

TOOL

Norms for data discussions

Data conversations are most effective in an environment where teachers feel safe. Establish norms for these discussions to help avoid feelings of risk and blame.

EXAMPLE #1

Create a focus on instruction.

Reinforce common core curriculum.

Focus on strengths as well as areas of concern.

Emphasize common learning based on standards.

Identify curricular areas that need attention.

Provide objective indicators of effectiveness.

Promote collaboration.

Set the stage for action plans to improve student learning.

Help create an "open mind."

EXAMPLE #2

No judgments.

No blaming.

Focus on what the data tell us about current practice.

Focus on problem solving and the future.

Focus on results for students.

Consider all possibilities.

Maintain confidentiality.

Source: Adapted from Killion, J. & Harrison, C. (2006). *Taking the lead: New roles for teachers and school-based coaches*. Oxford, OH: NSDC.

Discussing the data

When engaging teachers in data conversations, examine each piece of data to determine the root causes that contribute to the results indicated. Stay focused on what the data indicate about student learning to empower teachers and keep the conversation positive and productive.

1. Describe what you learned when you looked over your individual student scores.
What do the data say?
What are the facts?
What are some of your students' areas of strength?
What are your areas of concern?
What are your questions?

2. Describe what you discovered in the group data.
What surprises you or jumps out at you in your analysis?
What patterns do you find among teachers?
What do you think might explain these patterns?

3. What might we include in an action plan to support the learning of our students and teachers?
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