

Forming a collaborative inquiry

Collaborative Inquiry: What It Is and What It Is Not?

What It Is	What It Is Not
A high quality professional learning design	Experimental research design
A cyclical and iterative process for improving student learning and teaching practices	Linear or lock step, a checklist of actions
Based on issues related to the learning needs of the students of the participating educators	Based on topics that determined/prioritized by someone other than the classroom educator
Driven by a central question – in which the answer is unknown to participants	Based on a topic mandated by administrators or central office staff
Adaptive in nature as new knowledge is generated amongst team members	The transmission of knowledge from central office personnel or outside experts
Steered in a direction determined by participants	Directed by outside experts
Facilitated from within – by members of the team	Facilitated by outside experts
Decisions informed by evidence, research on promising practices and/or the advice of experts	“Cherry picking” teaching approaches
The deep implementation of new and different approaches to classroom instruction	More of the same while expecting different results
Gathering a variety of evidence – collectively examined at multiple points (not excluding pre-test and post-test data)	Pre-test, post-test data – examined at the beginning and end of the semester or at the beginning and end of the school year
A mindset, a way of thinking, a belief that what we do matters and that we need to evaluate the effects of our actions on student learning and achievement	A mindset, a way of thinking, a belief that no matter what we do, we cannot reach all students, having no appreciation for self-assessment
Risky, rewarding, empowering	Risk-free nor unhelpful
Sometimes a “muddy” process	A clearly laid out path