# Data Analysis Protocol: Helping Your Colleagues Make Sense of What They Learned

**Suggested Group Size: 4**

**Suggested Time Frame: 25-30 MINUTES PER GROUP MEMBER**

**Step One: Presenter Shares His or Her Inquiry** [four minutes]-Presenter briefly shares with group members the focus or purpose of the inquiry, what his or her wonderings were, how data were collected, and the initial sense that the presenter had of his or her data. Completing the following sentences before discussion may help the presenter organize his or her thoughts before sharing:

- The issue/dilemma/problem/interest that led me to my inquiry was…
- Therefore, the purpose of my inquiry was to…
- My wonderings were…
- I collected data by…
- So far, three discoveries I've made from reading through my data are…

**Step Two: Group Members Ask Clarifying Questions** [three minutes]-Group members ask questions that have factual answers to clarify their understanding of the inquiry. Such as, "For how long did you collect data?" "How many students did you work with?"

**Step Three: Group Members Ask Probing Questions** [seven to ten minutes]-The group then asks probing questions of the presenter. These questions are worded to help the presenter clarify and expand his or her thinking about what he or she is learning from the data. During the ten-minute time frame, the presenter may respond to the group's questions, *but there is no discussion by the group pf the presenter's responses*. Every member of the group should pose at least one question to the presenter. Some examples of probing questions might include:

a. What are some ways you might organize your data?
b. What might be some powerful ways to present your data?
c. Do you have any data that doesn't seem to fit?
d. Based on your data, what are you learning about yourself as a teacher?
e. What is your data telling you about the students you teach?
f. What are the implications of your findings for the content you teach?
g. What have you learned about the larger context of schools and schooling?
h. What are the implications of what you have learned for your teaching?
i. What changes might you make in your practice?
j. What new wonderings do you have?

**Step Four: Group Members Discuss the Data Analysis** [six minutes]-The group talks to each other about the data analysis presented, discussing such questions as, "What did we hear?" "What didn't we hear that we think might be relevant?" "What assumptions seem to be

operating?" "Does any data not seem to fit with the presenter's analysis?" "What might be some additional ways to look at the presenter's data?" During this discussion, members of the group work to deepen the data analysis. *The presenter doesn't speak during this discussion but instead listens and takes notes.*

**Step Five: Presenter Reflection** [three minutes]-The presenter reflects on what he or she heard and what he or she is now thinking, sharing with the group anything that particularly resonated for him or her during any part of the group members' data analysis discussion.

**Step Six: Reflection on the Process** [two minutes]-Group shares thoughts about how the discussion worked for the group.

The issue/tension/dilemma/problem/interest that led me to my inquiry was

_____

_____

_____

Therefore, the purpose of my inquiry was to

_____

_____

_____

My wondering(s) were

_____

_____

_____

I collected data by

_____

_____

So far, three discoveries I've made from reading though my data are:

   (1) _____

      _____

      _____

      _____

      _____

   (2) _____

      _____

      _____

      _____

      _____

   (3) _____

      _____

      _____

      _____

      _____