

CAUSAL THEORY TEMPLATE WITH ACTIONS

- Choose one narrative statement to explore in depth.
- Identify possible causal theories in *each* category listed. Remember to focus on what is in your control.
- Determine which two or three causal theories that you believe have the most influence on the narrative statement and are within your control.
- Identify short term and long term actions that you will take to address the identified causal factors. Remember to determine: Action Steps, how actions will be measured, time lines and responsibilities. Action steps may include collecting additional data.

Narrative Statements:

Leadership: Systemic planning and implementation, knowledge, skills, and disposition

Causal Theory:	Actions
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Infrastructure: Schedules, programming, and resources

Causal Theory:	Actions
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Curriculum: Design and implementation

Causal Theory:	Actions
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Instruction: Methods, materials, and resources

Causal Theory:	Actions
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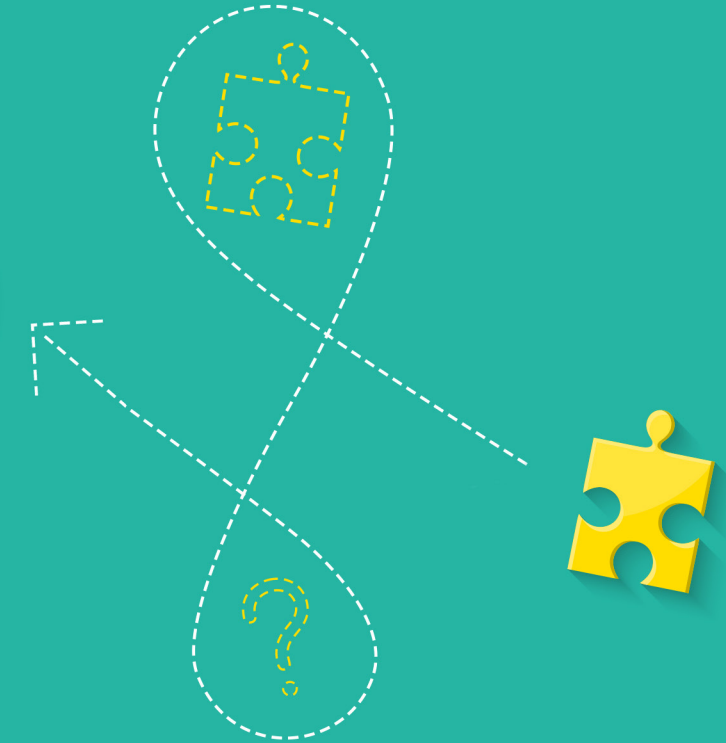
Teachers: Knowledge, skills, and disposition

Causal Theory:	Actions
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Students: Knowledge, skills, disposition

Causal Theory:	Actions
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Immediate Next Steps:



MONROE COUNTY INTERMEDIATE SCHOOL DISTRICT Problem Solving Protocol Using Multiple Measures of Data



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PROBLEM SOLVING PROTOCOL USING MULTIPLE MEASURES OF DATA

GOAL: Establish a learning forum for group exploration of data that leads to collaborative problem solving and generates actionable solutions.

This system provides a **specific process to facilitate effective data conversations** that establishes a system of inquiry and positions the analysis of multiple measures of data at the heart of exploration and action plan development. The Protocol will be used by the Monroe County Intermediate School District to guide and support the mission and vision of the MCISD in Monroe County. The process invites participation from all stakeholder groups to analyze multiple data sources.

The MCISD will utilize Wellman and Lipton's "Collaborative Learning Cycle" process as the data conversation tool throughout the district with both internal and external stakeholders.

Listed below are the three phases associated with the "Collaborative Learning Cycle" by Wellman and Lipton.

ACTIVATE & ENGAGE ORGANIZING & INTEGRATING	EXPLORE & DISCOVER	ORGANIZING & INTEGRATING
<ul style="list-style-type: none"> • Discuss what the data might look like with the "numbers" removed from the chart/graph/table. • Make predictions and assumptions. • Provides psychological and emotional safety and readiness for interacting with colleagues and with data. • Develop predictions and assumptions concurrently, record them, use facsimile of the data display, accept different predictions or assumptions. 	<ul style="list-style-type: none"> • Reveal and review the actual data. • Embrace the spirit of exploration and discovery. • Avoid explaining why the data looks as it does. • Formulate descriptive narrative statements based on the data. • Create a shared focus, provide time to orient to the data, develop a sequence and process for exploration, and apply protocols to balance participation, establish public record keeping, use concise language, depersonalize the data. 	<ul style="list-style-type: none"> • Establishes the transition to problem finding and problem solving in two phases: causation → action. • Examine various causal theories (Infrastructure, Leadership, Curriculum, Instruction, Teachers, Students) • Effective plans are SMART Goals (specific and strategic, measurable, attainable, results oriented and time bound) • Generate multiple theories of causation, allow multiple theories, seek triangulation of data, generate multiple theories of solution, utilize SMART goals, use a collaborative decision-making process.

Continuous Improvement Team Members have been trained in the Collaborative Learning Cycle data conversation tool and will monitor and evaluate action plans generated from this process. As a result, administrators and supervisors will work to utilize the data conversation protocol when appropriate.



RESOURCE FOR THIS PROTOCOL: The MI Excel team provides technical support for the 41 Intermediate School Districts (or Regional Educational Service Agencies) and 156 school districts throughout the state of Michigan who have identified Title I Priority and/or Focus Schools. The MI Excel team is housed at the Calhoun ISD. More information can be found at <https://sites.google.com/a/calhounisd.org/mi-excel/home/blueprint-for-turnaround/problem-solving-driver-system>.

CAUSAL THEORIES

INFRASTRUCTURE

Schedules, programming, and resources

LEADERSHIP

Systemic planning and implementation, knowledge, skills, disposition

CURRICULUM

Design and implementation

INSTRUCTION

Methods, materials, and resources

TEACHERS

Knowledge, skills, and disposition

STUDENTS

Knowledge, skills, and disposition

