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
We've Completed the LCAP!!
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
**P - purposes**

- To derive a deeper description and understanding of the specific social context of the school.
- To identify 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 relevant professional development needs, agreed with Principal and management.

**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 frameworks by the teachers and yourself (PSOR, PLC etc) to help them rethink their curriculum and design new learning experiences for students 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.

**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 evidence obtained from:
  - triangulated interview with Principal, teachers and students
  - reflective evaluation of workshops
  - post-workshop survey by students
  - personal journal
  - completed PLC, PSOR, templates etc.

**R - review**

- Reflective review of the findings related to the strategy employed and original intentions underlying the purposes. Redefinition of new purposes and strategies in the light of learning from first PSOR, recursive analysis.
Our Template

201_201__________ SD Theory of Action

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

- Leadership Actions
  - Supporting & Monitoring
    - Expected Outcomes
    - Instructional Focus
    - Cultural Focus
    - Professional Learning Systems

- Teacher Collaboration
- Professional Development
- District Office Duties

Curriculum: When we plan
Instruction: When we teach...
Assessment: When we assess...
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?
TOA Alignment
**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%

**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 unites 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 Cornerstone, 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**

- 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 specced 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

**District Office Duties**

- New pathways at KHS
- Invest in CDC’s
- Add TK-3 staff
- Add FTE Science Specialist &
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 establishing meeting intervals and calendaring meeting dates
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

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

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

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

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.

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.

Collaboration
Mutual Accountability
Knowledge sharing
Hub support
Feedback
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

Cultural Focus

- Explore possibility of expanding PBIS district-wide
- Restorative discipline system
- Professional mental health services for students through CASSY
- Development of comprehensive SART/SAR training
- Continuous evaluation process between students entering Middle School in multiple languages
- Improve/refine school site SST process
Teamwork Time
Communication Loops

District Office

Instructional Systems Leadership Teams

Administrators and Directors
Communication Loops

District Office

Instructional Systems Leadership Teams

Administrators and Directors

Grade Level Teams

Counselors Parents

Outside Agency/community
Below the Green Line

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

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• Thank you very much for your efforts!