Logic Model Reference Guide

TEACH TO LEAD

Problem Statement: Existing power structures in schools are inequitable, ineffective, and unsustainable.

Goal: We will create teacher, community, and student-powered schools where systems and structures are equitable, effective, and sustainable.

Rationale:
Existing power structures in schools are inequitable, ineffective, and unsustainable.

Inputs:
Teachers, students, teacher leaders, admin, community members,

CTQ group members as thought partners.

Activities:
Begin Social Justice Club after school.

Use a Problem Based Learning Model.

Target "yellow zone" students who have been identified through RTI process as "lacking motivation."

Outputs:
Student voice drives the selection of issues the club will take on.

Teacher voice drives the facilitation of the club and teaching about problem based learning.

Community members co-facilitate.

Community business leaders invest in the club.

CTQ members support as thought partners.

Outcomes:

Short Term:
30 Days: Ideation phase: Students will have an extracurricular opportunity; club meets Mondays and Fridays for 1.5 hours apiece. Student voice will be elevated. Teacher voice will be elevated via inroads made with community members and local business leaders. Community members' voice will be elevated through roles as club facilitators. Community business leaders' voices will be elevated via their investment in the club.

Medium Term:
60-90 Days: Implementation phase: Students will enact community projects. Student voice will be elevated. Teacher voice will be elevated via inroads made with community members and local business leaders and students. Community members' voice will be elevated through roles as club facilitators. Community business leaders' voices will be elevated via their investment in the club.

Long Term:
90 Days and Beyond: Reflection and promotion phase: Students will write, blog, video, and otherwise promote their projects and the effects they have on the community. Student voice will be elevated. Teacher voice will be elevated via inroads made with community members and local business leaders. Community members' voice will be elevated through roles as club facilitators. Community business leaders' voices will be elevated via their investment in the club.

External Environment: Resistance to revolution.