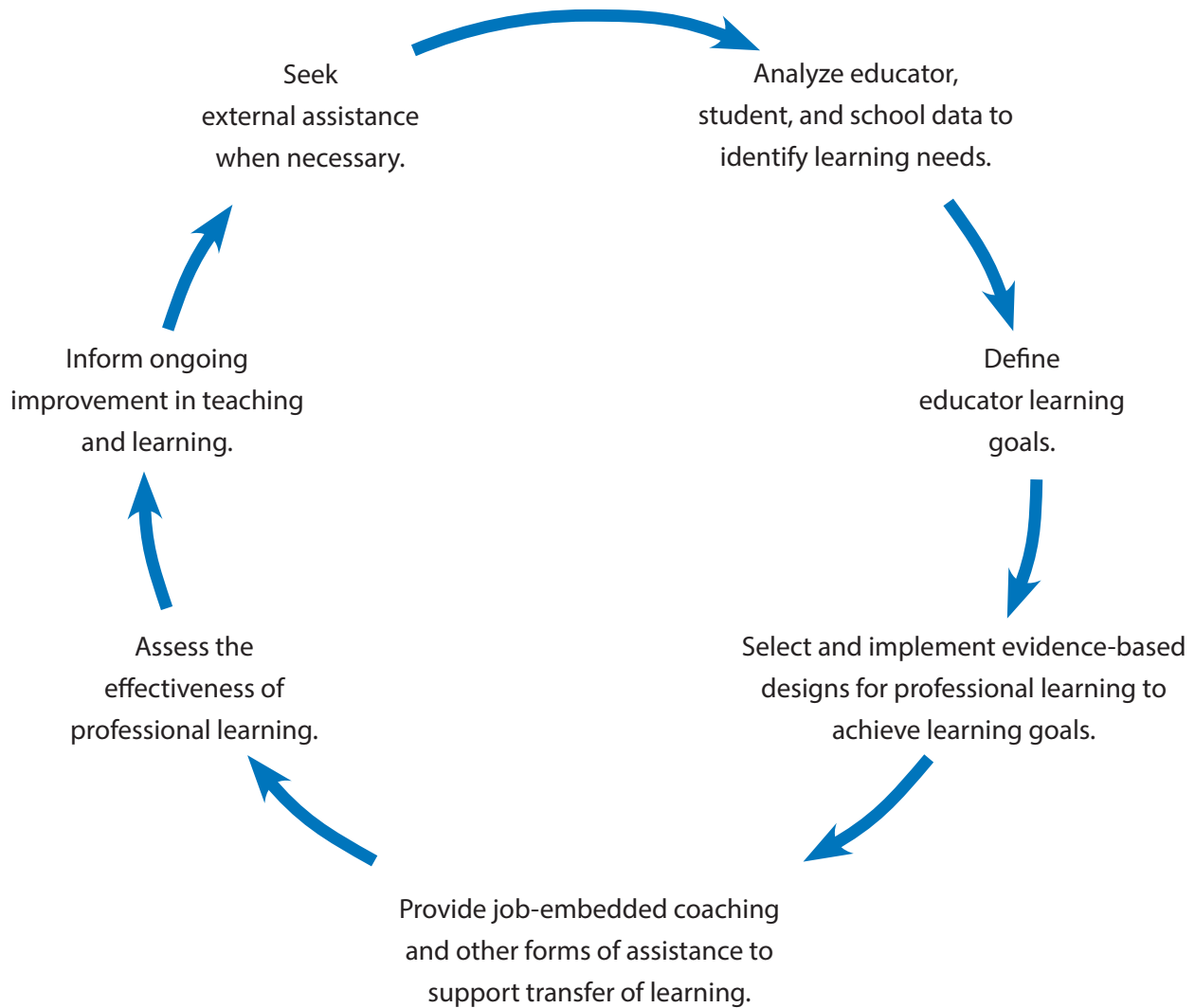


A cycle of continuous improvement

PURPOSE		
To help ensure that effective learning remains the primary focus of your learning communities, use this tool to help define and plan a cycle of continuous improvement.		
TIME		
1 hour		
MATERIALS		
<ul style="list-style-type: none"> • Copy of the Cycle of Continuous Improvement for each person • Copy of the Continuous Improvement Chart for each person 		
STEPS		TIME
1.	Ensure the leadership team has the materials ahead of the session to read and prepare for this strategy.	5 minutes
2.	Share the Cycle of Continuous Improvement and the Implementation Standard. Discuss each component and how aligned the district or school is. Discuss how the components relate to the Standard.	20 minutes
3.	Ask team members to suggest shifts in the cycle that will ensure high levels of fidelity to it. Keep the cycle visible and refer to it in conversations and decisions about implementing new innovations.	30 minutes
4.	Monitor use of the cycle, make shifts in practices to ensure alignment, and determine its effect on adult and student learning.	

Cycle of continuous improvement



IMPLEMENTATION STANDARD

Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

For additional information on this standard, see <http://learningforward.org/standards/implementation#.UwZ7W17UUTI>

Continuous improvement chart

	District/school strengths	District/school challenges	Changes that will strengthen our work and ensure shifts in practices
Analyzes educator, student, and school data to identify learning needs.			
Defines educator learning goals.			
Selects and implements evidence-based designs for professional learning to achieve learning goals.			
Provides job-embedded coaching and other forms of assistance to support transfer of learning.			
Assesses the effectiveness of professional learning.			
Informs ongoing improvement in teaching and learning.			
Seeks external assistance when necessary.			

Adapted from Hirsh, S., Psencik, K., & Brown, F. (2014). *Becoming a learning system*. Oxford, OH: Learning Forward. ©Learning Forward. All rights reserved.