LEA Stage 3, Tool 3.2: Building evidence-based logic models

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|  **LEA Tool 3.2**  | **Building evidence-based logic models** |

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| **Directions** | Below is a proposed logic model for investments in professional learning (PL) that produce intended outcomes. The example is written specifically for the selection and adoption of high-quality instructional materials (HQIM) that are then embedded in cycles of teacher team learning. With a team of stakeholders, consider using this tool to revise or create a logic model that will guide the successful implementation of high-quality instructional materials and determine if the strategies used have achieved the impact you desire. |

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| **Evidence-based PL content and design****Addressing** | **Leads to** | **Changes in educator practice****As evidenced by** | **Leads to** | **Changes in student outcomes****As evidenced by** |
| Example* Consistent and effectively facilitated team-based cycles

of learning focused on HQIM |  | Example* All or almost all teachers plan, implement, and evaluate grade-level and standards-aligned instruction and assessments
 |  | Example* All or almost all students produce work that is at grade level

or above grade level as shown by formative and summative assessments |

Professional Learning State and District Planner: The Title IIA Equity Multiplier

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