

Inquiry Cycle Monitoring for School Improvement (Guide)

Subject Area:	Cycle #: ____ (End) _____ Team Members: Theory of Action: <i>If we..., then...</i>	Learning team shares and unpacks their Educator Monitoring Plans (here) at the end of each cycle
Worthwhile Task: <ul style="list-style-type: none"> • <i>What big idea(s), process/es, and/or expectations does it align to?</i> <ul style="list-style-type: none"> ○ <i>What is/are the learning goal(s)?</i> 		Look back to Section D of the Pre-Inquiry Planning & Assessment Tool (Guide)
What Do We Notice: <ul style="list-style-type: none"> • <i>What can students do?</i> • <i>What success criteria are observed?</i> 		Take time to develop an Assessment Plan (Guiding Questions). Learning goals are linked to one or more of big ideas, process skills, curriculum expectations, or other criteria.
Intentional Educator Moves/Use of Strategies: <ul style="list-style-type: none"> • <i>How will gaps in learning be addressed?</i> (E.g., conferencing, explicit teaching, flexible groupings, guided groups, providing descriptive feedback, revisiting and refining and success criteria, self- and peer-assessment) • <i>What are our next steps if the student(s) is meeting the criteria?</i> (E.g., challenge, extend) 		<ul style="list-style-type: none"> -What thinking is evident? -Transitional/partial understandings? -Are students showing conceptual understanding? -What skills are students demonstrating? -How are students transferring thinking and understanding to solving problems? -How does what you notice relate to Individualized Education Plans and/or Student Profiles?
Demonstration of Student Learning: <ul style="list-style-type: none"> • <i>What will the student(s) do next?</i> (E.g., similar task, conversation, re-visit prior task, apply feedback, etc.) 		What are some high-impact instructional strategies that can be used? (E.g., See Hattie's influences & effect sizes related to student achievement)
Documentation of Impact on Learning: <ul style="list-style-type: none"> • Include samples of observation(s), conversation(s), and/or product(s) (i.e., sources of evidence) that demonstrate student learning 		<ul style="list-style-type: none"> -What <u>developmental</u> and/or <u>skills continuums</u> might you be using to gauge proficiency? -Are there particular <u>scopes & sequences</u> that you find beneficial? -What emphasis are you placing on the use of different <u>models, tools, representations and strategies</u>, as students work to <u>communicate</u> their <u>thinking</u> and <u>reasoning</u>?
Source (Adapted):		How do you know? <ul style="list-style-type: none"> -Are the sources of evidence you've chosen in correspondence with the verbs of the outcomes you're monitoring? -What about student choice and voice? -How has your documentation been leveraged by students to deepen their learning?