

## Consensogram

**Audience:** *K-12 Teachers, Administrators*

**Time:** *20 minutes*

### PROCEDURES

- Provide each member of the group with Post-it notes or dots in different colors for each question to be answered.
- Display the questions on an overhead, chart paper or computer-projected document.  
Question Set:
  - To what degree do you think teachers in your building believe it is important to use data to make instructional decisions?
  - To what degree do you believe it is important for teachers to use data to make instructional decisions?
  - Rate your degree of skill in analyzing and applying available data.
  - To what degree has your use of data had a positive impact on instruction in your building?
- Ask participants to respond to each question based on their own perceptions, using a scale of 0 – 100 in an increment of 10 (no negative numbers). Responses are placed on the colored Post-it note that corresponds to the color-coded question. *Note:* Before displaying actual data, ask for predictions about what the bar graph might look like.
- Once the group members have completed their Post-its, ask them to place their responses on the prepared wall charts to create a bar graph. They can use colored dots to record their responses or record an X above the appropriate number on the graph.
- When all responses have been posted, begin processing the data displayed.

*Leading Questions:*

- What “pops out” at you in the data?
- What are some patterns or trends that are emerging?
- What seems to be surprising or unexpected?
- What inferences/explanations/conclusions might we draw?

### COMMENTS TO FACILITATOR

Originally developed for the Ohio Leadership for Integrating Technology (OLIT) course, this activity was delivered to superintendents and principals across the state. If a principal has previously conducted the *Consensogram* activity with his/her staff, the activity can be repeated and the data compared to the original data collected to observe if changes have occurred over time.

### LEARNING OBJECTIVE

Participants will become more aware of beliefs and attitudes within their school on making data-driven decisions.

### DESCRIPTION

Consensograms are a great way to display data generated by a group in a visual format. The focus of a consensogram can be a group’s or individual’s perception of belief, skill, interest, commitment, etc. The group, a facilitator, or the organization can generate questions for the consensogram.

Consensograms provide an effective and efficient way of gathering and displaying information from a large group on their beliefs and attitudes toward making data-driven decisions so that they can be immediately processed.

### MATERIALS AND RESOURCES

- Post-it notes in different colors
- Chart or overhead transparency with questions
- Prepared wall charts to display responses in bar graph format
- Consensogram Q1, Q2, Q3, Q4* (Adobe PDF documents)
- Optional: *Consensogram Template* (Excel spreadsheet)
- Optional: Colored dots for each question to be answered
- Optional: Computer, video projector, screen

### VARIATIONS & EXTENSIONS

An Excel spreadsheet template is provided and can be used to record the data after the activity. If used at the beginning of the year, the same activity can be repeated at the end of the year to measure progress. The spreadsheet can be used to compare both sets of data.

Participants are asked to create a human bar graph to answer one pre-selected question instead of using the Post-it note method.

Questions are posted on an overhead transparency.

Teachers put up their dots in a teacher’s lounge or common area and the charts are discussed at a staff meeting.

Once the consensogram process has been learned, questions can be rewritten to bring out information regarding participants’ interest levels, values, knowledge, skills, commitment, and beliefs on a wide variety of topics.