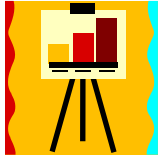





ORID

Focused Conversation Data Analysis

<p style="text-align: center;">O Objective Level</p> 	<ul style="list-style-type: none"> ✓ To examine the data ✓ To identify factual information 	<ul style="list-style-type: none"> ✓ What do you see? ✓ What factual statements can you make based on the data?
<p style="text-align: center;">R Reflective Level</p> 	<ul style="list-style-type: none"> ✓ To encourage participants to make connections ✓ To encourage free flow of ideas and imagination 	<ul style="list-style-type: none"> ✓ What surprised you? ✓ What encouraged you? ✓ What discouraged you? ✓ How does this make you feel?
<p style="text-align: center;">I Interpretive Level</p> 	<ul style="list-style-type: none"> ✓ To identify patterns and determine their significance or meaning ✓ To articulate underlying insights 	<ul style="list-style-type: none"> ✓ Describe the “Big Idea” ✓ What does the data tell us? What new insights do you have? ✓ What good news is there for us to celebrate? ✓ What doesn’t it tell us and what else might we need to know?
<p style="text-align: center;">D Decisional Level</p> 	<ul style="list-style-type: none"> ✓ To propose next steps ✓ To develop an action plan ✓ To make decisions ✓ To experience “coming together” 	<ul style="list-style-type: none"> ✓ What are our proposed next steps? ✓ What decisions can we make? ✓ What is our action plan for moving forward?

Stanford University. *ORID: Focused Conversation Data Analysis*. Retrieved from:
<https://web.stanford.edu/class/cee320/ORIDtemplate.doc>.

Additional ORID Type Questions

Objective questions (Uncover facts as needed: who, what, when, where, how?)

- What, if anything, did you do differently?
- What was your goal for the lesson?

Reflective questions (Access teacher's perspective/ feeling: What did you, as the teacher, like/dislike about the lesson? Why?)

- What do you think was the most valuable part of the lesson? Why?
- Was there anything out of the ordinary during the lesson?
- What was the most challenging part of the preparation? Delivery? Why?
- How did you address the challenge(s)? Were you successful? How do you know?
- What was the highlight for you? Why?
- Do you think the students learned what you intended? How do you know?
- What areas do you think require follow-up? Why?
- What do you believe was the most significant take-away for you?

Interpretive questions (Engage in analytical thinking around: behaviors/actions/outcomes using evidence to support perceptions.)

- What should we celebrate after reflecting on the lesson?
- Did you accomplish your goal(s) for the lesson? How do you know?
- What would you say about this lesson to another teacher?
- What are some things you might want to consider before the next lesson?
- What would you do differently or change for the next lesson? Why?
- Based on student need, what, if any, instructional decisions did you make during the lesson? Please explain your rationale.

Decisional questions (Articulate decisions/actions: Now What?)

- How will you use this information in preparation of the next lesson?
- What are your proposed goals or next steps? How would you prioritize these steps?
- What is your action plan for moving forward?
- What supports/resources will you need to fulfill your action plan?
- What information would you like to share with another teacher?

Powerful Open-Ended Questions

- What new structure are you putting into place to achieve your instructional goal?
- Because the success of your students is your passion, what strategies are you considering?
- When you faced a similar dilemma what course of action did you find most helpful?
- What is the most important outcome for our conversation?
- What similarities are there between this situation and...?
- What are the benefits of...?
- How would you like to be in your interactions with parents?
- Since collaboration with colleagues is a core value in our school, what plans are you considering for developing lessons with teachers in your department?
- What resources will you need to...?
- What are you taking away from our conversation today?
- What is the most challenging part?
- On a scale of 1 to 10, how important is this to you?
- How can I best help you think this through?
- What do you need to do to...?
- What are the next steps?
- What have you learned...?

General Coaching Sentence Stems

Active Listening Stems

So...

In other words...

What I'm hearing, then... Is that correct?

What I hear you saying is... Am I missing anything?

I'm hearing many things...

As I listen to you, I'm hearing... Is there anything else you feel I should know?

Clarifying Stems

Let me see if I understand...

I'd be interested in hearing more about...

It would help me understand if you'd give me an example of...

So, are you saying/suggesting...?

Tell me what you mean when you...

Tell me how that idea is like (or different from)...

To what extent is...?

I'm curious to know more about...

I'm intrigued by...

I'm interested in...

I wonder...

Nonjudgmental Responses

I noticed how when you... the students really... (to identify something that worked and why it worked)

I'm interested in learning (or hearing) more about...

I'd love to hear more about...

Thank you for sharing your thoughts. Can you tell me more about...?

Probing Stems

What's another way you might...?

What would it look like if...?

What do you think would happen if...?

How was... different from (or similar to)...?

What's another way you might...?

What sort of an impact do you think...?

What criteria do you use to...?

When have you done something like... before?

What do you think...?

How did you decide... (come to that conclusion)?

I'm curious to know more about...

I'm intrigued by...

I'm interested in...