Gresham Barlow SD Partnership Proposal Logic Model

Activity	Outputs	Short Term Outcomes (Teaching Outcomes)	Intermediate Outcomes (Student Outcomes)	Long Term Outcomes	Evaluation Tools
Effective Instructional Practices					
• Systematic PD plan which includes pedagogical, content, and technology knowledge and skills • Ongoing, job-embedded PD occurs regularly • Provide technology support on-site for teachers	• Number of teachers who participate in PD • Number and type of shared learning opportunities for teachers and administrators • Number and type of PLTs • Number of students impacted • Number of targeted subgroup impacted	• PD has helped teachers increase the use of technology for evidence based instructional practices • PD has helped teachers use technology to analyze and use data about student learning • PD has helped teachers use technology to differentiate instruction • The use of technology has increased teacher's ability to engage students and improve the teaching of CCSS	• Student achievement has increased in reading proficiency K-3 • The rate of growth towards reading proficiency in K-3 is greatest for at-risk subgroups • There is a positive correlation between teacher implementation of instructional practices and student reading proficiency	• Instructional practices are transferable to varied classroom or academic settings • Longitudinal data shows sustained and/or ongoing progress towards reading proficiency goals	• Teacher Surveys 2x annually • Teacher Interviews once annually • Classroom observations with scoring rubric • DIBELS scores 3x annually • District Common Reading Assessment Scores 3x annually • SBA Reading Scores • ELPA Reading Scores
Digital Age Learning Culture					
• Conduct an assessment of physical technology assets and how they are being used • A basic instructional technology package provided in each K-3 pilot classroom • Provide a learning management system	• Number of technology assets being used • Number of teachers and administrators using the learning management system • Number of parent trainings offered • Number and percentage of parents attending the trainings	• The use of technology to support instructional practices has increased • The learning management system is useful for identifying effective instructional practices • Teachers have increased access to	• An increased number of students are utilizing and engaging with new technology	• Technology integration is seen as a shared responsibility among educators, district leaders, and parents	• Teacher Surveys 2x annually • Teacher Interviews once annually • Classroom observations with scoring rubric

to provide data about student achievement ● Use learning management system to identify and validate effective practices ● Provide digital content and resources ● Provide training for parents to understand technology		and use of digital content and resources ● There is district support for technology integration and innovation ● Parents increase understanding and utilization of technology			
Visible Leadership					
● Leaders provide clear communication about the district's vision for instructional technology integration	●	● Teachers feel increased support from district leaders regarding instruction and technology integration	●	●	● Teacher Surveys 3x annually ● Teacher Interviews once annually
Data Driven Improvement					
● Use of formative assessment for studying the effectiveness of instructional practices ● PD includes techniques to use student learning data and differentiate instruction	● Percentage of teachers using formative assessment	● Teachers increase their use of formative assessment to identify effective instructional practices ● Teachers have increased ability to assess students' progress and provide feedback ● Teachers have increased ability to differentiate instruction using student data	● Differentiated instruction improves student learning outcomes	● Differentiation of instruction based on student learning data is consistently part of the culture of work.	● Teacher Surveys 3x annually ● Teacher Interviews 3x annually ● Classroom observations with scoring rubric ● DIBELS scores 3x annually ● District Common Reading Assessment Scores 3x annually ● SBA Reading Scores ● ELPA Reading Scores