

The District Review Process

2011-2012

Agenda

- 1. Appreciative Inquiry**
- 2. Alignment and the PLC**
- 3. Questions**



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**The most effective way to
achieve right relations with
any living thing is to look for
the best in it, and then help
that best into the fullest
expression.**

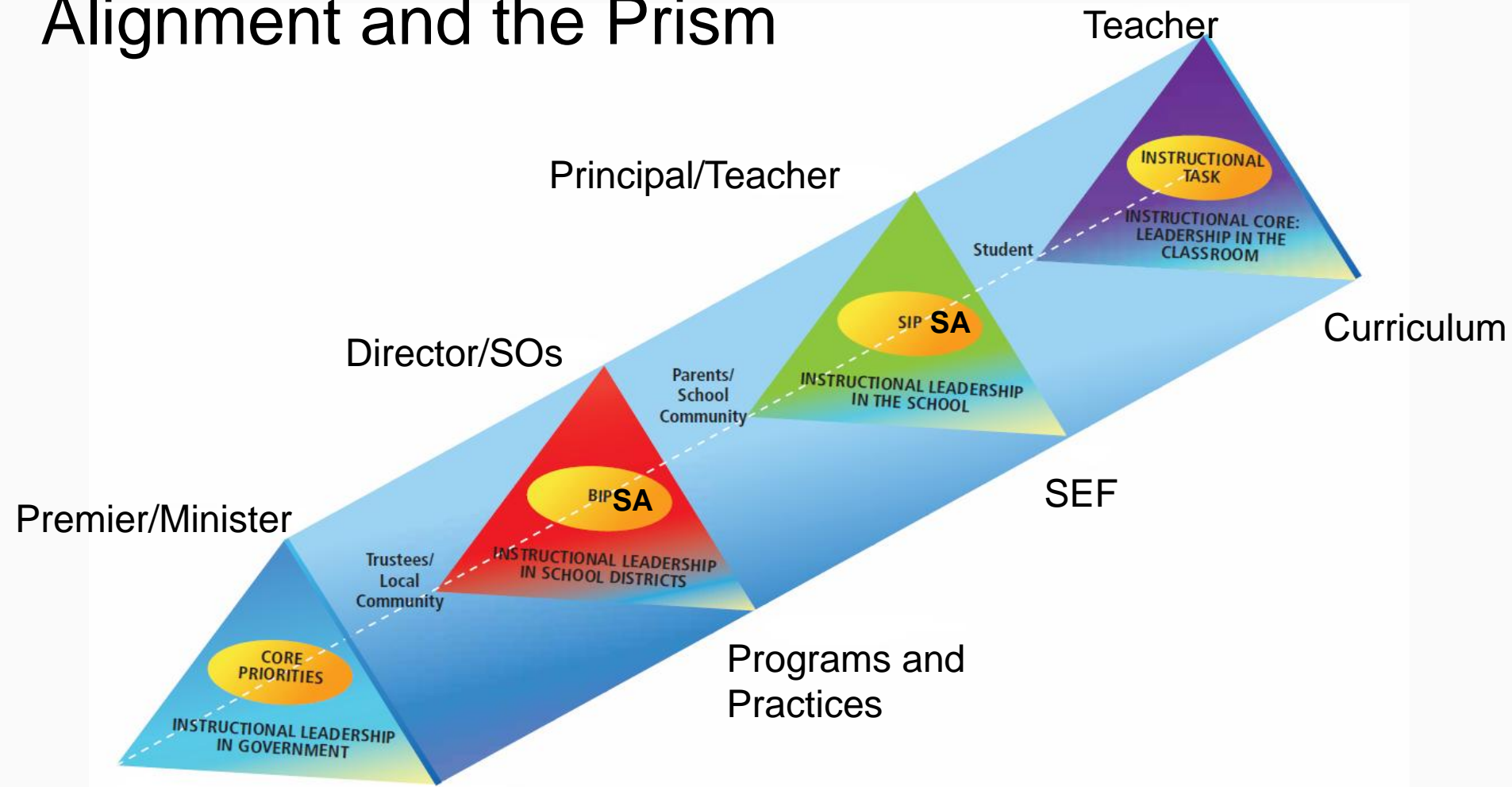
Allen J. Boone



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Alignment and the Prism



District
Leadership

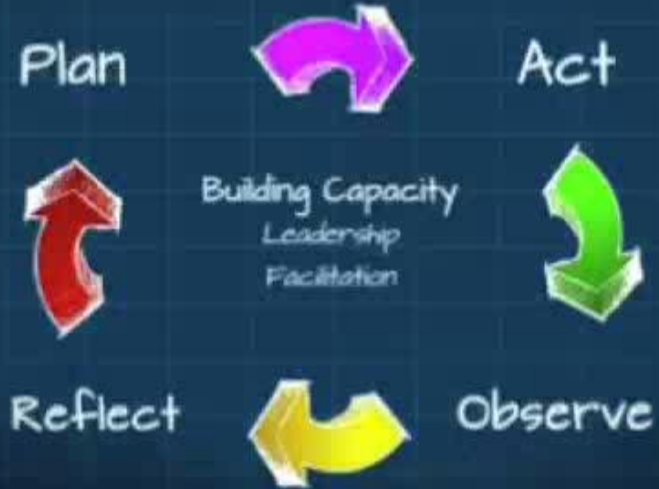
Policy, Supports
and Pressures



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PROFESSIONAL LEARNING CYCLE



Appreciative Inquiry

The DR process is based on the conviction that we are most effective when we build on our strengths.

In order for the feedback of the District Review Team to be meaningful, it has to be based on observations of what really happens in the day to day life of your school.



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Overview of the Process

Please reference the Overview of District Review Process

Throughout the district review process team members will :

- collect evidence of effective practice
- make general observations that do not identify any classrooms or teachers
- record all evidence on sticky notes which will be shared with staff as part of the feedback loop



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Overview of the Process

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Phase One: Half Day School Visits

Our first visit provides the school with the opportunity to help the district review team understand your context and your school .

The district review team will:

- meet with your school team for a conversation
- review artefacts provided by the school



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Overview of the Process

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Phase Two: Full Day Visit

In the morning district review team members will:

- attempt to visit all classrooms without overwhelming any classroom with too many people
- record their observations of effective practices
- chat with students and teachers when it will not disrupt the learning



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Overview of the Process

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Phase Two: Full Day Visit

In the afternoon district review team members will:

- sort all of their observations on charts against the indicators from the *School Effectiveness Framework*
- summarize and analyse observations of strengths in order to pose questions to encourage professional reflection and dialogue.
- prepare for the voluntary feedback session at the end of the school day



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Phase Three: Post Visits

- The team will leave the District Review Charts including all of the observations that were made as part of the process. We hope that you will continue to add your own observations to these charts.
- Within one week of the visit, the District Review Team will forward the written report to the Principal.
- Having completed phases one and two, funds will be allocated to schools in this year's review cycle, in order to facilitate your learning together.



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Phase Three: Post Visits

- As a school team, talking about your dreams for your students is a powerful visioning process - reflecting on your present state and imagining successes to come.
- With a plan in place, we act to secure even greater levels of student achievement and success.
- Beyond those actions and efforts we observe the results once again.



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Phase Three: Post Visits

- How will staff make use of the feedback provided through the process to target areas for action and capacity building?
- How will the process refine our approach to SIPSA as we move into a new cycle?



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Phase Three: Post Visits

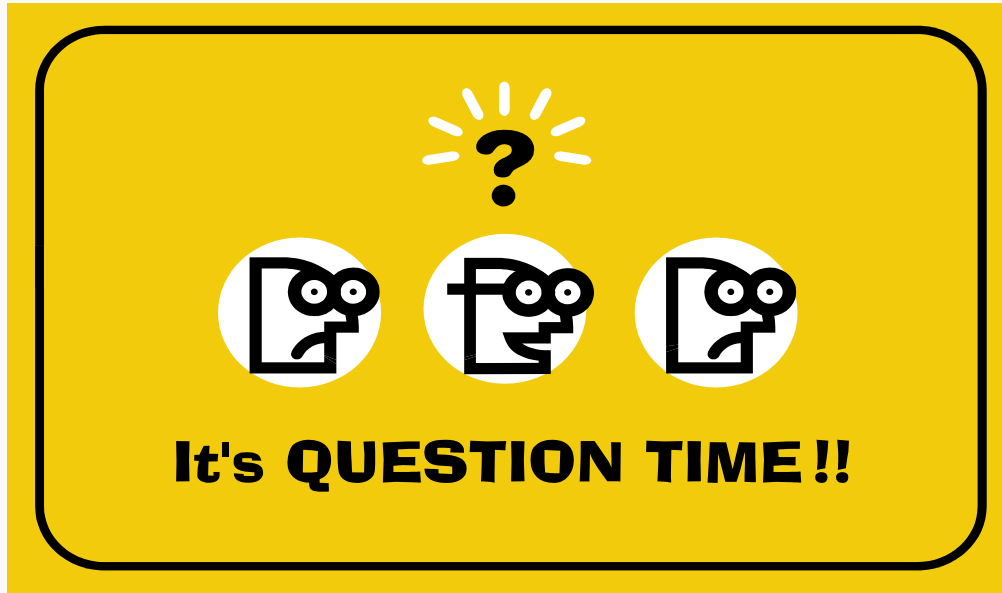
Working together through the School Improvement Plan for Student Achievement (SIPSA) we act to realize our dreams for student success and well-being.

Unless you follow through with planning and acting, you will have spent your time on a “feel good” experience, rather than building a roadmap for positive change.



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Contact for Elementary District Reviews	Contact for Secondary District Reviews
Jeff Frith 613-596-8211 ext. 8144 Beam: Jeffrey Frith	Mark Lafleur 613-596-8211 ext. 8413 Beam: Mark Lafleur



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