

Appendix F.3 • Professional Inquiry Guide: Authentic Design

An inquiry guide that can be used alongside the Capability Rubrics to support the design of professional learning

General Questions/Input to Consider		Your Notes, Reflections, and Design
<p>What's the "driving question" of the inquiry?</p> <p>How does this inquiry respond to assessed needs and/or areas of interest?</p> <p>What capabilities are you focusing on developing, and what are the intended professional and student learning outcomes?</p> <p>Focus on how any partnerships, environments, technology, and each element of inquiry are <i>directly</i> deepening the learning. Are they "just there," or are they <i>leveraged</i> intentionally and with explicit purpose?</p> <p>What specific practices and assessments will directly develop and/or evidence what specific capabilities and outcomes? Is there opportunity for the assessment to evidence <i>and</i> further develop learning?</p> <p>How can you leverage partnerships, environments, technology, and the elements of inquiry in order to take learning beyond traditional ends? How can you leverage them to contribute back?</p>		
Element of Authentic Practice	Questions/Input to Consider	Your Notes, Reflections, and Design
<p>Partnerships</p> <p>Leveraging student, teacher, parent, community member, and other learning partner engagement to enable and deepen learning</p>	<p>How can you engage students, parents, community members, and others as real partners throughout the inquiry?</p> <p>What specific learning partners would deepen the learning, and in what ways? How can they be engaged?</p> <p>What evidence do you need to gather throughout the inquiry, and how can learning partners support you to gather it?</p> <p>How does the inquiry design ensure clear and transparent communication, shared success criteria and goals, and equitable learning opportunities and outcomes?</p>	

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<p>Environments Leveraging where, why and how we learn in a range of natural and artificial environments to enable and deepen learning</p>	<p>Describe the where, why, and how of learning. How will they be integral to the experience and understood by all?</p> <p>What natural and artificial (e.g. “built” or digital) environments are most suited to developing the intended capabilities?</p> <p>Consider how this inquiry and its environments can</p> <ul style="list-style-type: none"> • enable student voice and agency, • embody a commitment to learning and success for all learners, • reflect who learners are and what they need to be successful, • be marked by learning for all, belonging, contribution, celebration, and deep connections between learning partners, purposes, modes, and spaces. 	
<p>Technology Leveraging digital tools and other technologies to connect learners, expand learning environments, and otherwise enable and deepen learning</p>	<p>How can digital tools be incorporated to directly enable, enhance, accelerate, connect, share, or otherwise deepen the learning?</p> <p>What digital tools are most suited to developing the intended capabilities, and at what times?</p> <p>How can the inquiry design ensure that learning partners who need support to leverage specific tools get it, and how can it ensure those who are already experts can support others to become the same?</p> <p>Is there opportunity to improve existing or develop new digital or other tools to best develop the given capabilities?</p>	
<p>Inquiry Leveraging the continuous process of assessment, design, implementation, measurement, and reflection and change in partnership with learners to enable and deepen learning</p>	<p>How will the inquiry tell you what you need to know about your learners and other learning partners? Will you need a single assessment or multiple, connected (“nested”) assessments?</p> <p>How does it fit in with your and your systems’ overall inquiry picture (i.e., with past, present, ongoing, and future learning)?</p> <p>How are learning partners engaged in the design of this inquiry, and how are they engaged in assessment and measurement?</p> <p>What opportunities are there to reflect on learning and change your practice as necessary?</p> <p>How will you engage intentionally and purposefully with each element of the inquiry process to develop and evidence focus capabilities?</p>	

Source: The Learner First, 2018

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