

Innovation Configuration for Collaborative Inquiry—WORKING DRAFT

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

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.

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IC Map Team: Charlene Dickerson, Craig Hammond, LeTicia Taylor

Component B: Assumes Collective Responsibility				
The Team....				
a	b	c	d	e
<p>Communicates and meets routinely with consistent attendance by most members. A notification is provided when a team member is absent.</p> <p>Fosters a balance of advocacy and inquiry for your own ideas and the ideas of others.</p> <p>Provides a summary of decisions, actions, and responsibilities agreed upon during the meeting.</p> <p>Agrees to follow through and monitor the progress of actionable items.</p>	<p>Communicates and meets routinely with consistent attendance by most members. A notification is provided when a team member is absent.</p> <p>Fosters a balance of advocacy and inquiry for your own ideas and the ideas of others.</p> <p>Reaches decisions about future actions to take and assigns them to team members.</p>	<p>Communicates and meets routinely with consistent attendance by most members.</p> <p>Has active participation both verbally and physically by members.</p> <p>Reaches decisions about future actions to take.</p>	<p>Communicates and meets sporadically with team members missing the meeting without notifying others.</p> <p>Has disparate participation and discussion among its members, where 1-2 members attend or dominate the conversation.</p> <p>Fails to establish action items.</p>	<p>Fails to communicate and meet on a regular basis.</p>

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IC Map Team: Sonya Dobbs, Karen Flowers, Alison McArther, Sudhir Sinha

IC Map Team: Debbie Mitchell, Kristine Mains, Laronda Cawthorn

Component C: Fosters a Culture of Trust			
The Team...			
a.	b.	c.	d.
<ul style="list-style-type: none"> • Creates psychological safety and engages diverse stakeholders representing differing perspectives about a topic before, during, and after the meeting via on-going and transparent communication. • Recognizes that disagreements may occur, but is committed to resolving them professionally without placing sarcasm, put-downs, blame, and having hard feelings. • Has student-centered conversations that lead to actions, where team members regularly communicate and monitor their work and progress. • Shares authentic, raw student data, which accurately represents current performance levels, in order to meet student learning needs. 	<ul style="list-style-type: none"> • Creates psychological safety, so team members are engaged before, during, and after the meeting through on-going communication. • Avoids sarcasm, put-down, or blame language. • Has student-centered conversations that lead to actions, where team members regularly communicate their work and progress. • Presents multiple sources of data, including student artifacts, to celebrate successes and analyze the data to foster improved student achievement. 	<ul style="list-style-type: none"> • Creates psychological safety, so team members are engaged during the meeting. • Avoids sarcasm, put-down, or blame language. • Has student-centered conversations that lead to actions. • Withholds or presents single-source or limited data to celebrate successes or meet student learning needs 	<ul style="list-style-type: none"> • Fails to engage all team members during the meeting. • Interacts negatively using sarcasm, put-downs, or blame language. • Disregards feedback provided for instructional improvement.

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The IC Map Team: Mary Laurens Seely, Antoinette Williams, Ruth Gurich

Component D: Uses relevant data to drive decision making				
The Team.....				
a	b	c	d	e
<p>Identifies decision(s) to be made prior to collecting data and reframes it as a question prior to collecting data.</p> <p>Analyzes data from multiple sources, both quantitative and qualitative data, to generate multiple, possible solutions.</p> <p>Models continuous improvement by using data to guide implementation and monitor progress toward a student-centered solution.</p>	<p>Identifies decision(s) to be made prior to collecting data and reframes it as a question.</p> <p>Collects data from multiple sources, including both quantitative and qualitative data, to analyze prior to making a decision.</p>	<p>Identifies decision(s) to be made prior to collecting data.</p> <p>Collects data from multiple sources to analyze prior to making a decision.</p>	<p>Considers only data that supports the initial assumptions instead of analyzing data to generate multiple theories to test.</p>	<p>Relies on opinions and assumptions when making decisions instead of using data.</p>