidence is high. • Leader reinforces team behavior. • Members self-reinforce team norms. • Hidden agendas become open. • Team is creative. • More individual motivation. • Team gains commitment from all members on direction and goals.	• Tea members feel very motivated. • Individuals defer to team needs. • No surprises. • Little waste. Very efficient team operations. • Team members have objective outlook. • Individuals take pleasure in the success of the team – big wins. • “We” versus “I” orientation. • High pride in the team. • High openness and support. • High empathy. • High trust in everyone. • Superior team performance. • OK to risk confrontation.

Action Steps: “Forming” to “Storming”	Action Steps: “Storming” to “Norming”	Action Steps: “Norming” to “Performing”
• Set a mission. • Set goals. • Establish roles. • Recognize need to move out of “forming” stage. • Leader must be directive. • Figure ways to build trust. • Define a reward structure. • Take risks. • Bring group together periodically to work on common tasks. • Assert power. • Decide once and for all to be on the team.	• Team leader should actively support and reinforce team behavior, facilitate the group for wins, create positive environment. • Leader must ask for and expect results. • Recognize, publicize team wins. • Agree on individuals’ roles and responsibilities. • Buy into objectives and activities. • Listen to each other. • Set and take team time together. • Everyone works actively to set a supportive environment. • Have the vision: “We can succeed!” • Request and accept feedback. • Build trust by honoring commitments.	• Maintain traditions. • Praise and flatter each other. • Self-evaluate without a fuss. • Share leadership role in team based on who does what the best. • Share rewards and successes. • Communicate all the time. • Share responsibility. • Delegate freely within the team. • Commit time to the team. • Keep raising the bar – new, higher goals. • Be selective of new team members; train to maintain the team spirit.

Modified Ping Pong Protocol

A protocol that fosters a team discussion on an issue that all members are collectively facing.

Modified Ping Pong Protocol

(with elements of the Consultancy Protocol)

Purpose

The purpose of the Ping Pong protocol is to assist a group in having a discussion about an issue that all of its members are collectively facing. The protocol may also be used by a group to explore a topic of interest. It is important that all members of the group enter into this protocol in the spirit of self-reflection and improvement. Everyone should be prepared to change his/her practice if the protocol reveals an opportunity for improvement on his/her part. The next steps, determined at the end of the protocol, might include actions for all or just some of the members. Everyone should engage in the protocol with a willingness to take personal steps to address the issue at hand. We are collectively taking responsibility to participate in this process.

Guidelines

- Ensure confidentiality
- Watch air time and patterns of participation

Step One: Pose the problem (25 minutes)

A member or small group presents the issue to be addressed. The member or small group will then pose a question to explore together with the audience. (10-15 minutes)

The audience has an opportunity to ask one round of clarifying questions. The audience then has an opportunity to ask probing questions. (10 minutes)

Guide on Types of Questions

Clarifying Questions

These are simple questions based on facts. They clarify the information given and the answers provide more context so that better probing questions can be asked. Clarifying questions do not solicit new information but expand the understanding of the information that is on the table.

Examples of Clarifying Questions:

- How many students were assessed?

Based on the School Reform Initiative Ping Pong and Consultancy Protocols.

- Were all students given the same assessment, assignment, etc.?
- How often is this data gathered?
- How current is this information?
- What criteria were used?

Probing Questions

These questions are intended to help the group think more deeply about the data, information, or student work being shared. Probing questions get the group thinking in a way that moves beyond the data or work and into the application or impact on students. Probing questions must be: relevant to the receiver, keep students at the center, and avoid directive or judgmental language.

Examples of Probing Questions:

- What's another way you could...?
- What sort of impact would there be if you...?
- What would have to change in order for...?
- Would it be possible to...?
- Is there a way to...?
- How would it work if you...?
- Do you think there needs to be...?

Step Two: Silent reflection (5 minutes)

- Everyone writes about the issue from their own point of view.

Step Three: Share reflections and chart main points (20 minutes)

- If there is a large number of participants, work in groups of eight.
- Assign a scribe to take notes.

Table Facilitator:

- Everyone in the group shares some highlights of his/her reflective writing. Make sure everyone has a turn. (15 minutes)
- Scribe notes key ideas or questions in bullets that emerge for the presenters on chart paper. (5 minutes)

Based on the School Reform Initiative Ping Pong and Consultancy Protocols.

Step Four: Share out (15 minutes)

- Each group has the opportunity to share out the main points that emerged from their conversations. (2 minutes each)
- The member or group that presented can take notes on what they hear. Do new questions arise? Is there something that furthers your thinking on the issue? Is there something you had not thought about before?

Step Five: Questions from the presenter(s) (5 minutes)

- The presenting member or group asks clarifying and/or probing questions of the audience.

Step Six: Synthesize what we've heard (5 minutes)

- The presenting member or group makes sense of what's been said in front of the audience. This reflection can be used to inform the next steps.

Step Seven: Conversation on next steps (7 minutes)

- Everyone works together as a group to identify and share some ideas or next steps toward addressing the issue. Be sure to chart these ideas and next steps.

Based on the School Reform Initiative Ping Pong and Consultancy Protocols.

Modified Charrette Protocol

A protocol that a team can use to improve on a piece of work. Presenters bring their ideas or the actual work in progress to the Charrette (community) and then ask the team to "work on the work" with them.

Modified Charrette Protocol

Purpose

Charrette is a term and process borrowed from the architectural community. Its purpose is to improve a piece of work. Individuals or teams call for a Charrette when they are stuck — when the members of the team have reached a point in the process where they could use other perspectives that will help them move forward. They bring their current ideas, or the actual work in progress, to the Charrette and then ask the group to "work on the work" with them.

Guidelines

- "None of us is as smart as all of us" – In this protocol, a team is asking us to help them on the work. We are taking up the responsibility to help our colleagues.
- "With learning there is no finish line..."
- Assume positive intent
- Accept and expect non-closure
- Be aware of air time and patterns of participation
- Stay solutions-oriented

Step One: The team presents the "work in progress." (7-10 minutes)

The presenting team outlines the context of the work to describe its processes, successes/challeng-es, tools, and/or methods of implementation. It can be helpful to describe how the structure of the team supports the work in progress. At the end of the presentation, the team will ask the audience a focus question. It can be as general as "How can we make this better?" or "What is our next step?"

The audience now has an opportunity to ask one round of clarifying questions. Avoid suggestions and probing questions. (2-3 minutes)

The presenting team restates their focus question as the audience moves to take over the work.

Step Two: The audience takes on the "work in progress." (10 minutes)

We are in this to help our colleagues. The audience discusses the question they were asked while presenters take notes.

Usually, the presenters do not join the conversation. They can do so if it will help clarify certain

Based on the School Reform Initiative Charette Protocol.

parts of the work.

Remind the audience to stay centered on the presenting team's work and refrain from discussing their own work or context. Probing questions are also key to this step of the process.

Possible Probing Questions:

- What issues/challenges does this team need to know about?
- What ideas/solutions should this team consider?
- What adjustments can be made by the team to make the work even better?

Step Three: The presenting team returns to share what they heard. (10 minutes)

The presenting team can share:

- Ideas that furthered their thinking
- Perspectives or things they had not thought about
- Observations they had not taken into consideration about their work

Step Four: Debrief (2-3 minutes)

Guide on Types of Questions

Clarifying Questions (to the team after the presentation)

These are simple questions based on facts. They clarify the information given and the answers provide more context so that better probing questions can be asked. Clarifying questions do not solicit new information but expand the understanding of the information that is on the table.

Examples of Clarifying Questions:

- How many students were served?
- Were all students given the same intervention?
- How often is data gathered?
- How current is this information?
- What criteria were used?

Based on the School Reform Initiative Charette Protocol.

Probing Questions (in the group discussion)

These questions are intended to help the group think more deeply about the data, information, or student work being shared. Probing questions get the group thinking in a way that moves beyond the data or work and into the application or impact on students. Probing questions must be: relevant to the receiver, keep students at the center, and avoid directive or judgmental language.

Examples of Probing Questions:

- What's another way you could...?
- What sort of impact would there be if you...?
- What would have to change in order for...?
- Would it be possible to...?
- Is there a way to...?
- How would it work if you...?
- Do you think there needs to be...?

Based on the School Reform Initiative Charette Protocol.

Data Driven Dialogue Protocol and Sample Data

This protocol builds awareness and understanding of the participant viewpoints, beliefs, and assumptions about student data while suspending judgment. Also included is a sample data set with which Network for College Success partner schools used this protocol.

Data Driven Dialogue

Developed by the Teacher Development Group, 2002.
Based on work presented by Nancy Love, author of "Using Data/Getting Results," 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 dialogue 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).

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 3 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 grade level, school, or district data reports.

- **Phase I Predictions**
  Surfacing perspectives, beliefs, assumptions, predictions, possibilities, questions, and expectations.
- **Phase II Go Visual**
  Re-create the data visually.
- **Phase III Observations**
  Analyzing the data for patterns, trends, surprises, and new questions that "jump" out.
- **Phase IV 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.

For protocol and facilitation, see *Data Driven Dialogue Protocol Facilitation Plan*.

Data Driven Dialogue
Phase I 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…

Data Driven Dialogue
Phase II Go Visual

During Phase II Go Visual you re-create the data visually, on large sheets of paper, on a data wall, etc. Participants mark up the data so they better understand it (i.e., highlight trend lines in different colors, do math calculations and chart those, color code parts of the data that relate to each other). Participants might create visuals individually or in pairs or triads. Depending upon the amount of data, it might be helpful to divide it into subsets and identify who in the group will work with different subsets.

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Data Driven Dialogue
Phase III Observations

During Phase III 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 III Observations dialogue, please study the data privately and record several of your observations.

Remember:
Just the facts! If you catch yourself using the following words, then stop.

~~Because…~~ ~~Therefore…~~ ~~It seems…~~ ~~However…~~

- I observe that…

- Some patterns/trends that I notice…

- I can count…

- I'm surprised that I see…

Protocols are most powerful and effective when used within an ongoing professional learning community and facilitated by a skilled facilitator. To learn more about professional learning communities and seminars for facilitation, please visit the School Reform Initiative website at www.schoolreforminitiative.org.

Data Driven Dialogue
Phase IV Inferences

During Phase IV Inferences dialogue, you (a) generate multiple explanations for your Phase III 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 IV 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…

Data Driven Dialogue
Protocol Facilitation Plan

Developed by David Leo-Nyquist, revised 2013.

Time (60-90 minutes)

1. **Review Protocol** (3 minutes)
2. **Presentation** (5 minutes)
   "Owner" of the data provides overview of the context and focus
3. **Clarifying Questions** (4 minutes)
4. **Phase 1: Predictions**
   a. Group fills out predictions sheet (3 minutes)
   b. Round-robin report-out of predictions (one item each person, one round only — 3 minutes)
   May be charted by the facilitator or other member of the group
5. **Distribution and Examination of Data** (7 minutes)
6. **Additional Clarifying Questions**, if necessary (3 minutes)
7. **Phase II: Go Visual** (10-30 minutes)
   Participants mark up and re-organize the data to better understand it.
   May be done individually, in pairs, or in small groups depending on group size and amount of data.
   Highlighters, chart paper, and calculators are helpful to have on hand.
8. **Phase III: Observations**
   a. Group fills out observations sheet (5 minutes)
   b. Round-robin report-out of observations may (one item each person, continue rounds until new ideas are spent — 5 minutes)
9. **Check in with Presenter** (2 minutes)
   Do we need to refocus our attention?
10. **Phase IV: Inferences**
    a. Group fills out inferences sheet (5 minutes)
    b. Round-robin report-out of inferences. May be charted (one item each person, continue rounds until new ideas are spent — 5 minutes).
11. **Response from the Presenter** — What new thoughts are you having about the data now? What are your next steps? (5 minutes)
12. **Implications** for teaching and learning (10 minutes)
13. **Debrief** the protocol (3 minutes)

Note: This protocol can be done in 2 sessions if desired, stopping after Step 8 between sessions. Participants can fill out the inferences sheet between meetings to allow for a fuller discussion of the results in the next session.

Data Driven Dialogue Sample Data