## APPENDIX B

### A PROFESSIONAL LEARNING CYCLE

**Plan**  
*Two or more team meetings*

1. **Examine data/evidence** to determine an area of need related to student achievement and/or engagement.

2. **Select a learning focus** (e.g., for a 2-4 week module or unit) that addresses the area of student need; select curriculum expectations; “unpack” to acquire a common understanding of expected student learning.

3. **Determine educator learning** (i.e., what and how) required to address the area of student need (e.g., review current instructional practice and research related to learning goal).

4. **Plan “with the end in mind”:**
   - Decide what evidence will indicate that the area of student need has been addressed.
   - Develop evaluation task and scoring tool, tracking tool (e.g., mark book, data wall).
   - Design instruction using research-based instructional strategies* and a differentiated approach (DI).
   - Acquire required resources.

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**Act**  
*One or more team meetings*

5. **Implement evidence-based strategies and actions**
   - Implement instruction, adjusting as needed, based on ongoing assessment and feedback from students.
   - Engage in professional learning (e.g., co-teaching, peer observation, lesson study, coaching/mentoring) to build a collective understanding of the instructional approach.
   - Access professional learning resources (e.g., release time, class coverage, learning materials, subject-specific support and a DI-knowledgeable team leader).

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**Observe**  
*One or more team meetings*

6. **Monitor—student learning and educator learning**
   - Share and examine evidence of student learning, including student feedback, record on tracking chart/data wall, devise next steps.
   - Share instructional practice, discuss instructional issues, find solutions for challenges, determine next steps for educator learning.

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**Reflect**  
*Two or more team meetings*

7. **Examine, analyze and evaluate results:**
   - Co-assess/evaluate student work, share student feedback, display results.
   - Decide, based on evidence, the extent to which the area of student need has been addressed.
   - Reflect on educator learning, decide next steps.

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Two factors critical to effective job-embedded learning are:

- Shared tri-level (i.e., board, school, classroom) responsibility for leading, supporting and monitoring job-embedded professional learning.
- Team leaders, knowledgeable in differentiated instruction, whose training, ongoing learning and support is facilitated by board and school leaders.