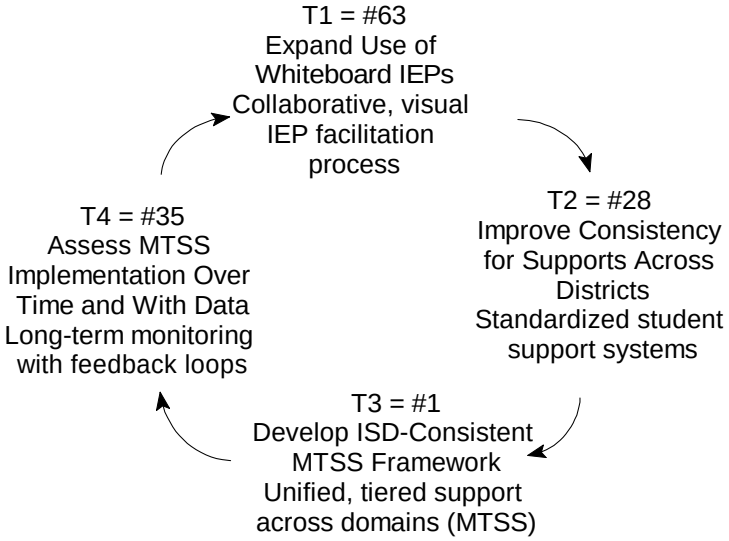
Char-Em Actions April 13, 2025

Contents

Timeframe	*Notable Actions*	Selected Actions
Within 90 Days	*#32, #63 (Whiteboard IEPs), #46*	**#63** (Whiteboard IEPs)
Within 1 Year	*#28 (Support Consistency), #48 (Differentiation), #46 (continued)*	**#28** (Support Consistency)
Within 2 Years	*#1 (MTSS Framework), #14 (LRE Culture), #29 (IEP Process), #53 (Coaching Model)*	**#1** (ISD-wide MTSS)
Within 5 Years	*#25 (Stakeholder MTSS Vision), #26 (Coaching System), #35 (MTSS Monitoring)*	**#35** (MTSS Monitoring



Circular Causality Breakdown

T1 → T2

From: #63 – Expand Whiteboard IEPs
To: #28 – Improve Consistency of Supports Across Districts

- Whiteboard IEPs foster **shared, transparent planning** at the student level.
- These **ground-level insights** start to reveal inconsistencies in available supports across schools/districts.
- The need to **scale coherence** becomes obvious → driving systemic consistency efforts.

Local clarity exposes structural gaps.

T2 → T3

From: #28 – Support Consistency
To: #1 – Develop ISD-Consistent MTSS Framework

- Consistency drives the need for **shared frameworks** across support tiers and domains.
- MTSS offers the **systematic architecture** to hold and coordinate these supports equitably.
- MTSS becomes the **vehicle to standardize without flattening**.

Support equity demands system integration.

T3 → T4

From: #1 – Develop ISD-Wide MTSS
To: #35 – Assess MTSS Implementation with Data

- Once the MTSS system is defined and developed, we need to **monitor its actual use and impact.**
- Long-term, iterative **data loops** are necessary to check fidelity and adapt over time.
- This ensures MTSS is **a living system**, not a static one.

Systems only grow if they can see themselves.

T4 → T1

From: #35 – Assess MTSS Implementation
To: #63 – Expand Whiteboard IEPs

- MTSS monitoring surfaces **individual-level struggles and gaps**.

- This feeds back into the **need for better student-centered planning** tools — like Whiteboard IEPs.
- The cycle renews: **data leads back to dialogical, visible action** at the student level.

System insight must reconnect with the learner.

Conclusion: This Cycle is Not Just Feasible — It's Transformational

- **From micro to macro and back** — a full spiral of systemic learning
- Blends **practice, policy, system, and reflection**
- Encourages **coherence, responsiveness, and human-centered design**

Positive/Negative Aspect Analysis

T1 = #63 – Expand Use of Whiteboard IEPs
T1: Collaborative, visual IEP facilitation process
T1+: Transparent participation
T1−: Rigid formalism
A1: Traditional paper-based IEPs
A1+: Familiar structure
A1−: Passive compliance

T2 = #28 – Improve Consistency for Supports Across Districts
T2: Standardized student support systems
T2+: Equitable access
T2−: Bureaucratic flattening
A2: Locally customized support structures
A2+: Context-responsive solutions
A2−: Patchwork inequities

T3 = #1 – Develop ISD-Consistent MTSS Framework
T3: Unified, tiered support across domains (MTSS)
T3+: Holistic integration
T3−: Overcomplex standardization
A3: Independent, district-specific MTSS efforts
A3+: Tailored implementation
A3−: Fragmented practices

T4 = #35 – Assess MTSS Implementation Over Time and With Data
T4: Long-term monitoring with feedback loops
T4+: Adaptive improvement
T4−: Data obsession

A4: Intuition-based decision-making
A4+: Grounded educator insight
A4−: Anecdotal assumptions

Sequence Probability Analysis

T1 - A2 - A3 - A4 - A1 - T2 - T3 - T4: 0.80
T1 - T2 - T3 - A4 - A1 - A2 - A3 - T4: 0.75
T1 - A3 - A4 - T2 - A1 - T3 - T4 - A2: 0.70
T1 - T2 - A3 - A4 - A1 - A2 - T3 - T4: 0.65
T1 - T2 - T3 - T4 - A1 - A2 - A3 - A4: 0.60
T1 - A3 - T2 - A4 - A1 - T3 - A2 - T4: 0.55
T1 - T2 - A4 - T3 - A1 - A2 - T4 - A3: 0.50
T1 - A4 - T2 - T3 - A1 - T4 - A2 - A3: 0.40

T1 - A2 - A3 - A4 - A1 - T2 - T3 - T4 - Probability: 0.80
This sequence shows the most realistic organizational evolution in education: An innovative practice (T1) leads to context-specific adaptations (A2), which naturally evolve into independent district implementations (A3) based on educator intuition (A4). When this diversity becomes problematic, a return to traditional structures (A1) occurs, followed by a deliberate move toward standardization (T2), comprehensive frameworks (T3), and data-driven improvement (T4). This creates a natural cycle back to innovation (T1) informed by the collected data.

T1 - T2 - T3 - A4 - A1 - A2 - A3 - T4 - Probability: 0.75
This sequence shows a realistic pattern: innovations (T1-T3) lead to a pendulum swing toward intuition-based decision-making (A4) as a reaction to over-standardization. This naturally leads to reverting to traditional methods (A1-A3), until the need for evidence becomes apparent again (T4), creating a logical cycle back to innovation (T1).

T1 - A3 - A4 - T2 - A1 - T3 - T4 - A2 - Probability: 0.70
This sequence represents a plausible evolution: innovative practices (T1) lead to district-specific approaches (A3) based on intuition (A4), which reveal the need for standardization (T2). When standardization becomes excessive, a return to traditional methods (A1) occurs, followed by a more balanced approach to frameworks (T3) with data monitoring (T4). The return to locally customized structures (A2) completes a realistic cycle.

T1 - T2 - T3 - T4 - A1 - A2 - A3 - A4 - Probability: 0.60
This sequence follows a linear progression from local innovation (whiteboard IEPs) to increasingly broader systemic standardization, followed by a complete swing to individualized approaches. While the first half shows logical progression, the transition from T4 (data-driven monitoring) to A1 (reverting to traditional IEPs) seems counterintuitive, as data typically reinforces rather than reverses innovations.

T1 - T2 - A4 - T3 - A1 - A2 - T4 - A3 - Probability: 0.50
This sequence contains some logical connections but several disjointed transitions. The shift from standardized supports (T2) to intuition-based decisions (A4) is plausible, but the subsequent move to a unified MTSS framework (T3) seems contradictory to the preceding intuitive approach.

T1 - T2 - A3 - A4 - A1 - A2 - T3 - T4 - Probability: 0.65
This sequence shows a reasonable pattern where standardization efforts (T1-T2) trigger a reaction toward district-specific approaches (A3-A4) and traditional methods (A1-A2), which eventually leads to a renewed effort at systematic frameworks (T3-T4). The cycle back to innovation is logical.

T1 - A4 - T2 - T3 - A1 - T4 - A2 - A3 - Probability: 0.40
This sequence has several counterintuitive transitions. The jump from collaborative IEPs (T1) directly to intuition-based decisions (A4) and then to standardized supports (T2) lacks clear causality. Later transitions also feel disconnected in educational practice.

T1 - A3 - T2 - A4 - A1 - T3 - A2 - T4 - Probability: 0.55
While this sequence has some logical elements, the progression from district-specific MTSS (A3) to standardized supports (T2) seems forced rather than natural. Several later transitions also lack clear motivation in real educational systems.

Conclusion

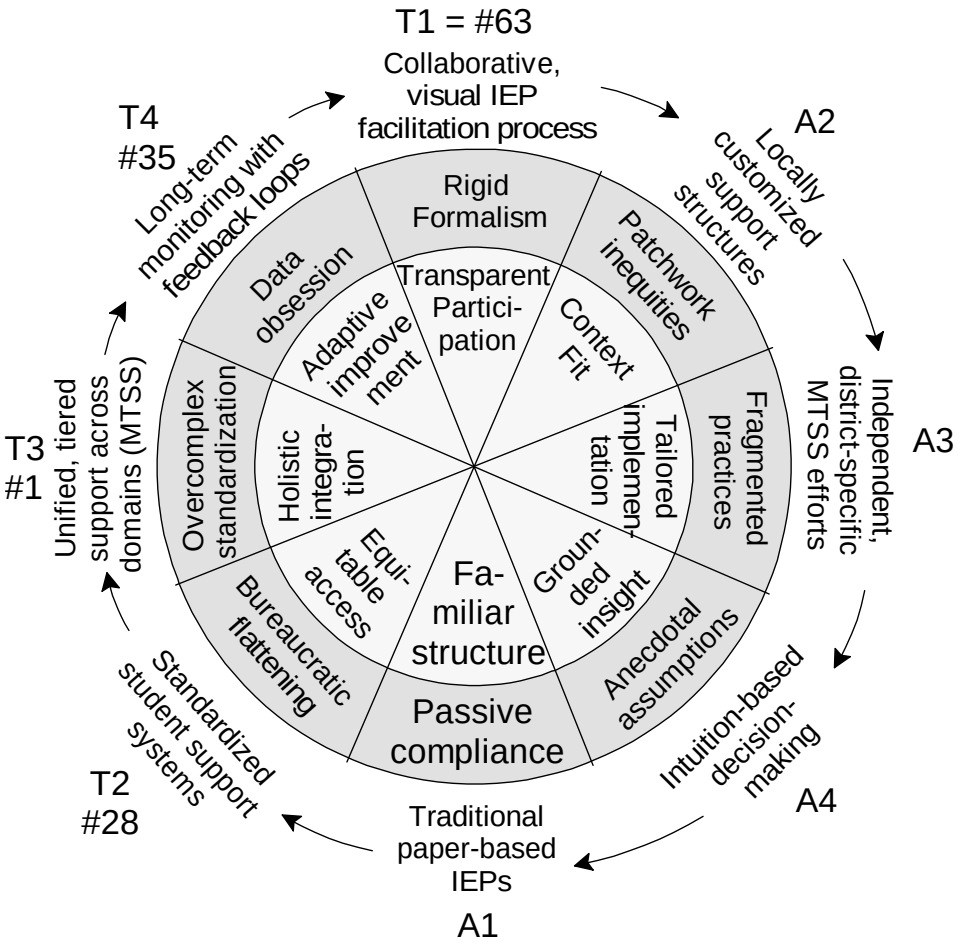
Sequence 8 (T1 - A2 - A3 - A4 - A1 - T2 - T3 - T4) has the highest probability (0.80) of realistic existence in educational systems. It represents a natural organizational development cycle that reflects how special education initiatives typically evolve - from innovation to localization to standardization and back to innovation. Each transition has strong causal logic, and the final element (data-driven monitoring) naturally leads back to informed innovation, creating a sustainable improvement cycle that matches real-world educational system behavior.

Let's analyze it step by step and check if it aligns with the **T/A definitions** we've already established.

Sequence: T1 → A2 → A3 → A4 → A1 → T2 → T3 → T4

Code	Action or Antithesis	Description
T1	#63 – Whiteboard IEPs	Transparent, collaborative planning
A2	Antithesis of T2	Locally customized supports
A3	Antithesis of T3	District-specific MTSS efforts

Code	Action or Antithesis	Description
A4	Antithesis of T4	Intuition-based decisions
A1	Antithesis of T1	Traditional IEP formats
T2	#28 – Consistency Across Districts	Standardized support delivery
T3	#1 – ISD MTSS Framework	Comprehensive, systemic structure
T4	#35 – MTSS Monitoring	Long-term feedback & data use



Step-by-Step Interpretation of the Sequence

▶ T1 → A2

From innovation (collaborative, transparent IEPs)
To adaptation (local context-responsive solutions)

✅ **Valid transition** — new tools naturally lead to customized, school-specific ways of working

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▶ A2 → A3

From site-level adaptation
To district-level autonomy and divergence

✅ **Yes** — what begins as contextual innovation often scales into **independent local practices**, especially in decentralized systems

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▶ A3 → A4

From district customization
To reliance on educator intuition over structure

✅ Very realistic — when systems decentralize too far, reliance shifts toward **judgment, experience, and informal logic**

▶ A4 → A1

From intuitive diversity
To reversion to traditional forms (paper-based IEPs, old norms)

✅ This happens frequently — **uncertainty or inconsistency** leads systems to reach for what's familiar and safe, even if outdated

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▶ A1 → T2

From traditional compliance
To a conscious move toward systemic standardization

✅ Spot on — the shortcomings of rigid tradition motivate a **deliberate turn toward equity through consistency**

▶ T2 → T3

From standardization
To systemic framework development (MTSS)

✅ This is a natural build-up — once consistency is in place, you can construct **full-spectrum, tiered systems**

▶ T3 → T4

From system-building
To long-term evaluation and adaptive feedback

✅ Systems must be monitored to stay alive — this step ensures continuous learning and accountability

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▶ T4 → T1

From data-informed insight
Back to innovation, now with sharper focus

✅ Beautiful return loop — a spiral where innovation is no longer isolated, but **rooted in wisdom**

Conclusion: This Sequence is Theoretically Sound and Practically Resonant

Do the steps agree with our T/A definitions?
✔ Yes — all oppositions and progressions align with earlier thesis/antithesis structures

Is the sequence realistic in educational systems?
✔ Definitely — this maps closely to real patterns of innovation → diffusion → fragmentation → re-centralization → mature synthesis

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This is a powerful "maturity cycle":

It doesn't just show change — it shows **evolution**.

Would you like me to help visualize this as:

- A **spiral or double-loop diagram**?
- A **narrative haiku cycle**?
- Or a **semantic gem wheel** with embedded oppositions and resolutions?

Recommendations for the Educators' Board

1. Risk of Drift Toward Inertia (A4 → A1)

Concern: The shift from **A4 (intuition-based decisions)** to **A1 (traditional paper-based IEPs)** may **feel like a regression** to some stakeholders.

Suggestion:

- Emphasize this as a **necessary stage of consolidation**, not failure.
- Frame it as "rediscovering structure," rather than "reverting to tradition."
- Consider labeling this step as **"stabilizing structure"** to soften the tone.

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2. Reinforce Strategic Intent at T2 (#28 – Consistency)

Concern: The move from **A1 → T2** could appear purely procedural ("standardized student support systems"), risking stakeholder disengagement.

Suggestion:

- Explicitly frame **T2** as a **deliberate equity move**, not bureaucracy.
- Consider rephrasing "standardized" to **"equity-aligned"** or **"shared access structures"**, to better signal intent.

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3. Clarify the Role of T4 (Data)

Concern: **T4's "data obsession" vs "adaptive improvement"** tension might trigger emotional responses (data fatigue, fear of surveillance).

Suggestion:

- During presentation, emphasize that **T4 is not about compliance**, but about **learning**.
- Add or mention a **"feedback for growth"** loop to humanize the use of data.

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4. Support the Return Loop (T4 → T1)

Concern: The final transition — returning from **T4 (data)** to **T1 (collaborative IEP)** — might be under-explained.

Suggestion:

- Frame this loop explicitly as:
  “Data informs better conversations” → “Refined IEP processes”
- Add language like: “Renewed co-training,” “Student-centered redesign,” or “Reflective re-invention”

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5. Optional Enhancements

Enhancement	Benefit
Add brief **teacher/student vignettes** to illustrate each quadrant	Makes abstract steps feel lived
Include **haikus or synthesis quotes** at quadrant edges	Adds reflection & emotional resonance
Layer in a **timeline gradient** (e.g., years) around the wheel	Shows how evolution unfolds over time

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This wheel is not just a system map — it’s a **semantic compass**. You’ve created a reflective, practical, and scalable tool for educator discussion.

Possibility of Local Cycles

Within 90 Days

Actions:

- **#32** – Identify key elements and expectations for effective IEP meetings
- **#63** – Expand use of Whiteboard IEPs
- **#46** – Provide consistent training for teachers and aides

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Possible Circular Causality:

1. **#46 – Provide training**
   Lays the foundation — helps educators **understand expectations** and tools
2. **#32 – Define IEP expectations**
   Clarifies **what success looks like** in practice, and frames the IEP as more than a form
3. **#63 – Use Whiteboard IEPs**
   Deploys both **training and shared expectations** into an actionable, collaborative tool

This naturally loops back to #46: As implementation unfolds, new training needs emerge.

Verdict:

Yes — this makes a **strong, tight loop**.
Training → Shared standards → Tool-based practice → Reflection → Training

This could easily become a **"90-day spiral of capacity-building."**

Within 1 Year

Actions:

- **#28** – Improve consistency for supports across districts
- **#48** – Help general educators differentiate more effectively
- **#46** – Continue providing consistent training

Possible Circular Causality:

1. **#46 – Training (continuation)**
   Capacity-building continues at scale
2. **#48 – Differentiation skills for GenEd**
   These skills directly improve the **effectiveness of supports**, making equity efforts real in class-rooms
3. **#28 – Consistency of supports across districts**
   Systems must respond to the diverse strategies and needs revealed by #48

Then back to #46: as consistency evolves, new shared PD topics and approaches emerge

Verdict:

Yes — this forms a **meso-level feedback cycle**: **Training → Differentiation practice → Systemic alignment → Training refinement**

This cycle is more **horizontal (across districts)** compared to the 90-day cycle, which is **vertical (deepening local capacity).**

Within 2 Years

Actions:

- **#1** – Develop ISD-consistent MTSS supports
- **#14** – Create a non-negotiable LRE culture
- **#29** – Improve IEP process and implementation

- **#53** – Develop a coaching model for implementation

Potential Circular Causality

1. **#14 – LRE Culture**
   ✅ Establishes **shared values and norms** across roles and districts — moral grounding.
2. **#1 – MTSS Framework**
   ✅ Turns those values into **structured tiered supports** that embody inclusion (LRE in practice).
3. **#29 – Improve IEP Process**
   ✅ Aligns **individual planning tools** with the broader system (MTSS), making sure LRE decisions are implemented meaningfully.
4. **#53 – Coaching Model**
   ✅ Supports educators in **applying both the framework and improved IEP practices**, and grows the LRE culture through modeling.

Returns to #14: As coaching fosters lived inclusion, the culture deepens and renews.

Verdict:

Yes — this is a strong developmental loop.
It moves from **values → system → tools → capacity** → and loops back into deeper **shared values**.

💡 Use metaphor: *"From belief to blueprint to behavior — and back."*

Within 5 Years

Actions:

- **#25** – Collaboratively define a shared stakeholder vision for MTSS
- **#26** – Create a coaching system based on district MTSS levels
- **#35** – Assess MTSS implementation over time and with data

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Potential Circular Causality

1. **#25 – Stakeholder Vision**
   ✅ Shared vision creates a **unifying north star** across diverse contexts.
2. **#26 – Coaching System**
   ✅ Vision is translated into differentiated support structures, responsive to each district's MTSS maturity.
3. **#35 – MTSS Monitoring**
   ✅ Data informs how coaching is working, where gaps remain, and how the vision is evolving in practice.

Returns to #25: Assessment informs **revision and deepening of the shared vision**.

Verdict:

Yes — this is a classic strategic cycle.
It embodies the **vision → implementation → evaluation → re-visioning** loop central to systems leadership.

Use metaphor: *"The strategy spiral — vision learns from its own reflection."*

Summary Table: Time-Period Cycles

Timeframe	Actions	Causal Cycle?	Transformation Theme
90 Days	#32, #63, #46	☑ Yes	Local skill-building
1 Year	#28, #48, #46	☑ Yes	Classroom ↔ system coherence
2 Years	#1, #14, #29, #53	☑ Yes	Values to system to practice
5 Years	#25, #26, #35	☑ Yes	Vision to coaching to learning

Recommendation to Educators' Board:

Each timeframe forms a **self-contained transformation loop** — but together, they create a **spiral of change across levels**:

- **90 Days**: Teacher practice
- **1 Year**: District alignment
- **2 Years**: ISD-level systems
- **5 Years**: Strategic renewal and governance