APPENDIX E - 1 – PLAN: Section 3

Like-role Questions

Administrators
- What support and resources (e.g., time/people/materials) can be provided to help learning team members (a) identify and (b) begin to develop the subject knowledge and/or instructional skills related to the targeted student learning needs?

Facilitators:
- What evidence might the learning team use to determine the extent to which they are currently addressing the targeted student needs?
- What process(es) or strategies might the facilitator use to help the learning team identify, examine and learn from the evidence?

Learning Team Members (Teachers):
- What student need has been identified?
- How are team members addressing this need currently? What is working? What is not?
- What could team members do immediately to adjust their instruction to begin to meet student needs?
- What do team members need to learn (i.e., subject content and/or instruction) to address this need long term?
- How might team members engage in this learning?
- How will instruction change in order to address student learning needs?
## Like-role Questions

<table>
<thead>
<tr>
<th>ROLE</th>
<th>SAMPLE QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Board Leader:</strong></td>
<td>• What knowledge and skills do school administrators and facilitators require to support learning teams in analysing and interpreting data sets?</td>
</tr>
<tr>
<td></td>
<td>• How can administrators and facilitators be supported in the development of the required knowledge and skills?</td>
</tr>
<tr>
<td><strong>School Administrator</strong> OR</td>
<td>• For a large or multi-disciplinary learning team, what are some ways to focus on student needs that are common to multiple subjects and urgent and relevant for the teachers?</td>
</tr>
<tr>
<td><strong>Learning Team Facilitator:</strong></td>
<td>• What will team members be doing between the PLAN and ACT phase? What supports will they need?</td>
</tr>
<tr>
<td></td>
<td>• What conditions support educator sharing of evidence/data of student engagement and achievement? What processes can be used to facilitate this sharing?</td>
</tr>
<tr>
<td><strong>Learning Team Participant:</strong></td>
<td>• What additional evidence would be required, beyond the data set, to identify a student engagement or learning need?</td>
</tr>
<tr>
<td></td>
<td>• How might learning team members access the professional learning that is needed in order to address the targeted needs of students?</td>
</tr>
</tbody>
</table>

---

**Diagram:**

- **Principal**
- **Facilitator**
- **Learning Team**

---

Professional Learning Cycle DVD, 2011 Facilitator’s Guide, SS/L-18ITEB, Student Achievement Division, Ontario Ministry of Education