

BOARD AGENDA ITEM

Meeting Date: May 10, 2011

Item Title: Overview and Evaluation of Inquiry by Design (IBD)


Item Type: Information

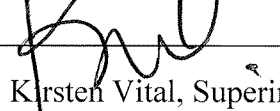
BACKGROUND: Alameda Unified School District piloted Inquiry by Design (IBD) in secondary classrooms in the 2009-2010 school year, and the potential evidenced in that work led to further implementation in the 2010-2011 school year. Tonight's presentation provides an overview and evaluation of IBD to provide the public and the Board of Education more information about how this professional development initiative operates and how it is currently being used in AUSD classrooms.

FISCAL IMPLICATIONS: None.

RECOMMENDATION: Information Only.

AUSD Guiding Principles: 1. All students have the ability to achieve academic and personal success. 2. Teachers must challenge and support all students to reach their highest academic and personal potential. 3. Administrators must have the knowledge, leadership skills, and ability to ensure student success.

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Approved for Submission to Board of Education 
Kirsten Vital, Superintendent

Inquiry By Design

Text Based Interpretive Conversations at the Secondary Level

May 10, 2011

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Inquiry By Design: Overview

- **What is Inquiry By Design?**
- **Inquiry By Design components**
- **Inquiry By Design professional development**
- **IBD implementation and evaluation of pilot year**
 - **Including video from IBD website featuring
AUSD educators and students**
- **Proposal for moving ahead**

What is Inquiry by Design?

Inquiry by Design is a mix of professional development and supplemental curricular materials to help maximize classroom learning.

IBD offers professional development to assist teachers in best practice teaching rituals and routines.

What is Inquiry by Design?

PD is integrated with supplemental curricular materials that provide multiple opportunities for students to do the following:

- Students and teachers work together to comprehend and interpret literature as well as informational texts.
- Students and teachers write in a range of genres including argument and exposition.
- Students and teachers get smarter about real reading, writing, and discussion work to distinguish best practices of English classes that prepare students for ongoing academic success.

Components of Inquiry by Design

Writing

- In every unit, multiple writing tasks help students construct text-based arguments in response to interpretive questions about important ideas.
- Units of study are structured so students are taught how to write informative/explanatory reports and essays.
- Writing tasks are structured wherein students write whole narratives and scenes like those they are studying.
- An emphasis is placed on the writing process that includes planning, revising, rewriting, and publication.
- Research-based report writing projects of varying length are focused by research questions that require students to draw on multiple sources, including print-text source material.

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Components of Inquiry by Design

Reading

- An emphasis is placed on close reading and the construction of original, text-based arguments. In every IBD unit, tasks help students to identify, summarize, and evaluate the ideas and arguments within (and often across) texts.
- Retrospective tasks have students analyze how two or more texts address similar themes or topics.
- Units of study and procedural guides are structured to have students reading in a wide range of various literary and informational genres.

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Components of Inquiry by Design

Speaking and Listening

- Central to all Inquiry by Design units of study are cycles of content-focused, text-based work that are anchored by significant amounts of integrated discussion and writing work.
- Discussions take place in small and large groups and are intentionally sequenced to help support close reading and text-based writing.
- Students are regularly positioned to present information, findings, and evidence in ways appropriate to audience and purpose.

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Components of Inquiry by Design

Professional Development

Curriculum Institutes

These sessions are designed to help teachers prepare for teaching IBD supplementary curricular materials. Teachers experience the majority of each institute as learners — reading, writing, and discussing texts just as their students will.

Teacher Coaching

Once teachers have spent some time implementing units of study, IBD professional developers work with them in their classrooms — observing, coaching, and planning. During this time, teachers develop an essential pedagogical framework for engaging students in inquiry-based work.

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Components of Inquiry by Design

Professional Development

Principal Institutes

Principals learn to use the IBD learning walk protocol in order to better understand how to promote inquiry-based learning based on their observations.

Peer Learning Labs

Teachers and administrators come together to observe and discuss IBD lessons implemented by their peers as they inquire more deeply into the nuances of classroom practice and peer collaboration.

Pilot Year: 2009-2010

➤ Participants:

CMS - 4 ELA teachers at first training, 7 at second

LMS - 4 ELA teachers

IHS - 3 ELA teachers

➤ Pilot of IBD Supplementary Curriculum Materials

Reading and Writing Life

Interpretive Work

Magazine Unit

Creating Characters in Poetry

Pilot Year: 2009-2010 (continued)

- ***Professional Development***
 - ***2 day Summer Institute***
 - ***2 day Fall Institute***
 - ***2 day Winter Institute***

- ***Coaching and Peer Learning Labs***
 - ***Individual and small group on-site coaching***
 - ***Peer Learning Labs***
 - ***30 middle and high school ELA teachers participated in learning labs to prepare for the upcoming year of middle school implementation.***

Pilot Year: 2009-2010 (continued)

Results:

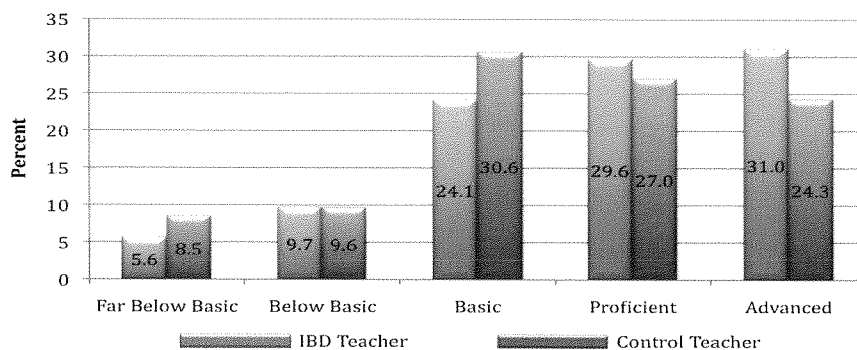
During the 2009-10 school year, 11 Alameda Unified School District teachers and approximately 1700 students in grades 6-8 participated in an Inquiry By Design middle school inquiry pilot project. Results from the California Standards Tests for classrooms that used IBD compared to those that did not (control group) reveal that:

- ❖ ***Students performing at Basic or Below Basic levels in 2008-09 were more likely to increase their 2009-10 standardized test levels by one or two levels.***

- ❖ ***Students performing at Proficient or Advanced Students performing at Proficient or Advanced levels in 2008-09 were more likely to maintain their CST level on the 2009-10 test.***

Pilot Year: 2009-2010 (continued)

CST Results from 2010



Key Point: Students in IBD classrooms moved up from far below basic, below basic, and basic levels and into proficient and advanced levels at a higher rate than in the control group.

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Implementation Year: 2010-2011

➤ Participants:

- All middle school ELA teachers
- IHS - 3 teachers
- EHS & AHS 9th Grade pilot – 4 teachers

➤ Professional Development

- 2 day Fall Institute
- 2 day Winter Institute
- 2 day Spring Institute

➤ Additional Professional Development

- On-site coaching for individual and small groups
- Peer Learning Labs – open to teachers who participated in trainings as well as others wanting to know more about IBD

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Video from Inquiry By Design

“Challenging Teachers, Students, and the Status Quo”

Featuring:

- Andy Lee (former Chipman Middle School 8th grade teacher, currently at Academy of Alameda) and his class
- Alysse Castro, principal of Island High School

Testimonials from IBD Teachers

Leslye Alexander, Lincoln Middle School

Romeo Ponsaran, Wood Middle School

John Nolan, Island High School

Training and Coaching Statistics

	Institute Participation: Total	Coaching: Number of Contacts	Coaching: Number of Teachers	Peer Learning Lab: Total Number of Participants	Admin Institute: Number of Participants
2009-2010 Pilot Year	11	17	13	36	0
2010-2011 MS with 9th Grade Pilot	32	26	17	36	8
2011-2012 Proposed	32 + 9th and pilot 10th, possibly pilot 4th and 5th	26+	17+	36 + 9th grade ELA teachers	10 + 2-4 Elementary

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2011-2012 Proposal

- **Middle School**
Continue with second year of implementation
 - **Curriculum Institutes**
 - 3 day Summer Institute including:
 - Overview of research
 - SIM alignment with IBD
 - Constructing an error unit
 - Reading Life and Writing Life (year 3, 8th grade)
 - 2 day Fall Institute
 - 2 day Spring Institute
- **High School**
9th Grade full implementation and 10th Grade pilot
- **Elementary School**
4th & 5th Grade pilot (tentative)

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Conclusion

- According to preliminary data, there is a benefit to students and ELA achievement results from IBD implementation.
- In informal reporting, teachers and students have positive responses to the IBD supplementary curricular materials as well as to the IBD methodologies and teaching practices they are implementing.

Next Steps

This presentation has served to present an overview of Inquiry by Design including:

- what IBD practice entails
- the supports IBD provides students and teachers
- a review of IBD professional development
- IBD student performance data from the pilot year
- IBD implementation to date
- video of actual IBD instruction and teacher input
- a proposed outline of future implementation

Next Steps (continued)

- Gather and analyze data for continued evaluation of implementation year
- Develop plan to build internal capacity in order to sustain and support IBD work in AUSD
- Set schedule for next year's work
- Sponsor additional Peer and Administrator Learning Labs

IBD Evaluation Criteria in 2011-2012

1. CST ELA scaled score growth in second year IBD classrooms
2. Review of benchmark tests in 2010-2011 and 2011-2012 to determine effectiveness of IBD on student achievement results
3. Use of student surveys as feedback loop
4. Use of teacher and administrator testimonials from Peer Learning Labs and PD sessions