

Knowles Inquiry Modules

Professional Development Facilitators Collaborative

Members: _____ Coach: _____

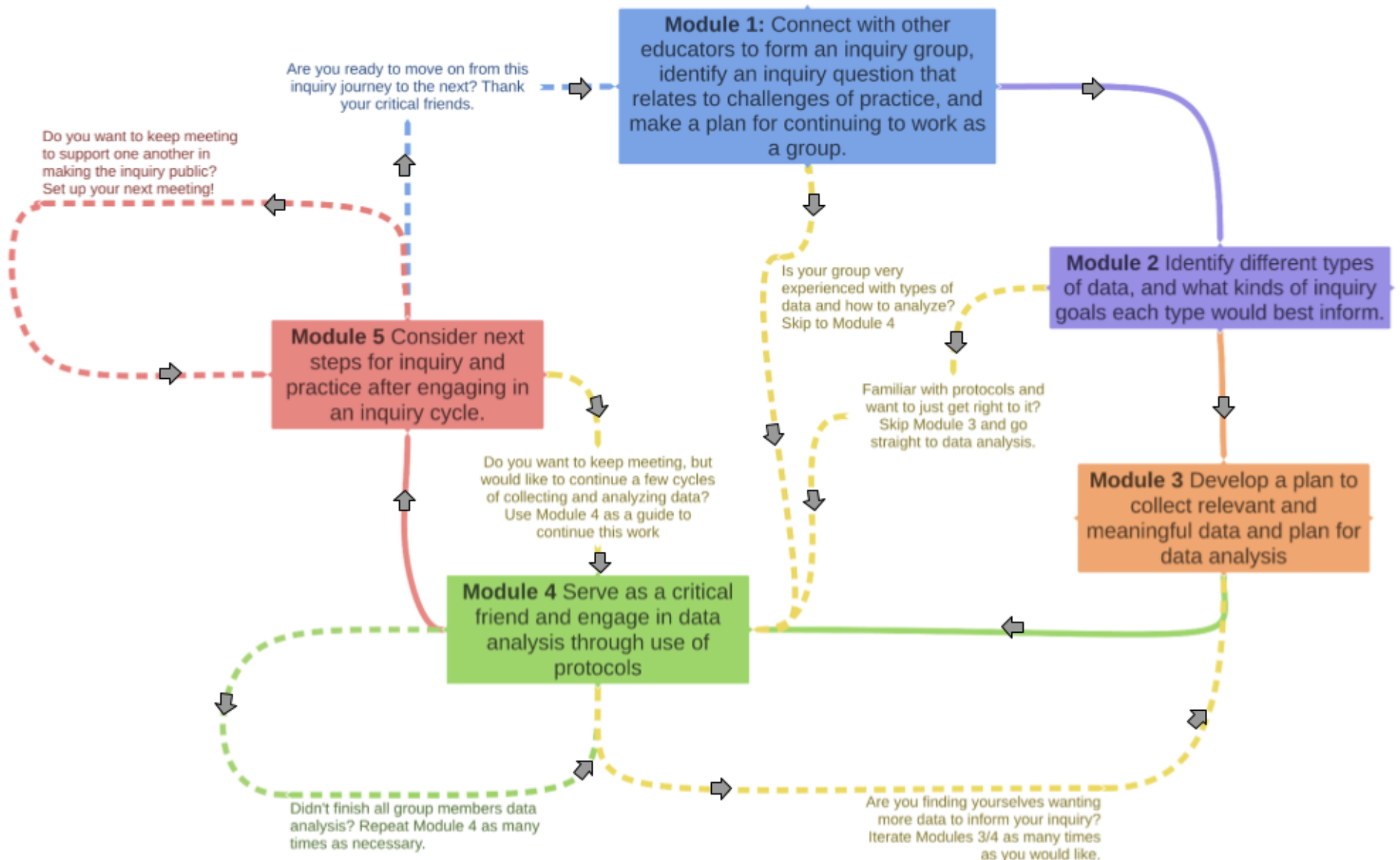
Inquiry Group Questions	
Name & Email/Contact Information/Time zone	Inquiry Question

Navigating the Inquiry Process

Below you will find a table that can serve as a map of the 5 Inquiry Modules. Some groups may decide to move through each module in order to complete every step in a full inquiry cycle. Other groups may decide to create a shorter cycle by repeating one or two modules to fit their inquiry goals. For example, a group of recent teachers who are familiar with the inquiry process may choose to skip modules 2 & 3 and proceed straight to collecting and analyzing data. They then may decide to repeat modules 3 & 4 several times throughout the year to have multiple rounds of data collection and analysis. As a group, discuss your goals for the year and decide how these modules will best support you as you inquire into your practice as a facilitator. The graphic below presents some possible pathways through the modules, but doesn't represent all. Decide as a group what will work best for you.

It is also important to keep in mind that different members of your group may be on different timelines. For example, after the group has completed module 3, some members may be ready to collect data right away while others may have months before their teaching takes place. You may choose to work through the next module(s) at your own pace. Share your timeline with your group ahead of time so that analysis lands at a timely place for your growth as a facilitator and your critical friends can best support you while working as a team..

Potential Module Pathways



Inquiry Module Navigation Table

Module	Date / Time Group is Meeting	Goal
Module #1 Developing an Inquiry Question		Connect with other teachers to form an inquiry group, identify an inquiry question that relates to challenges of practice, and make a tentative plan for continuing to work as a group.
Key Learning from Module (copied from RED box)	Group Next Steps: Individual Take-Aways:	
Module #2 Considering Data		Identify different types of data, and what kinds of inquiry goals each type would best inform.
Key Learning from Module (copied from RED box)	Group Next Steps: Individual Take-Aways:	
Module #3 Collecting Data		Develop a plan to collect relevant and meaningful data and plan for data analysis.
Key Learning from Module (copied from RED box)	Group Next Steps: Individual Take-Aways:	
Module #4 Data Analysis		Serve as a critical friend and engage in data analysis through use of protocols.
Key Learning from Module (copied from RED box)	Group Next Steps: Individual Take-Aways:	
Module #5 Next Steps & Making Inquiry Public		Consider next steps for inquiry and practice after engaging in an inquiry cycle.
Key Learning from Module (copied from RED box)	Group Next Steps: Individual Take-Aways:	

Module 1: *Developing an inquiry question*

QFT Protocol(adapted from The Right Question Institute)

1. As a group decide on a Question Focus (QFocus): A QFocus is:
 - a. a stimulus or prompt about which students ask questions
 - b. a statement, phrase, primary source, visual, audio clip, statistic, etc.
 - c. NOT a questionA strong QFocus will. . .
 - a. be simple and clear (without any further explanation)
 - b. be closely related to the teaching and learning objectives of the lesson
 - c. offer many possible lines of questioning
 - d. be provocative and interesting to students but not biased or leading
2. Based on the QFocus you decided on and your experiences, what questions are coming up for you? Write one question per postit. Generate as many questions as you can. (3 min) ⌘ 3:00
3. As a group, share your questions out loud and categorize them as “open ended” or “close ended” questions. (5 min)
4. Together choose any three open ended questions and change them to close ended questions (3 min)
 - a. Ex “*How can I encourage active participation in my class?*” to “*Do all students have the same barriers to active participation?*”
5. Together choose any three close ended questions and change them to open ended questions (3 min)
 - a. Ex “*Are some students participating because they're required?* ” to “*What are students motivations for engaging?*”

6. From all the questions your group generated, each group member should choose between 1-3 open ended questions that seem the most interesting to pursue as a facilitator inquiry question and share why you picked them with your group. (5 min)
7. Return to the full group for a debrief

Add your inquiry question to the table at the top of this doc.

Module 2: Considering Data

ESSENTIAL QUESTION: What data best aligns with my inquiry question?	
GOAL: Identify different types of data, and what kinds of inquiry goals each type would best inform.	
Time	Task
Asynchronous Pre-work	Data Example Exploration
Asynchronous Pre-work	Data Reflection & Development
10 min	Check-In
45 - 60 min	Sharing and Giving Feedback
15 min	Reflection & Check-Out • Reflection • Next Steps • Check Out

**These are suggested times. You have the flexibility to meet the goal above in the way that makes sense for your group.*



[Asynchronous Pre-work] Data Example

Before meeting as a group:



For this activity, you will examine different sources of data an educator has gathered from their professional development facilitation. The teacher's inquiry question from this year was *"How can I continue to offer equitable learning experiences for teachers in a digital and hybrid environment?"* As you examine the data, please list the observations & interpretations you gather from your review. You can add on to the observations and interpretations of your inquiry group if someone has already started populating the table.

Group Member & Data Source	Observations	Interpretations
Data Source 1: Survey - Reflection	• •	• •
Data Source 2: Scribed Meeting	• •	• •
Data Source 3: Teacher Work - Norms	• •	• •
Data Source 4: Survey Feedback	• •	• •

[Asynchronous Pre-work] Data Reflection and Development



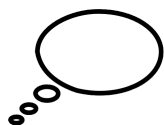
Before meeting as a group:



Based on your exploration of the data sources above, individually answer the following questions:

	[Name]	[Name]	[Name]	[Name]
1. What are some benefits of the different sources of data, especially related to your inquiry question?				
2. What are some drawbacks of the different sources of data, especially related to your inquiry question?				
3. How are you thinking differently about the data you could collect around teaching & learning?				
4. Brainstorm some potential data sources that might support you in understanding your inquiry question. Be as descriptive as possible.				

(Pssst!... Don't stop yet—see below...!)



Now, spend some time identifying a data source that you can share with your inquiry group to receive feedback when you meet. This might look like survey, observation protocol, reflection questions, etc. Insert a link to the source you have developed in the table below (jump to it by clicking [here](#)), under your name, in the **red box**.

[Synchronous] Check-In (10 min)



Share out, round-robin:

- What was a bright spot for you this week?
- What is a question you're grappling with from this week?

[Synchronous] Sharing and Giving Feedback (45 - 60 min)



Use the following protocol for each inquiry member to give feedback on the type of data you plan to collect. Keep track of ideas in the table below. Feel free to reference the [types of data sources](#) you reviewed in the asynchronous work (above).

1. Remind your group of your teaching context and inquiry question.
2. Share the specific type of data or data source you plan to collect. Allow group members silent time to review. (5 min)

3. Feedback on data source from group: (10 min)

- a. Group members ask clarifying questions.
- b. Presenter listens silently while group members discuss:
 - i. What type of data does this source generate?
 - ii. In what ways does this data source align/not align with the inquiry question?
 - iii. What are some advantages to using this data source?
 - iv. What other data sources might offer insight into this inquiry question?

	[name]	[name]	[name]	[name]
Link data source (if applicable)				
What type of data does this source generate?				
In what ways does this data source align/not align with the inquiry question?				
What are some advantages to using this data source?				
What other data sources might offer insight into this inquiry question?				



[Synchronous] Reflection and Check-Out (15 min)

Reflection:



Reflect on the questions below individually, then discuss them as a group. Use the rows to document your reflections.

- What type of data (responses, actions, notes, etc.) can I anticipate being produced by this data source?
- How does the data I plan to collect support my inquiry?

*NOTE: Consider completing Module 3: Planning for Data Collection *BEFORE* implementing your data collection.

[name]	
[name]	
[name]	
[name]	

What you need to do before the next meeting:

Get ready for Module 3 by...

1. [Revisit your inquiry question](#) with a few prompts to help you consider if you want to make adjustments.
2. Short [Analyzing data reading and reflection](#)

*Note: If your inquiry group is comfortable and familiar with the different [protocols listed](#) (or have others in mind for analyzing data), [Module 3](#) might be an appropriate one to skim or skip, especially if you are needing to dive into analyzing data as soon as possible.

Check-Out:

You will now return to the [Inquiry Module Navigation Table](#) and...

As a group, record:

1. Next meeting date and time (or method to determine next meeting date/time)

Then, in the space provided in the same table, each group member should record one key take-away from today. Consider:

2. What are you learning about practitioner inquiry?
3. What was something that pushed you today in your group's process?
4. What is challenging about data collection?

When you are ready to type your answers to the above questions: Click [here](#) to return to the Inquiry Module Navigation Table.

— End of Module 2 —



Module 3:

Planning for Data Collection

ESSENTIAL QUESTION: How can I collect and analyze data in ways that help me better understand my inquiry question?

GOAL: Develop a plan to collect relevant and meaningful data and plan for data analysis.

Time	Task
Asynchronous Pre-work	Revisit Question
Asynchronous Pre-work	Pre-Read: Analyzing Data
10 min	Check-In
20 min	Planning for Data Analysis: Protocol Selection
10 min	Planning for Data Analysis: Logistics
15 min	Reflection & Check-Out • Reflection • Next Steps • Check out

**These are suggested times. You have the flexibility to meet the goal above in the way that makes sense for your group.*



[Asynchronous Pre-work] Revisit Question + Pre-Read: Analyzing Data

Before meeting as a group, revisit your inquiry question:



In the space below, consider the inquiry question you generated in the first two modules. After copying your inquiry question, reflect on your question as you have written it.

Remember that good inquiry questions:

- Help focus our work
- Are not easily answered
- Frame the knowledge we want to discover
- Are open-ended
- Determine how we will go about DOING what we do in our teaching- *what* we teach, *who* we teach, *whose needs* we attend to
- Often lead to new questions.

After you have reflected on your current question, if you feel you need to revise your question or make additional notes, do so in the space below. It's important that your question addresses a need for you, but also keep in mind that there is no *perfect* inquiry question. Don't let the perfect be the enemy of the good here!

	Current Inquiry Question Click here to revisit your inquiry question and copy it below.	Reflections on Current Question: • Does this still address a <i>pressing need</i> for you at this time? How have my needs changed? • What does this question say about my fears? • What assumptions underlie this inquiry question? • Is this something I can collect data around? How?	Revised Inquiry Question (or same question) Other Notes
[name]			
[name]			

[name]			
[name]			

*NOTE: If you DO adjust your inquiry question, return to Module 2 to consider also shifting the type of data you collect.

Now, do some pre-thinking about the ways we analyze data:



In this Module, you will consider the different ways we can analyze data we have collected.

1. Read the section titled “Analyzing Data” in [this document](#) (scroll down to page 3 toward the top).
2. Reflect in the table below. Consider the following questions, but don’t feel you need to respond to all of them.
 - a. What strikes you about this section? Is there one line that stands out to you in particular?
 - b. Why is our choice of a lens or “version” of data analysis important?
 - c. As you think about your inquiry question, to what “version” of data analysis do you think your data lends itself? Why?

	Reflections
[name]	
[name]	
[name]	
[name]	



[Synchronous] Check-In (10 min)



Share out, round-robin:

- What's a book you would give everyone you work with?
- Thinking about teaching or your professional context:
 - What has changed since you wrote your initial inquiry question?
 - What are you currently wondering about teaching?
 - What, if anything, do you need to change about your data collection source?

[Synchronous] Planning for Data Analysis: Protocol Analysis (20 min)



As a Group:



How we choose to analyze our data depends both on the type of data we have to present and what we want to learn from our data. In the next step, each group member will choose one protocol to investigate. In the table below, record some observations and interpretations about the protocol (if there are more protocols than group members, whoever finishes first can tackle an 'unclaimed' protocol). *If the whole group is familiar with these protocols, then you can skip to discussing and choosing which protocol would work best for your group.*

	Brief Description	Observations about the Protocol	Interpretations about the Protocol (For what kind of questions/data might this protocol be useful?)
ATLAS [name]	Tool to help examine data through a critical lens.	• •	• •

Data Mining [name]	Examining more than one data set in a group	• •	• •
Data-Driven Dialogue [name]	Make shared meaning of data through different phases, all participants have equal voice, focuses on assumptions/biases	• •	• •
Equity [name]	Consider how we promote equity during learning experiences.	• •	• •
Critical Incidents [name]	Presenter shares a critical incident story and group collectively questions and reflects on the incident.	• •	• •



Now, as a group:

- Review the Observations and Interpretations for protocols you did not personally analyze.
- Collaboratively engage in a discussion and record your ideas about the benefits/affordances and drawbacks/limitations of each protocol.

Choose one group member to scribe below:

- ATLAS
 - Benefits / Affordances:
 - Drawbacks / Limitations:
- Data Mining
 - Benefits / Affordances:
 - Drawbacks / Limitations:
- Data-Driven Dialogue
 - Benefits / Affordances:
 - Drawbacks / Limitations:
- Equity
 - Benefits / Affordances:
 - Drawbacks / Limitations:
- Critical Incidents
 - Benefits / Affordances:
 - Drawbacks / Limitations:



[Synchronous] Planning for Data Analysis: Logistics (10 min)

Individually:



Consider how and when you will collect data. (Reminder: [here](#) is where you decided what data you wanted to collect). Complete the table below to collect your ideas.

Teacher #1: *[name]*

Protocol Comparison

	Protocol Option #1: <i>[Insert Protocol Name Here]</i>	Protocol Option #2: <i>[Insert Protocol Name Here]</i>
What would this protocol help me to understand about my inquiry question?		
Final Protocol Choice + Rationale		

Logistics

When will you facilitate this lesson?		When do you plan to collect your data?		By when might you have data ready to share?	
---------------------------------------	--	--	--	---	--

Teacher #2: *[name]*

Protocol Comparison

	Protocol Option #1: <i>[Insert Protocol Name Here]</i>	Protocol Option #2: <i>[Insert Protocol Name Here]</i>
--	---	---

Benefits of this protocol specific to my data and inquiry question		
Final Protocol Choice + Rationale		
Logistics		
When will you facilitate this lesson?		When do you plan to collect your data?
		By when might you have data ready to share?

Teacher #3: <i>[name]</i>		
Protocol Comparison		
	Protocol Option #1: <i>[Insert Protocol Name Here]</i>	Protocol Option #2: <i>[Insert Protocol Name Here]</i>
Benefits of this protocol specific to my data and inquiry question		
Final Protocol Choice + Rationale		
Logistics		
When will you facilitate this lesson?		When do you plan to collect your data?
		By when might you have data ready to share?

Teacher #4: <i>[name]</i>		
Protocol Comparison		
	Protocol Option #1: <i>[Insert Protocol Name Here]</i>	Protocol Option #2: <i>[Insert Protocol Name Here]</i>

Benefits of this protocol specific to my data and inquiry question					
Final Protocol Choice + Rationale					
Logistics					
When will you facilitate this lesson?		When do you plan to collect your data?		By when might you have data ready to share?	


 As a group, share your responses verbally to help you determine when a good next meeting will be. Decide who will present and what obligations for pre-work (if any) you have to each other prior to your analysis meeting. *NOTE: You will use Module 4 to help walk through the actual Data Analysis.*

[Synchronous] Reflection and Check-Out (15 min)



Reflection:

 Reflect on what you've learned about analyzing data by considering the following questions:	
→ What do I want to learn from my data? → What might be some barriers to collecting this data? → What benefits, drawbacks, or ideas stood out to you as you worked with your group today?	
[name]	
[name]	

[name]	
[name]	

What you need to do before the next meeting:

Get ready for Module 4 by...

Independent Tasks:

1. Collect data for analysis at the next meeting!
2. Confirm your choice in protocol to use for analysis

Asynchronous Module Tasks:

3. Revisit ideas associated with [critical friendship](#), including a short reading.
4. [Prepare for data analysis](#) by consolidating: the inquiry question, data link(s), protocol link.

Note: It is possible that your group is on different timelines for data analysis, depending on the nature of your teaching style That's ok! Make a plan that works for your group about when each person can bring data to analyze.

Check-Out:

Individually, write down tasks to accomplish in your planning system of choice.

Next, you will return to the [Inquiry Module Navigation Table](#) and...

As a group, record:

1. Next meeting date and time (or method to determine next meeting date/time)

Then, in the space provided in the same table, each group member should record one key take-away from today. Consider:

1. What are you learning about practitioner inquiry?
2. What was something that pushed you today in your group's process?
3. What is important to consider before collecting and analyzing data?

When you are ready to type your answers to the above questions: Click [here](#) to return to the Inquiry Module Navigation Table.

— End of Module 3 —



Module 4:

Analyzing Data

*A Recommendation: If it becomes difficult to analyze data with the team - you *may* choose to run this Module Twice and split up the presenters at each meeting.*

ESSENTIAL QUESTION: What takeaways surface as critical friends and I analyze data that I collected from my experience?

GOAL: To serve as critical friends and analyze data through a protocol.

Time	Task
Asynchronous Pre-work	Revisit Critical Friendship
Asynchronous Pre-work	Logistics: Prepare to Share Data
10 min	Check-In
5 min	Logistics: Prepare for Data Analysis
60-90 min <i>Time will vary depending on protocols chosen and number of presenters</i>	Data Analysis: Critical Friends Rounds
15 min	Reflection & Check-Out • Reflection • Next Steps • Check Out

**These are suggested times. You have the flexibility to meet the goal above in a way that makes sense for your group.*

[Asynchronous Pre-Work] Revisit Critical Friendship: 3-2-1 Bridge



A Critical Friend (CF) trusted advisor who provides honest, constructive feedback while also offering support and encouragement. In preparation for your data analysis in this module, take a moment to revisit what a successful critical friendship can look like.

- Before reading, think about what you already know about critical friendship. Record the following on [this document](#):
 - 3 Words or Ideas that you associate with critical friendship
 - 2 Questions you might have about critical friendship
 - 1 Metaphor or Simile that describes critical friendship
- Read [this brief segment on Critical Friendship](#) from *Leading for Powerful Learning*
- After reading, consider what you now think or have been reminded of about critical friendship. Record on the same document you used before reading:
 - 3 New Words or Ideas that you associate with critical friendship
 - 2 New Questions you or someone unfamiliar with CFs might have about critical friendship
 - 1 New Metaphor or Simile that describes critical friendship
- Bridge: In the space below, make a “bridge” or a connection between what you thought before and after reading this text. Describe how your thinking shifted, what you were reminded of, or how your thinking changed.

	Bridge Statement
[name]	
[name]	
[name]	
[name]	

[Asynchronous Pre-Work] Logistics: Prepare to Share Data



In preparation for your meeting, link the data you have collected and the protocol you have selected in the space below. If you need a reminder about the protocol you were thinking about from the last meeting, you can find it [here](#). If you need to revisit the protocols because your data has changed, you can find them [here](#). Need a reminder about your inquiry question (perhaps you revised it last meeting)? Check [here](#).

	Inquiry Question Re-type your inquiry question below	Data for Analysis (include link to data) Check that you have: ★ Updated Google Drive sharing permissions ★ De-identified student or participant work (if necessary)	Protocol for Data Analysis Link the protocol you have chosen to use below
[name]			
[name]			
[name]			
[name]			

[Synchronous] Check-In (10-12 min)



Share out, round-robin:

- Your final version of the 3 New Words or Ideas that you associate with critical friendship, 2 New Questions you or someone unfamiliar with CFs might have about critical friendship, 1 New Metaphor or Simile that describes critical friendship
- Thinking about teaching or your professional context (*choose 2-ish to answer*):
 - What has changed since you wrote your initial inquiry question?
 - What are you currently wondering about teaching?
 - Can you think of a time when a colleague served as a particularly helpful critical friend? Or perhaps a colleague continues to be a helpful critical friend. What made/makes that person's perspective so powerful?
 - What perspective are you hoping to get from your critical friends today?

[Synchronous] Logistics: Prepare for Data Analysis (5 min)



As a group,



Today you will engage in the analysis of the data you have prepared. Based on the protocols you have chosen and the number of participants' data you choose to analyze today, you may need to return to this data analysis section on multiple occasions.

Before engaging in the first protocol, review the roles below. Determine who will fulfill each roll for each round and how many rounds you will complete today.

Roles	
Presenter & Primary Notetaker	Take notes in this document (see space below) so that all participants can see and reference observations and return to them as needed.
Facilitator	Support group progress through the protocol. Refocus participant discussion back to the protocol as needed.
Time Keeper	Ensure that each protocol ends in the allotted time.

Participants	All participants hold the goal of supporting the presenter's learning.
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	Round 1: [Protocol Name]	Round 2: [Protocol Name]	Round 3: [Protocol Name]	Round 4: [Protocol Name]
Presenter				
Facilitator				
Time-Keeper				

[Synchronous] Data Analysis (60-90 min)



Suggestion For Data Analysis Portion: If you do all presenters in one group- between each presenter, give yourselves a 5-minute break. If you break your presenters into two groups - you may choose to have a break



For each presentation, the presenter/notetaker should take notes in the space below. Add additional rows as needed.

Presenter #1: [Name]

Protocol Section	Notes
[Ex. "Context"]	Type your notes here.
	•

	•
	•

Presenter #2: [Name]

Protocol Section	Notes
[Ex. "Context"]	Type your notes here.
	•
	•
	•

Presenter #3: [Name]

Protocol Section	Notes
[Ex. "Context"]	Type your notes here.
	•
	•
	•

Presenter #4: [Name]

Protocol Section	Notes
[Ex. "Context"]	Type your notes here.
	•

	•
	•

[Synchronous] Reflection and Check-Out (15 min)



Reflection:

 Reflect on the questions below individually (5 min.), then discuss as a group (10 min.). Use the rows to document your reflections.

- What knowledge have I generated about teaching so far through my inquiry?
- What knowledge have I generated about teaching by looking at others' data?
- What questions remain for me around teaching?

[name]	
[name]	
[name]	
[name]	

What you need to do before the next meeting:

Get ready for Module 5 by...

Asynchronous Tasks: (Note: the asynchronous tasks below might involve deep reflection about your inquiry question. They might take longer than the previous asynchronous tasks)

1. Exploring [current examples](#) of making inquiry public.
2. Create an “inquiry one pager” through [this guided reflection activity](#).

Check-Out:

You will now return to the [Inquiry Module Navigation Table](#) and...

As a group, record:

1. Next meeting date and time (or method to determine next meeting date/time)
 - a. Before you consider moving to Module # 5 for the next meeting date and time - do you have more data to collect or present? If so → you may want to repeat the modules. If not → move to Module 5.

Then, in the space provided in the same table, each group member should record one key take-away from today. Consider:

1. What are you learning about practitioner inquiry?
2. What was something that pushed you today in your group’s process?
3. How have your ideas about teaching and learning shifted since you first began your inquiry?
4. With respect to your data analysis today, what is the next step you have for yourself in facilitating PD?

When you are ready to type your answers to the above questions: Click [here](#) to return to the Inquiry Module Navigation Table.

— End of Module 4 —



Module 5: Next Steps

ESSENTIAL QUESTION: What knowledge have I generated through this inquiry cycle and how will I share that knowledge?

GOAL: Consider next steps for inquiry and practice after engaging in an inquiry cycle.

Time	Task
Asynchronous Pre-work	Making Inquiry Public: Exploration
Asynchronous Pre-work	Inquiry Process Reflection
10 min	Check-In
45 - 60 min	Group Discussions
15 min	Reflection & Check-Out • Reflection • Next Steps • Check Out

**These are suggested times. You have the flexibility to meet the goal above in the way that makes sense for your group.*

[Asynchronous Pre-work] Making Inquiry Public: Exploration



Before meeting as a group:



For this activity, there are several sources related to inquiry, its importance, and the dimensions of making inquiry public linked below. Choose a couple of them to dive into and then answer the questions below. Then, you'll consider several avenues for sharing your story.

Asking Questions to Find Our Place	Vulnerability in Teacher Collaboration and Leadership	Finding the Pulse of Nature through Guided Inquiry in Nature-Based Citizen Science
Now on Teacher Voice: After the Story's Out (podcast)	Teacher Inquiry Defined : Scroll to "How Does My Engaging in Teacher Inquiry Help Shape the Profession of Teaching?"	 Collaborative Teacher Inquiry Guiding doc, FY24 Determining and acting on implications and Making Inquiry Public sections

Based on your exploration of the sources linked, individually identify the takeaways in the boxes provided.

	[name]	[name]	[name]	[name]
1. 4 of the readings were shared stories. What parts of these stories are resonating with you?				
2. Of these stories, what about their <i>structures</i> allows them to stick with you?				
3. Why is sharing inquiry stories important?				

4. What is a strength or interest that you have in communication (written? Audio? Visual?)



[Asynchronous Pre-work] Inquiry Process Reflection

Reflection:



The purpose for this activity is to create an “inquiry reflection one-pager” that begins to tell the story of your inquiry. Reflect on the questions below individually on a separate document. You’ll have the opportunity to come back to this when you meet next. It might help to scroll through the work you’ve done in this cycle and/or focus on the key learning from the other modules, which can be found on the [Module Landing Page](#). Use the rows to document your reflections.

You are encouraged to do this on a hardcopy or digital file that you can draw/make connections between ideas:

1. On the top of your document: Generate a list of ideas and initial thoughts that come to mind when you think about the inquiry cycle you have conducted over this year.
 - ◆ Consider: actions you’ve taken, learnings you’ve generated, emotions you’ve had throughout the process, etc.
2. In a new section of your document: Sort your ideas according to how central or tangential they are.
 - ◆ Place central ideas near the center and more tangential ideas toward the outside of the page.
3. Connect your ideas.
 - ◆ Draw connecting lines between ideas that have something in common. Explain and write in a short sentence how the ideas are connected.
4. Elaborate on any of the ideas/thoughts you have written so far:
 - ◆ Add new ideas that expand, extend, or add to your initial ideas.
 - ◆ Summarize: At the bottom of your page, write a 4-sentence summary that captures the essence of what you see on your paper.

5. Consider who needs to hear the knowledge that you have generated from your inquiry:
 - ◆ Identify who your audience might be.
6. Link an image of your one-pager in the next section

[Synchronous] Check-In (10 min)



Share out, round-robin:

- Considering the last couple of weeks, what is something you are proud of?
- What is a question you're grappling with from this week?

[Synchronous] Group Discussion (45 - 60 min)



Use the following protocol for each inquiry member in order to share ideas that you have for making your inquiry public. First, each member of the group should link an image of the inquiry reflection one-pager (from the previous section) to their name in the table below. One idea is to do a round-robin for each of the prompts below so that you can hear and build on everyone's ideas. Or, if it better suits your group, work through each person's inquiry process separately (complete all rounds before moving on to the next person). Have someone take general notes for each participant so that you can refer back to them.

1. Round 1: Share the ideas that you surfaced as you reflected in the “inquiry reflection one pager” asynchronous section above (10-15 min).
2. Round 2: Share your favorite message, idea, or “nugget” that stems from the inquiry process. What is sticking with you (10-15 min)?
3. Round 3: Share out methods that resonated with you for making your inquiry process public (10-15 min).
4. Round 4: Open opportunity to give feedback, deepen ideas, or share what stood out to you as you were listening to others (10-15 min).

	[name]	[name]	[name]	[name]
Round 1				
Round 2				
Round 3				
Round 4				

[Synchronous] Reflection and Check-Out (15 min)



Reflection:



Reflect on the questions below individually, then discuss as a group. Use the rows to document your reflections.

- What have I learned about myself and my teaching while engaging in this inquiry cycle?
- What new questions are being raised for me about my practice?
- What new knowledge can I share with other educators to support collective knowledge generation?

[name]	
[name]	
[name]	
[name]	

What you need to do after this meeting:

Decide if your group wants to continue to meet! Some possible pathways might be:

1. you want to keep meeting to support one another in making the inquiry public, OR
2. you want to keep meeting, but would like to continue a few cycles of collecting and analyzing data. You can use [Module 4](#) as a guide to continue this work, OR
3. you are ready to move on from this inquiry journey. Thank your critical friends and reach out to PDFC if you are interested in working with a new inquiry group!

Check-Out:

You will now return to the [Inquiry Module Navigation Table](#) and...

As a group, record:

1. Next meeting date and time if applicable (or method to determine next meeting date/time)

Then, in the space provided in the same table, each group member should record one key take-away from today. Consider:

1. What have I learned about myself and my teaching while engaging in inquiry?
2. What new questions are being raised for me about my practice?
3. What new knowledge can I share with other facilitators to support collective knowledge generation?

When you are ready to type your answers to the above questions: Click [here](#) to return to the Inquiry Module Navigation Table.

— End of Module



