FSM Partnership to Improve Teacher Effectiveness Logic Model

REL Pacific is partnering with the Federated States of Micronesia's (FSM) national and state departments of education to improve student academic outcomes by developing systemwide structures and processes to support the creation and use of evidence-based, culturally sustaining models of instruction.

Inputs

Expertise and contextual knowledge:

The Federated States of Micronesia (FSM) National and State Departments of Education (DOEs) core partners and project team members: Regional Educational Laboratory (REL) Pacific project team members; Region 18 Comprehensive Center director.

Resources:

What Works Clearinghouse practice guides and other evidence-based resources. The FSM accreditation

standards and other policy documents.

Additional stakeholders: School staff (admin, teachers, leaders) and other external REL Pacific staff.

Activities

Monthly Partnership meetings to discuss and provide input on the direction, activities. and health of the Partnership.

Project team meetings to codevelop training and coaching sessions and dissemination materials, plan and implement the research study.

Semi-annual Partnership meetings with the national core partnership team to discuss and provide input on the direction, activities, and health of the Partnership.

Deliver training, coaching, technical assistance, and dissemination efforts.

Outputs

Three training and coaching projects to help DOEs identify and pilot a culturally sustaining instructional model and support stakeholders to plan for and implement systematic change.

Dissemination products:

- Infographic on elements of instructional models.
- Blog post on how learning non-Western principles may impact instructional choices.
- Infographic on implementing systematic change in education systems.

Short-Term Outcomes (2022-23)

Core partners establish processes to promote collaborative and equitable decision making.

Partners identify areas to improve current NDOE and state DOE norms. culture, and routines related to the use of research and evidence to make effective systematic change in their school systems through identification and implementation of state-specific instructional models.

Partners build structures to address identified areas to improve in NDOE and state DOE norms, culture, and routines related to the use of research and evidence to make effective systematic change through identification and implementation of state-specific instructional models.

Partners increase their knowledge about instructional models, how they are strategically designed, and how they support planning and instruction.

Partners identify an instructional model

Partners set up structures to pilot their identified instructional model.

Medium-Term Outcomes (2024-25)

Core partners maintain or adapt established processes to promote collaborative and equitable decision making.

Core partners consistently promote collaborative and equitable decision making.

Long-Term Outcomes

(2026)

Partners monitor and review structures as needed to address NDOE and state DOE norms, culture, and routines related to the use of research and evidence to make systematic change through identification and implementation of statespecific instructional models.

The Partnership's work contributes to change in NDOE and state DOE norms. culture, and routines related to the use of research and evidence to make systemic change through identification and implementation of statespecific instructional models.

to pilot for the upcoming academic year.

Partners complete one year of piloting components of the instructional model.

The instructional model has been adopted across all classrooms in selected pilot schools.

Demonstrated increase(s) in teacher outcomes.

Outcome Themes

- Equitable decision making.
- Use of research and evidence.
- Achievement of system goals.