

Acton Agua Dulce Unified School District

Theory of Action in Practice

THE CORE ESSENTIAL: RESPONSIVE INSTRUCTION

Use effective instructional practices and create a collaborative school climate to improve student learning

EXPECTATIONS FOR SCHOOLS

- In every classroom, the daily instructional schedule is posted.
- In every classroom, teachers use focused instruction that includes:
 - Learning Objectives posted in student-friendly language and taught at the beginning of the lesson.
 - Check for Understanding throughout the lesson, using a variety of strategies to engage all students.
 - Guided Practice that aligns with the learning objectives.
 - Differentiated strategies (including Thinking Maps) to make content comprehensible and accessible to all students.
- During class and in every subject, students read, write, and solve problems regularly, using higher level thinking skills to help them reach proficiency.
- The school uses a year-long curriculum in core subjects that delineates content and skills.
- The school's vision and practices reflect high expectations for all students.
- The school's intervention program provides re-teaching and support in-class as well as outside of the classroom.
- The intervention process increases in intensity from benchmark to intensive.

EVIDENCE: WHAT YOU SHOULD SEE AND HEAR ...

In Classrooms

- Students can explain what they are learning and why and how it connects to what they have already learned. They are able to talk about the quality of their own work and what they must do to improve it.
- Students are reading, writing and engaged in high-level questioning and discussions evidenced by their reflective responses.
- The teacher and students engage in a high level of discourse that goes beyond right/wrong and yes/no answers to an emphasis on evidence.
- Teachers give prompt and specific feedback to students on their work, based on standards. In conferences, both the teacher and students talk about the work.
- Classroom walls display current student work reflecting the content they are studying, standards for exemplary work, and class rules.
- Teachers use research-based and best practice strategies throughout the lesson as they check for understanding and re-teach concepts to provide in-class interventions when students don't learn.
- Teachers use pacing guides to focus instruction and to ensure timely delivery of content.

Around the School

- Every classroom has areas for students to read, write and work on their own and in pairs and a common area for the whole class to meet and talk. Current, exemplary student work is posted throughout the school.
- Every teacher is able to explain what his/her students are learning and why and describe how his/her instruction will get students to proficiency in core academic subjects.
- The principal and teachers – including teachers of special needs students and English language learners and Instructional Coaches – meet regularly in teams to talk about instructional practice.
- The principal spends time in classrooms every day, observing instructional practices, discusses work with teachers and students, and conducts walk-throughs to observe instructional practices and to ensure implementation of the instructional program.
- The school's instructional framework is made public to all parents.
- Student Success Team meetings are conducted on a regular basis.

EXPECTATIONS FOR CENTRAL OFFICE ADMINISTRATORS

- The Superintendent and instructional team use *Expectations for Schools (To Be Developed)* when observing classrooms and evaluating principals.
- Every employee is able to explain his/her role in providing support to the instructional program implementation.
- Central office instructional administrators base their decisions on the question, "How will this decision help students become better readers, writers, and thinkers, and reach proficiency?"