

Logic Model: DC Teacher Leadership Summit

Problem Statement: **Problem Statement:** In Ypsilanti Community Schools, 20% of P12 students are eligible for special education services under the Individual with Disabilities Education Act 2004 (IDEA 2004). The typical classroom of 30 students reflects at least 6 students eligible for special education services, 22 students eligible for free or reduced lunch, and 2 English Language Learners. On an annual basis, assessment data and anecdotal commentary demonstrates an inability to meet identified Individualized Education (IEP) and CCSS academic learning goals that in part, result from inadequate and uninformed instructional delivery; a consequence of both, current preservice preparation for both general and special educators, and the lack of targeted professional development opportunities that address the necessary knowledge and skills teachers must successfully perform to advance learning for both special education and general education students; therefore, access and equity to excellence in teaching and learning is jeopardized for both, students and teachers.

Goal: **Goal:** Initiate an intervention strategy that compels p12 practitioners from Ypsilanti Community Schools and university teacher preparation faculty to establish a protocol for collaboration for the purpose of addressing “disconnects” in theory to practice that will mutually improve instruction, student learning, and an increased desire for newly licensed teacher to seek employment at Ypsilanti Community Schools,

- Increased student achievement for students eligible for special education and at-risk populations
- To have more highly effective teachers choosing to work in Ypsilanti Community Schools
- To expand the influence and expertise of teachers highly effective teachers to other colleagues and pre-service teachers.
- Increase the number of highly effective teachers who are willing to serve as Teacher Leaders
- Culturally proficient pedagogy

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- Informed Instructional Delivery
- Teachers more informed of research and best practices
- College faculty more informed of daily classroom practice
- Develop a model that can be duplicated in other school districts
- Students have increased positive attitudes toward learning and begin to exhibit a growth mindset

<u>Rationale:</u>	<u>Inputs:</u>	<u>Activities:</u>	<u>Outputs:</u>	<u>Outcomes:</u>
	<ul style="list-style-type: none"> ● Teacher Leaders/Mentors (Highly Effective) ● Administrators (Building & District) ● University Professors ● Teacher Education Deans ● Student Interns ● School Board ● Relief/Release time for teachers 	<ul style="list-style-type: none"> ● Identify university professors <ul style="list-style-type: none"> - University of Michigan - Eastern Michigan University ● Apply for EMU Education Summit: Strong Urban Schools ● Memorandums of Understanding with partnering Universities ● Develop course 	<ul style="list-style-type: none"> ● Required course for cooperating teachers ● Teachers with documented student growth serving collaboratively with professors to deliver course content at universities ● New role of Hybrid Teacher Leaders serving as both teacher and Teacher Education Instructors ● Teacher Leaders involvement with weekly Intern Cohort meetings ● Professional Development focused on growth mindset and grit 	<p>Short Term: 1 year</p> <ul style="list-style-type: none"> ● Increased student achievement ● More teachers rated as highly effective and effective ● Increased number of student teachers remaining with the district for employment upon graduation. ● Teachers using more researched based practices. ● Decreased suspensions and expulsions for students with disabilities, minority students and at-risk students. ● Students mindset and attitude toward learning shift

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- Stipends for teachers
- Union Leaders- University, Teachers, Administrators' Unions
- parents

- content in collaboration with Professors
- Develop professional development for teachers and teacher leaders
 - Identify specific skill sets that Hybrid Teachers need
 - Identify positive elements of current Teacher Education programs such as Cultural Proficiency, Urban Education Focus
 - Identify teachers to serve as Hybrid Teachers and Teacher Leaders (Sandy Hummel)

1 month:

3 month:

6 month:

- Increased student achievement of subgroups on NWEA (closing the achievement gap between subgroups and their higher achieving peers)
- Increased number of Interns choosing to be placed in YCS
- Increased number of teacher applicants to YCS
- Practicing Teacher visits/guest lecturers on campus
- Visible collaboration between Practicing Teacher and University Professor
- Decrease Teacher:Student ratio in the classroom
- Improved learning opportunities

Medium Term: 2 years

- Increased number of applicants who truly have a desire to work the students in Ypsilanti Community Schools and understand the demographics of the district.

Long Term: Beyond 2 years

- All schools currently identified as priority by the Michigan Department of Education removed from the list due to increased student achievement
- Increased staff retention
- Increased student enrollment
- At least one school identified as what is currently known as a reward school

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			<p>for students</p> <ul style="list-style-type: none"> ● Improved relationships between students and staff. ● Recruit members from Justice League to lead district-wide CPP professional development ● Improved collaboration between General Ed. and Sp. Ed teachers at YCS ● YCS recruits Interns from University ● Teachers report increased implementation of research based best practices ● 	
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Student Impact: (If..., then...)

- Increased student proficiency rates in Reading, Writing, Math, Science and Social Studies.
- Increased college readiness rates for high school students

If Ypsilanti Community Schools employs the “Aim For Equity” Model, within the next three to five years, then all Ypsilanti Community Schools currently identified as priority schools by the Michigan Department of Education will no longer be in priority status; and as a result increased collaboration and effective instruction, Ypsilanti Community Schools will gain prestige

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with the identification of at least one distinguished “reward” school.

Reward Schools - Highest-Performing: schools that are the highest-performing in the state, in terms of schoolwide proficiency, subgroup proficiency, and graduation rates. • Highest-Progress: schools that have high levels of student growth, measured using their median Student Growth Percentiles (SGP) over time