Systematic Process

- That teachers and school administrators can use for gathering, processing, and using evaluation to understand the link between the changes you are making in your school and the actual student learning.
- Strategies for systematic inquiry into progress toward the school’s vision supporting high quality learning for all students.

A systematic investigation of merit or worth

- Future oriented
- Determining what you value and then attempting to accomplish it
- Contrast “What is” with “What is desired”
- Self-reflection and critical friends
- Emphasizes analysis and synthesis of information
- Inquiry is in the hands of teachers

Managing Organizational Learning

- Future focused data based decision making
- Changes teachers’ roles
- Analysis of program changes and their impact on student learning
- Decisions about which programs are most appropriate
- Decisions are collaborative using a dynamic process and the latest knowledge about how people learn.
**Evaluative Inquiry**

**Designs**

- **Quality**: Does the initiative promote high-quality learning?
- **Sustainability**: Can the initiative sustain and develop movement toward the vision?
- **Cultivation**: Once on the right path, can the initiative expand to encompass the full vision?

**General Inquiry Process:**

**Quality**

- Does the program promote high-quality learning?
- What are the long and short-term student outcomes?
- Is the program research based?
- Have students achieved to the standard?
- Is there a component to improve the quality of teachers’ learning?

**Sustainability**

- Can the initiative sustain and develop progress toward the vision?
- Examine infrastructure - conditions that shape the context for teaching and learning:
  - Formal structures
  - Resources
  - Culture

**Cultivation**

- Understand patterns over time
- Attention to details
- Stages of collaboration
- Planning Cycle
  - Define the problem
  - Set goals
  - Plan action
  - Take action
  - Evaluate and adjust plan
  - Cycle through the process again

- Mutually Supporting Planning Spirals
  - Schools need a planning process that includes two mutually supporting spirals
  - Program Planning and Action
  - Evaluative inquiry
    - Requires two different mutually supporting groups
    - Spiral rather than repeating
    - Program Action team - Lead role
    - Evaluative Inquiry Team - Support

- Five step Evaluative Inquiry
  1. Positioning the inquiry
  2. Planning the inquiry
  3. Collecting the data
  4. Analyzing and synthesizing the data
  5. Communicating the inquiry findings
Categories of Evaluative Inquiry

- Positioning
- Planning
- Collecting data
- Analyzing and synthesizing
- Communication the results

Positioning the Inquiry

- Define the scope of the program or initiative
- Identify the temporary Evaluative Inquiring Team to develop problem/challenge statement and the Action and Inquiry Map (AIM)
- Determine program boundaries
- Student learning drives the program action and inquiry
- Shift focus from teaching to focus on learning

Planning the Evaluative Inquiry

- Data collection, analysis, synthesis, and communication focused on the AIM
- Program Action team is the primary user of the inquiry results to refine the initiative and its vision
- Based on your key question, select one of the three evaluative inquiry designs: use the AIM to focus on student experiences and outcomes (Quality, Sustainability, or Cultivation)
- Keep resources in mind before considering changes
- Develop timelines and tasks at the beginning to determine needed resources
- Complete analysis, synthesis, and communication on smaller data set
- Select Evaluative Inquiry Team members should have a thorough understanding of the AIM and how to work with the data
Collecting the data

- Gathering the data and preparing initial summaries
  - Determine source of information
  - Develop data collection instruments
  - Collect information

Analyzing and Synthesizing the Data

- Link to instructional experiences
- Include research about the issue being investigated
- After completing analysis contrast actual situation with the vision of the Action Team
- Determine next steps to refine implementation process or adjust the vision
- Vision needs to be flexible - not set in stone

Communicating the Evaluative Inquiry Findings

- Communicate findings to program leaders based on a synthesis of the data
- Return to the AIM and its original goals to determine changes in vision and work