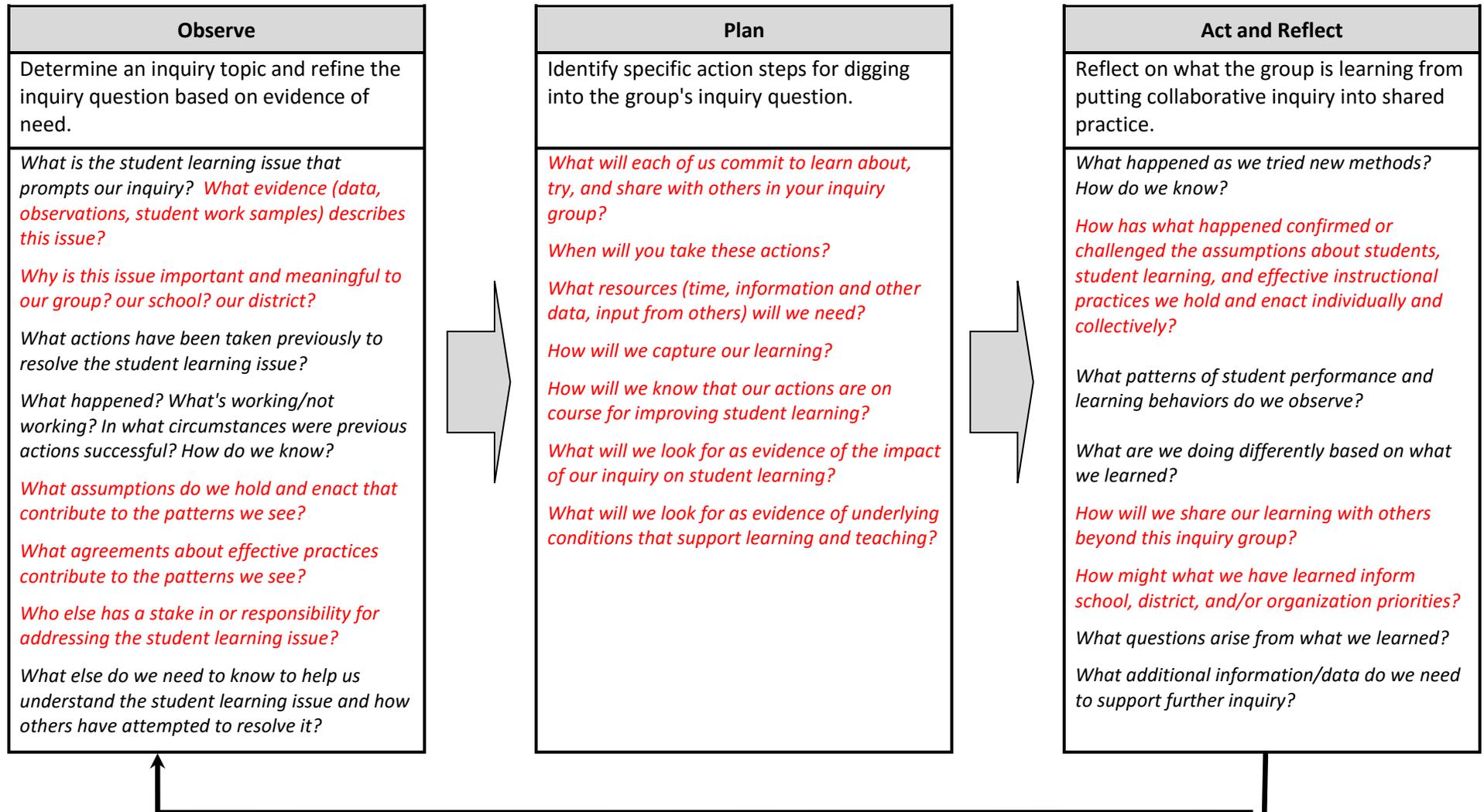


NCLE's Inquiry Guide uses these core questions to walk a team through a cycle of inquiry that leads to strengthened teaching, learning, and collaboration.



*Red text highlights the questions that reflect NCLE's Capacity Building Framework for strengthening professional learning processes and structures.

<http://www.ncte.org/ncle/framework>

NCLE Inquiry Guide

Observe

The “Observe” stage in the NCLE Inquiry Guide provides a set of reflective questions for teams to use in determining an agreed-upon inquiry topic and a refined inquiry question based on evidence of need.

Observe: Patterns in Student Learning and Performance
<i>What is the student learning issue that prompts our group's inquiry?</i>
<i>What evidence (patterns in data, observations, student work samples) describes the student learning issue?</i>
<i>Why is this issue important and meaningful to our group?</i>
<i>How is addressing this issue related to our school's, district's, or organization's priorities?</i>
Our Inquiry Question:

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NCLE Inquiry Guide

Observe (cont.)

Observe: Patterns of Practice and Organizational Conditions	
Instructional Focus	Focus for Capacity Building
<p><i>What actions have been taken previously to resolve the student learning issue?</i></p> <p><i>What happened? What's working/not working? In what circumstances were previous actions successful? How do we know?</i></p> <p><i>What else do we need to know to help us understand the student learning issue and how others have attempted to resolve it?</i></p>	<p><i>What underlying conditions contribute to the patterns we see:</i></p> <p style="padding-left: 20px;"><i>(1) assumptions about students, student learning, and effective instructional practices we hold and enact individually and collectively?</i></p> <p style="padding-left: 20px;"><i>(2) agreements about effective instruction and conditions that support learning and teaching?</i></p> <p><i>Who else has a stake in or responsibility for resolving the student learning issue?</i></p>
<p>Revisit our Inquiry Question: <i>Based on what we learned through exploring the above questions, do we want to refine our Inquiry Question?</i></p> <p>Refined Inquiry Question:</p>	

NCLE Inquiry Guide Plan

Identify the specific steps necessary for your group to collaboratively address the inquiry question named in the “Observe” stage of the process.

Plan			
<p style="color: red;"><i>What will each of us commit to learn about, try, and share with others in our inquiry group?</i></p> <p style="color: red;"><i>When will we take these actions?</i></p> <p style="color: red;"><i>What resources (time, information and other data, input from others) will we need?</i></p>			
Action	People Responsible	Timeline	Resources
<p style="color: red;"><i>How will we capture our learning?</i></p> <p style="color: red;"><i>How will we know that our actions are on course for improving student learning?</i></p> <p style="color: red;"><i>What will we look for as evidence of the impact of our inquiry on student learning?</i></p> <p style="color: red;"><i>What will we look for as evidence of underlying conditions that support learning and teaching?</i></p>			

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NCLE Inquiry Guide

Act and Reflect

Take the actions specified in the “Plan” stage of the inquiry cycle, and reflect on what the group is learning from putting the inquiry into shared practice.

Act and Reflect

What happened as we tried new methods? How do we know?

How has what happened confirmed or challenged the assumptions about students, student learning, and effective instructional practices we hold and enact individually and collectively?

What patterns of student performance and learning behaviors do we observe?

What are we doing differently based on what we learned?

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NCLE Inquiry Guide

Act and Reflect (cont.)

How will we share our learning with others beyond this inquiry group?

How might what we learned inform school, district, and/or organization priorities?

Further Inquiry

What questions arose from what we learned?

What additional information/data do we need to support further inquiry?

Return to the “Observe” stage to begin another cycle, using data collected during these actions to inform the next revision of the inquiry questions.