



Inquiry Cycle for Instructional Practice

ANALYZE IMPACT:

Teacher and principal analyze the results of their work.
Based on your inquiry, what did you learn about your practice as it impacts student learning?

Examine student and teacher data.

Analyze the impact of the data.

Formatively discuss teacher growth using the district's teacher evaluation rubric.

Decide whether to continue the same inquiry or identify a new area of focus.

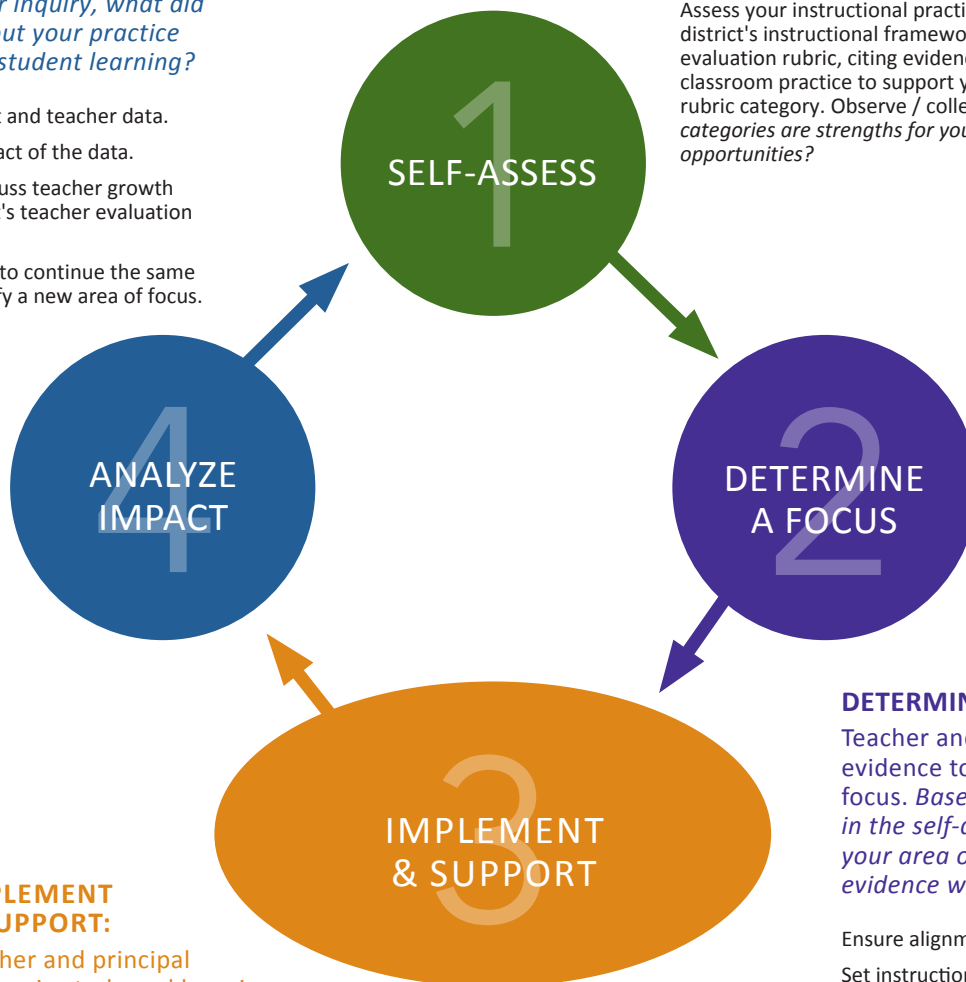
SELF-ASSESS:

Teacher self-assesses to identify an area of focus.

Examine student work, classroom-based assessment data, feedback from students, etc. *What are the learning strengths and learning challenges of your students?*

Consider building and district learning goals and instructional initiatives. *How do these support the learning challenges of your students?*

Assess your instructional practice using the district's instructional framework and teacher evaluation rubric, citing evidence from your day-to-day classroom practice to support your assessment for each rubric category. Observe / collect data. *Which categories are strengths for you? Which are learning opportunities?*



IMPLEMENT & SUPPORT:

Teacher and principal engage in study and learning around area of focus.

Formative feedback cycles.

Targeted feedback cycles.

Professional collaboration (PLCs, study groups, CFGs, team planning).

Professional development (team, building, district, individual).

DETERMINE A FOCUS:

Teacher and principal analyze evidence to identify an area of focus. *Based on the responses in the self-assessment, what is your area of focus? What kind of evidence will you collect?*

Ensure alignment.

Set instructional practice goals and evidence that will demonstrate meeting the goals.

Set student learning goals and evidence that will demonstrate meeting the goals.