Leading for Transformation Conference | JUNE 2019

UTILIZING A THEORY OF ACTION FOR CONTINUOUS SCHOOL IMPROVEMENT

M A K I N G R E S E A R C H R E L E V A N T

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Icebreaker: Ego and Alter Ego

- Share collective Ego
- Share collective Alter Ego

Agenda

- 1. Discuss the purpose of a theory of action.
- 2. Examine ways to illustrate a theory of action.
- 3. Review the Office of School Improvement theory of action presented in "Sharing What Works–Supporting Schools: A Framework of Effective Practices and Procedures."
- 4. Draft theories of action.



What is a Theory of Action?

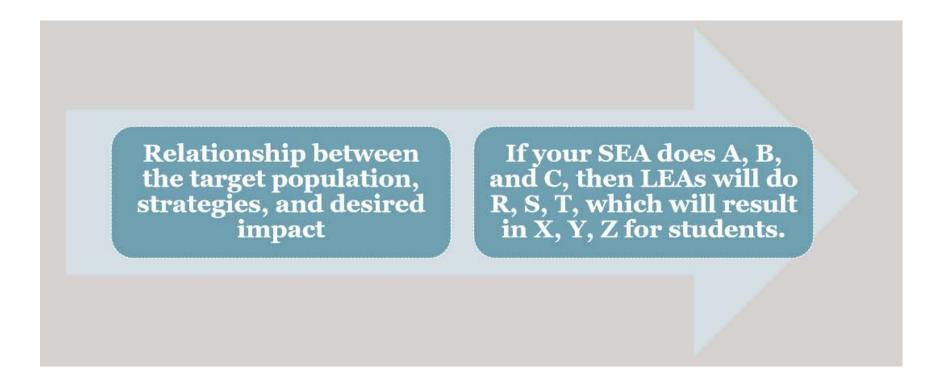
A theory of action/theory of change maps out why a desired change is expected to happen in a particular context.

The If-Then or Conditional Statement



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Theory of Action





Source: Center on School Turnaround - centeronschoolturnaround.org

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Theory of Action Practice

In dyads, briefly discuss a school improvement need (from needs assessment data) that you encounter in your role and a proposed remedy.



If the OSI supports district and school leaders in building capacity to support school reform, *then* district and school leaders' capacity to make courageous decisions that are necessary to drive change will be strengthened; and *If* district and school leaders make courageous decisions that are necessary to drive change, *then* they will be equipped to create and sustain conditions necessary for schools to fully and effectively impact measurable student outcomes.



Mapping Out a Theory of Action

Plan Components (Logic Model)

- **Assumptions** provide information about the principles and belief system that underlie the theory of action.
- **Inputs** are the people, offices, departments, and stakeholders that are needed to implement the program.
- Activities are the processes, techniques, tools, events, technology, and actions of the planned programs.
- **Outputs** are the direct results of program activities.
- **Outcomes** are specific changes in attitudes, behaviors, knowledge, skills, status, or level of functioning expected to result from program activities.
- Impacts are organizational, community, and/or system level changes expected to result from program activities.



Photo by <u>Bryan Trogdon</u> on <u>Unsplash</u>

Action Plan Components (Logic Model)

INPUTS > Who supports the work?	ACTIVITIES > What does the SEA do?	OUTPUTS > What happens immediately?	OUTCOMES > What are our goals?	IMPACT What are our long- term results?
 Office of School Improvement Office of Federal Programs Office of Teaching and Leading Office of Secondary Education and Career Technical Education Office of School Safety Office of School Safety Office of Elementary Education and Reading Office of Special Education Office of Professional Development Local Education Agencies 	Support the LEAs in the implementation of school improvement process	 Monitor implementation of school improvement process Deliver professional support that builds capacity Provide targeted resources to address specific needs 	All schools and districts are rated "C" or higher	Systems in place that support improved and sustained student achievement
PLANNED WORK		INTENDED RESULTS		

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EDUCATION

Draft Your Own Action Plan Components/Logic Model:

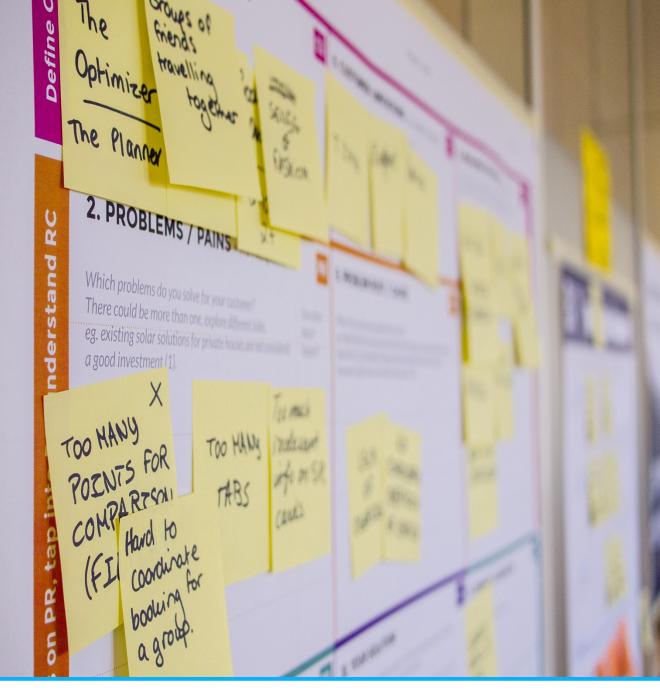
Inputs

Activities

Outputs

Outcomes

Impact



Continuous Progress Monitoring

- Collect, analyze and use data
- Continuously monitor and improve interventions (colleague's presentation)
- Communicate results
- Make adjustments



Questions?

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