Canadian Assessment *for* Learning Network
CA*f*LN Inquiry Grants

The Canadian Assessment *for* Learning Network provides a grant opportunity (up to $1000 per grant) to members of the network from across Canada to engage in purposeful inquiry about Formative Assessment/Assessment for Learning. The grants are intended to support educators using or planning to use the Spiral of Inquiry (click here for a Spiral of Inquiry overview) or similar collaborative inquiry process for professional learning in the area of Formative Assessment/Assessment for Learning. Learning from inquiry processes must be shared with other educators and presented at the Annual CAfLN Conference in May.

Application and Project Timeline

Members are eligible to apply for a grant in December and conduct their inquiry throughout the school year with support from a CA*f*LN mentor. In April, teams must submit a case study of their progress for presentation at the Annual CA*f*LN Conference held in May.

3 Step Process:

Step 1: Application

Inquiry grant proposals must be submitted by December 15th to GrantProposals@cafln.ca. In order to complete a grant proposal, use the form below. A maximum of 6 grants will be provided per year. School Principals/Directors of Instruction (or equivalent) must have been consulted and provided a copy of the application. Approval by the appropriate District personnel must be gained by the applicant(s) as part of the CA*f*LN application process.

The inquiry proposal is based on the first 4 stages of the spiral of inquiry; scanning, focusing, developing a hunch, and learning. During the scanning stage, applicants must make sure to use appropriate baseline data in order to reliably check on student growth during and at the end of the process.

The case study (submitted in April) must include the final 2 stages of the spiral of inquiry; taking action and checking.

Please click here for 4 important questions to ask during the Scanning and Checking phase of the inquiry.

Consideration

Inquiry proposals must meet the following criteria in order to be eligible to receive the grant:
- Inquiry is data-driven with a clear focus on formative assessment;

- CAfLN Inquiry Teams must include a minimum of 3 educators (one must be a CAfLN member in good standing);
- CAfLN Inquiry Teams must be available to participate in at least 1 virtual learning session with a CAfLN mentor.

Proposals will be prioritized for consideration based on the following criteria:
- Geographic representation (broad national scope)
- Grade level representation (K-3 primary, 4-7 intermediate, 8-12 secondary, post secondary)
- Curricular area focus (Mathematics, Language Arts, Science, Humanities, Arts, etc.)
- Focus on Indigenous Understandings or Indigenous Learners

An application committee consisting of a minimum of three (3) members from the CAfLN Board, including the Chair of the Resources and/or Research Committee, will consider the applications before awarding the funds. All grant application leads will be notified of the results by January 15.

An applicant(s) will only be eligible for this grant once every three (3) years.

Step 2: Implementation

Successful applicants will be assigned a CAfLN mentor to support the inquiry process. CAfLN Inquiry Teams (i.e., teams created based on each grant) must meet with their mentor for at least one (1) virtual learning session. The mentor's role is to:

- Assist the CAfLN Inquiry Teams with making connections to other educational resources as necessary (human and material);
- Guide the CAfLN Inquiry Team through the Spiral of Inquiry process;
- Assist the CAfLN Inquiry Team with the collection of evidence of Formative Assessment practices and the impact on student learning;
- Assist with the preparation of the case study report

An initial disbursement of $500 will be provided to the school team lead upon approval from the Application Committee. The final disbursement will be provided upon submission of the case study to CAfLN Resource Committee.

Eligible expenses for grant budget include:

- Professional materials including:
  - professional journals
  - professional books
  - professional videos
  - professional audio documents

- ○ professional software (instructional packages only)
- Release time for inquiry work
- Workshops
- Conferences
- Seminars
- Classroom visits
- Collaborative learning groups

CAfLN Inquiry Teams should engage in the Spiral of Inquiry Process throughout the project. Documenting evidence of formative assessment practices along with student learning is paramount. Evidence captured will be essential to ongoing adjustments in instructional practice and for professional learning. Further, the evidence will provide the substance of the Case Study required for submission in April.

Data Collection should focus on the Triangulation of Evidence of student learning. Triangulation is a process by which a teacher collects evidence about student learning; this evidence is collected from three different sources; conversations, observations, and products.

Step 3: Reflection & Presentation

CAfLN's goal is to have School Teams report to our Annual CAfLN conference. While the format can be as varied as the inquiries themselves, there are a few required elements. In their case study, school teams must be able to identify:

- The Goal / Purpose of the Inquiry.
- The 6 phases of the Spiral of Inquiry:
    - ○ What was going on for your learners?
    - ○ What was going to give you the biggest impact?
    - ○ What was leading to this situation?
    - ○ What did you need to learn? How did you design new learning?
    - ○ What did you do differently to make enough of a difference?
    - ○ Have you made enough of a difference?
- The formative assessment tools used throughout the process in order to make decisions and guide instruction.

The Case Study must be in digital format. The case study may be presented in person at the annual conference or be a static digital display for attendees to view. Submissions must be reviewed by the school team's mentor for feedback by April 15th, and forwarded to the CAfLN Resources/Research Chairperson no later than April 30th.

CAƒLN Inquiry Grant Proposal

Please submit no later than October 15th.
Available online shortly!

Province:

School District/Division:

CAƒLN Inquiry Team Members (Team Lead listed first):

Name (Last, First)	**Email Address**	
School	**School District/Division**	**Province**

Name (Last, First)	**Email Address**	
School	**School District/Division**	**Province**

Name (Last, First)	**Email Address**	
School	**School District/Division**	**Province**

Grade Level Focus:

- ❏ K-3 (Primary)
- ❏ 4-7 (Intermediate)
- ❏ 8-12 (Secondary)
- ❏ Post Secondary

Curricular Area(s) Addressed (if applicable):

Focus Area: Please summarize in a few words the specific focus for your inquiry. Please indicate if your focus is inclusive of Indigenous Understandings or Indigenous Learners.

Scanning: In a few sentences, describe what you did during the scanning phase? How did you use the four questions? What did you learn as a result? What other questions did you find most helpful during this process? What stimulated your curiosity? What formative assessment tools did you use?

Focus: In two to three sentences, explain how you determined the focus for your team inquiry.

Hunch: In two to three sentences, describe your hunches about the ways in which practices at the school may be contributing to a need for change.

New Professional Learning: In a short paragraph let us know about the new areas of professional learning you plan to explore connected to your focus area. Be as specific as possible.

Evidence of Learning: In a short paragraph or in point form, let us know how you will track your professional learning and the impact it has on student learning.

Budget: Provide an overview on how you intend to use the grant funds. Be as specific as possible.

Professional Learning Schedule: In point form, identify how and when you will meet as an inquiry group and the focus of these meetings.

Reflection and Presentation: In two to three sentences, let us know how you will reflect on and share your learning from this inquiry. Sharing can occur in your local boards (e.g., via workshops, newsletters, presentations) and also at the CAfLN Conference.