

October 30, 2025

Build Shared Mindsets Through Data Conversations

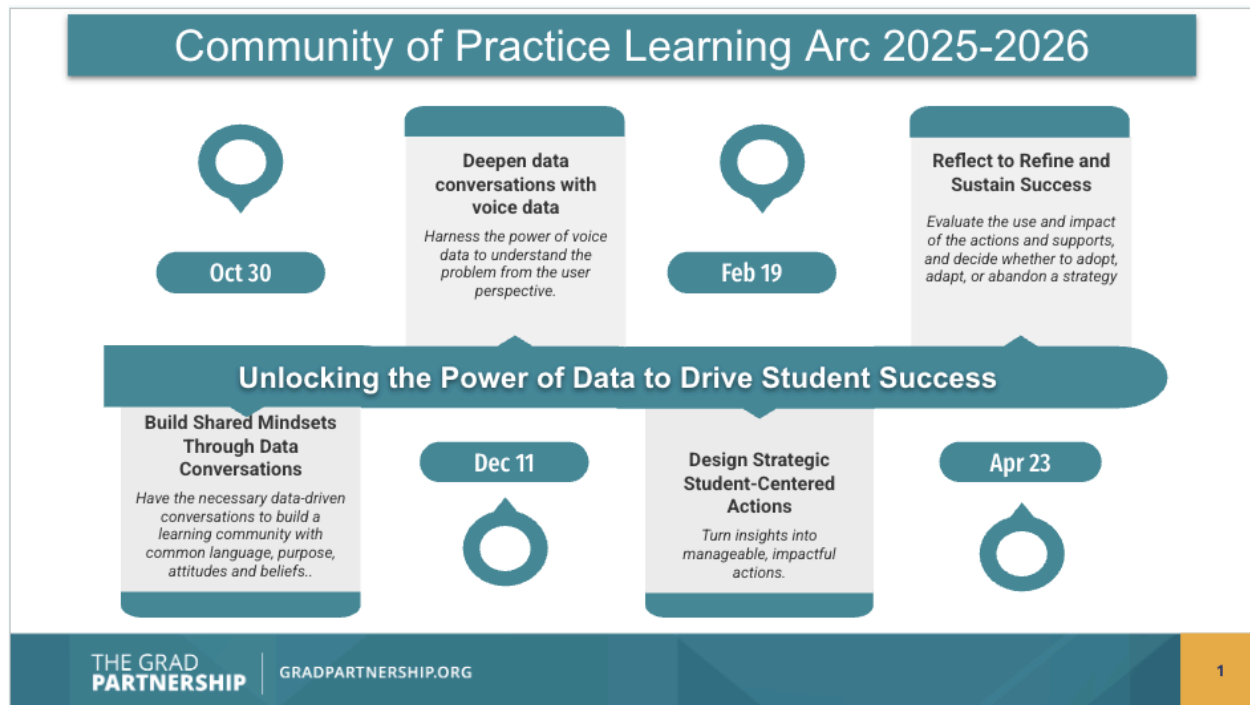
Objectives

Participants will be able to:

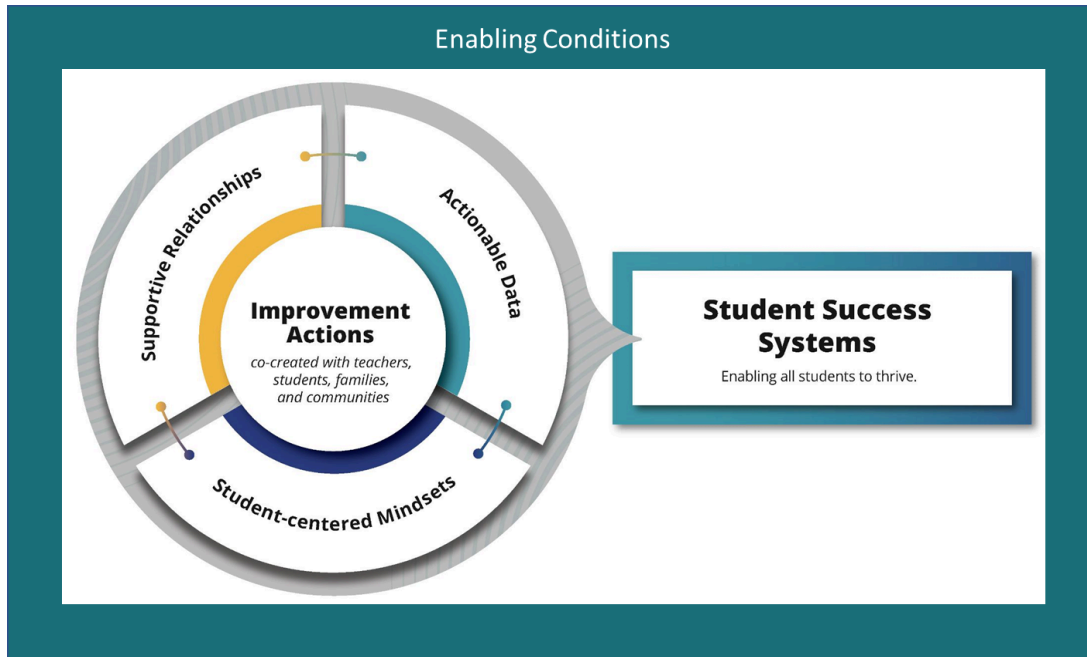
- Plan a team data conversation to mine for implications for adult practice.
- Utilize student experience data to strengthen your understanding of the problem before identifying solutions.
- Design solutions and plan action-reflection cycles.
- Reflect on progress and refine actions for the future.

Community Agreements

- We, not me: Share stories and air time
- Accept non-closure
- Chatham house rule: Use the ideas, keep details in the community
- Share to learn
- Make room for joy



Agenda



Armoring Up

Read the “Armoring Up” excerpt below from Brené Brown’s *Dare to Lead*:

When we’re in fear or an emotion is driving self-protection, there’s a fairly predictable pattern of how we assemble our armor, piece by piece:

1. I’m not enough.
2. If I’m honest with them about what’s happening, they’ll think less of me or maybe even use it against me.
3. No way am I going to be honest about this. No one else does it. Why do I have to put myself out there?
4. Yeah. Screw them. I don’t see them being honest about what scares them. And they’ve got plenty of issues.
5. It’s actually their issues and shortcomings that make me act this way. This is their fault, and they’re trying to blame me.
6. In fact, now that I think about it, I’m actually better than them.

“People think it’s a long way from ‘I’m not enough’ to ‘I’m better than them,’ but it’s actually just standing still. In the exact same place. In fear. Assembling the armor.”

Independent Reflection

1. What are two situations that are likely to lead to you armoring up at school?
(Consider situations with students and your team).

2. What does your initial “armoring up” process look like?

a. My physical reaction?	
b. My body language?	
c. My words?	
d. My thoughts?	
e. My go-to transformer behaviors?	

Pair Conversation

- In what ways do you armor up when you see data?
- What type of data makes you armor up more?
- How could you take that armor off to truly learn from the data?

Key Takeaways

- Armors vary based on our identities, and they act as a signal for us to process our emotions and choose to be vulnerable, courageous leaders.
- Armoring up may feel protective, but it ultimately hinders genuine connection, growth, and effective leadership.
- Courageous leadership is modeled by lowering our armor which also supports authentic connections.
- Leaders are responsible for creating spaces and conditions that support team members in lowering their armor and being vulnerable together.

ATLAS Protocol

- **Identify a facilitator and timekeeper**
- **Review the [data](#) (5 mins)**
 - As you process, keep in mind our Mindsets:
 - Empathy rather than judgment.
 - Strength and asset-based thinking.
 - Belief in growth and agency.
 - Inclusion and respect for each person’s whole experience.

- **What do you see? (5 mins)**
 - In this stage, you are naming observations in the purest sense, only the facts, trends, and patterns in the data for groups of students, without interpretation or judgment.
- **What does the data suggest? (8 mins)**
 - You are now making interpretations and raising wonderings to consider multiple perspectives about what you see in the data. Make connections, name what supports are working/not working for various student groups.
- **Implications (5 mins)**
 - What does this mean for your breakout team in terms of supporting young people? Name immediate and long term action steps to improve equitable outcomes. How will you keep track of progress?

ATLAS Debrief

- How did you experience processing data in this way, paying attention to Shared Mindsets?
- What is one main **takeaway** from today or possible **next step** you are considering?

Data for Improvement, Data for Accountability

“Efforts to use data for improvement begin to create a culture where educators take data for accountability as a given, but where data for improvement becomes a core part of the culture ... It is a mistake to focus solely on either function for data ... committing to using data for improvement requires committing to openness, reflectiveness, and some amount of risk-taking on the part of leaders who must be willing to learn alongside their systems and schools.”

[Practice Driven Data](#)

Closing Moves

- [Feedback Survey](#)
- [Upcoming GRAD Partnership Events](#)
- [Contact us!](#) Or Sign-up for the [GRAD Partnership Newsletter](#)

Resources

- [Student Success Systems Team Reflection and Action Tool](#)
- [GRAD Partnership brief on Holistic, Real-Time, Actionable Data](#)
- [Brene Brown: What's the Difference Between Fear and 'Armor'?](#)
- [Dr. Luke “We, not they” video - supporting Student-Centered Mindsets during data conversations](#)