

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.

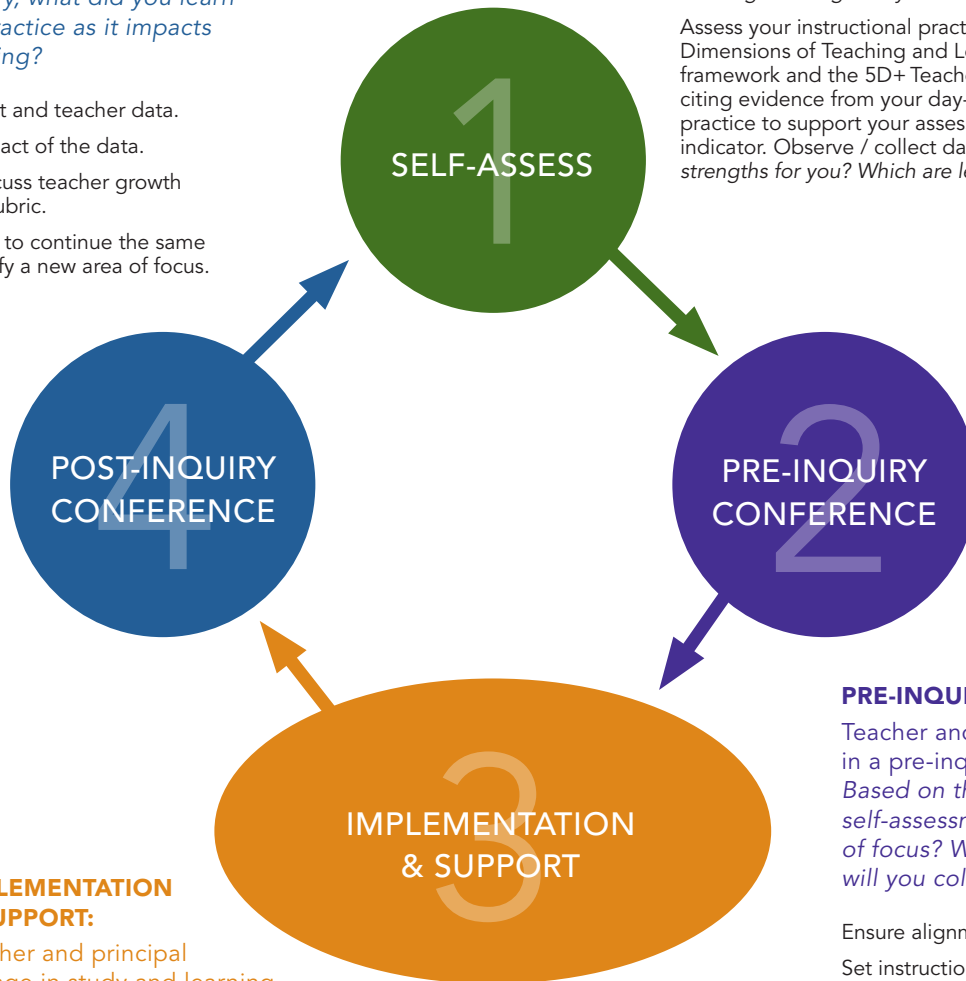
SELF-ASSESS:

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 5 Dimensions of Teaching and Learning (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. *Which indicators are strengths for you? Which are learning opportunities?*



IMPLEMENTATION & 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).

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