

Inquiry into 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 ✨.

An inquiry-based system guides and informs participating teachers about their own professional growth. The purpose of formative assessment is to improve student achievement through improved teaching, as measured by the *California Standards for the Teaching Profession (CSTP)*. In collaboration with a support provider, participating teachers assess their practice against a set of specific criteria within the research cycle. Participating teachers gather information, collaborate with and/or observe a colleague, develop an action plan, implement that action plan, reflect on collected evidence, and apply new learning to future practice. The results are used to guide professional development with on-going opportunities for participating teachers and support providers to explore the impact of instruction on student achievement.

STEP ONE

Developing the Individual Induction Plan (IIP): Cells 1-8

- ❑ Using data from **Preparing for Inquiry** and the **Continuum**, collaborate with your participating teacher in developing an *Individual Induction Plan (IIP)* by creating an **Inquiry** question, linking it to the CSTP, and developing the measurable outcomes that will indicate how student achievement has changed through the inquiry process.
- ❑ Have your participating teacher design and implement the Action Plan by conducting research from a variety of sources: observations of colleagues, observation by you, readings from professional writings, information from Inquiry Support Sessions, and any additional applicable research. Have your participating teacher apply the research to classroom practice and reflect on the impact of the application to classroom practice.
- ❑ ✨ Work with your participating teacher to align the professional growth goal(s) to each **Inquiry** and *IIP*. Be sure to refer to the *Menu of Options* for identifying professional development opportunities that support your participating teacher's Action Plan.

STEP TWO

Designing and Teaching the Lesson Series

- ❑ Collaborate with your participating teacher in developing a lesson series by completing the *Essential Components for an Instructional Series*. As the lesson series is being developed, have your participating teacher update the Action Plan and reflect on how it is being applied in the lesson series.
- ❑ Assist your participating teacher in beginning the lesson series, creating an entry-level assessment and using it to determine the students' current levels of achievement. Guide your participating teacher in analyzing and reflecting on the results using the *Entry-Level Assessment Resource*.
- ❑ Based upon the entry-level assessment data, collaborate with your participating teacher on designing and/or selecting progress monitoring assessments. Determine what modifications to the instructional program will be required to meet the needs of three Focus Students, using the *Focus Student Selection* to capture your reflections.
- ❑ With your participating teacher, continue to revisit and update the *IIP*, plan an observation lesson including each component on the *Lesson Plan Template for Inquiry Observations*. Observe and capture evidence on the *Inquiry Observation Record*. Meet with your participating teacher to examine student work. Document your participating teacher's reflections on the *Analysis of Student Work* and discuss the impact of that evidence on instructional practice. ✨ Use the *Analysis of Student Work and Progress for Special Education Settings* to document your participating teacher's reflections.
- ❑ As the lesson series continues, meet with your participating teacher to discuss progress monitoring assessments and how they affect the instruction of students.



- Your participating teacher administers the summative assessment at the conclusion of the lesson series. Collaborate in analyzing the students' results using the *Summative Assessment Resource*. Help your participating teacher compare these results to the results of the entry-level assessment, and guide a summary of reflections on the *Summative Assessment Resource*.

STEP THREE

Reflecting on Teaching and Learning Using the Individual Induction Plan and the Continuum of Teaching Practice

- Revisit the *IIP* with your participating teacher. Assist in reflecting on the impact of the **Inquiry** and complete Cells 9 and 10.
- After reflecting on the lesson series your participating teacher designs and implements during each **Inquiry** and the impact of instruction on student achievement, revisit the elements of the CSTP that were addressed in the *IIP*. Using evidence collected throughout the lesson series, have your participating teacher reflect on, self-assess, and document electronically the current levels of practice for those CSTP elements only. Discuss these self-assessments and evidence with your participating teacher and the growth that has occurred.
- In addition to the focus CSTP elements addressed in the *IIP*, reflect with your participating teacher on any additional CSTP elements for which evidence has been collected to support professional growth. On the electronic **Continuum**, guide your participating teacher in self-assessing current levels of practice and indicating the evidence and date to support these assessments.
- ★ After completing each **Inquiry** and self-assessment of current levels of practice on CSTP elements addressed, assist your participating teacher in completing the Inquiry Reflective Summary on the *Education Specialist Reflection: Continuum of Teaching Practice* and noting any newly-acquired insights of teaching practice.