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

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

|  |  |
| --- | --- |
| **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 stakehold- ers, 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. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 Toolkit: The Title IIA Equity Multiplier

THE PROFESSIONAL LEARNING ASSOCIATION

essa.learningforward.org