

Effective Data Protocols

1

Noticings and Wonderings Protocol

- Each participant is given data.
- Quietly and individually, participants write three observations that are factually based and free from inference and speculation.
- Each observation starts with the phrase, “I notice that...” (5 minutes)
- Round 1: Each participant reads aloud one observation beginning with the phrase, “*I notice that...*” Note taker records the responses on chart paper. Other participants make notes about what they hear on their “Noticings and Wonderings” document and place a check next to “noticings” that are alike. (5 minutes)
- Next write three speculations or question-statements based on the “noticings” statements heard in Round 1. These speculations attempt to offer possible explanations for the observations, or pose suggestions for pursuing additional data. There are no attempts to *solve* the problems that surface; the intent is to gain insights into what the data suggest, how the data are connected and what the data imply. Each speculation starts with the phrase “*I wonder why...*” or “*I wonder if...*” (5 minutes)
- Round 2: Each participant reads aloud one speculation beginning with the phrase “*I wonder...*” Note taker records the responses on chart paper. Other participants make notes about what they hear on their “Noticings and Wonderings” document and place a check next to “wonderings” that are alike. (5 minutes)

2

K.I.S.S. Protocol

- Based on an examination of the data, each individual writes two key indicators of student success.
- Round 1: Each person shares one of their indicators of student success. There is no discussion in this round. Participants listen and write down any follow-up questions for the discussion round. Continue until each individual has shared on indicator of student success. (2-3 minutes)
- Round 2: Open discussion on the indicators that were shared (5 minutes)
- Round 3: Repeat same process as in Round 1.
- Round 4: Repeat same process as in Round 2.
- Round 5: Determine consensus on **Key Indicators of Student Success**

3

Question Formulation Technique (modified)

- Utilize teams of 5-8 people
- Identify issue: Write the issue you would like the groups to address on chart paper at each table (or at the front of the room). Issues can be phrased as questions or statements e.g., Third Grade Reading, or Why don't more of our 4th graders score proficient in math on the state assessment?
- Brainstorm: Ask groups to brainstorm questions about this statement/question and write these questions on chart paper. The groups must follow two rules; 1) Phrase all responses as questions, not statements; 2) Write questions EXACTLY as stated – no editing.
- Examine: Ask groups to look at their brainstormed list, classifying questions as close-ended and open ended. Change any close-ended questions to open-ended questions.
- Prioritize: Ask each individual to choose their top three questions (#1-green sticker; #2 – blue sticker; #3 red sticker). The question with the greatest number of green stickers is moved to another chart to begin another round of brainstorming of questions.

4

Five WHYs

- Define the Problem: Take any statement or question that may be posing a dilemma. Write the statement/question on chart paper, e.g., Why don't more of our 4th graders score proficient in math on the state assessment?
- Ask the First "Why?" This may sound easy; however, answers must be thoughtful and grounded in evidence; they must be accounts of things that have actually happened, not conjectures about what might have happened. Write the response to the "why?" as a completion to the statement/question. "Our 4th graders don't score proficient in math on the state assessment because they lack basic number sense and operational concepts to solve problems." (evidence NWEA assessment goal area).
- Ask "Why?" four more times. Each time start with the previous "why?" answer e.g., Why do our 4th graders lack basic number sense and operational concepts...
- At the conclusion of the 5th "Why?" there should be an established counter-measure (action item).