

MNPS COLLABORATIVE INQUIRY COMMUNITY OF PRACTICE EVALUATION FINDINGS



Five Schools
Implementing Spring 2016



Feedback From Teachers,
Coaches & Administrators

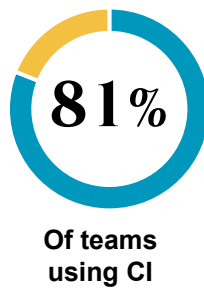


89 Survey Respondents
31 Interview Participants
10 Focus Group Participants



Key Finding 1

SCHOOLS ARE
**APPLYING
COLLABORATIVE
INQUIRY PRACTICES**
IN DIFFERING WAYS
**BASED ON THEIR
NEEDS AND SCHOOL
LEADERSHIP.**



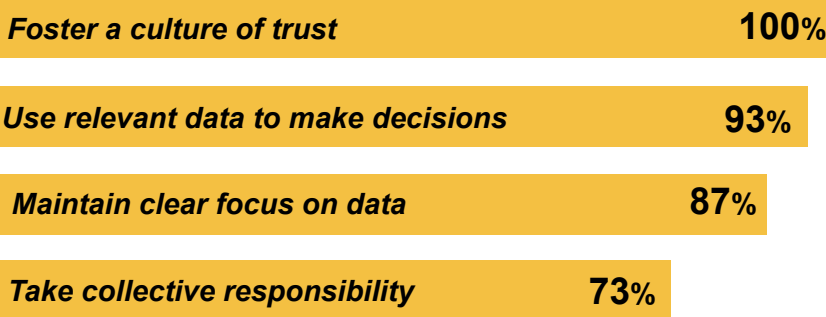
Recommendations

- ❖ Use the IC Map.
- ❖ Create an action plan.
- ❖ Identify school collaborative inquiry leaders.

Key Finding 2

THE USE OF COLLABORATIVE INQUIRY IN SCHOOLS IS **MAKING A POSITIVE DIFFERENCE** IN HOW TEACHERS APPROACH USING DATA TO MAKE EVIDENCE-BASED DECISIONS.

SCHOOL TEAMS



% OF TEACHERS INTERVIEWED

Recommendation

- ❖ Continue to evaluate collaborative inquiry for impacts.



Key Finding 4

ALL SCHOOLS SEE VALUE IN INTEGRATING COLLABORATIVE INQUIRY WITH CURRENT INITIATIVES TO **ADDRESS KEY PROBLEMS OF PRACTICE.**

Recommendation

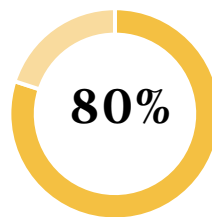
- ❖ Delve deeper into understanding and meaning through collaborative inquiry.

Key Finding 3

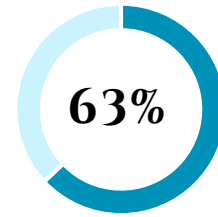
MNPS EDUCATORS FEEL **SUPPORTED** IN IMPLEMENTING COLLABORATIVE INQUIRY, BUT **NEED MORE PROFESSIONAL LEARNING.**

Recommendation

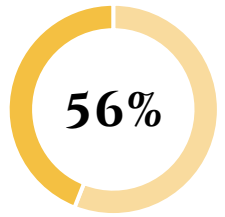
- ❖ Provide ongoing, needs-based PD support through workshops, modeling, and onsite assistance.



Feel adequately supported



Think MNPS provides enough PD



Think MNPS PD is useful

TEACHER BASELINE SURVEY DATA

Key Finding 5

TO CREATE A CULTURE OF COLLABORATIVE INQUIRY IN USING DATA, **A COMMON LANGUAGE AND INTEGRATED APPROACH** TO IMPLEMENTATION ARE NEEDED AT BOTH THE **SCHOOL AND DISTRICT LEVELS.**

Recommendations

- ❖ Continue the Community of Practice.
- ❖ Sustain school leadership.
- ❖ Convey district support and expectations.

