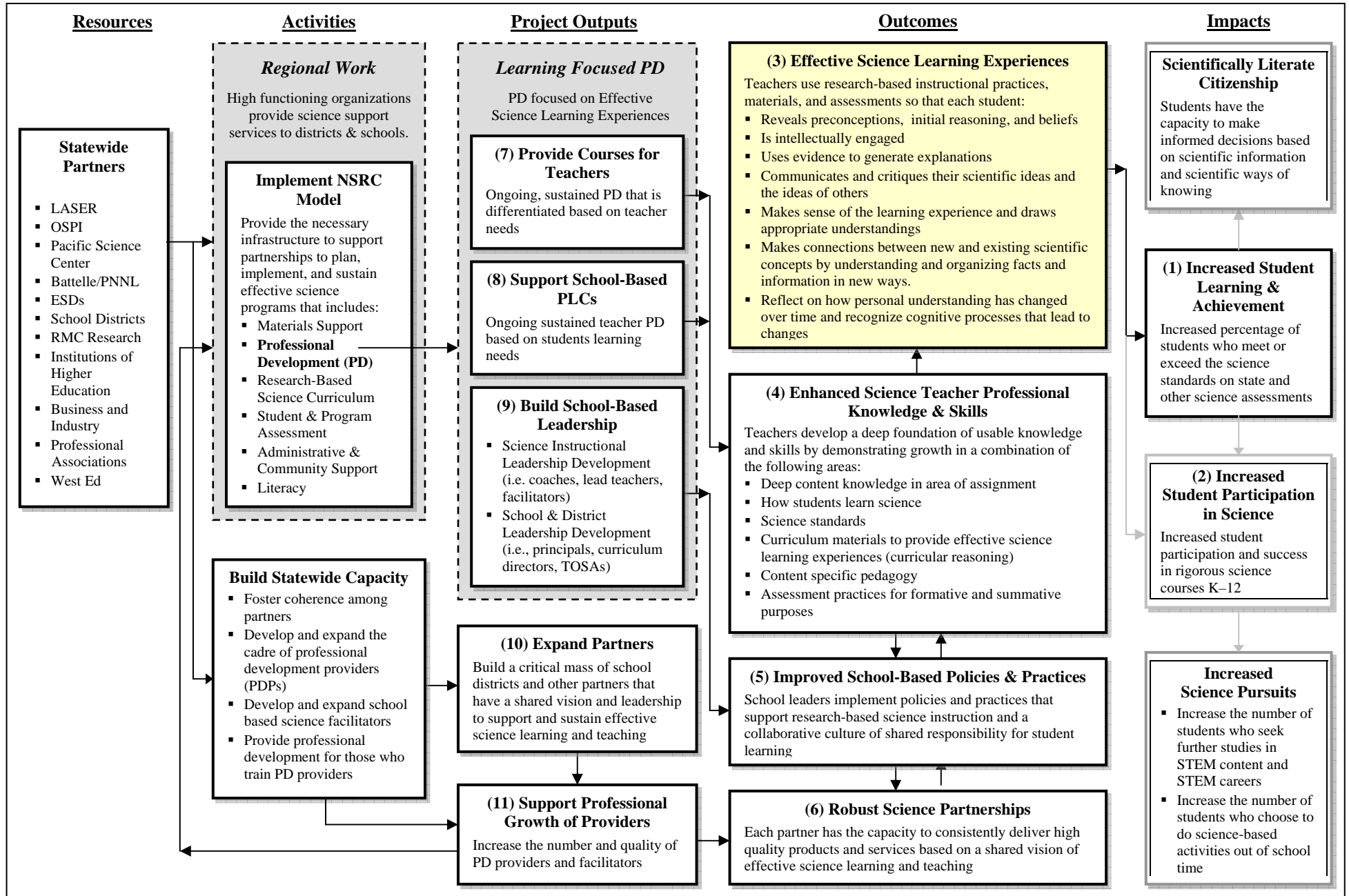


Washington State Logic Model for Science Professional Development



Washington State Science Professional Development

Theory of Action

If all science professional development is focused on helping teachers use research-based instructional practices, materials, and assessments so that each student:

- Reveals preconceptions, initial reasoning, and beliefs
- Is intellectually engaged
- Uses evidence to generate explanations
- Communicates and critiques their scientific ideas and the ideas of others
- Makes sense of the learning experience and draws appropriate understandings
- Makes connections between new and existing scientific concepts by understanding and organizing facts and information in new ways.
- Reflect on how personal understanding has changed over time and recognize cognitive processes that lead to changes

Then:

- Student science learning & achievement would increase;
- More students would enroll and successfully complete challenging and advanced science courses at the high school level;
- More students would seek further studies beyond high school in STEM content and would seek STEM careers;
- More students will seek to be engaged in STEM-related activities in out-of-school time, and;
- More students would have the capacity to make informed decisions based on scientific information and scientific ways of knowing.

Logic Model Column Definitions

Resources—The personnel and financial resources that support the work

Activities—What regional partners do

Outputs—Evidence that the activities were carried out

Outcomes—The targets of the activities and outputs

Impact—The results of carrying out the logic model

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