

Collaborative Inquiry

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Purpose

The purpose of this meeting is to define and model the collaborative inquiry process and plan for implementing it during the 2016-2017 school year.



Essential Question

What is collaborative inquiry and how can it be used to leverage the collaborative expertise within MNPS?



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Looking Back - Looking Ahead

Individually, complete the chart:

1.	2.	3.
Think back to how teachers worked together when you were in school.....	How do teachers work together today?	What is your vision for how teachers should work together?



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Adapted from Groups at Work – 2011--MiraVia LLC

Looking Back - Looking Ahead

Task Groups:

- Share and explore your responses
- Consider the following:
 - *What strikes you as you share and compare?*
 - *What are some patterns you are noticing?*
 - *What are some implications for your work?*

Adapted from Groups at Work – 2011--MiraVia LLC



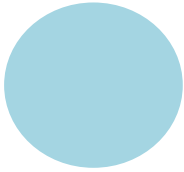
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Data have **no meaning**. **Meaning** is
imposed through **interpretation**
(Wellman & Lipton, 2004, pp. ix-xi).



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How do we bridge the gap between data and results, so all students have educational success?

What is the bridge made of?

Collaborative Inquiry



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Love, 2009



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Collaborative Inquiry



Collaborative Inquiry is stakeholders **working together** to uncover and **understand problems** and to **test out solutions together** through rigorous **use of data and reflective dialogue**.

Assumption: This process **unleashes the resourcefulness** of stakeholders to **continuously improve learning**.

Adapted from N. Love, K.E. Stiles, S. Mundy, and K.DiRanna, 2008



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MNPS Collaborative Inquiry

Collaborative Inquiry is a **data-based team** process that consciously uses the **collaborative learning cycle** (activating and engaging, exploring and discovering, and organizing and integrating) and the **qualities of effective groups** (fostering a culture of trust, maintaining a clear focus, taking collective responsibility and data-informed decision-making).

MNPS Collaborative Inquiry Community of Practice



Collaborative Learning Cycle

Organizing and Integrating

- What inferences, explanations, or conclusions might we draw?
- What additional data sources might verify our explanations?
- What solutions might we explore?
- What data will we need to guide implementation?

Activating and Engaging

- What assumptions do we bring?
- What are some predictions we are making?
- What questions are we asking?
- What are some possibilities for learning?

Managing
Modeling
Mediating
Monitoring

Exploring and Discovering

- What important points seem to pop out?
- What patterns, categories, or trends are emerging?
- What seems to be surprising or unexpected?
- What are some ways we have not yet explored these data?

--Lipton, L. & Wellman, B. (2012). *Got data? Now what?* Bloomington, IN: Solution Tree, Inc.



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MNPS IC Map for Collaborative Inquiry

Component A: Establishes and Maintains a Clear Focus

The Team.....

a	b	c
<ul style="list-style-type: none">Establishes norms, purpose, and an agenda for each meeting.Uses protocols to help remain on-task. If conversations become off-task, a variety of strategies are used to refocus the meeting (e.g. timekeeper, refocus word, etc.).Develops an action plan for next steps prior to leaving the meeting and makes plan on how to monitor progress.	<ul style="list-style-type: none">Establishes a purpose and agenda for the meeting.Addresses all the agenda topics in the allotted time.Develops an action plan for next steps prior to leaving the meeting.	<ul style="list-style-type: none">Fails to have a stated purpose or agenda for the meeting.Discusses random, off topic, or irrelevant issues until the allocated time is over.

IC Map Team: Keisha Becerra, Katy Enterline, Barbara Lissner, Tamasa Pinkerton



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Activating and Engaging



- The pair selects a student.
- Individually, write down 2-3 bulleted observations about the selected student.
- Share in the pair.



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Exploring and Discovering—Unpacking Data

Individually:

- Reflect and record your responses on the Unpacking recording sheet

- *What's in your luggage?*



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- Successes
- Challenges
- Questions



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Unpacking (con't)

Table Groups:

- Share your **successes** in round-robin fashion
- Be prepared to report themes (not anecdotes) to full group
- Next, share your **challenges** (again, in round-robin fashion)
- Be ready to report themes to full group
- Share your **questions**, and choose 2-3 to record on a chart

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Organizing and Integrating—Creating an Implementation Plan

Focus of Change

2. Tentative Outcome	1. Presenting Problem
	<i>Start Here</i>

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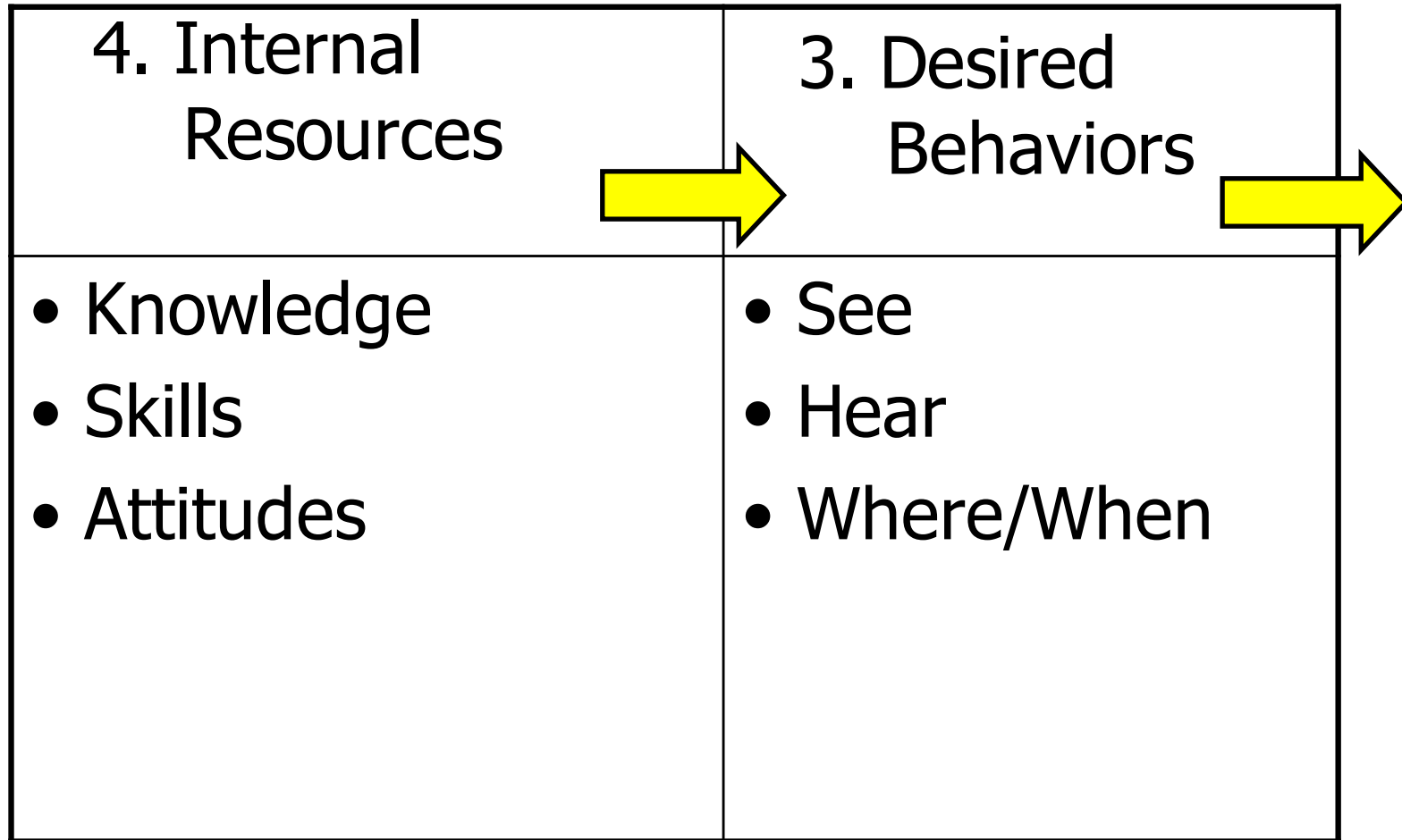


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Organizing and Integrating—Creating an Implementation Plan

Focus of Change



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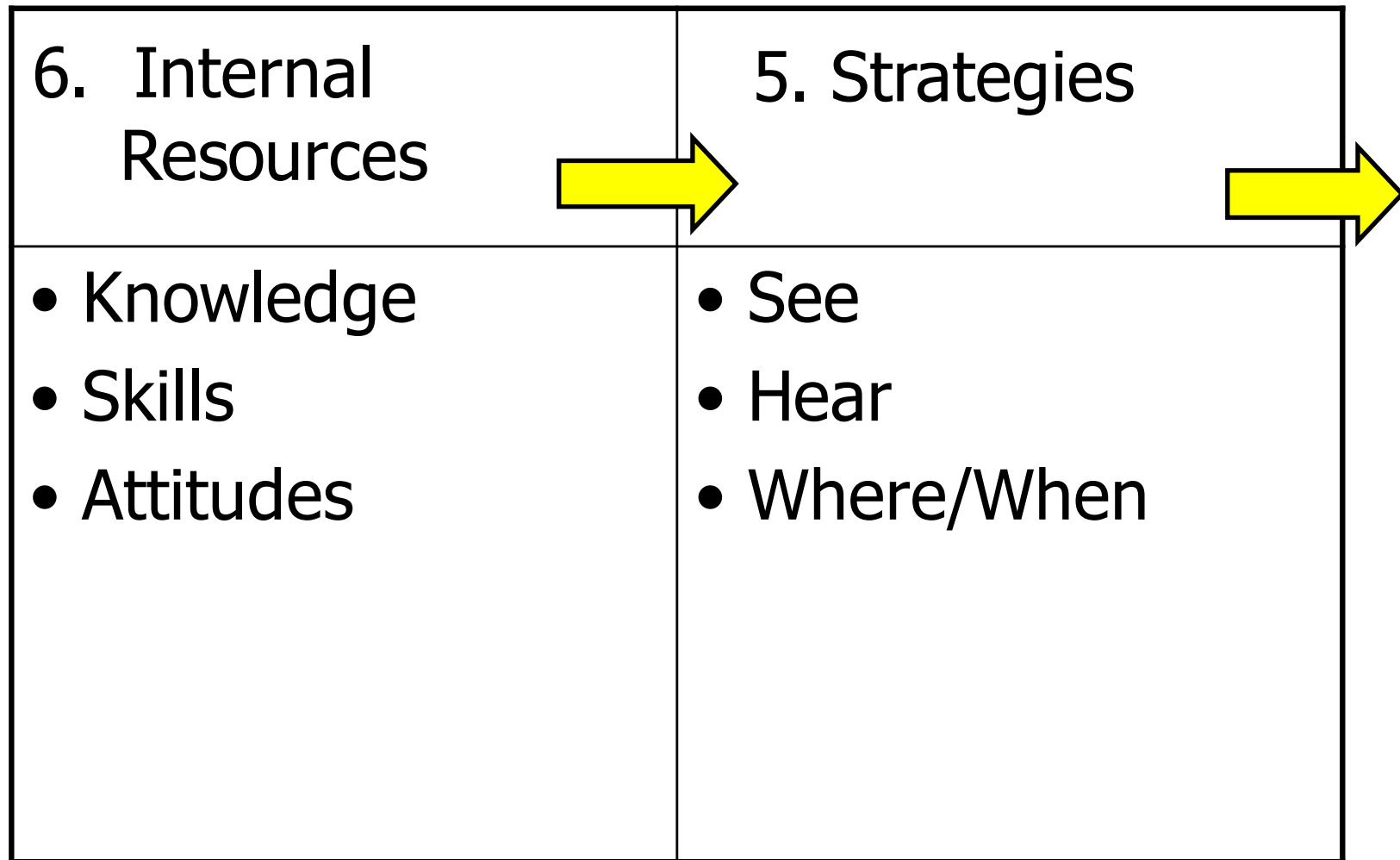
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Organizing and Integrating—Creating an Implementation Plan

Growth Agents



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Reflection

Individually:

- Reflect upon what we learned today about collaborative inquiry
- Write an “elevator speech” on an index card to summarize this process to Dr. Joseph
- Form pairs and rehearse your speech
- Then, we will share out in the larger group



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Feedback

Using a post it note,
create an exit slip
assessing the
collaborative inquiry
process used during
this time of today's
meeting and offering
+/ Δ feedback.

<u>HOW WAS THE MEETING?</u>	
+	Δ



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MNPS Collaborative Inquiry Toolkit

www.mnpscollaboration.org

Collaborative Inquiry Toolkit

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An MNPS REL Appalachia Partnership

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Wrap Up



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References

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