**Year 2 Great Wondering Brainstorm**

**Step 1: Identify areas of strength and areas for potential growth**

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| **HRS Level 1 – Safe & Collaborative Culture** |
| **Leading Indicators** | **Mean(s)** | **Lagging Indicators (Evidence)** | **Strength** | **Area for Growth** |
| * 1. The faculty and staff perceive the school environment as safe and orderly.
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| * 1. Students, parents, and the community perceive the school environment as safe and orderly.
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| * 1. Teachers have formal roles in the decision-making process regarding school initiatives.
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| * 1. Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.
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| * 1. Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.
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| * 1. Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.
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| * 1. The success of the whole school, as well as individuals within the school, is appropriately acknowledged.
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| * 1. The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.
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| **HRS Level 2 – Effective Teaching in Every Classroom** |
| **Leading Indicators** | **Mean(s)** | **Lagging Indicators (Evidence)** | **Strength** | **Area for Growth** |
| 2.1 The school leader communicates a clear vision as to how instruction should be addressed in the school. |  |  |  |  |
| 2.2 Support is provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans. |  |  |  |  |
| 2.3 Predominant instructional practices throughout the school are known and monitored. |  |  |  |  |
| 2.4 Teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data. |  |  |  |  |
| 2.5 Teachers are provided with job-embedded professional development that is directly related to their instructional growth goals. |  |  |  |  |
| 2.6 Teachers have opportunities to observe and discuss effective teaching. |  |  |  |  |

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| **School Culture Data (from April Seminar)** |





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| **Other Available Data (AdvancEd surveys, district surveys, assessment data, etc.)** |
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**District Initiatives or Ideas from Seminars/Conferences:**

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**What is the one thing your team thinks it could change within the next few months that would have a significant impact on your school?**

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**Step 2: After reviewing the data and identifying areas of strength and areas for potential growth, list 5-8 wonderings (questions) the team may have.** Here are some examples:

* Low scores on HRS 1.3 (teacher input in decision making) and School Culture Collaborative Leadership: *How can the implementation of a building leadership team improve decision making and buy-in on major initiatives?*
* Low scores on HRS 1.4 (teacher teams and collaborative groups/PLCs) and School Culture Teacher Collaboration: *How do we as a team lead our faculty and staff in the development of professional learning communities?* ***OR*** *How can the development of professional learning communities improve our ability to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.*
* Low scores on HRS 1.6 (students, parents, and the community input) and School Culture Learning Partnership: *How can the development of formal ways to provide input from students, parents, and the community improve optimal functioning of our school?*
* Low scores 2.3 (predominant instructional practices): *How can the development of an instructional snapshot (what we should always see; what we should sometimes see; what we should never see) improve instruction in our school?*
* Low scores on HRS 2.6 (opportunities to observe others) and School Culture Teacher Collaboration: *How can the implementation of instructional rounds improve instruction in our school?*

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**Step 3: Answer the following questions:**

* Which of your wonderings do you feel is most important to explore at this time in order to improve our school? Place an “I” by those.
* Which of your wonderings do you feel is least important to explore at this time in order to improve our school? Place an “L” by these.
* Which ones of your “most important” are doable this year (November-April) as part of IPLI? Place a “D” by those.

**Step 4: Select a wondering**

* IPLI Team selects **OR** Share your list of possible wonderings with faculty and have them provide input into which wondering to select.

*Our wondering is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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**Step 5: Conduct the Wondering Development Litmus Test**

**Wondering Development Litmus Test**

 \*Is your team’s wondering something they are passionate about exploring?

 \*Is your team’s wondering focused on increasing the leadership capacity of your

 school?

 \*Is your team’s wondering a REAL question (a question whose answer is not known)?

 \*Is your team’s wondering focused on your own school’s practice?

 \*Is your wondering phrased as a dichotomous (yes/no) question?

 \*Is your team’s wondering specific?

**Bring the question your team developed to your October Regional Focus-Cohort meeting.**

**Resources:** Chapter 2 of *Leading with Pasion & Knowledge* and Chapter 3 of *The PLC Book*

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