
Self-Assessment Inventory: Inquiry-Based Teaching

Source: Arizona Collaborative for the Excellence in the Preparation of Teachers (ACEPT)

Tools: Teaching and Learning/Equity

DESCRIPTION

The *Self-Assessment Inventory: Inquiry-Based Teaching* tool describes the characteristics of an inquiry-based teacher. The inventory creates opportunities for reflection and robust discussion regarding reformed teaching. The inventory is based on the Reformed Teaching Observation Protocol (RTOP) and the RTOP is a formal, structured observation method to score a lesson. The RTOP provides an operational definition of what is meant by “reformed teaching.” The items arise from a rich research-based literature that describes inquiry-oriented standards-based teaching practices in mathematics and science. The RTOP is available at:

http://physicsed.buffalostate.edu/AZTEC/RTOP/RTOP_full/PDF/RTOPform_IN001.pdf

STRATEGIES FOR IMPLEMENTATION

The *Self-Assessment Inventory: Inquiry-Based Teaching* accompanies the RTOP Observation Protocol and is designed for self-assessment of one’s teaching and as a structure to facilitate discussion of the many different aspects of reformed teaching practices. This inventory is not to be used as an evaluation tool. A coach can utilize this tool with a teacher in a thoughtful way to think about their own teaching so that they can construct their own detailed definition of inquiry-based teaching and how that definition applies to their own situation.

What does it mean to be an inquiry-based teacher? Ask teachers to read through each of characteristics of an inquiry-based teacher and their accompanying descriptions. Have them think about what each one means to them and evaluate how well it describes them as a teacher.

This reflection tool can be used as an opening activity to identify teacher actions needed in a reformed classroom. Then the tool can be used after a lesson is observed or videotaped. Teachers will use this tool to identify areas of strength and areas of refinement based on the following areas of a reformed classroom:

- Lesson Planning and Implementation
- Content knowledge
- Procedural Knowledge
- Teacher/Student communications and relationships

The directions for rating each area are listed on the first page of the tool as well as a list of questions to consider while completing the reflection tool.

Additional support:

The full RTOP reference manual is available at:

http://physicsed.buffalostate.edu/AZTEC/rtop/RTOP_full/PDF/RTOP_ref_man_IN003.pdf

The RTOP training guide is available at:

http://physicsed.buffalostate.edu/AZTEC/rtop/RTOP_full/PDF/RTOPTrgGd_IN002.pdf

An online version of teacher training on RTOP can be found at:

http://physicsed.buffalostate.edu/AZTEC/RTOP/RTOP_full/using_RTOP_1.html