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2014-1-BE02-KA201-000432

**Protocol Reference Number: 4**

**Developed by:** Catholic Education Flanders

**Title**

inquiry brief discussion protocol

**Sources**

Dana, N. F., & Yendol-Hoppey, D. (2008). *The Reflective Educator's Guide to Professional Development: Coaching Inquiry-Oriented Learning Communities*. Thousand Oaks, CA: Corwin press, p. 105.

**Purpose of the protocol**

To discover how an inquiry brief can be structured and to stimulate participants to write their own inquiry brief.

**Materials**

Sample inquiry brief – if possible use your own inquiry brief.  
Format for writing an inquiry brief.

**Time**

15 – 20 minutes per group member

**Roles**

Suggested group size: 4  
1 timekeeper

1 presenter that - or present her/his own inquiry brief – or present the sample inquiry brief proposed in this document. The presenter knows the content of the inquiry brief.

**Process**

1. Select a timekeeper.
2. Presenter hands out a hard copy of the inquiry brief to each member of the group.
3. Group members *silently* read the inquiry brief, making notes of issues/questions they might like to raise in discussion with presenter (4 minutes). As group members read the brief, the presenter engages in a writing activity to complete the following sentences:
  - Something I would like help with on my inquiry brief is . . .
  - One thing this group needs to know about my proposed inquiry to better prepare them to assist me is . . .
4. At the end of the reading of the inquiry brief (or when it is clear that every member of the group has completed reading and taking notes on the inquiry brief, and the presenter has finished his/her response to the writing activity), the timekeeper invites the presenter to read his/her sentence completion activity out-loud. (No more than one minute).
5. Participants talk to each other as if the presenter was not in the room, while the presenter remains silent and takes notes. (10 Minutes)  
Participants focus on **each** of the following:



- Provide “warm feedback” on the inquiry brief. This is feedback that is positive in nature and identifies areas of strength. (1 – 2 minutes)
- Address the area the presenter would like help on and discuss the following questions (8 – 10 minutes):
  - A. What match seems to exist (or not exist) between the proposed data collection plan and inquiry question?
  - B. Are there additional types of data that would give the participants insights into his/her question?
  - C. Rate the “do-ability” of this plan for inquiry. In what ways is the participant’s plan meshed with the everyday work of a teacher?
  - D. In what ways does the participant’s proposed time line for study align with each step in the action research process?
  - E. What possible disconnects and problems do you see?

Time keeper asks presenter to summarize the key points made during discussion that he/she wishes to consider in refining his/her plan for inquiry. (1 Minute)

**References**

**Exemplification**



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## **SAMPLE INQUIRY BRIEF**

**Tom Beyer**

**High School English Teacher**

### **Purpose**

I love to read. I grew up with my parents reading to me at night and any other time I could persuade them to pick up a book. My love of literature and reading continued to grow throughout grade school and into high school. In college, it tapered off due to my course load, but I still found time to pick up a good book and get carried away to another world. Something has troubled me lately, and I want to gather some concrete data to either confirm my suspicions—or hopefully, prove them wrong. The rapid advances in technology have provided an increasing number of options available for students to spend their free time. As I thought about the things I had available to entertain me when I was growing up, I realized that the generation that is going through high school now has many more options than I had twelve years ago. When I was a senior, we still had regular pep rallies and a Friday night football game or basketball game was a major event where the community came together and supported the team—in other words: it was a priority. Similarly, if you weren't going to a movie, shopping, or working: reading a good book was a viable option. The internet hadn't taken a firm hold yet—libraries still served as the primary location for research (vice the family computer in the living room or a student's laptop nowadays). Hence, the purpose of my study is to better understand the reading habits of the high school students that I teach—is their interest in reading tapering off?

### **Question**

What are the reading habits of my high school students?

### **Method/Action**

I teach approximately 100 students over my 4 periods of 12<sup>th</sup> Grade English. I plan to begin by interviewing one or two students from each of my different classes. Based on what I learn in the interviews, I will develop a survey to give out to all of my students and then I will analyze the results. I plan to conduct multiple sessions where the students read silently for a sustained amount of time, while I observe them. Sessions will be announced and I will take field notes on such areas as: what they are reading, how long it takes them to settle in, did they bring something to read, etc. I plan on holding a few open forums with each group to discuss their reading habits and interview a small sample of students to go beyond the survey questions. For the interviews, I will pick students from different ability groups and students who are achieving different grades and interview them as a small group and individually.



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## Data Collection

- Observation/fieldnotes of reading sessions
- Interviews
- Open forums
- Survey results
- Any additional reflections from students
- Discussions with peers about this Guided Inquiry

## Calendar

### *January 2017*

- Interview a few students from each class
- Develop and administer survey and review answers
- Look for patterns and trends in responses
- conduct Silent Sustained Reading (SSR) sessions

### *February 2017*

- Conduct Silent Sustained Reading (SSR) sessions
- Conduct open forums
- Continue to collect data

### *March 2017*

- Conduct small group and individual interviews
- Begin data analysis

### *April 2017*

- Complete data analysis
- Write paper summarizing results to share with my peers and present my work at the Inquiry Showcase



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## YOUR INQUIRY BRIEF

**Name:**

**School:**

### Purpose

### Question

### Method/Action/ way of analyzing data

### Data Collection

### Calendar



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