

Figure 5.1. Theory of Action Staff Meeting

Format: Grade-Level & Specialist Team Groups

Purpose: To develop a Theory of Action for computational fluency. A Theory of Action is an if-then proposition that reveals a cause-and-effect relationship between actions taken and the outcome (Copeland, 2009).

Examples: Theory of Actions for Reading

- ♦ **If** teachers implement a research based reading program that aligns to state standards, spirals from grade to grade, and includes oral reading fluency practice, **then** students' reading achievement will rise.
- ♦ **If** teachers provide reading material at students' instructional levels, schedule fluency practice, use fluency progress monitoring assessments, and help students chart their own progress, **then** students' oral reading fluency will increase.

Group Facilitator: The staff member who has taught the most years at our school.

Recorder/Reporter: The staff member who has taught the fewest years.

Step 1 Review the fall computational fluency data. What are our strengths? What needs to be strengthened?

Step 2 What should be our theory of action for computational fluency?

If teachers...

then students' computational fluency will increase.