The School District of Osceola County Professional Development Logic Model | 2015
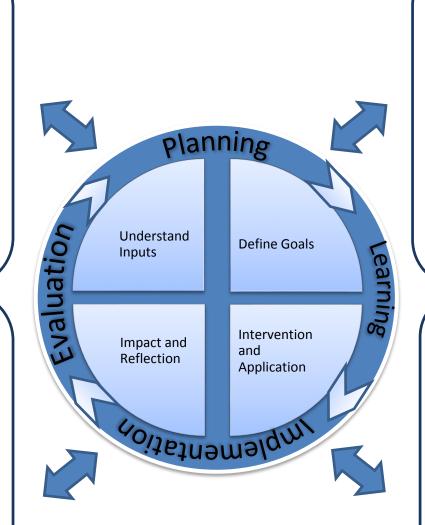
Understand Inputs:

- Analyze data to indicate student need.
- Have a clear statement linking what staff needs to know to meet student learning goals.
- Establish a clear connection between knowledge/skills learned and student goals evidence in research and/or successful practice.
- Describe who will participate in Professional Development.

Define Goals:

- Learning Outcomes defined in terms of participants' mastery of content and/or application of new professional practice.
- Each outcome explicitly linked to learning activities that is accompanied by at least one indicator of mastery that is realistic, measurable and observable.
- Clear timeline for when each outcome and indicators will be achieved.
- Clear statement indicating which school, district or state goals are addressed by each outcome.

Impact and Reflection:

- Does specific data demonstrate that learning activities resulted in the desired level of change in defined goals?
- What changes can be made to interventions to reach desired goals if not achieved?
- How effective was the plan to monitor the implementation of new knowledge/skills of teachers and students?
- What are some pluses and deltas in human and data outcomes?
- What specific information and/or skills did facilitator acquire for professional growth?

Intervention and Application:

- Learning Activities designed to meet specific short or long term goal.
- Models best practices in pedagogy. For Example:
  - Independent Inquiry
  - Structured Coaching
  - Study Groups
  - Online Learning
  - Workshops
- Implementation and Follow Up:
  - What are expectations for participant implementation of new learning/skills?
  - What does school-based follow up look like?
  - Who will monitor the fidelity of participant implementation and provide feedback coaching?

Planning

Learning

Evaluation

Implementation

Understand Inputs

Define Goals

Impact and Reflection

Intervention and Application