

The Progression of Inquiry Questions About Teacher Practice

Type of Question	Purpose	Example	Possible Data Sources
Inventory question	<ul style="list-style-type: none"> • Provides a starting place for inquiry • Provides a detailed assessment of what is currently in place • Provides a way to do counting and labeling...how many teachers, what strategies, etc. 	<p>Initial question (example): What teaching practices/strategies are teachers currently using at each grade/department level to teach reading comprehension? (Remember, this question should be connected to the problem statement that you have identified from your student achievement data.)</p> <p>Follow up questions: How many (or what percentage) of our teachers are using a particular strategy? How often are teachers at each grade/department level using each particular strategy? What kind of training has each teacher received on each strategy? What strategies are teachers discussing during collaboration time? Which strategies do teachers believe are most effective for the target students? Which strategies do teachers feel most comfortable teaching? What would you do if you knew the answers to these questions? What actions might you take? What further inquiry would you conduct?</p> <p>Next steps: First, decide if there are any action steps to be taken immediately based on the initial inventory. For example, if you were to learn that teachers were not explicitly teaching reading comprehension based on your inventory, you might want to begin asking why and taking action in the areas of increased professional development and support. After doing a thorough inventory (which can be done relatively quickly), choose one strategy about which to inquire more deeply and move to the implementation question. This should be a high leverage strategy (one that you have a hunch could dramatically impact the achievement gap that you've identified in your problem statement).</p>	Teacher surveys, teacher logs, classroom observation logs, teacher reflection journals

<p>Implementation question</p>	<ul style="list-style-type: none"> • Provides information about what a particular practice looks like as it is implemented • Provides a lens into depth and quality of implementation • Provides a way to evaluate how well a practice is implemented against a standard for teacher practice 	<p>Initial question (example): What does x strategy look like when it is done well? Do we have a shared picture of what implementation of this strategy should look like?</p> <p>Follow up questions: What should implementation look like? In other words, if the strategy were implemented perfectly, what would that look like? What data could we collect about the quality of implementation? What are our standards for teacher practice in this area? How good is good enough? What causes it to break down when it's not done well? Which teachers are struggling to implement this strategy well? What are our strategies for holding people accountable for implementing a strategy we've agreed to work on together? What would you do if you knew the answers to these questions? What actions might you take? What further inquiry would you conduct?</p> <p>Next steps: If there are not currently assessments to measure the quality of implementation of a specific strategy (i.e. a teacher practice rubric), the school/district may want to use the information gained from the implementation question to create such a tool. The implementation question should provide a picture of what a strategy looks like at various stages of implementation. After gaining a picture of implementation, teachers may want to take action. For example, if the answer to the implementation question is that none of the teachers are actually implementing the strategy because they don't understand it well, the school may want to immediately invest in additional professional development to ensure strong implementation before moving to an effectiveness question. If teachers have sufficient information to agree upon what strong implementation looks like, they will want to ask an effectiveness question.</p>	<p>Teacher focus groups or individual interviews, teacher surveys, peer observations, teacher practice rubric, video observations</p>
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<p>Effectiveness question</p>	<ul style="list-style-type: none"> • Enables inquiry into the connections between the effectiveness of implementation and results in student achievement (makes the link between A and B question data) 	<p>Initial question (example): When it's implemented well, how effective is x strategy with our target students?</p> <p>Follow up questions: When implemented well, is the strategy making a difference in the student achievement of our target students? How do the student achievement results look in classrooms where the strategy is implemented well versus not? What would you do if you knew the answers to these questions? What actions might you take? What further inquiry would you conduct?</p> <p>Next steps: If the strategy is effective, the school will want to set some measurable achievement student achievement goals as well as some teacher practice goals and accountability systems to ensure that teachers are effectively using the agreed-upon strategy with the target group of students. If the strategy proves ineffective with the target students, the teachers will want to revisit the research, talk to other colleagues and sources of outside expertise, and either retool the strategy to meet the needs of the target students or try a new research-based strategy that is more likely to meet the students' needs.</p>	<p>Teacher practice rubric used in conjunction with student diagnostic and/or performance data</p>
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