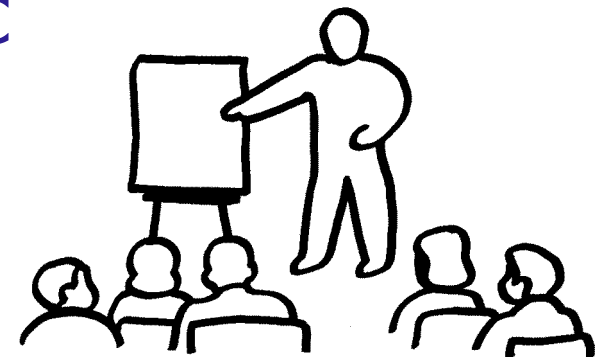

Data Driven Dialogue: Facilitating Collaborative Inquiry

Developed by
Bruce Wellman & Laura Lipton
Co-Directors, MiraVia LLC



People Synectics

As a table group, select one of the pictures and generate comparisons:

A skilled group leader

is like _____

because _____.



Toto and Dorothy (from The Wizard of Oz)



Crafting the Container - p. 12

- ❑ Starting the Conversation
- ❑ Structuring the Conversation
- ❑ Sustaining Thinking in the Conversation

Driving Forces - p.2

Shifting From

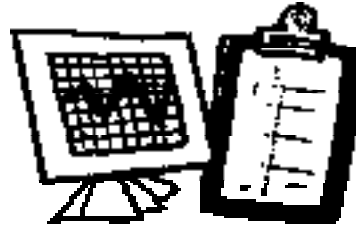
- A teaching focus
- Teaching as private practice
- School improvement as an option
- Accountability

Shifting to

- A learning focus
- Teaching as collaborative practice
- School improvement as a requirement
- Responsibility

Response - ability

Meeting Partners - Handout p. 20



DATA

Your Partner's Name



GROUP



MEDIA

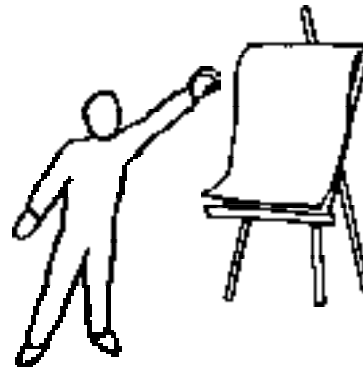
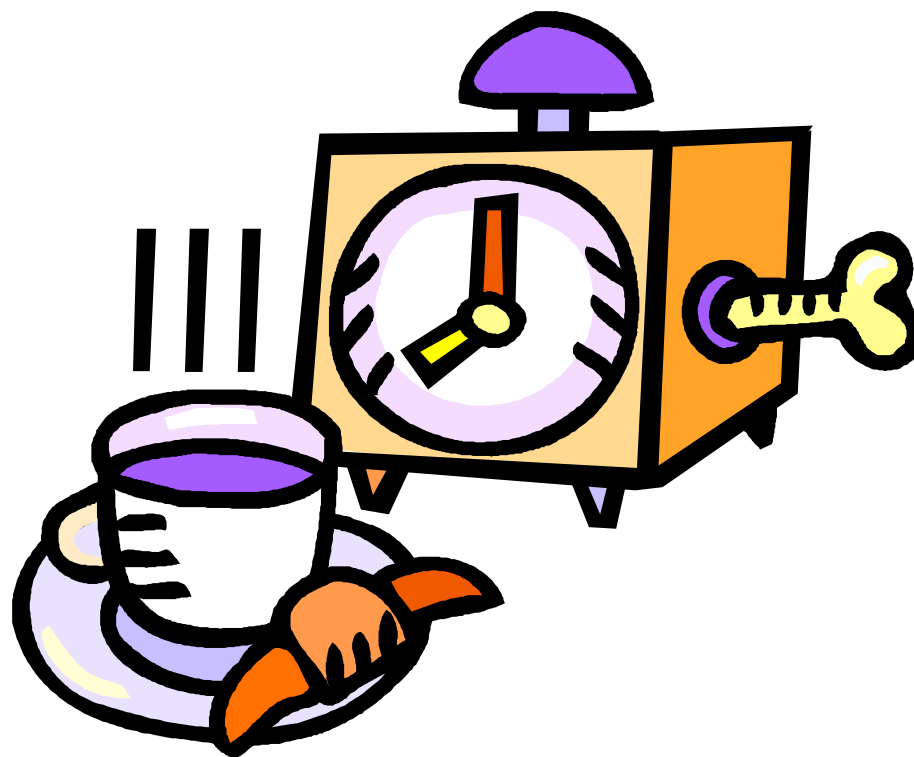


CHART PERSON

BREAK

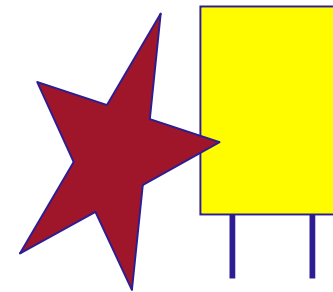
Please return at 10:45



Skilled facilitators offer the

- ***'What'***
- ***'Why'***
- ***'How'***

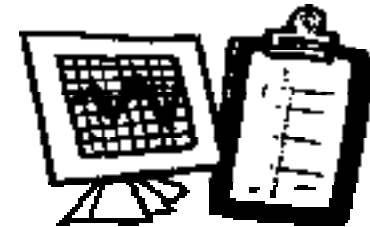
of strategies and protocols



Think, *WRITE*, Pair Share

**One assumption I
have about
helping groups
work with data...**

Join your



**Partner
and share**

Say Something

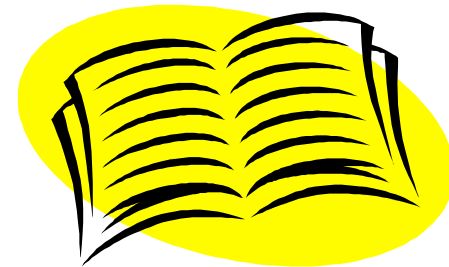
- 1. Choose a partner**
- 2. Read silently to the designated stopping point.**
- 3. When each partner is ready, stop and “say something”.**
***the ‘something’ might be a question, a brief summary, a key point, an interesting idea or personal connection.**
- 4. Continue the process until you have completed the selection.**

Guiding Assumptions pg. xi

- ❑ Data have no meaning
- ❑ Knowledge is both a personal and social construction
- ❑ There is a reciprocal influence between the culture of the workplace and the thinking and behavior of its members
- ❑ Understanding should precede planning
- ❑ Cycles of inquiry, experimentation and reflection accelerate continuous growth and learning
- ❑ Norms of data-driven collaborative inquiry generate continuous improvements in student learning

Processing the Strategy

- What are some of the ways that the structure of the strategy influenced you?
- What are some ways that paired interaction influenced you?

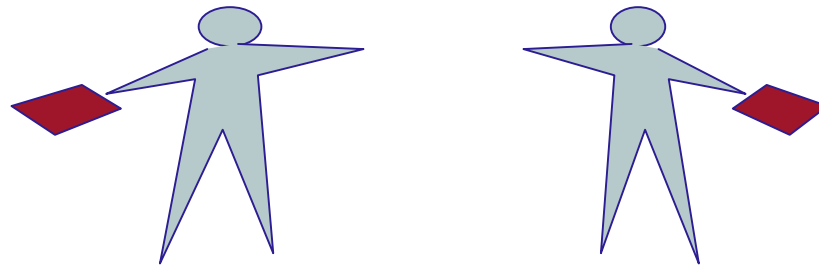


Guiding Assumptions

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Guiding Assumptions

With your partner, choose one guiding assumption that caught your attention and be prepared to share some of your connections.



Guiding Assumptions

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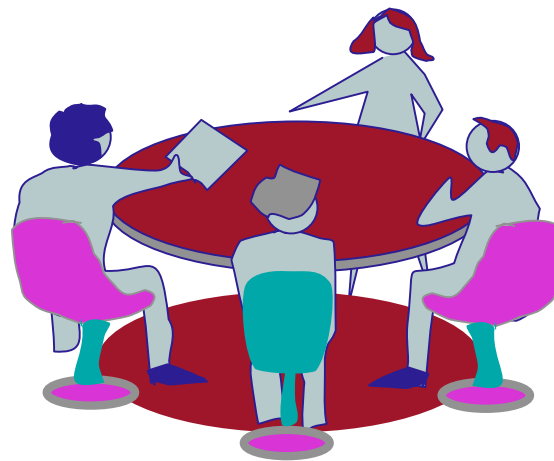
First Turn/ Last Turn



- Read 9-11 individually. Highlight 2-3 items.
 - In turn – share one of your items – but do not comment on it. -- The First Turn
 - Group members comment in round-robin order about the item (with no cross-talk).
 - The initial person who names the item then shares his or her thinking about the item and gets – The Last Turn.
-
- Repeat the pattern around the table.

First Turn/ Last Turn

1. How is this strategy a scaffold for dialogue?
2. How might this strategy contribute to group development?



Matchbook Definitions - p. 106

Craft a “Matchbook Definition” of Group Development

Approximately 8-12 words in length.



LUNCH

Please return at 1:10



Managing Decisions - p. 67

- ❑ Group *size*
- ❑ Length of *time*
- ❑ Degree of *structure*



Processing the Morning

**Reflect on the morning
select a
“Most Important Point”**

Listen carefully to each other
and be prepared to share
your partner’s “MIP”.

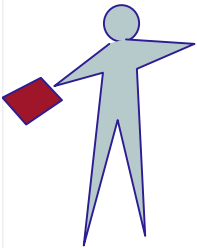
Join your



**Partner
and share**

Round the Room & Back Again

- List one source of data that you use to improve student learning
- Without taking notes, move round the room and share your data source and mentally catalogue the sources of others.
- Return to home-base and write down the ideas you can remember.
- Pool your lists and make the longest discrete list that is possible



Sources of Data - H/O p. 5

DATA	QUANTITATIVE	QUALITATIVE
Student Performance Data		
Program Data		
Community Data		

Process



What are some patterns you are noticing?

What might you add/ refine?

What data “speaks” to which audiences?

"Not everything that counts can be counted. And not everything that can be counted, counts."

- Albert Einstein

Informational Altitudes

International

TIMMS, I.B., I.A.E.P., PISA

National

Terra Nova, CTBS, ITBS, Stanford 9, SAT, ACT

State/Province

Standards-Driven Assessments, End of Course Exams

District

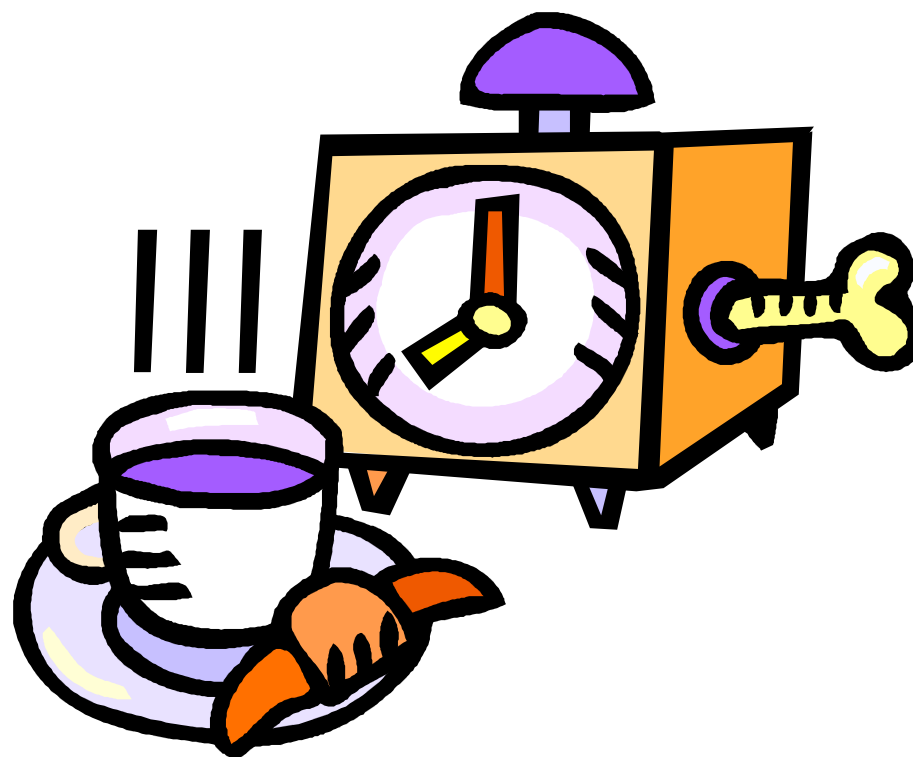
Rubrics, Scales and Checklists
District-wide Assessments
Publishers' Tests

School/C.R.

IRI/Running Records
Reading Conferences
Think Alouds
Portfolios
Teacher-made tests

BREAK

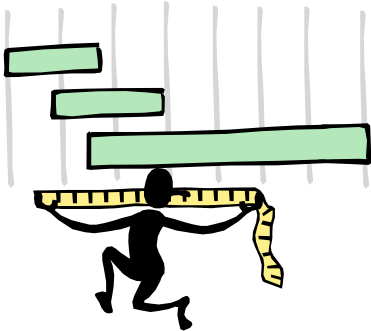
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Choosing Which Data to Collect

QUESTIONS:

What is the relationship between the current math curriculum and our students' performance?



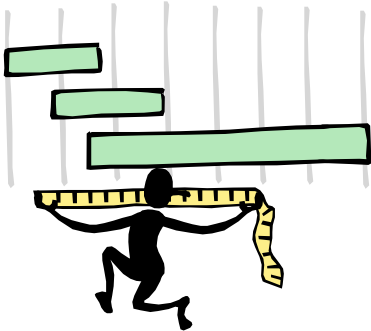
PROBLEM STATEMENTS:

Grade 8 students do not seem to have the necessary skills for success with our math curriculum.

HYPOTHESIS:

Student math performance would improve greatly if they better understood the underlying concepts and had greater automaticity with basic skills.

CHOOSING WHICH DATA TO COLLECT



QUESTIONS:

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PROBLEM STATEMENTS:

Grade eight students do not seem to have the necessary skills for success with our math curriculum.

HYPOTHESES:

Student math performance would improve greatly if they better understood the underlying concepts and had greater automaticity with basic skills..

Identify something in your own work setting that you are interested in knowing more about.

1. Develop a question, problem statement and an hypothesis.
2. Determine at least three data sources you might "tap" to explore your issue.

Strengths and Stretches

- Create a T-Chart
- On the left side generate a list of “strengths” that exist in your SPC(s).
- On the right side generate a list of “stretch areas” that your SPC(s) might need to focus on.

A yellow T-chart template with a blue border. The top row is divided into two columns. The left column is labeled 'Strengths' and the right column is labeled 'Stretches'. Both labels are in bold red font. The rest of the chart is empty, intended for handwritten notes.

Strengths	Stretches

Organizing and Integrating

Table Groups:

Craft a “One-Word Summary” of this day.

Be prepared to share your word:

- the **'what'**
- the **'why'** you chose it.
- and **'who'** will be your group's speaker