

TABLE 8.2 Street Data Analysis Protocol

Time: Minimum 45 minutes to an hour

Roles:

- Facilitator (who sometimes participates, depending on the size of the group)
- Data gatherers (whose street data is being analyzed by the group)
- Thought partners

Preparation: If needed, have copies of the data available, plus highlighters and scissors. Consider having participants review the data in advance to expedite the observe step.

TIME	PROTOCOL STEPS	FACILITATOR TIP
10 minutes	Connect (check-in, community circle, or dyad³): What was the process of gathering this street data like for you? What do you predict the data may reveal?	<i>Frame as an opportunity to practice vulnerability. Go first to model vulnerability.</i>
15 minutes	Observe: What are we hearing from our students (or colleagues)? <ul style="list-style-type: none"> • Read through the data with a highlighter. Look for patterns (e.g., repeating words, narratives). • Consider having folks work with scissors in pairs first to cut and cluster the data into themes. • Reflect as a group: <i>What stands out from the data?</i> 	<i>Frame the importance of staying low inference. Provide an example of a low-inference versus a high-inference statement.⁴</i>
20 minutes	Interpret: What does this data reveal about the experiences of our most vulnerable learners (or community members)? <ul style="list-style-type: none"> • Ask them to try to name the patterns/themes in three words or less, using sticky notes. • If more than three or four themes emerge, ask the group: <i>Which theme/pattern feels most important and why?</i> 	<i>Use a poster, whiteboard, or shared digital document to track the group's discussion.</i>
5 minutes	Feel: What feelings does this data evoke for you? <ul style="list-style-type: none"> • Encourage folks to sit with their feelings, taking a few deep breaths and noticing sensations in the body. • Use a listening dyad again or a community circle to allow people to share uninterrupted. 	<i>Ask people to resist the tendency to self-anesthetize in the face of discomfort or pain.</i>
10 minutes	Reflect/consider (possible questions): What matters about this data? How does it (or doesn't it) stand up to our vision? Where is our greatest opportunity? What will help us learn more? What will help us move toward the pedagogy of voice? What steps or actions might come next?	<i>To bridge to the reimagine phase, offer possibilities for next steps—for example, another round of data-gathering; a team focus group with some of the students; an invitation to the students to meet and brainstorm approaches to the issues at play.</i>