

5D+™ Inquiry Cycle

POST-INQUIRY CONFERENCE:

Teacher and principal engage in a post-inquiry conference. *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 5D+ rubric.

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

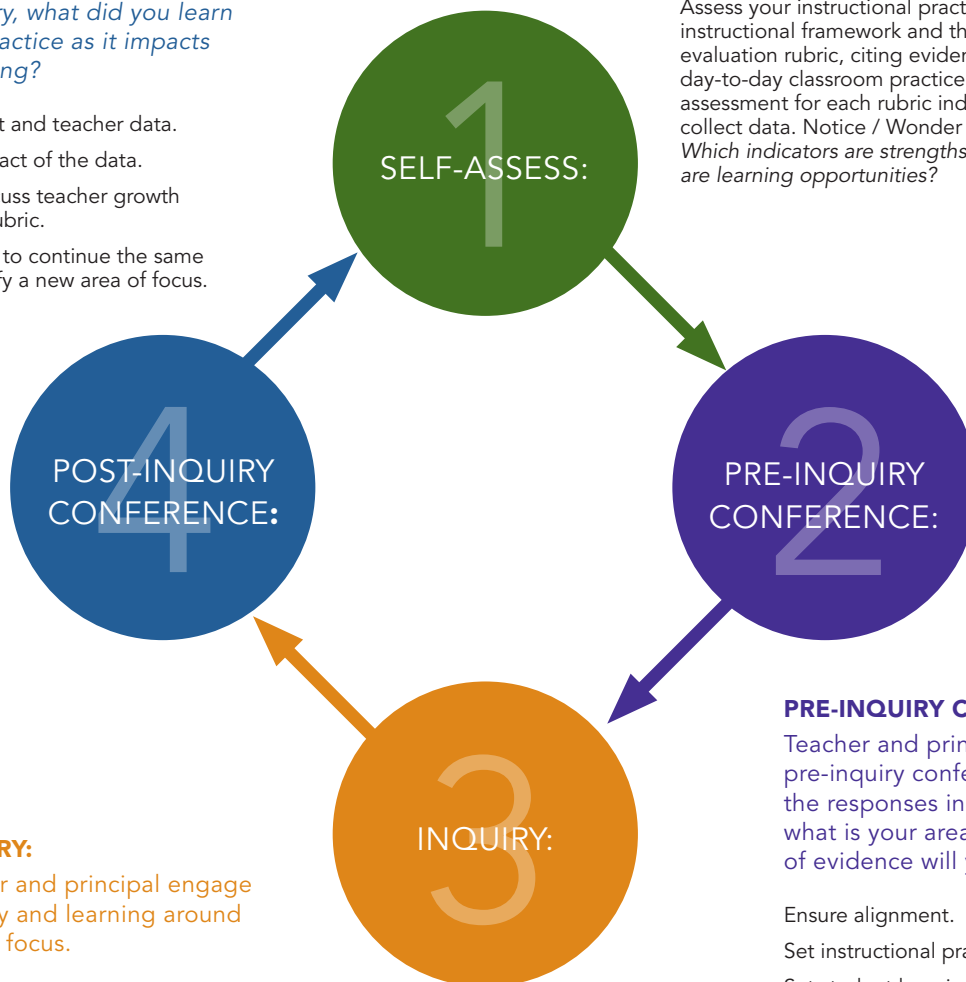
SELF-ASSESS:

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 5D™ instructional framework and the 5D+ teacher evaluation rubric, citing evidence from your day-to-day classroom practice to support your assessment for each rubric indicator. Observe / collect data. Notice / Wonder / Analyze. *Which indicators are strengths for you? Which are learning opportunities?*



INQUIRY:

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

Feedback Visits: Cycles of observation and feedback.

Reciprocal accountability: Principal supports the teacher through professional development opportunities, collaborative learning with colleagues and feedback. Teacher tries new practices. Both analyze the impact on student learning through looking at student work, reflecting individually and with colleagues.

PRE-INQUIRY CONFERENCE:

PRE-INQUIRY CONFERENCE:

Teacher and principal engage in a pre-inquiry conference. 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.

Set student learning goals.