

Collaborative Inquiry Planning Framework (table view)

December 2018

***Data summary** (sources, patterns, expected school-wide learning outcomes, strategic focus on teaching and learning, etc.)

Problem tree		Objective tree	
Problem of practice		Purpose	
Effect 1 (on learners' learning experiences and behaviors)	Cause (teachers' conversations, behaviors and actions – current)	Goal 1	Action (teachers' conversations, behaviors and actions – future)
	Cause (teachers' conversations, behaviors and actions – current)		Action (teachers' conversations, behaviors and actions – future)
Effect 2 (on learners' learning experiences and behaviors)	Cause (teachers' conversations, behaviors and actions – current)	Goal 2	Action (teachers' conversations, behaviors and actions – future)
	Cause (teachers' conversations, behaviors and actions – current)		Action (teachers' conversations, behaviors and actions – future)
Effect 3 (on learners' learning experiences and behaviors)	Cause (teachers' conversations, behaviors and actions – current)	Goal 3	Action (teachers' conversations, behaviors and actions – future)
	Cause (teachers' conversations, behaviors and actions – current)		Action (teachers' conversations, behaviors and actions – future)
Effect 4 (on learners' learning experiences and behaviors)	Cause (teachers' conversations, behaviors and actions – current)	Goal 4	Action (teachers' conversations, behaviors and actions – future)
	Cause (teachers' conversations, behaviors and actions – current)		Action (teachers' conversations, behaviors and actions – future)
Effect 5 (on learners' learning experiences and behaviors)	Cause (teachers' conversations, behaviors and actions – current)	Goal 5	Action (teachers' conversations, behaviors and actions – future)
	Cause (teachers' conversations, behaviors and actions – current)		Action (teachers' conversations, behaviors and actions – future)
Undesirable learner outcomes (academic and non-cognitive)		Desired learner outcomes (academic and non-cognitive)	

Theory of action and evaluation plan

Desired learner outcomes (academic and non-cognitive)	Actions (selected from the objective tree)	Measures of progress (output, outcome or impact)	*Data (see below)

*Data may include:

- assessment data (including standardized, publisher-created or teacher-created assessments)
- surveys (including student, teacher, practitioner, school leader, parent or community surveys)
- observations (including publisher-created or teacher-directed observations)
- interviews (including individual or group student, teacher, practitioner, school leader, parent or community interviews)
- programmatic output documentation (including educational resources, procedures, or intervention frequency or participation data)

Selected references

Barkley, Steve (2010). Quality Teaching in a Culture of Coaching – Second Edition. R&L Education. Lanham, MD.

Dearden, Philip (2005). An Introduction to Multi-agency Planning Using the Logical Framework Approach. Centre for International Development and Training, University of Wolverhampton, UK.

Kelly, M., Feistman, R., Schneider, J. and Noonan, J. (2018). Student Survey-based Measures of School Quality. MA Consortium for Innovative Education Assessment.

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