**Integrated Education Services**

**Building Inquiry Teams**

**Inquiry Team:** *A group of 3-5 teachers led by the building principal to implement data-driven instruction through the development and analysis of interim assessments, resulting in a change in instructional practice designed to increase student achievement.*

**Who should be on my inquiry team?**

The selection of inquiry team members depends upon the focus of your inquiry team work; work with your Network Team Liaison to define your team members using the information below as guidance:

* **Team focused on an area identified in your Scope of Work Document.** You may wish to start with a team newly identified to work on an area in need of improvement from your scope of work document (i.e. Grade 8 ELA). This team would be made up of teachers at that grade level, special education teachers and/or teacher from preceding grade levels.
* **Team focused on the “aspirational goals” of the ELA/Math Regents examinations.** Similar to a team focused on SOW goals, this newly identified team would be made up of teachers at the relevant grade levels and special education teachers.
* **Team already identified/developed as teacher leaders.** You may wish to use an already formed team (such as a Shared Decision Making team) to engage in the Inquiry Team process with the intent to help lead their colleagues in subsequent years. These teams may either use a building/district goal to focus their work or develop one based upon data.

**What role does the building administrator play with the inquiry team?**

Building administrators play a critical role in building the data culture of the building. Each building administrator should lead an inquiry team. In addition to helping to facilitate the meetings and discussions around data, their role is to ensure implementation of the action plan that is created as a result of the data analysis.

**What exactly will the inquiry teams do?**

Inquiry teams will be trained by the Network Teams in the Data Driven Instruction model by Paul Bambrick-Santoyo. They are designed to be leaders in developing a data driven culture within the buildings and across the districts. The work to be done over the next three years includes:

* Design and implementation of interim assessments.
* Analysis of data from interim assessments.
* Development and implementation of action plans related to the analysis of data.

The exact starting point for each inquiry team will differ and your Network Team Liaison will assist you in developing an action plan for your building.

**What is an “interim assessment”?**

Interim assessments are common, formal assessments given every 6-8 weeks and designed to measure student progress towards the “end goal” assessment and college-career readiness.

Interim assessments are intended to be ***formative*** assessments and used to determine the progress of student learning in order to inform teaching practice. As a result, they should be scored and reported to both parents and students, but should not be used in the calculation of a student grade.

**Where do we get interim assessments?**

Interim assessments may be built by the inquiry teams, may be developed by supplementing existing assessments or, if of high quality, may be purchased from vendors. All interim assessments must be aligned to the “end goal” assessment, which usually are the NYS Assessments and eventually college-and-career readiness standards. Erie 2-Chautauqua-Cattaraugus BOCES will work to develop interim assessments regionally whenever feasible.

Interim assessments must be aligned to the curriculum for the content/grade and the inquiry team will work to ensure that alignment.

**What training will be available for our inquiry teams?**

Your Network Team Liaison will assist you in developing an action plan which will indicate the required training based upon the readiness of your school. The initial baseline survey completed by all districts will help to inform this action plan, as well as communications with your Network Team Liaison. Districts participating with Erie 2-Chautauqua-Cattaraugus BOCES for Network Teams have been provided three days per building to assist in the professional development of administrators and teachers. Additionally, each inquiry team will be provided with a Moodle site to track their data and action plans, share best practices (in the forms of lessons/videos, etc.) and to monitor progress towards the inquiry team goals.

**What “deliverables” am I accountable for with regards to inquiry teams?**

Your Network Team Liaison will assist you in creating and collecting data that must be reported to NYSED related to your implementation of inquiry teams. Data that will be collected includes:

* Readiness survey for data driven instruction
* Action plan for training of inquiry team members based upon survey results
* Evidence of inquiry team meetings, including minutes and teacher action plans
* Copies of interim assessments developed/acquired
* New units designed as a result of the analysis of interim assessments and observation notes of implementation of those units by the building leader or their designee