

Theory Of Action Statements 2018-2019

It must be a statement of casual relationship between what we do and what constitutes a good result in the classroom.

It must be empirically falsifiable, that is it must be able to disqualify all or parts of the theory as a useful guide to action that is based on evidence of what occurs as a consequence of our actions

It must be open ended, that is it must prompt us to further revise and specify the casual relationships we originally identified as we learn more about the consequences of our actions

If we use best teaching practices, a research-based (tiered) model for intervention, and assessments that inform instruction, then student learning and growth will be evident. (Academic)

If we develop a trusting, collaborative team culture throughout the district that celebrates growth, then everyone will be invested, committed and engaged in the work of supporting the learning and development of students. (Human Capital/Talent)

If we create systems and structures that best allocate our resources, then we can provide a highly effective delivery of services in support of district goals. (Operations)

If we develop positive and meaningful relationships with all students, then they will become more confident, motivated and engaged in their learning. (Culture)