

Impact of Inquiry on 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 ★.

Research indicates that effective teachers practice self-reflection – thinking about what they do in the classroom, why they make their instructional choices, and what affects their teaching and their students’ learning. As your participating teacher reflects on experiences in teaching over this past year, you will collaborate and guide the collection and sharing of evidence that reveals the impact of the induction process on your participating teacher’s instruction and on student learning. The entire documentation of self-assessments using the **Continuum** provides a holistic picture of teaching practice and is a source of reflection for the **Impact of Inquiry on Teaching and Learning**.

STEP ONE

Reviewing the Induction Year

- ❑ Review each **Inquiry** completed this year and revisit the **Continuum of Teaching Practice** for the CSTP element(s) that were addressed. Have your participating teacher update the *Growth Summary Chart* as necessary.
- ❑ Revisit the **Continuum** and review each standard and the levels of development your participating teacher has documented **over the year**. Update any elements as necessary, including the supporting evidence and dates.

STEP TWO

Completing the Reflective Summary

- ❑ Reflect on the year’s formative assessment process with your participating teacher using the prompts on the *Reflective Summary*. Have your participating teacher write out responses to the prompts.

STEP THREE

Preparing for Colloquium

- ❑ For the RIMS-BTSA Colloquium, your participating teacher prints out and brings the completed *Reflective Summary* from the **Impact of Inquiry** and the evidence that best illustrates the changes in teaching and students’ learning. This information, which may be taken from the **Continuum of Teaching Practice**, **Preparing for Inquiry: Context for Teaching and Learning**, and **Inquiry for Teaching and Learning**, include the following areas:
 - Focus Students
 - Assessments
 - California Standards for the Teaching Profession (CSTP)
 - Instructional Strategies
- ❑ Assist your participating teacher in providing evidence of the connections among the academic content, instruction, and assessments. Highlight the best evidence that illustrates a change or improvement in instruction and students’ learning.
- ❑ ★ Assist your participating teacher in providing evidence of the connections among the specialty area, instruction, and assessments. Highlight the best evidence that illustrates a change or improvement in instruction and students’ learning.

STEP FOUR

Attending Colloquium

Your district/agency Colloquium is sanctioned time for participating teachers to share their professional growth throughout the induction process with you, their colleagues, and program personnel. The completed *Reflective Summary* and accompanying evidence are their guides for a professional conversation at this event.

- ❑ Direct your participating teacher to bring the completed *Reflective Summary* and accompanying evidence that best illustrates the changes in their teaching and their students’ learning to the Colloquium.
- ❑ Attend your required RIMS-BTSA Colloquium with your participating teacher. See your District Liaison and/or your RIMS-BTSA Program Manager for details.