Action steps represent the most important steps one must take to complete a deliverable

Initiative	Deliverables (illustrative, not exhaustive)	Action steps
Establish and roll out a shared vision of excellence for classroom culture	Create a working group	(not listed here)
	Gather validated rubrics and visions from other districts and synthesize takeaways	(not listed here)
	Survey stakeholders and synthesize perspectives on classroom culture	(not listed here)
	Define Vision of Excellence (VOE) for classroom culture	- Identify internal or external rubric/ vision from which to start - Revise "starter" rubric/ vision to reflect a) takeaways from research and b) stakeholders' perspectives - Observe strong classroom teachers with 1st draft VOE in hand and revise - Share 2nd draft VOE with focus groups and revise in response to their feedback
	Develop a scope and sequence of PD to communicate and invest teachers and leaders in the VOE, and build mindsets and skills	(not listed here)

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Example and non-example of action steps for this deliverable: *Define Vision of Excellence (VOE) for classroom culture*

Example	Non-example
1. Identify internal or external rubric/ vision from which to start	A. Schedule meeting to select rubric/ vision
	B. Create agenda for meeting
	C. Hold meeting to identify rubric/ vision
2. Revise "starter" rubric/ vision to reflect a) takeaways from research and b) stakeholders' perspectives	D. Revise "starter" rubric/ vision to reflect a) takeaways from research and b) stakeholders' perspectives
	E. Send draft to Lisa for feedback
3. Observe strong classroom teachers with 1st draft VOE in hand and revise	F. Ask principals to identify strong classroom teachers to observe, and to frame requests to observe
	G. Schedule observations with teachers
	H. Observe teachers with VOE in hand and take notes
	I. Schedule meeting to share notes and agree on revisions
	J. Hold meeting described above
4. Share 2nd draft VOE with focus groups and revise in response to their feedback	K. Schedule focus groups
	L. Create agendas for focus groups
	M. Conduct focus groups to get feedback on VOE
	N. Revise VOE in response to focus group feedback

What makes the example more practical to use than the non-example?

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Criteria for Success: Action steps

Re: individual action steps

1. **Observable** -- we should be able to answer "Yes" or "No" to the question, "was this done?"

2. **Clear** -- describes the work so that someone outside the system could read it and understand what work is intended

Re: all of a deliverable's action steps

3. **Prioritized** – 3-5 action steps total

4. **Comprehensive** -- together, the action steps account for the most important work to be done

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Example and non-example of timing

Action step	Start date	Due date	Start date	Due date
1. Use diagnostic findings of teachers and leaders' skill and knowledge gaps to identify aims and organize them in a scope and sequence of professional development sessions.	4/18	4/22	4/18	7/22
2. Identify planners and facilitators for professional development sessions.	4/25	5/6	4/18	7/22
3. Develop detailed plans for professional development sessions.	5/9	6/17	4/18	7/22
4. Share plans for professional development and improve them with feedback.	6/20	7/8	4/18	7/22
5. Create materials (e.g., slides, classwork) for professional development sessions.	7/11	7/22	4/18	7/22

What makes the example more practical to use than the non-example?

Criteria for Success: Timing

1. **Complete** -- all action steps have a start and due date.

2. **Consistent** -- action steps' start and due dates match that of its "parent" deliverable (e.g., the last action step's due date coincides with the deliverable's due date)

3. **Logical** -- start and end dates of action steps reflect thoughtful sequencing:

   a. a action step's start date is usually scheduled for after the previous action step is completed

   b. the order reflects clear logic

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