

## Measures Activity to Hone Planning Skills

Read each theory of action. Create the questions to ask. What is happening? What is the desired impact on adult practice of this work? Then, identify possible measures to get evidence to answer the questions.

Theory of Action	Questions to Ask	Measurement Examples
1. If the Teachers on Special Assignment provide support on planning and direct instruction to selected struggling students, then teacher capacity to plan for and meet individual student needs will improve and struggling students will gain needed skills.	<ul style="list-style-type: none"> <li>• Did the Teachers on Special Assignment provide support on planning to meet the needs of struggling students to teachers?</li> <li>• Did the Teachers on Special Assignment provide direct instruction to selected struggling students?</li> <li>• Did teachers plan to address individual student needs?</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers on Special Assignment support logs</li> <li>• % of students identified as needing direct instruction/those identified</li> <li>• % of students who received direct instruction that improved skills</li> <li>• % of teacher lesson plans that demonstrate planning for individual student needs</li> <li>•</li> </ul>
2. If the school provides professional learning on Intervention/Universal Access, then teachers will include universal access and intervention strategies in their planning and instruction, and students learning will improve.	<ul style="list-style-type: none"> <li>• Was professional learning provided and was it effective?</li> <li>• Did teachers plan for and provide universal access and interventions for students?</li> </ul>	<ul style="list-style-type: none"> <li>• Number of teachers who participated in the professional learning</li> <li>• Scenario assessment after learning session</li> <li>• Teacher lesson plans showing universal access or intervention instruction</li> <li>• Walkthroughs with look-fors for individualized learning</li> </ul>
3. If the school provides professional learning lessons aligned to essential college and career standards, then teachers will create and deliver standards aligned lessons, and students' achievement scores will improve.	<ul style="list-style-type: none"> <li>• Was professional learning provided and was it effective?</li> <li>• Did teachers create and deliver standards aligned lessons?</li> </ul>	<ul style="list-style-type: none"> <li>• Number of teachers who participated in the professional learning</li> <li>• Scenario assessment after learning session</li> <li>• Teacher lesson plans</li> <li>• Teacher observations</li> </ul>
4. If staff attend professional learning on using technology to enhance ELA instruction, then teachers will use technology to engage students in effective ELA lessons, and ELA achievement will increase.	<ul style="list-style-type: none"> <li>• Was professional learning provided and was it effective?</li> <li>• Were students engaged in ELA lessons through technology?</li> </ul>	<ul style="list-style-type: none"> <li>• Number of teachers who participated in the professional learning</li> <li>• Scenario assessment after learning session</li> <li>• Walkthroughs with look-fors for technology use in ELA instruction and student engagement</li> </ul>
5. If we provide teachers intervention materials and supplies, then teachers will use the materials and supplies to provide more targeted instruction, and student ELA achievement will increase.	<ul style="list-style-type: none"> <li>• Were intervention material and supplies provided?</li> <li>• Did teachers use the materials and supplies to provided more targeted instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Invoices and distribution log of materials and supplies</li> <li>• Walkthroughs targeted on the use of the purchased and distributed materials and supplies</li> </ul>