

Process Observation Guide 1

PURPOSE: Support participants in a structured data conversation process

ACTIVITY: Review data conversation process with steps of predicting, observing, explaining, and action planning

Data Conversations Process:

STEP 1: PREDICTING

- A. Rapidly generate ideas to answer what you think you will see, hunches you have, or questions you hope will be answered in the data
- B. Groups share and record predictions

Team: Observations/Reflections	Process Observer: Observations/Reflections

STEP 2: OBSERVING

- A. With partners, explore the data and record what is seen
- B. A good way to keep focus and not begin explaining is to use sentence starters like:
 - » I am surprised to see...
 - » I see growth in...
 - » An area of strength I see is...
 - » An area of concern I see is...
- C. Organize observations and select connections or trends determined by group to be significant (5-10 facts or observations)
- D. Record significant findings using statistics (50% of our boys in 4th-6th grades are above proficiency cut score in math, while only 30% of the girls are above proficiency)
- E. After recording statistics for each finding, choose an observation to represent graphically
- F. As groups complete graphic representations, do a gallery walk

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STEP 3: EXPLAINING

- A. Using graphic representations from Step 2, groups begin brainstorming explanations by using statements (on sticky notes) such as:
 - » I believe a possible explanation for what the data shows are...
 - » I believe the data shows _____ because...
 - » Looking at the data I conclude that...
- B. Have each group take chart paper and begin sharing one sticky note response per person at a time
- C. Inform groups to begin clustering causation statements as natural groupings appear
- D. Once causations are categorized, prioritize each list of statements using factors such as:
 - » Quick wins or causes that can be immediately addressed
 - » Academic effect or causes that will have a direct academic impact
 - » Long-standing issues or causes that have been repeatedly been part of past school improvement plans
- E. Have groups work in pairs and select a causation to explore further
- F. Using the causation statement, each pair completes the “5 Whys Template”
- G. Once the statement has gone through “5 Whys” each pair begins constructing a problem statement and/or strength statement related to their causation statement
- H. The “5 Whys” and creating the problem and strength statements can be repeated with different causations (based on a group wanting to repeat the process or when an answer to why is met with needing more data)
- I. When pairs have completed the writing problem and strength statements, have them write statements on sticky notes and place on chart paper
- J. When all pairs have placed statements on chart, there is now a selection of problem and strength statements to be used during action planning

Team: Observations/Reflections	Process Observer: Observations/Reflections

STEP 4: ACTION PLANNING

- A. Using selected problem and strength statements, pairs or group should begin discussing actions that can be taken to reach student achievement goals
- B. Using chart paper, have groups brainstorm responses to the following questions:
- C. Which problem and strength statements have potential for the greatest academic impact?
- D. What actions could address these problems or strengths? How can we strategically leverage our areas of strength?
- E. What additional information is needed before determining solutions?

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