

## P-BVUSD Induction Inquiry Presentation Guidelines

The guidelines below will help you prepare for the small-group presentation you will deliver.  
All presentations will be held via zoom in breakout rooms

Presentations are due **March 22nd (one week prior to presentation date)**

Presentation date is **March 29th**

The inquiry implementation timeline (roll out of your lesson series) is February 20-March 10

### Presentation Outline

Your presentation will follow the outline below. Be sure to use the same headings and address the points in the same order. Times for each heading are a recommendation. Candidates have a total of 15 minutes to present.

#### **Introduction** (1 minute)

- Introduce yourself by stating your name, educational/professional background, and number of years of teaching experience.

#### **Teaching Context** (1 minute)

- State your school site and grade-level and/or content area.
- Describe any unique aspects of your teaching assignment the audience should know to better understand your presentation.

#### **Inquiry Planning (2 pieces of evidence)** (4 minutes)

- State your focus question that guided your inquiry and why you chose it.
- State the CCSS and ELD standards addressed and the CSTP that you integrated into the Inquiry.
- Indicate the anticipated, measurable outcomes you expected to see for all students.
- Share and explain your entry-level and summative assessments and
  - Specifically how they were administered.
  - How they would indicate what the students knew and learned as related to the focus question. For example, you could state, "Students with Minimal Understanding included terms like evolution and environment without additional information to support their response. Students with 'Partial Understanding'..."
  - Evidence must include one example assessment and one student sample. No students' last names.

#### **Inquiry Implementation (2 pieces of evidence)** (4 minutes)

- Summarize the 3-5 lessons including one stretch strategy to grow your practice and one differentiation example used to support the varied learners in the classroom.
- Formally state your two pieces of evidence.
- Evidence must include one student sample of a stretch strategy and one student sample of a differentiation strategy. No student names.

#### **End of Inquiry Reflection (1 piece of evidence)** (5 minutes)

- Describe the academic growth your students achieved by the end of your inquiry.
  - Evidence must include quantitative data about the students' academic growth.
- Describe any additional ways your students were positively impacted by inquiry.
- How has analyzing student data and engaging in the inquiry process supported your growth in your ILP goals and growth on the identified CSTP?