Professional Learning for Mathematics Coaches and Educators Partnership Logic Model

Partnership Activities and Outputs	Short-Term Outcomes (improvements in knowledge & capacity)	Medium-Term Outcomes (observable changes in practice or policy)	Long-Term Outcomes (student progress toward goals, or precursors of progress)

4.1.6 Mathematics Achievement Fund (MAF) Evaluation Planning

Coaching to develop an evaluation plan with formative components that will leverage the student, teacher, and school data that **Kentucky Department of Education (KDE) partners** plan to collect during the MAF program's first year *(2022/23)*

Technical support to develop an observation rubric to observe MAF coaching conversations and provide formative feedback to **MAF coaches** to improve the quality of coaching *(2022/23)*

Training for **KDE partners, Kentucky Center for Mathematics (KCM) regional consultants, and district personnel who supervise MAF coaches** in using the rubric with inter-rater reliability and to provide feedback to MAF coaches *(2023/24)*

KDE partners have:
- Greater capacity to design program evaluations.
- Greater capacity to draw on MAF implementation data to inform program improvement.

KDE partners, KCM regional consultants, and district personnel who supervise MAF coaches have greater capacity to provide formative feedback to MAF coaches.

KDE partners implement an evaluation of the MAF program, including formative components that inform program improvements and/or mid-course corrections.

KDE partners and other stakeholder groups use the evaluation data to inform decisions about the MAF program.

KDE partners and KCM regional consultants use the coaching observation rubric developed by the partnership to provide formative feedback to each MAF coach.

MAF coaches attain an average rating of "developed" on key coaching practices as measured by the coaching observation rubric developed by the partnership.

Math teachers in **MAF schools** improve instructional practice over 2022/23 baseline, as measured by the Kentucky Mathematics Innovation Tool (KMIT).

The percent of **students scoring Proficient or above** on the Kentucky summative assessment increases in each **MAF school**.

KEY

KDE partners: mathematics academic program consultants and MAF program coordinator

KCM regional consultants: KCM staff who provide in-field support to MAF coaches

MAF coaches: full-time mathematics coaches in MAF grantee schools

Contextual Factors

Legislative and executive priorities/mandates | State/local teaching and learning context | Funding allocations | Data availability