

Collaborative Inquiry Continuum

Professional Learning Cycle

When meeting as a learning team, our work together ...					
	CRITERIA	BEGINNING	DEVELOPING	INTEGRATING	SUSTAINING
PLAN	Data/Evidence informed decision-making	includes discussing educator perceptions (e.g., observations, anecdotes) of what students know and can do (with or without school level data) resulting in an overall sense of student learning need (e.g., literacy skills)	includes analysis and interpretation of perceptual data (e.g., student interests) and school and classroom level data/evidence (e.g., pass rates, student work), resulting in identification of a general area of student learning need (e.g., communication)	includes analysis and interpretation of perceptual data, relevant school and classroom level data/evidence including formative (e.g., pre-tests, analysis of student work) and summative assessments to identify a focused student learning need (e.g., speaking)	includes analysis and interpretation of a variety of relevant and current school and classroom level data/evidence resulting in a precisely focused student learning need(s) (e.g., using talk to explain thinking)
	Determining Educator Learning	involves learning that relates more to individual teacher focus/interest than to the identified student learning need or the work of the team (e.g., using iPods)	involves learning that is somewhat related to student learning needs and supports the goals of the team (e.g., improved grade 9 Applied Math scores) (e.g., read an article on changing adolescent communication and explore implications for practice)	involves learning instructional knowledge and skills that relate directly to student learning needs and that support the goals of the team (e.g., investigate Think Literacy strategies on speaking)	involves learning instructional knowledge and skills that relate directly to student learning needs, support the goals of the team and are specific to the strengths and readiness of each teacher on the team (e.g. investigate prompts to improve speaking)
	Designing Instruction	includes the selection of a number of teaching/learning strategies aimed at addressing student learning need(s)	identifies specific aspects of instructional practice (e.g., ways to provide descriptive feedback) to implement in order to address student learning need(s);	articulates what the specific aspects of instruction will look like and how they address identified learning needs; plans for feedback to assess instructional impact and student learning	articulates what the change in practice will look like and how it addresses identified learning needs; plans for feedback and designs strategies to assess instructional impact and student learning
ACT	Transfer to practice	involves few adjustments to classroom practice based on assessment and student feedback	involves some adjustments to classroom practice as well as gathering of some assessment and student feedback	involves some adjustments to classroom practice in response to assessment and student feedback	involves regular adjustments to, and differentiation of instruction in response to ongoing assessment and student feedback
	Professional Learning - Building a collective understanding of the instructional approach	involves sharing ideas, experiences and opinions around timelines, curriculum content, coverage and student conduct	involves sharing examples of instructional practice such as exchanging effective instructional strategies and resources	involves joint work such as co-planning, co-assessing and sharing examples of effective instructional practice	Involves joint work that includes co-planning, co-assessing and in-class experiences such as co-teaching, coaching and peer observation
OBSERVE	Monitoring student work and addressing instructional issues	involves discussion about aspects of instruction that were implemented to address student needs and student response to the instruction	includes sharing and discussion of student work and instructional practice that relate to the aspect of instruction implemented to address student needs	includes collective analysis of student work/feedback and each other's practice to identify instructional issues and possible adjustments/solutions	includes collaborative analysis of student work/feedback and each other's practice as well as problem solving that results in increased precision of instruction
REFLECT	Reflection on student and educator learning	determines next steps in terms of how well the new aspect of instruction was applied	determines next steps in terms of how well the new aspect of instruction was applied in terms of its impact on students	determines next steps for student and educator learning based on an analysis of evidence that illustrates the extent to which the targeted needs were met	determines next steps for student and educator learning based on student results and an analysis of the effectiveness and relevance of the tasks, tools and strategies used to address the targeted learning needs

Collaborative Inquiry Continuum – Supporting Conditions

(p.2)

When meeting as a learning team, our work together is focused on student learning needs and ...

CRITERIA	BEGINNING	DEVELOPING	INTEGRATING	SUSTAINING
Is facilitated	is guided by ad hoc members of the team; involves a few logistical protocols (e.g., agenda, meeting schedule)	is guided by a facilitator who works with the team to establish protocols for ways of working together that are comfortable and productive	is guided by a facilitator who works with the team to establish protocols and uses processes and strategies that are responsive to team needs	is guided by a facilitator who shares facilitative responsibilities with the team to support or refine protocols, processes and strategies in response to team needs
Is collaborative	involves congenial sharing of activities/ strategies and anecdotes with little scrutiny as to 'what works' and minimal evidence of each other's instructional work	involves a collective exchange and discussion of aspects of practice that illustrate respect for each other's work and some questioning about 'what works'	involves a developing sense of mutual trust that enables collective discussion and scrutiny of instructional practice, in terms of addressing student learning needs, by eliciting ideas, feedback and questions from all team members	involves group norms of openness and trust that enables all members to share and question existing practices, thinking and beliefs in order to address student learning needs and the impact of instructional actions
Is aligned	addresses a variety of unrelated goals for student achievement and engagement	addresses identified student learning needs which relate to some of the department/division or school goals for student engagement/achievement	addresses identified student learning needs and connects to the student engagement/ achievement goals that are also evident in the department/ division or school	addresses identified student learning needs and connects to the student engagement/ achievement goals that are also evident in the department/ division, school and board
Is supported by leaders	is supported by formal leaders providing opportunities for learning teams to meet regularly	is supported by formal and informal leaders assisting learning teams with logistics and access to data, expertise and resources	is supported by formal and informal leaders working together to respond to student and educator learning needs identified by the team	is supported by formal and informal leaders sharing leadership with the team and participating as co-learners in order to address targeted student and educator learning needs