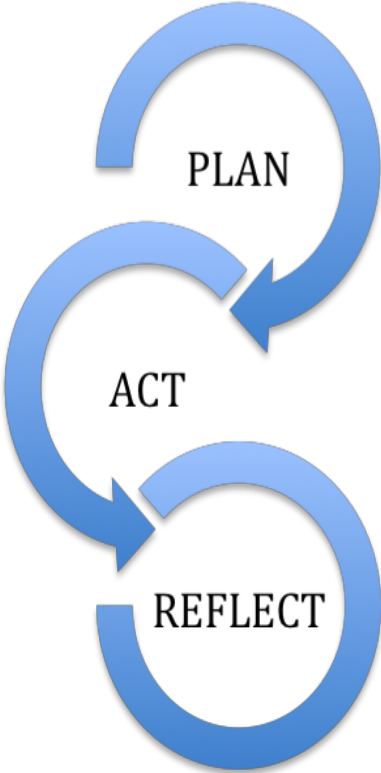


A Guide to the Plan/Act/Reflect Cycle

Participants consciously use an iterative cycle in which study and planning leads to deliberate action in their practice. Data gathered from intentional action then feeds reflection with the group and the next round of planning for action. This cycle enables members to explore their practice in an intentional and systematic way. (Adapted from Community of Practice Developmental Framework. Ball Foundation, 2010.)

<p>Plan</p> <p><i>What is the practice I want to study?</i> Consider:</p> <p>What do I want to learn about the practice?</p> <p>Where did this practice come from?</p> <p>What is my reasoning (student data, school culture, research, etc.) for choosing this practice?</p> <p>What assumptions about teaching, learning, or leadership, and my school do I bring to this practice?</p>	
<p>Act</p> <p><i>How do we work this practice? Commit to taking an action based on this practice during the time frame of this cycle.</i> Consider:</p> <p>What would this practice look like in the classroom, our school, the District?</p> <p>How would this practice support what we are trying to do in the classroom, school, district?</p> <p>When and with whom will I use this practice? Why?</p> <p>What obstacles might I encounter and how might I overcome them?</p>	
<p>Reflect (before...during...after action)</p> <p><i>How do we know if this practice works?</i> Consider:</p> <p>What influence did this practice have on the culture of the school, my colleagues, our students? How do I know? What evidence do I have?</p> <p>What did I learn? What midcourse corrections did I make? Why? What would I change?</p>	

