Collaborative Inquiry for Educators

April 1st 2015
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Please complete the 'Before' column

of the Anticipation Guide *independently*

Learning Outcomes

- Understand how to enhance the transformative potential of collaborative inquiry.

Success Criteria

- Identify critical components of collaborative inquiry;
- Describe ways to facilitate/support teams' engagement in the process;
- Reflect on your practice and determine next steps.

Teacher inquiry cycle to promote valued student outcomes.

- What knowledge and skills do our students need?
- What knowledge and skills do we as teachers need?
- Deepen professional knowledge and refine skills
- Engage students in new learning experiences
- What has been the impact of our changed actions?

Helen Timperley, 2007

Identifying Themes

1. Choose a quotation from the selection available.
2. Take turns reading each quotation aloud.
3. Find your 'Quotation Group' and locate a place where you can sit together. (Hint: These are the people who have the same colour paper as you)
4. Introduce yourself and share the quotation that you selected.
5. Identify what is common amongst the quotations.

Note: Be prepared to share the 'theme' and one quotation that represents it to the entire group.

#1. It's about learning – solving adaptive challenges

"Practitioners need to be able to work together in a way that makes their knowledge accessible and explicit, and then subject it to scrutiny and challenge in an evidence-driven sense. That is, they need to practice inquiry together. Inquiry is about a need to know or a search for deep understanding. The practice of inquiry promotes the challenge and reconstruction of professional knowledge based on a body of evidence."

Steven Katz

#1. It's about learning – solving adaptive challenges

Technical Challenges versus Adaptive Challenges

Technical	Adaptive
Administering a practice test in order to prepare students for the MEAP.	Helping content-area teachers integrate literacy instruction into their everyday practice.
Increasing the penalty for late or missing work.	Raising awareness of ineffective grading practices.
Sending students for resource support.	Helping teachers differentiate instruction to meet students' readiness levels.

#1. It's about learning – solving adaptive challenges
Tensions

Requires that people give up certainty and comfortable ways of being.

Break from the past.

Requires change in roles and relationships and approaches to work.

#1. It's about learning – solving adaptive challenges
Reflecting on Your Work

In regard to *adaptive challenges*:

• Have adaptive challenges been identified? How are they being addressed?

• Are technical fixes being applied to adaptive challenges?

#2. Collaborative inquiry is a shared process

"Practitioners need to be able to work together in a way that makes their knowledge accessible and explicit, and then subject it to scrutiny and challenge in an evidence-driven sense. That is, they need to practice inquiry together. Inquiry is about a need to know or a search for deep understanding. The practice of inquiry promotes the challenge and reconstruction of professional knowledge based on a body of evidence."

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#2. Collaborative inquiry is a shared process
Observations about the work…

- building knowledge together + developing common understandings = sense of collective efficacy

- moving from student focused to students as partners

The Spiral of Inquiry

Helen Timperley – A Framework for Transforming Learning in Schools, 2014

#2. Collaborative inquiry is a shared process
Tensions

- Not the job I signed up for
- Strong adherence to norms professional autonomy and privacy
- Power and Perils
  (Quality Control – Group Think – Diffusion of Responsibility)
- Navigating conflict

#2. Collaborative inquiry is a shared process
Reflecting on Your Work

Facilitator Skills and Approaches

Mark a Plus or a Delta
- Plus for a strength   **+**

- Delta for an area you would like to change   **Δ**

#3. Inquiry must come from a place of genuine curiosity

"Practitioners need to be able to work together in a way that makes their knowledge accessible and explicit, and then subject it to scrutiny and challenge in an evidence-driven sense. That is, they need to practice inquiry together. Inquiry is about a need to know or a search for deep understanding. The practice of inquiry promotes the challenge and reconstruction of professional knowledge based on a body of evidence."

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#3. Inquiry must come from a place of genuine curiosity
Observations about the work…

- Relevant (grounded in a student learning need)
- Collaborative engagement versus compliance
- Inquiry stance maintained >> recursive cycles

#3. Inquiry must come from a place of genuine curiosity
Tensions

- Questions generated aren't always 'burning' questions;
- System directed versus self directed
- Teams have difficulty identifying common student learning needs.

#3. Inquiry must come from a place of genuine curiosity
Tensions

DuFour, DuFour, Eaker, and Karhanek (2010) noted, "Collaboration would impact student achievement in a positive way only if the 'co-labouring' and collective inquiry focused on the *right* work" (p. 33).

Reference: DuFour, R., DuFour, R., Eaker, R., & Karhanek, G. (2010). *Raising the bar and closing the gap: What ever it takes.* Bloomington, IN: Solution Tree Press.

#3. Inquiry must come from a place of genuine curiosity
Reflecting on Your Work

In regard to *inquiry* questions:

- What is your team inquiring about?
- What are your successes?
- What are your challenges?

talk

#4. Collaborative inquiry must result in action

We can develop leaders whose focus and vision prevent them from believing that plans are a substitute for action. We can nurture leaders who understand that deep implementation, not a timid incremental approach, is essential for systemic change.

REFERENCE: Reeves, D. (2009). Leading Change in Your School : How to Conquer Myths, Build Commitment, and Get Results. Association for Supervision and Curriculum Development, Alexandria, VA.

#4. Collaborative inquiry must result in action
Observations about the Work

- Theory of Action
- Changes in classroom practice
- Collective analysis of student work

REFERENCE: Nelson, T. (2008). Teachers' Collaborative Inquiry and Professional Growth: Should we be optimistic? *Science Teacher Education*, Wiley Periodicals, Inc.

#4. Collaborative inquiry must result in action
Tensions

- Abandoning the cycle of inquiry
- Selecting new approaches
- It's How You Use the Strategy

REFERENCE: Marzano, R. (2011). Art and science of teaching: It's how you use a strategy. *Educational Leadership*, 69*(4)*, 88-89.

Data Collection Plan

Sources of evidence related to ***student learning***.

Additional evidence related to *school process data* **(implementation of the practice)**.

Inquiry Question: _____

What evidence is going be collected?	How is the evidence going to be collected?	When is the evidence going to be collected? By whom?
Data Source 1 (related to the student learning need identified)		
Data Source 2 (related to the student learning need identified)		
Data Source 3 (related to the student learning need identified)		

Evidence of Implementation of Practice:

#4. Collaborative inquiry must result in action

"When we work together to achieve some outcome, our effectiveness depends on our ability to describe, compare, and learn together about our identify and theory of action maps." (Bushe, p. 132)

Reference: Bushe, G. (2010). *Clear leadership: Sustaining real collaboration and partnership at Work* (revised ed.). Boston, MA: Davis-Black.

#4. Collaborative inquiry must result in action

"Improvement efforts are shaped by theories of action, whether or not we are aware of them. Leaders who develop and communicate clear, coherent, and compelling theories of action through stories and other means are more likely to produce the results they desire." (Sparks, p. 37)

Reference: Sparks, D. (2007). *Leading for Results: Transforming Teaching, Learning, and Relationships in Schools.* Corwin Press, Thousand Oaks, CA.

#4. Collaborative inquiry must result in action

Theories of action describe people's ideas about how to accomplish tasks and goals.

- Espoused Theories (stated as beliefs and values)
- Theories-In-Use (actual behaviour)

Causal connections in the form of 'if- then' statements.

Write them down – but not in stone.

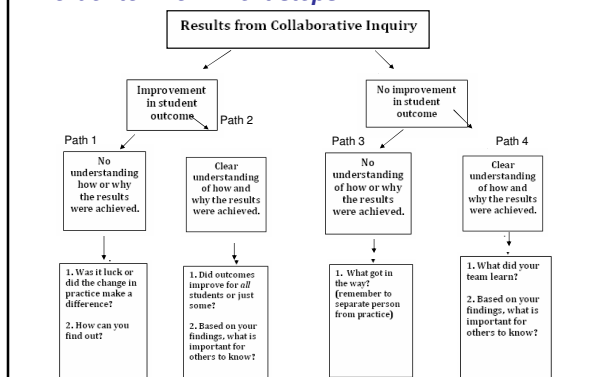---

#4. Collaborative inquiry must result in action
Reflecting on Your Work

Facilitating Collaborative Inquiry

Theory of Action

If….	Then…

Collaborative Inquiry for Educators

Please complete the 'During' column

of the Anticipation Guide

with a partner

#5. Student learning data is collectively examined in order to inform next steps

Results from Collaborative Inquiry

Improvement in student outcome — Path 1, Path 2

No improvement in student outcome — Path 3, Path 4

Path 1: No understanding how or why the results were achieved.
1. Was it luck or did the change in practice make a difference?
2. How can you find out?

Path 2: Clear understanding of how and why the results were achieved.
1. Did outcomes improve for *all* students or just some?
2. Based on your findings, what is important for others to know?

Path 3: No understanding of how or why the results were achieved.
1. What got in the way? (remember to separate person from practice)

Path 4: Clear understanding of how and why the results were achieved.
1. What did your team learn?
2. Based on your findings, what is important for others to know?

#5. Student learning data is collectively examined in order to inform next steps
Observations about the Work

- Collective analysis of student work is becoming more common. In the beginning, talk is characterized in 'generalities' rather than specifics of student learning.

- Be aware of teams that adopt a 'wait and see' outlook (wait for end of semester grades or annual test scores) to assess impact.

#5. Student learning data is collectively examined in order to inform next steps
Observations about the Work

- Observations, conversations, and student work products seem to be less valued than pencil-paper test data.

- Beginning teams tend to collect lots of evidence but much of it does not relate to the student learning need identified.

#5. Student learning data is collectively examined in order to inform next steps
Reflecting on Your Work

In regard to *knowing thy impact*:
- What path are teams on?
- What can be done to strengthen the work?

#6. Assumptions are surfaced, examined, and reflected upon

"Practitioners need to be able to work together in a way that makes their knowledge accessible and explicit, and then subject it to scrutiny and challenge in an evidence-driven sense. That is, they need to practice inquiry together. Inquiry is about a need to know or a search for deep understanding. The practice of inquiry promotes the challenge and reconstruction of professional knowledge based on a body of evidence."

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#6. Assumptions are surfaced, examined, and reflected upon

"… provides a way of testing the assumptions and suppositions of the vision against the unfolding realities of the work in an actual organization with actual people."

Reference: City, E., Elmore, R., Fiarman, S., & Teitel, L. (2009). *Instructional rounds in education: A network approach to improving teaching and learning.* Cambridge, MA: Harvard Education Press.

#6. Assumptions are surfaced, examined, and reflected upon
Reflecting on Your Work

Facilitating Collaborative Inquiry

Theory of Action

If….	Then…

Identify Assumptions

#7. Teams actively engage in and embrace conflict

"Ironically, disagreement is more frequent in schools with collaborative cultures because purposes, values, and their relationship to practice are always up for discussion. But this disagreement is made possible by the bedrock of fundamental security on which staff relationships rest – in the knowledge that open discussions and temporary disagreements will not threaten continuing relationships" (p. 113).

REFERENCE: Hargreaves, A. & Fullan, M. (2012). *Professional capital: Transforming teaching in every school.* New York, NY: Teachers' College Press.

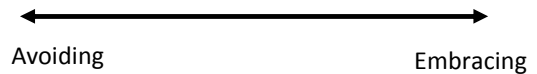## #7. Teams actively engage in and embrace conflict

- Recognizing the value of cognitive conflict as a way to gain a deeper understanding about the complexities of teaching and learning;
- Being intentional about and accountable for the nature of the dialogue in collaborative group work; and
- Accessing and using tools (e.g., protocols and question prompts) to support a shift conversation shifts.

REFERENCE: Nelson, T., Deuel, A., Slavit, D., & Kennedy, A. (2010). Leading Deep Conversations in Collaborative Inquiry Groups. *The Clearing House, 83,* 175-179.

#7. Teams actively engage in and embrace conflict
Reflecting on Your Work

What is your team's conflict stance?

← →

Avoiding   Embracing

#7. Teams actively engage in and embrace conflict

- Examine talk
- Power of the paraphrase
- Identify assumptions
- Affective conflict versus cognitive conflict
- Label the conversation
- Listen for differences
  - Suppress judgment
  - Question from a place of genuine curiosity

Seven Non-Negotiables

#1. It's about learning – solving adaptive challenges.

#2. Collaborative inquiry is a shared process.

#3. Inquiry must come from a place of genuine curiosity.

#4. Collaborative inquiry must result in action.

#5. Student learning data is collectively examined in order to inform next steps.

#6. Assumptions are surfaced, examined, and reflected upon.

#7. Teams actively engage in and embrace conflict.

8th Non-Negotiable

#8. Document and celebrate the learning.

Organizing a Learning Fair Documenting and Celebrating the Learning

Small Group Sharing Protocol
Other possibilities

Consolidation

The Four A's Protocol

Agreements - Considering collaborative inquiry as an approach to professional learning - given the conversations - what do you agree with?

Aspirations - What do we/you want to aspire to or work toward?

Alignments - What is the current reality and what is the gap in terms of where you are and your aspirations?

Adjustments - What needs to be done to succeed?

Collaborative Inquiry for Educators

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of the Anticipation Guide *as a table group*

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Thank you!

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