

# Inquiry Checklist

## INSTRUCTIONAL STRATEGIES

### INSERT G FOR STEP 1

## Introduction

As an introduction, the teacher leads a discussion on the inquiry process and sets the standards for the interactions between the students and the teacher. Behaviors to look for:

- ☐ Teacher leads a discussion on process and strategies that can be used with a problem for which he/she has no solution.
- ☐ Teacher maintains an atmosphere where students are responsible for building and testing their own explanations and theories, determining what data they need, and how to collect and use the data.
- ☐ Teacher tells students they will not be called on for a response but have responsibility to seek their own information and volunteer their responses when they are ready.
- ☐ Teacher establishes a structure where only one person is speaking at a time, unless students decide to have a “conference” where free flow discussion is allowed for a short period of time.

## Teach/Practice

In this section, the students interact with the teacher and a variety of resources to work toward a solution to a perplexing problem that calls for generating data, using data, formulating hypotheses and testing hypotheses. The teacher acts as a facilitator of the process rather than providing direct instruction; therefore, the students do most of the talking. Behaviors to look for:

- ☐ Teacher poses or identifies a problem that is not explainable with the students’ present store of knowledge, expectations, beliefs or predictions.
- ☐ Teacher maintains a non-judgmental environment, uses neutral verbal and non-verbal behaviors, accepts all students’ theories or explanations, and resists stating his/her solution to the problem.
- ☐ Teacher expects students to build their own explanations or theories, determine what data they need and how to get and use the data.
- ☐ Teacher facilitates students’ acquisition of needed information/data.
- ☐ Teacher clarifies, acknowledges, and probes for students’ data and awareness of processes and data sources.

## Conclusion

At the conclusion of the inquiry interaction, the teacher leads a discussion on the processes which the students used to work on solutions to puzzling problems. Behaviors to look for:

- ☐ To build awareness of thinking skills, the teacher leads discussion about problem-solving and thinking behaviors the students used.
- ☐ Teacher does not try to lead students to a conclusion or solution to the problem, nor validate an “answer” or a solution.

## Information Processing Family includes:

### Concept Attainment

#### Inquiry

- GOAL: Critical Thinking  
Focuses on development of decision-making, reasoning and problem-solving.
- TEACHER BEHAVIORS:  
Intellectual Challenge and Inquiry.
- LEARNER BEHAVIORS:  
Seeing relationships, searching out evidence, establishing proof, identifying main ideas, testing validity, detecting discrepancies.

## Inquiry includes:

### Introduction

- Discuss inquiry process.
- Set standards for inquiry.

### Teach/Practice

- Students work to find a possible solution for a perplexing, discrepant problem.
- Students formulate and test theories.

### Conclusion

- Discuss the problem-solving and thinking processes used to work towards a solution (metacognition skills).

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