

**Minnesota Staff Development Council**  
**May 1, 2008**  
**St. Paul, MN**

Data Protocols  
for  
People Who Think  
They Don't Like Data



*...the heart of change is a change of heart*

*Rob Bocchino*

*315 638 8876*

*[www.heartofchange.com](http://www.heartofchange.com)*

# Outcomes and Goals

- Understand the purpose, steps, and procedures for three protocols.
- Explain key concepts/definitions related to protocols.
- Practice/apply protocols.

# Protocol Preview

- **Data Display Tool–Using Dots**
- **Data-Observation-Questions Protocol**

# Definitions and Distinctions

**Protocol:** a structured process for facilitating a conversation to meet a specific goal

**Low-Inference Observation:**  
description of observable facts or events free of inference or interpretation; something you notice

# Data-Observation-Questions Protocol

**Purpose:** A protocol for disaggregating, analyzing, and identifying areas of inquiry related to a specific data set or student work

**Key to Facilitation:** Using questions as a means for surfacing presuppositions and assumptions

**Number:** Small groups of 4 or 5

**Time:** 30–90 minutes

# Data-Observation-Questions Protocol

## Steps

1. Review the report of data.
2. Generate four low-inference observations.
3. Outline three questions for each of the low-inference observations.

# Data Display Tool—Using Dots

**Purpose:** A protocol for producing visible votes for forced-choice, prioritization, scale or continuum, or compare and contrast

**Key to Facilitation:** A decision to be made, information previously generated, urgency to make a decision, values attached to different colored dots

**Number:** Can be done with groups of up to 100

**Time:** 30–40 minutes including summary of votes and proposed next steps

# Data Display Tool

## Steps

1. Give people dots.
2. Identify the type or purpose of the data display (forced-choice, prioritization, scale or continuum, compare and contrast).
3. Provide relevant background information or data.
4. Have people vote using dots.

# Data Display Tool Practicum

## Background Information for Our Practicum

ASCD March 2006 Volume 63 No. 6 Pages 8–13, *Improving Relationships Within the Schoolhouse*

Roland S. Barth

Parallel Play  
Adversarial  
Congenial  
Collegial

### Dots Activity:

Place your first dot where you think \_\_\_\_\_.

Place your second dot where you think \_\_\_\_\_.

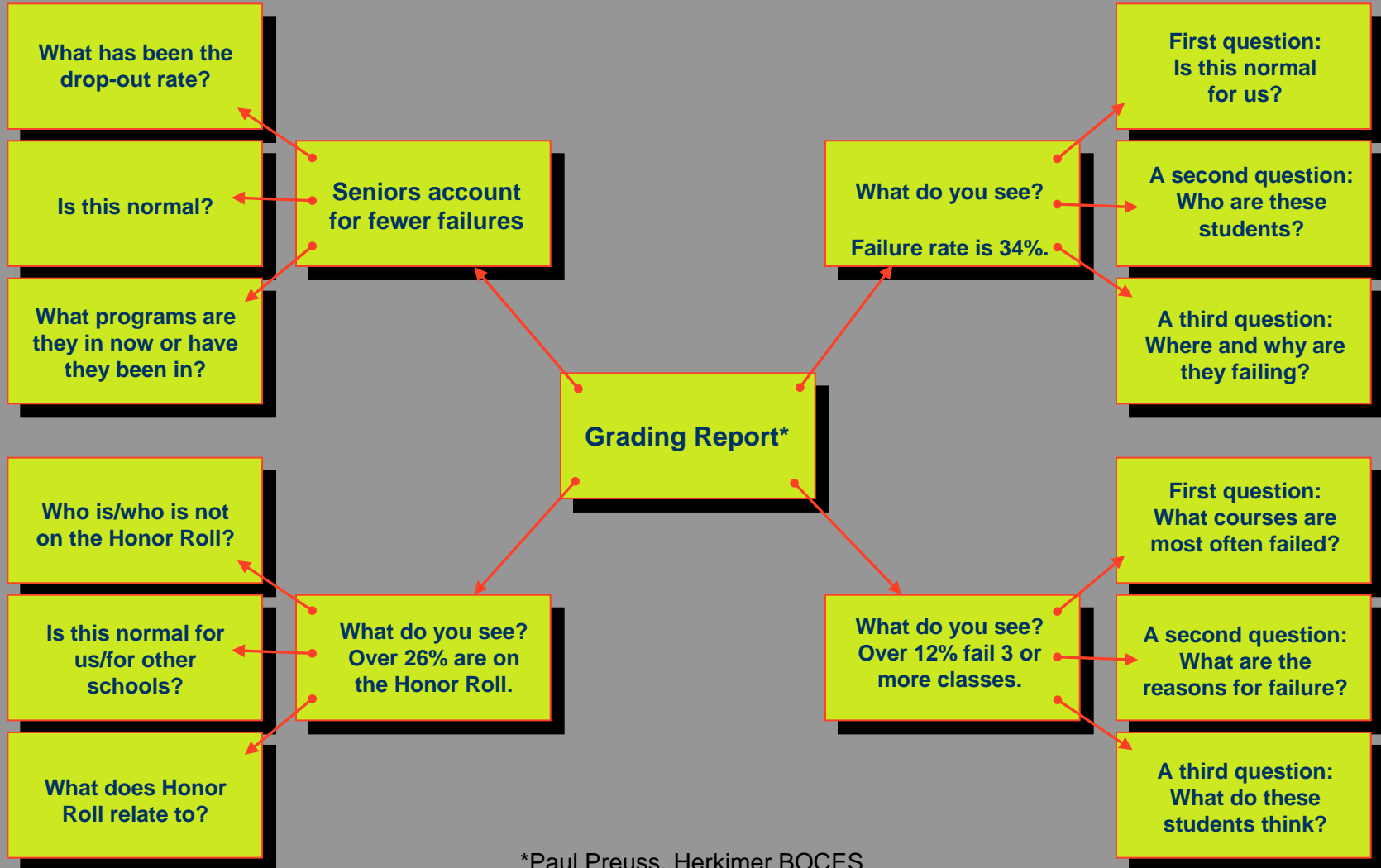
# Data Display Tool

## Other Applications

# Data-Observation-Questions Protocol



# Data-Observation-Questions Protocol

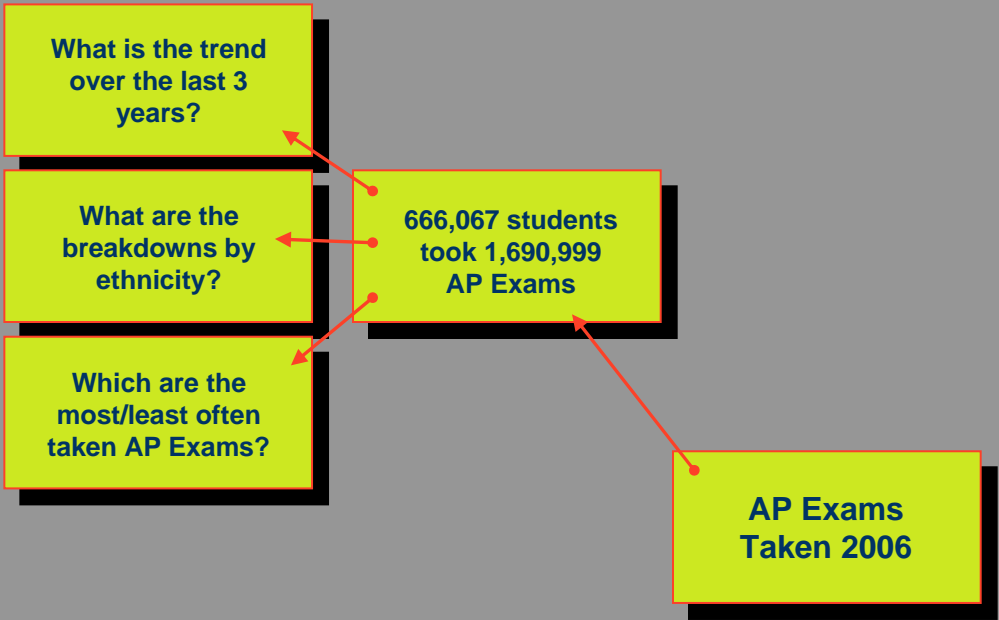


\*Paul Preuss, Herkimer BOCES

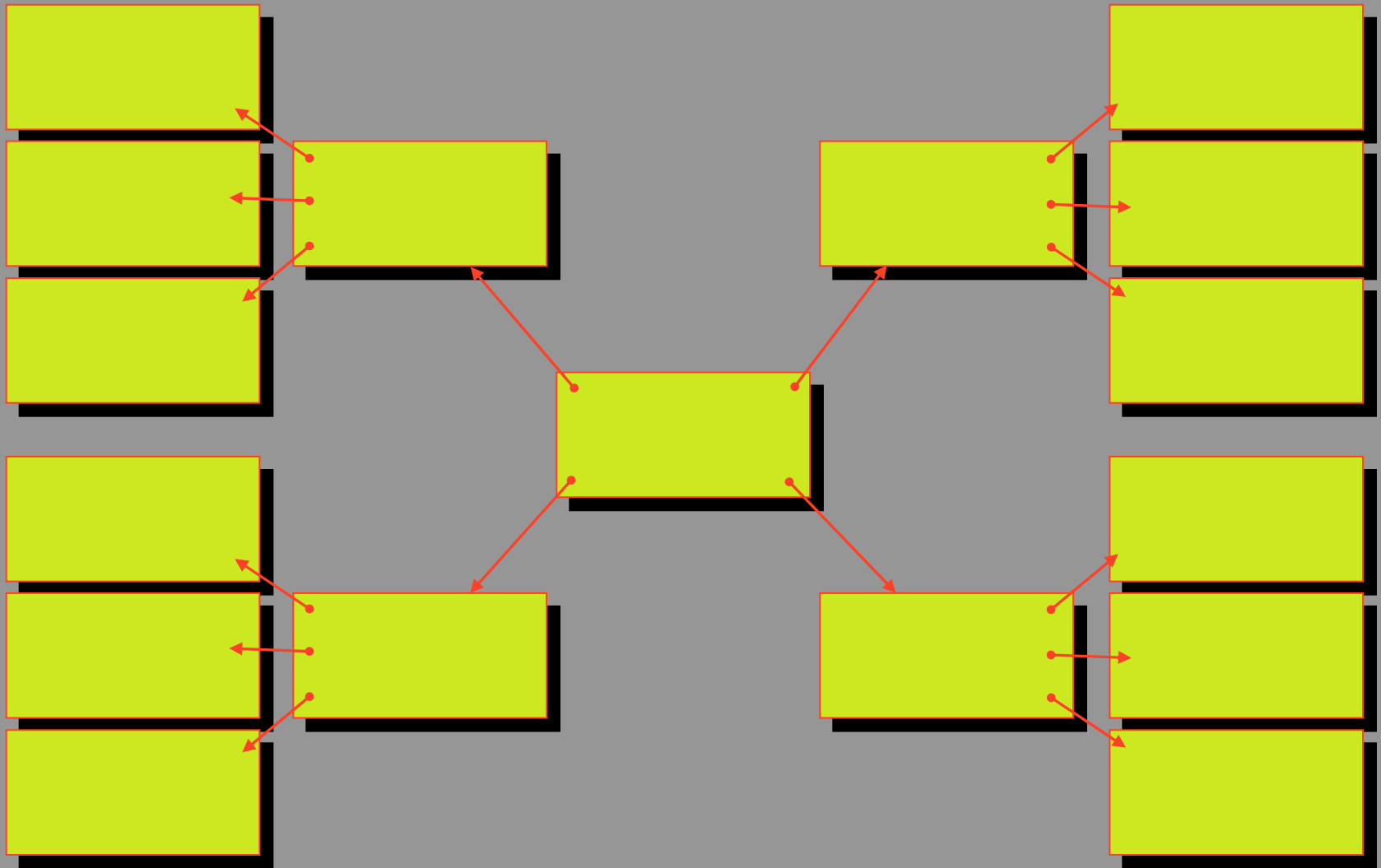
# Data-Observation-Questions Protocol

## Orientation to the Advanced Placement Program® Data Set

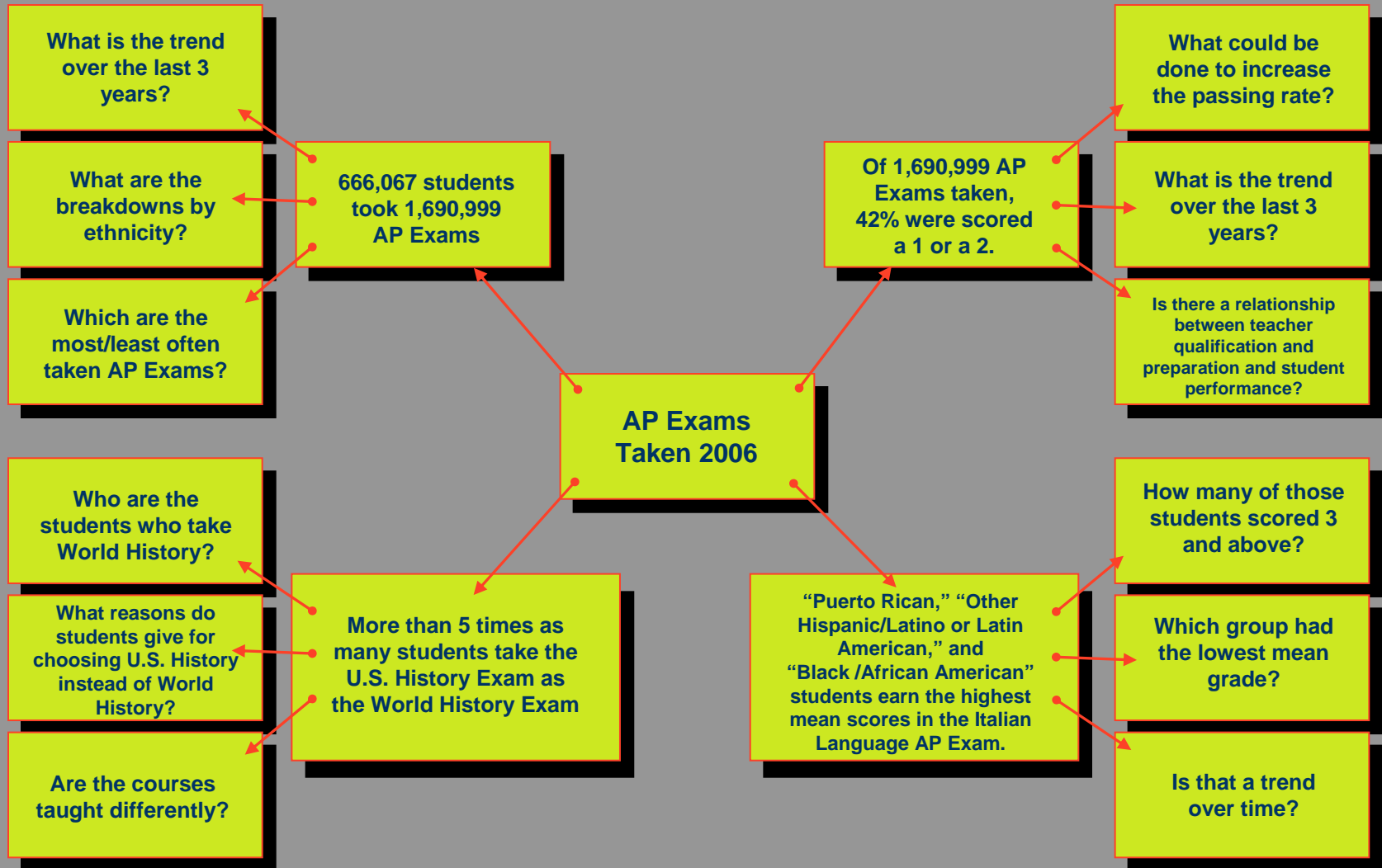
- Data drawn from the *Advanced Placement Report to the Nation 2007*
- Data profile from “AP® Exams Taken in U.S. Public Schools by the Class of 2006 During Their High School Years”
- **Includes information about**
  - Number of Students
  - Number of AP Exams
  - Number by Ethnicity



# Data-Observation-Questions Protocol



# Data-Observation-Questions Protocol



# Other Applications

**Time:** 5 minutes

**Product:** List of at least 4 additional applications for this protocol

# Feedback

What are some things you would like to tell the Council Planning Committee about this session and/or your learning?

What are some things you would you like to tell the Rob about the session?

What are some things you would share with a colleague?