

Inquiry Cycle: Pre-Inquiry Conference

Conversations with a teacher are situated within a cycle of teacher learning. Therefore, there are multiple types of conversations. The purpose of the pre-inquiry conference is to identify and confirm the teacher's area of focus, set instructional practice and student learning goals, and determine implementation and support.

Steps	Outline and Rationale	Questions, Stems and Frames
Set the context if needed.	Setting the context around the self-assessment process helps to make the purpose of the pre-inquiry conference transparent.	As you know, the way we're supporting teacher growth is changing. The purpose of this conversation is to... By the end of the conversation, I hope we will...
Ask teacher to share self-assessment.	By listening to the teacher's self-assessment, the principal can determine whether or not it is situated in the teacher's daily classroom practice, is observable and is connected to building and/or district goals.	What data did you use from your own practice and student learning to think about your potential area of focus? How does your potential area of focus connect to identified building and/or district initiatives? What aspects of the rubric helped inform your thinking about your potential area of focus?
Identify / confirm area of focus.	Teacher and principal determine an area of focus that will provide the opportunity for teachers to grow and for students to demonstrate success.	Tell me about what you want to focus on this cycle and why. Based on the evidence, how does focusing on _____ address _____? What about working on _____ would help your students with _____? Do you see any obstacles in your practice that might keep you from being successful in this area?
Create examples of observable evidence of teaching and learning within the teacher's reach for this cycle.	By discussing examples, the teacher and principal can ground the area of focus in a research-based vision of daily classroom practice.	What would _____ look like in your practice by the end of this cycle? What will students be doing and saying as a result of your learning in this cycle?
Determine changes in instruction.	By describing concrete instructional moves, the teacher will be able to set specific and achievable goals.	What will change in your instructional practice? Why do you think that change will improve your students' learning?

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Set student learning goals.	Setting student learning goals that clearly state what the teacher wants to accomplish in his/her practice with his/her students will help focus the learning opportunities for the teacher during professional development and feedback cycles with the principal.	<p>What specific instructional practice goals can you set to support this change in practice?</p> <p>How will our work as a school help you with your instructional practice?</p>
Determine steps of implementation and support for the teacher.	Teacher and principal identify a series of action steps to develop the instructional practice identified in the goals.	<p>What do you need to learn in order to implement these shifts in practice?</p> <p>How will you learn about implementing these shifts in practice?</p> <p>Based on what you are saying, here are some possibilities...</p>
Determine steps of implementation and support by the principal.	Teacher and principal identify specific steps the principal will take to support the teacher's learning (PLCs, PD, observing others, modeling, etc.).	<p>What do you need the principal to do to support your learning?</p> <p>I can support this learning by _____.</p>
Schedule formative feedback cycle.	Teacher and principal agree to when the formative feedback observations will take place.	Thinking about the steps you will take to learn ____, when does it make sense for me to come and collect observation data?