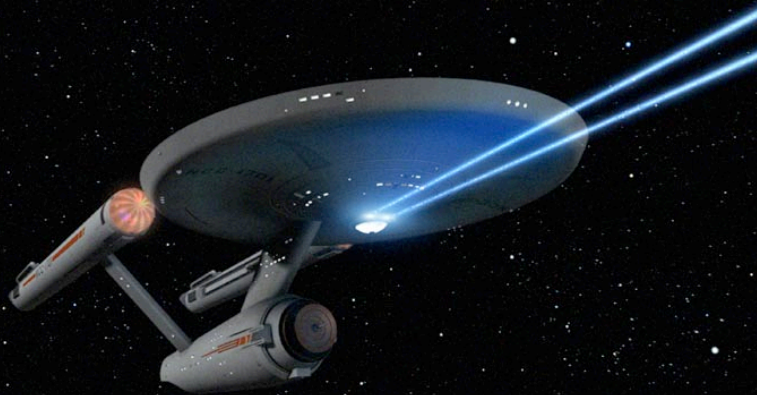


Data Analysis in the Inquiry-Oriented PLC



Nancy Fichtman Dana
University of Florida
ndana@coe.ufl.edu
@NancyFDana

Florida Association of Staff Development Leadership Conference

September 19, 2016

5 Critical Junctures

- Introduction to inquiry process
- Locating a wondering
- Developing a plan for research
- **Analyzing data**
- Sharing work with others

Why Critical

The Teacher Inquirer's Anxiety

I've collected all of this "stuff" – Now what do I do with it?????



Two Types of Data

- Quantitative – data that take the form of numbers
- Qualitative – data that take the form of words or images

Question:

How do you examine quantitative data?

Answer:

Charts, Graphs, Tables

Question:

How do you examine qualitative data?

Answer:

- Read
- Condense and Extract
- Categorize and Sort
- Group and Regroup Again . . .



Questions for Discussion



- What have you learned about the data analysis process from watching Mickey and Kristin at work?
- What do you believe is the best way to begin the process of data analysis?





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Steps in the Data Analysis Process

1. Gather together and read the entire data set one time through to get a sense of what you have.

ASK:

- *Why did I inquire in the first place?*
- *What did I see as I inquired?*
- *What do I notice about my data?*
- *How would I describe my data to others?*



Steps in the Data Analysis Process

2. Condense, extract, categorize, and sort.

ASK:

- *What is most interesting about these data?*
- *What are some things in my data that stand out from the rest?*
- *How might different pieces of my data fit together?*



Steps in the Data Analysis Process

3. Code. Group. Regroup. Play.

4. Story your learning, using data excerpts to support.

ASK:

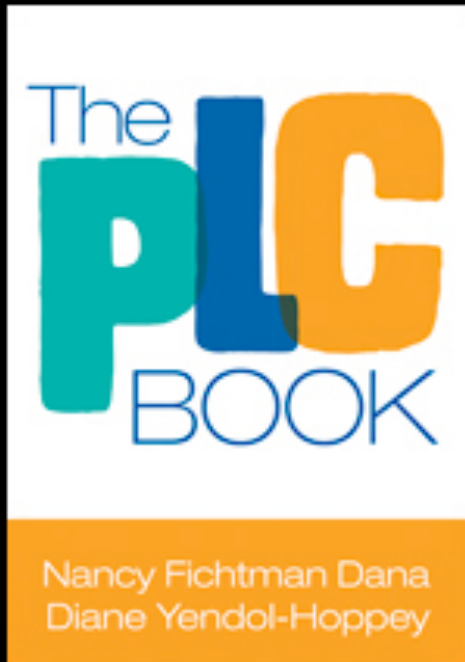
- *What have I learned about myself as a teacher?*
- *What I have I learned about students?*
- *What have I learned about the larger context of schools and schooling?*
- *What are the implications of what I have learned for my practice?*
- *What changes might I make in my practice?*
- *What new wonderings do I have?*



How To: The Data Analysis Playground



The Data Analysis Protocol



Pages 64-72

The PLC Book

“Reader’s Theater”



Questions for Discussion

In the reader's theatre, Leanne helped PLC members distinguish between probing questions and suggestions disguised as probing questions . . .

- *What characteristics do probing questions share?*
- *What are some reasons it is important to hold off on the provision of suggestions to PLC members as they think about their work?*
- *What are some reasons for the presenter **not** to participate in the discussion when PLC members are discussing their thinking about the presenter's data?*

Questions for Discussion

Imagine the same meeting with Chris, Leanne, Mickey, Joan, and Sherri transpiring without the use of a protocol.

- *What might the meeting have looked like, and how might the conversation have been different without the use of the data analysis protocol?*

Questions for Discussion

Think about your own practice and consider your own context.

- *What are the challenges inherent in facilitating data analysis as a professional development leader?*

Final Reflections

What is your biggest “take-away” about data analysis in the PLC from this Reader’s Theater experience?

What about your learning will you “take into” your practice back in your school or district?