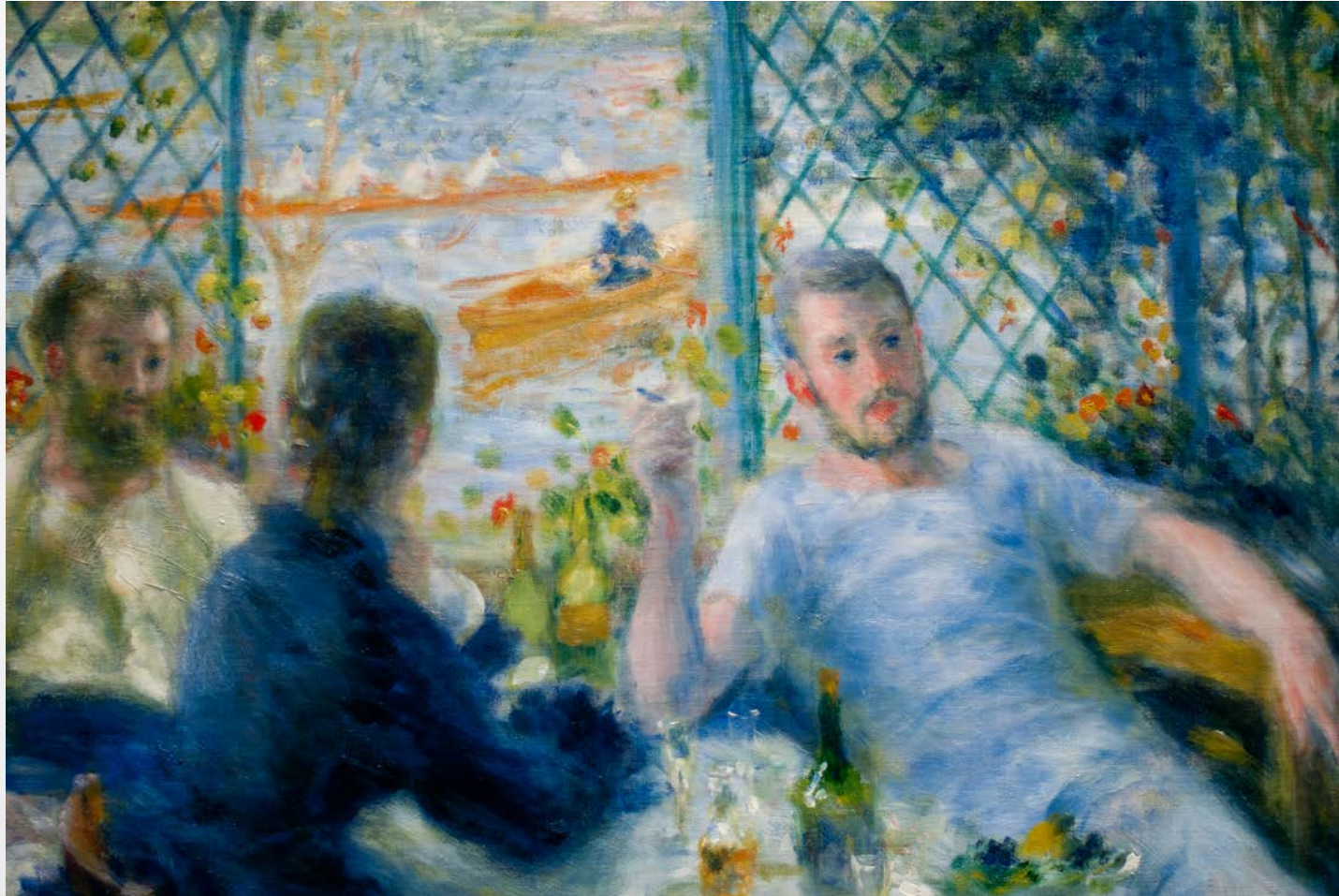# Putting the Pieces Together

Santa Clara County Office of Education

Session 4

Implementation, Communication and Replicating the Process

Welcomes & Introductions

Agenda

- Defining Theory of Action
- Creating a Theory of Action
- Replicating the process
- Supporting & Monitoring Implementation
- Cycles of Inquiry
- Below the Green Line
- Communication Loop
- Evaluations

Objectives

- Deepen our understanding of a Theory of Action

- Understand the process to create, monitor and evaluate a Theory of Action

- Understand the impact of the Six Circle Model on implementation plans

- Identify a process to replicate the creation of a Theory of Action

Norms

- Stay Engaged

- Equity of Voice

- Many paths to solutions

- Solutions Oriented

- Trust the process

AM Break – as needed

Where are the resources?

SCCOE.org

→ Local Control and Accountability Plan Resources

→ 2016-2017 LCAP Resources

→ 4 13 17 "Document Name"

Our Journey

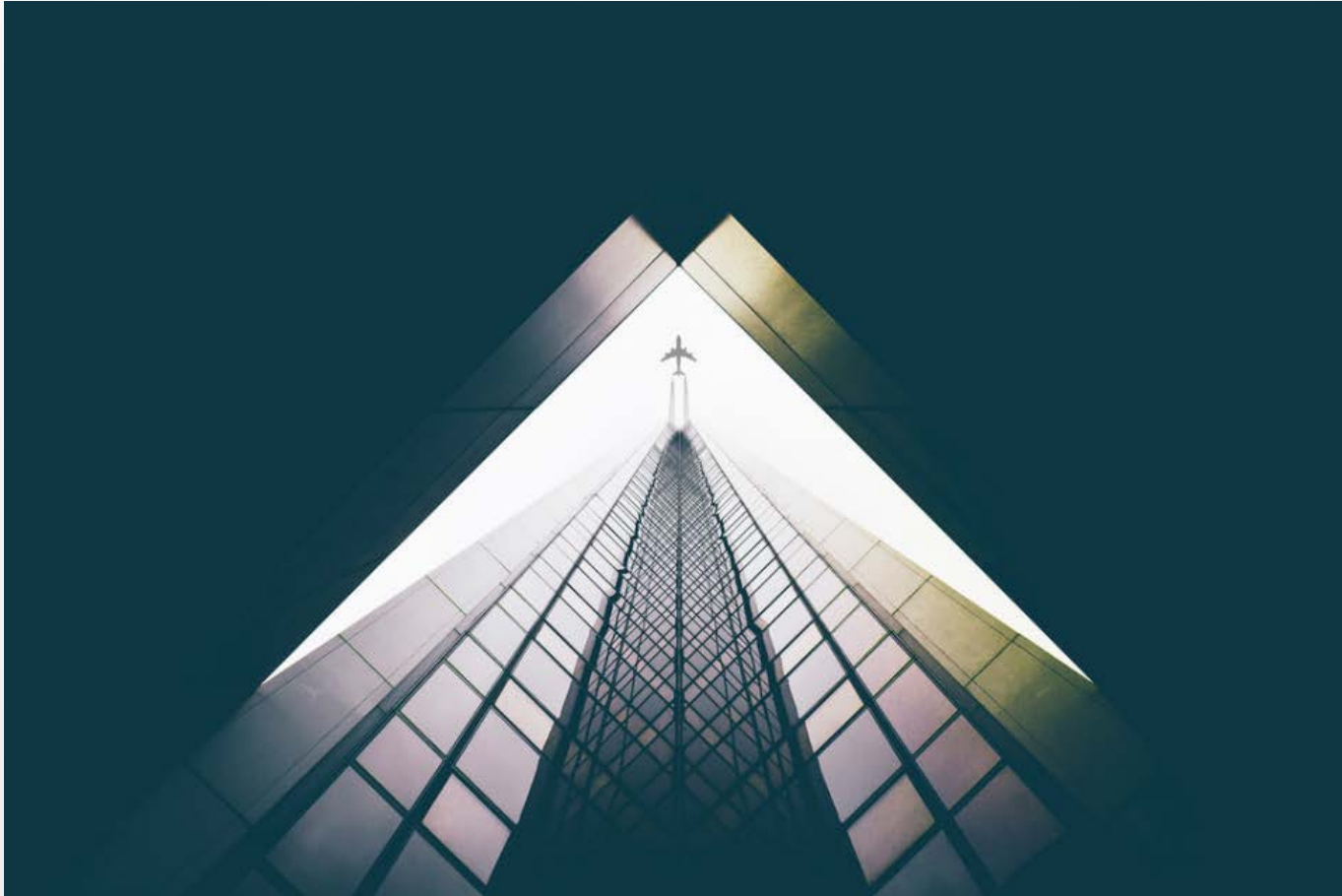- Session 1: **Creating a high quality LCAP process utilizing the new template**

- Session 2: **Utilizing the LCAP Rubric (California Dashboard) to create a high quality annual review**

- Session 3: **Drafting your plan: Making coherency out of your metrics**

- Session 4: **Implementation, Communication and Replicating the process**

Framing the Day

Turning your LCAP

Into an Action Plan!

What is a Theory of Action

It is a set of **underlying assumptions** about how we will **move** our organization from its current state to its **desired future**.

What is a Theory of Action

Aligns intended theory with the realities of work within an actual organization. **Connects** strategy to the actions and relationships critical to good instruction and student learning.

What is a Theory of Action

Identify the **mutual dependencies** that are required to get the complex work of instructional improvement done. Grounded in research or evidence-based practice.

Elmore, Fiarman and Teitel,2009

What is a Theory of Action

Theory of Action Begins with a statement of a causal **relationship** between what I/we do and what constitutes a good result in the organization high leverage for achievement and equity; **Powerful enough to transform programs and practices.**

City, Elmore, Fiarman and Teitel,2009

Dovetailing™
www.dovetailing.us

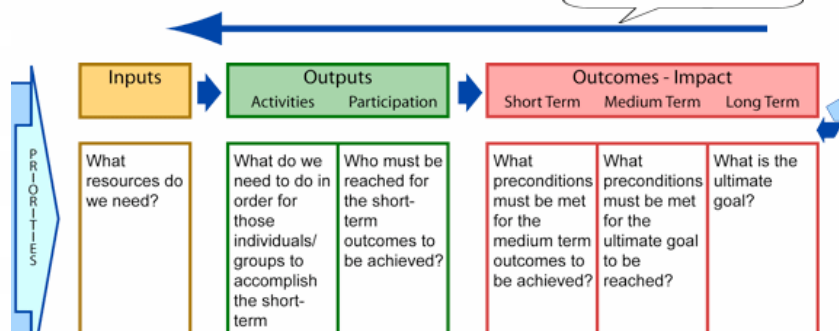| 1) If the Funders expend these RESOURCES & EFFORTS...	2) ... to implement these STRATEGIES	3) ...to have these SHORT-TERM OUTCOMES...	4) ...we can realize these MID-TERM OUTCOMES...
Capacity (Staffing, in-kind support, visibility, etc.)			
Influence (Access, credibility, convening power, etc.)			
Expertise (Professional, personal, foundation experience, etc.)			
Funding (Research, seed, operating, expansion, aligned, etc.)			
Partnering (Aligned grant making, grantee-grantor projects, etc.)			

"Plan backwards"

Inputs	Outputs		Outcomes - Impact		
	Activities	Participation	Short Term	Medium Term	Long Term
What resources do we need?	What do we need to do in order for those individuals/groups to accomplish the short-term	Who must be reached for the short-term outcomes to be achieved?	What preconditions must be met for the medium term outcomes to be achieved?	What preconditions must be met for the ultimate goal to be reached?	What is the ultimate goal?

PRIORITIES

Organizational Chart for Eliciting Qualitative Data

Action Researcher:	Vivien Lee	Project Title:	Evaluating critical thinking pedagogy to support primary school project work in Singapore through an action research approach
Organization:	NIE/NTU	Date elicited:	28/8/99

P - purposes

To derive a deeper description and understanding of the specific social context of the school.

To identify an action research team to include the Principal, key management and the related teaching team.

To ascertain and articulate the teaching and learning problems encountered by the school through interviews with the teaching team.

To translate the pedagogical problems into inherent professional development needs, backed with agreement by the Principal and management.

Qualitative planning phase. Experimental intentions & practice vision. Identification of partners needs relative to social setting.

S - strategy

Observations and meetings with the Principal and management to define the school's ethos, justifying the choice of action research.

Identification of the three main research instruments developed to improve the impact of learning for both the teachers (as curriculum designer and learning coach) and students following the literature review.

Use of critical thinking scaffolds by the teachers and yourself (PSOR, PLC etc) to help them rethink their curriculum and design new learning experiences/encounters through the use of LPs.

Actual on-the-job action research methods and techniques to be employed, including use of qualitative tools for data recording and analysis.

Project review and evaluation process of the school-based action research case study project conducted.

Concentrate on review of teachers' changes in practice and use of the LP as a pedagogical design tool via professional development workshop.

The leadership role of the Principal to support this change-

O - outcomes

Match between school's and action research philosophy found to be highly relevant to the school's needs.

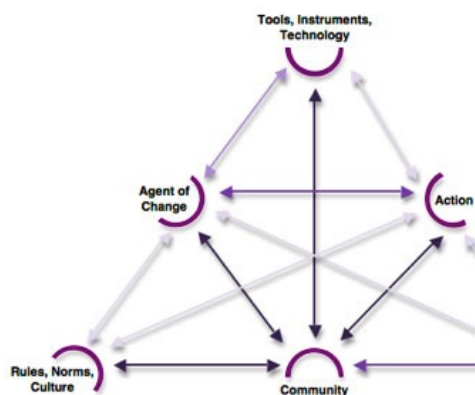Research design formulated to include case study evidences obtained from:
- triangulated interviews with Principal, teachers and students
- reflective evaluation of workshops,
- post-workshop survey by students
- personal journal
- completed PLC, PSOR templates etc.

Identification of initial and subsequent findings. Use of action research qualitative tools and procedures for eliciting findings from data evidences, e.g. triangulation policy.

Reflective review of the findings relative to the strategy employed and original intentions underpinning the purposes. Redefinition of new purposes and strategies in the light of learning from first P-S-O-R recursive analysis.

R - review

Tools, Instruments, Technology

Agent of Change

Action

Rules, Norms, Culture

Community

Our Template

201_-201_ _____ SD Theory of Action

Expected Outcomes   **Instructional Focus**   **Cultural Focus**   **Professional Learning Systems**

Curriculum: *When we plan*
Instruction: When we teach…
Assessment: When we assess…

Teacher Collaboration

Professional Development

District Office Duties

Leadership Actions

Supporting & Monitoring Expected Outcomes

Supporting & Monitoring Instructional Focus:

Supporting & Monitoring Cultural Focus:

Supporting & Monitoring Professional Learning Systems:

2016-2017 Kennedy Unified SD Theory of Action

Expected Outcomes

- Increase by 5% all student groups representation in A–G
- Increase AP passing rates to 80% from 76%
- Increase EL reclassification rates to 25% from 24%
- Increase EAP rates in ELA 44% and Math 30%
- Decrease chronic absenteeism to 10% from 11%
- Eliminate high school/middle school dropout rate to 0
- Improve district attendance by .25%
- Improve district graduation rates from 96% to 97%
- Increase the number of parents responses to district survey by 5%
- Reduce suspension by 5% for all student groups
- Improve developmental assets Project Cornerstone score by 10
- 5% growth in SBAC ELA results
- Increase number of students in K-3 on grade level for ELA & Math as per local assessments

Instructional Focus

Curriculum: *When we plan*

- District wide writing task
- High School intervention support-READ & MATH 180
- Summer Intervention and support K-12
- New curriculum targeting long term EL's

Instruction: *When we teach…*

- Use SEAL ELA/ELD unite design, lesson studies, model lessons
- Increase use of Non-fiction materials- digital & Analog materials
- Use district "Essential Practices"
- ELD Academic language instruction via SEAL
- Provide Sheltered EL instruction in Secondary Schools
- Provide instructional technology devices for special ed. Students
- Provide AVID classes for Middle and High School

Assessment: *When we assess…*

- Use SVMI performance assessments
- Illuminate, IReady, data analyst to develop formative summative assessments
- Develop new reclassification criteria using alternative language assessments for reclassification of EL's with Spec. Ed. Needs

Cultural Focus

- Explore possibility of expanding PBIS district wide
- Restorative Justice system
- Professional mental health services to students through CASSY
- Development of comprehensive SART/SARB
- Continue articulation process between 6 and 7 grade entering Middle school in multiple languages
- Improve/refine school site SST process
- Provide Equal Opportunity Schools program at KHS
- Continue to fund extra counseling to meet graduation requirements
- Additional AP's
- Ensure Williams passage
- Enhance funding for music
- Partner with parents to support social/emotional development of children through partnership with SEAL, Project Corner stone, EMQ, Challenge Days and others
- Parent training workshop, parent university, Kennedy family literacy project
- Latino Liaison, Henry Robinson, targeted personnel to support Latino, low income family needs

Professional Learning Systems

- **Teacher Collaboration**
- **Professional Development**
- **District Office Duties**

- Para's work with targeted EL Students and others
- Instructional Coaches at each site
- Host SVMI network in KUSD for teacher collaboration
- Pilot co-teaching program with spec. ed teachers for better inclusion
- New teacher induction
- K-3 teachers: Early Literacy Academy
- SEAL ELA/ELD
- PBIS
- Leaders on legal requirements for Foster/Homeless youth
- Data Analysis
- Pilot ELA Materials
- New pathways at KHS
- Invest in CDC's
- Add TK-3 staff
- Add FTE Science Specialist & Integrated Science teacher

Leadership Actions

Supporting & Monitoring Expected Outcomes

- Common Formative Assessments Cycles
- Benchmark Assessments
- Results orientated cycle of inquiry
- Data Analysis

Supporting & Monitoring Instructional Focus:

- Instructional Systems Leadership Team
- Results orientated cycle of inquiry
- Communication of intent and results
- Systems of measuring impact
- Working groups – Coordinators
- Walk-throughs
- Data Analysis

Supporting & Monitoring Cultural Focus

- Positive Cultural Impact Team
- Facilities Management Group
- Outside Support providers Coordinator
- Grant Writers
- SARB Committee
- Parent Engagement Liaisons
- Student Support Teams

Supporting & Monitoring Professional Learning Systems:

- PD Calendar
- Project Coordinators
- Walk-throughs
- Results orientated cycle of inquiry
- Site Progress Presentations
- Instructional Coaching System
- Data Analysis
- Assessment Calendars

Thoughts?

Do you see any benefits to creating a Theory of Action based on your LCAP?

Discuss your opinions with a partner.

Share out

Creating a Theory of Action Part 1

1. From your completed LCAP, remove the Goals, Services and Actions section for year 1
2. Discard the remaining LCAP pages (This is my favorite part)
3. Create a list of all the Expected Annual Measurable Outcomes
4. Create a list of all the Actions/Services – Ensure you breakdown each action/service to its lowest denominator
5. Group the Actions/Services under the broad categories on the TOA template

Plan your Attack

- Take 3-5 minutes to organize your team
- Identify how your team will divide the work
- Identify who will use the resources
- Identify Recorder
- Post-its or Google Docs?

Teamwork time

TOA Alignment

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TOA Alignment

From our example check for alignment for the goal:

"Increase by 5% in all student groups representation in A-G"

Creating your Theory of Action Part 2

1. **Check for alignment throughout your Theory of Action**

2. Identify supporting and monitoring parameters or vehicles that will ensure the fidelity of your actions and services

3. Go deeper by assigning departments or people as responsible parties for parts of the TOA

4. Go even deeper by establish meeting intervals and calendaring meeting dates

2016-2017 Kennedy Unified SD Theory of Action

Teamwork time
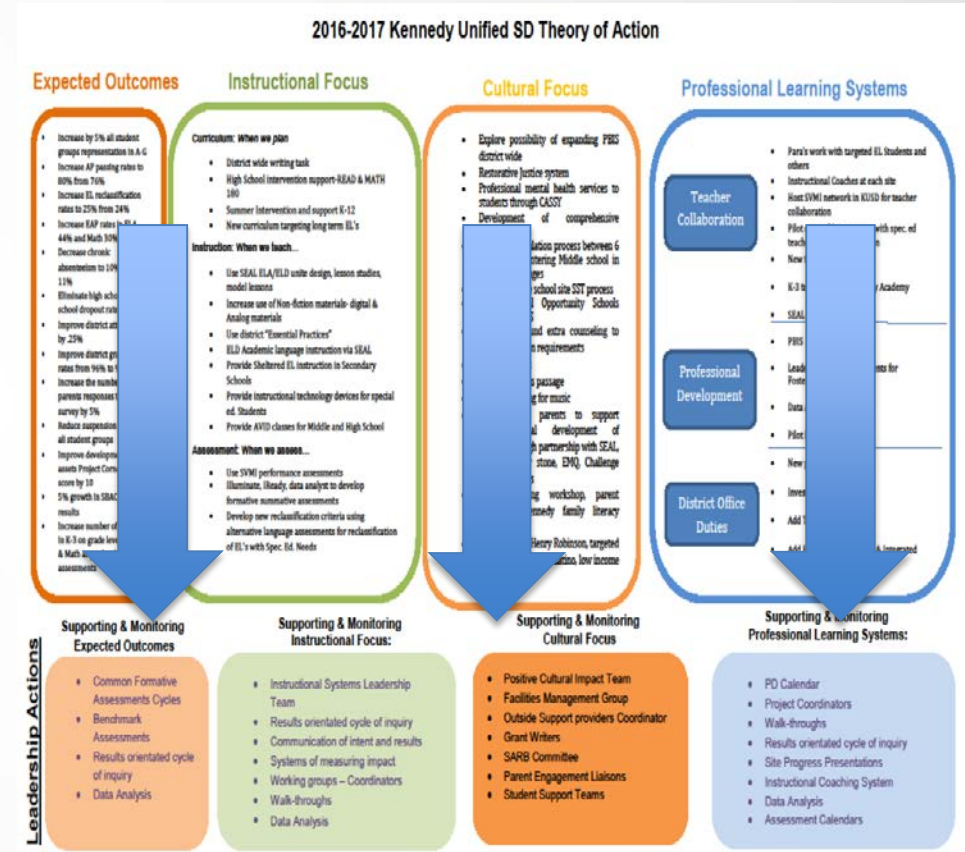
Monitoring of TOA

Monitoring represents a whole system including continuity of diagnostic and informative data collection, with feedback given after the correction of the process

(Gorb, 2003; Kovalenko, 2012; Shilibekova, 2011).
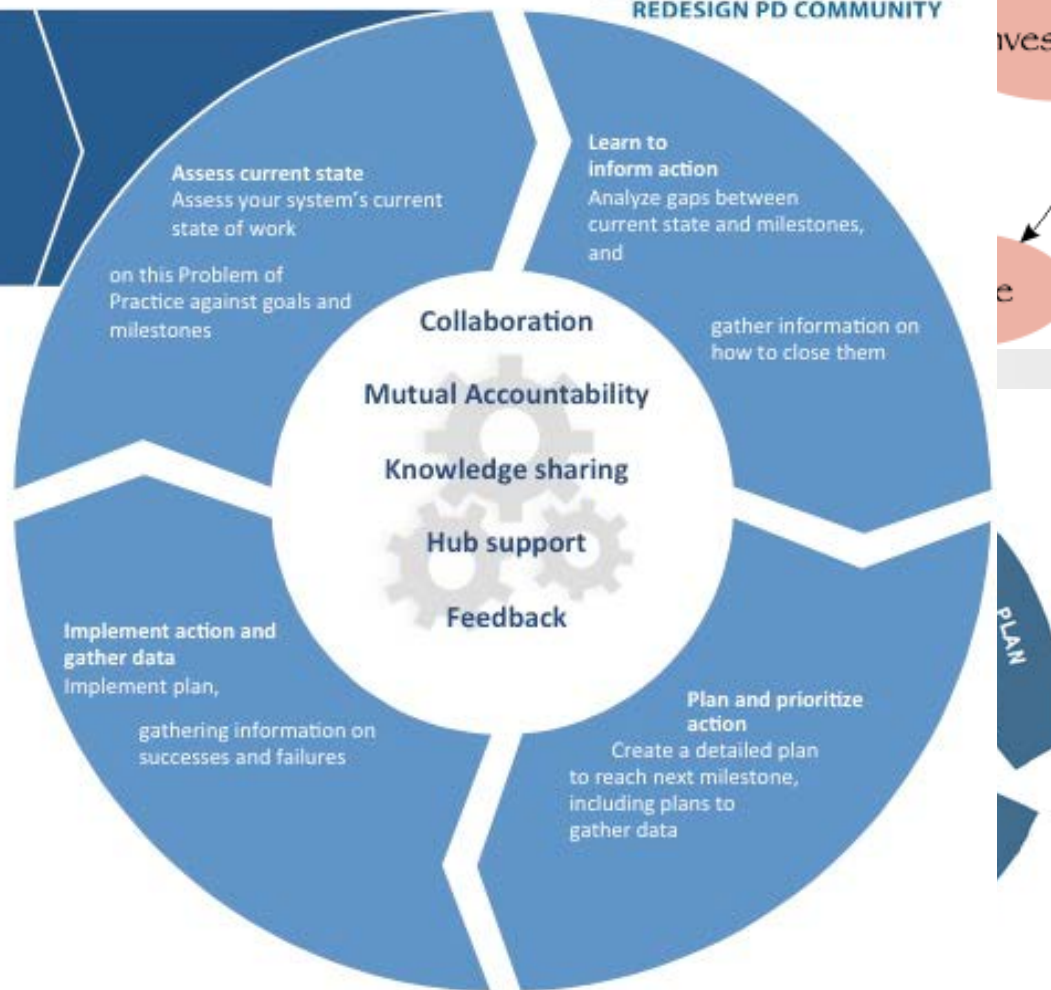
Redesign PD Cycle of Inquiry

learningforward
THE PROFESSIONAL LEARNING ASSOCIATION
REDESIGN PD COMMUNITY

Establish the vision
Set a clear vision for what success will look like in your system by June 2017, including key goals

Assess current state
Assess your system's current state of work

on this Problem of Practice against goals and milestones

Learn to inform action
Analyze gaps between current state and milestones, and

gather information on how to close them

Collaboration

Mutual Accountability

Knowledge sharing

Hub support

Feedback

By June 2017, we expect that participants will have achieved their vision by engaging in this cycle repeatedly, with progressively more ambitious goals

5. Assess th
impact of
innovations
student learn
through furth
assessmen

As the hub, we will also be periodically elevating successes and learnings to the broader field when appropriate

Implement action and gather data
Implement plan,

gathering information on successes and failures

Plan and prioritize action
Create a detailed plan to reach next milestone, including plans to gather data

vestigate

PLAN

Cycles of Inquiry to Monitor

- Identify one program or aspect of your TOA

- Create a cycle of inquiry plan to support the implementation of the program or a particular aspect of the TOA
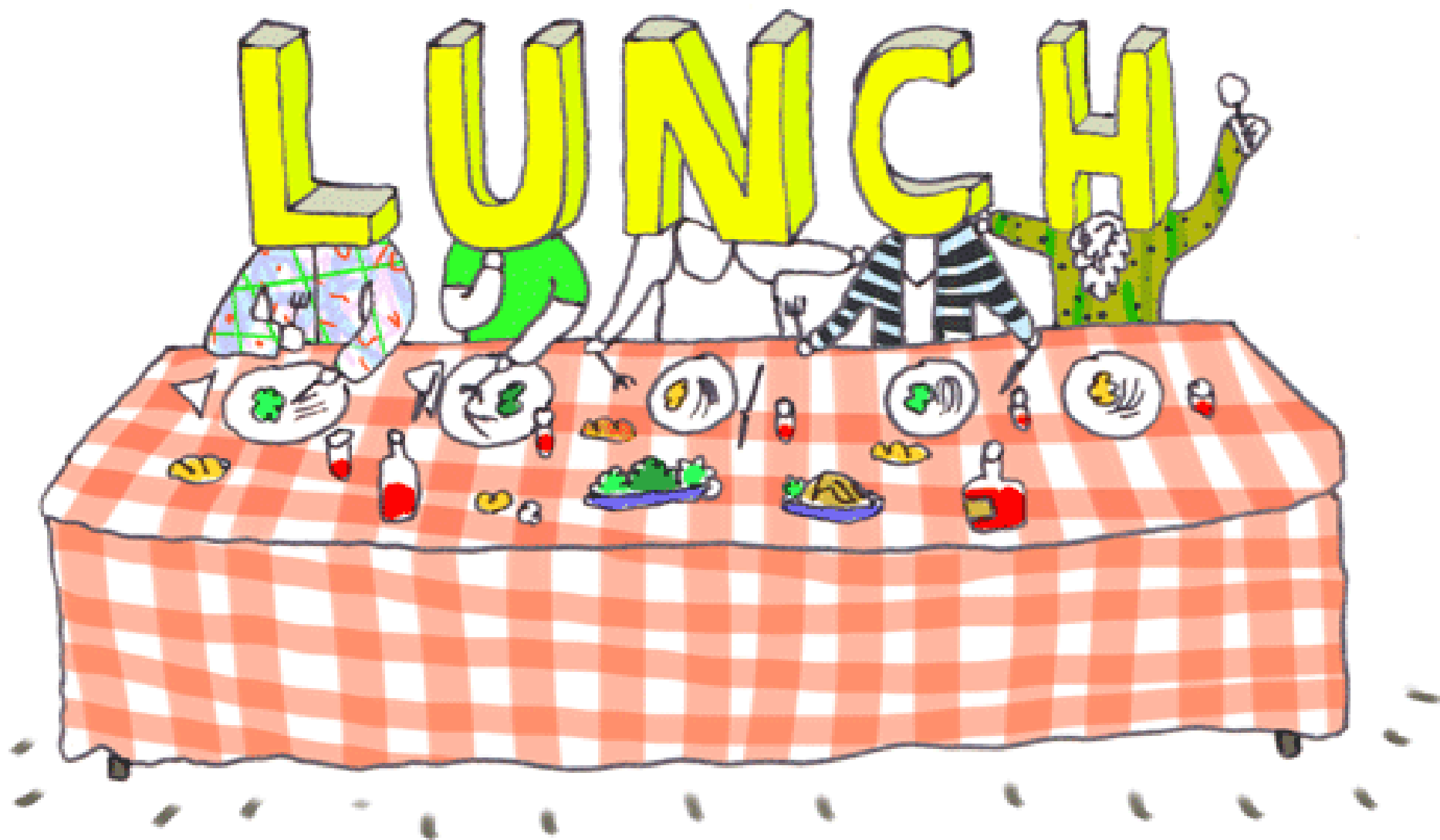
Cycles of Inquiry to Monitor

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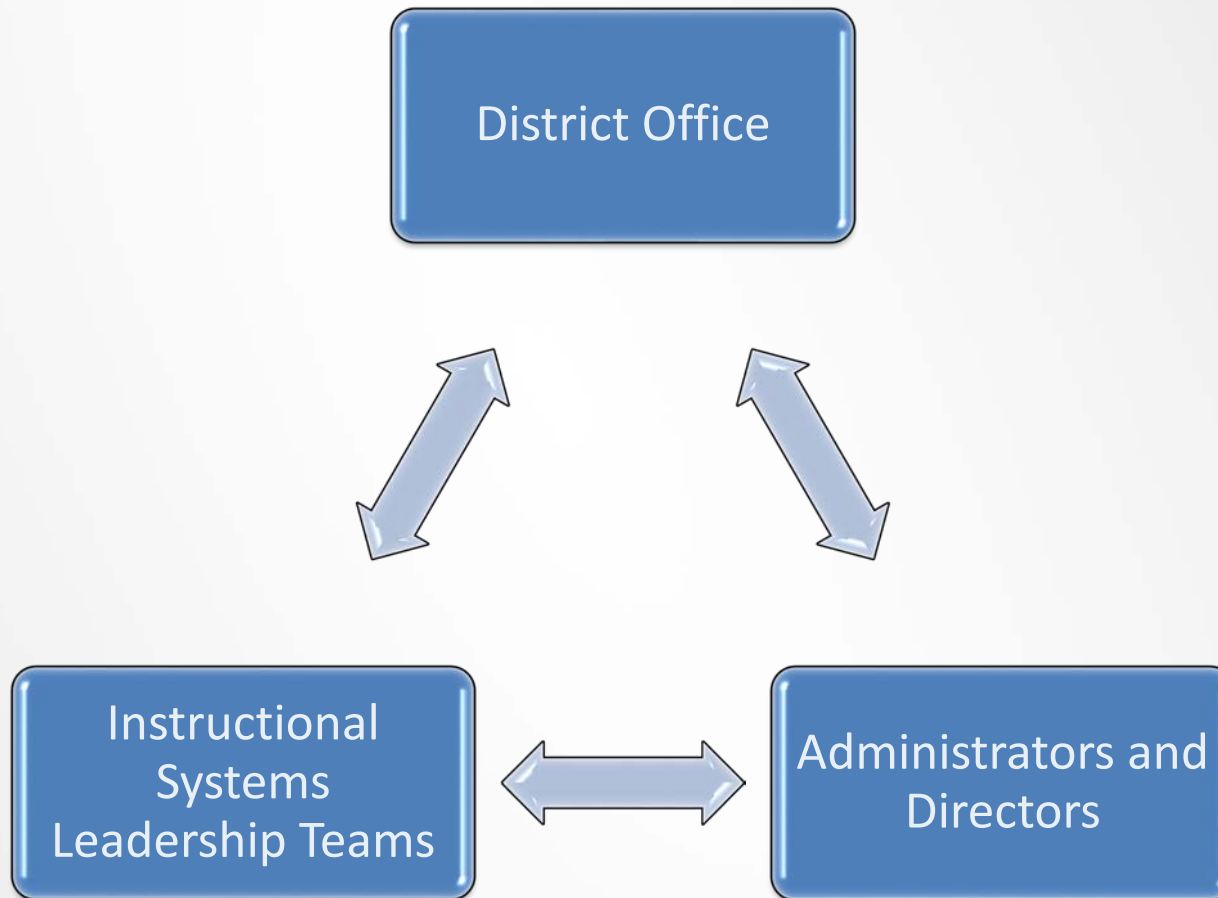
Communication Loops

District Office

Instructional Systems Leadership Teams

Administrators and Directors
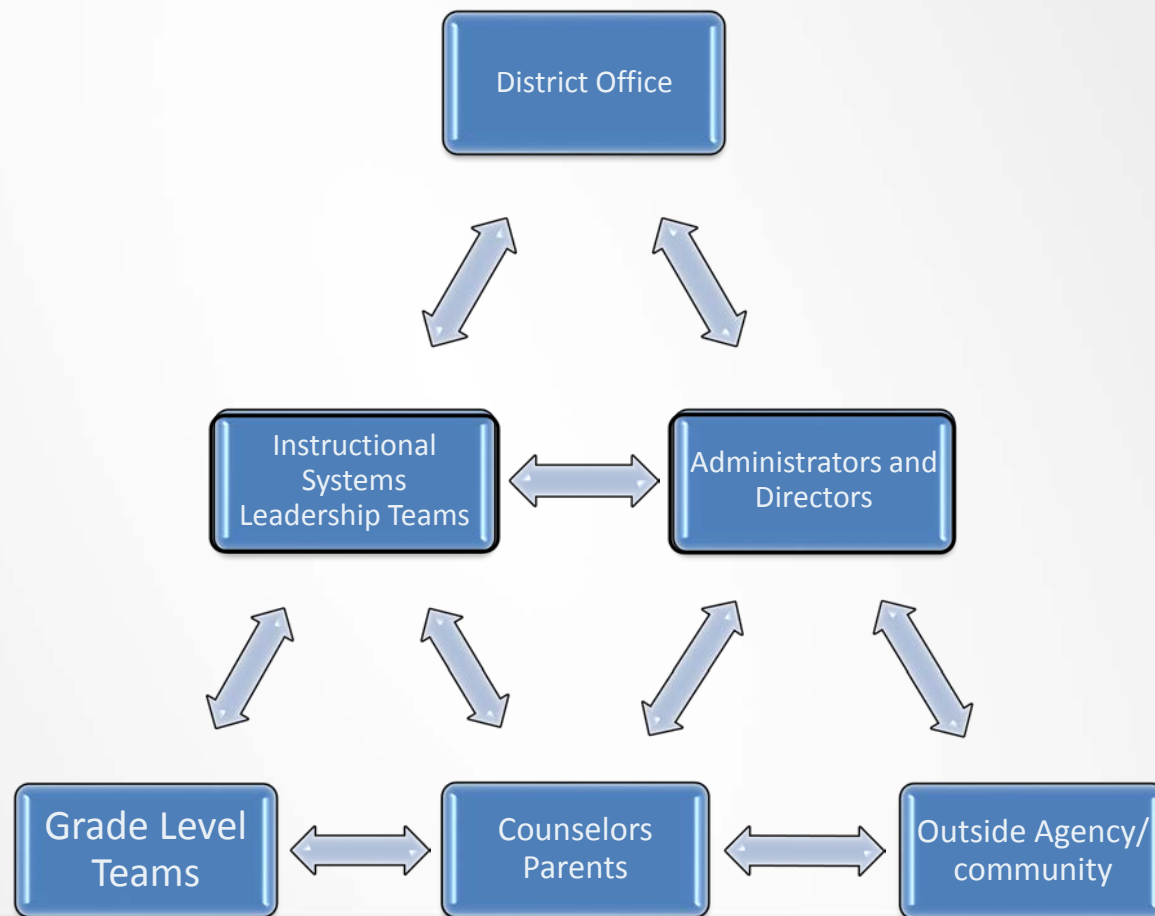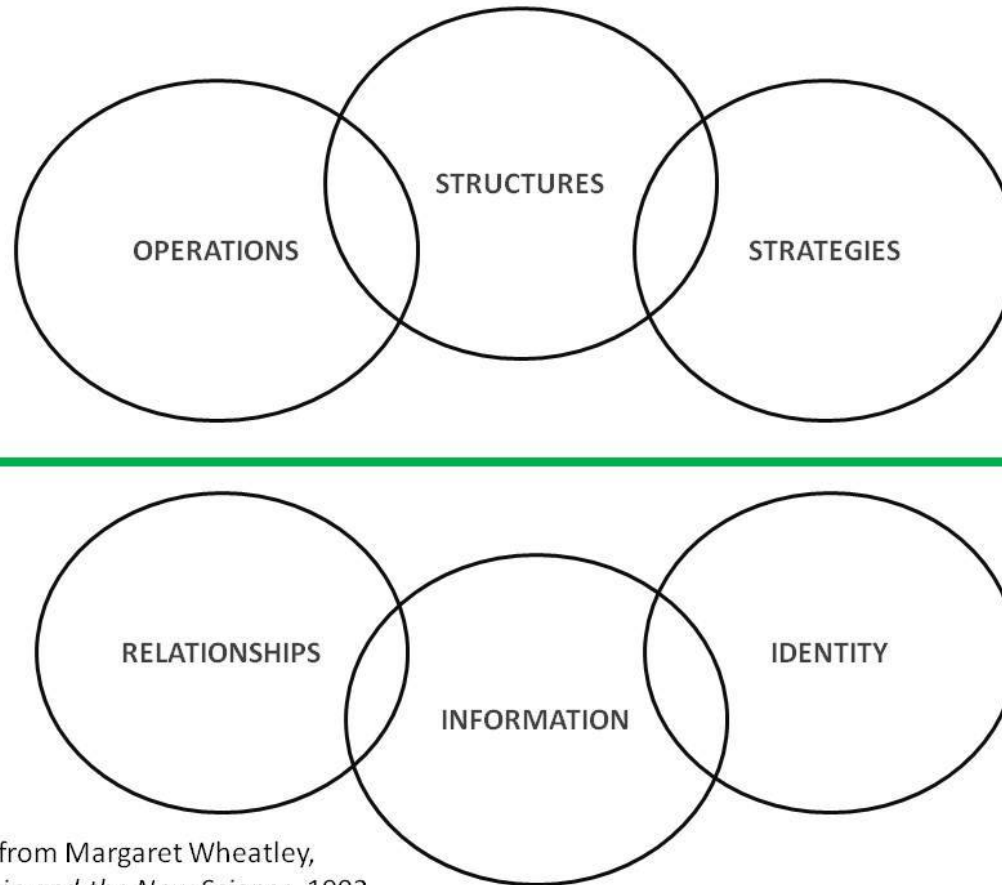
Communication Loops

Below the Green Line

Adapted from Margaret Wheatley,
Leadership and the New Science, 1992

http://www.stevezuieback.com/site/assets/files/1076/below_the_green_line_-_overview.pdf

Below the Green Line

- Numbered groups read a section of text and discuss

- Identify key points to share with others

- Expertly present your text to your Re-numbered new group

Replication of the Process

Closing

- Please complete the evaluation

- **Michael_Bachicha@sccoe.org**
- **Dan_Mason@sccoe.org**
- **David_Kennedy@sccoe.org**

- Thank you very much for your efforts!