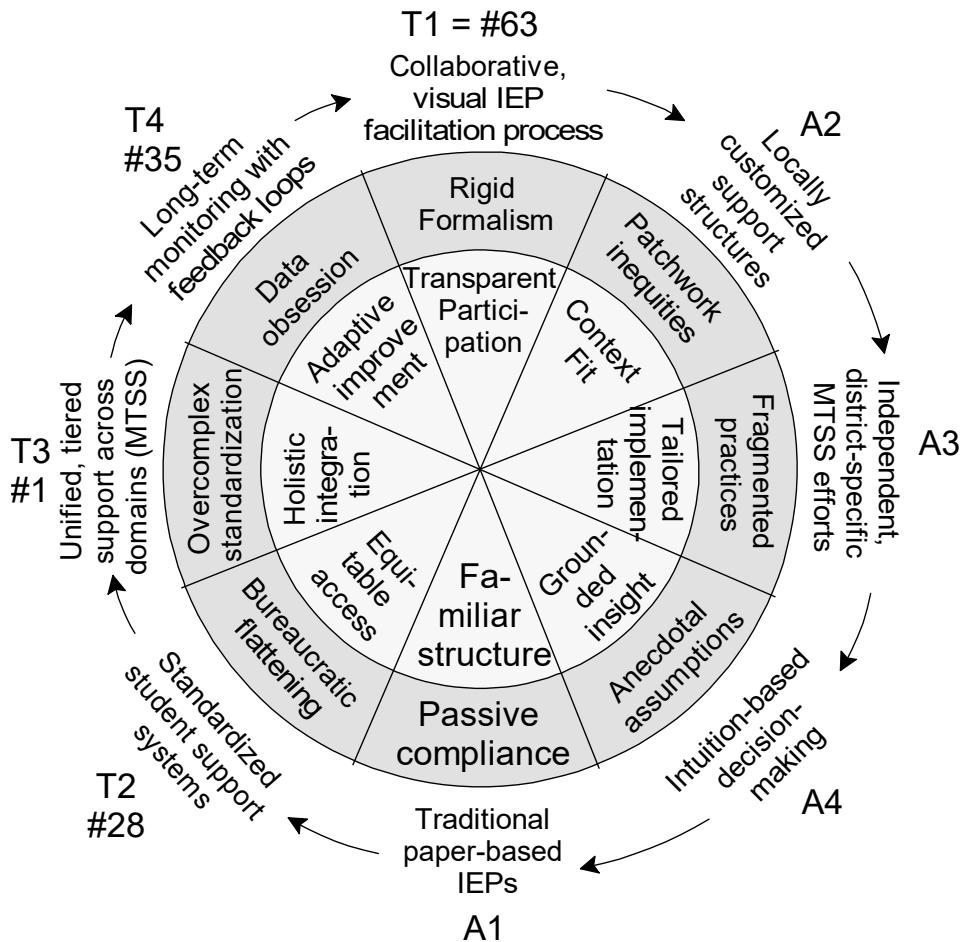


Char-Em Actions April 13, 2025

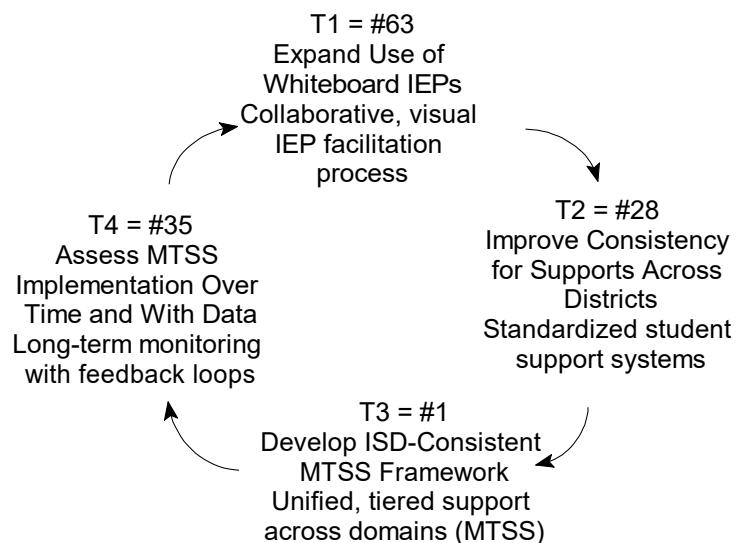
User's docs were converted into this map (project explanation is in [this ppt presentation](#)):



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



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.

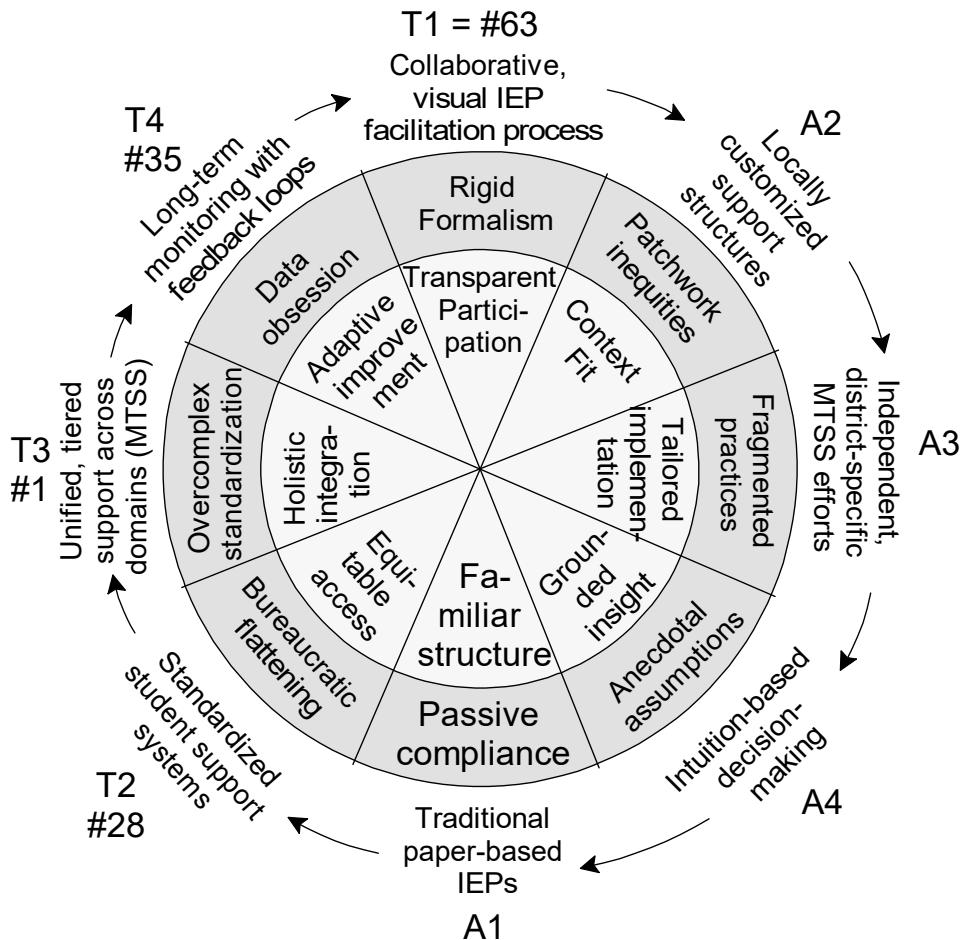
Conclusion

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
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

▶ [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

► 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
-

► 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

► 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

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.

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.
-

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.
-

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"
-

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

Enhancement	Benefit
Layer in a timeline gradient (e.g., years) around the wheel	Shows how evolution unfolds over time

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

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 classrooms
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
-

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	<input checked="" type="checkbox"/> Yes	Local skill-building
1 Year	#28, #48, #46	<input checked="" type="checkbox"/> Yes	Classroom ↔ system coherence
2 Years	#1, #14, #29, #53	<input checked="" type="checkbox"/> Yes	Values to system to practice
5 Years	#25, #26, #35	<input checked="" type="checkbox"/> 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