LOGIC MODELS: A FRAMEWORK FOR DEEPER LEARNING

DEEPER LEARNING CONFERENCE 2016
FACILITATORS

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Welcome & Introductions

Outcomes & Framing

Logic Models: What do they look like? What are key steps to creating them?

Building Logic Models: How can I create a logic model for deeper learning or other initiative?

Peer Feedback: How well does my logic model communicate deeper learning?

Revision: How can I make my logic model better?

Sharing: Where am I now?
How can I create a framework to achieve Deeper Learning outcomes?

1. I can use a structured process for developing logic models to bring deeper learning to life.
2. I can create a relevant and meaningful logic model for emerging work.
3. I can articulate how logic models can help design a coherent project, address challenges along the way, and ultimately achieve Deeper Learning outcomes.
In 45 seconds or less, please:

1. Say hello.

2. Share your name, title, & organization.

3. Respond to the guiding question:
   - How well are your students currently progressing on Deeper Learning competencies?
   - How do you know?
   - To what do you attribute the success?
LEARNING ABOUT LOGIC MODELS
RACE TO THE TOP-DISTRICT GRANTEES
AEM Logic Model Toolkit

Steps:
1. Prepare
2. Map
3. Cluster
4. Link
5. Verify
<table>
<thead>
<tr>
<th>SUSTAINABLE SYSTEM CHANGES (5+ years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase students eligibility for and participation in college and career through informed course taking, increased enrollment in college prep and college credit bearing courses (P5, P6, P7, P8, C5).</td>
</tr>
<tr>
<td>Build systems capacity to offer rigorous courses and a strong counseling and advising system (P5, P6, P7, P8, C5).</td>
</tr>
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Benefits & Lessons Learned: PSESD

Benefits
- Grounds our focus in sustainable systems change
- Gives us tangible, quantitative targets to aim for
- Guides reflection on effectiveness & sustainability planning

Lessons Learned
- Use a logic model at the beginning of program design & implementation
- Consider metrics for both student and adult change
CAREER CONNECTION

A program providing students with career exploration experiences that connect school and professional aspirations.

HOW?
Educators + Students + Professionals engage & collaborate through a technology-enabled community.

OUTCOME: 2015-2016 SCHOOL YEAR
800 high school students in the Puget Sound region with significant career experience & plan to scale.

DEMONSTRATORS
Model high-level practice of various career exploration strategies.

DEVELOPERS
Receive the most intensive support to create an array of career exploration strategies.

OBSERVERS
Observe work in action.

NETWORKING EVENTS
VIRTUAL MENTORING
WORK BASED PROBLEMS
JOB SHADOWING
INTERNSHIP PROGRAMS

school points of entry
## Career Connection Logic Model

### Strategies
- Networking Events
- Virtual Mentoring
- Work Based Problems
- Job Shadows
- Internships

### Outputs
- # students who participated
- # teachers who participated
- # professionals who participated
- # students connected to mentors/experts
- # projects produced

### Short Term Outcomes
- Attendance
- Suspensions
- Motivation
- Grades/Test scores
- Self-agency

### Long Term Outcomes

### Sustainable Changes
- Increase students eligibility for and participation in college and career through Career Connection Experiences

### Deeper Learning Outcomes
- Master core academic content
- Think critically and solve problems
- Work collaboratively
- Communicate effectively
- Learn how to learn
- HS graduation rate
- College enrollment
<table>
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<tr>
<th>Deeper Learning Outcome</th>
<th>Description</th>
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<tr>
<td>Master core academic content</td>
<td>Students develop a baseline set of disciplinary knowledge. This includes facts and theories in a variety of domains—and the language and skills needed to acquire and understand this content.</td>
</tr>
<tr>
<td>Think critically and solve complex problems</td>
<td>Students know how and when to apply core knowledge by employing statistical reasoning and scientific inquiry to formulate accurate hypotheses, offer coherent explanations, and make well-reasoned arguments, along with other skills. It also includes creativity in analyzing and solving problems.</td>
</tr>
<tr>
<td>Work collaboratively</td>
<td>Students cooperate to identify or create solutions to societal, vocational, and personal challenges. This includes the ability to organize people, knowledge, and resources toward a goal, and to understand and accept multiple points of view.</td>
</tr>
<tr>
<td>Communicate effectively</td>
<td>Students are able to understand and transfer knowledge, meaning, and intention. This involves the ability to express important concepts, present data and conclusions in writing and to an audience, and listen attentively.</td>
</tr>
<tr>
<td>Learn how to learn</td>
<td>Students know how to monitor and direct their own work and learning.</td>
</tr>
</tbody>
</table>
CREATING LOGIC MODELS
Using the Logic Model Toolkit:

1. Start a logic model for your initiative or project.
2. Start where you are.
   - New projects – start with a sustainable change and work left to right.
   - Existing projects – start with a strategy and work right to left.
3. Map out an if-then chain to show how you will achieve your sustainable change.
4. Connect with others for partnership.
**In triads:**

- **Tuning Protocol:**
  1. Choose Person A, Person B, and Person C.
  2. Person A shares the logic model focus area for feedback (2 minutes).
  3. Persons B and C share warm (positive) and cool (critical friends) feedback (2 minutes).
  4. Person A shares reflection on feedback (30 seconds)
  5. Repeat for B; then for C.

**Independently:**

- Make revisions.
SHARING: “Ahahas!” & “Wonderings”

Please share:

- 1 Aha! (i.e., insight you gained in this session)
- 1 Wondering (i.e., lingering question)
Questions about Logic Models?

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- Michael Golden
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- Sally Kingston
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Questions about Race to the Top Districts?

- District Reform Support Network
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THANK YOU!