WHAT IS COLLABORATIVE INQUIRY?

Collaborative inquiry is a sustained process of investigation and action that empowers teachers to improve student learning, close the achievement gap and develop school wide leadership.



THE COLLABORATIVE INQUIRY PROCESS IS:

Data Driven

by demographics, assessment, previous maps



Lead

by Strategic Selection of Teachers



Structured

to Promote Distributed Leadership



Focused

on Student Learning through a Range of Assessments



Designed

to engage teams in creating researched based learning



BENEFITS OF COLLABORATIVE INQUIRY

- Engages 21st Century
 Learners
- Develops Teacher Research
 Skills
- Enlivens Professional Culture
- Builds School Capacity



COLLABORATIVE INQUIRY AND MAPPING



- The collaborative inquiry process supports each phase of the mapping process.
- Key element in sustaining the mapping process on both a school and district level.
- Focuses teachers on aligning assessment, curriculum, instruction, and professional development to generate school-wide improvement.

COLLABORATIVE INQUIRY PROCESS PHASE 1

Set-Up

School self-assessment and goal setting



Principal's ownership and launch

Teacher team formation: vast majority of teachers on teams with regular meeting times



Structured support for teacher team facilitators

COLLABORATIVE INQUIRY PROCESS PHASE 2





Examine Teacher Maps

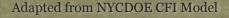
Revise and Repeat Inquiry Process



Monitor Common Assessment Results Curriculum and Teaching Inquiry Cycle

Take Action,
Implement
Instructional
Strategy

Define Instructional Strategy



Examine student work/data

- Analyze student work/assessment data to inform each phase of MTTC
- Conduct bi-level analysis during item analysis for subject content and literacy



Examine teacher work

- Develop rubrics for reviewing colleagues maps
- Engage in the 7 step review process of maps
- Create benchmark assessments
- Upgrade content, skills and assessments on maps
- Analyze teacher designed classroom-based assessments to determine how they scaffold in complexity within and across units



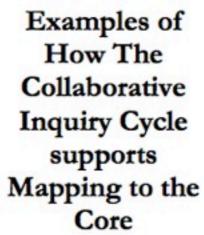
Revise and repeat inquiry cycle

- Review and revise maps to the 5 Alignment Perspectives
- Revise maps to respond to the targeted needs revealed in student work/assessment data



Monitor student progress with common assessments

- Use student work/data to inform potential revisions of diary and consensus maps
- Adjust instructional approach based on the needs revealed in student work/data
- Compare student progress to instructional targets across the school





Engage external resources

- > Unwrap the standards to translation
- Create crosswalks between current state standards and CCSS
- Examine how CCSS scaffold in complexity from grades K-12
- Utilize curriculum mapping software
- Research 21^a century tools, assessment types and new standards en-route
- Reference other professional books and/or articles etc.
- Attend/facilitate professional development sessions



Take action: Implement instructional strategy

- Modify/refine pedagogy to align with the new approaches outlined in maps and assessments
- Collaborate to accomplish instructional goals



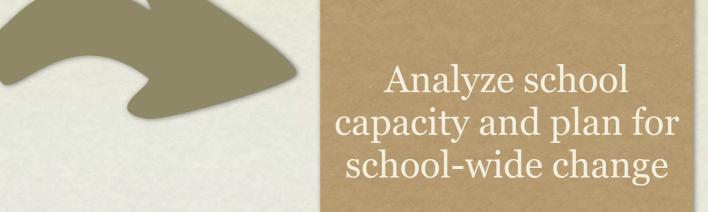
Define instructional strategy and set goals

- Develop diary & consensus maps
- Decide on roles and responsibilities for carrying out the plan

Adapted from NYCDOE CFI Model

COLLABORATIVE INQUIRY PROCESS PHASE 3

Reflect on teacher teams' results and consider for schoolwide change (teachers assume leadership role)





Take action to build teacher and school capacity

