Newington Public Schools
Theory of Action for Improving Student Achievement

Reflective Practice

Identify the Problem

- ➢ What is the problem of practice that you are trying to address?
- ➢ What in the current situation suggests an urgency to consider change?
- ➢ What will the impact on student learning be if the system is changed?

Systemic Thinking

Understand and Diagnose the Problem
Why is it happening? What are the contributing factors? How are they prioritized?

- ➢ Consider the *7 disciplines*, which are central to a successful systemic instructional-improvement effort. They are an outline of a system of processes and intermediate goals that contribute to the improvement of teaching and instructional leadership and therefore, student achievement. The indicators can be used as prompts to build a shared idea of what is and what needs to be.
- ➢ Consider the *3 R's, Rigor, Relevance, and Relationships*, which provide a systemic framework for discussion of good teaching and can produce a more complex, comprehensive understanding of instructional practice.

What organizational or individual beliefs/behaviors need to be considered

- ➢ Use the *3 Continua (reaction, compliance, and isolation)* to identify barriers to be addressed in order to generate momentum for systemic and sustainable change.
- ➢ What are the organizational/individual *immunities to change (how and why are the organization/you preventing change)?*

What is needed to make a systemic change in this area?

- ➢ Use the *4 C's (competencies, conditions, culture, and context)* to develop a more systemic understanding of problem.
  - • Create an "As Is" picture
  - • Build the "To Be" picture to develop a systemic and dynamic vision of the future to which you aspire. This visual should help to identify the work that is necessary in order to make progress on the identified problem.

Strategic Action

Develop a Plan

- ➢ Identify the stakeholders. Considering *PLC's/Communities of Practice* as a strategy, who will be involved? Who shares the passion, commitment, and identification with the purpose? What group norms will be in place to facilitate the work? What *protocols* will be used?
- ➢ How will you strategically use data, accountability, and relationships to overcome the organizational resistance to change and generate engagement and collaborative practice that is purposeful and focused? Take stock using the *phases of the change process (preparing, envisioning, and enacting).*
- ➢ Review and revise your strategies to *ensure effectiveness*.
  - ▪ There is a clear and shared "theory of action" for how the strategy will improve instruction and student learning using strategic and systemic thinking.
  - ▪ It is based on a shared understanding of what effective instruction looks like and its goals.
  - ▪ It is on-going and uses on-going data to track progress and to improve the strategy.
  - ▪ It builds in mutual accountability.

Reflective Practice

On-going Evaluation

- ➢ What has been the impact on student learning?
- ➢ Frequently revisit the 7 disciplines diagnostic, 3 Continua, and other identified indicators.