

PDSA Guiding Questions	
<p>Note: PDSA cycles that are very specific and follow the checklists will be the easiest and most effective to analyze</p>	
<input type="checkbox"/>	<p>3 or more PDSA cycles completed</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are there at least 3 or more cycles to analyze?
<input type="checkbox"/>	<p>PDSA cycles laid out in order, beginning with the earliest cycle</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are the PDSA cycles specific? <input type="checkbox"/> Is there enough data (time, details with activities, student) to review?
<input type="checkbox"/>	<p>Analyzed for overall effectiveness (by school, grade, and group)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Which cycles show overall positive gains for most students? <input type="checkbox"/> Which ones do not? <input type="checkbox"/> Why? (i.e., inconsistency with meeting times, amount of time, pacing, intensity, activities, group make up, and etc.)
<input type="checkbox"/>	<p>Next steps determined for overall effectiveness (by school, grade, and group)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Revisit checklists for developing and implementing PDSA cycles <input type="checkbox"/> Use a cycle again <input type="checkbox"/> Adapt a cycle <input type="checkbox"/> Create a new cycle <p>Considerations for adapting or creating a new cycle: Schedule for meeting times, amount of time for group, pacing, intensity, activities, group make up, and etc.</p>
<input type="checkbox"/>	<p>Analyzed for effectiveness by student</p> <ul style="list-style-type: none"> <input type="checkbox"/> Which students met the goal (s) with multiple cycles? <input type="checkbox"/> Which student s did not meet the goal (s) with multiple cycles? <input type="checkbox"/> What is causing success or lack of success? (i.e., absences, time, intensity, activities, group, and etc.)
<input type="checkbox"/>	<p>Next steps determined for effectiveness by student</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review additional data beyond PDSA cycle. Does that data support or not support a change for this student? <input type="checkbox"/> Use a cycle again <input type="checkbox"/> Adapt a cycle <input type="checkbox"/> Create a new cycle <p>Considerations for adapting or creating a new cycle: Amount of time for group, pacing, intensity, activities, group make up, and etc.</p>

<input type="checkbox"/>	<p>Analyzed for effectiveness by program and materials</p> <ul style="list-style-type: none"> <input type="checkbox"/> Refer back to the overall effective cycles you identified above <input type="checkbox"/> Refer back to the overall cycles that were not effective <input type="checkbox"/> Are there patterns among programs and materials? <input type="checkbox"/> Are there any programs or materials that need to be adapted or changed? <input type="checkbox"/> Is the program being followed as designed?
<input type="checkbox"/>	<p>Next steps determined by program and materials</p> <ul style="list-style-type: none"> <input type="checkbox"/> Revisit program and provide additional support (i.e., PD, observations, peer coaching, demonstration lessons, and etc.) <input type="checkbox"/> Possible changes with materials and/or programs
<input type="checkbox"/>	<p>Analyzed for support and coaching for teachers and/or interventionists</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are there patterns with programs, materials, or groups? <input type="checkbox"/> Does additional support (i.e., PD, observations, peer coaching, demonstration lessons, and etc) need to be provided?
<input type="checkbox"/>	<p>Next steps determined for coaching and support for teachers and/or interventionists</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coaching support with PDSA checklists <input type="checkbox"/> Reviewing other data to make decisions about changes in PDSAs for grade levels, classrooms, and individual students <input type="checkbox"/> Coaching support for programs, materials, grade levels, and groups