

Inquiry Cycle: Mid-year Post-Inquiry Conference

Conversations with a teacher are situated within a cycle of teacher learning. Therefore, there are multiple types of conversations. The purpose of the mid-year post-inquiry conference is to examine the teacher's action steps, formatively discuss teacher growth using your teacher evaluation rubric, and decide whether to continue the same inquiry or identify a new area of focus.

Steps	Outline and Rationale	Questions, Stems and Frames
<p>Set the context if needed.</p>	<p>Setting the context around the action steps helps to make the purpose of the mid-year post-inquiry conference transparent.</p>	<p>The purpose of this meeting is to engage in a conversation about your area of focus, which included _____, and your students' learning as evidenced by _____.</p> <p>By the end of this conversation, I hope we will be able to have planned next steps for the next inquiry cycle and what outcomes/evidence we should observe in relation to your practices, student learning and our teacher evaluation rubric.</p>
<p>Teacher and principal reflect on the teacher's area of focus. Principal shares examples of observable evidence and asks the teacher to share his/her thinking and reflections about his/her area of focus.</p>	<p>The principal listens to the teacher's thinking to assess how the area of focus played out in daily classroom instructional practice and impacted student learning.</p> <p>The principal and teacher examine samples of evidence to validate teacher's strengths and help shape possible next steps.</p> <p>By grounding the strengths and possible next steps in your instructional framework and using evidence of observed instructional practice and what the students did as a result, teachers and principals get more comfortable with evidence-based conversations.</p>	<p>As our school/district continues to understand and implement instructional practices aligned with the Common Core State Standards and our instructional framework, you have been focusing on...</p> <p>I have observed you a number of times in both your classroom and your PLC and I have noticed the following strengths...</p> <p>I'd like you to reflect on your examples of observable evidence from our pre-inquiry conference connected to your area of focus:</p> <ul style="list-style-type: none"> • Based on the evidence, how did focusing on _____ address _____? • What about working on _____ helped your students with _____? • What evidence do you have that working on _____ helped your students to do _____? <p>I have also noticed the following in relation to your area of focus...</p> <p>I have also noticed the following based on the framework and rubric.</p>

Steps	Outline and Rationale	Questions, Stems and Frames
Decide to continue or to revise area of focus.	Teacher and principal determine an area of focus that will provide the opportunity for teachers to grow and students to demonstrate success.	We just summed up our learning from the first cycle and are about to begin our second cycle. Based on your learning from the previous cycle, should your area of focus change or should it remain the same? Why?
<p>Note: This is the end of the first inquiry cycle and you are now beginning a new inquiry cycle. If you decided to continue with your area of focus, your evidence below, practice and goals should represent a deeper level of teacher and student learning.</p>		
Create new examples of observable evidence of teaching and learning within the teacher's reach for this cycle.	By discussing examples, the teacher and principal can ground the area of focus in daily classroom practice.	What would _____ look like by the end of this cycle in your practice? What will students be doing and saying as a result of your learning in this cycle?
Determine changes in instruction.	By describing concrete instructional moves, teachers will be able to set specific and achievable goals.	What will change in your instructional practice? Why do you think that change will improve your students' learning?
Set student learning goals.	Setting student learning goals that clearly state what the teacher wants to accomplish in his/her practice with his/her students will help focus the learning opportunities for the teacher during professional development and feedback cycles with the principal.	What specific instructional practice goals can you set to support this change in practice? How will our work as a school help you with your instructional practice?
Determine steps of implementation and support for the teacher.	Teacher and principal identify a series of action steps to develop the instructional practice identified in the goals.	What do you need to learn in order to implement these shifts in practice? How will you learn about implementing these shifts in practice? Based on what you are saying, here are some possibilities...
Determine steps of implementation and support by the principal.	Teacher and principal identify specific steps the principal will take to support the teacher's learning (PLCs, PD, observing others, modeling, etc.).	What do you need me to do to support your learning? I can support this learning by _____.
Schedule formative feedback cycle.	Teacher and principal agree to when the formative feedback observations will take place.	Thinking about the steps you will take to learn _____, when does it make sense for me to come and collect observation data?