**Data Conversations**

School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Grade Level \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Subject\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

Common Assessment Objective to Be Reviewed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **FOUR CRITICAL QUESTIONS OF LEARNING TO FRAME OUR CONVERSATION** | |
| ***1. What do we want our students to learn?*** | ***3. How will we respond when they don't learn?*** |
| ***2. How will we know they are learning?*** | ***4. How will we respond when they do learn?*** |

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| **Step 1: Prepare Your Data Set**  The most effective learning teams recognize that successful data conversations depend on approachable data sets that have been carefully prepared to spotlight trends and patterns in student learning. Use the following strategies to prepare the results of the common assessment that our team is studying today. | | | | |
| **Stoplight Highlighting**  Use two jointly determined cut values to highlight today’s data set; for example, all the scores above 85 percent might be highlighted green (Tier 1), all the scores between 70 and 84 percent might be highlighted yellow (Tier 2), and all the scores below 69 percent might be highlighted red (Tier 3). | | | | |
| **Step 2: Prepare Your Findings**  Now that our team has carefully prepared our data set, it is time to begin looking at our results. Let’s use one of the following strategies to draw some conclusions about what it is that we’ve learned. | | | | |
| **Sticky Notetaking**  Use self-stick notes to record up to five observations and up to five questions about today’s data set. After organizing the observations and questions into categories, start an open discussion centered on those categories. | | | **Final Word**  Give one team member 60 seconds to share a thought or insight about today’s data set. Then, each team member takes up to 30 seconds to respond to that insight. After everyone has had a chance to comment, the first team member gets 30 seconds to respond to what has been heard from the other members of our group. | |
| **Step 3: Prepare Your Next Steps**  The most effective learning teams recognize that successful data conversations end in actions that are designed to improve student learning across entire grade levels and departments. Let’s use the following questions to plan our next steps. | | | | |
| **Conversation Task** | **Patterns Observed** | | | **How Will We Respond?** |
| **Interpret Results**  It’s time to dig into our results! Let’s discuss the patterns that we see in student performance. Brainstorm a list of three to five specific result statements on which our team can take action. Remember to avoid emotionally loaded words and phrases. What patterns do you see in student performance? |  | | |  |
| **Leave With Questions as Well**  **as Answers**  For highly accomplished learning teams, data conversations are as much about questions as they are about answers. Never leave a data conversation without new questions to pursue. |  | | |  |
| **Step 4: Write a Set of Summary Statements**  The most effective learning teams end data conversations with a set of short statements summarizing the outcomes of this powerful professional learning experience. Let’s use the following sentence starters to craft summary statements for today’s data conversation. | | | | |
| **Prompt** | | **Response** | | |
| The finding that surprised us the most in today’s data conversation was . . . | |  | | |
| Today’s data conversation has left us convinced that . . . | |  | | |
| Today’s data conversation has us continuing to wonder whether or not . . . | |  | | |
| To act on today’s data conversation, we plan to . . . | |  | | |

Duplin County Schools. (2014). *Data Conversations.* Retrieved from <http://duplinschools.net/site/Default.aspx?PageType=6&SiteID=1&SearchString=Data%20Conversation>