AESD ASSOCIATION OF EDUCATIONAL SERVICE DISTRICTS

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
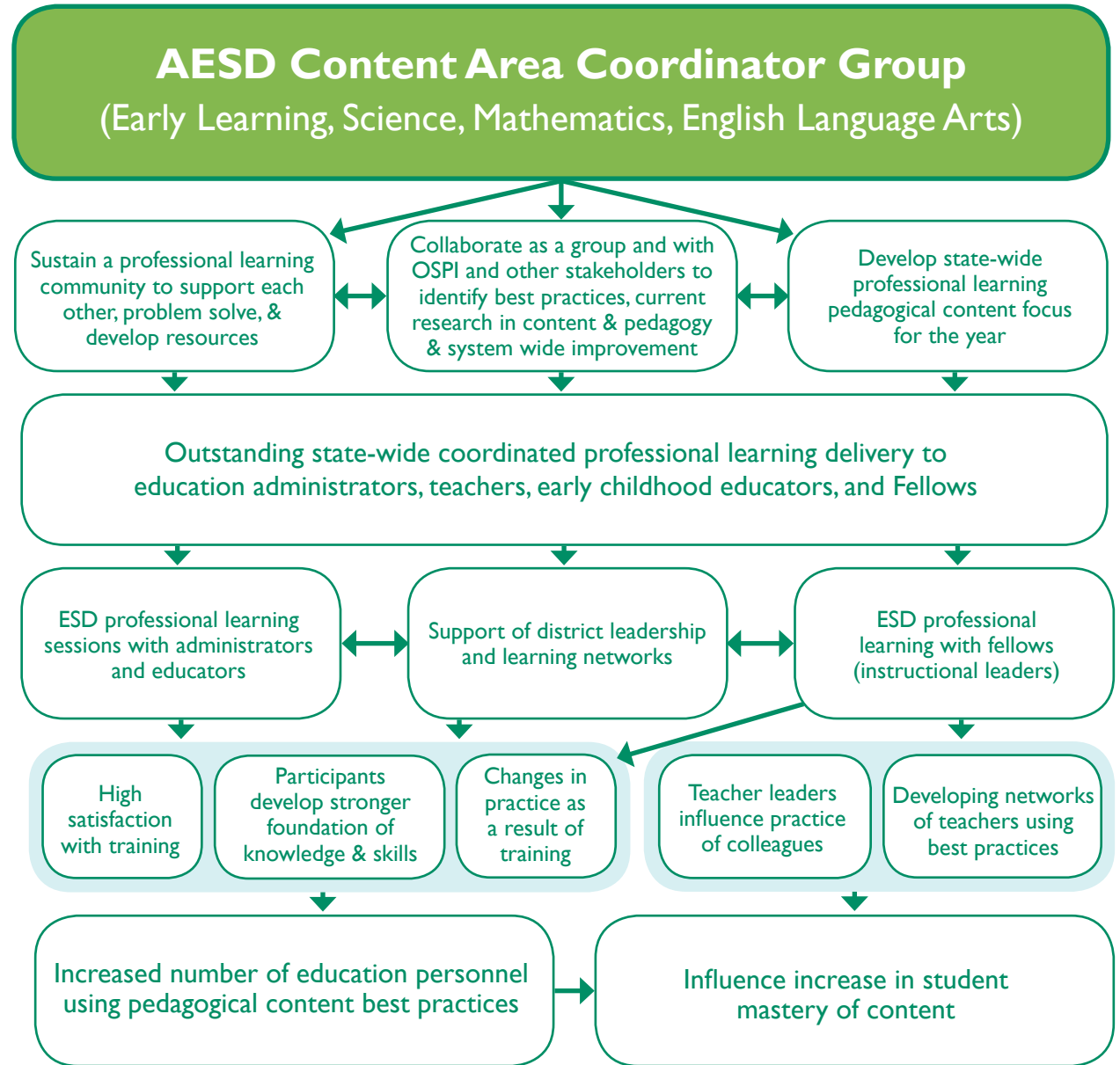- Influence increase in student mastery of content

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