TCG T.E.A.M. PHASE 2 LOGIC MODEL

Statement of Purpose & Essential Question	Key Questions	Objectives	Outcomes	Activities		
				Short-term	Mid-term	Long-term
The proposed scope of learning on this website is to help theatre education directors examine the results of their four assessment models (observations, performance tasks, portfolios and surveys) and conduct more professional analysis in order to develop a more accurate picture of student learning and improve theatre education programming. **EQ**: How can analysis of assessment results be used to measure student learning and improve programmatic design?	**Data Collection:** How can we generate, collect and organize data?	1. Investigate the essential steps to conducting qualitative and quantitative analysis.	**As a result of this work, education staff will:** 1. Understand a process to conduct data collection, analysis and outcomes.	Working with data to understand how to generate it, define it and collect it in quantitative and qualitative ways.	Collecting data that can be counted, coding answers into quantitative data and placing quantitative data in excel spreadsheets.	Collecting data that is qualitative, coding the data for counting, learning from qualitative and quantitative data collection strategies
	Analysis: How can we break down data into smaller sections of interest related to objectives and outcomes?	2. Understand cross tabulations, or the process of counting data across a table and adding or averaging the results.	2. Make the analytic connection between data collected, measured	Counting the data: cross tabulation, counting, adding, averaging data can be done vertically and horizontally using quantitative or qualitative data.	Counting data: Data crossed with assessment questions produces numerical and /or categorical results.	Turning data counting into results: Analysis of data across assessments produces results.
	Valid and Reliable Conclusions: How can we draw valid and reliable conclusions.	3. Examine and measure student learning using analysis and synthesis.	3. Be able to effectively measure student learning and draw valid and reliable conclusions	Understanding the role of analysis and how it connects to results and findings.	Judging results and findings in order to make valid and reliable conclusions	Marshalling evidence in the analysis for valid and reliable conclusions using results and findings.
	Reports for Audience: How can we produce reports in order to improve teaching and learning and programmatic design?	4. Explore effective practices in data summary and analyzing slices of data for different audiences.	4. Be able to synthesize conclusions in order to produce reports for different audiences.	Compare Objectives with Outcomes to define results and findings.	Use results and findings to craft compelling statements and stories for reports.	Tailor reports for different audiences in order to improve theatre education programming.