

Logic Model: Mejor Juntos: A Collaborative of Dual Language Teachers

Problem Statement: In the DC area, there is a lack of collaborative opportunities and support for the X number of dual language teachers, which has led to an inequitable experience for students in dual language classrooms.

Goal:

We will create sustainable collaborative opportunities for dual language teachers in the DC area so that their students in will be actively engaged in best practices in dual language education.

Rationale:

We want to include your teachers in a collaborative opportunity across the DC area in order to enhance the practices used in dual language classrooms.

Inputs:	Activities:	Outputs:	Outcomes:
<ul style="list-style-type: none"> ● DL teachers in public, private and charter schools ● Principals of DL schools (public, private and charter) in DC, Arlington, Alexandria & Montgomery counties ● NABE ● DL Master Educators 	<ul style="list-style-type: none"> ● Get buy-in from at least one person at each Dual Language School. ● Solidify Katarina’s role in the Collaborative. ● E-mailing personal contacts to garner interest in participation. ● Use District-level newsletters or e-mail blasts to invite individuals. ● Host an information session (perhaps at the Beginning of school DL PD during the Week of August 17th) - Need description of Collaborative. ● Decide meeting schedule - monthly or every other week? 	<p>1 month:</p> <ul style="list-style-type: none"> ● Create a one-pager that describes what the Collaborative is. ● Create a meeting protocol. ● Have a list of participating teachers. ● Secure a liaison at each school. ● Have date, location and topic for first meeting. <p>3 month:</p> <ul style="list-style-type: none"> ● Schedule meetings (monthly) ● Create list of meeting topics based on teacher needs. ● Have a list of teachers that will facilitate each monthly meeting. 	<p>Short Term: 1 year</p> <ul style="list-style-type: none"> ● Participants will receive stipend for participation. ● Sustainable in-person meetings guided by teacher needs ● An increase in cohesive dual language strategies used across classrooms ● A electronic clearinghouse of dual language resources ● Teachers having made positive modifications to their instruction. ● Teachers spending less time re-creating efforts and products ● Collaborative meetings continued to have good attendance all year. ● Teachers have implemented a variety of strategies/best practices.

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- DL school coaches
- Office of Language Acquisition (in DC as well as other counties)
- University experts from George Mason and American

- Plan out pre-set topics: (examples: dictado, bridging, accountable talk, visual supports)
- Secure incentives for teacher participation.
- Schedule first meeting
- Create protocol (workshop model: intro)
- Create standard, set agenda for meeting
- Have immediate implementation strategies
- Provide ways to documentation implementation (anecdotal notes, audio, video, etc.)
- Host last meeting as EdCamp
- Reach out to NABE about possible experts/stakeholders
- Look into grants provide (NEA, OELA, DC Public Education Fund)
- Design survey (pre- and post-) for DL teachers and principals to report on current implementation of DL practices
- Create a measure for looking at the shift in culture surrounding Collaborative.

6 month:

- Each participant has shared at least 3 resources on our electronic network.

- Principals report an increase in collaboration among DL teachers; see an improvement in instruction and student experiences

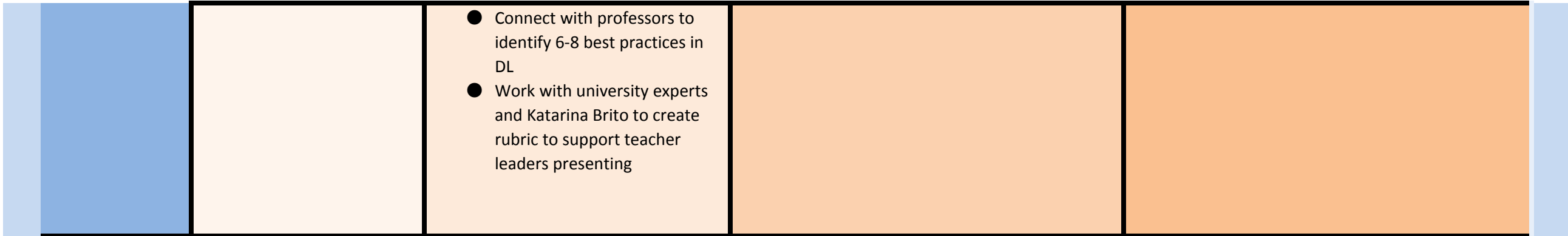
Medium Term: 2 years

- Increased participation
- Improvement in instruction in DL classrooms as evidences by coaches.

Long Term: Beyond 2 years

- Increase of school and district support of collaborative group.

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Student Impact: (If..., then...) If Dual Language teachers in the DC area collaborate on best Dual Language strategies, then principals will see improvements in Dual Language instruction, leading to students being more actively engaged and receiving more equitable experiences across all schools.

First Meeting Notes

What do participants want to get out of this?

What topics/needs are there?

What format do teachers prefer?

What do participants not want to happen?

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