

McClellan School District: Logic Model Example

Module 4

Inputs	Activities	Initial Outcomes	Intermediate Outcomes 1	Intermediate Outcomes 2	Final Result
District provides a minimum of 3 hours a week for collaborative planning	Teachers form Professional Learning Communities	Teachers establish norms of operation for collaborative work	Teachers work together to develop functional PLCs	PLCs develop units and lessons using the deeper learning instructional framework	All student achieve proficiency on state assessments, district end-of-course assessments in tested areas.
District staff develop a deeper learning instructional framework (DLIF)	Teachers are involved in onsite, online, and blended learning activities	Teachers develop understanding of DLIF	Develop instructional skills needed to implement the DLIF	Implement the DLIF in their classrooms	
Supervisors and support staff provide monthly feedback and supports	Teachers are involved in peer observations and feedback on the DLIF	Teachers develop the skills needed to refine lessons and units	Teachers apply new skills to their specific content and grade level	Teachers would define and differentiate their classroom practices to meet the needs of all students	
Representative team develops an innovation configuration map for the DLIF	Principals develop an understanding of the critical attributes of the DLIF	Principals, in small teams, conduct Walk-Throughs and debrief to arrive at consensus at the behaviors indicated within the framework	Principals, working with coaches or colleagues, collect observational data based on the Innovation Configuration maps and practice giving constructive feedback.	Principals provide feedback using the Innovation Configuration maps to improve teacher practice of the instructional framework	

District creates conditions that build and strengthens the collaborative culture, collective responsibility, and collaborative learning within the district.	Develop facilitation skills for principals and teacher leaders to support collaborative work and collective responsibility	Principals and teacher leaders understand the indicators of collaborative culture and collective responsibility	Principals and teacher leaders collect and refine protocols related to the cycle of continuous learning for PLCs and other school teams	Principals and teacher leaders conduct observations of PLCs at work and provide constructive feedback	Overall score of 80% or higher on the working conditions survey
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