

**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 Community of Practice**

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 group strategies and structures, including the collaborative learning cycle to engage all group members and to minimize off task behavior. 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.

Innovation Configuration for Collaborative Inquiry—WORKING DRAFT

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 one's 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 one's 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>

Innovation Configuration for Collaborative Inquiry—WORKING DRAFT

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 by communicating high expectations and positive intentions; taking actions that reflect team commitments; and using <i>Leading Groups</i> strategies, structures, and principles to engage diverse stakeholders representing differing perspectives about a topic. • Recognizes that disagreements may occur, but is committed to resolving them professionally without sarcasm, put-downs, blame, and 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 representing current performance levels in order to meet student learning goals, which accurately represents current performance levels, in order to meet student learning needs. 	<ul style="list-style-type: none"> • Creates psychological safety by communicating high expectations and positive intentions as well as clear team commitments, so team members are engaged before, during, and after the meeting through on-going communication. • Makes it safe not to know and to share openly by respecting all perspectives and avoiding 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 by communicating high expectations and positive intentions for how the team will operate so team members are engaged during the meeting. • Makes it safe not to know and to share openly by avoiding 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. • Team members are unclear about expectations and intentions for how the team will operate to create a psychologically safe environment for discussing data. • Team members' actions do not reflect the team's commitments. • Interacts negatively using sarcasm, put-downs, or blame language. • Disregards feedback provided for instructional improvement.

Innovation Configuration for Collaborative Inquiry—WORKING DRAFT

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

**Component D: Uses the collaborative learning cycle when investigating relevant data to guide decision making.
The Team.....**

a	b	c	d
<p style="text-align: center;">Activating and Engaging</p> <p>Identifies decision(s) to be made prior to collecting data and reframes it as a question.</p> <p>Generates predictions based on what will be visible in the data and connects it to an underlying assumption about the data to be explored.</p> <p style="text-align: center;">Exploring and Discovering</p> <p>Makes observations and asks questions about data from multiple sources, both quantitative and qualitative.</p> <p>Uses data displays and a structured sequence (e.g., time to orient, initial talking points) for exploring and looking for patterns or trends emerging from the data.</p> <p>Avoids making inferences or conclusions and explaining the data.</p> <p style="text-align: center;">Organizing and Integrating</p> <p>Analyzes data-based observations to generate multiple theories of causation about the data.</p> <p>Reaches consensus on causal theories to test and the multiple sources of data needed to monitor the progress.</p> <p>Develops a plan to test the root cause theory that has clear outcomes, measurable criteria for success, action steps, and a progressing monitoring process.</p>	<p style="text-align: center;">Activating and Engaging</p> <p>Identifies decision(s) to be made prior to collecting data and reframes it as a question.</p> <p>Generates predictions based on what will be visible in the data. Shares assumptions about the data to be explored, but they are not connected to the predictions..</p> <p style="text-align: center;">Exploring and Discovering</p> <p>Makes observations from multiple sources, both quantitative and qualitative.</p> <p>Uses data displays to look for patterns or trends emerging from the data.</p> <p style="text-align: center;">Organizing and Integrating</p> <p>Analyzes data-based observations to generate multiple theories of causation about the data.</p> <p>Reaches consensus on causal theories to test and the multiple sources of data needed to monitor the progress.</p> <p>Develops a plan to test the root cause theory.</p>	<p style="text-align: center;">Activating and Engaging</p> <p>Collects data before discussing the decision(s) to be made.</p> <p>Shares assumptions (beliefs about learners and learning) about the data to be explored.</p> <p style="text-align: center;">Exploring and Discovering</p> <p>Begins discussions of data from multiple sources, both quantitative and qualitative.</p> <p>Looks for patterns or trends emerging from the data.</p> <p style="text-align: center;">Organizing and Integrating</p> <p>Analyzes data to generate multiple theories of causation about the data.</p> <p>Develops a plan to test the root cause theory.</p>	<p style="text-align: center;">Activating and Engaging Exploring and Discovering Organizing and Integrating</p> <p>Considers only opinions or data from one source that supports initial assumptions and decision making.</p>