

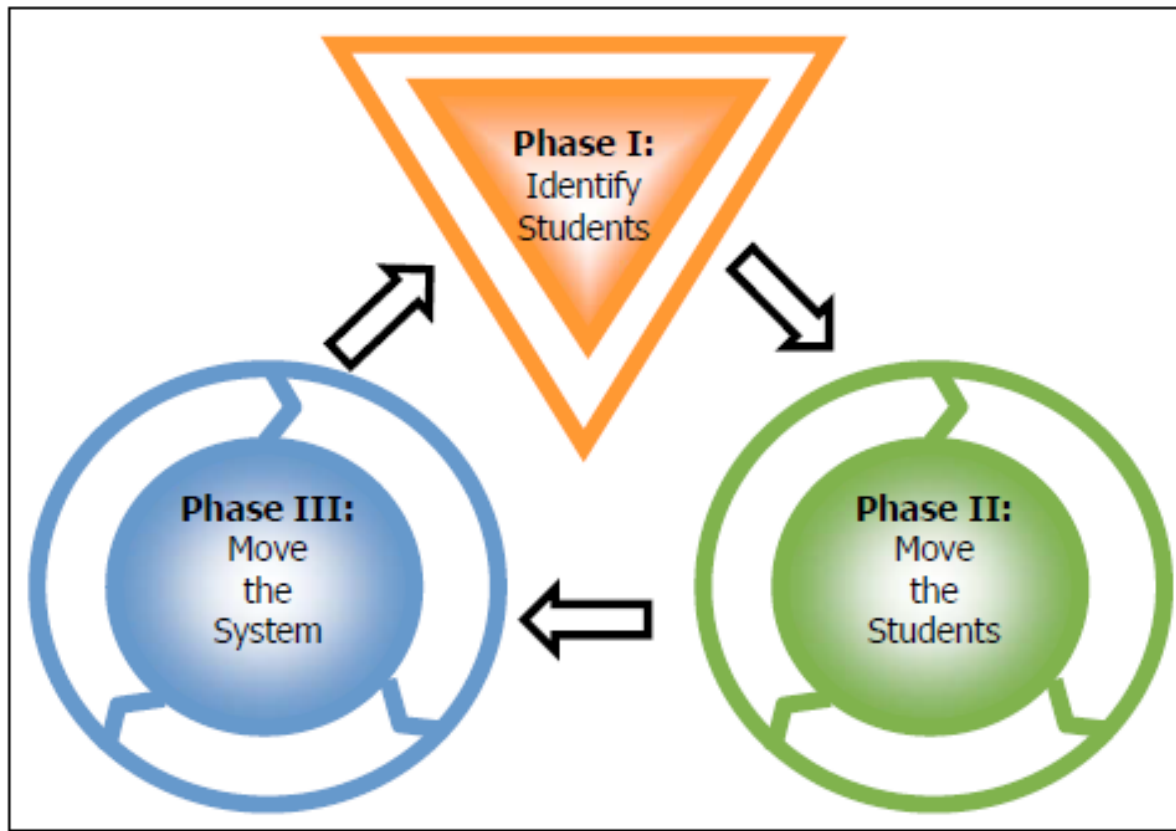
# Developing as an Inquiry Team

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Integrated Education Services  
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December 7, 2022

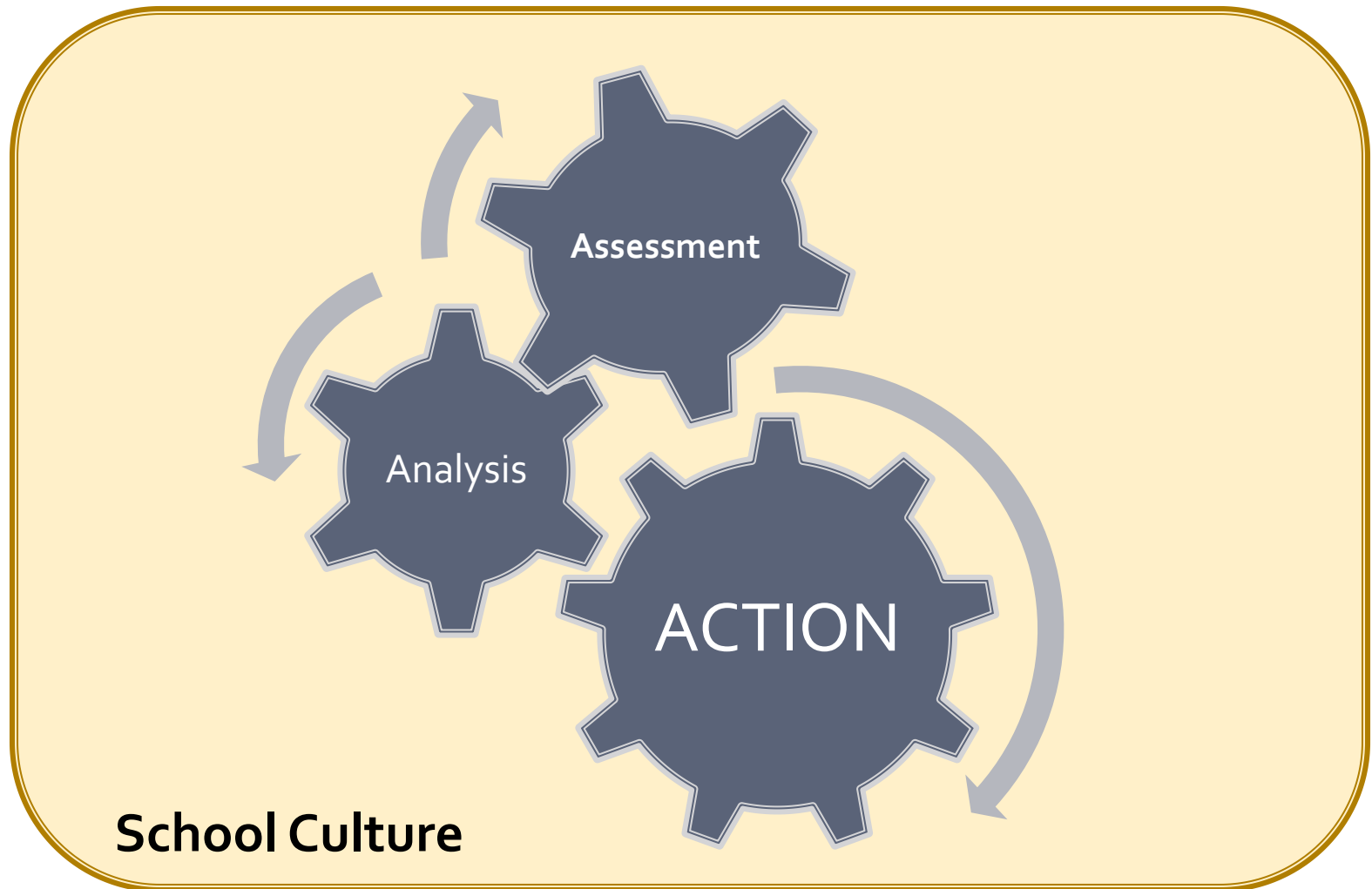
# Objectives

- Identify key elements of **data driven instruction**
- Develop a focus for your **Inquiry Team** and creating an action plan

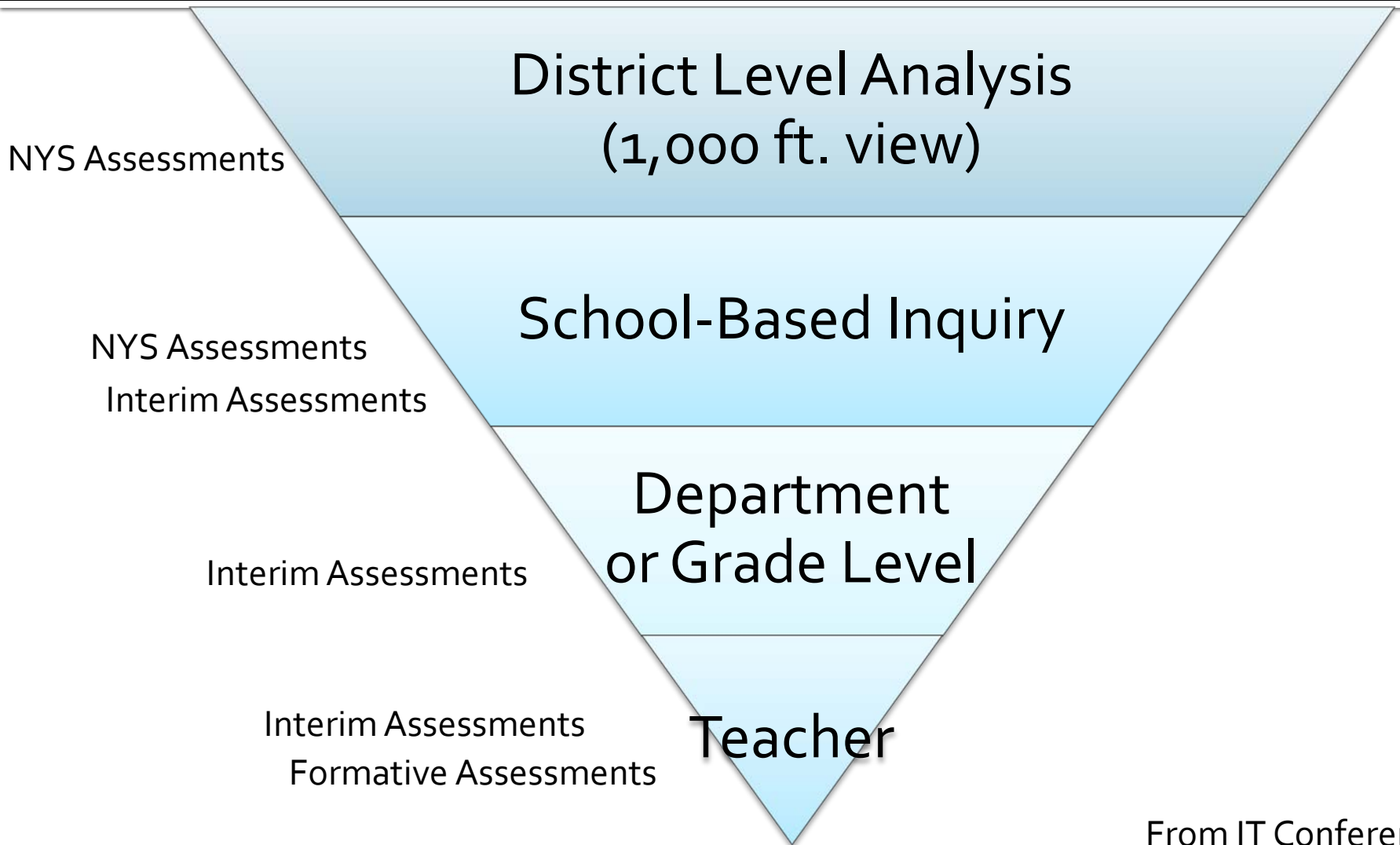
# A Big Picture Look at Inquiry



# Four Key Principles

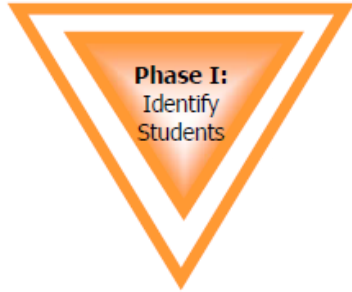


# Data Driven Instruction & School-Based Inquiry



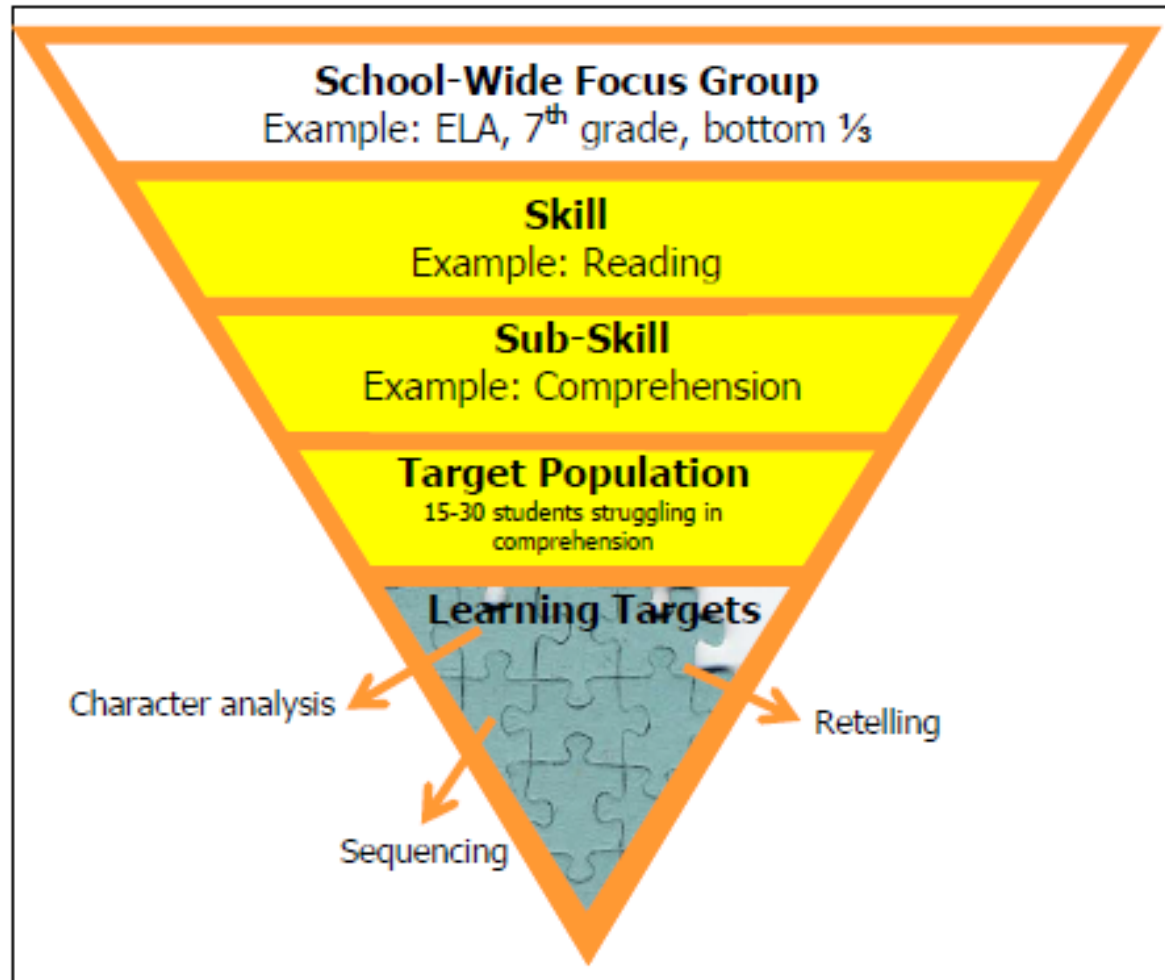
From IT Conference,  
2011

# Defining Target Population & Goals

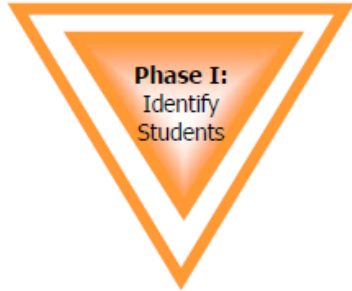


- Define Target Population
  - Students
  - Skills/Sub-Skills

# Drilling Down to Target Population



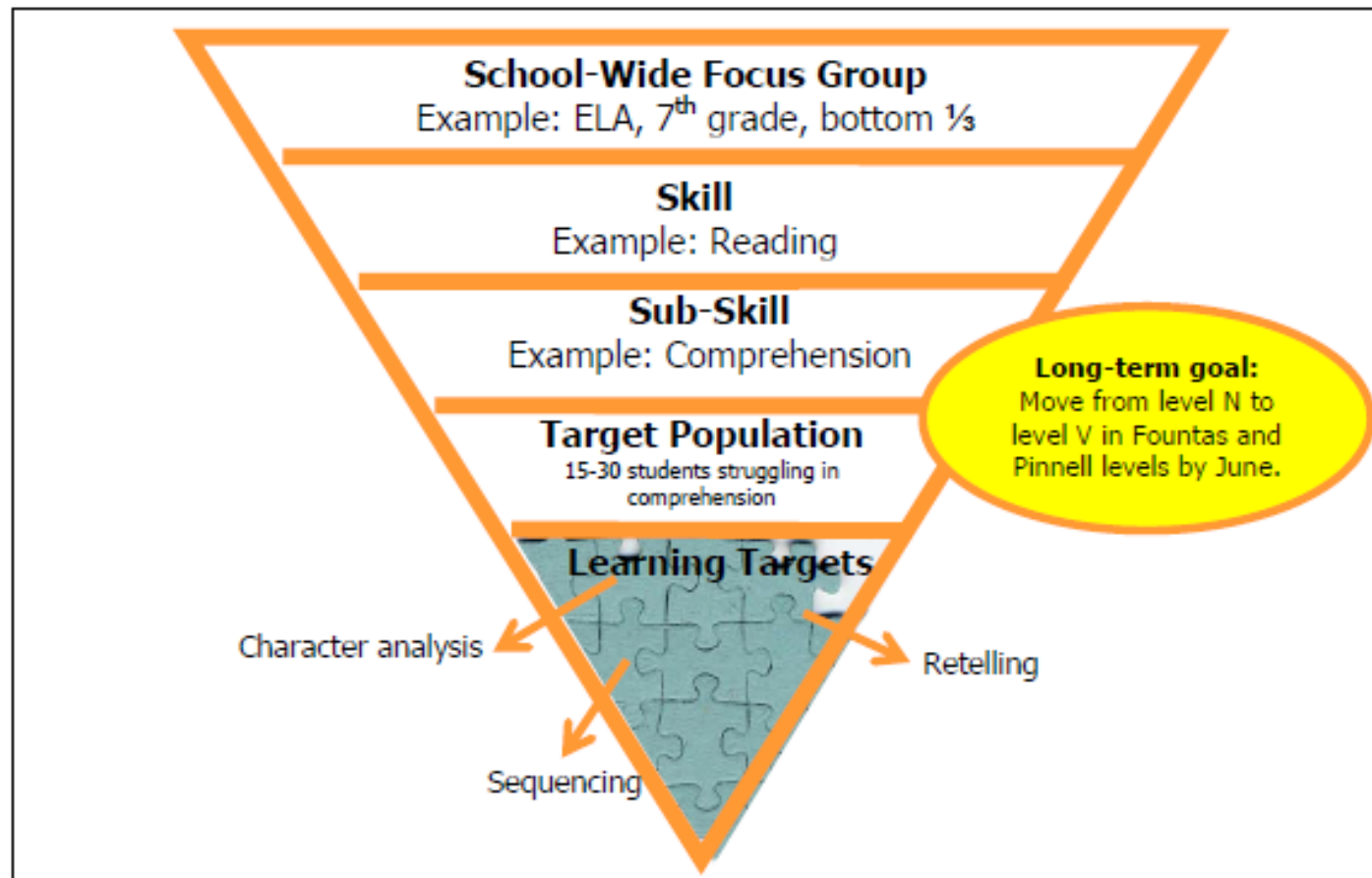
# Defining Target Population & Goals



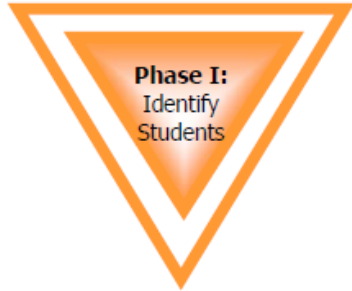
- Define Target Population
  - Students
  - Skills/Sub-Skills
  
- Define a Long Term Goal
  - What is our baseline?
  - What goal can we set in relation to that baseline?



# Setting a Long Term Goal

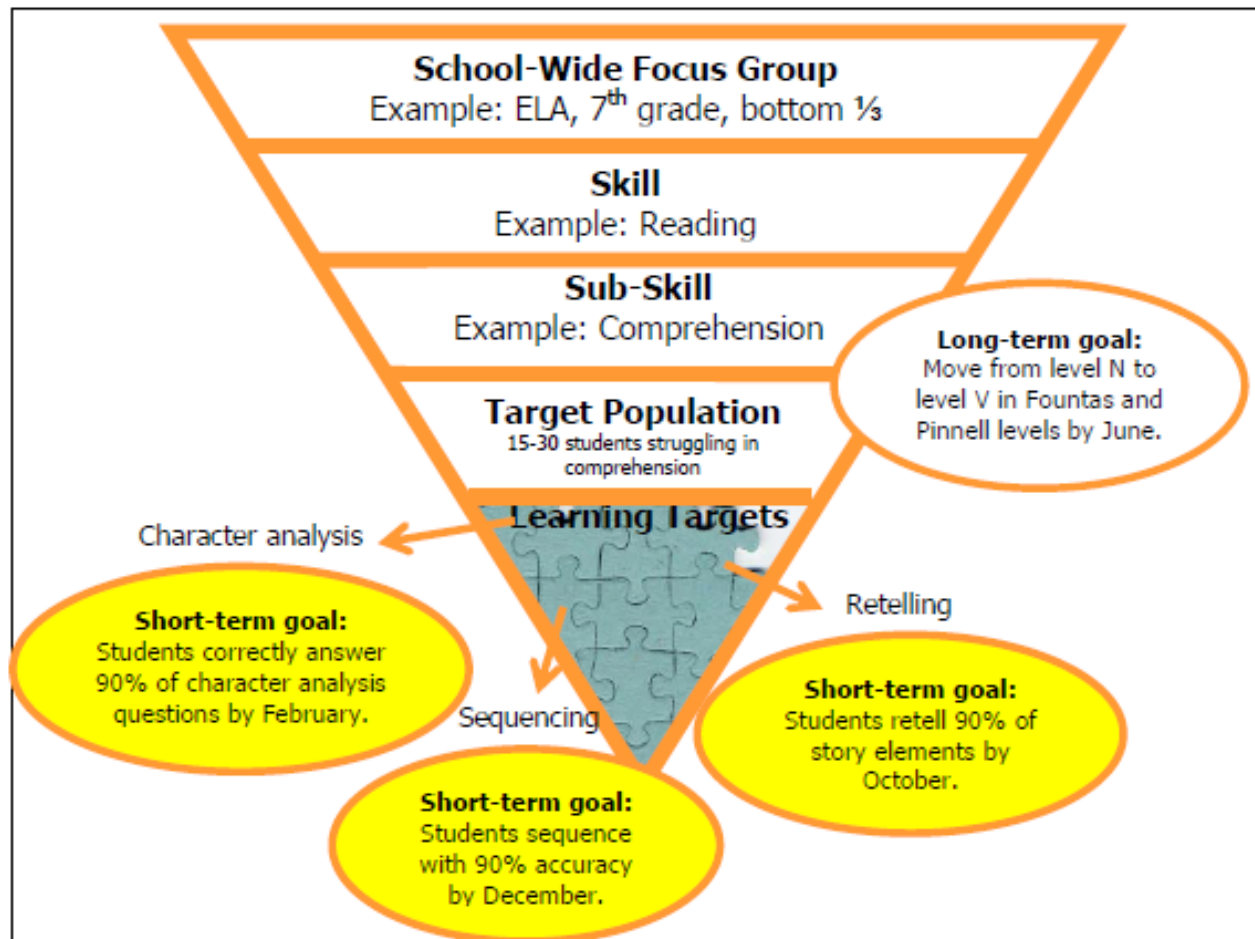


# Defining Target Population & Goals



- Define Target Population
  - Students
  - Skills/Sub-Skills
- Define a Long Term Goal
  - What is our baseline?
  - What goal can we set in relation to that baseline?
- Establish Learning Targets and Short Term Goals

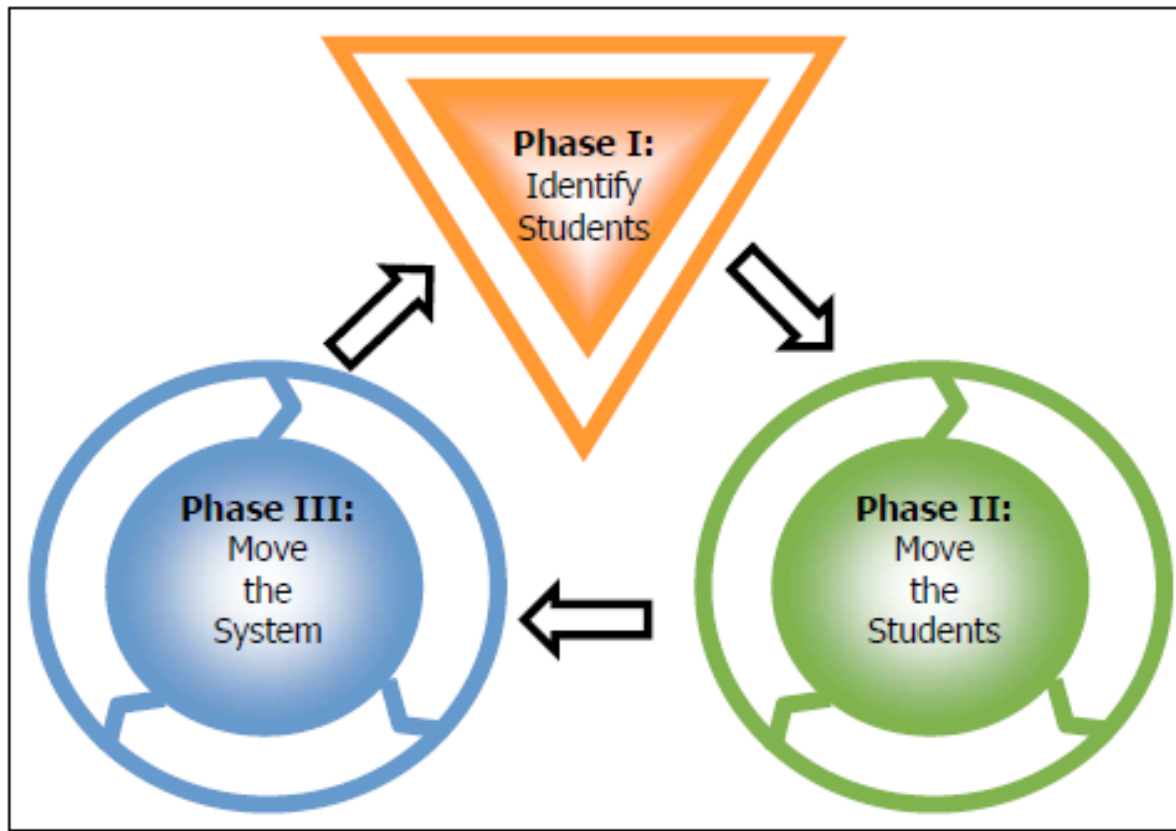
# Establishing Learning Targets and Short Term Goals



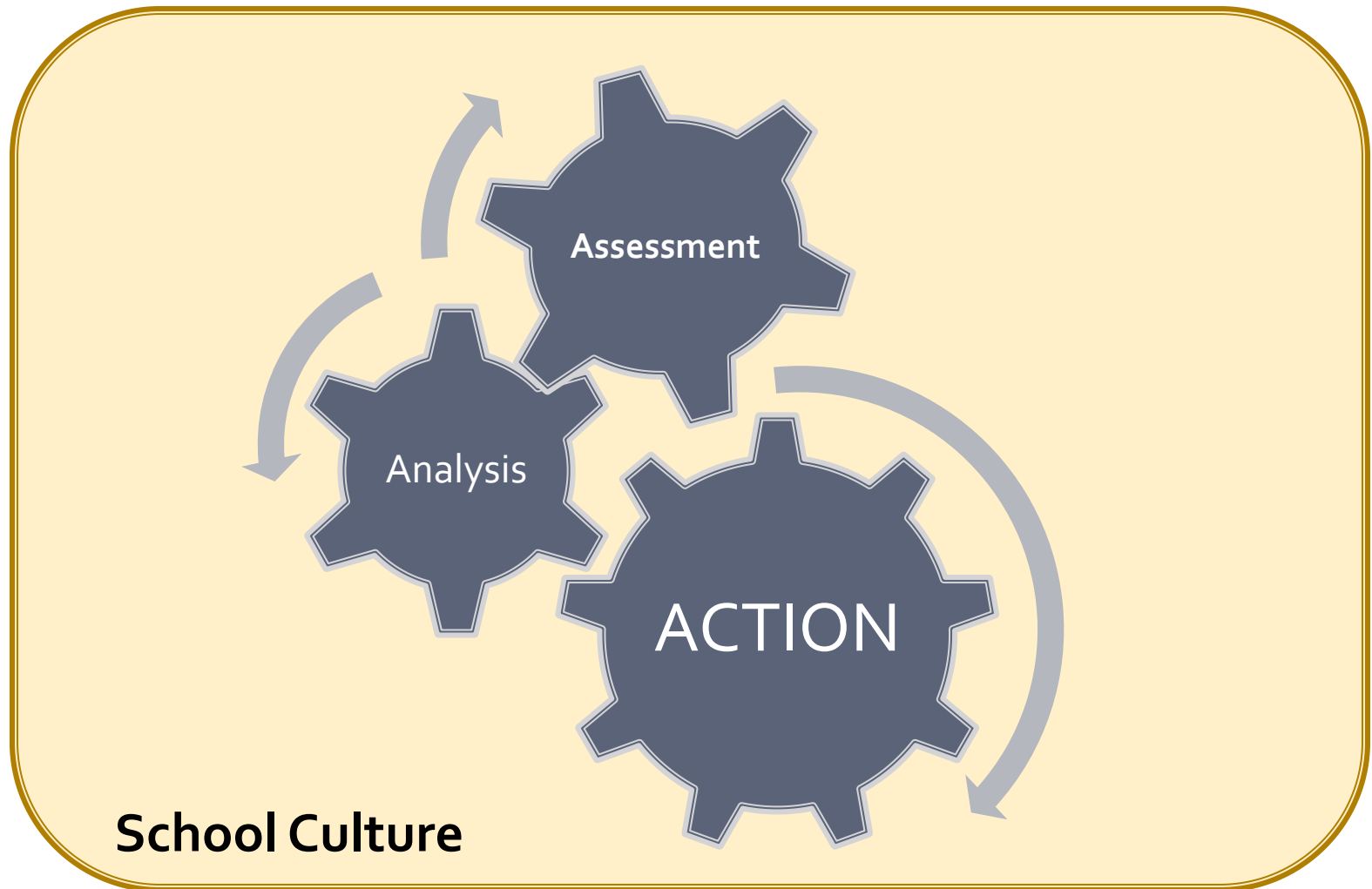
**What does that look like here?**

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# A Big Picture Look at Inquiry

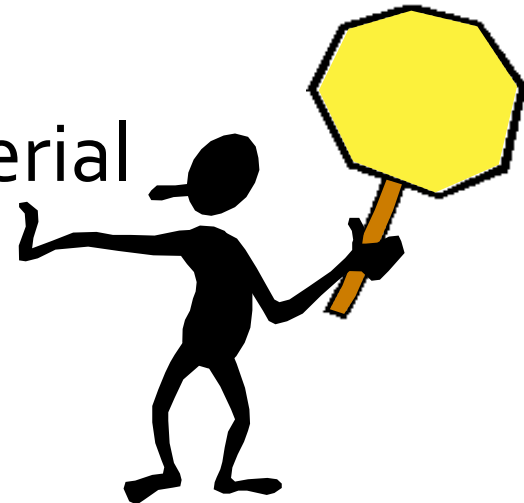


# Four Key Principles



# Interim Assessments

- Start from the “end goal” assessment
  - Format, length and other aspects of the assessment
- Align to:
  - “End goal” assessment
  - College-ready standards
- Designed to re-assess earlier material
- Teachers have a stake





# Keys to Assessment

- Common Interim
- Transparent Starting Point
- Aligned
- Reassess



# Individual Reflection: Assessment

Based on what you now know about the role of *interim assessments*, what might be your next steps to *begin* to implement them?

# Analysis



# “The View From the Pool”

- **IMMEDIATE:** Ideal 48 hours, max 1 week turnaround
- **USER-FRIENDLY:** Data reports are short but include analysis at question level, standards level and overall
- **TEACHER-OWNED** analysis
- **TEST-IN-HAND** analysis: Teacher & instructional leader together
- **DEEP:** Moves beyond “what” to “why”



# Keys to Analysis

- Let the data do the talking
- Always go back to specific questions on the test
- Don't fight the ideological battle (nobody wins!)
- Know the data yourself
- Keep in mind the difference between the first and the third assessments
- Connect to a concrete plan

# Assessment Analysis – Part 1

## Global Impressions

- How well did the class do as a whole?
- What are the strengths and weaknesses in the standards: where do we need to work the most?
- How did the class do on “old” vs. “new” standards? Are they forgetting or improving on old material?
- How were the results in the different question types (multiple choice vs. open ended, reading vs. writing)?
- Who are the strong students? Who are the weak students?

# Assessment Analysis – Part 2

## Dig In

- “Squint”: large gap questions – did students all choose the same wrong answer? Why or why not?
- Break down each standard: did they do similarly on every question or were some questions harder? Why?
- Compare similar standards: do results in one influence the other?
- Sort data by students’ scores: are there questions that separate proficient from non-proficient students?
- Look horizontally by student: are there any anomalies occurring with certain students?

**Action**

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# Action: Now What?

- **PLAN** new lessons based on data analysis
- **ACTION PLAN:** Implement what you plan (dates, times, standards & specific strategies)
- **LESSON PLANS:** Observe changes in lesson plans
- **ACCOUNTABILITY:** Observe changes classroom observations, in-class assessments
- **ENGAGED STUDENTS:** Know end goal, how they did, and what actions they're taking to improve



# Individual Reflection: Action

Based on what you now know about *action*,  
reflect on your current practice:

*What should you continue/refine?*

*What should you start doing?*