Collaborative Data Inquiry Practitioner Toolkit: Team Reflection Protocol

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Instructions:
The Collaborative Data Inquiry (CDI) Practitioner Toolkit's Team Reflection Protocol is designed to support the collective sense-making of your CDI Practitioner Toolkit Data Dashboard. Additional guidance on using the Team Reflection Protocol and the Data Dashboard is available in the CDI Practitioner Toolkit's User Guide.

Team Reflection Protocol

Purpose

The purpose of this protocol is to establish dedicated time for the collective sense-making of your Collaborative Data Inquiry (CDI) Practitioner Toolkit Data Dashboard. The Data Dashboard offers visual representations of the toolkit scores using explicit construct domains, indicators, and point values. However, it is important that teams discuss their interpretation of the visualizations and agree on a shared conclusion before determining next steps. Because the Data Dashboard offers only one evidence source, next steps should include the identification of questions and additional evidence sources to explore, and not an action plan for a problem to address. Your team reflection should end with a "data story," or a narrative about the work occurring on a team (or teams), what is working well, what the team(s) needs to learn next, and who might support them.

Goals

- Understand the data collection methods, the CDI Practitioner Toolkit domains of team functioning, the constructs that define collaborative data inquiry, and the indicators scored for analysis.
- Determine a data story that provides context and meaning for the toolkit data beyond the calculated scores.
- Collectively determine next steps, including questions and additional evidence to explore.

Facilitation Guidance

To make the most of the sense-making protocol, we recommend the following:

- Provide all participants with the populated Data Dashboard prior to engaging with this protocol. This allows participants additional time to understand the components of the Data Dashboard as well as how your school or district performed.

- While many people may have access to the Data Dashboard, we recommend breaking your debriefing sessions into groups of 4-6 participants. It is important to create space for all voices and consider many perspectives as you make sense of your data.

- The recommended times are based on a group of 4-6 participants with a 45-60 minute meeting window. You are encouraged to reduce or extend the time based on the size of your group or other priorities.

- When possible, return to the *why*, or common purpose, of your shared work and how the activities within the protocol may contribute.

- Chart, record, or take notes on discussions and decision-making to support next steps.

- The prompts in the Team Reflection Protocol can be edited for depth or emphasis, but we encourage you to answer all prompts in the order provided.

Evidence Guidance

The following are examples of teams that might make use of this Team Reflection Protocol:

- *Grade-level/subject-area team*: This team might examine evidence from at least 3–4 meetings to understand their strengths and areas for growth.

- *Instructional leadership team*: This team might examine evidence from at least 3–4 teams to better understand how teams across the school are collaborating.

- *District leadership team*: This team might examine evidence from at least 3–4 schools to understand patterns and trends in teacher collaboration across the district.

All teams should remember that this protocol is one data source based on a few short observations. Before claims are made about what a team needs to improve or what supports they need, team members should discuss which additional evidence sources they could review (such as meeting agendas, meeting notes, interviews with individual team members). This inquiry should lead to more questions and the examination of evidence closer to the work of the team.

Team Reflection Steps

(1) **5 minutes**: Gathering

    a. Provide a welcome, check-in, and/or purpose statement.

(2) **Pre-meeting or 10 minutes**: All team members silently review the school or district CDI Practitioner Toolkit Data Dashboard. Ensure everyone is familiar with the toolkit

measures. Consider the following language if asking team members to complete as pre-meeting work:

> *The attached Excel worksheets are recent reports summarizing practices in our data meetings. The **Meeting Observation** charts in blue are a summary of multiple observations of team data meetings, and the **Exit Ticket** charts in yellow are a summary of participant responses. Before we meet on <insert date and time>, please spend 15–20 minutes reviewing the data independently. Annotate the reports with what you notice (without editorializing) and things you are wondering about. You should consider each sheet on its own as well as the similarities and differences between the different charts. To the extent possible, focus your analysis on what the charts tell you (and don't tell you) about data meeting practices and not about the dashboard itself.*

(3) **20 minutes**: Notice and Wonder Activity

    a. Each team member will select 2–3 low-inference statements about what they noticed ("noticings") and 2–3 questions of what they wondered ("wonderings") from their review of the **Meeting Observation** score data charts. One team member will start by sharing one noticing from the data. Other team members will then raise their hand if they had a similar noticing. The recorder will note the noticing and the count of people who shared it. A different individual will share their noticing, and other team members will raise their hand if they have that one. Repeat the process until all noticings are shared, and then begin again with wonderings.

    b. Each team member will contribute 2–3 noticings and 2–3 wonderings when reviewing the **Exit Ticket** score data charts. Remind team members not to repeat what was already stated. Use the same sharing process described for the **Meeting Observation** analysis above.

    c. Discuss the themes across the two data sources. Consider what is consistent, surprising, and/or a curiosity. Record the big ideas on chart paper or the agenda.

        i. Discuss what questions are emerging and what additional evidence you might need to gather to address those questions.

(4) **15 minutes**: Develop Your Data Story

    a. For the purposes of this discussion, a "data story" is a narrative that uses the evidence to describe the work of a team (or teams), what is working well, what the team(s) needs to learn next, and who might support them.

b. Brainstorm the elements of your data story using evidence from your summary report. Consider including the following in the story:

- Which team(s) is represented? For example: Is the data about teachers from a certain grade or department? School leaders?
- What are the assets or strengths of these teams related to collaborative data inquiry? How do we know?
- What are the learning gaps or challenges (e.g., related to knowledge, skills, or beliefs) related to collaborative data inquiry? How do we know?
- Who is responsible for supporting the team(s) to improve their collaborative data inquiry work? For example, school leaders, coaches, or district leaders might provide support for the team(s). What resources (e.g., time, people, materials) do they need in order to provide better support for the team(s)?
- What is the next step for the team(s)? What is the next step for those who support the team(s)?
- What would it look like for the team(s) if we successfully close learning gaps? Describe what it will look like and sound like in a data meeting, using the language of the CDI Practitioner Toolkit.

(5) Draft a brief narrative telling a Collaborative Data Inquiry team story that your team agrees with. You may describe your current reality, possible next steps or actions, and a conclusion that shows your ideal end state. Use descriptive language to illustrate your values and the emotions involved in the work. Be explicit about the people who are necessary for success (use names where possible). Consider who else in your organization needs to hear your story, how you will tell them the story, and how they will draw conclusions from the data about their next steps. If time permits, or during another session, you can go further to prepare a story for a broader audience.

(6) **5 minutes**: Closing

a. Express gratitude and determine next steps for continuing your practice, collecting more data, or identifying new action.

Team Reflection Protocol Template

Step 1: Examine the CDI evidence and capture low-inference observations ("noticings") and questions ("wonderings") you have about the team's collaboration. Gather as many as you can find and then highlight the 2–3 ideas in each column that you think are most significant or helpful.

Noticings	Wonderings
•	•
•	•
•	•
•	•
•	•
•	•

Step 2: After everyone has shared and grouped their noticings, capture the themes and groupings below.

Themes and groupings	What additional evidence might you gather and how will you gather it?
•	
•	
•	
•	
•	
•	

Step 3: Discuss the following prompts and take notes.

(1) Which team(s) is represented? For example: Is the data about teachers from a certain grade or department? School leaders?

(2) What are the assets or strengths of these teams related to collaborative data inquiry? How do we know?

Step 3: Discuss the following prompts and take notes.

(3) What are the learning gaps or challenges (e.g., related to knowledge, skills, or beliefs) related to collaborative data inquiry? How do we know?

(4) Who is responsible for supporting the team(s) to improve their collaborative data inquiry work? For example, school leaders, coaches, or district leaders might provide support for the team(s). What resources (e.g., time, people, materials) do they need in order to provide better support for the team(s)?

(5) What is the next step for the team(s)? What is the next step for those who support the team(s)?

(6) What would it look like for the team(s) if we successfully close learning gaps? Describe what it will look like and sound like in a data meeting, using the language of the CDI Practitioner Toolkit.

Step 4: Summarize your story below in 2–3 sentences and decide who you will share your story with, how you will share it, and when you will share it.

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