

# The Logic Model Behind Our Theory of Action

## Core Components

**Develop Coherence  
Across the System**

**Differentiate Supports  
Based on Intensity of  
Need**

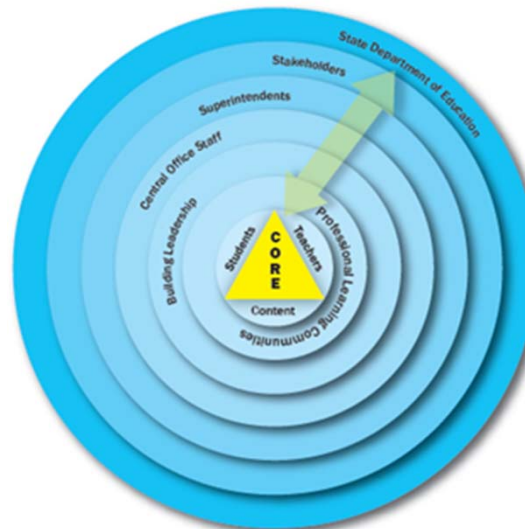
**Capitalize on  
Professional (Social)  
Networking**

**Build Leadership  
Capacity**

## Outcomes

**Evidence of the Increased Presence of  
the Characteristics of Effective Schools**

**Systemic and Sustained Improvement  
Infrastructure**



## Impacts

**Successful  
Students**



# The Logic Model Behind Our Theory of Action

## Core Components

### Develop Coherence Across the System

Examples:

- Integrated Focus Visits
- Cross-program planning

### Differentiate Supports Based on Intensity of Need

Examples:

- Accountability requirements based on performance
- Differentiated monitoring
- Prioritize grants and services

### Capitalize on Professional (Social) Networking

Examples:

- Learning communities
- Training opportunities targeting teams

### Build Leadership Capacity

Examples:

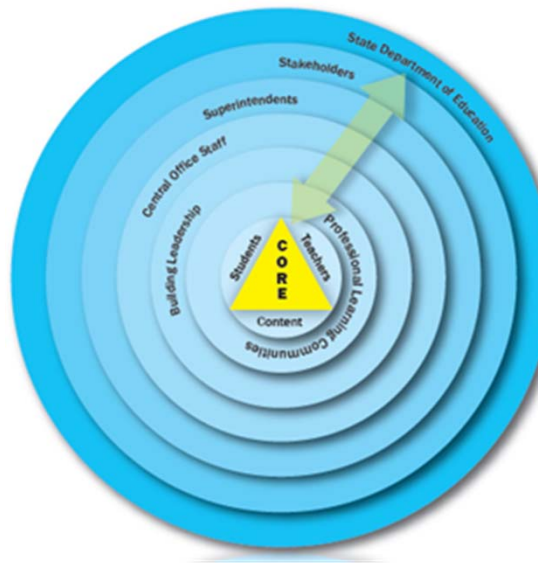
- Coaching leaders and teams
- Technical assistance and training opportunities

## Outcomes

### Evidence of the Increased Presence of the Characteristics of Effective Schools

- Clear and shared focus
- High standards and expectations for all students
- Effective school leadership
- High levels of collaboration and communication
- Curriculum, instruction, and assessment aligned with standards
- Frequent monitoring of learning and teaching
- Focused professional development
- Supportive learning environment
- High levels of family and community engagement

### Systemic and Sustained Improvement Infrastructure



State and local policies, processes, and practices sustain the continuous improvement of the instructional core by focusing on coherence, differentiated support, group quality, and capacity building at each level of the Mega-System.

## Impacts

### Successful Students

All students (including those who have traditionally been underserved) are on track in relation to college and career readiness



# Develop coherence across the system

Every level of the system exhibits a systemic synergy in which the parts are integrated as a coherent whole. Key actors work together to ensure interconnectedness, and, as the functioning of each part of the system is evaluated, the system has a mechanism for responding and improving. (Fullan, 2011)

# Differentiate Supports Based on Intensity of Need

Strategies, programs, and other actions utilize data (both formal and informal) to differentiate between the intensity of need of stakeholders in the educational system. The types of supports (e.g., technical assistance, grants, interventions, etc.) are matched to the identified needs.

# Capitalize on Professional (Social) Networking

Social capital is intentionally built by focusing on the quality of groups and social networks and is used in order to change culture by displacing existing norms, structures, and processes with others that are more effective at improving practices. Social capital enables collaborative work (i.e., people know what others in the system do and are able to learn from each other), fosters collective commitment, and nurtures lateral accountability. (Fullan, 2011)

# Build Leadership Capacity

Capacity building entails the development of competencies, practices, and the latent potential of everyone in the system, and is exhibited in the collective efficacy of leaders and teams to bring about change. Strategies, programs, and other actions develop greater collective efficacy by cultivating three things in tandem: new knowledge and skills, new or expanded resources, and new or deeper commitment and motivation to improve practices. (Newman, King, & Youngs, 2000; Adams & Jean-Marie, 2011; Fullan, 2006)