



Inquiry into Teaching and Learning

An inquiry-based formative assessment system guides and informs participating teachers about their own professional growth. The purpose is to improve teaching, as measured by each standard of the California Standards for the Teaching Profession.

Participating teachers explore an area of teaching practice with a support provider. The Inquiry into Teaching and Learning calls for collaboration with colleagues, developing and implementing an action plan, reflecting on collected evidence, then applying new learning to future practice.

Inquiry into Teaching and Learning

1. Individual Induction Plan (C-1)
2. Essential Components for Instruction (C-2)
3. Entry-Level Assessment Resource (C-3)
4. Focus Student Selection (C-4)
5. Lesson Plan Template for Observation (C-5)
6. Inquiry Observation Record (C-6)
7. Analysis of Student Work (C-7)
8. Summative Assessment (C-8)
9. Self-Assessment of CSTP (E-2.1)
10. Self-Assessment of Induction Program Standards (E-2.5, E-2.6, E-2.6a, E-2.6b)

Inquiry into Teaching and Learning

Determine the Focus of the Inquiry

- Determine the area(s) for focus
- Develop a focus question
- Determine CSTP elements
- Anticipated measurable outcomes

Reflection and Application

- Self Assessment on CSTP
- Self Assessment on Pedagogy and Universal Access Standards
- Reflect on results
- Determine how new learning will be applied to future practice

Developing the Action Plan

- Describe research/resources
- Describe implementation of action plan and measurable outcomes

Summative Assessment

- Analyze and reflect on student performance for lesson series

Preparing for Instruction

- Determine Essential Components for Instruction
- Conduct an Entry Level Assessment
- Select Focus Students

Observation

- Design selected Lesson Plan and hold pre-conference
- Observation by Support Provider
- Post-Observation and Analysis of Student Work