



Looking at Data Guidelines

for use within a DBI (Data Based Inquiry) Process

1. Work with the data that you have in front of you.

- Focus on what is known. Describe what you see.
- Surface and pose questions about what is unknown.
- Use an issue bin to chart answers and additional data needed for future or additional DBI.

2. Seek evidence to challenge or support assumptions each of us brings.

- Surface and name the assumptions you see, hear or feel.
- Use data to check these assumptions.
- Seek to identify potential connections between our assumptions at play and systemic patterns of reproduction and oppression (student expectations, test biases, etc.) within and about the data - not necessarily to disqualify, but rather to contextualize.

3. Identify the diverse perspectives each of us brings to the DBI.

- Ask questions of each other and the data.
- Identify strengths – as well as biases within the group. (i.e. roles related to data, data sources, students, or resulting action plans).
- Surface and explore divergent perspectives to broaden and deepen analysis – and collective ownership.

4. Sit in the “here and now” of the DBI processes.

- Don't jump to “solutions” too quickly.
- Allow core issues to be uncovered within the data in order to prioritize action steps.
- We don't use DBI processes for process sake. Use the processes to have the conversations we normally can't, don't or won't have.

Which do you find most challenging?