

THE LEARNING ACCELERATION PARTNERSHIP LOGIC MODEL

PROBLEM STATEMENT: School systems are faced with the daunting challenge of recovering from pandemic-related school closures and there is a need to deviate from traditional methods of addressing gaps in learning for underserved students. A new career advancement opportunity is needed to disrupt teacher turnover, retain a diverse workforce, and empower teacher leadership in a way that advances equity of student access to high-quality teaching that promotes Learning Acceleration.

TWO-PART GOAL: Boldly improve learning conditions by: (1) accelerating learning for underserved students, and (2) supporting and stabilizing the educator workforce.

RESOURCES	CORE COMPONENTS	EVIDENCE OF IMPLEMENTATION AND PARTICIPATION	EVIDENCE OF CHANGE		
INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES		
<p>FOR TEACHERS/TEACHER LEADERS:</p> <ul style="list-style-type: none"> Learning Acceleration Specialists at high-need schools. Classroom-embedded student-centered coaching. Tools, tactics, and mindsets to implement Learning Acceleration. PD to maximize time and resources in addressing gaps during core instruction through Learning Acceleration and inclusive teaching practices. <p>FOR SCHOOL LEADERS:</p> <ul style="list-style-type: none"> Support for year-long PD plan. Support to equip teachers to make instructional decisions to increase student access to grade-level content. <p>FOR SYSTEMS:</p> <ul style="list-style-type: none"> HCMS Self-Assessment Tool. Observation and feedback tools aligned to Learning Acceleration practices. Instructional coherence training series for all educator groups. Bias-free HR practices that promote and support development of educator diversity. 	<p>FOR TEACHERS/TEACHER LEADERS:</p> <ul style="list-style-type: none"> Co-planning and co-teaching to accelerate learning and address the needs of subgroups. Student-Centered Coaching cycle based on student evidence. Implementation of inclusive teaching practices. Teacher leader opportunities to influence school-wide Learning Acceleration. <p>FOR SCHOOL LEADERS:</p> <ul style="list-style-type: none"> Support to communicate LAP vision and goals. Support to analyze data and assess teacher readiness. Support to implement year-long PD. Support to implement a system of accountability and adjustment of support for teachers. <p>FOR SYSTEMS:</p> <ul style="list-style-type: none"> Support to complete HCMS Self-Assessment. Guidance on employing crosswalk observation tools to Learning Acceleration techniques to develop “look fors”. Support to prioritize and design systems for instructional coherence. 	<p>FOR TEACHERS/TEACHER LEADERS:</p> <ul style="list-style-type: none"> Implementation of Learning Acceleration practices. Participation in coaching cycles. Real-time formative assessment, feedback, and scaffolding that address gaps during core instruction. Teacher leaders taking an active role in the success of Learning Acceleration implementation. <p>FOR SCHOOL LEADERS:</p> <ul style="list-style-type: none"> A shared vision with the staff on the role and intended outcomes of Learning Acceleration. Execution of a management system to ensure implementation of Learning Acceleration. Review of evidence that gaps are closing, and students are reaching mastery of grade-level content. <p>FOR SYSTEMS:</p> <ul style="list-style-type: none"> Implemented strategies based on goals derived from HCMS Self-Assessment. Alignment of talent and resources to execute an action plan for instructional coherence. Implemented enhanced performance-based evaluation processes. 	<p>SHORT-TERM:</p> <ul style="list-style-type: none"> Underserved students provided grade-level instruction. Students experiencing success with grade-level content during core instruction. Students supported via inclusive teaching practices. Increased teacher capacity. Teachers identifying opportunities for instructional scaffolding. Teachers addressing gaps in critical skills and content in real-time. Leaders execute a plan to monitor Learning Acceleration. Teachers recognize the assets and cultural characteristics of their students. Teacher leadership roles are defined and compensated. Human Resource Alignment is increased. 	<p>MEDIUM-TERM:</p> <ul style="list-style-type: none"> Student mastery of grade-level content. Increased emphasis on effective core instruction. Increased collaboration among teachers and with teacher leaders. Teachers report an improved sense of efficacy (confidence in ability to guide students to success.) Less disconnect between the written, taught, and assessed curriculum. Teachers affirm and leverage the cultures and life experiences that students possess. Students supported to recognize the unique assets that they bring to the classroom. Greater instructional coherence. Greater HR alignment. Educator competencies are acquired and supported. 	<p>IMPACT:</p> <ul style="list-style-type: none"> Common vision for instructional improvement. Equitable academic outcomes for underserved students. Internalized approaches for addressing student needs to successfully master essential grade-level content. Greater collective efficacy as teacher groups leverage collaborative plan time and PLCs. Seamless integration of performance-based evaluation into human capital processes. Educators are awarded financially for attaining performance competencies aligned to common vision. Diverse educator workforce retained. Effective educators are identified in alignment with performance competencies and placed in leadership roles in the highest-need schools.



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Boldly improving learning conditions for all students.

Office of the Maricopa County
School Superintendent