

Logic Model for the North Carolina Competency-Based Education Partnership

Inputs	Activities	Outputs	Short term Outcomes	Medium term Outcomes	Long term Outcomes
<ul style="list-style-type: none"> - Literature on evidence-based CBE implementation practices and adult learning practices - CBE Mastery Framework - NC CBE Partners (state, district, and school leaders) - REL SE staff, content experts, and researchers - Implementation site partners (school visions for CBE) - Coaching model focused on change management for leaders and CBE instructional practices and implementation at the school level 	<ul style="list-style-type: none"> - Years 1-5 (Partnership work): <ul style="list-style-type: none"> o Convene partnership members quarterly to discuss CBE goals and progress and share new research/best practices for CBE o Conduct school site visits among partner schools and other CBE schools (virtual and in person, learning walks) o Participate in events & other forums to raise awareness, interest, and understanding of CBE - Years 1-2 (NEHS/NEAAAT coaching work): <ul style="list-style-type: none"> o Develop implementation plan for each school based on their capacity and determined entry point for CBE (needs assessment) o Provide coaching sessions for school staff focused on changing practices at the classroom and school level - Years 2-3 (Leadership coaching work): <ul style="list-style-type: none"> o Provide leadership coaching, including change management and communication strategies for CBE implementation - Years 3-5 (additional coaching work): <ul style="list-style-type: none"> o Continue providing coaching sessions focused on the needs of school leadership, teachers, and students as related to personalized learning and CBE. 	<ul style="list-style-type: none"> - Partnership Logic model - School-based Logic models - Plans for CBE Implementation - Models and standards for communicating with stakeholders (including parents/families) - Professional development materials for leadership and teacher coaching sessions 	<ol style="list-style-type: none"> 1. Partnership members increase knowledge and understanding of CBE. 2. Partnership members increase their knowledge and awareness of CBE programs within and outside of North Carolina. 3. Partnership members improve their understanding of best/promising practices within CBE. 	<ol style="list-style-type: none"> 4. Partnership members (including staff at the schools/districts receiving coaching support) increase capacity to be able to support one another with CBE and PL instructional strategies 5. Partnership members share experiences based on participation in the NC CBE Partnership, resulting in increased membership based on additional needs of schools and districts (growing the CBE network within NC for scaling and supporting one another in the work). 6. Schools and districts in the partnership are shifting practices aligned with structure, culture, teaching and learning and are driving forward with CBE implementation work 	<ol style="list-style-type: none"> 7. Instructional practices are being fully implemented in partnership schools and districts with additional efforts to scale and sustain CBE work across NC. 8. Partner schools and districts can clearly articulate what students know and are able to do and this is documented in reporting components used with internal and external stakeholders. Students have and use this evidence to advocate for themselves.