OSPI-AESD Theory of Action

**AESD Content Area Coordinator Group**
(Early Learning, Science, Mathematics, English Language Arts)

- **Coordinator Collaboration Activities**
  - Sustain a professional learning community to support each other, problem solve, & develop resources
  - Collaborate as a group and with OSPI and other stakeholders to identify best practices, current research in content & pedagogy & system wide improvement
  - Develop state-wide professional learning pedagogical content focus for the year

- **Coordinator Collaboration Outcomes**
  - Outstanding state-wide coordinated professional learning delivery to education administrators, teachers, early childhood educators, and Fellows

- **Professional Learning Activities**
  - ESD professional learning sessions with administrators and educators
  - Support of district leadership and learning networks
  - ESD professional learning with fellows (instructional leaders)

- **Short Term Outcomes**
  - High satisfaction with training
  - Participants develop stronger foundation of knowledge & skills
  - Changes in practice as a result of training
  - Teacher leaders influence practice of colleagues
  - Developing networks of teachers using best practices

- **Longer Term Outcomes**
  - Increased number of education personnel using pedagogical content best practices
  - Influence increase in student mastery of content
OSPI-AESD Logic Model for Professional Learning

**Resources**
- Content area coordinator teams
  - Science
  - Mathematics
  - English language arts
  - Early learning
- Statewide partners
  - OSPI
  - ESDs
  - AESD

**Activities**
- Develop content area professional learning team
  - Coordinator support
  - Problem solve
  - Develop resources
  - Action research in content area and pedagogy
  - Develop annual state-wide professional learning pedagogical content focus
- Build statewide capacity
  - Conduct training in ESD for educational personnel
  - Train and coordinate fellows program (teacher and/instructional leaders) in each content area
  - Work with district leadership and learning networks

**Project outputs**
- Quality resources
  - Professional learning resources for content areas
- Professional learning sessions within content areas
  - State-wide content area focus
- Educators attending professional learning sessions
  - Instructional leadership development (i.e., coaches, teachers, early childhood educators)
  - School and district leadership Development (i.e., principals, district leaders, administrators)
- Fellows’ sessions
  - Increasing number and quality of instructional leaders and facilitators
  - Networks of teachers/educators
- District-wide and central office sessions
  - District & central office leadership sessions
  - Training in system change

**Short term outcomes**
- Effective learning experiences
  - Participants engaged in learning sessions
  - Participants highly satisfied with session content, structure, etc.
- Enhanced teacher professional knowledge
  - Educators develop a strong foundation of usable knowledge and skills by demonstrating growth in the following areas:
    - deep content knowledge in area of assignment
    - know how students learn
    - know relevant standards
    - know how to use curriculum materials to provide effective learning experiences
    - know content specific pedagogy
    - understand assessment practices for formative and summative purposes
    - leadership and network building
- Effective support to district leadership
  - Engaged participants
  - Participants satisfied with support
  - Participants use information and suggestions
  - Participants apply learning
    - Demonstrated changes in instructional practice
    - Demonstrated improvements in support for changes in instructional practice

**Long term outcomes**
- Increased school-based and district professional learning networks
  - School and district leaders implement policies and practices that support research-based instruction
  - Professional learning networks create more collaborative cultures that show increased measures in shared responsibility for student learning
- Increased student mastery of content
  - Improved student performance on assessments related to content area
  - Increased percentage of students who meet or exceed the standards on state assessments
- Increased student mastery non-academic measures
  - Social emotional learning
  - Engagement
  - Collaboration
  - Attendance