

# Performance Goals: Engaging Staff

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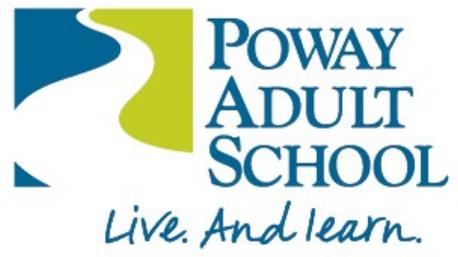
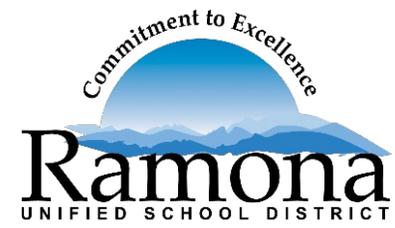
ENGAGING STAFF THROUGH IMPLEMENTATION OF REGULAR DATA DIALOGUES

APRIL 26, 2022



# EDUCATION TO CAREER NETWORK

of North San Diego County



# Talking Points

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Data-Driven Cultures

Data Dialogue Protocol Used

Implementation

Results and Insights

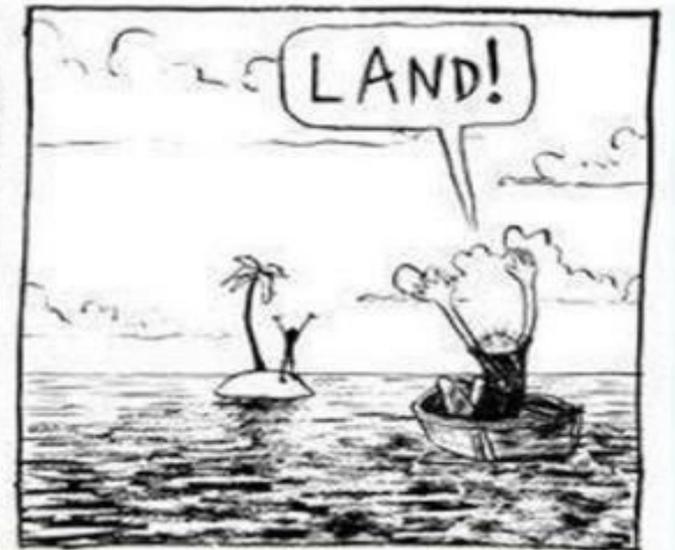
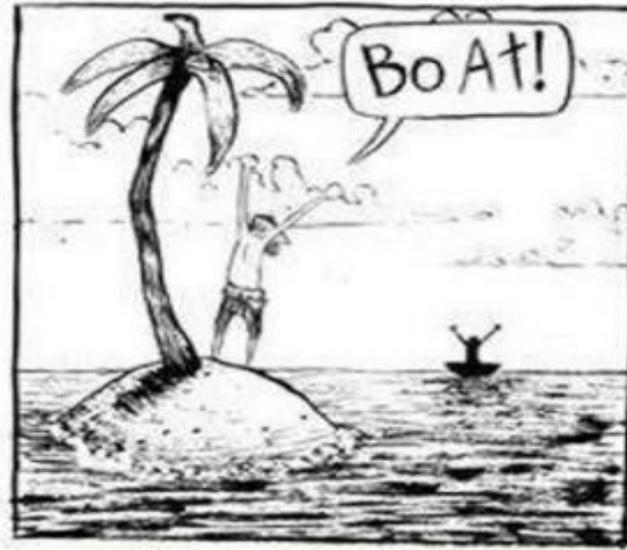
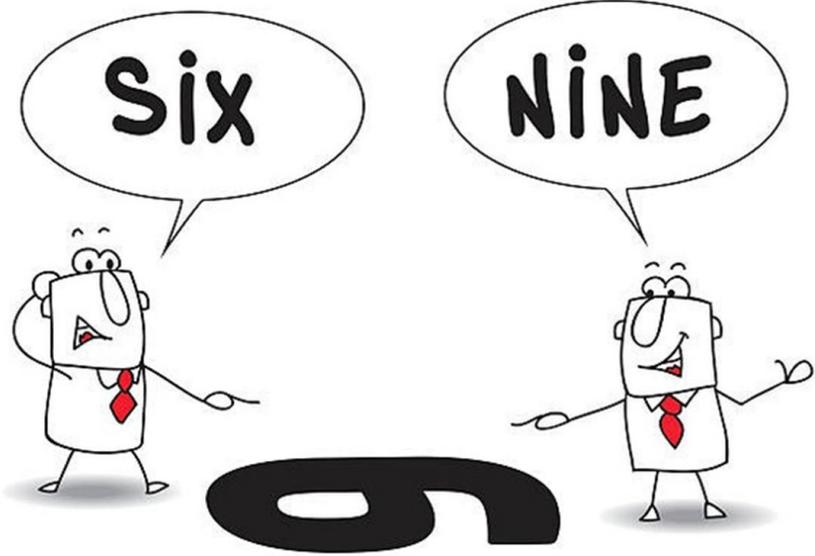
Next Steps

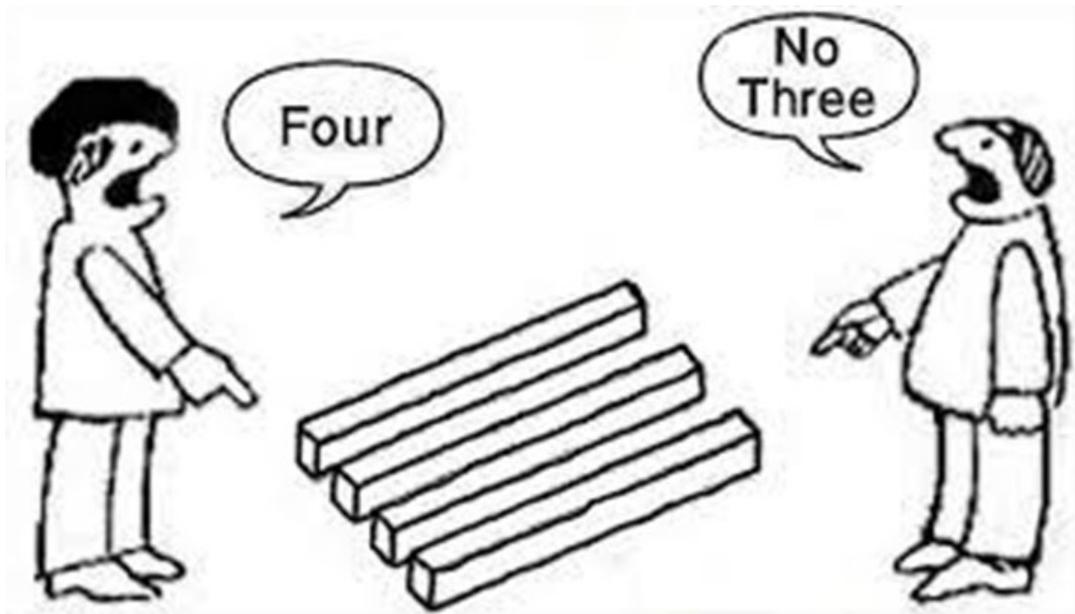


Agenda

# Warm-Up

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# Warm-Up: Four Learnings

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1. There are many ways to see the same information.
2. There is no “right” way to see information.
3. You can choose to see information in multiple ways.
4. The language we use can help us to see information in a particular way.



# Background Information



Discussion v. Dialogue



Levels of Listening



Three Questions



Group Dialogue  
Discussions and the  
Research behind ...

“If you want to change the culture, you have to change the conversation.”

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PETER BLOCK, FLAWLESS CONSULTING



Data points  
are discussion  
points.

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## Introducing the Data Dialogue Protocol

(Phase I) Predictions

Distribution and Examination of Data

Additional Clarifying Questions

(Phase II) Go Visual

(Phase III) Observations

(Phase IV) Inferences

Implications for Teaching and Learning

# Facilitation Plan (60 – 90 minutes)

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Review Protocol (3 minutes)

Presentation (5 minutes)

Clarifying Questions (4 minutes)

Predictions (3 minutes)

Distribution and Examination of Data (7 minutes)

Additional Clarifying Questions (3 minutes)

Go Visual (10-30 minutes)

Observations (10 minutes – 5 each fill out and reports out)

Inferences (10 minutes – 5 each fill out and reports out)

Implications (10 minutes)

Debrief (3 minutes)



# Phase I: Predictions

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I assume ...

I predict ...

I wonder ...

My questions/expectations are influenced by ...

Some possibilities for learning that this data may present are ...



## Phase II: Go Visual

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Re-create the data visually, on large sheets of paper, or data wall, etc ...

Mark up the data to better understand it. (Highlight trend lines, do math calculations)



## Phase III: Observations

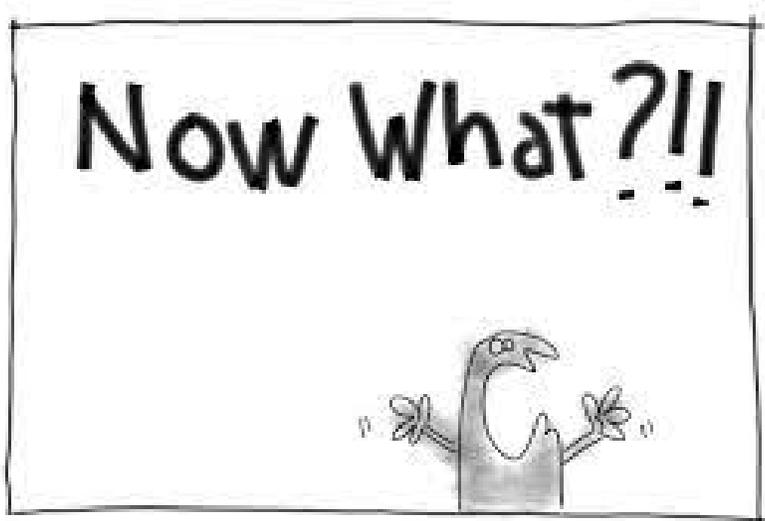
I observe that ...

Some patterns I  
notice are ...

I can count ...

I'm surprised  
that I see ...





# Phase IV: Inferences

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I believe the data suggests ... because ....

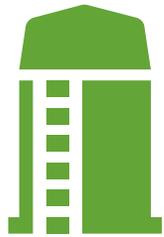
Additional data that would help me verify/confirm my explanation is ...

I think the following are appropriate solutions/responses that address the needs implied in the data ...

Additional data that would help guide implementation of the solutions/responses and determine if they are working ...

# Implications for teaching and learning ...

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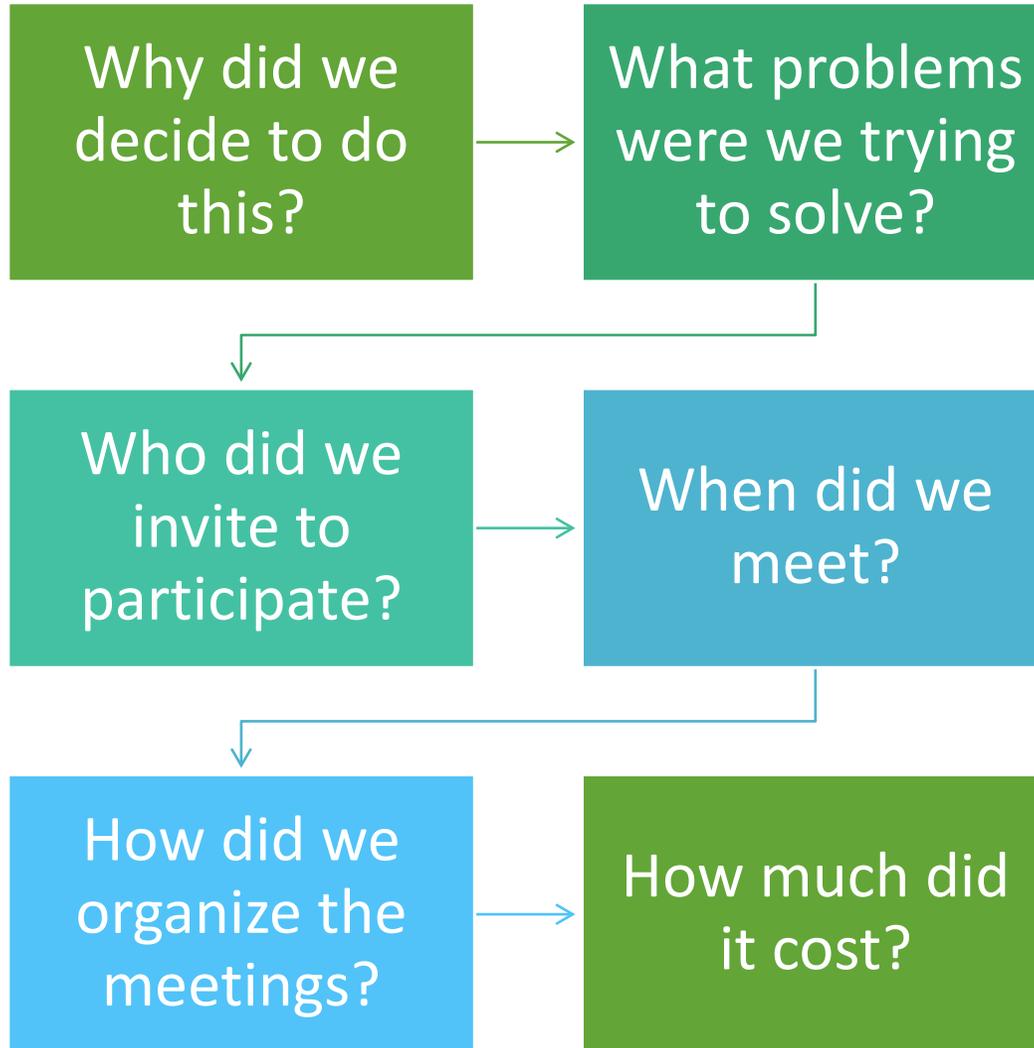
Structure



Instruction



Culture



## A Look at Our Implementation





# Results

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Quantitative

Qualitative



# Insights

## What to Consider?

- Fear of airing data publicly

## What Worked?

- Having a whole team look at data (not in isolation)
- Dedicated time (and adhering to meeting start and end times)

## What Didn't?

- Providing too much information
- Time constraints
- Deviating from the protocol

What Did We Learn? A LOT!!!!

# Next Steps

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- Continue the Data Dialogue Process
- Expanded to Consortium-Level
- Accomplishments and New Goals:
  - Expanded Practice through PLC's Incorporated Student Goals to Improve Instruction and Relevance
  - Reviewed Board Policy and Changed our Graduation Requirements
  - Incorporating Acceleration Strategies
  - Integrating Instruction
  - Informing Equity and Inclusion Efforts





- Presenter Contact Information

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# References and Resources

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Data Driven Dialogue, School Reform Initiative,  
[http://schoolreforminitiative.org/doc/data\\_driven\\_dialogue.pdf](http://schoolreforminitiative.org/doc/data_driven_dialogue.pdf)

Using Data in Adult Education “A Data Documentary”  
<https://www.youtube.com/watch?v=dP3riRvGcBc>