# Activity 5.6 – Checklist of Key Processes & Tasks for Creating Desired Outcomes

Directions

The following key process and tasks are provided as recommendations for developing your Desired Outcomes. Consider each and take notes about what you need to do in your context to create your own Desired Outcomes. If you are completing the module with a group, first respond to these prompts individually then discuss as a group before continuing through the module.

Key Process: Focus on Changes in Adult Behavior

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| --- | --- | --- | --- |
| Key Tasks | | | Notes |
|  | Understand what led to the selection of the focus areas | |  |
|  |  | Results of the data analysis that set the annual goals |
|  |  | Identification of THE Performance Challenge associated with each goal |
|  |  | Analysis of root cause(s) of THE Performance Challenge |
|  | Review Worksheet 4.1 from NM DASH Process Guide | |
|  | Describe needed changes in adult behavior to address  THE Performance Challenge. What specific adult behaviors does the School Core Team want to see in place at the end of 90 days? Consider: | |  |
|  |  | Classroom practices |
|  |  | Instructional leadership |
|  |  | School culture, policies, and processes |
|  |  | Community engagement |
|  |  | Other (specify) |
|  | Determine level of intensity | |  |
|  |  | What is the frequency? |
|  |  | What are the intervals of increase to reach the Desired Outcome? |
|  | Craft Desired Outcomes. Consider the following format:  At the end of 90 days, *[this group of adults]* will *[learn/adopt/complete this new behavior]* at *[this level of intensity]*. | |  |
|  | Review each Desired Outcome | |  |
|  |  | Is it realistic? |
|  |  | Does it identify the adults whose behavior will change? |
|  |  | Is it tied directly to THE Performance Challenge? |
|  |  | Is it likely to result in increased student achievement? |
|  |  | Does it create a sense of urgency? |
|  |  | Is it measurable or observable? |