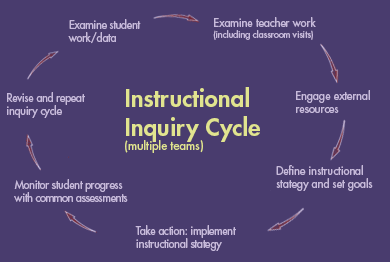
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| **Getting Started in Collaborative Inquiry**  *An Overview of the Inquiry Process*  ***Network 603***  *2014-2015* |

***FINAL DRAFT***

In this document you will find a step-by-step guide to help your teacher team complete an initial inquiry cycle. The companion document, *Getting Started in Collaborative Inquiry: Sample Agendas, Protocols & Templates (SAPT)* contains sample protocols, templates, and agendas referenced in this document that your team can use or adapt to meet your team’s needs.

*Recommendations for planning your team’s inquiry work:*

* Content area teacher teams are easiest to start with when planning inquiry work
* Teacher teams with 4-6 members are ideal for inquiry work
* Plan for an 8-11 week initial inquiry cycle



**Pre-Phase 1: Team Logistics**

**A. Identify Team Facilitator, Team Members, and Meeting Information**

Before getting started, take a few minutes to document information about your teacher team leader and its members as well as your meeting time and location. You can use ***Template A – Teacher Team Info*** to help you organize this information.

***TOOL: Template A – Teacher Team Info (SAPT page 2)***

**Artifact for documenting your inquiry work:**

* Completed Template A (1 per team)

**M Phase 1: Plan – Analyze & Strategize**

**Overview of this Phase**

*In this phase, the team analyzes student data and chooses a learning need (“focus issue”) that needs to be addressed. The team then determines an instructional change strategy to implement in their classrooms. The first phase ends with the team formalizing their inquiry question and developing a shared understanding of what the instructional change strategy looks like in the classroom.*

**B. Look at Student Data to Identify Learning Needs**

The **goal** of this activity is to identify various learning needs that exist in each teacher’s classroom and content area, as evidenced by data sources. Each team member will likely identify a wide range of learning needs, some specific to the course they teach, and at this point, that is fine! At this point, teachers are looking for any and all learning needs that stick out to them using data.

1. In order to begin to surface learning needs within a given content area, one easy data source to start with is the **previous year’s June Regents**. To analyze this data source, print out the “***RADI****”* report from ATS *for each teacher on the team for the primary Regents course they currently teach*. This report shows what percentage of students chose each answer choice, as well as the distribution of points earned on the free-response questions. ***Protocol B – Looking at Regents*** Data can help your team do this.

2. Using ***Template B – Looking at Regents Data***, each teacher can document the learning needs of students on that Regents exam by searching for “themes” that emerge from the data, as well as the evidence for that finding (i.e. the specific questions on the Regents exam that led them to identify that learning need). Team members can then use the findings from this data, along with other data sources, to determine *common* learning needs that exist across all of your team members’ classrooms.

You will likely find many content-specific learning needs that arise – for example, a Geometry teacher identifies that students had issues with all questions pertaining to constructions, and an Algebra 1 teacher might find that students’ understanding of function notation is lacking. These content-specific learning needs are important to note and can be addressed through **curriculum changes**; team members should take a few minutes to document how they plan to modify their curriculum based on these findings. Generally, however, *content-specific* learning needs don’t make great inquiry investigations if there are teachers representing multiple courses on team. Learning needs that transcend a specific content area, such as “difficulty interpreting information provided in graphs,” typically make for better inquiry investigations.

***TOOL: Protocol B – Looking at Regents Data (SAPT pages 4-5)***

***TOOL: Template B – Looking at Regents Data (SAPT pages 6-7)***

**Artifact for documenting your inquiry work:**

* Completed Template B’s from each teacher on the team with identified learning needs for each Regents course represented on the team, and notes about what curriculum changes will be made for content-specific learning needs.

**C. Surface Common Learning Needs & Determine Focus Issue**

The **goal** of this activity is to use the data from the Regents analysis in part B, as well as other data from other sources (e.g. MOSL task results, Periodic Assessment data, formative assessments in your class to date, observations of students in the classroom, etc.), to identify *common* learning needs that exist across classrooms, prioritize those learning needs, and choose *one* learning to make the “focus issue” of the inquiry.

1. Use ***Protocol C – Surfacing Common Learning Needs*** to help you identify a common focus issue that you would like to address using an instructional change strategy in your classroom and investigate over 3 or 4 weeks. Oftentimes, student work/data reveals many areas that need to be addressed, but you can’t fix everything at once! It is important to *focus only on* ***one*** *issue that will likely have a positive impact on student achievement*. The more specific and targeted the issue is, the easier it will be for your team to gather and analyze evidence of student progress and the effectiveness of your instructional change strategy. For example, “students have difficulty reading generalized graphs” or “students have difficulty participating effectively in a collaborative discussion” or “students perform poorly on tasks or questions that require them to read for meaning” are examples of specific and targeted focus issues. Once your team has decided on a focus issue, document it on ***Template C – Determining Focus Issue.***

***TOOL: Protocol C – Surfacing Common Learning Needs (SAPT page 8)***

***TOOL: Template C – Determining Focus Issue (SAPT page 9)***

**Artifacts for documenting your inquiry work:**

* Copy of Protocol C
* Post-its captured on pages with category names (or picture taken/printed of post-its organized on chart paper)
* Completed Template C (1 per team)

**D. Establish a Target Group of Students**

The **goal** of this activity is to establish which students will be monitored throughout the implementation period of the instructional change strategy. The reason a target population should be identified is because it is infeasible to monitor, collect data from, and analyze the data from all students in all classrooms of teachers on the inquiry. Imagine 6 group members trying each bringing student work samples from all 90 of their students to each team meeting for the purpose of drawing conclusions! In order to prevent being overloaded with too much data and no way to wade through it all collaboratively, it helps to target a group of students that will serve as the “data producers” for your team. These will be the students from whom you primarily gather data – including student work samples, notes on their performance, and conversations with them.

For a typical cycle of inquiry, having a target group of **15-30 students is ideal**. This makes the data stream manageable to organize, interpret, and draw conclusions from. It is important to remember that, although the team will be closely monitoring the performance of students in this target group, the purpose of the instructional change strategy is to *improve student achievement of* ***all*** *students*!

So, do you just randomly pick student names by taking turns throwing darts at your rosters? Although you technically could, it would be much more meaningful and impactful to *choose a group of students that are actually demonstrating the need you have identified*! Of course, there will likely be many more than 30 students across all of your group’s classrooms that are exhibiting the common learning need, and so you should *develop some other criteria that are meaningful to your group* and use those criteria to help you choose your target group of students.

Use ***Protocol D – Establishing a Target Group*** to develop some criteria for narrowing all the students your team’s classes into a manageable target group, and then applying these criteria to determine a group of 15-30 students. Ideally, the distribution of students is about equal across teachers (e.g. between 4 and 6 students each for a team of 5 or 6 members), but *each teacher should definitely have at least a few students to monitor*! If the criteria you choose are too stringent to produce a fairly equitable distribution of students, then adjust the criteria so that all teachers have students represented.

Once you finalize your target group of students, document their names on ***Template D – Our Team’s Target Group***. If this group needs to be revised later (e.g. a student becomes chronically absent), then that is fine! Nothing about inquiry is set in stone, and using new knowledge to refine your decisions is all part of the process!

***TOOL: Protocol D – Establishing a Target Group (SAPT pages 11-12)***

***TOOL: Template D – Our Team’s Target Group (SAPT pages 13-14)***

**Artifacts for documenting your inquiry work:**

* Copy of Protocol D
* Pictures taken/printed of the chart paper (or whiteboard) with ideas from the criteria activity
* Completed Template D (1 per team)

**E. Establish Baseline Assessment**

The **goal** of this activity is to establish a baseline assessment to use as a starting point for determining your students’ current ability and skill level with regard to the identified focus issue. This baseline data serves as a basis for comparison with future assessment data, and in conjunction with student evidence throughout the upcoming weeks and post-assessment data, will help your team determine the effectiveness of the instructional change strategy that your team will be determine and implement in the next section.

For the baseline assessment, you may use an existing data source, including professionally prepared assessments (\*e.g. MOSL assessments, Performance Series, periodic assessments, school-based interim assessment, midterms, finals, unit tests, writing samples, etc.). *However, it is important that the identified student learning need (focus issue) is represented in some form on the baseline*! For example, if your focus issue is “students have difficulty justifying their answers in writing,” then your baseline assessment should provide you with some data on this learning need (i.e. there should be several questions that require students to justify their thinking in words). Additionally, the baseline assessment needs to be a *common assessment*that at least all students in the target group have taken or will be taking soon (it could be an assessment that all students take, but it is essential that at least the target group students have taken or will take).

Use ***Protocol E – Establishing a Baseline Assessment*** to help your team determine which baseline assessment to use. You do not need to have administered the baseline yet, but need to have administered it prior to the meeting at which you analyze the baseline data. In your first inquiry cycle you are encouraged to utilize an existing data source such as those mentioned previously.

If you don’t have a readily available assessment to use as your baseline, then you can create one rather quickly as a group. A baseline assessment doesn’t have to be extensive; for a focus issue of “students have difficulty justifying their answers in writing,” the baseline could be four or five short open-ended questions that all ask students to explain or justify. If the focus issue is something like “students have difficulty on questions that require them to interpret the main idea of a short passage,” the baseline could be 5 or 6 multiple choice and/or short answer questions that ask students to identify the main ideas of several short reading passages.

Once you have determined which baseline assessment you want to use, document it on ***Template E – Our Baseline Assessment***. If you decide to develop one on your own, keep it short and targeted to the identified focus issue; *you should consider aligning the format as much as possible to any high-stakes assessments that students might be taking later in the year (e.g. a Regents exam, a MOSL assessment, the SAT, etc.).* For an idea of what such a baseline assessment could look like, review ***Sample E – Baseline Assessment***, a model of what could quickly be developed by an teacher team comprised of science teachers, made to look and feel like questions from the Regents exam.

***TOOL: Protocol E – Establishing a Baseline Assessment (SAPT page 15)***

***TOOL: Template E – Our Baseline Assessment (SAPT pages 16-17)***

***TOOL: Sample E – Baseline Assessment (SAPT page 18)***

**Artifacts for documenting your inquiry work:**

* Copy of Protocol E
* Completed Template E (1 per team)

*As soon as the baseline assessment is identified (or generated),* ***it should be administered as soon as possible across all classrooms****, if it hasn’t been already. Once administered, teachers should maintain a record of overall results for each class and should make copies of the actual baseline assessments from students within the target group (if possible) for analysis in* ***Activity K****.*

**F. Identify Your Team’s Instructional Change Strategy**

The **goal** of the activity in this section is to determine *one common instructional strategy* that all teachers in on the team will implement in all of their classrooms (with all of their students) in the coming weeks. This strategy will represent a change in teaching practice, and should be collaboratively agreed upon.

Using ***Protocol F – Identifying Instructional Change Strategies***, teams first engage in a brainstorming activity to individually generate as many potential instructional strategies to address the focus issue as possible. Then, they supplement their initial brainstorming with time spent researching additional strategies that could help students to improve their performance with the focus issue. Team members document their ideas using ***Template F – Our Instructional Strategy*** and the team ultimately chooses one that they all agree to implement in their classrooms.

The *common* instructional change strategy that is ultimately chosen should be one that is manageable for *all* teachers to implement in *all* of their classrooms. When making their decision on which strategy to implement, teams should focus on those strategies that:

* Will likely have the biggest impact on student achievement.
* Are applicable for use in the classrooms mostly everyday.
* Are research-based.

***TOOL: Protocol F – Identifying Instructional Change Strategies (SAPT pages 20-21)***

***TOOL: Template F – Our Instructional Strategy (SAPT page 22)***

**Artifacts for documenting your inquiry work:**

* Copy of Protocol F
* Completed Template F’s from each teacher on the team with brainstormed/researched ideas and selected instructional strategy with rationale

**G. Develop Your Team’s Plan of Action**

The **goal** of the activity in this section is to create a *plan of action* by first combining the identified learning need (focus issue) and the selected instructional change strategy to generate a purpose statement for the team and an inquiry question that the team will seek to answer. Teams can use ***Protocol G – Developing a Plan of Action*** to assist them in developing these two items.

Lastly, the team develops an explicit checklist of what the instructional strategy looks like when in action; this checklist helps to crystalize in all team members’ heads a *shared understanding* of what the strategy should look like in the classroom and can be used to inform feedback provided between teachers during classroom intervisitations. This checklist, combined with the purpose statement an inquiry question, constitute the team’s *plan of action* and can be documented using ***Template G – Our Team’s Plan of Action*.**

***TOOL: Protocol G – Developing a Plan of Action (SAPT page 23)***

***TOOL: Template G – Our Team’s Plan of Action (SAPT page 24)***

**Artifacts for documenting your inquiry work:**

* Copy of Protocol G
* Completed Template G (1 per group)

*Provided the baseline assessment has already been administered, teachers should* ***now begin the implementation of the strategy*** *across all of their classrooms, in accordance with the checklist that they developed in Activity G.*

**Phase 2: Implement – Take Action & Gather Evidence**

**Overview of this Phase**

*In this implementation phase, the team first ensures the baseline assessment has been administered and then immediately begins implementing the instructional strategy. In the first meeting after implementation begins, the team establishes a data collection plan and in subsequent meetings, analyze baseline data, student work, and other evidence of student impact. Ideally, members of the team will also visit each other’s classrooms to see the strategy in action and learn from one other.*

**H. Develop a Data/Evidence Collection Plan and Timeline**

The **goal** of this activity is to determine the types of data that teachers will be collecting over the coming weeks to serve as evidence of impact of the instructional strategy, and to build out a plan for which teachers will bring evidence to share to upcoming meetings. Student work samples often constitute the bulk of the evidence that teams look at from week to week, but there are many types of evidence that should be considered as part of the data collection plan. Ideally, *teams are gathering more than one type of evidence to share and discuss*.

Some types of evidence you might consider collecting as part of the data collection plan:

* Student work samples from target group students, such as rubric-based formative assessments (see ***Sample H***), exit slips, short tasks from class, journals or other writing samples, quizzes, etc. *Note that student work should definitely be one of your evidence sources!*
* Student surveys or reflections on the use of the instructional strategy.
* Interviews with students in the target group around their experience thus far with the strategy.
* Observations of students in target group as they work.
* Conversations with students in the class as they engage with the strategy.
* Other anecdotal evidence that you collect.
* Any other data or evidence that your team wants to use that will provide your team with information regarding the impact of the instructional strategy.

Using ***Protocol H – Developing a Data/Evidence Collection Plan and Timeline***, the team can work collaboratively to determine which evidences sources they feel will be the most valuable in terms of monitoring student growth and the impact of the instructional strategy. ***Template H(A) – Choosing Sources of Evidence and Data***can be used to brainstorm and document team choices for data sources.

***Template H(B) – Our Timeline for Presenting and Analyzing Evidence*** can be used to help your plan out who is sharing evidence from their classrooms and when. Additionally, ***Template H(C) – Checklist for Gathering and Submitting Evidence*** serves as an optional template for groups that want to streamline the process for preparing student evidence packets each week. It serves as a checklist and cover sheet for teachers to submit evidence to the facilitator in advance of the teacher’s evidence sharing data for the purpose of having the facilitator make evidence packets for the group. If this template is used, *two days prior* to the share data is the recommended time for a teacher to submit his or her evidence pieces to the facilitator; this will allow the facilitator to copy all the pieces and compile packets for the entire team for use on that teacher’s share date.

***TOOL: Protocol H – Developing a Data/Evidence Collection Plan and Timeline (SAPT pages 26-27)***

***TOOL: Template H(A) – Choosing Sources of Evidence and Data (SAPT page 28)***

***TOOL: Template H(B) – Our Timeline for Presenting and Analyzing Evidence (SAPT page 29)***

***TOOL: Template H(C) – Checklist for Gathering and Submitting Evidence (SAPT page 30)***

***TOOL: Sample H – Rubric-based Formative Assessments (SAPT pages 31-33)***

**Artifacts for documenting your inquiry work:**

* Copy of Protocol H
* Completed Template H(A)’s from each member
* Completed Template H(B)’s from each member
* Copy of Template H(C); if used, these Templates can be documented as part of the teacher’s evidence submission at the meeting when he or she shares

**J. Self-Assessment**

The **goal** of this activity is to collaboratively define different levels of implementation, via a rubric, for each checklist item on the shared understanding checklist developed in Activity G. The purpose of this rubric will be to allow teachers to self-assess during the implementation and monitor their own growth with regard to implementing all facets of the instructional strategy. In addition, this rubric can serve as a valuable tool with which to visit each other’s classrooms and provide feedback on the implementation of the strategy.

***Protocol J – Self-Assessment*** guides the group through the construction of the rubric, which can be documented using ***Template J(A) – Implementation Rubric***, and then the group captures their first self-assessment results as a team using ***Template J(B) – Our Team’s First Self-Assessment*** so that they can monitor the growth of the team over the implementation period.

***TOOL: Protocol J – Self-Assessment (SAPT page 35)***

***TOOL: Template J(A) – Implementation Rubric (SAPT page 36)***

***TOOL: Template J(B) – Our Team’s First Self-Assessment (SAPT page 37)***

**Artifacts for documenting your inquiry work:**

* Copy of Protocol J
* Completed Template J(A) (1 per group)
* Completed Template J(B) (1 per group)

**K. Analyze Baseline Results**

The **goal** of this activity is to look at, interpret, and discuss the implications of the *quantitative* and *qualitative* data generated in each classroom on the baseline assessment. Teachers will share whole class results, as we well as results from the target group and for other subgroups (ELLs, SWDs, and any other subgroup of interest); capturing baseline data for different groups allows for a tangential study of the impact of the instructional strategy on those groups, even if they do not comprise the target group for this cycle. This may lead to more questions worth answering, thus opening up possible venues of inquiry later on.

Using ***Protocol K – Looking at Student Data***, groups will calculate and share quantitate data from their classrooms, from the target group, and for other subgroups. It is important that at the meeting when this activity is planned, *teachers come prepared with numeric data from the baseline assessment*. Once teachers share and interpret the quantitative side of the baseline data, they look at several work samples from those students in the target group. This qualitative review allows teachers to see and discuss the connections between the baseline assessment and the focus issue, and discuss the implications of the baseline results for the implementation of the instructional change strategy currently underway. Groups can document their discussions, interpretations, and questions on ***Template K – Our Students’ Baseline Results.***

***TOOL: Protocol K – Looking at Student Data (SAPT page 38)***

***TOOL: Template K – Our Students’ Baseline Results (SAPT page 39)***

**Artifacts for documenting your inquiry work:**

* Copy of Protocol K
* Completed Template K’s from each team member
* Copy of a blank baseline assessment
* The student work sample copies that were chosen by teachers and passed around

**L. Review Student Work & Other Evidence**

The **goal** of this activity is to review and analyze qualitative evidence of the impact of the instructional strategy on student performance and achievement, and use the findings from this review to inform the work of the team going forward. This is some of the most important work of the inquiry cycle and can certainly be some of the most rewarding as the team begins to look at the tangible fruit of their planning and implementation of a change in practice.

This activity focuses primarily on the student work produced by students in the target group (e.g. work generated from classroom activities, formative assessments such as exit slips, short rubric-based tasks, etc.), but other evidence that may be gathered as part of the team’s Data Collection Plan should also be reviewed during this activity. Such evidence may include notes from conversations with students, observations of the students while working, and/or feedback forms pertaining to how they feel about the instructional strategy, to name a few. In addition, any data gathered from teacher to teacher during intervisitations (using the checklist) can also be shared. Thus, this activity is a review of student work *and other evidence*, as identified and outlined by your team.

***Protocol L – Looking at Student Work*** will help a team to review and analyze student work, as well as other evidence, with *the purpose of examining the qualitative impact thus far of the instructional strategy on student performance related to the focus issue*. Although it is often very easy to find many other issues taking place, it is important during the review that teachers stay grounded in student performance as it relates to the focus issue and the instructional change strategy being implemented (after all, the goal of an inquiry cycle is to examine the *impact* of a single change in pedagogy on student performance). However, as questions and wonderings emerge related to other issues, they should definitely be noted, as these can inspire future inquiry studies! The analysis of evidence each week can be captured on ***Template L – Capturing Evidence of Impact.***

Ideally, over the course of 3 or 4 weeks, all teachers have the opportunity to bring and share evidence of impact from students in their classrooms. In order to make this possible, *it is recommended that student work samples from* ***two teachers*** *are reviewed in one session*, when possible. *However*, *the* ***first time*** *the protocol is used, it is recommended that student work from a* ***single*** *teacher’s classroom be reviewed*. The may be other sessions that your team wants to only look at one teacher’s student work, and perform another activity, such as doing a mid-implementation self-assessment using the implementation rubric.

*This activity will generally be* ***repeated*** *several times over several meetings so that* ***all teachers*** *on the team have a chance to capture evidence in their classrooms and share with the team.* As for which teacher brings work/evidence to each meeting, the team determines those details during the development of the Data Collection Plan in Activity H. It is recommended that the team review the protocol as a team prior to using it the first time so that any questions that surface can be addressed and any modifications to the protocol can be made to fit the needs of the team and the data collection plan.

***TOOL: Protocol L – Looking at Student Work (SAPT page 41)***

***TOOL: Template L – Capturing Evidence of Impact (SAPT pages 42-43)***

**Artifacts for documenting your inquiry work:**

* Copy of Protocol L
* Completed Template L’s from each team member
* One copy of the blank task (and rubric, if applicable) that generated the student work
* One copy of each student work sample that was brought in by the teacher

**M. Establish Post Assessment**

The **goal** of this activity is to decide, as a group, what you will use as a post assessment. As with your baseline, you should consider assessments that are in existence, such as periodic assessments, as well as departmental tests and tasks. If you decide to design the post assessment, it does not need to be long — it can be as simple as 5 to 10 strategically chosen questions that assess the skills that were part of your focus. Once you have established what will be your post assessment, you will also decide when you will administer it, as well as when everyone will be responsible for bringing back the data to review.

***TOOL: Protocol M – Choosing a Post Assessment (SAPT page 48)***

***TOOL: Template M – Our Post Assessment (SAPT page 49)***

**Artifacts for documenting your inquiry work:**

* Copy of Protocol M
* Completed Template M (1 per team)

***Post Assessment Administration:*** *Once the post-assessment is determined (and designed if needed), it should be administered prior to the meeting at which* ***Activity O*** *is explored.*

**Phase 3: Assess – Analyze, Conclude & Debrief**

***Overview of this Phase***

*In this final phase, teachers come together to look holistically at all of the evidence before them and answer their inquiry question. The phase begins with a team’s analysis of final evidence from each of their classrooms and a holistic analysis of all evidence to date. The team then examines the results of the post assessment and, with the student work and other evidence shared in the previous weeks, assesses the overall impact of their chosen strategy as it pertains to student performance around the focus issue and answers their inquiry question. They then perform a final self-assessment of the implementation, make final conclusions, and debrief the process in preparation for the next inquiry.*

**N. Analyze the Impact of the Strategy**

The **goal** of this activity is to gather final evidence from *each* teacher’s classroom, in the form of student work, student surveys or reflections, student interviews, anecdotal evidence, etc. and combine it with all evidence reviewed to date in order to assess the impact of the instructional strategy on student performance with regard to the focus issue. At the end of this and the next activity, the team should be able to *answer their inquiry question* using descriptive qualitative and quantitative language.

Teams can use ***Protocol N – Analyzing the Impact*** to assist them in reviewing concluding evidence from teachers’ classrooms and assess qualitatively the impact of the strategy on students’ performance. ***Template N – Our Team’s Evidence of Impact*** can be used to capture the additional shared evidence from each teacher and provides teachers with a space to make conclusion statements. In addition, teams will be

***TOOL: Protocol N – Analyzing the Impact (SAPT pages 51-52)***

***TOOL: Template N – Our Team’s Evidence of Impact (SAPT page 53)***

**Artifacts for documenting your inquiry work:**

* Copy of Protocol N
* Completed Template N (1 per team)

**O. Analyze Post Assessment Results**

The **goal** of this activity is to review the quantitative results from the post-assessment and draw quantitative conclusions with regard to how the instructional strategy impacted student performance. These conclusions can then be used in conjunction with the qualitative results from Activity N to further refine the overall conclusions of the inquiry study, and potentially open up new paths for upcoming inquiry cycles. For example, what if the evidence shows that students like the strategy and believe it helps them to perform better, and student performance improves when they use the strategy on tasks *in class* – when they are also receiving assistance from other students and from the teacher – but this improvement in performance does not translate to assessments that the students take assessments that require them to perform individually? This is a new question that could be investigated in the next inquiry cycle!

***TOOL: Protocol O – Looking at Student Data (SAPT page 54)***

***TOOL: Template O – Our Students’ Post Assessment Results (SAPT page 55)***

**Artifacts for documenting your inquiry work:**

* Copy of Protocol O
* Completed Template P (1 per team)
* Copy of a blank post assessment
* The student work sample copies that were chosen by teachers and passed around

**P. Conclude & Debrief**

The **goal** of this activity is to finalize the conclusions from the team’s inquiry work, determine next steps for the instructional strategy, and debrief the full cycle of inquiry for the purpose of improving it for the next time around.

***TOOL: Protocol P – Drawing Conclusions & Debriefing (SAPT page 58)***

***TOOL: Template P – Our Team’s Conclusions & Next Steps (SAPT pages 59-60)***

**Artifacts for documenting your inquiry work:**

* Copy of Protocol P
* Completed Template P (1 per team)

***Back to Phase 1!***

**Primary References for this Guide and the Sample Agendas, Templates & Protocols**

* *Collaborative Inquiry for Educators: A Facilitator's Guide to School Improvement* by Jenni Donohoo
* *“ATLAS – Looking at Data*” protocol by National School Reform Faculty
* “*ATLAS – Learning from Student Work*” protocol by National School Reform Faculty
* “*Examining Student Work Protocol*” from the NYCDOE Division of Teaching and Learning

**Supplemental Resources**

* Quality Review Rubric 2013-2014
* Chancellor Fariña’s *The Four Pillars*
* Paul Bambrick-Santoyo’s *Driven by Data*
* NYCDOE’s Citywide Instructional Expectations 2014-2015
* Expeditionary Learning’s *Central Beliefs about Data Inquiry Teams*