

# LOOK! THINK! ACT!

## Facilitator's Guide

As a companion resource to the **Look! Think! Act! Discussion Guide**, this tool provides guidance to individuals who are facilitating **Look! Think! Act!** discussions. The discussion facilitator may or may not be involved in preparing for the discussion. It is important for any individuals or groups responsible for preparing for the discussion to use the **Look! Think! Act! Preparation Checklist** to ensure readiness for a successful **Look! Think! Act!** discussion. Use the **Look! Think! Act! Documentation Template** to document the discussion.



## Role of the Look! Think! Act! facilitator

- Make sure participants understand the purpose of the discussion and the data source(s) that will be used.
- Identify individuals for notetaker and timekeeper roles.
- Use questions listed in the **Look! Think! Act! Discussion Guide** to guide participants through the **Look! Think! Act!** process, making sure they objectively look at the data before thinking or interpreting and think about what the data mean before acting on the data results.
- Ensure all participants have an opportunity to share their observations, interpretations, and ideas for actions.
- Help participants reflect on the **Look! Think! Act!** process.

## Steps for facilitating a Look! Think! Act! discussion

### 1. Before The Meeting

Review the materials sent to meeting participants (e.g., agenda, background material, data displays). Become familiar with the data that will be presented. Make sure you understand:

- The purpose of the data discussion—the question(s) that the team is trying to answer with the data.
- The data source(s)—when, where, and why data were collected. If you don't know, reach out to someone who does or make sure someone knowledgeable about the data source is at the meeting.
- How to read the data displays—how the data are organized. For example, what do the y- and x-axes on a graph mean? What do the column headers mean on a table?

Have this facilitation guide, the **Look! Think! Act! Discussion Guide**, and the **Look! Think! Act! Documentation Template** available for the discussion

## 2. Introduction to the Discussion

At the beginning of the **Look! Think! Act!** discussion, provide the following information to help participants understand the discussion's purpose and process.

- **Purpose of the data discussion.** Review the question(s) that the team is trying to answer with the data.
- **Explain data source(s).** Briefly share information about the data source(s) that will be used to answer the question(s) or ask someone knowledgeable about the sources to share this information.
- **Roles.** Identify individuals to serve as notetaker and timekeeper.
  - **Notetaker.** Document the discussion using the **Look! Think! Act! Documentation Template**.
  - **Timekeeper.** Provide periodic updates on how much time is left for the discussion. Although it is important to move through each stage, this may not be possible for every **Look! Think! Act!** discussion. If time is limited, the facilitator may need to decide if there has been sufficient opportunity for discussion to move to the next stage or whether the discussion should be continued later.
  - **Explain the Look! Think! Act! process.** Briefly describe each stage of **Look! Think! Act!**
    - **Look.** The process begins with looking at the data—making factual statements about what is in the data display (e.g., chart, graph, table), without interpreting the data or drawing conclusions.
    - **Think.** After participants have thoroughly looked at the facts in the data, it's time to attach meaning and interpret what the data mean and draw conclusions.
    - **Act.** After looking at and interpreting data, the team determines action steps based on the data.

## 3. Look Stage

- **Show data.** Present the first data display (e.g., table, graph, chart) to be discussed.
- **Orient participants to the data.** Explain how to read the data display (e.g., the meaning of the y- and x-axes on a graph or rows and columns on a table).
- **Introduce Look.** Remind participants that in the **Look** stage, participants are making factual statements about what they notice in the data.
- **Discuss.** Use the questions in the **Look** section of the **Look! Think! Act! Discussion Guide** to engage participants in observing the data. Do not be concerned if there is initial silence. It may take participants a few minutes to take in what they are seeing. If silence continues, you may want to model the process by stating your own observation.
- **Return to facts.** When participants start interpreting the findings or sharing conclusions, bring them back to making factual statements about the data.
- **Repeat.** If there are additional data displays to be discussed, present them and repeat this process.
- **Move to Think.** When all participants have had an opportunity to share their observations and the data have been thoroughly examined, move to the **Think** stage.

## 4. Think Stage

- **Introduce Think.** Explain that it is now time to attach meaning to the facts from the data—to interpret the results from the data and draw conclusions. There are no wrong answers. People will have different interpretations of what the data mean based on their beliefs and experiences.

- **Discuss.** Use the questions in the **Think** section of *the Look! Think! Act! Discussion Guide* to engage participants in interpreting what they observed in the **Look** stage. Use any of the questions to get the conversation started.
- **Connect to data.** Encourage participants to connect their interpretations or conclusions to the data reviewed or to other sources of data. Ask questions such as, “What do you see in the data that leads you to this conclusion?”
- **Return to meaning.** When participants offer solutions or action steps, bring them back to reflecting on what the results from the data mean.
- **Move to Act.** When all participants have had an opportunity to share their interpretations and conclusions, move to the **Act** stage.

## 5. Act Stage

- **Introduce Act.** Explain that it is now time to act on the conclusions drawn from the **Think** stage based on the facts from the **Look** stage.
- **Summarize.** Begin by summarizing the main conclusions from the **Think** stage. Determine the conclusions for which there is general agreement and those where there is disagreement.
- **Discuss.** Use the questions in the **Act** section of the *Look! Think! Act! Discussion Guide* to engage participants in identifying actions based on conclusions from the **Think** stage.
- **Make a Plan.** When there is clarity and general agreement about action steps, identify the persons responsible, timeline, and how progress will be assessed. There is space on the **Look! Think! Act! Documentation Template** to record this information.

## 6. Wrap Up

- **Review.** Summarize the primary action steps identified in the **Act** stage.
- **Reflect.** Ask participants to share their reflections on the discussion:
  - What worked well? What were the highlights of the discussion?
  - What was confusing or did not work well?
  - What further training and supports do participants need to better engage in the **Look! Think! Act!** process?

Need more guidance on **Look! Think! Act!** before you lead a discussion?

Go to the **Look! Think! Act!: Using Data for Program Improvement** learning module “Engage” page to review the **Look! Think! Act!** process.

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## About Us

The contents of this guide were developed under a grant from the U.S. Department of Education, #H373Z190002. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Project Officers, Meredith Miceli and Amy Bae.

The DaSy Center is a national technical assistance center funded by the U.S. Department of Education, Office of Special Education Programs. The DaSy Center works with states to support IDEA early intervention and early childhood special education state programs in the development or enhancement of coordinated early childhood longitudinal data systems.



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