

Logic Model

Problem Statement: Our current model of instruction doesn't support the academic achievement of the high needs population, nor the general population at West Brookfield Elementary School.

Goal: To increase the growth of all special education and regular education students, harnessing strengths of all staff, through the use of a co-teaching model.

Rationale:

If we leverage our special education teachers as co-teachers, then we increase both special education and general education achievement.

Inputs: →

Participants include: WBES administration (Principal, Superintendent, Director of Student Support Services, Grant Writer), School Committee, parents, WBES staff members. Necessary resources include professional development regarding a co-teaching model, research of effective models.

Activities: →

Observations of a school that has already implemented this model, experimentations with all 5 co-teaching models in a small group setting in classroom, data collection on current cohort of students, professional development with staff, student surveys, scheduling of resources, reflections.

Outputs: →

Draft plan for principal, Development of a "Co-teaching Team," A concrete schedule that allows for co-teaching, Communication plan to invest people, Plan to communicate with stakeholders,

Outcomes:

Short Term:

30 Days → Meeting with principal to pitch our plan, have research completed on co-teaching model, have research completed on success rates of co-teaching model, have team members attend professional development as it becomes available.

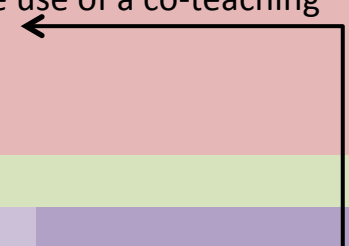
Medium Term:

60-90 Days → Present the documents and data to the staff, begin to collect baseline data on students, practice models within the team, reflect on process.

Long Term:

90 Days and Beyond
Classroom dynamics need to be identified (including scheduling of roster and teachers), Design of co-teaching plan for specific classroom responsibilities and expectations will be set, including but not limited to special education considerations, special education meetings and testing, data meetings, will all be considered.

Year 1 Roll-out: Implementation of co-teaching model,



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Professional development with staff, Continue to collect data, monthly meetings with co-teaching team and principal

External Environment: Lack of funding, time (collaboration), sustainability, student factors