

Logic Model Reference Guide

Problem Statement: Low teacher buy-in for Differentiated Roles at Fore Elementary and other DPS schools.

Goal: Increase teacher buy-in for Differentiated Roles.

Rationale:

-According to survey data, teachers feel like they were forced to take part in the Differentiated Roles program.
-Increased awareness of the evaluation process and Leader training, the LEAP framework, student outcome data, and allowing for teacher opt-in and opt-out will create a culture of trust and ease tension around Differentiated Roles.

Inputs:

-Faculty (participate in training)
-Differentiated Roles Team Leaders (lead, guide, and support work)
-Administration (support)
-District Leadership (support)
-Monies for funding teacher training.
-Time for teacher training and PD
-Survey data

Activities:

-Surveys (teacher interest and perspectives)
-Training the entire faculty in LEAP.
-Allowing opt-in and opt-out of the DR program.
-Current DR Team Leaders leading by example.
-Show and analyze videos of teaching lessons, and then evaluate and score as a faculty.
-Show outcome data of students who have had a DR teacher.

Outputs:

- At least 80% of teachers attend PDs and summer training in the LEAP framework and evaluation process in order to gain understanding of teaching expectations.
-Teachers who want the partnership with a Differentiated Roles Team Leader will get it.
-All participants will see the expectations in action and see the connection of DR with student achievement data.

Outcomes:

Short Term:

Teachers will become aware of what the expectations of effective teaching are as exemplified by Differentiated Roles Leaders. Teachers will become familiar with and get on board with the LEAP framework and evaluation process.

Medium Term:

Teachers will be eager to opt-in to working with Differentiated Roles Team Leaders to improve their practice, therefore raising student achievement.

Long Term:

Increased student achievement, increase teacher effectiveness, increase teacher retention, and improve overall school culture.

External Environment: -District and administrative policy -Teacher attitudes