

## Logic Model for the Alabama Partnership on Improving English Learner Outcomes (AL ELO)

Note: Logic model components related to the PG are in **blue text**; components related to HQIA are in **maroon text**; those related to both are in black.

Inputs	Activities	Outputs	Short term Outcomes	Medium term Outcomes	Long term Outcomes
<ul style="list-style-type: none"> <li>- Alabama English Learner Framework</li> <li>- State leaders and partnership members</li> <li>- Regional English learner coaches</li> <li>- REL Southeast staff, content experts, and researchers</li> <li>- <i>Teaching Academic Content and English Language to Elementary and Middle School English Learners Practice Guide (PG)</i></li> <li>- <i>PLC Facilitator's Guide for the Practice Guide (PLC for PG)</i></li> <li>- PG PLC materials</li> <li>- PG Demonstration site district facilitators, teachers, and English learner students (ELs)</li> <li>- Alabama High Quality Instruction and Assessment for English Learners Protocol (HQIA)</li> <li>- HQIA PLC materials</li> <li>- HQIA Teacher self-reflection Tool</li> <li>- HQIA Classroom Observation Tool</li> <li>- HQIA pilot district facilitators, teachers, and Els</li> </ul>	<ul style="list-style-type: none"> <li>- Y1-5: Establish and maintain partnership, including ongoing need sensing.</li> <li>- Y1-4: Identify facilitators and barriers to implementation for partners, teachers, coaches, and administrators.</li> <li>- Y1-2: Develop and conduct PD sessions using PLC for PG with regional English learner specialists and demonstration site district facilitators.</li> <li>- Y2-Y3: Carry out promising practices study of HQIA in pilot districts</li> <li>- Y3-4: Write up white paper reporting on results of HQIA correlational study</li> <li>- Y4-5: Contribute to HQIA implementation in additional grades and school sites.</li> </ul>	<ol style="list-style-type: none"> <li>1. Partnership work plan and meeting notes</li> <li>2. PG Coaching and technical support materials</li> <li>3. Regional English learner coaches and district coordinators engagement in PLC for PG sessions and activities</li> <li>4. Teacher engagement in PLC for PG sessions and activities</li> <li>5. Site visits and observation summary of PLC for PG coaching sessions</li> <li>6. Teacher engagement in PLC for HQIA sessions and activities</li> <li>7. Recommendations from HQIA Promising Practices Study reported in white paper</li> <li>8. Infrastructure</li> </ol>	<ul style="list-style-type: none"> <li>- ST1: Partners increase knowledge of how to support implementation of PLC for PG (Output 1)</li> <li>- ST2: Regional English learner specialists and district coordinators increase knowledge and understanding of PLC for PG facilitation practices. (Outputs 2, 3)</li> <li>- ST3: Teachers at demonstration sites increase knowledge and understanding of evidence-based practices for English learners from PG. (Output 4,5)</li> <li>- ST4: Teachers at pilot sites increase knowledge and understanding of evidence-based practices for English learners from HQIA. (Output 6)</li> </ul>	<ul style="list-style-type: none"> <li>- MT1: Regional EL coaches and demonstration site district representatives implement PLC for PG with fidelity. (Outputs 3, 5)</li> <li>- MT2: Teachers at demonstration sites adopt evidence-based instructional practices from PG. (Outputs 4, 5)</li> <li>- MT3: Teachers at pilot sites adopt evidence-based instructional practices from HQIA. (Output 6)</li> <li>- MT4: Regional English learner specialists finetune PLC for HQIA based on feedback from HQIA PLC teachers and findings from white paper, and continue its dissemination (Outputs 6, 7)</li> <li>- MT5: Administrators apply infrastructure to support implementation of HQIA. (Output 8)</li> </ul>	<ul style="list-style-type: none"> <li>- LT1: Improved infrastructure and capacities to support full implementation of HQIA. (Outputs 7, 8)</li> <li>- LT2: Improved teacher implementation of HQIA in pilot sites. (Outputs 6, 7, 8)</li> <li>- LT3: Higher percentage of English learner students in pilot sites will achieve proficiency in English by spring 2026 compared to Spring 2023. (Outputs 6, 7, 8)</li> <li>- LT4: Higher percentage of English learner students in pilot sites will achieve proficiency in reading and math by spring 2026 compared to Spring 2023. (Output 6, 7, 8)</li> </ul>