

# ECLIPSE

Theory of Action and Logic Model  
SSIP FFY 2021

# ECLIPSE Theory of Action

**Vision:** All students with disabilities in New Mexico are engaged in high quality curriculum and instruction that lead to the development of lifelong literacy skills.

<b>Beliefs</b>			
<b>Students want to learn</b>	<b>Educators want to be effective</b>	<b>Student learning and educator effectiveness can improve</b>	<b>Effective instructional coaching and professional development can change teaching behaviors and student outcomes</b>
<p><b>Inputs</b></p> <ul style="list-style-type: none"> <li>Public Education Department-Special Education Division, Priority Schools Bureau, Literacy Bureau</li> <li>Regional Education Cooperatives</li> <li>CORE NMSU Instructional Coaches</li> <li>Parent training and information centers</li> <li>Stakeholders (families, teachers, principals, special education directors)</li> <li>SPDG and IDEA B</li> </ul>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Targeted assistance</li> <li>Ongoing, job embedded, regional, and local professional development</li> <li>Instructional coaching</li> <li>Parent trainings</li> </ul>	<p><b>Outputs</b></p> <ul style="list-style-type: none"> <li>Barriers to implementation overcome</li> <li>Empowered teachers</li> <li>More educators involved in professional development activities</li> <li>Students engaged in learning</li> <li>Implementation of teaching and leadership strategies</li> <li>Changes in educator mindsets to a growth mindset</li> <li>Increases in parent participation and support for education</li> <li>More resources to support student improvement</li> </ul>	<p><b>Impacts</b></p> <ul style="list-style-type: none"> <li>Meaningful student and educator relationships</li> <li>Nurturing learning environments</li> <li>Increased teacher satisfaction</li> <li>Academic gains for students with disabilities</li> <li>Achievement gaps reduced</li> <li>Overall school improvement</li> </ul>
<b>Phase 1: Exploration</b>	<b>Phase 2: Planning</b>	<b>Phase 3: Deployment</b>	<b>Phase 4: Refinement</b>

# ECLIPSE Logic Model

Inputs	Strategies/Activities	Outputs	Outcomes
<ul style="list-style-type: none"> <li>● Public Education Department-Special Education Division, Priority Schools Bureau, Literacy Bureau</li> <li>● Regional Education Cooperatives</li> <li>● Combined Funding (IDEA B and SPDG)</li> <li>● Internal Professional Development Providers</li> <li>● IDEA State Advisory Panel</li> <li>● New Mexico State University (NMSU)</li> </ul>	<ul style="list-style-type: none"> <li>● Ongoing job-embedded, centralized, regional, online and local PD</li> <li>● Virtual/on-site coaching for teachers on evidence based practices learned through PD</li> <li>● Leadership support and PD for school administrators including school culture, growth mindset, and using data driven instruction</li> <li>● Targeted assistance by Special Education Division, feedback, data analysis, and follow up support as needed</li> <li>● Parent trainings on reading interventions at home</li> </ul>	<ul style="list-style-type: none"> <li>● Number of training held, number of teachers, and number of principals received professional development</li> <li>● Number of hours of PD provided per participant</li> <li>● Meaningful student and educator relationships</li> <li>● Number of leadership PD</li> <li>● Number of hours of coaching provided to number of teachers</li> <li>● Number of targeted assistance visits to participating schools</li> <li>● Increased resources to participating schools</li> <li>● Number of trainings provided to number of parents</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers gain knowledge and skills to implement evidence based literacy instruction</li> <li>● Leaders are empowered to change school culture, growth mindset, and data driven decision making and instruction</li> <li>● Increased awareness of barriers and possible solutions</li> <li>● Parents are empowered to support reading interventions and become more involved in school (knowledge, skills, and confidence to monitor child's reading) as measured by survey after parent literacy event</li> <li>● High quality implementation of evidence based literacy instruction</li> <li>● Leaders are supported and identify with high quality literacy instruction</li> <li>● Increased student engagement by teacher survey</li> <li>● Barriers to implement evidence-based reading interventions overcome</li> <li>● Schools improve parent opportunities and provide additional support</li> <li>● Increase meaningful parental engagement in reading with children (number of PD and use of strategies)</li> <li>● K-3 literacy for SWDs increases at participating schools</li> </ul>