

## Theory of Action

**If we provide high quality instruction and interventions that are responsive to learners' needs and interests, based on clear learning targets, and measured by a comprehensive and balanced assessment system, then we will close achievement gaps and ensure that all students achieve proficiency in our WCSU student learning outcomes. ( Revised on June 29th)**

### Developing Strategic Initiatives

1. Review pages 130 - 141
2. Use the template for your Strategic Objective
  - a. [High quality instruction](#)
  - b. [Clear learning targets](#)
  - c. [Comprehensive and balanced assessment system](#)
3. With your determine the descriptors of what your objective will look like if fully implemented with fidelity across the system.
4. Look back to our work from June and determine why this objective is important
  - a. [Why Assessment?](#)
  - b. [Why Feedback?](#)
  - c. [Why Instruction?](#)
5. List the indicators that would tell us that it is implemented across the system with fidelity.
6. Brainstorm (one on a single sticky note) initiatives that would help WCSU move forward with your group's Strategic Objective. You make or may not use our list of initiatives that currently in process.
  - a. When considering the list of initiatives and their impact, consider the research and the success in WCSU.
  - b. Some should be easy to implement and some will be hard.
7. Make a chart that is similar Figure on 5.5 on page 133 and plot your initiatives.
  - a. When weighing the ease, consider the capacity, resources and political will?
    - i. Capacity - Do we know how to do this work? Are we ready for this action or do we need some prep work?
    - ii. Resources - what resources (people, money and time) are required for this initiative?
    - iii. Political Will? What is the current state of overall enthusiasm and energy for this? Are there particular groups of people who are likely to need to be persuaded?
  - b. When weighing the impact, consider the evidence from both research and an implementation with our system and outside.
    - i. Use the "signs of a strategy" rubric (p.30) to assess the impact of each initiative
8. Bring back to group for feedback

9. Once you have the initiatives, determine the sequencing and pacing by year. We will have to do this in groups and all together.
10. End point is some thing like page 140 - 141 and page 152

Description of year 1 initiatives and development of Mini Logic Models for each

1. For each of the initiatives that your group determined need to be in year 1, come to agreement about what must be accomplished in the first year. Record this description on your strategic initiative worksheet.
2. Read pages 144 to 147 and 156 through the bottom of 158.
3. Use your groups mini logic model to determine the:
  - a. Activities that are needed to develop and implement the initiative
  - b. Resources needed, personnel both key personnel and participants, time and financial
  - c. Outputs- what are the immediate results of all of the activities
  - d. Outcomes - The impact the outputs will have on the behavior, knowledge and skills and how we will measure that the outcomes have been achieved
  - e. Assumptions -
  - f. A little theory of action that drives the initiative to support the strategic objective
  - g. Mini - Logic Models
    - i. [Instruction](#)
    - ii. [Assessment](#)
    - iii. [Learning Targets](#)