

PBVUSD Induction Inquiry Flowchart

The purpose of this flowchart is to provide a guide for the candidate and mentor when planning, implementing, reflecting, and presenting the Inquiry. It should be used in conjunction with the instructions found in the Inquiry portion of the ILP and the Inquiry Guideline, not in lue of.

	Candidate	Mentor	Resources
Preparation	Ask yourself the questions to consider found in the instructions of the Inquiry Planning section of the ILP.	Discuss with the candidate their answers to the questions to consider.	ILP Instructions
	Review upcoming standards and curriculum map to identify standard and new learning to be addressed during the inquiry.	Assist in identification of the specific portion of the standard being assessed.	CCSS or curriculum map
	Develop a focus question that is clearly focused on the standard identified.	Confirm the question is not something already taught, aligns with the standard, and is academic by nature.	CCSS
	Identify the ELD standards you will integrate.	Confirm the ELD standards and its integration aligns with the content standard chosen.	ELD standards
	Identify CSTP, and ILP goals to be embedded into the Inquiry.	Discuss how CSTP and ILP goal will be embedded into the Inquiry	ILP and CSTPs
	Identify anticipated measurable outcomes.	Confirm outcomes align with the portion of the standard being assessed and impact all students	
	Create the entry-level and summative assessments, and identify the levels of mastery.	Confirm the intent and the level of student demonstration required matches the assessments, and the DOK level of both assessments align.	
	Create a lessons series (3-5 lessons) which include 2 stretch strategies and 2 ways to differentiate for the varied learners in your classroom.	Support candidate in creating the lessons that include strategies which stretch their practice and address the varied learners in their classroom through differentiation.	Lesson Plan template (Candidate's preference)
Implementation	Administer and score the entry-level assessment, analyze results, sort students into the levels of mastery, and determine student misconceptions. Adjust lessons as needed.	Review results of the assessments with the candidate and consider any student misconceptions and highest leverage skills. Support the candidate in making any lesson adjustments.	Entry-Level Assessment Reflection
	Implement the lesson series with stretch and differentiation strategies.	Observe at least 2 of the lessons. Complete observation forms.	Mentor Observation form
	Administer and score the summative assessment, analyze results, and sort students into the level of mastery. Identify highest leverage skill to be retaught.	Review the results of the assessments with the candidate and discuss any needs for reteaching including student misconceptions and highest leverage skills.	Analysis of Student Learning

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Reflection	Compare the results of both assessments and describe the amount of growth the students achieved during the inquiry and address any lack of growth and reteaching used with your mentor. The reflection should include <u>quantitative data</u> and may include qualitative data.	Did the candidate meet the outcomes set for the class? Discuss the candidate's analysis of the assessments, review their quantitative data, and ensure any lack of growth is addressed.	Results from your assessments Goal Setting Chart
	Next the candidate will focus on their own growth and explain how the inquiry process helped them make progress on their ILP goals as well as the CSTPs.	Discuss with the candidate how they have grown as a result of this process.	ILP and CSTPs
Presentation	Complete and submit required ILP Sections in Google Classroom.	Confirm submission	
	Using the Inquiry Presentation Outline, draft your talking points for each sections.	Review talking points.	Inquiry Presentation Guidelines - Outline included
	Prepare your presentation, poster, or science board, including your five examples of evidence.		
	Rehearse your presentation to check timing and flow.	Be the audience for the rehearsal and offer feedback.	
	Make three copies of the Inquiry Presentation outline or presentation.		