INCLUSIVE INQUIRY CYCLE SELF-STUDY AND PLANNING GUIDE

1. Analyze Data
   A) Ask staff, on a scale from 1 (easy) - 10 (difficult) can we meet this quality standard?
   B) Analyze data. Ask, are we meeting this standard or not?
   C) Revisiting goals, analyzing new data? Ask what progress did we make?

2. Identify Key Issues and Questions
   A) Ask how will children benefit?
   B) Identify program strengths we can build on to meet this standard.
   C) List challenges and questions about achieving this standard.
   D) Revisiting a goal? Ask what did we learn?

3. Set Learning and Improvement Goals
   A) Ask leaders and teachers what changes in practice do we need to make to achieve the standard?
   B) Ask what do leaders and teachers need to learn more about to make these changes?

4. Investigate Resources
   A) Brainstorm support services, resources and information needed to meet this standard.
   B) Identify with team who will investigate solutions, steps and resources that will help us meet this standard? C) What did you find?

5. Develop and Tune Action Plan
   A) Invite ideas to overcome challenges, meet learning needs and make change to achieve this standard.
   B) Revisiting goals? How to continue to improve?
   C) Develop feasible, effective plan. Seek feedback and refine.

6. Implement Plan and Collect Data
   A) Know the data you will collect to track adherence to your plan and progress towards meeting the standard.
   B) Review data with leadership regularly.
   C) Plan to use Inquiry Cycle for CQI again!

Use this INCLUSIVE INQUIRY CYCLE to advance CQI initiatives with your staff and your program!
This Inclusive Inquiry Cycle Self-Study and Planning Guide is designed to help you collaborate with your staff and follow the steps of the Inclusive Inquiry Cycle as you plan for continuous quality improvement. First, prepare for the Self-Study, by identifying your improvement goal, the related high quality standard you are trying to achieve, and the key personnel who should be involved in the planning process. Then follow Parts 1 and 2 of this guide through the steps of the Inclusive Inquiry Cycle in order to better understand your program's status in meeting the identified high quality standard and to gain your staff's input and ideas on how to move forward in achieving this standard in your program.

**Prepare for Self-Study**

A. Identify your Continuous Quality Improvement goal! Please describe the improvement you and your team want to make and describe why:

B. Check one or more of the boxes below to identify the ExceleRate or other standard(s) that relate to your improvement goal.

**ExceleRate Gold:**
- 1A - Learning Environments
- 1C - Instructional Quality
- Other Gold Standards we will work on independently of Lead Learn Excel:

**ExceleRate Award of Excellence – Preschool Teaching and Learning:**
- Standard #:

**ExceleRate Award of Excellence – Infant Toddler Services:**
- Standard #:

**Or** (for use in future quality improvement cycles or initiatives):
- Head Start performance standard(s)
- National Association for the Education of Young Children (NAEYC) accreditation standard(s).
- Other relevant standard(s):

C. Next, **identify** the key personnel who should be part of the process to achieve this high quality standard. Are they directly involved in these challenges, and/or will they be affected by any decisions? Please list staff members below:
Part 1 – The Inclusive Inquiry Cycle: Self-Study Guide

To conduct the self-study, meet with the key personnel identified above, ask them the following questions, record their thoughts, ideas, and reflections as well as your own.

1. Analyze Data

A) Read or describe the high quality standard to staff and ask them, on a scale from 1 – 10 where 1 is super easy and 10 is near impossible, how easy or difficult do we think it will be to make improvements on this quality standard? Please describe everyone's initial thoughts:

B) Analyze our data. Ask what evidence we have regarding our program's status in meeting this quality standard? Please explain what you and your staff know about your organization meeting this standard or not:

C) Revisiting this quality standard and analyzing new data following some improvement efforts? Please describe the progress that was made:
2. Identify Key Issues and Questions

A) *Ask* how will children benefit from our program achieving this high quality standard? What improvements in learning will we see? What are some additional benefits should we achieve this high quality standard? Please explain benefits:

B) *Ask* what program strengths can we build on to meet this high quality standard? Please *identify* your programmatic strengths:

C) *Ask* what challenges do we foresee or what questions do we have about achieving this high quality standard? Please list challenges and/or questions:

D) *Revisiting* this quality standard and analyzing new data following some improvement efforts? *Ask* what did we learn? Please describe what people learned:
3. Set Learning and Improvement Goals

A) **Ask** what are specific changes in practice that teachers will need to make in order for our program to achieve this high quality standard? Please provide staff reflections as well as your own:

B) **Ask** what do teachers need to learn more about in order to make these changes and accomplish this high quality standard? Please provide staff reflections as well as your own:

C) **Invite** staff to respond to the following question. What are specific changes in practice that leaders will need to make for our program to achieve this high quality standard? Please provide staff reflections as well as your own:

D) **Ask** what do leaders need to learn more about in order to make these changes and achieve this high quality standard? Please provide staff reflections as well as your own:
4. Investigate Resources

A) **Brainstorm** with your team what support services, resources, and information the organization will need to meet this high quality standard. Please describe brainstorming outcomes:

B) **Identify** with your team who will investigate solutions, steps and resources from the field, research, literature or other sources that will help the organization meet this high quality standard. Please describe who was identified and why:
5. Develop and Tune Action Plan

A) **Invite** ideas to identify how our program can overcome challenges, meet the learning needs, and make change to achieve this high quality standard. Please list ideas below:

B) **Revisiting** this quality standard following some improvement efforts? **Ask** your team what do we need to do to sustain the improvements we made? Please describe outcomes below:
Part 2 – The Inclusive Inquiry Cycle: Planning Guide

This Planning Guide is designed to help you and your team move through the final steps of the Inclusive Inquiry Cycle with the goal of developing a solid plan for achieving your improvement goal, determining how this plan will be monitored and supported, implementing the plan, collecting data, and then beginning the cycle of continuous improvement over again.

5. Develop and Tune Action Plan

A) **Ask** yourself and your leadership team, given what we know now following the Self-Study and the investigation of resources, what solutions, steps, and resources would be feasible and effective for meeting this high quality standard and improving teaching and learning in our organization? Please determine a tentative plan that includes the personnel that should be involved, their roles and tasks, the resources that will be mobilized to support the plan and success, and the timeline for implementation and describe below:

B) **Explain** your organization’s tentative plan to your staff and **ask** for their feedback.

- **Ask** what obstacles might we face in implementing this plan and in meeting this high quality standard? Please describe potential obstacles:

- **Invite** staff for ideas as to how the plan might be adjusted or bolstered to address any concerns or deal with anticipated obstacles. Please describe these ideas below:

C) Following staff feedback, **describe or update** your plan below, including the personnel involved, their roles and tasks, the resources that will be mobilized to support the plan and success, the timeline for implementation, and any other details:
6. Implement Plan and Collect Data

A) **Ask** yourself and your leadership team, how will we know our plan to meet this high quality standard is being followed? Please list the data you will collect to track adherence to the plan:

B) **Ask** yourself and your leadership team, how will we know our plan is working in helping us to achieve this high quality standard and improve teaching and learning in our program? Please list the data you will collect to track progress:

C) **Ask** yourself and your leadership team, how will we monitor and support the plan and progress in meeting the goal?
   - **Ask** who on the leadership team will meet to review the data, problem solve and support continuous improvement? Please list leadership team members:
   
   - **Ask** when and how often will the leadership team will meet? Please describe:
   
   - **Ask** when will the staff will meet to review the data and to begin the Inclusive Inquiry Cycle for continuous improvement again? Please describe:

Implement the plan, collect data, and begin the cycle again!