

Plan Professional Learning Implementation and Evaluation

TOOL 6.3, cont.

be that teachers use the new strategies regularly (a teacher behavior change). The intended outcome is that student achievement increases (student knowledge, skill, and behavior change) as a result of teachers regularly implementing new instructional strategies in their classrooms.

Logic model for professional learning on technology integration: a sample

Inputs	Activities →	Initial outcomes →	Intermediate outcomes →	Intended results
<ul style="list-style-type: none"> • Technology hardware, software, and infrastructure • Trainers • Planning time for integrating technology into mathematics lessons • Time for conferring with coaches 	Teachers and principals receive training on technology integration in mathematics.	Teachers and principals develop an understanding of how technology can enhance students' mathematics learning, engage students more actively in learning, differentiate learning and assessment. Knowledge	Teachers integrate technology into their mathematics instruction. Behavior and aspiration	<p>Student achievement in mathematics increases by 10% by the year 2005.</p>
	Technology resources are deployed in mathematics classrooms.	Teachers learn strategies for integrating technology into mathematics instruction. Skill	Teachers integrate technology into their classroom instruction on a regular basis.	
	Teachers are coached on integrating technology into their mathematics curriculum.	Teachers' comfort with integrating technology increases and they design opportunities for students to use technology for learning. Attitudes and behavior	Students use technology to gather information, construct understanding, demonstrate understanding, and engage more actively in learning. Behavior and aspiration	
	Principals are trained in how to support teachers as they integrate technology into their classrooms and how to serve as a leader for technology in their schools.	In instructional conferences, principals provide support to teachers in integrating technology into their classrooms. Behavior	Teachers' attitudes about technology improve. Attitudes Students' attitudes about technology improve. Attitudes	

Knowing the precursors to the goal, program developers can monitor for evidence that the precursors are affecting student and teacher learning and adjust the program design to ensure that the precursors occur. Without monitoring, one cannot expect the intended results.

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TOOL 6.5 Back to Planning Professional Learning Implementation and Evaluation Tools Chart

Sample logic model for collaborative professional learning teams

Inputs/resources	Actions	Initial outcomes	Intermediate outcomes	Results
<ul style="list-style-type: none"> Teaching resources for unit development. Team meeting time to score baseline writing assessments, develop units and common assessments, analyze student results, form and reevaluate flexible groupings, etc. 	<ul style="list-style-type: none"> Analyze data from fall writing sample. 	<ul style="list-style-type: none"> Teachers identify students' baseline writing level. 	<ul style="list-style-type: none"> Teachers group students in flexible groupings for instruction in conventions, ideas, and organization. 	<p>20% increase in student scores on the state writing sample in two years.</p>
<ul style="list-style-type: none"> Support from district language arts specialist to assist with design of units. 	<ul style="list-style-type: none"> Design three common instructional units for ideas and organization to use between October and February. 	<ul style="list-style-type: none"> Teachers use units in their classrooms. 	<ul style="list-style-type: none"> Students practice applying ideas and organization in writing assignments in all content areas. 	
<ul style="list-style-type: none"> Support from the district language arts specialist to assist with the development of common writing assessments. 	<ul style="list-style-type: none"> Develop and administer two common benchmark assessments of writing, one in November and one in February. 	<ul style="list-style-type: none"> Teachers administer and score common assessments. 	<ul style="list-style-type: none"> Teachers analyze data from the assessments to determine which students require reteaching and additional support. 	
<ul style="list-style-type: none"> Cooperation of science and social studies teachers to embed the use of ideas, organization, and conventions in their writing scoring tools. 	<ul style="list-style-type: none"> Develop daily practice activities for language conventions. 	<ul style="list-style-type: none"> Students complete daily activity to practice language conventions. 	<ul style="list-style-type: none"> Students demonstrate increased accuracy in use of language conventions in both oral and written language. 	
<ul style="list-style-type: none"> Support from teachers to provide feedback and additional instruction to students on ideas, organization, and conventions. 	<ul style="list-style-type: none"> Provide students ongoing feedback, reteaching, and additional support, as needed, on ideas, organization, and conventions. 	<ul style="list-style-type: none"> Students' accurate use of ideas, organization, and conventions increases in their classroom work. 	<ul style="list-style-type: none"> Students' accurate use of ideas, organization, and conventions increases on common benchmark assessments. 	