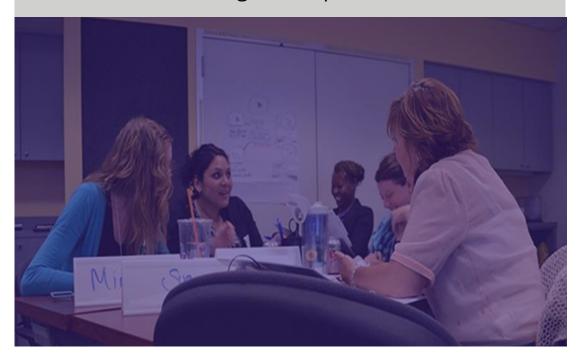


TOOL

CLASSROOM OBSERVATION DATA DIALOGUE PROTOCOL

Using the Steps of the Inclusive Inquiry Cycle for Continuous Learning and Improvement



School:	Classroom:	
Teachers:		
Date of observation//	Tools used:	
Date of observation//	Tools used:	



INTENTION, DISPOSITION, AND MINDSET

Please read this page together.

Purpose: To collaboratively analyze data about teaching which will inform our collective professional learning and improvement goals and plans. We will work towards these goals together as a team and program.

It's All about Data:

- Using data to inform teaching and learning is increasingly important in our field and to the development of the early childhood profession.
- **Data** is not just about reporting results and using them in monitoring. Data can also be analyzed and used for continuous learning and improvement of our practice.
- Continuous learning and improvement is a day-to-day essential aspect of professionalism and is critical to ensuring effective teaching and positive outcomes for all children and families.
- Data can help us:
 - Identify and understand our specific teaching strengths and challenges
 - Set goals and focus our improvement efforts
 - Track our progress
- Analyzing data, identifying key issues and questions, setting learning and improvement goals, and making plans for improvement collaboratively, as we will do today and in the future, helps us:
 - o **Gain** a more complete and shard understanding of what the data means.
 - o **Create** a shared understanding of the standards of quality to which we all aspire.
 - o **Increase** individual ownership of program improvement goals and plans.
 - o **Create** greater collective responsibility for improvement of teaching quality in our school and of the outcomes for children and families.

Our Commitment: It is with this mindset that we enter into dialogues about data collected around our classroom practice and confirm our intention to use data in service of our continuous learning and improvement in our daily practice and our school.



DATA DIALOGUE PROTOCOL

To support a collaborative **Data Dialogue**, your team will follow a protocol that uses four phases. Please **review** the outline of each phase below:

Phase 1: Prepare

Identify the particular tools and data you will discuss, review what each tool measures at a high level and think about how your team can learn and improve your practice based on the data that is available from each tool.

Phase 2: Review the Data - Just the Facts

Observe summary scores or data from each tool and the strengths and needs for the improvement they describe.

Phase 3: Dig Deeper Into the Data

Look closely at each tool and the data, identify relationships between items, and notice circumstantial factors in order to identify specific strengths and needs for learning and improvement.

Phase 4: Identify Key Issues and Questions

Think together to make inferences about what these "slices of evidence" mean to your team regarding current teaching and leadership practices and the issues and questions you must address in order to improve.



Phase 1: Prepare

Reflect and Discuss

1. Inoughts, duestions, or	wonderings i	have about these tools
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2. **Thoughts**, questions, or wonderings I have about the available data...

3. Possibilities these tools and the available data present for my continuous learning and improvement ...



Phase 2: Review the Data - Just the Facts

Reflect and Discuss			
I observe that the following areas of relative strength for my classroom			
2. I observe that the following areas need the most improvement			
3. I'm surprised that I see			

4. Some **questions** or wonderings I have are....



Phase 3: Dig Deeper Into the Data

Reflect and Discuss

	ccc and Discuss
1.	Hidden strengths I have found are
2.	Relationships between items I notice are
3.	Contextual or circumstantial factors I notice are
4.	Specific needs for improvement I am identifying are
5.	I'm surprised to see
6.	Questions about my scores I was able to answer are
7.	Remaining questions or wonderings I have about the tools or the data are



Phase 4: Identify Key Issues and Questions

our program are:

Reflect and Discuss				
1.	Teacher-child interactions and instruction – Based on our data and the criteria required to reach the next level in ExceleRate Illinois, our improvement goals for the following are:			
	• Emotional supports:			
	Behavior guidance, routines, and engagement strategies:			
	Supports to connect with children and extend their thinking and learning:			
	Physical environment and materials:			
2.	2. Challenges or obstacles we face are:			
3.	In order to improve and reach the next level, we need to learn more about:			
4.	Current supports for our learning and improvement are:			
5.	Ideas for how we can learn and work together to improve teaching and learning in			



Phase 4: Identify Key Issues and Questions

DOMAIN OF TEACHING	QUESTIONS	ISSUES
Emotional Supports		
Behavior Guidance, Routines, and		
Engagement Strategies		
Supports to Connect with		
Children and Extend Their Thinking and		
Learning		
Physical Environments and Materials		
and materials		