

# Application for Inquiry Facilitation

Data Inquiry Team  
Office of Data & Accountability  
Boston Public Schools

APPLYING SCHOOL NAME:



## **SUBMISSION DEADLINE:**

**May 19, 2014**

Submit completed application to Mary Dillman, Director of Data Inquiry, via email  
([mdillman@bostonpublicschools.org](mailto:mdillman@bostonpublicschools.org)) or fax (617-635-9416)

## **INTERVIEWS AND SCHOOL VISITS:**

**May 19 – June 6, 2014**

As part of the application process, we may request the opportunity to schedule a school visit and speak with the members of your staff who have been identified as team facilitators for 2014-2015

## Part I. Our Applicant Team

Inquiry is a collaborative school improvement process. Please indicate **the three to four** members of your school staff who are committed to serving as Team Facilitators, engaging in collaborative inquiry, and sharing their learning across the district. If emailing the entire application, a digitally-captured or “dynamic” signature is required. Alternately, you may fax this page with handwritten signatures.

**Headmaster/Principal:** Name \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Date: \_\_\_\_\_

X

Principal/Headmaster

[Inquiry Team #1](#)

**ILT/Data Team**

**Facilitator:**

(may be P/HM) Name \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Date: \_\_\_\_\_

X

ILT/Data Team Facilitator

[Inquiry Team #2](#)

**Teacher Facilitator:** Name \_\_\_\_\_

Team: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Date: \_\_\_\_\_

X

Teacher Facilitator of Inquiry Team #2

[Inquiry Team #3](#)

**Teacher Facilitator:** Name \_\_\_\_\_

Team: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Date: \_\_\_\_\_

X

Teacher Facilitator of Inquiry Team #3

[Inquiry Team #4 \(Optional\)](#)

**Teacher Facilitator:** Name \_\_\_\_\_

Team: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Date: \_\_\_\_\_

X

Teacher Facilitator of Inquiry Team #4 (optional)

## Part II. Our School's Commitment to Inquiry

The following elements are non-negotiable structures for inquiry. The elements must be in place, or the school must be taking steps to implement each element, in order to work with an Inquiry Facilitator. The Principal should confirm each of these commitments by initialing in the "Yes" column if your school has already established an element for 2014-2015 or "Not Yet" if you are not currently satisfying the element, but commit to developing this structure for next school year.

We firmly believe in "growth mindset" – meaning, we are interested in collaborating with schools that have honestly assessed their readiness and are committed to continuous improvement. As such, do not worry about being penalized for acknowledging that your school is working towards establishing any of these elements for next year.

Element	Inquiry Facilitator Commitment	School Team Commitment	Yes (initial below)	Not Yet (initial below)
Teacher Teams	Inquiry facilitator will provide <b>embedded facilitation support</b> during teacher team inquiry meetings at least twice a month.	Each teacher is a member of a team that collaborates for at least <u>45 minutes</u> every week to improve teaching and learning. <i>In addition, we recommend that schools accommodate a 2-hour CPT session for digging into student data at the beginning of every inquiry cycle (3 times per year).</i>	<input type="text"/>	<input type="text"/>
		At least <u>two teacher team meetings</u> per month are devoted to inquiry work.	<input type="text"/>	<input type="text"/>
Teacher Leadership	Inquiry facilitator will provide <b>one-on-one coaching for teacher team facilitators</b> at least twice per month.	Each teacher team is facilitated by a <u>designated teacher</u> .	<input type="text"/>	<input type="text"/>
		The 2-3 teacher facilitators designated to receive inquiry coaching support have dedicated time to <u>co-plan with the Inquiry Facilitator for 60 minutes</u> before each team meeting devoted to inquiry.	<input type="text"/>	<input type="text"/>
Administrative Leadership	Inquiry Facilitator will provide <b>embedded facilitation support</b> during ILT/Data Team inquiry meetings at least once a month.	The school has an Instructional Leadership Team (ILT) or school-wide Data Team (DT) that meets for at least <u>60 minutes</u> every two weeks.	<input type="text"/>	<input type="text"/>
		The ILT/DT includes the <u>Principal/Headmaster</u> and the <u>facilitators of all teams</u> engaged in inquiry.	<input type="text"/>	<input type="text"/>
	Inquiry facilitator will provide <b>one-on-one coaching for the ILT/DT facilitator</b> , at least once per month.	At least <u>one ILT/DT meeting</u> per month is devoted to inquiry work. At these meetings, teacher teams present work/artifacts related to inquiry and receive feedback.	<input type="text"/>	<input type="text"/>
		The person facilitating the ILT/DT has dedicated time to <u>co-plan with the Inquiry Facilitator for 60 minutes</u> before every ILT/DT inquiry meeting.	<input type="text"/>	<input type="text"/>
Assessment	Inquiry facilitator will provide technical and analytical <b>support for examining student learning data</b> , including assistance accessing data and building tracking systems.	The school administers regular <u>common assessments</u> to provide teachers with multiple sources of reliable data which they may use to drive inquiry work.	<input type="text"/>	<input type="text"/>
		The school commits to administering the required district assessments.	<input type="text"/>	<input type="text"/>

<div>Peer Observation</div>	<p>Inquiry facilitator will provide <b>logistical support</b> for orchestrating peer observations, and <b>technical/analytical support</b> for examining teacher practice data.</p>	<p>All teachers have dedicated time to observe their <u>peers</u> and receive feedback on their instructional practice from peers at least once per inquiry cycle, for a minimum of <u>three times per school year</u>.  <i>Teachers may directly observe instruction, generate low-inference classroom transcripts, and/or view lessons that have been video recorded.</i></p>	<div></div>	<div></div>
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## Part III. Our School's Readiness for Inquiry

### A. Teacher Teams

- Each teacher is a member of a team that collaborates for at least 45 minutes every week to improve teaching and learning.
- At least two teacher team meetings per month are devoted to inquiry work.

### B. Teacher Leadership

- Each teacher team is facilitated by a designated teacher.
- The 2-3 team facilitators designated to receive inquiry coaching support have dedicated time to co-plan with the Inquiry Facilitator for 60 minutes before each team meeting devoted to inquiry.
- The ILT/DT includes the Principal/Headmaster and the facilitators of all teams engaged in inquiry.

1. Please fill in the chart below for the 2-3 teacher teams designated to receive inquiry coaching support.

TEACHER TEAMS & TEACHER LEADERSHIP				
Team Focus	Team Facilitator (Name and position)	When team will meet (Day of week & time)	When Team Facilitator will co-plan with Inquiry Facilitator	Team Facilitator on ILT/DT? (Yes/No)
Ex. Grade 2 Team	Jane Doe Grade 2 Teacher	Every Wednesday 9:30am - 10:20am	During prep period the week before (Wed. from 8:30 - 9:20)	Yes

2. For ease of coordination with your Inquiry Facilitator, schools should build a predictable schedule of inquiry team meetings. To the extent possible, schools should concentrate all inquiry meetings on one or two days of the week. **Please check which day(s) of the week your school plans to hold inquiry team meetings (including the 2-3 teacher teams and the ILT/DT).**

Monday ☐

Tuesday ☐

Wednesday ☐

Thursday ☐

Friday ☐

3. **How will school leadership demonstrate commitment to using common planning time (CPT) to advance inquiry?** Please provide specific details including what administrative support will be provided (e.g., Principal/Headmaster attending CPT meetings, using ILT/DT as a space to share work and problem-solve challenges related to inquiry, providing substitute coverage for a 2-hour CPT session at the start of every inquiry cycle, naming what obligations will be eliminated for Team Facilitators so they can prioritize planning and leading inquiry meetings).

## Part III. Our School's Readiness for Inquiry (Cont.)

### C. Administrative Leadership (ILT/DT)

- The school has an ILT or school-wide Data Team (DT) that meets for at least 60 minutes every two weeks.
- The ILT/DT includes the Principal/Headmaster and the facilitators of all teams engaged in inquiry.
- At least one ILT/DT meeting per month is devoted to inquiry work.
- The person facilitating the ILT/DT has dedicated time to meet with the Inquiry Facilitator for 60 minutes before every ILT/DT inquiry meeting.

#### 1. What leadership team will be the driver and vision holder for school-wide inquiry work: the ILT or the DT? Why?

Being the “driver and vision holder” for inquiry entails articulating the purpose of inquiry to the entire school staff, connecting inquiry work to QSP priorities, publicizing and celebrating the work of inquiry teams, facilitating the sharing of best practices across teams, allocating meeting time to consultancies that help teams find solutions to obstacles impeding inquiry, holding teams accountable for implementation, and advocating for school-wide adoption of effective data habits.

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#### 2. How is your school's ILT/DT structured? Who sits on the ILT/DT? Please add rows as necessary.

INSTRUCTIONAL LEADERSHIP TEAM/DATA TEAM		
Name	Position	Email Address
Ex. Jane Doe	Grade 2 Teacher	<a href="mailto:Jdoe3@boston.k12.ma.us">Jdoe3@boston.k12.ma.us</a>

INSTRUCTIONAL LEADERSHIP TEAM/DATA TEAM		
ILT/DT Facilitator (Name and position)	When ILT/DT will meet (Day of week & time)	When ILT/DT Facilitator will co-plan with Inquiry Facilitator
Ex. John Smith Director of Instruction	Every Thursday 9:10 AM - 10:00 AM	During prep period the week before (Thurs. from 8:10 AM - 9:00 AM)

## Part III. Our School's Readiness for Inquiry (Cont.)

### D. Assessment Elements

- The school administers regular common assessments in order to provide teachers with multiple sources of reliable data which they may use to ground inquiry work.
- The school commits to administering the required district assessments.

#### 1. Please share a draft of your 2014-2015 assessment calendar.

- Use whatever format works best for your school. You may add rows in the sample table below, use another format, or attach a document. The calendar should minimally include any required district assessments and whatever common assessments teachers will utilize to understand student learning needs, which will likely vary by grade level and content area.
- Don't worry about listing every single assessment! We are interested in knowing what types of data your inquiry teams will likely use to inform their work.
- We firmly believe in growth mindset. Your school will not be penalized for acknowledging that you're still building your assessment calendar for next year. After all, we can help with that! ☺ Please provide as much detail as you can.
- The calendar should list each assessment, student population, dates of administration, and type of assessment. For type of assessment, please identify whether it is short-, medium-, or long-term:
  - Short-term = daily, weekly
  - Medium-term = every 4-7 weeks, every unit
  - Long-term = once a marking period, 1-2 times per year

Assessment Name	Student Population	Administration dates	Assessment Type/Usage Notes
<i>Ex. Common Writing Assessments (ELA)</i>	<i>Grade 6-8</i>	<i>Every unit</i>	<i>Medium-term data On-demand essay with rotating genre focus; we still need to create the rubric(s) and writing prompts</i>
<i>Ex: Week in Review (Math)</i>	<i>Grades 3-5</i>	<i>Every Friday</i>	<i>Short-term data Assess mastery of key skills and concepts taught that week</i>

## Part IV. Our School's Hopes for Inquiry

What follows is the list of competencies we will bolster in teacher teams through inquiry and collaboration with an Inquiry Facilitator. These competencies are organized into five Standards: Systems, Standards, Culture, Decision-Making, and Collaboration. Each Standard is broken down into three Indicators.

School Team Competencies for Inquiry				
Standard 1 SYSTEMS	Standard 2 STANDARDS	Standard 3 CULTURE	Standard 4 DECISION MAKING	Standard 5 COLLABORATION
<b><i>Build systems for sustainable data use</i></b>	<b><i>Plan from standards</i></b>	<b><i>Build a culture of achievement</i></b>	<b><i>Use data to refine instructional decisions</i></b>	<b><i>Foster effective collaboration</i></b>
1.1. Leverage established data systems & structures	2.1 Plan instruction based on deep understanding of standards	3.1 Set clear, ambitious student learning goals	4.1. Examine a wide range of student & instructional data	5.1. Utilize effective meeting structures
1.2. Apply principles of responsible data use	2.2 Use a backward planning cycle	3.2. Relentlessly follow through	4.2. Make adjustments using feedback	5.2. Develop high-functioning teams
1.3. Design & support adult learning for inquiry	2.3 Align plans with assessment calendars	3.3. Engage in deliberate practice	4.3. Ground instructional decisions in evidence	5.3. Share & reflect on results

1. Please identify the competency (Standard or Indicator) that your school community exemplifies the most consistently and explain how your staff demonstrates this attribute.

2. Please identify the competency (Standard or Indicator) for which your school community has the most urgent need for growth. Explain why you think your staff would benefit from honing this competency. How do you think engaging in data-driven inquiry will help your staff progress in this journey?