

## PROFICIENCY SCALE FOR COLLABORATIVE INQUIRY



**Collaborative Inquiry** “Questions are taken for granted rather than given a starring role in the human drama. Yet all my teaching and consulting experience has taught me that what builds a relationship, what solves problems, what moves things forward is asking the right questions” (Schein, 2013, p. 3).

Unproductive Teamwork	Productive Teamwork	Transformational Teamwork
No attention to how inquiry can enhance learning	Taking responsibility for fostering a culture of inquiry in all teamwork	Actively constructing inquiry processes that are of service to team learning
Expecting the leader to be responsible for structuring learning opportunities	Identifying essential questions that support thinking and extend understanding and learning	Able to extend inquiry to reach actionable outcomes and also evaluate the success of those outcomes over time
Passively accepts information as complete and does not ask questions	Building more robust knowledge frameworks, or coherence, by asking what, why, where, and how	Passes on worthy knowledge frameworks to new teachers, with frameworks becoming knowledge legacies
No attention to moving from passive learning to active learning	Experimenting with new learning and being tenacious about inquiring about impact	Demonstrates collective teacher efficacy by articulating how the team impacts student achievement

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