## Exploring Culture of Instructional Inquiry at Your School
### Choose one or two of the settings described and explore the extent that instructional inquiry is evident.
### Review the indicators as possible places to start. Determine whom you might ask about COII in the specific setting, what you might observe, or where you might seek data or documentation.

| There are **settings** and situations in your school where the quality of instructional inquiry is likely to be visible. Consider the following. | **Indicators (what to look for):** <br><br> **More robust culture of instructional inquiry (What you might see or hear) indicators** | **Possible sources of information** |
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| **Teacher Team Meetings (grade-level/ department/course teams)** <br><br> **Professional Development Meetings** | • During teacher team or professional development meetings, **nearly all teachers or teacher teams demonstrate interest in and actively explore questions about their instructional efficacy** | • Are grade level and/or subject area virtual meetings being held during the school closure? <br> • What do they discuss related to distance learning, their instructional practices and student learning? <br> • Do they discuss how their instruction could most effectively reorient students to learning? <br> • Who could you ask about this? <br> • Could you join one of the virtual meetings as an observer/supporter? <br> • What professional development opportunities did teachers participate in during the past year and this summer? (ex: learning new technology to support distance learning). Did they use this information to reflect on and improve their instructional practices? <br> • Were there evaluations or feedback from PD you could look at? Did the evaluations include reflective questions about how the PD will help improve instructional practices? <br> • Did you discuss these issues during your interview for your current position? |
| | | Results of your exploration: |

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| **Staff and other School-wide Meetings** | • Student learning results **are regularly examined to identify areas of student weakness or struggle AND to speculate potential root causes to these problem**s including ways in which instruction may be contributing to these student learning problems | • Are school-wide virtual meetings being held during the school closure?<br>• What do they discuss related to disstance learning, their instructional practices and student achievement?<br>• Do they discuss how their instruction could most effectively reorient students to learning?<br>• Who could you ask about this?<br>• Are there meeting notes or agendas you could examine?<br>• Who could you ask about this?<br>• Did you discuss these issues during your interview for your current position?<br><br>Results of your exploration: |
| **Teacher Mentoring/ Coaching or Peer-observation** | Mentors/coaches/peer are **regularly sought by most teachers to observe teaching practices** for the purpose of providing critical practice feedback and advice; particularly related to new practices being cultivated or instructional practice areas identified as less well developed. | • How are mentors and instructional coaches used during the year? What strategies do they use to promote teacher reflection on instructional practices? Where could you find this information?<br>• How are mentors and instructional coaches used during the closure? What strategies do they use to promote teacher reflection on instructional practices? Where could you find this information?<br>• Do teachers ask them for support related to their instructional practices?<br>• Could you interview the coaches/mentors?<br>• Did you discuss these issues during your interview for your current position?<br><br>Results of your exploration: |

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