Rubric for Becoming an Inquiry Based Teacher

Curriculum

Traditional Approach	Exploring Inquiry	Transitioning to Inquiry	Practicing Inquiry
Student knowledge is solely based on mastery of facts and trial information.	Student knowledge is based on mastery of facts and process skills.	Student knowledge is based on mastery of facts, process skills, and problem-solving skills.	Student knowledge is based on ability to apply facts and process skills to solve problems and make connections to new situations.
Curriculum is teacher centered and based on prescribed activities with anticipated results.	Curriculum allows for some flexibility for investigations according to the interests of students.	Curriculum allows for flexibility of investigations and units of study according to the interests of students.	Curriculum is student centered and provides flexibility for students to design and carry out their own investigations.
Curriculum is bases on subject specific textbooks.	Curriculum uses multiple textbooks and resources.	Curriculum uses multiple textbooks, internet and other software resources.	Curriculum uses texts (written, visual, spoken), the internet, software, people, places, events, and the world.

Lesson Presentation

Traditional Approach	Exploring Inquiry	Transitioning to Inquiry	Practicing Inquiry
Teacher is center of lesson.	Teacher is center of lesson and sometimes acts as a facilitator.	Teacher is center of lesson and frequently acts as facilitator.	Teacher consistently acts as effective facilitator and coach.
Teacher frequently lectures and uses demonstrations and activities to verify information.	Teacher usually lectures and does demonstrations and activities to explain information.	Teacher occasionally lectures and uses demonstrations and activities to reinforce concepts.	Teacher occasionally lectures and uses investigations so students can demonstrate understanding.
Teachers use only demonstrations and structured activities.	Teacher uses demonstration and attempts open=ended activities.	Teacher uses demonstrations and open-ended activities and occasionally attempts teacher-initiated and student initiated inquiries.	Teacher uses an inquiry process approach and consistently provides teacher-initiated and student-initiated inquiries.
Teacher plans only whole-class instruction.	Teacher plans whole-class instruction but occasionally uses small group instruction.	Teacher plans whole-class instruction and regularly uses cooperative learning groups.	Teacher effectively plans for whole group instruction as needed and frequently uses cooperative learning groups.
Teacher has difficulty with unexpected results.	Teacher begins to accept unexpected results.	Teacher easily accepts unexpected results.	Teacher accepts and anticipates unexpected results.

Communication

Traditional Approach	Exploring Inquiry	Transitioning to Inquiry	Practicing Inquiry
Teacher rarely allows student to share information with each other through small-groups discussions and dialogue.	Teacher occasionally allows students to share information with each other through small group discussions and dialogue.	Teacher frequently expects students to share information with each other through small group discussions and dialogue.	Teacher consistently expects students to share information with each other through small group discussions and dialogue.
Teacher speaks mainly from the front of the room.	Teacher usually speaks from the front of the room and occasionally moves about.	Teacher frequently moves about the room speaking from different areas.	Teacher effectively moves about the room, speaking from different areas to monitor and enhance learning.
Teacher communicates by standing above or over students.	Teacher occasionally communicates to students by kneeling by or sitting on a student seat to make eye level contact.	Teacher frequently communicates to students by kneeling by or sitting on a student seat to make eye level.	Teacher consistently communicates to students by kneeling by or sitting on a student seat to make eye level contact.
Teacher provides little positive reinforcement.	Teacher provides occasional positive reinforcement.	Teacher provides frequent positive reinforcement.	Teacher provides frequent and equitable positive reinforcement.
Communication is mostly from teacher to student and rarely from student to student.	Communication is usually from teacher to student by occasionally from student to student.	Communication is occasionally from teacher to student but frequently from student to student.	Communication effectively varies from teacher to student and from student to student according to the situation.

Engagement of Students

Traditional Approach	Exploring Inquiry	Transitioning to Inquiry	Practicing Inquiry
Teacher engages students through oral questioning and discussion.	Teacher engages students through oral discussion and open-ended questions.	Teacher engages students through open-ended discussions and investigations.	Teacher engages students through open-ended discussions, investigations, and reflections.
Students are mostly passive but teacher uses some hands-on activities.	Students are occasionally active; teacher uses hands-on activities but attempts some open-ended investigations.	Students are mostly active; teacher uses hands-on activities but attempts open-ended investigations and encourages student-directed explorations.	Students are consistently active; teacher use hands-on and minds-on activities that encourage open-ended, student initiated investigations and explorations.
Teacher rarely solicits information from the students.	Teacher occasionally solicits information from the students.	Teacher frequently solicits information from the students.	Teacher frequently and effectively solicits information from the students.

Classroom Organization

Traditional Approach	Exploring Inquiry	Transitioning to Inquiry	Practicing Inquiry
Student desks are arranged in rows with seating assigned by the teacher; focus is toward the front of the room; teacher desk in front center of class.	Student desks are usually arranged in rows or in groups assigned by the teacher for occasional group work; teacher desk is to the side of the classroom.	Student desks are arranged in groups assigned by teacher and students for cooperative learning groups; teacher desk at side or in back of classroom.	Teacher and students share decisions around room and seating arrangements to maximize student interactions, work, and discussions.
Supplies and materials are sequestered; teacher permission is needed for students to access and use items.	Some supplies and materials are readily available for students to access on own; teacher permission is needed for students to access and use certain items.	Many supplies and materials are readily available for students to access and use on own; teacher permission is needed for students to access certain items.	Most supplies and materials are readily available for student to access and use on their own; teacher permissions is needed for certain students to access and use certain items.
Classroom does not contain centers or areas for students to work independently; room arrangement remains he same for the entire school year.	Classroom occasionally contains centers; room arrangement changes occasionally.	Classroom regularly contains centers and areas for independent work; room arrangement changes occasionally.	Classroom contains centers and areas for student to work or read independently; room arrangement change regularly.
Walls are mostly bare with a few commercially made posters displayed.	Posters and some student work displayed on walls.	Some posters, but mostly student work displayed on walls.	Walls are filled with work representing all students in the class.

Questioning Skills

Traditional Approach	Exploring Inquiry	Transitioning to Inquiry	Practicing Inquiry
Teacher asks mostly low-level, recall, and knowledge questions.	Teacher asks recall and comprehension level questions, attempts application and evaluation level questions.	Teacher poses higher-level and open-ended questions.	Teacher uses all levels of questioning and adjusts level to individual students.
Teacher uses questions to impart knowledge and solicit a desired response from students.	Teacher uses questioning skills to initiate discussion.	Teacher uses questioning skills to assess prior knowledge and initiate interactions between teacher and students and students and students.	Teacher uses questioning skills to assess prior knowledge, facilitate discussions and construct knowledge.
Teacher leads students to answer questions correctly and provides correct answer.	Teacher leads student to answer questions correctly, attempts prompting strategies.	Teacher frequently uses probing, prompting and redirectioning techniques.	Teacher consistently uses probing, prompting and redirectioning techniques.
Teacher rarely asks open-ended questions.	Teacher sometimes attempts to pose open-ended questions.	Teacher frequently poses open-ended questions.	Teacher consistently poses open-ended questions.

Teacher does not use wait time strategies.	Teacher occasionally uses wait time strategies.	Teacher frequently uses wait time strategies.	Teacher consistently and effectively uses wait time strategies.
Teacher provides answers when students cannot answer questions.	Teacher attempts rephrasing techniques when students cannot answer questions.	Teacher frequently uses prompts and rephrasing techniques when students cannot answer questions.	Teacher consistently and effectively uses prompts and rephrasing techniques when students cannot answer questions.

Assessment Procedures

Traditional Approach	Exploring Inquiry	Transitioning to Inquiry	Practicing Inquiry
Teacher frequently uses worksheets to assess learning; students record learning on teacher designed sheets.	Teacher reduces the use of worksheets to assess learning; teacher attempts having students record on student designed sheets.	Teacher seldom uses worksheets to assess learning; students record on student designed sheets and/or journal with some success.	Teacher seldom uses worksheets to assess learning; students record on student designed sheets and/or journal with complete success.
Teacher mostly uses objective-type testing.	Teacher uses objective testing and attempts to implement authentic assessment.	Teacher varies assessments to include objective testing, portfolios, rubrics, and other authentic assessments.	Teacher consistently and effectively varies assessments to include objective testing, portfolios, rubrics, and other authentic assessments.
Teacher assesses students based on content information only.	Teacher assesses students based on content and skills.	Teacher assesses students based on content, skills and problem-solving skills.	Teacher assesses students based on concepts, knowledge, attitudes, transdisciplinary skills and action taken because of new learning.
Teacher works as an individual.	Teacher works with another teacher to share inquiry strategies and activities.	Teacher works in collaboration with others to develop and share inquiry strategies.	Teacher works in collaboration with others in study group sessions to share units, articles and success stories.