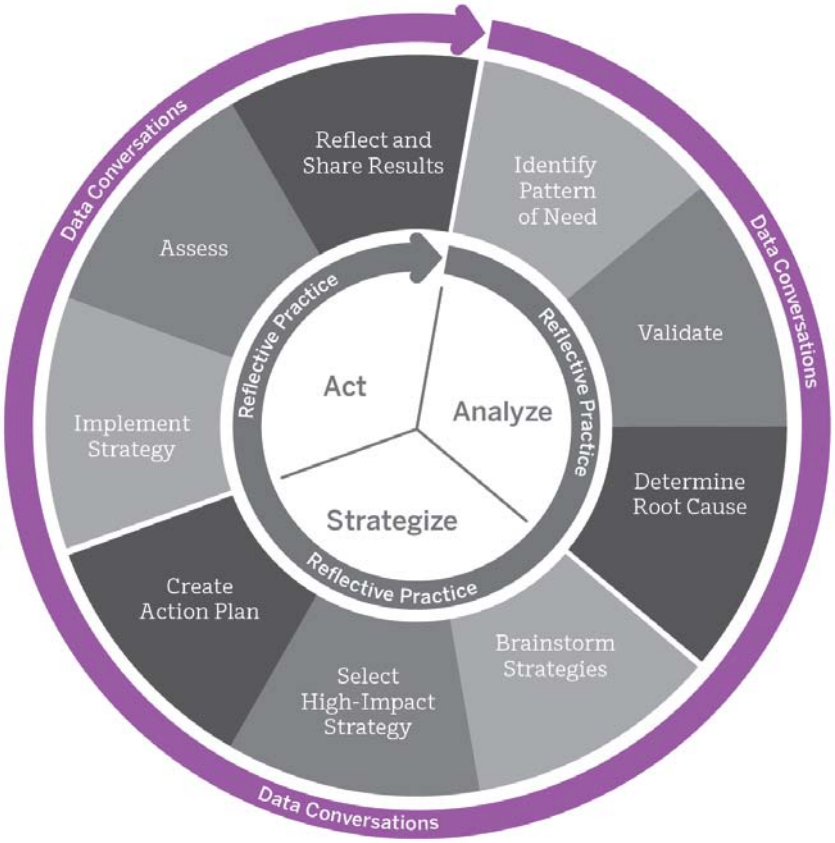
Data Conversations

Data Use Professional Development Series
Rhode Island Department of Education



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Data Conversations

In a school with a transparent data culture, frequent, low-stakes Data Conversations happen all the time. Although most schools engage in Data Conversations at times, there are some specific strategies and “listen-fors” that can assist you in making these conversations more productive, such as developing a low-stakes set of questions framed using Positive Presumptions. There are three types of Data Conversations:

- Gathering Information
- Guiding Improvement
- Finding Solutions

Gathering Information

- This type of Data Conversation happens when you need more information about something. It might be part of a validation or triangulation process.
- Gathering Information Data Conversations can take place between teacher and student, teacher and parent, administrator and teacher, teacher and teacher, etc. For example, you may have identified a Pattern of Need in a data set, formed a working hypothesis about what is going on, and then decided you need more information.
- This type of Data Conversation should take place frequently and without assumptions.
- If engaging in this type of Data Conversation with a student to examine test results, low-stakes non-judgmental questions might include: ”How did you prepare for the test?” and ”What was going on at home that week?”

Guiding Improvement

- The focus of Guiding Improvement Data Conversations is to drive someone toward improvement.
- Like all Data Conversations, this type of conversation may occur between different stakeholders including teachers, parents, administrators, and students.
- It sometimes involves coaching techniques, and always involves stakeholders helping each other work toward improvement. If you are the individual in the conversation who is guiding improvement, it is important to begin this type of conversation without a particular solution in mind. This way you can empower the other person to take ownership of the solutioning.

Finding Solutions

- This type of conversation happens frequently among colleagues. Although collaborative conversations often happen in schools, they are not always solutions-oriented.
- Sometimes we engage in conversations where we are talking “about” the problem, but not actually steering toward solution. Simple questions can lead you to answers: “I’ve identified this Pattern of Need in the data and I know I need to re-teach this. What strategies have you used successfully?”

Exercise 4.1: Types of Data Conversations

Purpose

To practice the three different types of Data Conversations.

Objectives

Upon completion of this exercise, educators will be able to:

- Identify three different types of Data Conversations.
- Apply characteristics of different types of Data Conversations.

Materials Needed (for each educator)

- Copy of *Types of Data Conversations: Role Play Scenario* handout
- Copy of *Data Conversations Log*

Time

Approximately 25 minutes

Instructions

1. Provide each educator with *Types of Data Conversations: Role Play Scenario* handout.
2. Break educators into groups.
3. In groups, educators role play the three different Data Conversations. Have team members take on different roles:
    - Guiding Improvement conversation between Principal and Mr. Cole
    - Information Gathering conversation between Mr. Cole and one of his students
    - Finding Solutions conversations between Mr. Cole and other math teachers
4. Explain that those not involved in the role play should observe and take notes.
5. After all three role plays are complete, conduct a discussion with the larger group using the following questions:
    - How did it go?
    - What did you notice?
    - What went well?
    - What were some challenges?
    - How do you see Data Conversations playing out in our school?
6. Ask, *With which stakeholders would it be helpful to have Data Conversations?* Possible responses:

- *Colleagues*
- *Administrators*
- *Students*
- *Parents*

7. Introduce the *Data Conversations Log* as a way of collecting information about the Data Conversations educators have at their schools. Explain that it is not a requirement to log Data Conversations, but instead is meant as a way to support the practice of implementing Data Conversations in schools.
8. Review the *Data Conversations Log* handout.
9. Ask, *How might the Data Conversations Log help support the implementation of Data Conversations in your school?*

Exercise 4.1: Types of Data Conversations Role Play Scenario

Handout

Mr. Cole is a merry old soul. His math students enjoy coming to class. His attendance rate is 98 percent where the rest of the school is 94 percent. Whenever an adult walks into his class, they see deep student engagement.

The math teachers in Mr. Cole's school have developed common assessments. Mr. Cole's last few sets of test scores have been below average for his grade level, which is surprising to his principal since his students seem so interested in class.

After receiving the most recent test scores, the following Data Conversations take place:

- Guiding Improvement Conversation between the Principal and Mr. Cole
- Information Gathering Conversation between Mr. Cole and one of his students
- Finding Solutions Conversation between Mr. Cole and other math teachers

Exercise 4.1: Data Conversations Log

Handout

Date: **Met with:** ☐ Administrator ☑ Teacher ☐ Student ☐ Parent ☐Other: _____	**Data Conversation Type** ☐ Gathering information ☑ Guiding improvement ☐ Finding solutions	**Stage in Cycle of Inquiry** ☐ Analyze ☑ Strategize ☐ Act
	What is one question you asked during the conversation? ☑ *What strategies are you considering to help your students achieve proficiency with two-digit addition?*	
What was one result of the conversation? ☑ *The teacher will have students work in small groups with base-10 blocks to solve two-digit addition problems.*		

Date: **Met with:** ☐ Administrator ☐ Teacher ☐ Student ☐ Parent ☐ Other: _____	**Data Conversation Type** ☐ Gathering information ☐ Guiding improvement ☐ Finding solutions	**Stage in Cycle of Inquiry** ☐ Analyze ☐ Strategize ☐ Act
	What is one question you asked during the conversation?	
What was one result of the conversation?		

Date: **Met with:** ☐ Administrator ☐ Teacher ☐ Student ☐ Parent ☐ Other: _____	**Data Conversation Type** ☐ Gathering information ☐ Guiding improvement ☐ Finding solutions	**Stage in Cycle of Inquiry** ☐ Analyze ☐ Strategize ☐ Act
	What is one question you asked during the conversation?	
What was one result of the conversation?		

Date: **Met with:** ☐ Administrator ☐ Teacher ☐ Student ☐ Parent ☐ Other: _____	**Data Conversation Type** ☐ Gathering information ☐ Guiding improvement ☐ Finding solutions	**Stage in Cycle of Inquiry** ☐ Analyze ☐ Strategize ☐ Act
	What is one question you asked during the conversation?	
What was one result of the conversation?		

Exercise 4.1: Reflections

Handout

Describe when you might use the three different types of Data Conversations as an educator.

Rate your ability to engage in the three different types of Data Conversations.

Cannot do it	Can do it with significant support	Can do it with some support	Can do it independently
1	2	3	4

Information I still need or want to pursue further:

Questioning Techniques for Data Conversations: Presuming Postive Intent

There are a few Questioning Techniques for Data Conversations: presuming postive intent, paraphrasing, and asking powerful questions. This section is a brief overview of presuming positive intent.

Presuming Positive Intent

Think of a time you felt put on the spot when asked a pointed question about data or student achievement. It may be that the question was phrased in such a way that it caused a *reaction* rather than a response.

Consider your reaction to the following question: "Do you know anything about best practices?"

Sometimes, the way questions are phrased can cause them to be misinterpreted as judgmental or accusatory. The listener may perceive the question as a challenge or insinuation, and in turn, react defensively. One way to avoid this pitfall is to phrase questions in such a way that you remove negative assumptions. This is called *Presuming Positive Intent*.

Note to Facilitator

Presuming Positive Intent takes practice. This guide can help you construct thoughtfully framed questions to raise the level of discourse and help move Data Conversations toward action.

"The scientific mind does not so much provide the right answers as ask the right questions."

– Claude Levi-Strauss

"I always prefer to believe the best of everybody, it saves so much trouble."

– Rudyard Kipling

When asking questions that Presume Positive Intent, it is necessary to consider the **desired outcome** and what potential assumptions you are making. In this way, you can phrase questions that foster communication while conveying respect.

Presuming Positive Intent opens up communication and establishes an environment that is conducive to Data Conversations. For example:

Instead of saying: "What did you do last year? The students that came to me this year from you can't add fractions."

Rephrase Presuming Positive Intent: "What lessons were you able to cover on fractions last year so I know what to expect from my students this year? How well did the students master adding fractions when you covered it?"

In this context, if the listener has not done what is expected, Presuming Positive Intent can turn up the heat in a respectful and productive way.

Presuming Positive Intent does not mean being naively optimistic, nor does it mean viewing the world through “rose-colored glasses.” Instead, the approach presumes that the person being addressed is a competent, conscientious individual who is interested in a collaborative conversation. The series of exercises that follow support educators in developing their understanding of Positive Presumptions.

Opening Discussion: Presuming Positive Intent

Discuss the following with educators before starting the first exercise.

Think about what types of conversations you have with colleagues.

a. What data do you most frequently discuss?

b. How do you make sure that Data Conversations lead to action?

Exercise 4.2: Positive Presumptions

Purpose

To practice reframing questions using Positive Presumptions.

Objectives

Upon completion of this exercise, educators will be able to:

- Identify characteristics of a well-framed question that uses Positive Presumptions.
- Construct questions for a Data Conversation using Positive Presumptions.

Materials Needed (for each educator)

- Copy of *Exercise 4.1 Positive Presumptions* handout
- Copy of *Exercise 4.1 Reframing* handout

Time

Approximately 20 minutes

Instructions

1. Provide each educator with a copy of *Exercise 4.1 Positive Presumptions*. (If copies are limited, educators may also look on with a partner.)
2. Explain to educators that *Presuming Positive Intent* should frame every question. Data Conversations, and even casual conversations, go more smoothly when we assume a positive answer to our questions.
3. Read through each set of questions with educators, then ask the following questions:
    - What do you notice about the questions?
    - What feelings do the questions on the left evoke? The questions on the right?
    - How do the questions differ?
    - What are the assumptions for each question?
4. Explain to educators that Positive Presumptions involve being thoughtful about what you really want to know and what assumptions you are making before you ask a question. They involve presuming a positive result has already taken place; so you ask a question with this presumption already in mind. And finally, presuming positive intent is not the same as “being positive.”
5. Provide each educator with a copy of *Exercise 4.1 Reframing*.
6. Depending on the level of scaffolding you feel is necessary, either:
    - Work as a group to rephrase each of the questions using Positive Presumptions; or

- Have teachers work in small groups, pairs, or individually to rephrase each of the questions using Positive Presumptions.

7. Ask educators to share out their rephrased questions and reflect on the different ways other educators have rephrased them.

Note to Facilitator

There is more than one way to correctly rephrase the questions on the Reframing handout. Educators may have different responses. Have educators share out how they rephrased each question so they can learn and gain ideas from each other.

Extension Discussion

Use the following optional questions to extend the discussion.

1. How does the way we talk to each other affect how we respond to each other?
2. How might a conversation with a student be different if a teacher used these two questions:
   a. Do you know why you didn't get this one right?
   b. What influenced your decision to answer A instead of B?
3. In the above questions, what were the presuppositions/expectations?
4. What strategies could you use to remind yourself to use Positive Presumptions?

Exercise 4.2: Positive Presumptions

Finding Solutions	Is it just easier for you to teach that way because your students are more focused than mine?	versus	What strategies do you use to keep your students so focused?
Gathering Information	Is Johnny failing your class, too?	versus	I want to learn more about Johnny's performance in different content areas. How is he doing in your class?
Guiding Improvement	Are your students going to be ready for the NECAP?	versus	What strategies are you considering to prepare your students for the NECAP?

Exercise 4.2: Reframing

Negative Presumptions	Versus	Positive Presumptions
Are you going to help Frank with that math problem?	Versus	
Did you use quiz results to form these groups?	Versus	
You failed this test. What happened? Didn't you study?	Versus	
Have you developed differentiated lesson plans for your students?	Versus	

Exercise 4.2: Reflections

Handout

Write a question using Positive Presumptions for a Data Conversation that you will initiate within the next two weeks.

Rate your ability to construct questions for a Data Conversation using Positive Presumptions.

Cannot do it	Can do it with significant support	Can do it with some support	Can do it independently
1	2	3	4

Information I still need or want to pursue further:

Exercise 4.3: Applying Positive Presumptions

Purpose

To apply Positive Presumptions to authentic questions.

Objective

Upon completion of this exercise, educators will be able to:

- Reframe authentic questions using Positive Presumptions.

Materials Needed (for each educator)

- Index card or paper
- Pen or pencil

Time

Approximately 10 minutes

Instructions

1. As a group, brainstorm some questions educators have heard teachers or administrators pose to students, colleagues, or parents. Decide who will take which role.
2. Either as a group, in pairs, or individually, have educators reframe the questions using Positive Presumptions.
3. Ask educators to discuss the impact on school culture and student learning if all questions were framed using Positive Presumptions. What would this look like at the classroom, grade, department, school building, and school district level?

Note to Facilitator

Ask educators not to identify who asked the question. The purpose of the exercise is to have educators generate realistic questions to practice reframing with Positive Presumptions. It is not to criticize individuals who have not yet mastered applying this technique.

Exercise 4.3: Reflections

Handout

Describe a question that you recently heard from a teacher, student, or parent and reframe the question using positive presumptions.

Rate your ability to reframe authentic questions using Positive Presumptions.

Cannot do it	Can do it with significant support	Can do it with some support	Can do it independently
1	2	3	4

Information I still need or want to pursue further:

Exercise 4.4: Positive Presumptions Role Plays

Purpose

To practice applying Positive Presumptions with multiple stakeholders.

Objectives

Upon completion of this exercise, educators will be able to:

- Apply Positive Presumptions in a Data Conversation.
- Apply Positive Presumptions in conversations with multiple stakeholders.

Materials Needed:

- One set of *Positive Presumptions Role Play Cards*

Time

Approximately 10 minutes

Instructions

1. Place all of the Role Play Cards face down.
2. Have educators work in pairs, choose a role play card.
3. Provide educators with the following instructions before they begin their role plays:
    - Assume the people in the discussion are competent and dedicated (put aside any thoughts to the contrary).
    - Take a moment — be thoughtful about your goal for the conversation and what you will say.
    - Ask questions using Positive Presumptions.
3. After role plays are finished, debrief with educators.

Exercise 4.4: Positive Presumptions Role Play Cards

Teacher/Student Conversation You sit down with a student who earned a score at the low end of the proficient range on a benchmark reading assessment. You notice that the student scored significantly lower in Reading Comprehension (Literary & Informational text). Combined with your knowledge of this student's class performance, you infer that the student is struggling with understanding informational text, even though you have been focusing a great deal attention on instructing your whole class in this area.	**Teacher/Student Conversation** You sit down with a student who, based on the data you have, understands all the concepts that you teach but does not participate in class or do much homework.	**Teacher/Student Conversation** You have a student whose grades and behavior declined suddenly around the winter holidays. Now two months later, neither has improved.
Teacher/Administrator Conversation You referred a student to the administrator for poor behavior in class. When the student returns to class, she brags that she did not get in trouble with the administrator. The next time you see the administrator, you decide to discuss the situation.	**Teacher/Teacher Conversation** You sit down with a colleague to compare scores on a weekly formative assessment. There are instructional areas where his/her class needs support; this teacher is out of ideas and is stressed out.	**Teacher/Teacher Conversation** You and another teacher both teach the same student. The student behaves well for you, but he is constantly being referred for discipline problems in the other teacher's class. The other teacher has not approached you, but you want to help and so you approach the other teacher.

Teacher/Parent Conversation A parent is coming in for a parent/teacher conference. The child is well-behaved and has done fairly well on weekly quizzes, but you feel she could be doing better.	**Administrator or Teacher/Parent Conversation** You called a parent once because her child had been misbehaving in class. The parent seemed extremely concerned and promised her child's behavior would improve. The child apologized to you the next day, but one week later is behaving poorly again. You decide to call the parent a second time.	**Administrator/Teacher Conversation** Someone from the district office has asked you to have all the teachers in a particular department (or grade) collect weekly formative assessments. When you go to collect the data after the first two weeks, you find that one teacher does not have this data.
Teacher/Parent Conversation A parent is coming in for a parent/teacher conference. The student has performed well on multiple-choice assessments but not as well on constructed responses. He has turned in all of his homework assignments but 40% of them are not complete.	**Administrator/Parent Conversation** A parent is coming in for a parent/teacher conference.	**Teacher/Parent Conversation** A parent is coming in for a parent/teacher conference.

Exercise 4.4: Reflections

Handout

Describe a situation (no names please) within the next two weeks when you will initiate a Data Conversation with a teacher, parent, or student and draft a few questions using Positive Intent that you will use to begin the discussion.

Rate your ability to apply Positive Presumptions in conversations with multiple stakeholders.

Cannot do it	Can do it with significant support	Can do it with some support	Can do it independently
1	2	3	4

Information I still need or want to pursue further:

Questioning Techniques for Data Conversations: Paraphrasing

Paraphrasing

Another technique to help you engage in successful Data Conversations is paraphrasing. Learning to paraphrase is key to being a good communicator. Paraphrasing can be more effective than asking a question because the paraphrase says to the person you are talking to: "You were clear in your communication and I understand what you said." This can be a powerful message.

These paraphrasing techniques come from coaching methodologies, including Cognitive Coaching.

Paraphrasing Techniques

Before you speak:

- Listen with intent; listen fully
- Do NOT think about your response
- Pause

To paraphrase:

- Capture the essence/content of the message
- Match the emotion of the other person
- Use the same tone, voice, and/or gestures
- Paraphrase should be shorter than the original statement
- NEVER use the word "I." Using "I" can convey that you are going to say what they just said; however, YOU are going to say it better than they did.

If we use these guidelines when paraphrasing, we convey that:

- I am listening to your situation with intent.
- I care about your situation and I am interested in what you have to say.
- I understand *or* am trying to understand your situation

Note to Facilitator

We can begin our paraphrasing by saying something like the following:

- So you're frustrated because…
- You're hoping that…
- So, you're wondering if…
- You are concerned about…
- You're thinking about…
- So you are (fill in emotion here) because…

The series of exercises that follow support educators in developing their understanding of paraphrasing.

Exercise 4.5: Paraphrasing

Purpose

Educators will apply paraphrasing in a Wagon Wheel exercise.

Objectives

Upon completion of this exercise, educators will be able to:

- Apply paraphrasing in Data Conversations

Materials Needed

- One set of the *Paraphrasing Techniques* handout

Time

Approximately 20 minutes

Instructions

This is a fast-moving activity with lots of talking. Keep people focused, moving through the prompts, and switching partners.

1. Review the techniques and sample paraphrases from the *Paraphrasing Techniques* handout with educators:
    - You're frustrated because…
    - You're hoping that…
    - You're wondering if…
    - You are concerned about…
    - You're thinking about…
    - You are (fill in emotion here) because…
2. Make an inner circle and outer circle with two sets of chairs facing each other (or have people stand in two circles, inner and outer).
3. The person sitting in the inner chair responds to a prompt provided by the facilitators. *Sample prompts:*
    - Talk about the goals you have for yourself as a teacher (or whichever particular role the educator has).
    - Talk to me about your biggest challenge with Data Use this year and some of the strategies you have tried.
    - How do you see this work continuing at your school next year?
    - Talk about the most exciting thing you have seen as a result of this work in your classroom or in your school.

4. The person sitting in the outer chair paraphrases what that person said.
5. The people in the outer chairs move one chair to the right.
6. The process begins again with a new prompt.
7. After several turns, the inner circle and outer circle change seats.

Exercise 4.5: Paraphrasing Techniques

Handout

Another technique to help you engage in successful Data Conversations is paraphrasing. Learning to paraphrase is key to being a good communicator. Paraphrasing can be more effective than asking a question because the paraphrase says to the person you are talking to: “You were clear in your communication and I understand what you said.” This can be a powerful message.

Paraphrasing Techniques

Before you speak:

- Listen with intent; listen fully
- Do NOT think about your response
- Pause

To paraphrase:

- Capture the essence/content of the message
- Match the emotion of the other person
- Use the same tone, voice, and/or gestures
- Paraphrase should be shorter than the original statement
- NEVER use the word “ I.” Using “I” can convey that you are going to say what they just said; however, YOU are going to say it better than they did.

If we use these guidelines in our paraphrasing we are conveying:

- I am listening to your situation with intent.
- I care about your situation and I am interested in what you have to say.
- I understand *or* am trying to understand your situation

Sample Paraphrases

We can begin our paraphrasing by saying something like the following:

- You’re frustrated because…
- You’re hoping that…
- You’re wondering if…
- You are concerned about…
- You’re thinking about…
- You are (fill in emotion here) because…

Exercise 4.5: Reflections

Handout

Describe how you will apply paraphrasing to conversations with teachers, parents, administrators, and students.

Rate your ability to apply paraphrasing in conversations with multiple stakeholders.

Cannot do it	Can do it with significant support	Can do it with some support	Can do it independently
1	2	3	4

Information I still need or want to pursue further:

Planning Conversations

What is a Planning Conversation?

One type of Data Conversation you can have with stakeholders is a Planning Conversation. A Planning Conversation is a coaching conversation you can have with someone before an event, or before they try to do something. A Planning Conversation could occur before a person tries a new instructional strategy or uses a data analysis strategy to look at their data. Typically, a Planning Conversation is a one-on-one coaching conversation, but this idea could be used if you were sitting down to plan with a small group as well.

Note to Facilitator

The steps of a Planning Conversation:

1. Set and Clarify Goals
2. Establish indicators of success
3. Determine how you will reach success
4. Identify the learning focus
5. Reflect on the Planning Conversation

When might you have a Planning Conversation?

When might you have a Planning Conversation with teachers or other folks about Data Use?

- With individual teachers to discuss how to incorporate data into their practice
- When supporting teachers in using new data analysis strategies
- At grade-level or faculty meetings
- Before incorporating a new formative assessment strategy
- To discuss how to incorporate a new instructional strategy to address a Pattern of Need

Exercise 4.6: Planning Conversations

Purpose

To apply questions for a Planning Conversation while practicing with a colleague.

Objectives

Upon completion of this exercise, educators will be able to:

- Apply questions for a planning conversation.

Materials Needed:

- One set of the *Questions for a Planning Conversation* handout
- One set of the *Planning Conversation Sample*
- One set of the *Planning Conversation Template*

Time

Approximately 20 minutes

Instructions

1. Provide an overview of Planning Conversations. A Planning Conversation is a coaching conversation you would have with someone before an event, or before they try to do something. A Planning Conversation could occur before a person tries a new instructional strategy or uses a data analysis strategy to look at their data.
    - Step 1. *Goals:* This step is about establishing the goals for the event the educator is planning and making sure that those goals are clear to both parties.
    - Step 2. *Indicators of success*: This step is about the educator recognizing when the plan has been successful.
    - Step 3. *Reaching Success:* This step is about how the educator will reach that success.
    - Step 4. *Learning Focus:* This step is about what the educator has learned through the conversation that they will want to focus on in the upcoming event.
    - Step 5. *Reflecting:* This step is about how the conversation itself has supported the educator's thinking.
2. Have educators read *Questions for Planning Conversations* and *Planning Conversation Sample*. Discuss: How does the teacher's thinking change from the beginning of the conversation to the end? How is active planning encouraged as a result of the interaction?

3. Refer educators to the *Planning Conversation Template*.
4. Have educators get into pairs.
5. Encourage educators to think about an upcoming event or intervention they would like to plan. In pairs, have them conduct a Planning Conversation. One person will be the planner and the other will pose the questions. If time permits, have them switch roles and conduct another Planning Conversation.
6. Debrief.

Exercise 4.6: Questions for Planning Conversation

Handout

Here are some sample questions for each step of the conversation.

Step 1: Goals

- What are you hoping to accomplish with _____?
- What specifically do you mean when you say_____?
- How does this goal relate to the goals of your colleagues?

Step 2: Indicators of Success

- What might you see or hear to know you've reached your goal?
- What evidence should you collect to show success?
- How will you know that you have reached your set goal?

Step 3: Reaching Success

- How long are you anticipating _____ to take?
- What will guide your decisions about _____?
- What strategies might you use to help reach your goal?
- How might you best prepare for reaching this goal?

Step 4: Learning Focus

- On what past successful experiences might you draw?
- What is important for you to pay attention to in yourself?
- What do you want to be sure you do well?
- If you could videotape this lesson, what might you want to see or hear when you replay it?

Step 5: Reflecting

- How has our conversation supported your thinking?
- Where are you in your thinking now, in comparison with your thinking when we started?
- What specific things about this conversation were helpful?

Exercise 4.6: Planning Conversation Sample

Scenario

A teacher wants to begin using exit slips in her classroom. She starts talking to her colleague about this and they decide to have a Planning Conversation. The questions are proposed by the colleague, to the teacher, to help push the teacher's thinking.

Colleague: What are you hoping to accomplish by using exit slips?

Teacher: I would like to get a better sense of what my students are learning on a daily basis, to help with my lesson planning.

Colleague: What might you see or hear to know you've achieved that?

Teacher: Well, if I achieved this, I think I would see and hear my students engaged in my lessons and working at appropriate levels, based on their progress and understanding of the material from the lesson the day before. I guess I would see them happy and working hard. I don't know how realistic it is for me to do exit slips every day though, for every lesson. That would be a lot of exit slips and a lot of data. Maybe it would make more sense for me to plan on using exit slips a few times a week, or at the end of a series of lessons, instead of every day.

Colleague: What might you need to do to be best prepared for using exit slips a few times a week?

Teacher: I think I need to look at some examples of exit slips and do some research on how to align exit slips to instructional goals. I also need to plan thoughtfully for *when* I will use the exit slips. Also, I am not exactly sure how I will use the data. I think I should talk to some of the folks on my grade-level team to see how they use their data from exit slips. I would like to begin using the exit slips to find patterns of need and conduct short Cycles of Inquiry to help improve my instruction. I may need some support from colleagues in doing this.

Colleague: What do you want to be sure you do well?

Teacher: I want to make sure that I have a plan for how I am going to use the data from the exit slips before I start using them. Sometimes I get excited about a new idea and jump in head first without making sure that I have a plan. I don't want to create more work for myself in the long run.

Colleague: How has this conversation supported your thinking?

Teacher: I began this conversation thinking that I knew what I was going to do — use exit slips! But this conversation has helped me to think through what I need to do to make this strategy successful for me, and my students. Thank you! This has been helpful.

Exercise 4.6: Planning Conversation Template

Goals Question: What are you hoping to accomplish?
Answer:
Indicators of Success Question: What might you see or hear to know you've achieved your goal(s)?
Answer:
Reaching Success Question: How might you best prepare for reaching this goal?
Answer:
Learning Focus Question: What do you want to be sure you do well?
Answer:
Reflecting Question: How has this conversation supported your thinking?
Answer:

Exercise 4.6: Reflections

Handout

Describe a situation within the next two weeks when you will initiate a Planning Conversation with a colleague.

Rate your ability to conduct a Planning Conversation with a colleague.

Cannot do it	Can do it with significant support	Can do it with some support	Can do it independently
1	2	3	4

Information I still need or want to pursue further:

Exercise 4.7: Student Data Conversations

Purpose

To apply positive presumptions and paraphrasing in a Data Conversation with Students exercise.

Objectives

Upon completion of this exercise, educators will be able to:

- Apply positive presumptions in Data Conversations Practice.
- Apply paraphrasing in Data Conversations Practice.
- Guide students toward goal-setting.

Materials Needed:

- *Student Goal-Setting Sheet (Student 1, Student 2, Student 3)*
- *Data Conversation Practice Worksheet*

Time

Approximately 30 minutes

Instructions

1. Explain that you will be practicing Data Conversations with different stakeholders (teachers, administrators, parents, students, etc.) over the course of the year. Today will be focused on Data Conversations with students.
2. Discuss how engaging in these types of conversations can be empowering to students because it allows them to be an active participant with their own data. Student Data Conversations can be an excellent place to guide students toward Goal-Setting.
3. Review Positive Presumptions.
    - Involve thinking through what you really want to know, and what assumptions you are making before you ask a question.
    - Presume a positive result has already taken place; so you ask a question with this assumption already in mind.
    - Presuming positive intent is not the same as "being positive."
4. Review sample paraphrases with educators.
    - You're frustrated because…
    - You're hoping that…
    - You're wondering if…

- You are concerned about…
- You're thinking about…
- You are (fill in emotion here) because…

5. Have educators form groups of three. These groups of three will practice three Student Data Conversations. For each conversation, they will need a *Student Goal-Setting Sheet* and a *Data Conversation Practice Worksheet*.
6. Explain that two participants will engage in a Data Conversation (one as the teacher, one as the student) using the *Student Goal-Setting Sheet*. The third participant will collect data, using the *Data Conversation Practice Worksheet*.
7. Note to participants that the *Student Goal-Setting Sheets* are partially filled out with data, by the student before the Data Conversation. During the Student Data Conversation, the teacher should help the student set goals and next steps, based on their own data.
8. Have "educator" plan for the conversation before beginning.
9. After each practice, have educators debrief and discuss data collection using the *Data Conversation Practice Worksheet*.
10. Have educators switch roles as educator, student, data collector and practice with a different *Student Goal-Setting Sheet* and debrief.
11. Have educators cycle through once more, being sure to rotate responsibilities.
12. Debrief.

Exercise 4.7: Student Goal-Setting Sheet

Name: _____Date: _____

What work am I looking at? (test, homework, class work, essay, project, etc.) :

_____

Current Score/Grade: _____

What did I do successfully?	What was somewhat challenging?
What did I really struggle with?	What are my questions?

Learning Needed:

_____

_____

_____

Three things I can do to improve for next time:

_____

_____

_____

Exercise 4.7: Student Goal-Setting Sheet (Student 1)

Name: *Oliver (2nd grade)* Date: *11/15/13*

What work am I looking at? (test, homework, class work, essay, project, etc.) :

Addition Math Facts Test

Current Score/Grade: 10/15

What did I do successfully? • Adding 1's • Adding 2's	What was somewhat challenging? • Adding 9's
What did I really struggle with? • Adding doubles • My time was slow	What are my questions? • How can I go faster?

Learning Needed:

_____

_____

_____

Three things I can do to improve for next time:

_____

_____

_____

Exercise 4.7: Student Goal-Setting Sheet (Student 2)

Name: *Casey (7th grade)* Date: *12/15/13*

What work am I looking at? (test, homework, class work, essay, project, etc.) :

Unit Test – single variable equations

Current Score/Grade: *7/10*

What did I do successfully?	What was somewhat challenging?
• *I can substitute for x in single variable equations.*	• *I missed square roots on question 8. I forgot that the square root can be a negative number.*
What did I really struggle with?	**What are my questions?**
• *I missed order of operations on question 4. I didn't multiply before adding.* • *I missed dividing by fractions. I forgot to invert my fraction on question 5.*	• *How can I continually remind myself to invert the fraction with dividing?*

Learning Needed:

_____

_____

_____

Three things I can do to improve for next time:

_____

_____

_____

Exercise 4.7: Student Goal-Setting Sheet (Student 3)

Name: *Juan (9th grade)* Date: *12/15/13*

What work am I looking at? (test, homework, class work, essay, project, etc.) :

Essay on "The Lord of the Flies"

Current Score/Grade: *22/30*

What did I do successfully?	What was somewhat challenging?
• *Stated main idea in first paragraph and restated in conclusion* • *Included thesis statement* • *Capitalized sentences and proper nouns*	• *Didn't state main idea for body paragraphs* • *Didn't provide enough examples or quotes in body paragraphs*
What did I really struggle with?	**What are my questions?**
• *Sentence fragments* • *Didn't use quotations correctly*	• *How do I avoid sentence fragments?*

Learning Needed:

_____

_____

_____

Three things I can do to improve for next time:

_____

_____

_____

Data Conversation Practice Worksheet

Type: (circle) Teacher to Teacher Administrator to Teacher Teacher to Parent Teacher to Student

Before you begin:

What is the purpose of the Data Conversation? _____

What is the first question you will ask (using Positive Presumptions)? _____

Positive Presumptions:	Paraphrasing:	Data References:
Tally:	Tally:	Tally:
Comments/ Notes:	Comments/ Notes:	Comments/ Notes:
Conversation Stoppers:		

Exercise 4.7: Reflections

Handout

Describe a situation (no names please) within the next two weeks when you will initiate a Data Conversation with a student.

Rate your ability to apply goal-setting in conversations with students.

Cannot do it	Can do it with significant support	Can do it with some support	Can do it independently
1	2	3	4

Information I still need or want to pursue further:

Exercise 4.8: Data Conversations with Parents

Purpose:

Educators will apply positive presumptions and paraphrasing in a sample Data Conversation with parents.

Objectives:

Upon completion of this exercise, educators will be able to:

- Apply positive presumptions in a Data Conversations Practice.
- Apply paraphrasing in Data Conversations Practice.

Materials Needed:

- One set of the *Data Conversations with Parents: Student Profiles* for each group of three educators.
- One set of the handout *Data Conversation Practice Worksheet.*

Time:

Approximately 30 minutes

Instructions:

4. Explain that you will practicing Data Conversations with different stakeholders (teachers, administrators, parents, students, etc.) over the course of the year. Today, will be focused on Data Conversations with parents.
5. Discuss how engaging in these types of conversations can be empowering to parents because it allows them to be an active participant in their child's education and progress.
6. Review Positive Presumptions:
    - Involve thinking through what you really want to know, and what assumptions you are making before you ask a question.
    - Presume a positive result has already taken place; so you ask a question with this assumption already in mind.
    - Presuming positive intent is not the same as "being positive."
4. Review sample paraphrases with educators:
    - So you're frustrated because…
    - You're hoping that…

- So, you're wondering if…
- You are concerned about…
- You're thinking about…
- So you are (fill in emotion here) because…

13. Have educators form groups of three. These groups of three will practice three Parent Data Conversations. For each conversation, they will need a *Student Profile* and a *Data Conversation Practice Worksheet*.
14. Explain that two participants will engage in a Data Conversation (one as the parent, one as the teacher/administrator) using the *Student Profile*. The third participant will collect data, using the *Data Conversation Practice Worksheet*.
15. Have "educator" plan the conversation before beginning, forming the first question using positive presumptions and recording it on the *Data Conversation Practice Worksheet*.
16. After each practice, have educators debrief using the data collector's notes recorded on the *Data Conversation Practice Worksheet*.
17. Have educators switch roles as educator, parent, and data collector, practicing with a different *Student Profile* and debriefing afterward.
18. Have educators cycle through once more, being sure to rotate responsibilities. Debrief.

Exercise 4.8: Student Profile 1

Scenario: Teacher or Administrator/Parent Conversation

You called a parent because her child was misbehaving in class. The parent seemed extremely concerned and promised her child's behavior would improve. The child apologized to you the next day, but now is behaving poorly again. You decide to call the parent a second time.

Student Profile: Anna (Grade 7)

Schoolwide Discipline Report

Date	Infraction	Action
09/15/2013	Throwing food in cafeteria	Detention; Parent Contact – phone
09/28/2013	Cell phone use	Detention; Behavior Contract completed
10/10/2013	Dress code violation	Detention; Changed to appropriate attire
10/12/2013	Insubordination – classroom	Detention; Parent Contact – phone

Attendance Record

Date	Excused Absence	Unexcused Absence	Tardy
09/15/2013			9:55 AM
09/16/2013	Illness, Parent note		
10/01/2013			9:40 AM
10/08/2013		X	
10/11/2013		X	

Classroom Discipline Report: Period 1

Date	Disruptive	Out of Seat	Off-task	Disrespectful	Additional Notes	Action
09/14/2013	X				Talking out of turn	Talked to student
09/15/2013			X	X	Refused to participate	Phone call home
10/09/2013	X	X	X		Not working on project	Talked to student
10/11/2013	X			X	Talking out of turn, talked back	Parent meeting

History: Anna has been an academically average student throughout her school career, usually scoring near the state average on standardized assessments, including NECAP and universal screeners on literacy and math. She has many friends and is considered "popular" among her peers. She is active on the student council and loves her role as dance committee chair.

Before you begin:

What is your purpose for the Data Conversation?

What is the first question you will ask (using positive presumptions)?

Exercise 4.8: Student Profile 2

Scenario: Teacher/Parent Conversation

A parent is coming in for a parent/teacher conference. The child is well-behaved and has done fairly well on weekly reading comprehension quizzes, but you feel she could be doing better.

Student Profile: Olivia (Grade 5)

Weekly Averages by Category				
Week	**Classwork**	**Homework**	**Group Work**	**Weekly Quiz**
9/1-9/5	95%	100%	93%	82%
9/8-9/12	93%	97%	100%	75%
9/15-9/19	95%	100%	100%	70%
9/22-9/26	100%	95%	90%	75%
9/29-10/3	90%	100%	95%	80%

History:
Olivia has always been a successful student, scoring above the school average on her past ELA standardized assessments. Olivia has made honor roll every year she has been in attendance. Olivia has had perfect attendance for the past two years. Olivia currently plays soccer for the local town league as well as acts in the local children's theater.

Before you begin:
What is your purpose for the Data Conversation?

What is the first question you will ask (using positive presumptions)?

Exercise 4.8: Student Profile 3

Scenario: Teacher/Parent Conversation (High School Math)

A parent is coming in for a parent/teacher conference. The student has informed you that his parents have joint custody and he spends one week with his mother and one week with his father, alternating every week. You have noticed Ronnie completes and turns in all homework assignments on the weeks he spends with his father. On the weeks he spends with his mother, he turns in only about 20 percent. Subsequently, his homework average is low. Additionally, his quiz/test average is low, and you've found that he performs poorly on the weekly quizzes in which he doesn't turn in his homework. His mother is coming in for the parent/teacher conference.

Student Profile: Ronnie (Grade 10)

Weekly Homework: 9/1- 9/26

Homework Completion					
Week	Monday	Tuesday	Wednesday	Thursday	Friday
9/1-9/5	✓	✓	✓	✓	✓
9/8-9/12	✓	0	0	0	0
9/15-9/19	✓	✓	✓	✓	✓
9/22-9/26	✓	0	0	✓	0

Averages	
Homework (5%)	65%
Classwork (45%)	80%
Quiz/Test (55%)	65%
Total Current Average	75%

History: Ronnie has an inconsistent academic history. While he has never been retained, he has had to attend summer school for multiple subjects over the past few years. There is no data to suggest he has one particular weakness. His inconsistencies in his current math class are beginning to affect his academic standing. Ronnie has very few discipline referrals; the referrals he does have are for insubordination and are mostly from his advisory teacher. Ronnie is not engaged in any formal extracurricular activities and tends to keep to himself. He enjoys independent, self-selected reading and will read whenever he has free time. He plays the guitar. Ronnie works two nights a week washing dishes at the local diner; his father says he uses the money to purchase video games, concert tickets, and guitar accessories. Teachers have noted Ronnie can be extraordinarily creative if he is engaged.

Before you begin:

What is your purpose for the Data Conversation?

What is the first question you will ask (using positive presumptions)?

Exercise 4.8: Student Profile 4

Scenario: Tier 2 Initial Meeting

Elise has been identified in the at-risk range based on the results of her winter STAR Early Literacy Benchmark Assessment. In the fall screening period, Elise did not emerge in the at-risk category. As Elise's teacher, you and the RTI team contact Elise's parents to bring them in for a Tier 2 Initial Meeting. With some reluctance, they finally agree on a date and time.

Student Profile: Elise (Grade 1)

A STAR Early Literacy Benchmark from January shows the following:

Early Literacy scaled score: 583 (Late Emergent Reader)

Domain	Score (1-100%)
General Readiness	73
Graphophonemic Knowledge	59
Phonemic Awareness	46
Comprehension	44
Phonics	42
Vocabulary	42
Structural Analysis	35

When compared to national norms, these scores put Elise in the 20th percentile.

In addition, you have collected your own data on Elise:

- She can differentiate letters from other letters, as well as letters from words.
- She is also able to recognize position words.
- With scaffolded support, Elise is somewhat able to match upper- and lowercase letters, use alphabetical order, and recognize letter sounds.
- Elise struggles with phonics, specifically around vowel sounds. She is somewhat more familiar with consonant sounds, but cannot replace beginning and ending consonants without support.

Before you begin:

What is your purpose for the Data Conversation?

What is the first question you will ask (using positive presumptions)?

Exercise 4.8: Student Profile 5

Scenario: Teacher or Administrator / Parent Conversation

Scott's parents are coming to a parent/teacher conference in response to an invitation you recently sent. Scott's performance in third grade has gotten off to a slow start, and you think he could make far better progress.

Student Profile: Scott (Grade 3)

Attendance Record:

Weekly Scores and Averages by Category				
Week	**CBM Concepts and Application Probe**	**Classwork**	**Homework**	**Group Work**
10/7/2013	7	75%	60%	80%
10/14/2013	9	68%	50%	75%
10/21/2013	8	70%	55%	85%
10/28/2013	9	70%	50%	90%
11/4/2013	9	75%	65%	85%

Unexcused Absences: 5 (10/15, 10/18, 10/21, 10/25, 10/28) Excused Absences: 0 Tardy: 0

Discipline Data:
Scott is generally quiet during class, requiring few if any disciplinary interventions. However, he does not always seem attentive, and his attention during instruction seems limited.

History:
Scott began the year below the benchmark on STAR Math. When assessed weekly using the CBM Concepts and Application Probe, Scott is identified for primary prevention, and when progress monitoring, you notice that his rate of improvement is below the expected growth of 0.5 points per week. You have concerns about his progress, especially given his five unexcused absences over the last few weeks.

Scott seems to be able to make connections with his classmates, although he is sometimes reticent to get involved in large group activities.

Before you begin:
What is your purpose for the Data Conversation?

What is the first question you will ask (using positive presumptions)?

Exercise 4.8: Student Profile 6

Scenario(s): Teacher/Parent, Guidance Counselor/Parent, Administrator/Parent Conversations

Overall, attendance at the high school is strong, but for individual students like Kyle, you have concerns. After accessing the school's Early Warning System, you worry about Kyle's attendance and grades. Kyle's attendance percentage is below 85 percent, putting him at high risk for academic issues, including not graduating on time. Kyle's father does not speak English as a first language so communication has been difficult, but he is coming in for a conference at your request.

Student Profile: Kyle (Grade 9)

Kyle has been in the district's ESL Program for three years. According to his middle school records his attendance has been a concern in the past; now that he's in the high school, it's only getting worse.

Week Of:	Unexcused Absence	Excused Absence	Unexcused Tardies	Excused Tardies
9/1-9/5	II		I	
9/8-9/12	I		II	
9/15-9/19	III			I
9/22-9/26	I		III	
9/29-10/3			II	
10/6-10/10	II		I	

Additionally, his grades are suffering. His most recent progress report indicated that he was at risk for failing Algebra 1, English, and World History.

Before you begin:
What is your purpose for the Data Conversation?

What is the first question you will ask (using positive presumptions)?

Data Conversation Practice Worksheet

Type: (circle) Teacher to Teacher Administrator to Teacher Teacher to Parent Teacher to Student

Before you begin:

What is the purpose of the Data Conversation? _____

What is the first question you will ask (using Positive Presumptions)? _____

Positive Presumptions	Paraphrasing	Data References
Tally:	Tally:	Tally:
Comments/Notes:	Comments/Notes:	Comments/Notes:
Conversation Stoppers:		

Exercise 4.8: Reflections

Handout

Describe a situation (without using names) within the next two weeks when you will initiate a Data Conversation with a parent. Draft a few questions using Positive Presumptions you will use to begin the discussion.

Rate your ability to apply Positive Presumptions and paraphrasing in conversations with parents.

Cannot do it	Can do it with significant support	Can do it with some support	Can do it independently
1	2	3	4

Information I still need or want to pursue further:

References

Kee, K., Anderson, K., Dearing, V., Harris, E., Shuster, F. (2010). *Results Coaching: The New Essential For School Leaders.* Corwin: Thousand Oaks, CA.