

Guided Inquiry Series 1, 2 and 3

Audience: 3-12 Teachers, Principals

Time: 60 minutes per series

PROCEDURES

- 1) Review the *Facilitator Tips* document for information on set-up and materials preparation prior to the session.
- 2) Distribute materials at computer workstations and bring up the D3A2 demonstration site at the instructor workstation.
- 3) Encourage participants to work through the *Guided Inquiry Series* in grade level or content area teams. This requires that all staff have school level access to D3A2 for this work session. Print out the *Guided Inquiry Log* as a poster for teams to record their observations and hypotheses. If school level access has not been granted, encourage participants to pair up and work together to record their responses on the *Guided Inquiry Log*. Ensure that a recorder and timekeeper are assigned in each group.
- 4) Encourage collaboration between teams. Share common questions and responses that surface with the entire group. Provide prompts to the timekeepers as the group progresses.
- 5) Identify any misinterpretations that occur. Use the instructor workstation, as necessary, to explain or demonstrate. An optional *Data Exploration* worksheet is provided for recording concerns or possible errors participants find in their data; distribute as needed.
- 6) Debrief with the whole group, sharing common trends or patterns across team responses.
- 7) Lead into the next activity, explaining that they will build on the strengths and weaknesses they found in their data as they expand into implications for instruction.

COMMENTS TO FACILITATOR

Each *Guided Inquiry Series* is designed to follow the corresponding *Navigator Series*.

Work sessions should be broken into manageable blocks of time for participants.

LEARNING OBJECTIVE

Participants will access, read and analyze item analysis data, recording their observations and possible hypotheses.

DESCRIPTION

This activity mirrors the inquiry path used in *The Navigator Series*. Participants explore their data within the three reporting functions – *Data Analysis – Lite*, *Current Students* and *Item Analysis – Advanced*. As they progress, they record their observations and hypotheses. These findings are critical for a smooth transition into the next module.

MATERIALS AND RESOURCES

- *Guided Inquiry Series 1, Series 2, and Series 3*, one per participant
- *Guided Inquiry Log*, one copy per series per participant or one copy per series per team
- *Quick Reference Card*, one per participant
- *D3A2 2.0 Quick Guide*, one per participant
- Pens/pencils
- Optional: *Cohort Data Trail*, one per participant (See Module II)
- Optional: *Data Exploration*
- Computer lab, video projector

VARIATIONS & EXTENSIONS

Use a picture book, such as *Seven Blind Mice*, as an opener to encourage deep analysis of the data. See the *Facilitator's Guide* for additional picture book suggestions.

NOTES