

Logic Model Reference Guide



Problem Statement: Up to 100% of early stage teachers serving in certain communities in our American Indian Reservation schools leave within 12 months costing districts approximately \$12,000 per teacher causing in part American Indian learners to score 50% below the state average.

Goal: From fall of 2015 through the spring of 2020 develop a critical mass of confident, connected and proud community-based emerging teacher leaders dedicated to improving the quality of learning outcomes for over 40,000 American Indian Reservation students in South Dakota.

Rationale:

Pitch: I am committing to lead a process to increase the number of community-based emerging teacher leaders serving in our Reservation schools in South Dakota.

Because up to 100% of our traditionally prepared educators in certain schools leave the profession annually.

So I need to lead efforts to help teacher preparation stakeholders better understand the value of developing community-based emerging teacher leaders.

Contributing to a solution could save a Reservation in excess of \$3.6 million per year.

Inputs:

Activists: TIE - Scott, Sharla, Pam, Julie, John
Advisory Board Members
Principals and teachers from supported schools
Champions: SD DOE - Pilot
Black Hills State University
Oglala Lakota College
Sinte Gleska University

Targets: Tribal education leaders - Chris Bordeaux (Chris also is on the Advisory Board for NIEA)
Aboriginal Literacy Foundation (Connected to David Perrin through James O'Meara)

Resources: Tribe - Oceti Sakowin Education Commission
Aboriginal Literacy Foundation (Connected through James O'Meara)
International Council on Education for Teaching

Activities:

Mentoring: Trained mentors will offer on-site, face to face mentoring each month and through virtual means each week. The focus will be on implementing the Oceti Sakowin Essential Understandings as well as new teacher issues.

Retreat Series: Mentors and mentees will participate in a seasonal retreat series based on Parker Palmer's "The Courage to Teach."

Advisory Board Meetings where leaders from the tribal colleges and universities, tribal leaders, elders, and educators can continue to build the project as a whole.

Modeling lessons for teachers and offering professional development

Outputs:

Processes and Structures
Process: Community Leadership navigation guide

Structure: Community Teacher Leader Advisory Board

Common Vision
Co-constructed vision for developing confident, connected and proud community based teacher leaders

Expanding opportunities for teacher leadership that advance learning outcomes for American Indian students.

Defined Roles
Position descriptions for a Community Teacher Leader Advisory Board member and Community Based Emerging Teacher Leader

Individual and Mutual Accountability – Accountability assigned for short, medium and long term outcomes

Outcomes: (SMART)

Short Term:

30 Days

Meet with tribal education leaders in SD to discuss the partnership and seek approval and support

Medium Term:

60-90 Days

Begin to work with local school districts on plans for implementing WoLakota for the 2015-16 school year

Long Term:

90 Days and Beyond

*Improved Collaborative Culture to Support Educator Development and Student Learning

*Improved Outreach and Collaboration with Families and Community

*Movement of ownership of the WoLakota Project to local educational leaders serving in SD's Reservation schools.

* Increased quality of interactions and trust built with tribal leaders as well as school and community members. Interactions based on protocol set forth by tribal leaders.

* Increased quality of educators serving in Reservation schools ultimately resulting in the closing of the American Indian achievement gap.

External Environment: Poverty, years of oppression, lack of trust, inaccurate perceptions, language barriers