



PHASE I: ANALYZE EVIDENCE TO DEVELOP PROBLEMS OF PRACTICE

During this phase, the principal and principal supervisor gather and analyze evidence in order to identify a student learning problem and problems of teaching practice.

CEL Tools used in Phase I:

- Instructional Leadership Inquiry Cycle Tool
- Creating a Theory of Action for Improving Teaching and Learning

District Provided Tools and Information:

- Data gathering tools and processes (e.g., assessment scores, teacher evaluations ratings, walkthrough data)
- School Improvement Plan

STEP 1: Analyze evidence of student learning to identify a student learning problem.

Guiding Questions:

1. Based on observations and analysis of data, what are some concerns about student learning?
2. What evidence supports these concerns?
3. What strengths are there to build upon?
4. Of these concerns, what is the specific student learning problem to be addressed?
5. Why this one over others?

Notes:

STEP 2: Analyze evidence of instruction to identify a contributing teaching problem of practice.

Guiding Questions:

1. What area of teaching practice might make a difference with the identified problem of student learning?
2. What current teaching practices support student learning in the identified area of need?
3. What current teaching practices hinder student learning in the identified area of need?
4. Of these concerns, what is the specific problem of teaching practice to be addressed?
5. Why this one over others?

Notes:

PHASE II: DETERMINE AN AREA OF FOCUS

During this phase, the principal and principal supervisor analyze evidence of principal performance and identify a principal instructional leadership area of focus.

CEL Tools used in Phase 2:

- Instructional Leadership Inquiry Cycle Tool
- Creating a Theory of Action for Improving Teaching and Learning
- Gathering Evidence for 4 Dimensions of Principal Instructional Leadership
- Principal Area of Focus Architecture

District Provided Tools and Information:

- School Improvement Plan
- Principal self-assessment
- Principal evaluation and goal setting
- Principal performance data climate surveys, 360 evaluations)

STEP 1: Analyze evidence of principal leadership and determine an area of instructional leadership focus.

Guiding Questions:

1. What area of instructional leadership practice might make a difference with the identified problem of teaching practice and the problem of student learning?
2. What current leadership practices support teaching practices and student learning in current areas of the identified area of need?
3. What current leadership practices hinder student learning in the identified area of need?
4. Of these concerns, what is the specific problem of leadership practice to be addressed?
5. Why this one over others?

Notes:

STEP 2: Generate a theory of action.

Using the responses above, generate a theory of action that explains the specific changes the principal intends to make to improve teaching and learning in the school.

If the principal...

then teachers will be able to...

so that students will be able to ...

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STEP 3: Determine evidence of success.

Based on the data and information gathered, what is the current state of student learning, teacher and instructional leadership practice? What is evidence of success and how will the evidence be measured?

AREA OF CHANGE	PRINCIPAL PRACTICE	TEACHER PRACTICE	STUDENT LEARNING
	Considering the principal area of focus, what will you see change as a result of the principal and principal supervisor working on this particular leadership area of focus?	Which teacher practices, and for which teachers, will you see change as a result of the principal and principal supervisor working on this particular leadership area of focus?	Which indicators of student learning will we see change as a result of the principal and principal supervisor working on this particular leadership area of focus?
WHAT IS THE CURRENT REALITY?			
WHAT IS EVIDENCE OF SUCCESS?			
HOW WILL THE EVIDENCE BE MEASURED?			

STEP 4: Determine a date to formally analyze the impact of this inquiry cycle.

Determine a date for the close of this inquiry cycle. Consider the area of focus and the principal's learning needs and the schedule established for review of the principal's progress.

END DATE OF CYCLE:

PHASE III: IMPLEMENTATION AND SUPPORT

During this phase, the principal and principal supervisor engage in study and learning around the area of. FOCUS

CEL Tools used in Phase III:

- Instructional Leadership Inquiry Cycle Tool

STEP 1: Co-create a learning plan for principal implementation and principal supervisor support.

Thinking about the area of focus and theory of action, co-create a learning plan for principal implementation and principal supervisor support that outlines the possible actions to support principal instructional leadership.

Learning Plan	Possible Actions	How likely are these actions to improve principal performance in the area of focus?	How will these actions help the principal and principal supervisor to develop expertise together?
Learning Session #1 Date: Time:			
Learning Session #2 Date: Time:			
Learning Session #3 Date: Time:			
Learning Session #4 Date: Time:			

STEP 2: Implement the Learning Plan

During this phase, the principal supervisor, with input from the principal, plans and reflects on each individual learning session.

STEP 2A: Use pre-planning prompts to plan each learning session.

This section is designed to guide the pre-planning process for an individual learning session. Respond to the following questions and incorporate responses into the planning process. You will repeat this process for each learning session that makes up the learning plan.

PURPOSE: What is the purpose of the learning session? How does the purpose relate to the ongoing work of the school? The area of focus for the principal? The teachers? The students?

Notes:

OUTCOMES: What are the outcomes for this learning session?

Notes:

LEARNING ACTIVITIES: Which learning activities will best further the principal's learning (e.g., observing classrooms, co-planning, professional development, examining student work)?

Notes:

TEACHING/COACHING PRACTICES: Which teaching/coaching practices will best further the principal's learning (e.g., modeling, coaching and feedback, inquiry)?

Notes:

JOINT WORK: How will the planning of this session ensure that the principal supervisor and principal engage in joint work? That the principal has ownership for the learning? What strategies will be used? Which questions will be posed? How will the opening be used?

Notes:

EVIDENCE GATHERING: How will evidence of the principal’s practice be gathered throughout the visit? What will be observed with this principal? How will the information be shared?

Notes:

RESOURCES: What materials will be used in this session? Are there other resources (including people) that need to be deployed? How will you share with the principal? Prior to the visit? During the visit? After the visit?

Notes:

OTHER CONSIDERATIONS: What needs to be communicated to the principal before the session? How will this be communicated? What does the principal need to prepare? What needs to be communicated to others who might be joining the session?

Notes:

STEP 2B: Create the learning agenda for each learning session. This section is designed to support the crafting of a well-organized learning session. Using the responses above in step 2a, organize and plan each individual learning session.

Date:

Duration:

CONTENT

PROCESS

TIME
MATERIALS

OPENING

- What is the purpose of the session? What do we want to learn?
- How will I introduce the purpose for the visit?
- How will I communicate the through- line from improved principal practice to improved teacher practice and student

Frame the context for the conversation.
Restate the principal’s area of focus and outcomes for this visit.

<p>learning – the theory of action for our work together?</p> <ul style="list-style-type: none"> • How will I communicate a “can-do” attitude along with urgency? • How will I communicate my commitment to being a co-learner in the process? 		
<p>Review agreed-upon actions from the last visit</p> <ul style="list-style-type: none"> • How will I bring forward agreed-upon actions? • How will I address the current status of these actions? 		
<p>Review evidence of success</p> <ul style="list-style-type: none"> • How will I bring back the evidence of success for this cycle? • How will we note any progress to date? • How will we collect evidence of progress during this visit? 		
<p>Engage in the planned activity for the learning session</p> <ul style="list-style-type: none"> • What do I anticipate the principal will struggle with? How will I mitigate this struggle? • What will I do to foster time for the principal to think, engage, 		

<p>and ask questions during the learning activity?</p> <ul style="list-style-type: none"> • What questions, statements, and actions will I use to elicit and assess principal understanding? • How will I continually gather evidence of principal practice? 		
<p>Closing</p> <ul style="list-style-type: none"> • How will the principal summarize the outcomes for the session? • How will I plan for reflection on the success of the visit? • How will I collect these reflections? • How will I use the reflections to inform the principal's next steps? • What other artifacts will I collect to inform principal planning? 	<p>Review or revise the actions planned for the next visit.</p>	
<p>STEP 2C: Reflect after each learning session and revise the learning plan if necessary. The principal and principal supervisor respond to the following questions to summarize each learning session. After reflection, both the principal and principal supervisor keep a copy to use as a running record of principal progress over time.</p>		
<p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. What did we learn today? 2. What is the state of the principal's practice in relationship to the area of focus? What growth is being made? What is the evidence? 3. What do we need to pay attention to? 4. What are the principal's next steps? 5. What are the principal supervisor's next steps? 6. How will we communicate in-between sessions? 7. What do we need to consider in planning the next session on the learning plan? How, if at all, does the next session need to be revised? 		
<p>Notes:</p>		

PHASE IV: ANALYZE IMPACT

CEL Tools used in Phase III this phase, the principal and principal supervisor analyze and formally close an inquiry cycle. This phase requires a presentation of learning

CEL Tools used in Phase IV:

- **Analyze Impact Protocol**
- **Instructional Leadership Inquiry Cycle Tool**

STEP 1: Analyze student and teacher evidence.

Guiding Questions:

1. What has changed with student learning since the beginning of this cycle? What is the evidence?
2. What has changed with teaching practice since the beginning of this cycle? What is the evidence?

Notes:

STEP 2: Analyze principal leadership practice evidence.

1. What has changed with the instructional leadership practice since the beginning of this cycle?
2. What is the evidence?

Notes:

STEP 3: Prepare written analysis for reflection and feedback.

In preparation for the presentation of the impact of instructional leadership cycle on teaching practice and student learning, the principal, prepares a written response to the following questions:

1) The specific principal area of focus and theory of action for the inquiry cycle.

2) The learning activities the principal engaged in with the supervisor.

3) The evidence collected to respond to the following questions.

- a) To what extent did student learning improve in the identified area of need? What is the evidence?
- b) To what extent did teaching practice improve in the identified teaching problem of practice? What is the evidence?
- c) To what extent did the principal practice improve in the identified area of focus? What is the evidence?

4) What promising leadership practices emerged that the principal should continue? What practices should be under consideration for elimination or minimizing?

5) What ideas have arisen for future leadership cycles of inquiry?

6) Frame a focus question that intrigued you during this cycle that the principal supervisor and/or colleagues can provide feedback on.

7) To what extent did the principal supervisor's support impact the outcome of this cycle on principal practice, teaching practice and student learning?

STEP 4: Present cycle to principal supervisor and/or colleagues.

The presentation of the principal's cycle is designed to share the results of engaging in the cycle. The presentation format allows for the principal to hear and reflect on the feedback presented into order to adjust future cycles.

STEP 5: Determine whether to continue with the same area of focus and inquiry cycle or adjust accordingly.

The principal and principal supervisor set a date to develop the next inquiry cycle.

