

# Instructional Inquiry Process Map

To systematically and reliably move students into the sphere of success, school teams must understand and change the "conditions for learning" at both the classroom and school levels. This tool helps keep track of and communicate these

**SUB-SKILL**

**DATA-BASED PROBLEM STATEMENT:**

**END-OF-SCHOOL-YEAR TARGET:**

**LEARNING TARGET**

Based on evidence from prior cycle

Date:

Begin next cycle

**INSTRUCTIONAL RESPONSE**

Details of instructional intervention: \_\_\_\_\_ Date: \_\_\_\_\_

HIGH-LEVERAGE INSTRUCTIONAL DECISIONS	
WHAT is taught	
HOW it is taught	
WHO teaches it	
HOW WELL it is taught	

  

ORGANIZATIONAL LEVELS IN A SCHOOL	
Students (individuals or groups)	
Individual teachers	
Groups of teachers (depts, grade levels)	
All teachers in the school	

**EVIDENCE OF SUCCESS**

8Y bY Āa UghYfmi cZ hY YUfb]b[ hUf[ Yh6Y gdYWy WUVci h'k \UhUggYgga Ybhnci NY i g]b[ 'UbX'k \Yfy'fk \]WV' questions, steps, or indicators) you'll look for evidence of mastery.

**RESULTS**

LAG TIME

★ Attach implementation plans, assessments, student performance data, etc. ★

## Definitions and Directions

**DATA-BASED PROBLEM STATEMENT:** 8Y bY` the current (start-of-year) level of performance that led the team to focus on this high-leverage sub-skill.

**END-OF-SCHOOL-YEAR TARGET:** 8Y bY`H\Y` level of performance that, if students achieve it by June, would be considered "success."

**HYPOTHESIS:** Describe the skill gap, misconception or instructional factor that best accounts for the gap between current and desired conditions, based on what you know about student skills and present instruction. Remediating this misconception/knowledge gap is your "learning target" or short-term goal.

**HIGH-LEVERAGE INSTRUCTIONAL DECISIONS:** Those related to the four main "conditions for`YUfb]b[ ĩ ĩ ĩ UhU YWġgh XYbhdYfZcfa UbW.

- **What is taught (and when)**—curriculum scope and sequence experienced by the target students
- **How it is taught**—pedagogy, instructional strategy
- **Who teaches it (and where)**—teacher assignment; classroom/pull-out/out-of-school
- **How we know whether it is learned**—quality and precision of assessments

Describe how your intervention will address the learning target by changing one of these conditions for learning.

**ORGANIZATIONAL LEVELS IN A SCHOOL:** Interventions may target students, individual teachers, groups or teams of teachers, or all teachers in the school—and over time, should systematically migrate from classroom level to school level.

**EVIDENCE OF SUCCESS:** 8Y bY`gdYVŴ WŴ`mi where your team will seek evidence of learning: from student work; formative, benchmark, or summative assessments; low-inference HfUbgVŴ]dhgž cf`cH\Yf`gci fWg" 6Y`gdYVŴ W`Which tasks, *which* questions, *which* behaviors will "prove" increased mastery of the sub-skill?

Assess implementation as well so that if little or no progress is seen, the team can X]gWfb`VYrk YYb`U` Uk YX` \nčh\Yg]g`UbX`k YU\_` enactment of the intended intervention.

**LAG TIME:** Note the time it takes to translate data into instructional action and assess Y`YVŴj`YbYgg" H\Y` [ cU` ]g`hc`g`cfHŴb`your cycles of learning in order to accelerate students.

## Notes

Attach implementation plans, assessments, student performance data, etc.