



A Quality-Focused Teaching and Learning Initiative: Collaborative Inquiry to Support Excellence with Equity

The **Quality-Focused Teaching and Learning Initiative** is grounded in the balanced commitment to excellence with equity expressed in the vision of *Quality Learning for Every Student Every Day*. The **Teaching and Learning Initiative** focuses on the interactive priorities of: (1) effective instruction, (2) curriculum design driven by Common Core and Indiana Academic Standards, and (3) consistent study of student learning to assure progress toward quality authentic learning for every student through (4) sustained collaborative inquiry in professional communities of SBCS educators.

Promoting Effective Instruction

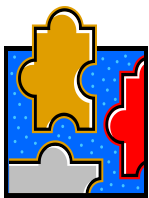
Outcome: *Consistent quality instruction provided by all SBCS educators according to the **Framework for Effective Teaching***



Quality Learning for Every Student Every Day requires exemplary practice on the part of all educators – teachers and administrators. Such teaching is complex, and calls for sustained reflection on public practice. The **Teaching and Learning Initiative** focuses educators on authentic learning as they consistently apply, observe for, and reflect on: (A) the components of exemplary practice through the lenses of a framework for effective teaching, and (B) the concepts and practices of collegial conversation.

Constructing Standards-Driven Learning Design

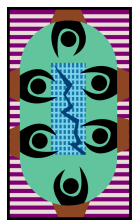
Outcome: *Units of Study throughout SBCS driven by Common Core or Indiana Academic Standards, defining content, assessment tasks, and instructional strategies, developed through universal teacher participation in sustained collaborative inquiry*



Complex learning standards call for educators to construct curriculum that illustrates their **Learning Design** by organizing and documenting essential questions, learning outcomes and targets, formative and summative assessment tasks, aligned sequences of lessons and activities, and instructional materials in Units of Study driven by the Common Core and Indiana Academic Standards. This construction process, and aligning the resulting Units to the calendar, involves universal teacher participation in sustained collaborative inquiry for purposes of constructing understanding and developing shared ownership.

Studying Student Learning

Outcome: *Consistent and universal collaborative inquiry into student learning through sustained study of student work by teams of educators throughout SBCS*



The **Initiative** develops understanding of student learning as evidenced in common formative and summative assessments, and external assessments through facilitated **Collaborative Data Exploration (CDX)**, **Data Driven Dialogue (D³)** and **Collaborative Analysis of Student Learning (CASL)**. These understandings are used to plan strategies and initiatives, monitor their implementation, understand the results, and improve both instruction and curriculum design.

Engaging Professional Community

Outcome: *Teams and groups of educators throughout SBCS serving as high performing professional communities devoted to collaborative inquiry into teaching and learning*



When educators work together in the **Teaching and Learning Initiative**, they develop the qualities that we associate with professional communities devoted to sustained collaborative inquiry – those that generate improved learning for all of their students: (1) shared norms and values, (2) collective focus on student learning, (3) collaboration, (4) public practice, and (5) reflective dialogue. The **Initiative** includes significant focus on constructing the knowledge and building the skills to develop and sustain professional communities, both adult and student, that are devoted to learning in the service of excellence with equity – quality learning for every learner, regardless of age.