

ACTIVITY 7.2: DATA ANALYSIS SUMMARY SHEET AND DATA ANALYSIS PROTOCOL

This activity is designed to help inquirers move through the summative data analysis process and receive support from their colleagues. The data analysis summary sheet is completed independently and the data analysis protocol is a tool used by teachers working together to strengthen the analysis effort.

Time: 30 minutes to complete Handout: “Data Analysis Summary Sheet,” 90 minutes for a group of three to complete data analysis protocol

Materials: Handout: “Data Analysis Summary Sheet,” data analysis protocol, pencils

Data Analysis Summary Sheet

Part 1: Give the participants in your group time to complete Handout: “Data Analysis Summary Sheet” questions. This can be done within the work session, but we often find that it’s best if participants complete the Data Analysis Summary Sheet prior to coming to the session.

Part 2: After completing the summary sheet, organize the participants in groups of three. Think carefully about the group membership. For example, you might want to group inquirers together based on topic, or you may want to group inquirers by grade level. Participants often have strong feelings about what grouping strategy would be most beneficial to them, so be sure to include them in the grouping decision. Engage in the Data Analysis Protocol.

Data Analysis Protocol

Step 1: Presenter shares his or her inquiry (4 minutes). Presenter briefly shares with his or her group members the focus/purpose of his or her inquiry, what his or her wonderings were, how he or she collected data, and the initial sense that the presenter has made of his or her data. Completing the following sentences prior to discussion may help presenter organize his or her thoughts prior to sharing:

- The issue/tension/dilemma/problem/interest that led me to my inquiry was . . .
- Therefore, the purpose of my inquiry was to . . .
- My wondering(s) was . . .
- I collected data by . . .
- So far, three discoveries I’ve made from reading through my data are . . .

Step 2: Group members ask clarifying questions (3 minutes). Group members ask questions that have factual answers to clarify their understanding of the inquiry, such as, “How long did you collect data for?” “How many students did you work with?”

Step 3: The group asks probing questions of the presenter (7 minutes). The group members then ask probing questions. These questions are worded so that they help the presenter clarify and expand his or her thinking about what he or she is learning from the data. During this 10-minute time frame, the presenter may respond to the group's questions, but there is no discussion by the group of the presenter's responses. Every member of the group should pose at least one question of the presenter. Following are some examples of probing questions:

- a. What are some ways you might organize your data? (See Table 7.1 in *The Reflective Educator's Guide to Classroom Research*, Fourth Edition.)
- b. What might be some powerful ways to present your data? (See Table 7.2 in *The Reflective Educator's Guide to Classroom Research*, Fourth Edition.)
- c. Do you have any data that don't seem to fit?
- d. Based on your data, what are you learning about yourself as a teacher?
- e. What are your data telling you about the students you teach?
- f. What are the implications of your findings for the content you teach?
- g. What have you learned about the larger context of schools and schooling?
- h. What are the implications of what you have learned for your teaching?
- i. What changes might you make in your own practice?
- j. What new wonderings do you have?

Step 4: Group members discuss the data analysis (6 minutes). The group members talk with each other about the data analysis presented, discussing such questions as, "What did we hear?" "What *didn't* we hear that we think might be relevant?" "What assumptions seem to be operating?" "Do any of the data not seem to fit with the presenter's analysis?" "What might be some additional ways to look at the presenter's data?" During this discussion, members of the group work to deepen the data analysis. The presenter doesn't speak during this discussion, but instead listens and takes notes.

Step 5: Presenter reflection (3 minutes). The presenter reflects on what he or she heard and what he or she is now thinking, sharing with the group anything that particularly resonated for him or her during any part of the group members' data analysis discussion.

Step 6: Reflection on the process (2 minutes). Group shares thoughts about how the discussion worked for the group.

See the handout "Data Analysis Summary Sheet" that follows.

DATA ANALYSIS SUMMARY SHEET

The issue/tension/dilemma/problem/interest that led me to my inquiry was _____

Therefore, the purpose of my inquiry was to _____

My wondering(s) was, “_____”

I collected data by _____

So far, three discoveries I've made from reading through my data are these:

1. _____

2. _____

3. _____

