

CFI: Quality Review Institute

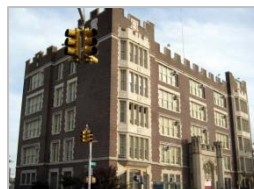
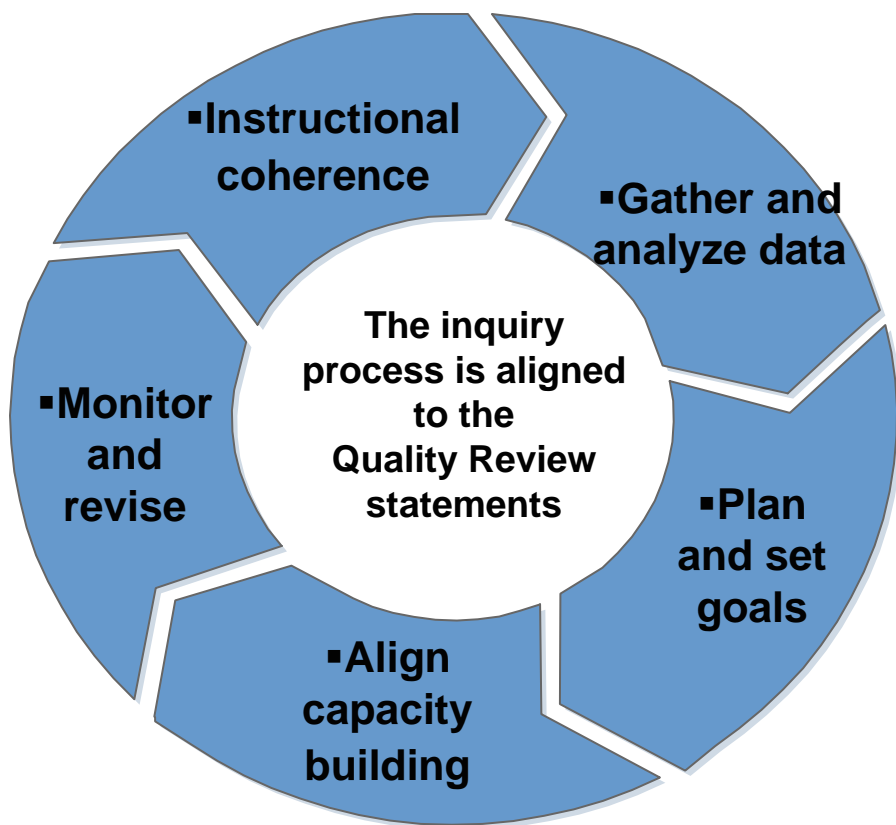


Establishing Your Goals

Setting SMART Performance Goals

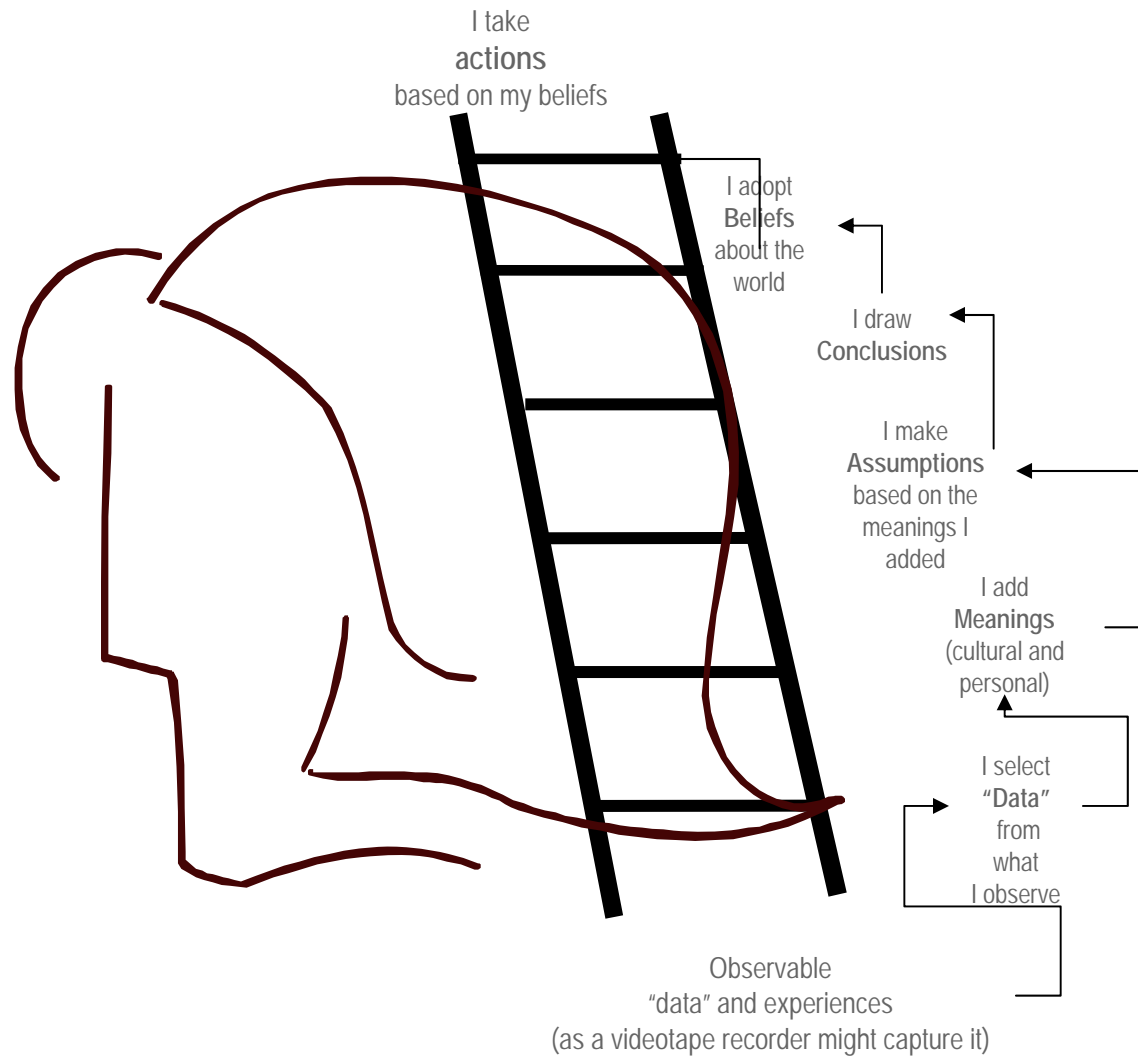
	Less Effective	SMARTer Goals
<u>S</u>pecific	Support Principals in managing talent in their schools.	70% of Principals indicate on the survey that their HR Partner is “extremely valuable” in helping them to manage talent in their schools.
<u>M</u>easurable	Support schools in filling teacher vacancies.	Build a pool of at least 45,000 qualified candidates to fill next year’s teacher vacancies.
<u>A</u>chievable	Reduce teacher resignation by 25%.	Reduce teacher resignation by 5%.
<u>R</u>ealistic	Interview and screen all new teacher candidates.	Ensure 100% of new teacher candidates take Gallup New Teacher Perceiver as part of online application process.
<u>T</u>ime-Bound	Launch new Principal selection process.	Launch Phase I of new Principal selection process (100 candidates identified) by December 31 and Phase II of the process (350 candidates identified) by 4/30.

The collaborative inquiry process supports coherence at the classroom, team and school levels



- > **Classroom coherence:** inquiry creates aligned curriculum, pedagogy and assessments for every student
- > **Team coherence:** teams use a similar approach to inquiry with a focus on specific student cohorts they teach
- > **School coherence:** decisions are made as a result of what teacher teams are learning
- > Appropriate strategies are identified and monitored to help build capacity and ensure the use of rigorous curricula, instructional techniques and assessments
- > In the revision process, teams discuss outcomes and strategies, and share knowledge

Exploring Evidence: The Ladder of Inference



What is Collaborative Inquiry?

- As part of the Children First reforms, we believe collaborative inquiry to be a sustained process of investigation and action that empowers teachers to improve student achievement and close the achievement gap
- Collaborative inquiry is:



Focused on student outcomes, using a systematic, data-informed approach



Conducted by teams of teachers with a focus on small groups of students, paying close attention to those who are struggling while supporting the learning of all students



Designed to develop and deepen rigorous, research-based instructional strategies and frameworks

Why is Collaborative Inquiry Important?

Improves student outcomes

- Allows multiple teams, focused on additional cohorts of students, to study the most effective ways to increase student performance
 - Provides opportunities for teams of teachers across disciplines to find ways for students to succeed in other content areas
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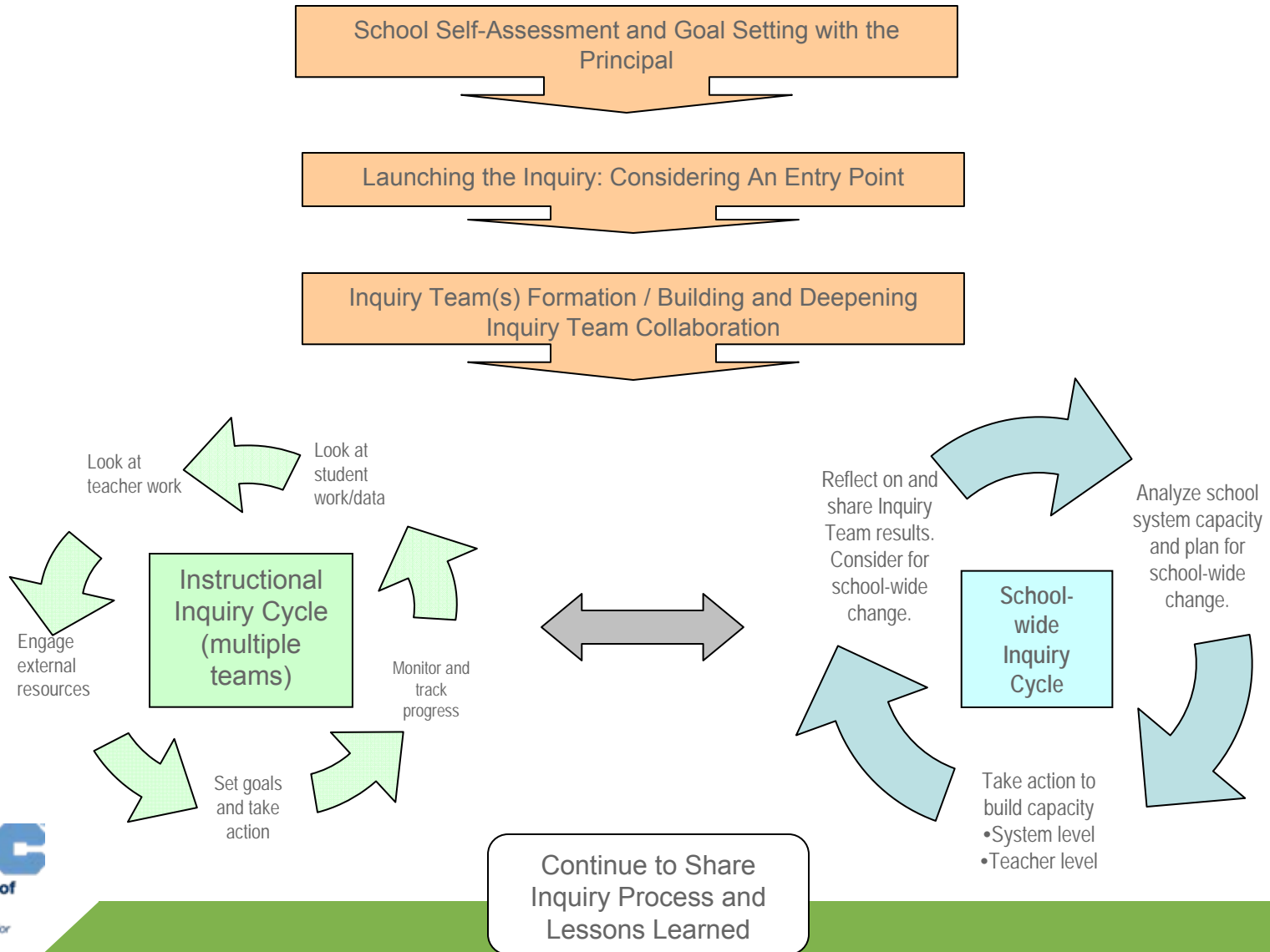
Develops teacher capacity and collaboration

- Empowers teachers to make the decisions about how best to instruct their students
 - Organizes teachers around the learning of a select group of students for whom they then share responsibility
 - Focuses teachers on aligning assessment, curriculum, instruction, and professional development to generate school-wide improvement
-

Builds school capacity

- Improves learning and teaching within schools
- Creates a “learner-centered school” where administration, faculty, and students are continuously studying their own work and exploring new ways to be more effective
- Supports the sharing of promising practices between schools
- Establishes and/or deepens collaboration and communication between school and home

The Collaborative Inquiry Process



Inquiry spaces in ARIS Connect will allow teams to share knowledge, reflect upon their work and track progress

- An **inquiry space** is a private, **online community in ARIS Connect** where **inquiry teams can reflect on, share, and document their work**
- It **hosts valuable resources** to support inquiry work, and allows for discussion threads, blogs, wiki spaces and inquiry resources that can be shared with a chosen audience (Team, School, Network or Citywide)
- It **provides easily searchable database** of inquiry work so you can learn what other teams are doing

An inquiry space has two sections:

Inquiry profile - all teams

- The inquiry profile provides basic information (e.g., team composition, content area / skill / strategy focus, grade level focus) about a team's work and helps similar teams find each other
- To complete it, each team answers a short set of questions (5-7 min); this will create a citywide database of inquiry profiles

Guiding questions - optional

- Several optional "guiding questions" help each inquiry team document and archive its work
- Each inquiry team can select the audience with whom it would like to share its work (i.e., team, school, network, citywide)

Each inquiry team will complete an inquiry profile that will be searchable citywide

Home My Students Connect Reports

Find a word, phrase, or state standard

Advanced Search | Taxonomy Browser

Create an Inquiry Team

Message from the Chancellor

Your focus on effective instruction for all our students through school-based inquiry has provided an essential foundation in our collective work toward closing the achievement gap. Inquiry teams from around our city, like yours, have researched and surfaced successful strategies and techniques to engage their students and increase their academic achievement in ELA and in Math. This year we want to build upon these successes to include more students by expanding our inquiry work into other content areas and allowing schools to include information from multiple Collaborative Inquiry teams in our Inquiry Database.

In order to support this next step, we are asking all Collaborative Inquiry Teams to contribute in the building of a citywide database so that schools can share their most valuable resources and learn from one another. This brief 3-5 minute Inquiry Profile will ask inquiry teams to select a few "key words" that will help describe their Collaborative Inquiry teams' foci. There are also two questions that ask each team to elaborate a little more about their inquiry focus and what they hope to accomplish. This data-base will help similar work to seek each other out.

Lastly, we have created an optional On-Line Resource Collection that Collaborative Inquiry Teams may use to document their work. We hope that you take the time to explore this expansive collection and make use of these valuable tools.

Please respond to the questions below. All information you enter here will be added to your inquiry profile.

1. Our collaborative inquiry team is called:

2. The school in which we will conduct our inquiry is:

3. The number of participants in our team is:

4. Our collaborative inquiry team is made up primarily of (check all that apply):

5. The content-area focus for our inquiry work is:

The focus for our inquiry work is:

Core subject area components (select all that apply):

Cross content skills

Comprehension skills

The students who are the focus of our inquiry are (select all that apply):

- In ARIS Connect, each inquiry team will complete a short set of questions (5-7 min) to create a citywide database of inquiry profiles
- An inquiry profile provides basic information about a team's work and helps similar teams find each other
- Within an inquiry space, teams can access a collection of inquiry resources and supports

An optional section will offer guiding questions to help document the work

Several optional “guiding questions” help each inquiry project document and archive its work

Each inquiry team can select the audience with whom they would like to share their work with (i.e., team, school, network, citywide)

▶ Inquiry Profile

▼ Guiding Questions

Optional Resource Collection to Help You Document and Archive Your Work
We are offering a set of support materials to assist you in reflecting on and sharing your inquiry work. We have posted a range of templates, tools, and prompts to assist each collaborative inquiry team in its work. This can be customized to meet your focus. In addition, as many schools [\[more...\]](#)

Why did you choose your inquiry focus? [\[add response\]](#) Resources: [\[add\]](#)

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▶ Add Comment

▶ Cycle 1: 9/24/09

▶ Cycle 2: 11/18/09

▼ Cycle 3: 12/23/09

What strategies are you implementing? [\[add response\]](#) Resources: [\[add\]](#)

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Published to: City Wide

▶ Add Comment

How are these strategies impacting adult learning? [\[add response\]](#) Resources: [\[add\]](#)

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▶ Add Comment

± New Cycle

What resources are you using or tools have you developed that you would like to share with others? (Please label each resource, e.g. professional book, article, website, template, etc.) [\[add response\]](#) Resources: [\[add\]](#)

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▶ Add Comment

Thinking back over your inquiry work, to what extent did you reach your goal? What worked? What were your challenges? What would you do differently? What were the most important lessons your team learned that you would like to share? As a result of your work, what new questions/strategies/ideas do you want to explore next year? [\[add response\]](#) Resources: [\[add\]](#)

There will be places for others to add comments, suggest materials, research, etc.