

System Monitoring Through Implementation (K-12): Collaborative Inquiry Process

Observe/Reflect

Examine, analyze and evaluate feedback and results. Decide the extent to which the areas of student and educator needs have been addressed.

Monitor and Reflect on Student and Educator Learning
Share and analyze evidence of student learning, discuss progress, challenges and possible solutions. Revise plan as needed.

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| <ul style="list-style-type: none"> • What do students identify as their strengths and needs? • What is the role of the student in the instructional process? • What adjustments do we need to make? • What is the depth of learning? What is our evidence? | <ul style="list-style-type: none"> • What is working/not working? • What are the educator learning needs? • What is the depth and consistency of implementation? How do we know? • What factors enabled successful implementation? • What evidence might affirm that spread is occurring? • What adjustments do we need to make? What additional support is required? • What are our key learnings? • How well did the professional learning of leaders meet their needs? |
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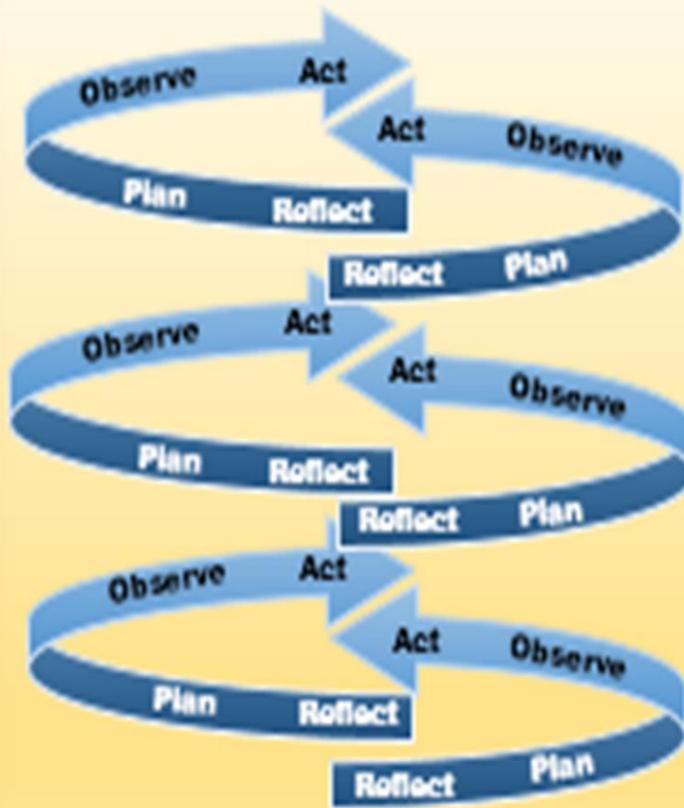
From Data to Evidence

- Is your evidence high quality, comprehensive, consistently applied?
- Is your evidence a triangulation of data (observation, conversation, product) in support of your goals?
- Does your evidence exist 'for' and 'from' all users?
- Does your evidence tell a fair and representative story of how an individual learner is impacted as a result of your planned actions?
- Does the evidence collected effectively prove how well you are meeting your goals?

Next Steps

What needs, variations and/or potential adaptations are emerging? What intentional and informed next steps might be considered?

- What modifications need to be made to our "If . . . Then" statement/hypothesis/theory of action?
- What needs to be put in place to support sustainability?
- How does the evidence inform our BIPSA?
- What additional evidence do we need? What further learning do we need?
- What challenges did we face as a board leadership team?



Act/Reflect

Implement strategies outlined in the plan and adjusting as needed:

- How will the strategies selected impact each of the areas of the instructional core: teacher knowledge and skills, rigor of content, role of students in the instructional process, and the task/learning opportunity?
- Has feedback been constructive and timely?
- Are there any surprises / unanticipated needs?
- Are any immediate adjustments needed?
- What additional supports are required?
- What is the impact on student learning and experience so far? How do we know?

Engage in professional learning /co-learning experiences and access professional learning resources:

- How will collaborative dialogue and classroom experiences be integrated?
- Is the learning we identified for ourselves as a leadership team meeting our needs?

Develop collective efficacy:

- Do members take responsible risks, expend substantial efforts and persist in the face of initial failure?
- Is our culture focused on learning, and is it collaborative and innovative?
- Are structures and processes in place to facilitate the learning?

Reflect and revise plan as needed. Consider the following:

- How is the learning being documented?
- How are effective practices networked in the classroom, in the school, in the district?
- How is knowledge disseminated in the classroom, in the school, in the district?

Co-construct Plan/Reflect

What are the core areas of focus for the Superintendents and their learning teams based on student strengths and needs? How do system leaders support the work and professional learning of school teams to impact student achievement?

Leadership/Support Response

- What professional learning do we need, to help address the needs of school leaders?
- What research resources and expertise will help us?
- What pedagogical content knowledge is required to support the identified learning needs?
- What structures, processes and resources must be in place to support leaders?
- How can we support the development of a growth mindset for students, teachers and families?
- What relevant indicators and/or samples of evidence from the SEF support our work?

Evidence of Impact

- What evidence will indicate that student and educators needs have been met?
- How is both qualitative and quantitative data being used?
- How will progress be monitored?
- Has the plan been revised (if required)?