

System Implementation Through Monitoring (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 (s)?
- 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 FOS 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 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?
- Can any of our new learning be applied immediately?

Reflect and revise plan as needed. . Consider the following:

- 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 FOS 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?
- What relevant indicators and/or samples of evidence from the SEF relate to the FOS focus?

Evidence of Impact

- What evidence will tell us that the needs have been met?
- How will we monitor progress to determine what is working?

SUMMARY: “If. . . Then” statement (s)

Reflect and revise plan as needed.