Data Mining Protocol

Developed in the field by Thomas Van Soelen and Shannon N. Kersey.

To use with educators in illuminating two data sets. There is not a presenter in this process.

1. **Getting Started**. The facilitator reminds the group of norms and shares each step outlined below.

2. **Examining Data Set #1**. The facilitator distributes data set #1 and offers time to examine (length to be determined based on the volume of data). (5-10 minutes)

3. **Describing Data Set #1**. The facilitator asks, "What do you see?" In rounds, participants offer statements about the data, avoiding judgments and interpretations, using directionality words wherever possible (e.g., "on page 2, I see," "In the third column, I see"). (7 minutes)

4. **Interpreting Data Set #1**. The facilitator asks, "What wonderings do you have about the data?" In rounds, participants offer "I wonder statements" that can be charted. (7 minutes)

5. **Examining Data Set #2**. The facilitator distributes data set #2 and offers time to examine (length to be determined based on the volume of data). (5-10 minutes)

6. **Describing Data Set #2**. The facilitator asks, "What do you see?" In rounds, participants offer statements about the data, avoiding judgments and interpretations, using directionality words wherever possible (e.g., "on page 2, I see," "In the third column, I see"). (7 minutes)

7. **Interpreting Data Set #2**. The facilitator asks, "What wonderings do you have about the data?" In rounds, participants offer "I wonder statements" that can be charted. (7 minutes)

8. **Identifying Intersections and Dissonances**. The facilitator offers time for the group to talk together about what intersections are evident in the data and what dissonances arise from the data. This information can be charted. (10 minutes)

9. **Debrief** (3 minutes)

Facilitative notes:
1. It is helpful if a process has already been determined regarding what will happen with the information that is gleaned from this process. For example, if a faculty is engaged in multiple Data Mining Protocols at the same time with the same set of data, notes could be charted in each meeting and offered to a Leadership Team to craft recommendations.

2. This process has been particularly enlightening to trouble observational data and perception data (e.g., results of classroom observations and teacher perception survey data).