Teacher Collaboration Projects 2011-12

Orientation Day

Objectives

- To provide an overview of CollaborativeTeacher Inquiry & EIDM
- To define more clearly our Research Questions
- To define data collection methods

- By the end of the day, have an idea of our project, methods, timelines, and next steps!

What is Teacher Inquiry?

It's a natural way of acting and researching at the same time.

"…With the exception of well-practiced tasks there is a natural rhythm to the way most of us behave. We do something. We check if it worked as expected. If it didn't, we analyze what happened and what we might do differently. If necessary we repeat the process."

Dick, B. (2002) *Action research: action **and** research* [On line]. Available at http://www.scu.edu.au/schools/gcm/ar/arp/aandr.html

Practitioner Research, Action Research, Teacher Inquiry

- a systematic form of inquiry that is collective, collaborative, self-reflective, critical, and undertaken by the participants of the inquiry
- It is NOT Academic research

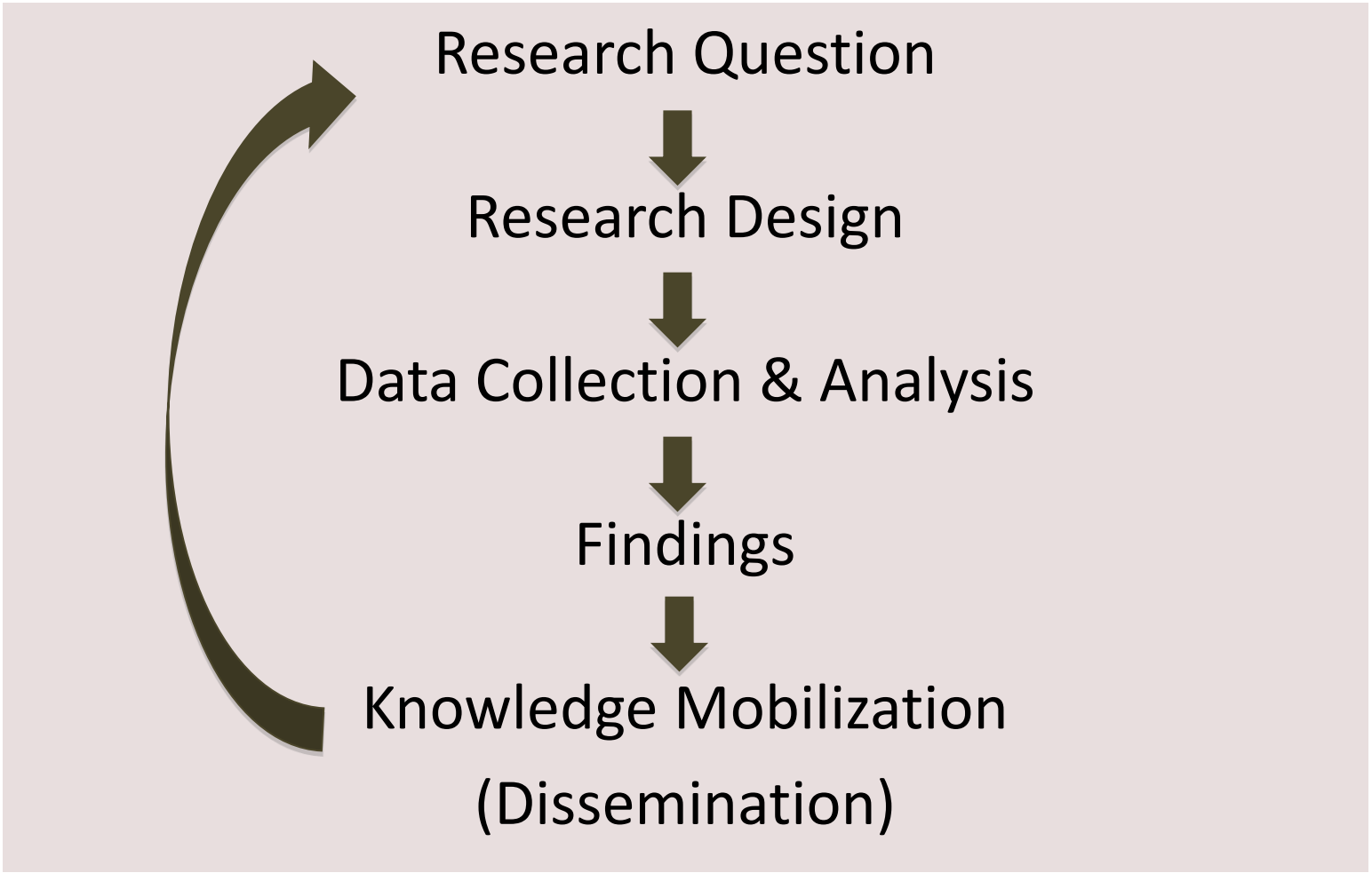
"*The outstanding characteristics of the professional teacher is a capacity for autonomous professional self development through systematic self study, through the study of the work of other teachers and through the testing of ideas by classroom research procedures*"

(Lawrence Stenhouse)

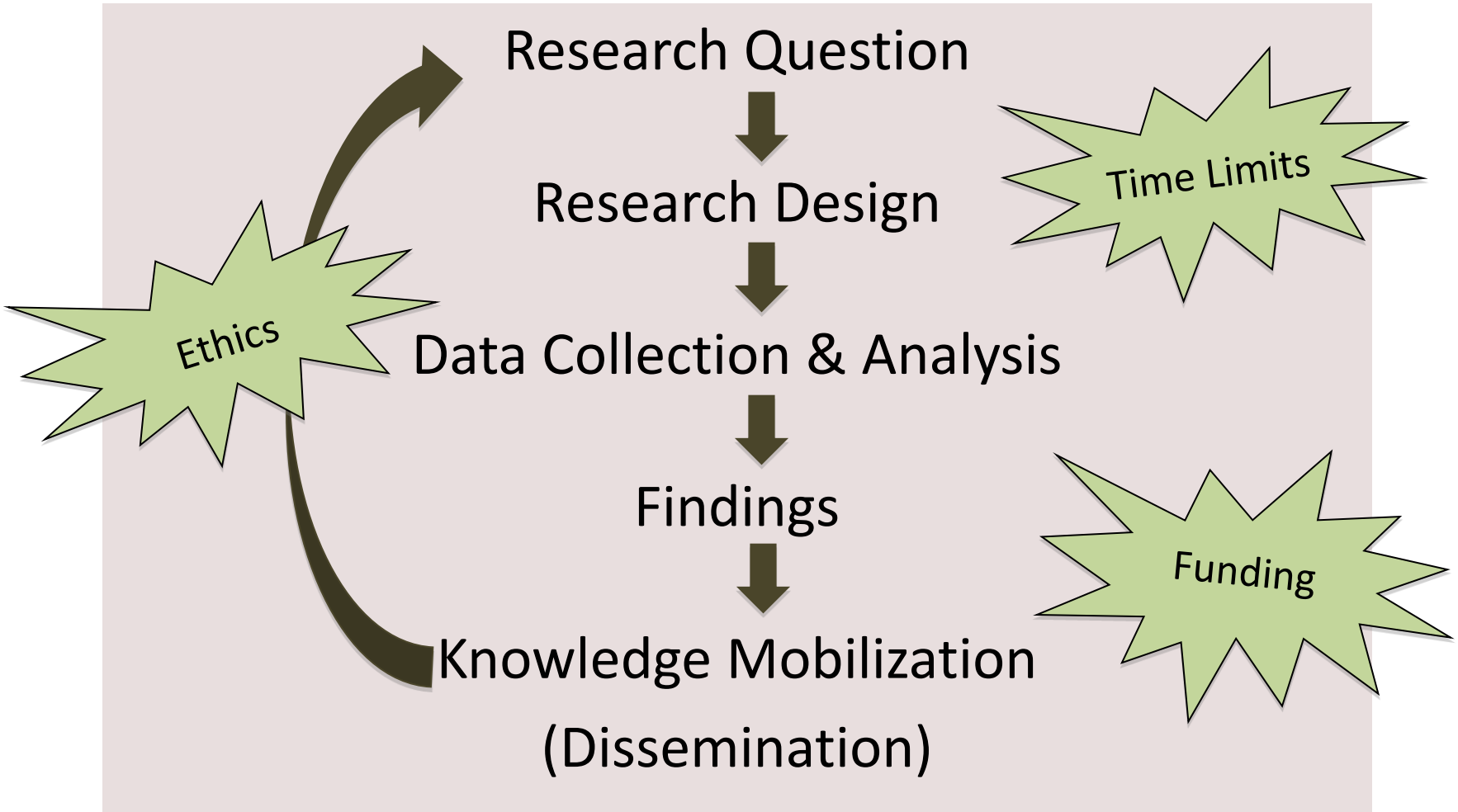
The Values of Teacher Collaboration…

- We work best on problems we have identified ourselves.
- We become more effective when encouraged to examine our own work and consider ways of doing things differently.
- We work better collaboratively.
- TC is a form of professional development.
- TC provides opportunities to share discoveries.
- Promotes teachers taking responsibility for your actions.
- Creating a more energetic and dynamic classroom environment in which teaching and learning can occur.

Research as a Text Book Experience



Research as lived experience



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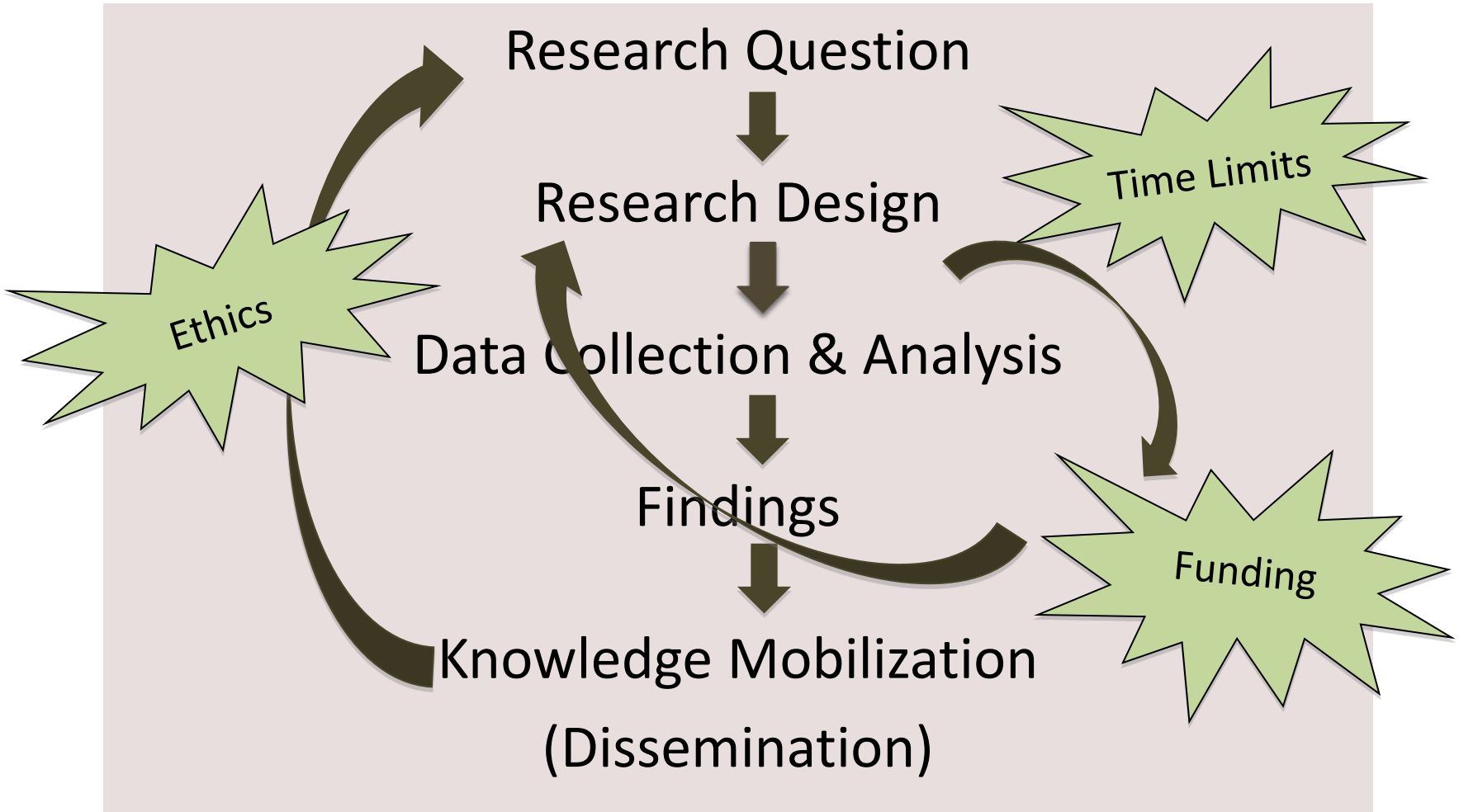
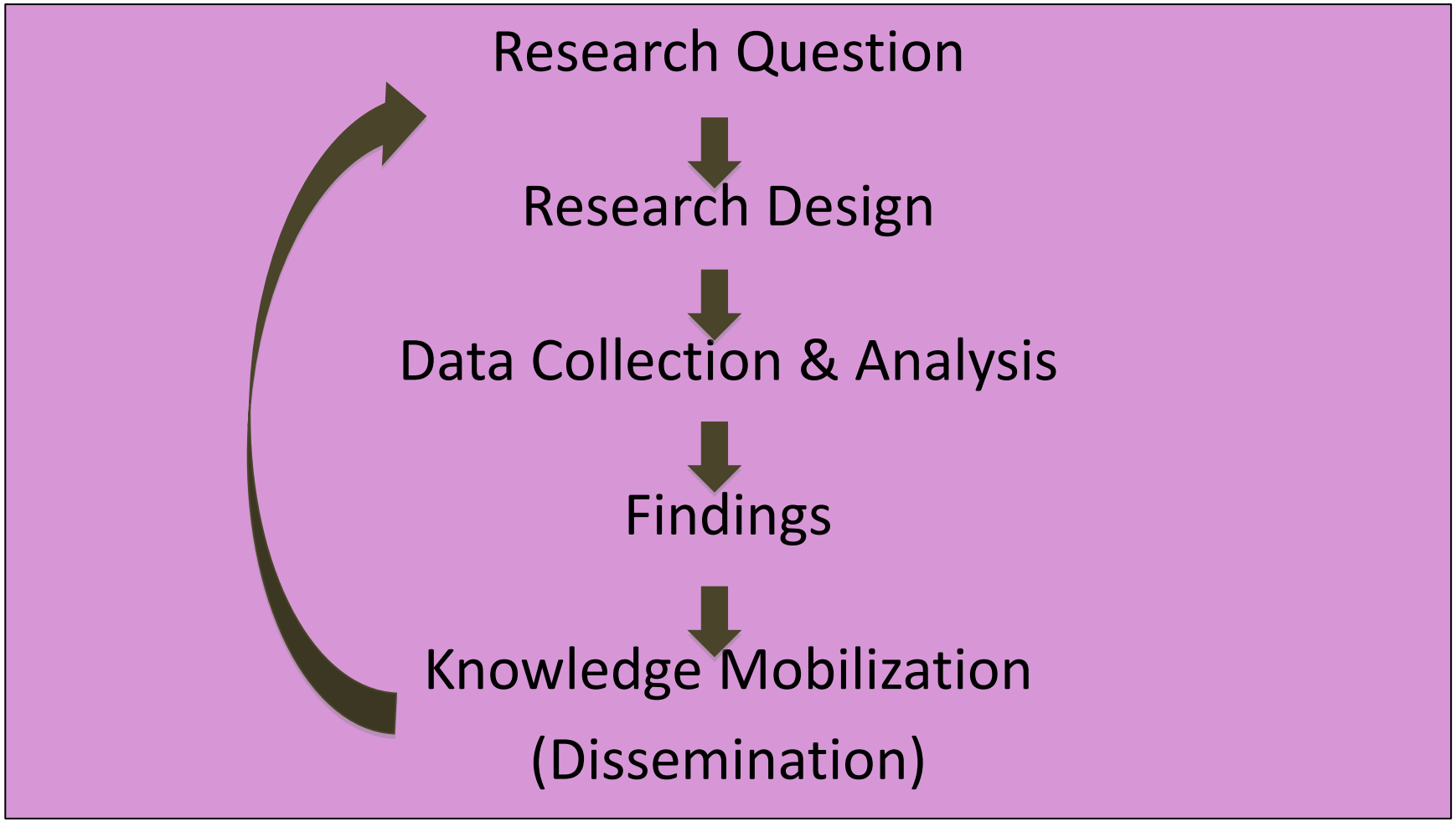


How Does EIDM Fit into Collaborative Inquiry

- Evidence Informed Decision Making (EIDM)
  - "the purposeful and systematic use of the best available evidence to inform the assessment of various options and related decision making in practice, program development, and policy making"

EIDM in Teacher Collaboration



Validity and Reliability

- **Validity**
  - Does it measure what it's supposed to measure?
- ***Reliability***
  - How representative is the measurement?
- ***Practicality***
  - Is it easy to construct, administer, score, and interpret?

Rigor in Teacher Collaboration

- Validity and reliability will vary by project
- Your question may be refined through your project
- But, you can:
  - Determine your intended audience
  - Document your steps, method, reflections
  - Review past work (through a literature review)
  - Pilot your measures
  - Maintain the same/similar team

Rigor in Teacher Collaboration

- Methods – suitable for underlying purpose
- Negotiated rather than imposed
- Inclusive, involving, and informing for those supplying the data
- Practical, likely to result in new knowledge
- Systematic and sustained (rather than impulsive and haphazard)

(Melrose, 2001)

Generalization

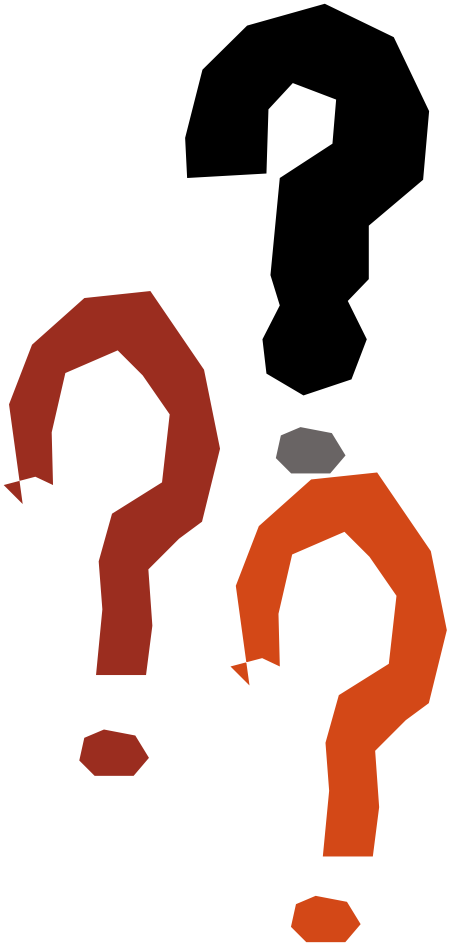
1. Generalizing from a particular study to a larger domain: Theory building
2. Conclusions extrapolated from particular study to a different domain altogether: Usefulness of study to outside world

Need rigor in reporting the context to help determine ability to generalize

Importance of planning your project, and documenting change

BREAK

Your Burning Question…



Important to find a **FOCUS** or **OBJECTIVE** for your research

Good Inquiry Questions

- Have a deep impact on student learning and educator practice
- Generate deep thinking and value multiple perspectives
- Provoke action, dialogue and reflection
- Are feasible in terms of time, effort, and resources
- Are open-ended with many possible answers
- Are not based on a commercial resource
- Are inclusive of all educators involved
- Are something you are genuinely curious and passionate about
- Are worthy and rich enough to study and research
- Require the gathering and analysis of a variety of different types of evidence over time

- **FOCUSED!**

Your Burning Question…

In order to do this, need to clearly define the problem

Defining Your Problem…

Create problem statement(s) that clearly and concisely answers the following questions:

- Who is affected?
- Who/what is suspected of causing the problem?
- What kind of problem is it? (grades, attendance, time, resources, etc)
- What is the goal for improvement?
- What are you proposing to do about it?

Your Burning Question

- In your teams, take some time to answer the following questions to help you better define your project.
    1. Who is affected?
    2. Who/what is suspected of causing the problem?
    3. What kind of problem is it? (grades, attendance, time, resources, etc)
    4. What is the goal for improvement?
    5. What are you proposing to do about it?

Reality Check

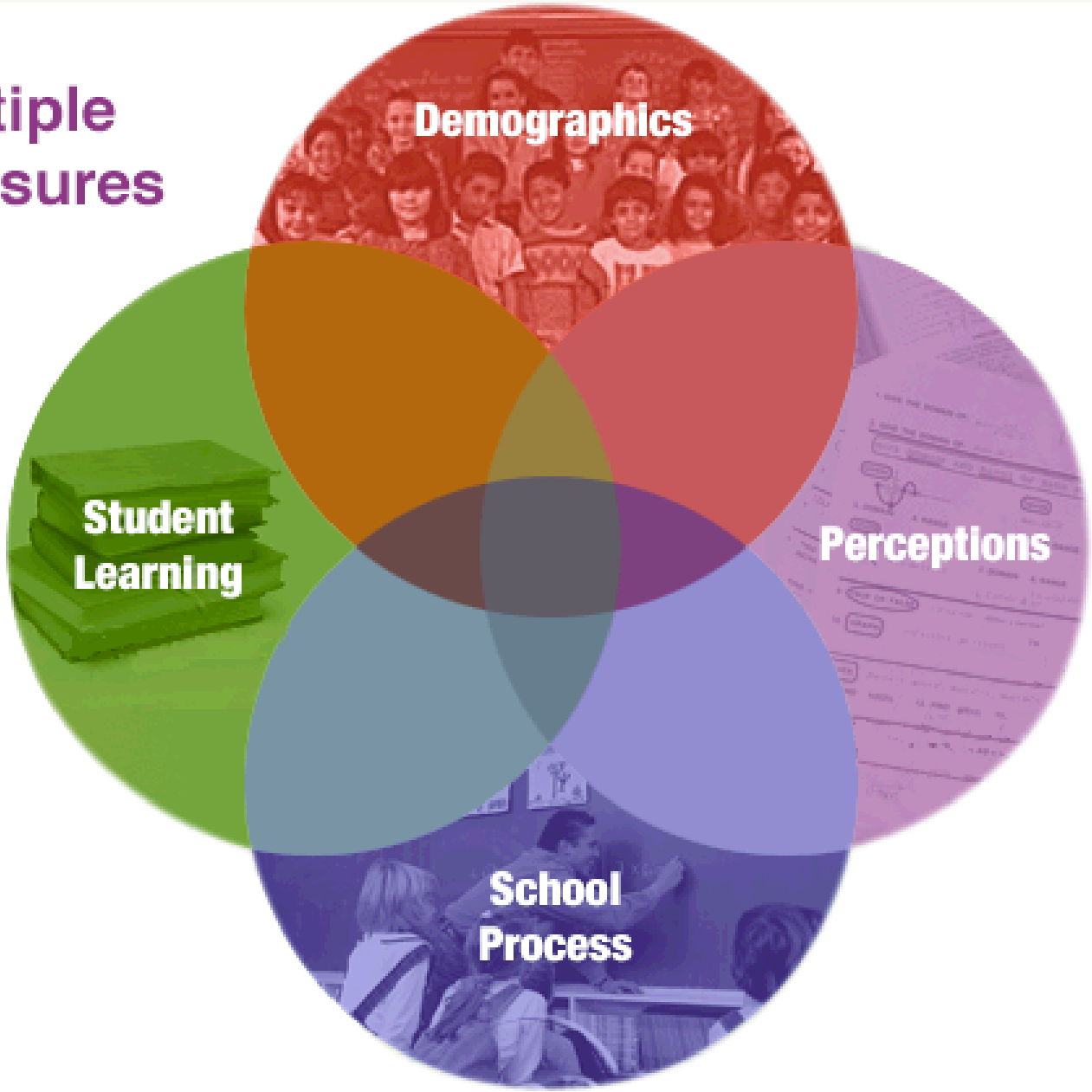
- Is our inquiry tied to our students' needs and our instructional practice?
- Will this inquiry improve our practice?
- Is our inquiry question focused?
- Is our inquiry realistic in terms of time and effort?
- Will each member's involvement in this inquiry make a difference?

LUNCH

Looking at Data and How it Answers the Project Question

- Research Design
  - It is important to have methods and tools that fit with your question!
  - Focused
  - Key concepts:
    - Multiple Sources of Data – Perceptual, Demographic, Process, Student Learning
    - Triangulization – using multiple methods and/or multiple sources

Multiple Measures



- Information & Analysis
- Student Achievement
- Quality Planning
- Professional Development
- Leadership
- Partnership Development
- Continuous Improvement & Evaluation

Demographics

- **Who are the students, staff and community and how have they changed over time?**
- Useful to build the context of the school
- Critical and necessary to identify trends and make predictions

Demographic data…

Students

- Enrolment history
- Gender
- Date of birth
- Attendance
- Expulsions
- Suspensions
- First language, ESL
- Special needs, IEP, IPRC

Staff

- Teaching/support assignments
- Qualifications
- Years of experience
- Gender
- Additional Professional Development, AQ courses

Perceptions

- **How do students, parents and staff perceive the work of the school?**
- Tells schools about satisfaction with the work of the school
- Enables comparisons among views of different groups
- Useful for understanding what is possible

Perceptual data…

- Questionnaires (students, teachers, parents)
- Interviews
- Focus Groups
- EQAO student questionnaires
- EQAO teacher questionnaires
- Can be quantitative or qualitative
- Can be informal (conversations, body language, emotional tone)

School Processes

- **How do we do business?**
- Provides information about current approaches to teaching and learning, how our schools are organized
- It is these processes that will need to change to achieve different results

School Process Data…

- Course offerings & student selections
- Timetable by grade and program
- Curriculum & Instructional Practices
- Assessment and evaluation practices
- Enrolment in special/unique programs
- Budget allocations & expenditures by types of activities
- Staff assignments
- Extracurricular programs

Student Learning

- **Which students are succeeding academically and which are not?**
- Helps schools to see results
- Reflects student engagement with learning
- Essential to guide planning, leadership, partnership and staff development

Student Learning Data…

- Pass rates, report card marks
- Credit accumulation
- Diagnostic assessments
- Graduation & school leaver rates
- EQAO assessment results
- Post-secondary destinations

Tools for gathering data

- Focus Groups
- Interviews
- Participant/Teacher Observation
- Journals
- Test Data
- Checklists
- Surveys
- Report Card Data
- Student Artefacts
- Others?

Ethical Considerations

Follow Local Board Guidelines

Confidentiality:

- Ensure all information collected is confidential

Privacy:

- Remove identifiers (e.g., names) from samples, surveys, and all data collected

Right to Know:

- Students, parents, colleagues

Informed Consent:

- For sharing of media information

Time to Plan

With your team, think about:

- Your Question
- What are your Objectives in answering your research question?
- What evidence is needed?
- Where will you get it? (students? EQAO? Etc.)
- How will you get it? (e.g. surveys, interview)
- Timelines
- Persons Responsible

Questions & Observations?

- Questions?
- Opportunities to Collaborate?

Opportunities to Collaborate Online

- Wikispaces
  - www.wikispaces.com
- Dropbox - Shared space/documents
  - www.dropbox.com
- Misaeast website
  - www.misaeast.on.ca

How would YOU like to communicate online?

Final Reflections!

- Review of timelines/next steps
- Communication

GOOD LUCK!!