

VUSD Administrator Induction

CPSEL Seminar Agenda

DRAFT

CPSEL # _____	CPSEL Title _____
Agenda	Welcome CPSEL Study Break Current Implementation of CPSEL Tuning Protocol Individual Reflection/Writing on Problem of Practice Intro or Review - Action Research (Inquiry) Next Steps
Meeting Norms	Watch your airtime Avoid sidebars Each participant brings strengths Trust the Process Focus on what we can do Honor diversity of thought Assume positive intentions Reflect at the end of each meeting
CPSEL # _____ Presentation with District Leader Name _____ Title _____	
Current Implementation of CPSEL + Tuning Protocol	Review the CPSEL Document; highlight key words or phrases that resonate with you. Table Groups: From the words you highlighted, select 1 that you will share out with your table group in Round Robin fashion. Speak to how this point connects to your current work around development and implementation of the CPSEL. Shaping Implementation of the CPSEL • Chart your evidence:

	○ On 2-3 sentence strips, write down the examples you feel are the most important ○ Using your CPSEL Document, identify which element your examples align with ○ Stick your sentence strips on the corresponding CPSEL Element Chart on the wall ● Group Activity: Tuning Protocol
Introduction to Action Research (Inquiry)	John Dewey: “We do not learn from experience... We learn from reflecting on experience.” Action Research Defined: A disciplined process of inquiry conducted by and for those taking the action. ● The primary reason for engaging in action research is to assist the actor in improving or refining his or her actions.” Sagor, 2000 ● You should be able to answer “Yes” to all of the following questions: ○ Is the focus on your professional action? ○ Are you empowered to adjust future action based on the results? ○ Is improvement possible? Finding a Focus ● What are the priority issues, projects, and programs that your school community believes are needed to be worked on to impact teaching and learning? ● Which of the listed issues, projects, or programs is the highest priority to your school community? Why? ● Expand on your answer as much as possible. ● If you succeed with this endeavor beyond the community’s wildest expectations, what will the results look like? Be specific. ● What factors, issues, or obstacles have gotten in the way of achieving this extraordinary level of success (see above) in the past?
Individual Writing/Reflection on a Problem of Practice	Create a Problem Statement ● Identify problem to be studied and compose a problem statement of approximately 100 words that clearly and concisely answers the following questions: ○ Who have you included in problem identification? ○ Who is affected? ○ Who or what is suspected of causing the problem? ○ What kind of problem is it? (e.g., a problem with goals, skills, resources, time, etc.) ○ What is the goal for improvement? ○ What does the community propose to do about it? ● Problem Statement Example: ○ As the administrator of Skyline ES, I have noticed a high number of teacher behavior referrals, challenges with classroom management, and low student performance on state assessments. Skyline is a low-performing, low-SES, high English Learner school community on the district watch list. We are in danger of becoming School Improvement. We will collect and analyze data on 1) student internal benchmark measures, 2) professional development, and 3) promoting a positive school culture, in order to reduce out of seat

	instructional time, improve classroom management, and increase student achievement. Determining Research Question(s) • There is an unlimited scope and range of research questions to pursue. • These 3 questions can provide valuable professional insight when used with nearly any project: ○ What did we actually do? (This focuses the action) ○ What changes occurred regarding the performance on the achievement targets? (This focuses on change) ○ What were the relationships, if any, between the actions taken and the changes in performance? (This focuses on relationships)
Drafting the Inquiry Focus Questions	• Avoid narrow questions that could be answered yes or no. ○ e.g., Does teacher feedback influence student motivation? • Do ask open-ended questions, where a large number of potential answers may surface. ○ e.g., What are the relationships of different forms of feedback to changes in student performance? ○ e.g., What are the characteristics of teacher feedback that correspond to increases in the quality of student work?
Next Steps	Begin your Inquiry! Get Support • Work with your Coach and colleagues from your site, your cohort, to share ideas, research articles, strategies, surveys, etc. • Go online and review some Educational Action Research projects • Action Research is about professional learning and growth (improving or refining actions) • Please call or email VUSD staff for support.