

5D+™ Inquiry Cycle

- 1. 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?
- 2. 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 goal.
 - Set student learning goals and evidence that will demonstrate meeting the goal.
- 3. IMPLEMENTATION AND 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).
- 4. 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.