

Cycles of Inquiry Session 1 – Facilitator’s Guide

| TIME | ACTIVITY | MATERIALS |
|------|--|--------------------------------------|
| 5 | Review introductory project slides w. change theory (see notes on slide 3) | Slides 1-3 |
| 3 | Review Norms and Learning objectives | Slides 4-5 |
| 6 | Introductions (facilitator background & role) Participants role and history w. Cycles | Slide 6 |
| 10 | Making Connections activity – Review of Video #1 (P. can work in pairs or individually on this. Each question is connected to one of the slides in the slide deck. This is indicated on the corresponding slide note section. When completed you can review answers together or refer to them during the workshop as the related slide is presented) | Slide 7 Review handout |
| 4 | Reflections and Sharing Speculations P. can enter their speculations about why sch. imp. efforts fail in the Chat Box or you can have them do this orally. | Slide 8 |
| 2 | Review Slides – Reasons for failures Slide 9 contains answer to Review ques. #2 Slide 10 contains answer to Review ques. #1 | Slides 9 & 10 |
| 5 | Review Slides COI 5 Boxes & Logic Model – discuss briefly School leaders are second only to teachers in terms of their impact on student learning. <ul style="list-style-type: none"> • The only thing that directly impacts student learning is instruction. • Leadership impacts both the organization and instruction. • The starting point is a <i>student learning problem</i> Slide 11 contains answer to Review ques. #11 Slide 12 contains answer to Review ques. #4 | Slides 11 & 12 |
| 6 | The Importance of Root Cause analysis This is what makes COI different from other processes Slide 14 contains answer to Review ques. #3 | Slides 13-15 |
| 15 | Making Connections activity - Investigation This activity will help prepare them for review of their own SIP Review directions. Complete the first box together as a group. Then have them work in pairs to come up with at least two other speculations and supporting evidence. Examples are on the Fac. Guide for the handout. | Slide 16 Handout |

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| 3 | Group debrief | Slide 17 |
| 2 | Review slide Slide 18 contains answer to Review ques. #5 | Slide 18 |
| 20 | Making Connections activity - Exploration Using guiding ques on slide, have P. review their own SIP | Slide 19 Handout Their SIP |
| 3 | Review Culture of Instructional Inquiry Stress the difference between Culture of Learning and COII Implications for Education | Slides 20-23 |
| 15 | Making Connections activity - Inquiry Directions are on handout Fac. Guide If this is an in-person workshop, write each of the 5 examples on a piece of chart paper and have them record their ideas. Follow this with a gallery walk and discussion. If virtual, you can use the Padlet. | Slide 24 Handout Padlet |
| 2 | Review slide Ask P. to use their notes from the video for this slide and the next activity | Slide 25 |
| 20 | Making Connections activity - Leadership Slide 26 contains answer to Review ques. #7 Directions are on the handout Fac. Guide. Stress that the distinction between Culture of Learning and Culture of Instructional Inquiry is important. | Slide 26 Handout |
| | Building Trust Stress the importance of trust in a COII If time permits, ask them to answer ques on slide 28 | Slides 27-29 |
| 10 | Culture of Instructional Inquiry Modified Rubric Have a discussion about how they might use this rubric. For homework: Ask principals to review one of the COII components and identify where they think their school is on the rubric. If they are brand new to the school, suggest that they review those components that may have been addressed during their interview process or get input from a colleague that might have some insights (Asst. Principal, Director of Instruction, etc.). There are probing questions and suggestions on the modified rubric. Bring the results to the next session. | Slide 30 Handout (modified rubric) |
| 1 | Application Activity for Next Session | Slide 31 |
| 1 | Preview Next session | Slide 32 |
| 5 | Plus/Delta | Slide 33 |
| 5 | Final Thoughts - Optimistic Closing | Slide 34 |