

Preparing for Inquiry: Context for Teaching and Learning



Directions for Support Providers

Support providers working with participating teachers authorized by RIMS-BTSA for the Clear Education Specialist Induction Program also apply directions indicated by ★.

In **Preparing for Inquiry: Context for Teaching and Learning**, participating teachers learn about their teaching environment by identifying challenges, investigating resources, and gathering information about their students. During the induction process, teachers with multiple classes should select one focus class. With your guidance, participating teachers focus on their class, school, district/agency, and community and use this information to inform instructional decisions and identify areas for professional growth.

Preparing for Inquiry: Context for Teaching and Learning spirals into levels of graduated depth and complexity which are examined through:

- The **Continuum of Teaching Practice**: Reviewing and assessing current practice.
- Collecting: Gathering information about students, families, school site, district/agency, and community.

The *Conversation Guides* linked in the *Additional Resources* section of the RBO[®] Status Record will be helpful for reflecting on the following:

- Contextualizing: Applying the knowledge gained from classroom practice.
- Extending: Deepening thinking about teaching practice and student achievement.

STEP ONE

Assessing Initial Teaching Practice on the Continuum

Comprising a crucial aspect of formative assessment, the **Continuum of Teaching Practice** is a tool for evidence gathering, self-reflection, goal setting, and inquiry aligned with the *California Standards for the Teaching Profession (CSTP)*. The evidence-based **Continuum** guides and supports teachers in making informed decisions about their teaching practice.

- ❑ Preview the **Continuum of Teaching Practice (Continuum)** by reviewing the descriptions of the five levels of development across the *California Standards for the Teaching Profession (CSTP)*. The *Developmental Levels* of the **Continuum** begin with the expectation that as a preliminary credential holder, your participating teacher is already at **Level 1: Emerging** unless evidence indicates otherwise.
- ❑ As you begin **Preparing for Inquiry** with your participating teacher, familiarize yourself with the pieces of evidence that you and your participating teacher might collect in order to evaluate the developmental level on each standard of the **Continuum**. *Sources of Evidence* linked in the *Additional Resources* section of the RBO[®] Status Record may be used as a reference tool for the types of evidence to consider and collect.
- ❑ Familiarize yourself with the navigation methods and tools available on the electronic **Continuum**. Self-assessment of developmental levels is recorded with highlighting, underlining, or a combination of the two; documentation of the evidence in support of the self-assessment is recorded with post-it comments, text in the “Notes” box, or a combination of the two.
- ❑ Reflect on how best to introduce the **Continuum** to your participating teacher.
- ❑ Read through the **Continuum** with your participating teacher and discuss its structure and the methods of using it as a tool for self-assessment and documentation of growth over time. Discuss areas of growth that your participating teacher would like to address.

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- ❑ Examine **CSTP 6: Developing as a Professional Educator**. Guide your participating teacher in self-assessing the initial developmental level of their teaching practice in each element of this standard. Help your participating teacher record on the electronic **Continuum** the self-assessments, date, and any evidence supporting a self-assessed level other than *Level 1: Emerging*.
- ❑ As your participating teacher concurrently gathers information in **Preparing for Inquiry**, meet and **choose a CSTP standard** on which to collect evidence related to the language of that standard. Request that the participating teacher collect that evidence prior to your next meeting. At the next meeting, use the evidence that was collected to guide your participating teacher in determining the level of teacher development for each element in that standard. Have your participating teacher document that level and cite the supporting evidence and date on the electronic **Continuum**.
- ❑ Over the next few weeks, have your participating teacher continue to choose a CSTP standard, collect and examine evidence, determine developmental levels, and document on the electronic **Continuum** the self-assessments, dates, and evidence for each element of the standard chosen.

STEP TWO

Collecting Information

- ❑ Work with your participating teacher to gather information about the instructional setting. Complete each of the following, beginning with the documents that are most relevant to the teaching context:
 - K-W-O-L Chart
 - Class Profile
 - ★Education Specialist Caseload Profile
 - Classroom Layout
 - School and District/Agency Information and Resources
 - Home/School Communication
 - Site Orientation Checklist
- ❑ Guide your participating teacher in downloading/uploading a map of the school community.

STEP THREE

Completing the Initial Classroom Observation

An initial observation is required for all participating teachers and *occurs anytime after marking CSTP 6 on the Continuum*. Gather evidence of your participating teacher's current classroom practice during this observation. Assist your participating teacher, connect the evidence to the CSTP and determine areas of strength and focus areas for growth.

- ❑ Plan and hold a pre-observation conversation with your participating teacher.
 - Consider information from the completed sections of **Preparing for Inquiry: Context for Teaching and Learning**.
 - You will focus on observable CSTP evidence while being mindful of any identified areas discussed as your participating teacher self-assesses using the **Continuum of Teaching Practice**.
 - Arrange a time to observe a planned lesson in your participating teacher's classroom.
 - Determine the specific focus area(s) for the lesson observation by reviewing the *K-W-O-L Chart*. The "L" portion will be completed after the observation.
- ❑ During the observation, you may use the *Initial Observation Record (Part One)* to script observation evidence. In preparation of the post-observation discussion, organize the observation data by CSTP using the *Initial Observation Record (Part Two)*.
 - ★ During the observation, evidence may include student responses to instruction, modifications that may be made, observations of progress toward student benchmarks and IEP goals, and any evidence that connects to training opportunities provided from the *Menu of Options* that supports your participating teacher's specialty area. You may use the *Alternative Initial Special Education Observation Record (Part Two)*.

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- With your participating teacher, review and discuss the evidence gathered during the observation. Record insights about teaching practice on the “L” section of the *K-W-O-L Chart*: “What have I learned and what key evidence supports my new learning?”

STEP FOUR

Completing the Initial Self-Assessment Using the Continuum of Teaching Practice

- After completing the “L” section of the *K-W-O-L Chart*, revisit with your participating teacher the standards and elements of the CSTP that have been addressed for initial self-assessment of the **Continuum**. Using evidence collected throughout the initial observation and the process of **Preparing for Inquiry**; support your participating teacher in reflecting on the developmental levels of practice.
- Prior to beginning the **Inquiry**, assist your participating teacher to complete a thorough initial self-assessment using the entire **Continuum** to reflect on and identify areas of strength and areas of growth to inform professional development goals, teaching practices, and student achievement. Have your participating teacher summarize your conversations on the *Summative Reflection Record*.
- ★ Upon the completion of the initial self-assessment using the entire **Continuum**, have your participating teacher use the data to:
 - craft a professional growth goal using the *Conversation Guide – Professional Development Options for Education Specialists* and create a draft inquiry question for Cell 2 of the *Individual Induction Plan (IIP)*.
 - complete the Initial Reflective Summary on the *Education Specialist Reflection: Continuum of Teaching Practice*. This summarizes not only areas of strength but also areas of growth which may be a focus of **Inquiry into Teaching and Learning**.

Focusing Ahead – Inquiry

Based on information gathered during **Preparing for Inquiry: Context for Teaching and Learning**, begin the **Inquiry** by developing an *Individual Induction Plan (IIP)*.