

Table 2.2 Inquiry and Instruction Organizer

| Inquiry Steps and Guiding Questions to Consider for All Inquiry Cycles | Focus of Inquiry | Important Ideas to Remember for Future Work |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|----------------------------------------------------|
| <ul style="list-style-type: none"> • Defining an inquiry question <ul style="list-style-type: none"> » How broad or narrow is our question? » Is this a discipline-specific or cross-disciplinary question? » How is this question related (or not) to other inquiry questions? • Building background knowledge <ul style="list-style-type: none"> » What do we already know about this area? » What have we already tried? » Who are the local experts in our school and district we might consult? » Which online and print resources do we need to consult? » How will we organize and share our findings? | Text | |
| <ul style="list-style-type: none"> • Idea generation <ul style="list-style-type: none"> » Which researched and newly generated ideas seem best to pilot? » Which ideas might we save for later? » Who is best positioned to pilot new ideas and with which students? » How might we know if these new ideas are <i>working</i>? | Tasks | |
| <ul style="list-style-type: none"> • Idea testing <ul style="list-style-type: none"> » How will we document our classroom pilots? » How will we share the products of our pilots? » How will we document and evaluate changes? » Which new ideas are proving most successful, as demonstrated by student learning and behaviors? | Students | |
| <ul style="list-style-type: none"> • Reflection and idea revision <ul style="list-style-type: none"> » Looking back, what seemed most successful and why? » Where do we see room for further tweaking? » Which new practices will we keep, and which will we retool or abandon? » How might we share successful new practices with colleagues? » What might we investigate next? | Culture | |