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**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: _____



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## 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:
  - **Gain** a more complete and shared understanding of what the data means.
  - **Create** a shared understanding of the standards of quality to which we all aspire.
  - **Increase** individual ownership of program improvement goals and plans.
  - **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.



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## DATA DIALOGUE PROTOCOL

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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.



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**Phase 1: Prepare**

**Reflect and Discuss**

1. **Thoughts**, questions, or wonderings I have about these tools ...
  
  
  
  
  
  
  
  
  
  
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 ...



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**Phase 2: Review the Data - Just the Facts**

**Reflect and Discuss**

1. 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....



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### **Phase 3: Dig Deeper Into the Data**

#### **Reflect 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...



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## **Phase 4: Identify Key Issues and Questions**

### **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. 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 our program are:**



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**Phase 4: Identify Key Issues and Questions**

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