

"The must-have reflective journal and resource
for inquiry-based teachers."

—Pedro A. Noguera, PhD, Distinguished Professor of Education
UCLA Graduate School of Education & Information Studies
Los Angeles, CA

experience INQUIRY

5 Powerful Strategies,
50 Practical Experiences



Kimberly L.
MITCHELL

Foreword by Kath Murdoch,
Author of *The Power of Inquiry*

Thank you

FOR YOUR
INTEREST IN
CORWIN

Please enjoy this complimentary excerpt from *Experience Inquiry* by Kimberly Mitchell. Try out these inquiry peer observation methods with your students to further develop their question-asking and question-seeking.

LEARN MORE about this title, including Features, Table of Contents and Reviews.

Peer Observation Planning Worksheet



INQUIRY PEER OBSERVATION METHODS

LOOK FOR'S

DATA COLLECTION METHODS

Get Personal

Where do you see emotional connections (teacher–student, student–student, and everyone–content) happening?

- Count all the times the teacher uses students' names and/or students use each other's names.
- Note when you hear a story or a connection being made between the content and students' lives.
- Note body language of students (are they facing only the teacher, or are they clearly listening to one another?).

Stay Curious

How does the teacher communicate that he or she is still learning, too?

- Write examples of teacher asking questions they don't have the answer to already.
- Note the times when teacher turns questions back on students to discuss and think about rather than giving an answer.
- Write verbatim how teacher responds when student gives an answer.



LOOK FOR'S

DATA COLLECTION METHODS

Ask More, Talk Less

Who is doing most of the talking and question asking?

- Calculate the talk time (teachers–students–specific student).
- Write verbatim all the questions asked during the lesson (and by whom).
- Use the A•B•Q or Top of the Minute Template to record student responses and actions.

Encourage Evidence

How are students analyzing their sources of information? What choices do they make?

- Count the number of instances in which students voluntarily cite their sources or ask about evidence from others.
- Note the activities in which students have a choice in what, where, how, and with whom they get to accomplish their work.

Extend Thinking Time

Describe the pace of the class. How much wait time is offered? Are students given time to reflect?

- Make note of when transitions happen and at what times during the lesson.
- Make note of opportunities for students to quietly reflect in writing.
- Using your phone's stop watch, calculate the number of seconds between a question being asked and answered.
- Describe the pace of the lesson (teacher's voice, movement).



Available for download at <https://www.inquirypartners.com/>