

BUILDING AND SHARING KNOWLEDGE ABOUT INQUIRY WORK



INQUIRY SPACES USER GUIDE

LINKS TO ONLINE DEMONSTRATIONS

COLLABORATIVE INQUIRY RESOURCES USER COMMUNITY:

This page contains a wide selection of files that resource collaborative inquiry work.

<https://www.arisnyc.org/connect/node/421070/community>

CREATING AN INQUIRY SPACE:

This link to a flash presentation models the process, step by step, of creating an Inquiry Space, filling out the profile and guiding questions, and uploading resources using the new Inquiry Spaces tool in ARIS Connect. It is ideal for collaborative inquiry team member wishing to set up their Inquiry Spaces.

<https://www.arisnyc.org/connect/node/431447>

SEARCHING FOR SIMILAR TEAMS AND RESOURCES:

This flash presentation walks Inquiry Space users through a step by step process of searching for other similar collaborative inquiry teams and their resources. <https://www.arisnyc.org/connect/node/436164>

FINDING PATTERNS AND TRENDS IN INQUIRY WORK:

This flash presentation walks the user through the step-by-step process of using the “Inquiry Data Analysis” function on ARIS Connect’s Inquiry Spaces to view the trends in collaborative inquiry team work across the City.

<https://www.arisnyc.org/connect/node/436994>

COMMENTING, CYCLES, AND PERMISSION FEATURES:

This flash presentation walks the user through the step by step process of using some of Inquiry Spaces’ more advanced features: making comments, adding cycles, and setting the permission settings for resources.

<https://www.arisnyc.org/connect/node/439074>

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WELCOME

Inquiry Spaces on ARIS Connect is an online tool that allows collaborative inquiry teams to:

- Post resources for your team
- Find resources posted by teams citywide
- Schedule meetings
- Discuss instructional topics
- Locate and connect with collaborative inquiry teams in your own school or citywide who are engaged in similar inquiry

MY INQUIRY SPACES

The My Inquiry Spaces page displays all of the collaborative teams of which you are a member, as well as the other teams of which you are eligible to become a member. When a team creates an inquiry space they must add in all of the members who are working on that team. For more information about who can be added to your Inquiry Space, please click [here](#).

- Click **Create an Inquiry Space** to create a new [inquiry space](#).
- Click a Team Name to view the inquiry space's [Home tab](#).
- Click a school name to view the Institution's community [Home page](#).
- Click a principal's name to view that person's [Staff Profile](#).
- Sort the list by a specific column by clicking its column header; click the column header a second time to sort in reverse order. You may only sort by the columns with blue headers. When there are many spaces, the list will be broken across several pages. Click the **First**, **Previous**, **Next**, and **Last** links to navigate through the pages, or click a number to view the spaces on that page.
- Use [Advanced Search](#) to search an entire database of inquiry work and learn what other teams are doing and find strategies/resources that have been instrumental in the process.
- Click [Inquiry Data Analysis](#) to see patterns and trends in inquiry work citywide.

CREATING UP AN INQUIRY SPACE

To create an inquiry space:

1. Click on the **Connect** tab in ARIS.
2. On the left of your screen, click the button that
3. On the My Inquiry Space page, click **Create an Inquiry Space**.
4. If you work at more than one school, select a school where you will be conducting your inquiry.
5. Enter a title for the space that clearly identifies the purpose of the collaborative inquiry team, such as *Third Grade English Language Learners*.
6. In the Number of Teachers box, enter the number of teachers that will be participating in the team. In the Number of Educators (other than teachers) box, enter the number of educators (e.g. APs, Network leaders, SATIFs, Superintendents, etc.) participating who are not teachers.

7. Select the composition of the group by clicking the box to the left of each appropriate selection (for example, **Teachers from the Same Grade**). If the primary make up is not listed, click the **Other** box and enter a description in the space provided.
8. Select the content-area focus for your inquiry work by clicking the box to the left of each appropriate content-area.
9. Select the skills and/or strategy focus for your inquiry work by clicking the box to the left of each appropriate selection. If your focus is Science, Social Studies, or “Other,” please type in the specific skills your team is working on in the space provided.
10. Select the students who are the focus of the inquiry by clicking the box to the left of each selection that applies.
11. Enter the question guiding your inquiry work in the space provided. For examples of guiding questions, click the contextual help icon.
12. Select the assessments used in your inquiry process by clicking the box to the left of each assessment that applies.
13. If you are ready to set a measurable goal, click **Our goal is:** and enter the goal in the space provided. If you are not ready to set a goal, click **We are not yet ready to set a goal**. You can always go back to edit your goal at a later date
14. All fields are required; if you preview or submit the space and one of these fields is empty, you will receive an error message prompting you to enter something in each field before continuing.
15. Click **Create Space** to create the space; click **Back** to discard the space without creating it. If you need to delete the inquiry space from ARIS, click **Delete This Inquiry Space** on the [Inquiry Space Home page](#).
16. After setting up a space (or on the [“Add Members to Your Inquiry Space”](#) tab of your Inquiry Space page after it is set up), you can add different users to your Inquiry Space. See “Members” section of this User Guide for further help.

Note: Only school-based educators may create inquiry spaces, and they may only create them for their school.

INQUIRY SPACE HOME

All inquiry spaces have a tab called “Home”, which displays a description of the space and recent activity within the space.

- Click a title to view the [Inquiry Work](#).
- Click **Subscribe to This Space** to receive content updates on the Subscriptions section of your Staff Profile page.
- Click **Delete This Inquiry Space** to delete the inquiry space from ARIS.
- If there have been more than 10 content contributions to the inquiry space, each set of 10 contributions appears on a different page. Click the **First**, **Previous**, **Next**, and **Last** links to navigate through the pages, or click a number to view the contributions on that page.
- Click a tab at the top of the page to view all [discussion topics](#), [members](#), [blog posts](#), [resources](#), [wiki pages](#), [events](#), and [links](#) associated with the inquiry space.

INQUIRY WORK

The Inquiry Work tab provides key information about a particular team's Inquiry space, including the team's Inquiry Profile and the questions guiding their Inquiry. To view all information a team has entered, click **Expand All**. To expand just the Inquiry Profile section or Guiding Question section, click the **Inquiry Profile** link or **Guiding Questions** link or the arrow to the left of the link. Note: To view this page in a format suitable for printing, click **Print-Friendly**.

INQUIRY PROFILE

The Inquiry profile provide basic information (for example, content area focus, the skill and/strategy the team is working on, team composition) about a team's inquiry work. These profiles are accessible to all NYC educators and provide an easy searchable database of inquiry work so that educators can learn what other teams across the city are doing.

- Click the **Inquiry Profile** link or the arrow to the left of the link. The Inquiry Profile section displays basic information on a team such as:
 - Our collaborative team is called:
 - Our team is comprised of:
 - Our collaborative team is made up of primarily:
 - The content-area focus for our inquiry work is:
 - The skill focus for inquiry work includes:
 - The students who are the focus of our inquiry are:
 - The question guiding our inquiry is:
 - The assessments we have used in our inquiry process include:
 - The measurable goal for the students whom we expect to benefit from our inquiry work (target population or larger group of students) is:
- To edit the Inquiry Profile, click **Edit Response** to the right of the item you are updating. Enter your changes in the screen that appears, and then click **Save**. You can only edit information in the inquiry spaces of which you are a member.
- To add a comment to someone's Inquiry Profile, click **Add Comment** (see section below) to the right of the item on which you are commenting. Enter your comment and click **Submit**.

ADD A COMMENT

To reply to an existing comment or start a new comment:

1. Click **Add Comment** to start a new comment. Click **Reply** to reply to an existing comment.
2. Enter your comment in the space provided then click **Submit**.

GUIDING QUESTIONS

Inquiry Spaces offer several optional "guiding questions" to help each inquiry team document and archive their work. Click the **Guiding Questions** link or the arrow to the left of the link. The Guiding Questions section displays a series of questions that help your team guide your inquiry. For example, "Why did you choose your inquiry focus?" and "What strategies are you implementing?" You can [respond to questions](#),

[comment on responses](#) and, [upload resources](#) to the space. You can also [create a new cycle](#) each time you want to re-evaluate and provide new responses to questions.

Each team can select the audience with whom it would like to share its work (that is, team, school, network, citywide). You can always go back and edit your audience selections at a later date.

To respond to a question:

1. Click the **Add Response** link to the right of the question.
2. In the Body box, enter your text. You may use the text editing buttons above the Body box to format your text and embed links to websites.
3. In the Publish To list, select whether you want your response to be published Citywide, in the network only, in the school only, or in the inquiry space only. (See descriptions below.)
4. Click **Save** to publish your response.
5. If you want to attach a resource to your response, click **Save and Attach Resource**. On the screen that appears, you can add any available resources in the inquiry space or [attach a new resource](#). See the steps below for adding a resource.

PERMISSION AND PRIVACY

There are four different permission settings users may choose for the guiding questions and any of the resources attached to them.

- **Citywide:** Any ARIS user may view your response and any resour you attach to this guiding question.
- **Network Only:** Only users in your Network may view your response and any resour you attach to this guiding question.
- **School Only:** Only users in your school may view your response and any resour you attach to this guiding question.
- **Team Only:** Only users added as member to your inquiry space may view your response and any resour you attach to this guiding question. Note that your principal is automatically added as a member of your team and may see all responses and resources in your space.

ADD A RESOURCE TO YOUR QUESTION RESPONSE

Click here to attach a resource that is associated with your question response. Resources may include unit/lesson plans, student worksheets, rubrics, tracking spreadsheets, or helpful websites, to share with other members of your team, or colleagues citywide.

To add a resource:

1. In the Resources section to the right of a question, click **Add a Resource**. The Add a Resource screen appears.
2. Check all resources you want to add and click **Submit**.

3. If the resource you want to share is not listed below, click **Add a New Resource** to [add a new resource to your question response](#).

CYCLES

Inquiry work is often iterative or cyclical. Teams try out a strategy, monitor its effectiveness, make changes, and then try out a strategy all over again. Within inquiry spaces, teams have the opportunity to discuss their work in cycles, so that each new strategy or approach can be shared and documented. If you would like to start a new cycle to discuss the next iteration of your instructional approach, click **Start New Cycle** to be given a place to document your new work.

To create a new cycle:

1. To the right of a question, click **Add New Cycle**. You are asked if you want to create a new cycle.
2. Click **OK**. Below the current set of questions, a new set of guiding questions appears without responses or comments. Note: All previous cycles are saved and numbered in chronological order.

After setting up a space (or on the “Members” tab of your Inquiry Space page after it is set up), you can add different users to your Inquiry Space. Note that only certain users are eligible to be added; a user must be associated with the school (e.g. an educator at that school, a member of the Network Leaders team, or a SATIF/Superintendent) at which the Inquiry Space is being added in order to join. You may enter usernames individually or use the “Add Members From Search” tool below; if you choose to use the tool, ineligible members will be automatically removed from search results.

Note: The principal of the school at which the Inquiry Space is being created is automatically added to the community.

MEMBERS

ADD INQUIRY SPACE MEMBER

After setting up a space (or on the “Members” tab of your Inquiry Space page after it is set up), you can add different users to your Inquiry Space. List the DOE usernames (i.e. the name in the prospective member’s email address) of the members you want to add in the space provided. You may enter usernames individually or use the “Add Members From Search” tool below; if you choose to use the tool, ineligible members will be automatically removed from search results.

Note: The principal of the school at which the Inquiry Space is being created is automatically added to the community. Only certain users are eligible to be added; a user must be associated with the school (e.g. an educator at that school, a member of the Network Leaders team, or a SATIF/Superintendent) at which the Inquiry Space is being added in order to join.

To add an inquiry space member:

1. In the heading of your community page, click **Manage Members**, and then click the **Add Members** tab.

2. In the List of Users box, type the User IDs of the people you want to add to the inquiry space, separating user names with commas. (A staff member's User ID can be found at the top of his or her Staff Profile. You may also search for and add specific staff members by clicking **Add Members from Search**.
 - a. Enter one or more words in Search Terms to search for all staff members with those words in their staff profiles.
 - b. Enter a Last Name to search for all staff members with that last name.
 - c. Enter a First Name to search for all staff members with that first name.
 - d. Click the Grades Currently Taught list and select the box to the left of one or more grades to search for the staff members who teach those grades.
 - e. Click the Subjects Currently Taught list and select the box to the left of one or more subjects to search for the staff members who teach those subjects.
 - f. Click the DOE Roles list and select the box to the left of one or more roles to search for the staff members assigned to those roles.
 - g. Click the Galaxy Roles list and select the box to the left of one or more roles to search for the staff members assigned to those roles.
 - h. Click **Search** to find the staff members who match your search criteria. Click **Cancel** to close the window without conducting the search.
 - i. The Members to add via Search area lists the number of staff members who matched the search. Click **Remove** to clear these staff members from the recipient list. Click **Edit** to view the staff members; clear a staff member from the recipient list by clicking the **Included** link, or add a cleared staff member by clicking **Excluded**. Click **Hide** to collapse this window.
 - j. You may repeat this process until you have added all the necessary staff members.
3. Click **Submit** to add these staff members to the community; click **Cancel** to return to the Community page you were viewing without adding members to the community.

LIST INQUIRY SPACE MEMBERS

The List Inquiry Space Members page can be viewed by clicking the **Members** tab on the inquiry space [home page](#).

The List Inquiry Members page lists all the members, their email addresses, and their roles within the inquiry space.

- Sort the list by a specific column by clicking its column header; click the column header a second time to sort in reverse order. You may only sort by the columns with blue headers.
- Clicking the name of an inquiry space member takes you to that member's [Staff Profile](#) page.
- Clicking the institution name opens its [Institution Profile](#).
- Clicking a community member's email allows you to send an email message to that staff member.
- When there are many community members, the list is broken across several pages. Click the **First**, **Previous**, **Next**, and **Last** links to navigate through the pages, or click a number to view the community members on that page.

MANAGE INQUIRY SPACE MEMBERS

You may manage the membership of your inquiry space by clicking **Manage Members** in the inquiry space banner. Note: All members of inquiry spaces have moderator rights and the ability to manage members.

- View a member's Staff Profile by clicking his or her name.
- Delete a member by clicking the **Remove** link; confirm by clicking the **Remove** button. Click **Cancel** to return to the list without removing the member.
- To add colleagues to the group manually, click the [Add Members](#) tab.
- When there are many inquiry space members, the list is broken across several pages. Click the **First**, **Previous**, **Next**, and **Last** links to navigate through the pages, or click a number to view the inquiry members on that page.

CONNECTING WITH OTHER TEAMS

Inquiry Spaces also enables you to search for other teams citywide who are doing similar work to your own in order to share resources and knowledge. It also enables you to analyze trends in inquiry work across the city.

To find inquiry teams according to various criteria:

1. In ARIS Connect, click on **Advanced Search** under the search bar at the top the screen.
2. Click the **Inquiry Spaces** tab under the title "Advanced Search" (in black).
3. The three initial dropdown boxes allow you to specify whether you would like to search for inquiry spaces in the current academic year or all years (past and present), spaces in your school(s), Network, SSO, or citywide, and whether you would like to limit your search to inquiry spaces with attached resources.
4. In the sections below, select all the criteria for your search by clicking on the category of the criteria for which you want to search. The more criteria you select, the more specific and limited your results will be. The less you select, the more general and expansive your results will be. You can search for inquiry spaces by:
 - a. Team composition
 - b. Content-area focus
 - c. Skill focus
 - d. Student population
 - e. Assessment type
 - f. Teams with keywords in responses to various guiding questions
5. Click **Search** when you have finished selecting your criteria.

6. Clicking the names of any Inquiry Space that meet the criteria of your search will take you to the Inquiry Space's home page.

You can also do a general content search by typing a search term into the search bar at the top of the screen. When your search results appear, select the tab labeled "Inquiry Spaces" to only see results found in Inquiry Spaces.

INQUIRY DATA ANALYSIS

You can use Inquiry Data Analysis to see trends in inquiry work across grades, schools, networks, and the city. Inquiry Data Analysis makes it easy for Network Leaders, SATIFs/Superintendents, principals, and educators to get a quick snapshot of the types of inquiry work going on across the city or within the school building. You can run a report on any of the questions listed on the inquiry profile.

To see this analysis:

1. Click the "My Inquiry Spaces" tab in ARIS Connect.
2. On the My Inquiry Spaces page, click **Inquiry Data Analysis**. A new page displays. Select the information you want to display in the report.
 - a. From the **Institution Type** list, select **Citywide**, **Network**, **SSO**, or **SATIF/Superintendent**.
 - b. From the **Institution** list, select a specific network or all networks.
 - c. From the **School** list, select a specific school or **All Schools**.
 - d. From the **Report Type** list, select the type of report you want to display or select to export all data. For example, select **Student Population** to run a report that displays the students who are the focus of the inquiry. Note: When you select **Export All Data**, you can only export data you have permission to see.
3. When the report displays, use the **Sort** list to sort the data by Question Order or by lowest to highest or highest to lowest.
4. Export your report data.
 - a. Click **Browse** to locate the file on your computer, and then click **Open** to display the file in the File Attachments area.
 - b. Click **Export Report Data** to download the file to your computer.
 - c. Click **OK** on the screen that appears. Click **Open** to display the report or **Save** to save it to your computer.
 - d. If you are saving the file, in the Save As dialog, browse to the location where you want to save the file, then click **Save**. A dialog displays when the download is complete.

To further explore the specific work of an individual team or teams, use Advanced Search or click the **Export Data** button to download the information to a spreadsheet. For example, if you wanted to see which skills teams across your school or network were investigating, you would use the Inquiry Data Analysis page and then select **Skill Focus** from the **Question** drop-down box.

DELETING AN INQUIRY SPACE

If you wish to delete an inquiry space of which you are a member, go to the inquiry space's home page. Next to the title given to your inquiry space, click **Delete Inquiry Space**. All of your information and any attached resources will be lost.

CREATING BLOGS, WIKIS & DISCUSSION BOARDS

ARIS Connect has three types of communication and collaboration tools:

| Type of Communication/ Collaboration | Description | Example Use |
|--------------------------------------|--|--|
| Blog | A blog is an online journal where you can offer professional commentary on your area of expertise, or on a topic of interest. A blog customarily has one editor/contributor. | - A veteran 8th grade math teacher addresses challenging issues in teaching mathematics by drawing on their current classroom experiences and previous years. |
| Wiki | A Wiki is an online resource that is designed to encourage community collaboration. A Wiki has multiple editors/contributors. | - An inquiry team creates and continually edits a Wiki about practices they employed during a particular semester with their target population. |
| Discussions | Discussions are online message boards where you can participate in an online conversation on a topic or question posed by another educator. | - A new teacher posts a discussion question to a public community about how to get parents of new high school ELL students engaged in their children’s literacy skills development. |

CREATE A BLOG

1. Click on the Connect tab. Your user profile will display.
2. Click on the Contribute link or arrow in the left-hand navigation. The contribute menu will expand.
3. Click on the “Create a Blog” link in the left-hand navigation bar.
4. Complete all of the required fields, marked by an asterisk (*).

QUICK HINT: Make sure you include relevant tags and a descriptive first entry, so people know what to expect from reading your blog.

5. Once you are finished completing the fields, click on where you want the blog to be posted. Blogs can be posted within communities or outside of a community, or in both places, if you want the blog to be public. Note: If you post a blog to a private community, you will not be able to post it to a public community.
6. When you are done selecting where to post your blog, click the Submit button.

COMMENT ON AN EXISTING BLOG

Note: This example uses the Browse function to find a blog. You can also access a blog through a community or using Search or Advanced Search. (To comment on any blog, you will need to go through Steps 4-6).

1. Click on the Connect tab. Your user profile will display.
2. Click on the Browse Content link in the left-hand navigation toolbar. The browse content menu will expand.
3. Click on the “All Blogs” link in the left-hand navigation toolbar.
 - a. A list of all blogs will display.
 - b. Note that you will also see tabs to browse all other content (e.g. discussions, resources, Wikis and communities).
4. Browse through the blogs using the following methods:
 - a. Use the navigation at the bottom of the page to browse all of the blogs by clicking on the **page number**, **Next** and **Last** links.
 - b. Use the **tag cloud** on the right-hand side of the blog results page, to search through the most popular blog categories (tags). The largest words refer to the most frequent tags.

QUICK HINT: A tag cloud shows the most popular tags (categories) for any content (e.g. Blogs, Wikis). The larger the tag, the more content it has associated with it. This is a quick way to get to specific content and a great way for you to organize your content so you and your colleagues can find it easily.

5. When you have identified the blog you are interested in reading, click on the title of the blog. The blog page will open.
6. After reading the blog entry, if you want to post a comment, click on the “Add New Comment” link. The page will refresh, and the comment section of the Blog will be visible.
7. Fill out the **title** and **body** text boxes.
8. When you are finished, click on the **Post Comment** button.
 - a. The page will refresh and your comment, labeled as **new**, will be posted. Newer comments will appear at the top of the list.
 - b. If you want to take a look at your comment, before you post it, you can also review the comment by hitting the **Preview Comment** button.

CREATE A WIKI

1. Click on the Connect tab. Your user profile will display.
2. Click on the Contribute link or arrow in the left-hand navigation. The contribute menu will expand.
3. Click on the “Create a Wiki” link in the left-hand navigation toolbar. The Wiki Creation page will open.
4. Complete all of the required fields, marked by an asterisk (*).

QUICK HINT: Make sure to include some information on how people might contribute to your Wiki, if you are looking for more collaborators!

5. Once you are finished completing the fields above, decide where you want to post your content. Wikis can be posted within communities or outside of a community, or in both places, if the wiki is public.
6. When you are done selecting where to post your Wiki, click the Submit button.
 - a. Your new Wiki will display.

- b. You will notice that the tab is also available, in case you or other educators want to edit the Wiki.

CONTRIBUTE TO AN EXISTING WIKI

1. Click on the Connect tab. Your user profile will display.
2. Click on “All Wikis” link in the left-hand navigation toolbar. A list of the Wikis will display.
3. Browse through the Wikis using the following methods:
 - a. Use the navigation at the bottom of the page, to browse all of the Wikis by clicking on the **page number**, **Next** and **Last** links.
 - b. Use the **tag cloud** on the right-hand side of the Wiki page, to search through the most popular Wiki categories (tags).
4. Click on the Wiki you want to update/edit. The Wiki will display.
5. To edit the Wiki, click on the tab. The Wiki Edit page will display.
6. Add or update the Body content or Tags.
7. Once you are finished completing the fields above, click on where you want to include your content. Wikis can be posted within communities or outside of a community, or in both places, as long as the wiki is public.
8. Click the submit button. The Wiki will display with the updates you made.

COMMENT ON A WIKI

1. After reading the Wiki entry, if you want to post a comment, click on the “Add New Comment” link. The page will refresh, and the comment section of the Wiki will be visible.
2. Fill out the title and body text boxes.
3. When you are finished, click on the **Post Comment** button.
 - a. The page will refresh and your comment, labeled as **new**, will be posted.
 - b. Newer comments will appear at the top of the list.
 - c. If you want to take a look at your comment, before you post it, you can also review the comment by hitting the **Preview Comment** button.

CREATE AN EVENT

1. Click on the Connect tab. Your user profile will display.
2. Click on the “Contribute” link in the left-hand navigation. The contribute menu will expand.
3. Click on the “Add an Event.” The Add an Event page will open.
4. Complete all of the required fields, marked by an asterisk (*).
 - a. The title, tags, date and time are required fields. If the event is a repeating event then you will need to include the timeframe in which the event will be recurring.

- b. Each of the fields that have been updated is indicated by a red star in the diagram below. The description is not required but can be useful to include for explaining the event or posting an agenda.
5. Once you are finished completing the fields above, decide where you want to post your Event. Events are posted within communities or outside of a community, or in both places, if the event is public.
6. When you are done selecting where to post your Event, click the Submit button.
 - a. Your new Event will display and now can be viewed in the “Events calendar.”
 - b. You will notice that the tab and tab are now available, in case you want to make edits or change the status of the event, if it is a repeating event.
 - c. The next section will help you make edits to an existing event. Edit an Event
1. Click on the Connect tab. Your user profile will display.
2. Click on the “My Communities” link in the left-hand navigation bar. A drop down list of options will appear.
3. Click on the community where you added the Event. The community homepage will display.
4. Click on the “Events” tab, circled in red in the diagram above. The events calendar will default to the current month.
5. Browse through the calendar to find your Event by going to the correct year and month of the Event. To edit your event you will need to locate it on the calendar or find it listed on your community homepage as posted content.
6. When you have found the event you want to update, click on the title. The description and information you posted will appear in a smaller box.
7. Click on the title of your Event. You will now be brought to the event details page.
8. Click the tab and make the changes to your Event.
9. When you are done with your editing, click the submit button. Your event is now updated.

DELETE AN EVENT

1. To delete an Event follow steps 1-8 in the above section “Edit an Event.”
2. Scroll to the bottom of the screen, click “Delete.”
3. ARIS will ask again if you want to Delete the Event, since this action cannot be undone.
4. Click “Delete.” Your event is deleted and you will now be brought back to your community homepage.

START A DISCUSSION

1. 1. Click on the Connect tab. Your user profile will display.
2. Click on the “Start a Discussion” link in the left-hand navigation. The Discussion Creation page will open.
3. Complete all of the required fields, marked by an asterisk (*).

4. Once you are finished completing the relevant fields, decide where you want to post your discussion. Discussions can be posted within communities or outside of a community, or in both places.
5. When you are done selecting where to post your Discussion, click the Submit button. Your new Discussion will display.

CONTRIBUTE TO A DISCUSSION

1. Click on the Connect tab.
 - a. Your user profile will display.
 - b. Click on the “All Discussions” link in the left-hand navigation.
 - i. The browse discussions page will open, with the most recently added discussions at the top of the list.
 - ii. You can use the headers to sort the discussions, based on your criteria. (e.g. Sort by contributor, most recent discussion, # of replies) You can use the tag cloud to narrow down your discussion search. You can use the next/last and page numbers to sort through the discussions.
2. Look through the discussions until you identify one to which you would like to contribute and click on that discussion. The discussion page will open.
3. On the discussion page, click on the “Add a new comment” link. The blog’s comment section will become visible on the page.
4. Fill out the title and body text boxes with your comment. When you are finished, click on the **Post Comment** button. If you want to take a look at your comment, before you post it, you can also review the comment by hitting the **Preview Comment** button.
5. Your comment will display, labeled as **new**. Newer comments will appear at the top of the list.

Inquiry Spaces FAQs

What is collaborative inquiry?

Collaborative inquiry is a sustained process of investigation and action that empowers teachers to focus on what they are teaching, how they are teaching it, and how well students are learning. This leads to improved student achievement and also supports efforts to close the achievement gap.

Collaborative inquiry can look very different in different contexts, but there are some common threads across all teams. Collaborative inquiry is:

- *Focused on student outcomes, using a systematic, data-informed approach.*
- *Conducted by teams of teachers with a focus on small groups of students, paying close attention to those who are struggling while supporting the learning of all students.*
- *Designed to develop and deepen rigorous, research-based instructional strategies and frameworks.*

Why does collaborative inquiry matter?

Using an inquiry approach can improve student outcomes, develop teacher capacity, and build school capacity by:

- *Empowering teachers to make the decisions about how best to instruct their students and help make data-informed decisions for school-wide change.*
- *Organizing teachers around the learning of a select group of students for whom they then share responsibility.*
- *Building upon and deepening the work of existing teacher teams.*
- *Creating a “learner-centered school” where administration, faculty and students are continuously studying their own work and exploring new ways to be more effective.*
- *Focusing teachers on aligning assessment, curriculum, instruction, and professional development to generate school-wide improvement.*
- *Establishing and/or deepening collaboration and communication between school and home where parents/caregivers are partners in supporting their children’s growth.*
- *Supporting the sharing of work within and across schools.*

What is an Inquiry Space, and how can my team benefit from using it?

An inquiry space is an online community in ARIS Connect where inquiry teams can reflect on, share, and document their work in a safe, secure forum. Inquiry Spaces:

- *Host valuable resources to support inquiry work, and allows for discussion threads, blogs, wiki spaces and inquiry resources that can be shared with a chosen audience (Team, School, Network or Citywide)*
- *Provide an easily searchable database of inquiry work so you can learn what other teams are doing*
- *Allow you to document your inquiry work electronically- posting agendas, supporting tools, materials; share materials with other team members as well as invite others (Network team support, SATIF, etc.) to comment and make suggestions*

What are the key parts of an Inquiry Space?

Each Inquiry Space is divided into two parts:

1. *The Inquiry Profile provides basic information (e.g., team composition, content area / skill / strategy focus, grade level focus) about your team's work and helps similar teams find each other. To complete it, each team answers a short set of questions (3-5 min). Once you respond to the Inquiry Profile questions, you are able to create your Inquiry Space.*
2. *A second optional section of "Guiding Questions" help each collaborative team document and archive its work. Each team can select the audience with whom it would like to share its work (i.e., team, school, network, citywide).*

What does my team need to know before creating an Inquiry Space?

Your team should do some preliminary thinking and planning about the focus of your inquiry work before creating an Inquiry Space. In order to create your Inquiry Space, one member of your team will need to complete some brief questions. You can update your answers to these questions at any time. [In the Collaborative Inquiry Resources community](#), there is a worksheet that your team might want to use prior to completing your Inquiry Profile. The worksheet includes the full list of questions your team will be asked to answer to start creating your Inquiry Space.

Is it appropriate for schools to share their Inquiry Spaces with Quality Reviewers?

If Inquiry Spaces is genuinely used as a tool to support teacher team work, it is appropriate to share Inquiry Spaces as evidence of collaborative inquiry work with Quality Reviewers. .

Is it appropriate for Quality Reviewers to ask to see an Inquiry Space?

Reviewers may ask school leaders how teacher teams document and share decisions, data, and practice. If teacher teams use Inquiry Spaces as an organic method of documentation and sharing of decisions, data, and practice, then the school leader may want to share that with information with the Quality Reviewer.

Is it appropriate for a Quality Reviewer to ask for the percent of teachers engaged in inquiry?

The Quality Reviewer will want to know the extent to which teacher teams operate in a school. The Quality Review rubric has a construct of teacher participation of "some" (UPF), "a majority" (Prof), and "a vast majority" (WD) for rating certain indicators. This would, therefore, be an acceptable context for a reviewer to ask what percent of teachers are engaged in inquiry.

Who will be able to view my team's Inquiry Space?

Your team will decide who can view your Inquiry Space. Your team's Inquiry Profile—the basic information about your team's work—is accessible by all ARIS users. Beyond that, your team can select the appropriate audience (your team only, your school only, your Network only, or citywide).

How are Inquiry Spaces different from the Inquiry Team Interface?

Inquiry Spaces replace the Inquiry Team Interface as a place for collaborative teams to share information about their inquiry work. While the Inquiry Team Interface was a stand-alone application, Inquiry Spaces are fully integrated in ARIS. This integration allows you to move seamlessly between looking at student data in ARIS and discussing its implications. You can now use your same ARIS login and password.

Your team's information from previous years stored in the Inquiry Team Interface will be migrated into ARIS Connect throughout the fall and winter. All question responses will be archived and will be accessible in ARIS.

How can I see trends in inquiry work?

You are able to see inquiry citywide patterns and trends (e.g. how many teams are working with ELLS) in the “Inquiry Data Analysis” section of Inquiry Spaces. You are able to view this information for a school, Network, SSO, or citywide. If you would like to view the information in an Excel spreadsheet, you are able to export the data.

How frequently should I revisit our Inquiry Space?

After setting up your Inquiry Space, you should revisit your space as often as it is useful to your work. Your Inquiry Space should help to support the work of your team—especially for sharing information with your own team, documenting your team’s progress, or accessing the insights and resources with other teams across the City.

Can I access my Inquiry Space at home?

You can access your Inquiry Space from home or anywhere you have an internet-connection.

Am I allowed to add resources with confidential student information?

If you have a resource that contains individual student data, you should not share that information beyond your collaborative inquiry team. As a result, any resources attached to your guiding questions should be given a permission setting of “Team Only” in the “Publish to:” dropdown box when entering a response for that guiding question. Alternatively, if you add a resource under the “Resources” tab, you should only check the box next to your collaborative inquiry team’s name under the “Publish to:” heading.

How can I access training and support about using Inquiry Spaces?

To access information about Inquiry Spaces, go to the Collaborative Inquiry Resources community in ARIS Connect. You will have access to:

- *Inquiry Spaces User Guide*
- *Inquiry Spaces Frequently Asked Questions*
- *Facilitator’s Training about Inquiry Spaces*
- *Inquiry Spaces “Getting Started” worksheet*
- *Links to guided simulations about how to use Inquiry Spaces*

For additional support, please contact your Network Team or SATIF/Superintendent or the Accountability Service Desk at oaservicedesk@schools.nyc.gov or 212-374-6646.

For technical questions, please contact the ARIS Helpdesk at 718-935-5100 or by clicking “Report a Problem” at the top of any page in ARIS.

Where can I find resources to support inquiry and the collaborative inquiry process?

If you do a general keyword search for “inquiry” or for content-specific information, you will find many resources posted by other teams about their inquiry work. To help you get started, you can also access a collection of resources in the Collaborative Inquiry Resources community. This link includes the following resources to help your team begin its work:

- *Teams may use many various approaches to inquiry. The documents below represent some of the different models currently being used:*
 - *Collaborative Inquiry Process: These PowerPoint slides give a graphical overview of one possible process of inquiry.*
 - *2008-09 ESO Inquiry Process: This diagram and instructional framework outline the ESO process from 2008-09 to support collaborative team work.*
 - *2008-09 Inquiry Team Handbook: This document was created in 2008-2009 to guide teams through the inquiry process using a step-by-step approach.*
- *Assessment Overview Template: In order to measure students' progress over time on multiple assessments, you may want to use a tracking sheet. This is an example of one used by some elementary educators.*
- *SMART Goal Checklist: This document gives an overview of what SMART goals are and how to craft them; it also offers several exemplars.*
- *Summary of IQT Work - 30Q212: This PowerPoint presentation summarizes the work that one inquiry team performed at PS 212 in Queens.*

Inquiry Space Profile Worksheet

Please note that there are only nine questions on the Inquiry Profile. These questions are designed to help you find other teams engaged in similar work and should only take about 3-5 minutes to complete once your team has done preliminary thinking to set up your collaborative inquiry team.

1. Our collaborative team is called:

2. Our team is comprised of:

- Number of teachers: _____
- Number of educators (other than teachers, such as APs, guidance counselors, Network support staff, SATIF, etc.): _____

3. Our collaborative team is made up of primarily (select all that apply):

- Teachers from the same grade
- Teachers from across grade levels
- Teachers from the same department
- Teachers from across disciplines
- Other:

4. The content-area focus for our inquiry work is (select all that apply):

- | | | |
|------------------------------------|---|--|
| <input type="checkbox"/> ELA | <input type="checkbox"/> The Arts | <input type="checkbox"/> Other: <input style="width: 150px; height: 20px;" type="text"/> |
| <input type="checkbox"/> Math | <input type="checkbox"/> Inter-disciplinary | |
| <input type="checkbox"/> PE/Health | <input type="checkbox"/> Social Studies | |
| <input type="checkbox"/> Science | <input type="checkbox"/> Foreign Language | <input type="checkbox"/> Not Applicable |

5. The skill focus for our inquiry work includes (select all that apply):

| | | |
|--|--|--|
| <input type="checkbox"/> Reading <input type="checkbox"/> Phonemic Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension | <input type="checkbox"/> Number sense <input type="checkbox"/> Number systems <input type="checkbox"/> Number theory <input type="checkbox"/> Operations <input type="checkbox"/> Estimations | <input type="checkbox"/> Science (List Specific Skills): |
| <input type="checkbox"/> Writing <input type="checkbox"/> Meaning <input type="checkbox"/> Development <input type="checkbox"/> Organization <input type="checkbox"/> Language Use <input type="checkbox"/> Mechanics | <input type="checkbox"/> Algebra <input type="checkbox"/> Variables and expressions <input type="checkbox"/> Equations and inequalities <input type="checkbox"/> Patterns, relations and functions <input type="checkbox"/> Coordinate geometry <input type="checkbox"/> Trigonometric functions | <input type="checkbox"/> Social Studies (List Specific Skills): |
| <input type="checkbox"/> Speaking <input type="checkbox"/> Complex sentence structures <input type="checkbox"/> Precise and varied vocabulary <input type="checkbox"/> Logical presentation <input type="checkbox"/> Fluency and pronunciation | <input type="checkbox"/> Geometry <input type="checkbox"/> Shapes <input type="checkbox"/> Geometric relationships <input type="checkbox"/> Transformational geometry <input type="checkbox"/> Coordinate geometry <input type="checkbox"/> Constructions <input type="checkbox"/> Locus <input type="checkbox"/> Informal proofs <input type="checkbox"/> Formal proofs | <input type="checkbox"/> Cross Content Skills <input type="checkbox"/> Retelling/summarizing <input type="checkbox"/> Making inferences/drawing conclusions <input type="checkbox"/> Bias and propaganda <input type="checkbox"/> Cause and effect <input type="checkbox"/> Using context clues <input type="checkbox"/> Tone/mood <input type="checkbox"/> Classify and categorize information <input type="checkbox"/> Identify theme <input type="checkbox"/> Identifying cause and effect |

| | | |
|---|---|--|
| <input type="checkbox"/> Listening <ul style="list-style-type: none"> <input type="checkbox"/> Listen respectfully and responsively <input type="checkbox"/> Listening comprehension <input type="checkbox"/> Building stamina and focus | <input type="checkbox"/> Measurement <ul style="list-style-type: none"> <input type="checkbox"/> Units of measurement <input type="checkbox"/> Tools and methods <input type="checkbox"/> Units <input type="checkbox"/> Error and magnitude <input type="checkbox"/> Estimation | Cross Content Skills (continued) <ul style="list-style-type: none"> <input type="checkbox"/> Compare and contrast ideas <input type="checkbox"/> Patterns <input type="checkbox"/> Drawing conclusions <input type="checkbox"/> Identify and analyze text structure <input type="checkbox"/> Multi-step processing <input type="checkbox"/> Fact and opinion |
| <input type="checkbox"/> Other: On the online profile, you can find a fuller list of learning targets in this section. | <input type="checkbox"/> Statistics and probability <ul style="list-style-type: none"> <input type="checkbox"/> Collection of data <input type="checkbox"/> Organization and display of data <input type="checkbox"/> Analysis of data <input type="checkbox"/> Predictions from data <input type="checkbox"/> Probability | <ul style="list-style-type: none"> <input type="checkbox"/> Interpreting information (cartoons, documents, maps, paintings, symbols, tables, etc.) <input type="checkbox"/> Predictions/hypothesis <input type="checkbox"/> Main idea <input type="checkbox"/> Identify author's purpose <input type="checkbox"/> Recognizing point of view/perspectives <input type="checkbox"/> Identifying important details <input type="checkbox"/> Sequence <input type="checkbox"/> Making and supporting a point of view <input type="checkbox"/> Literal recall <input type="checkbox"/> Reflection/self-assessment <input type="checkbox"/> 21st century skills (blogging, wikis, podcasts, etc.) <input type="checkbox"/> Research skills |

6. The students who are the focus of our inquiry are (select all that apply):

- | | | | |
|---|--|--|---|
| <input type="checkbox"/> Pre-Kindergarten | <input type="checkbox"/> Grade 9 | <input type="checkbox"/> Students with Interrupted Formal Education (SIFE) | <input type="checkbox"/> Hispanic |
| <input type="checkbox"/> Kindergarten | <input type="checkbox"/> Grade 10 | <input type="checkbox"/> Gifted and Talented | <input type="checkbox"/> Black, not of Hispanic Origin |
| <input type="checkbox"/> Grade 1 | <input type="checkbox"/> Grade 11 | <input type="checkbox"/> Students in a CTE pathway | <input type="checkbox"/> White, not of Hispanic Origin |
| <input type="checkbox"/> Grade 2 | <input type="checkbox"/> Grade 12 | <input type="checkbox"/> Only Male | <input type="checkbox"/> Students who identify as belonging to multiple ethnic groups |
| <input type="checkbox"/> Grade 3 | <input type="checkbox"/> Ungraded | <input type="checkbox"/> Only Female | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Grade 4 | <input type="checkbox"/> ELL | <input type="checkbox"/> Overage/Under-credited | <input type="checkbox"/> |
| <input type="checkbox"/> Grade 5 | <input type="checkbox"/> IEP: Self-contained | <input type="checkbox"/> American Indian/ Alaskan Native | <input type="checkbox"/> |
| <input type="checkbox"/> Grade 6 | <input type="checkbox"/> IEP: CTT | <input type="checkbox"/> Asian or Pacific Islander | <input type="checkbox"/> |
| <input type="checkbox"/> Grade 7 | <input type="checkbox"/> IEP: Resource Room | | |
| <input type="checkbox"/> Grade 8 | <input type="checkbox"/> IEP: Other | | |

7. Given our focus above, the question guiding our inquiry is: (List your team's guiding and/or focusing question of your inquiry work. This may be updated as the year progresses.)

8. The assessments we have used in our inquiry process include (select all that apply):

- | | | |
|--|---|--|
| <input type="checkbox"/> NYS 3rd-8th Grade ELA or Math Tests | <input type="checkbox"/> Performance Series Assessments | <input type="checkbox"/> Design Your Own (DYO) Periodic Assessment |
| <input type="checkbox"/> Regents or mock Regents | <input type="checkbox"/> Acuity Predictive Assessments | <input type="checkbox"/> Qualitative Reading Inventory (QRI) |
| <input type="checkbox"/> NYSESLAT | <input type="checkbox"/> ECLAS-2 | <input type="checkbox"/> We are still in the process of developing/selecting an assessment |
| <input type="checkbox"/> Credit Accumulation | <input type="checkbox"/> TCRWP | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Class Grades | <input type="checkbox"/> Developmental Reading Assessment (DRA) | <input type="checkbox"/> |
| <input type="checkbox"/> Student Work | <input type="checkbox"/> CTE Industry Assessments | <input type="checkbox"/> |
| <input type="checkbox"/> Acuity ITAs | <input type="checkbox"/> Teacher-created Rubric | <input type="checkbox"/> |
| <input type="checkbox"/> Acuity Item Bank Assessments | <input type="checkbox"/> Portfolio/Student Work | <input type="checkbox"/> |

9. The measurable goal for the students whom we expect to benefit from our inquiry work (target population or larger group of students) is: (Your team will be able to adjust your goal during the year, if necessary. If your team does not yet have a goal, leave this section blank.)

Inquiry Space Guiding Questions Worksheet

The following is a list of optional Guiding Questions that can be filled out on your Inquiry Space. For each question, you will also be able to attach resources (e.g. lesson or unit plans, websites, professional articles, etc.) that relate to or support your answers.

1. Why did you choose your inquiry focus?

2. What strategies are you implementing or do you plan to implement?

3. How are these strategies impacting adult learning and student achievement?

4. What resources are you using or tools have you developed that you would like to share with others? (e.g. professional books, article, website, template, etc.)

5. Thinking back over your inquiry work, to what extent did you reach your goal? What worked? What were your challenges? What would you do differently? What were the most important lessons your team learned that you would like to share? As a result of your work, what new questions/strategies/ideas do you want to explore next year?