

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

Observe:/Reflect

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

Monitor and Reflect on student learning

Share and analyze evidence of student learning, discuss progress, challenges and possible solutions. Revise plan as needed.

- 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?

Monitor and Reflect on educator learning

Share and analyze evidence of educator learning, discuss progress, challenges and possible solutions. Revise plan as needed.

- 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?
- What evidence might affirm that spread is occurring?

Decide next steps

- 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 Superintendents and their learning teams plan adjusting as needed, based on evidence and ongoing communication and feedback from the school and classroom learning teams.

How will the strategies selected impact each of the areas of the instructional core: teacher knowledge & 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 we integrate collaborative dialogue and classroom experiences?
- Is the learning we identified for ourselves meeting our needs?

Develop collective efficacy

- Members take responsible risks, expend substantial efforts and persist in the face of initial failure.
- Our culture is focused on learning, and is collaborative and innovative.
- Are structures and processes in place to facilitate the learning?

Reflect and revise plan as needed. Consider the following:

- How are you documenting the learning?
- 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

Given the student needs identified in the BIPSA and the student and educator learning needs identified by the school learning teams how do we determine our family of schools learning needs? What are the core areas of focus for the Superintendents and their learning teams based on student strengths and needs?

How do we as system leaders support the work and professional learning needs of school leader teams to impact student achievement?

Leadership/Support Response

- What professional learning do we need in order to help address the needs of school leaders and board informal 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 we put in place to support leaders?
- How can we support the development of a growth mindset for students and teachers and families?
- What relevant indicators and/or samples of evidence from the SEF relate to the Superintendents and their learning teams?

Evidence of Impact

- What evidence will tell us that the needs have been met?
- How are you using both qualitative and quantitative data?
- How will we monitor progress to determine what is working?

SUMMARY: "If . . . Then" statement/hypothesis/theory of action

- Reflect and revise plan as needed.