

Pre-Inquiry Conference Planning: Identifying an Area of Focus

1. Describe the learning strengths and challenges of your students, for a group or for particular students.

<p>How would you describe what your students do well? Be specific. Use vision and rubric indicators to support your thinking.</p>	<p>Evidence</p>
<p>What most concerns you about your students' learning? Be specific. Use vision and rubric indicators to support your thinking.</p>	<p>Evidence</p>

2. What are your district and building learning goals for the year? How do they support the learning challenges of your students?

3. Assess your instructional practice. Complete a self-assessment using the 5D+ rubric. Collect evidence from a 15-30 minute observation. Considering your self-assessment:

What are you already doing to address your students' learning needs through the strategies and approaches you currently use?

What evidence do you have that your students' learning needs are not being addressed through the strategies and approaches you currently use?

What is it that you specifically do not know how to do instructionally to address your students' learning needs?

When you analyze everything you already know about teaching, what strategy or approach would most likely address your students learning needs?

What is it that you need to study in order to improve your practice in relation to your students' learning needs?

Ensure that your goals align to student learning needs, building goals and the results of your self-assessment.

Potential Instructional Practice Goals

Potential Student Learning Goals