Identifying KASABs

Delineating KASABs (knowledge, attitudes, skills, aspirations, and behaviors) is a way to define the outcomes of learning and the necessary changes required to achieve success with any initiative. In professional learning, KASAB defines the changes educators are expected to make to affect student success. Systemic change requires changes in KASABs for all key actors who contribute to, facilitate, lead, or are responsible for the change. For some initiatives, other actors such as parents and community members may also be expected to change.

This tool can be used in combination with the Mapping an Evaluation Step by Step tool. Fill out the desired outcomes for specific stakeholders. You will likely leave some cells blank.

Measurable outcomes	Students	Teachers	Coaches	Principals	Central office staff	Organization (policy, structures, systems, etc.)
Knowledge Conceptual understanding of information, theories, principles, and research.						
Attitudes Beliefs about the value of information or strategies.						
Skills The ability or capacity to use strategies and processes to apply knowledge.						
Aspirations Desires, or internal motivation, to engage in a practice.						
Behaviors Consistent application of knowledge and skills driven by attitudes and aspiration.						

Source: Killion, 2018.

Creating a logic model

Complete the table to create a logic model for your professional learning program, starting with listing the goal at the top. You may wish to use the sample logic model on p. 63 as a guide.

Professional learning program goal(s): _____

Inputs/ resources	Activities/ components	Outputs	Initial outcomes	Intermediate outcomes	Intended results
What resources, fiscal support, personnel, facilities, equipment, time, and technology do we need to accomplish the activities designed for this professional learning?	What is the sequence of actions we will take to achieve the outcomes of this professional learning?	What products, services, documents, or artifacts will we produce as we are engaged in the activities of this professional learning?	What are the initial changes in program participants we expect to see that, if present, will increase the likelihood of more substantial changes over time? (Usually changes in knowledge, skills, and attitudes.)	What are the intermediate changes in program participants we expect to see that, if present, will increase the likelihood of impact on students? (Usually changes in aspirations and behaviors.)	What are the expected changes in students? Does the degree of change vary over time?

Establishing an evaluation framework

To create an evaluation framework, start by listing the program goal. Then complete the table, using your answers to the questions in the Mapping an Evaluation Step by Step tool. You may wish to use the sample elements of an evaluation framework on p. 65 as a guide.

Professional learning program goal(s): _____

Measurable outcomes/ changes	Evaluation questions (formative and summative)	Data / evidence needed	Data source	Data collection method	Data analysis method	Timeline	Responsible person(s)