

FIRST BREAKOUT – Table 2

What is Collaborative Teacher Inquiry?

What is the continuum?

What are the ways we can describe or think about CTI that would allow us to mediate theory and practice?

How do you represent CTI and then connect that to real world practice?

What do you foreground when you analyze your data or plan PD?

Thematic discussion of papers

for STRIDE: core is idea of Ts coming together using some kind of information that frames a focus, and moving forward and investigating how that focus can inform practice, understanding of students, their professionalism.

What is SCTI? We discussed

- purpose and organization
 - collaboration?
 - collective?
 - hybrid?
 - ‘community’ in that teachers are engaged in common enterprise? (e.g., investigation of children’s mathematical thinking)
- participants
 - roles outside and within the group
 - experience/expertise (including with collaboration)
- facilitation [need for research on facilitation]
 - yes/no? if yes, who?
 - roles: process? content? interface with administrators?
- the group’s impetus – e.g., district mandated?
- issues regarding “inquiry”
 - origin of focus/question
 - role of outside resources

Dilemmas and challenges – resources exist outside of an inquiry group

- content vs. process
 - if content, what kind?
 - framework like CGI, PSC, model-based reasoning \leftrightarrow full curriculum
 - if process, what process?
 - discourse
 - deprivatization – opening up
- access and role of resources
- how voices get included or marginalized – within the group or outside the group
- empowering teachers to adopt inquiry stance [we’re not there to tell them what to do] and to work with one another [“negotiation” in STRIDE]
- need for appropriate evidence, but designing and interpreting appropriate assessments needs a lot of support
- what’s the glue that holds this community together? What’s the practice (communities of practice)? Are these distinct

Add – thinking of the effective PD that Hilda outlined; could we find those characteristics in something that we wouldn't consider CTI. Necessary but not sufficient discussion...

AFTERNOON Table 2

SCTI: working definition

- Teachers surface a focus around a meaningful dilemma, question, curiosity, or problem of practice
- T interactions in pursuit of resolutions and answers to the focus
- Grounded in data that emanates from their professional practice
- Presence of a support structure for the collective work that is accessible and applicable

Given our theoretical representations and how these mediate our work, what do we know about CTI?

Where is the field in terms of our understandings and knowledge of CTI?

What have we learned? what do we know?

What are the general area of CTI we know most about?

What are the specific aspects of CTI we know most about?

Thematic discussion of papers

Brainstorm

- what is CTI, SCTI – what is essential?
 - Lisa's Ts' questions are 'I wonder how my students are going to solve this problem' – is this inquiry
 - STRIDE wanted to be broad to be inclusive; in PRISM, some Ts fine-grained question, others needed support and had to be guided into a question. So ownership of the question varied which is ok – depends on the context of the work;
- can we look at effective professional tenets – are these necessary but not sufficient
 - do we agree that all of Hilda's criteria would fit – e.g., if Ts are working on classroom management rather than student learning?
 - you could have a training type of PD that has Hilda's features, and one was collaborative feature of the PLC shows up in all the reviews
 - Linda D-H; Garet, Porter etc.; Borko review – has STRIDE compared STRIDE model to what's known about effective PD
 - data-based inquiry different tradition vs. more focused on classroom evidence (school and district reform) STRIDE the ways that teachers make use of data [I prefer "evidence"] linked to their inquiry question
 - another continuum from workshop days as school reform days not necessarily seen as professional development – program improvement frame vs. professional development.
- what do we think we know
 - What are indicators of it working? [what do we want Ts to be accountable for? not necessarily student learning (espec. standardized tests)]

- practice: quality, embeddedness, frequency. Not overly structured in ways that work against teacher initiative and professionalism
- teacher factors: attitude, sense of self-worth (feeling trusted) and effectiveness, sense of professionalism, retention
 - Impact on teachers - not necessarily a straight line to student learning [chain of evidence]
 - Ts value it very highly. Why?
 - working with colleagues to figure out something that's challenging; because it's hard work raises the value
 - partnership with university
 - focus on data and student learning
 - opportunity to share their knowledge
 - safer environment
 - validates what they do; feel like a professional
 - stay in the profession
- classroom practices
- student learning
- change takes a long time and needs to take a long time – why?
 - deprivatization is scary and challenging; Ts may experience failures before they improve as they try to integrate new ideas into their practice
 - personal and school norms need to be challenged and reflected upon; need to challenge deeply held beliefs and norms – requires support and grist (data, facilitator, teacher sparking by wondering about something)
 - one shot to implement a new idea that year (like fractions) – so requires trying things year after year
 - conversations about student data are often superficial – knowledge required (assessment, content, PCK). Attending to the details – what are the features, what do I notice?
 - policy swings and pressures
 - limited time provided
- role of composition of the group: What aspects of CTI are dependent on the members of the group, and what aspects can we investigate across contexts?
 - relatively small groups but not too small. Cindy: 8 teachers was too many (some people checked out);
 - presence of someone who can push the conversation forward, and having the disposition to do that – question, wonder, pursue etc. inquiry stance – not a necessary condition, but there needs to be support from one teacher or the facilitator
 - across disciplinary groups, challenge – inevitably limits our focus but can have advantages too.
 - Example of lesson study work across disciplines and grade levels?

- Aki: can help Ts build knowledge of student development across grade levels = Aki subtraction K-5 – trajectory.
 - Cindy: observed a h.s. lesson study team of all subjects; their task was exploring scientific inquiry – asking naïve questions can be useful. How was it that they were comfortable asking naïve questions – skillful facilitation by one of the teachers.
 - groups can't be insular, have to be outward looking, and accessing outside knowledge; group members and facilitator may not have the expertise. Often (but not always) facilitator can serve the role of accessing the resources
 - practices
 - protocols can help but can rigid use of protocols can work against pursuit of observations and contributions
 - content focus has positive impact
 - need for embedded ongoing formative evaluation
 - contextual factors
 - shouldn't be seen as one way street; opportunities for Ts and administrators to collaborate; and researchers and teachers; etc. Partnerships. Limited opportunity for feedback within the practice.
 - state testing
 - practices and their effectiveness vary with group composition in relation to the question, the resources, etc.
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