Cycle of Inquiry Rubric

Indicator	1 – Unsatisfactory	2 – Basic	3 – Proficient	4 - Distinguished
Connection to a 5D+ indicator of effective instruction	Cycle of inquiry does not connect to a specific indicator of effective instruction.	Cycle of inquiry connects to a specific 5D+ indicator of effective instruction.	Cycle of inquiry directly connects to a 5D+ indicator of effective instruction and is an area of growth for the teacher as indicated by a process of self=reflection and collaboration with colleagues.	Cycle of inquiry directly connects to a 5D+ indicator of effective instruction and is an area of growth for the teacher as indicated by a process of self-reflection and collaboration* with colleagues, and using information gathered from multiple viewpoints**.
Connection to school problem of practice	Cycle of inquiry does not connect to the school problem of practice.	Cycle of inquiry connects to the school problem of practice in a limited way.	Cycle of inquiry directly connects to the school problem of practice.	Cycle of inquiry directly connects to the school problem of practice and supports school improvement toward the problem of practice.
Focus on observable instructional strategies	Cycle of inquiry does not identify or focus on observable instructional strategies.	Cycle of inquiry identifies and focuses on observable instructional strategies targeted to improve instruction.	Cycle of inquiry indentifies and focuses on observable instructional strategies targeted to improve instruction. The teacher explains why the instructional strategies impact student learning.	Cycle of inquiry identifies and focuses on observable instructional strategies targeted to improve instruction. The teacher explains why the instructional strategies impact student learning, the challenges in learning the new strategies, and the rewards in acquiring the new strategies.
Teacher Data	Teacher data was not collected.	Limited teacher data was collected.	A variety of forms of teacher data was collected over time and analyzed.	A variety of forms of teacher data was collected over time and analyzed. The teacher makes inferences on how the teacher action impacted student learning.
Student Data	Student data was not collected.	Limited student data was collected.	A variety of forms of student data was collected over time and analyzed.	A variety of forms of student data was collected over time and analyzed. The teacher makes inferences on how the teacher action impacted student learning.

*Collaboration
**Multiple View Points

Revised January 13, 2014