

Orting School District
 Aligning Learning and Learners Across the System
 to Support ALL Students Achieving at High Levels and Ready for College, Careers, and Life



CENTER for EDUCATIONAL LEADERSHIP
 UNIVERSITY OF WASHINGTON • COLLEGE OF EDUCATION

5D+™ Inquiry Cycle

SELF-ASSESS:
 Teacher self-assesses to identify an area of focus.
 Examine student work, classroom-based assessment data, feedback from students, etc. *What are the learning strengths and learning challenges of your students?*
 Consider building and district learning goals and instructional initiatives. *How do these support the learning challenges of your students?*
 Assess your instructional practice using the 5 Dimensions of Teaching and Learning (SD) Instructional framework and the 5D+ Teacher Evaluation Rubric, citing evidence from your day-to-day classroom practice to support your assessment for each rubric indicator. *Observe / collect data. Which indicators are strengths for you? Which are learning opportunities?*

DETERMINE A FOCUS:
 Teacher and principal analyze evidence to identify an area of focus. *Based on the responses in the self-assessment, what is your area of focus? What kind of evidence will you collect?*
 Ensure alignment.
 Set instructional practice goals and evidence that will demonstrate meeting the goals.
 Set student learning goals and evidence that will demonstrate meeting the goals.

IMPLEMENT & SUPPORT:
 Teacher and principal engage in study and learning around area of focus.
 Formative feedback cycles.
 Targeted feedback cycles.

ANALYZE IMPACT:
 Teacher and principal analyze the results of their work. *Based on your inquiry, what did you learn about your practice as it impacts student learning?*
 Examine student and teacher data.
 Analyze the impact of the data.
 Formatively discuss teacher growth using the 5D+ rubric.
 Decide whether to continue the same inquiry or identify a new area of focus.

Revised from Teacher Inquiry Cycle by **CENTER for EDUCATIONAL LEADERSHIP**
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Principal Inquiry Cycle

SELF-ASSESS:
 Principal self-assesses to identify an area of focus.
 Examine student work and instructional practice, classroom-based assessment data, feedback from stakeholders, etc. *What are the learning strengths and learning challenges of your school?*
 Consider building and district learning goals and instructional initiatives. *How do these support the learning challenges of your school?*
 Assess your leadership practice using the AWSP evaluation rubric, citing evidence from your data-to-day practice to support your assessment for each rubric indicator. *Which indicators are strengths for you? Which are learning opportunities?*

DETERMINE A FOCUS:
 Principal and supervisor analyze evidence to identify an area of focus. *Based on the responses in the self-assessment, what is your area of focus? What kind of evidence will you collect?*
 Ensure alignment.
 Set leadership goals and evidence that will demonstrate meeting the goals.
 Set instructional practice goals and evidence that will demonstrate meeting the goals.
 Set student learning goals and evidence that will demonstrate meeting the goals.

IMPLEMENTATION & SUPPORT:
 Principal and supervisor engage in study and learning around area of focus.
 Formative feedback cycles.
 Targeted feedback cycles.
 Observation and data analysis (individual, CFGs, team planning)

ANALYZE IMPACT:
 Principal and supervisor analyze the results of their work. *Based on your inquiry, what did you learn about your practice as it impacts instruction and student learning?*
 Examine instructional practices, student and teacher data.
 Analyze the impact of the data.
 Formatively discuss principal growth using the AWSP rubric.
 Decide whether to continue the same inquiry or identify a new area of focus.

Central Office Leadership Framework Inquiry Cycle

SELF-ASSESS:
 Administrator self-assesses to identify an area of focus.
 Examine data, School Improvement Plans, principal areas of focus, etc. *What are the strengths and challenges of your department?*
 Consider building and district goals and initiatives. *How do these support the challenges of your department?*
 Assess your practice using the Central Office Leadership Framework, citing evidence from your day-to-day practice to support your assessment for each rubric element. *Observe / collect data. Which indicators are strengths for you? Which are learning opportunities?*

DETERMINE A FOCUS:
 Administrator and supervisor analyze evidence to identify an area of focus. *Based on the responses in the self-assessment, what is your area of focus? What kind of evidence will you collect?*
 Ensure alignment.
 Set goals and evidence that will demonstrate meeting the goals.

IMPLEMENTATION & SUPPORT:
 Administrator and supervisor engage in study and learning around area of focus.
 Feedback visits: Cycles of observation and feedback.
 Professional collaboration.
 Professional development.

ANALYZE IMPACT:
 Administrator and supervisor analyze the results of their work. *Based on your inquiry, what did you learn about your practice as it impacts continuous improvement?*
 Examine data.
 Analyze the impact of the data.
 Formatively discuss growth using the Central Office Leadership Framework.
 Decide whether to continue the same inquiry or identify a new area of focus.

Tools and resources for teacher, principal, and central office growth and evaluations can be found at: www.marcishepard.org