

# Logic Model: Teacher Leadership Summit



**Problem Statement:** The system (our district) is not comfortable with the Common Core State Standards and art instruction.

**Goal:** To empower teachers to regularly use art in their classrooms to enrich their teaching of the standards.

<b><u>Rationale:</u></b>	<b><u>Inputs:</u></b>	<b><u>Activities:</u></b>	<b><u>Outputs:</u></b>	<b><u>Outcomes:</u></b>
<p>Student Voice: “I wish there was art!” – “Art is life!”</p> <p>Teacher voice: “We need art in our classrooms, but there is no time!”</p> <p>“Student engagement is much higher with art!”</p> <p>“The focus on standards makes it tricky to teach art”</p> <p>Importance: Studies show that art enhances learning and</p>	<p>Resources- Local artists (Adytum, BCJ Gallery artists) and art supply donors (Adytum, Rochester friends and neighbors)</p> <p>Planning- Support team (Lisa, Sona, Alex, Crystal) and schedule of activities and events (staff event by end of October)</p> <p>Materials – Reading list (Lynne and Lisa), Art Recipe Book (team makes template; consults with Eileen for design and ideas),</p>	<ol style="list-style-type: none"> <li>1. Create more display areas for art (Chris).</li> <li>2. Staff event- Evening with wine, art lessons, and take-away gifts (“bite-sized” art task with supplies for their classroom).</li> <li>3. Teachers complete the task in their classrooms</li> <li>4. Teachers display student art</li> <li>5. Art Recipe Book and “Pinterest” template</li> </ol> <p>*Other activity ideas for down the road- family art nights, International Art Day, Art Club, further staff events and trainings,</p>	<p><b>1 month:</b> Before and after surveys; teachers build on what they know</p> <p><b>3 month:</b> Hold teacher training; teachers try new art instruction in the classroom, monitor participation in trainings and art displays</p> <p><b>6 month:</b> Teachers continue to try new art instruction in the classroom; another staff event to give more tools and “recipes”; monitor use of kits, tools, recipes, Pinterest through surveys, attendance at events, feedback from all stakeholders and art displayed district-wide.</p>	<p><b>Short Term:</b> 1 year</p> <p>Teachers bring their own creativity to the classroom; teachers begin to truly integrate art instruction with ELA and Math instruction; teachers add their own “Recipes” to the book; art displays increase noticeably, district-wide</p> <p>Gather baseline data on students in ELA and Math.</p> <p><b>Medium Term:</b> 2 years</p> <p>Art instruction is being used in instruction in ELA, Math, Science, and Social Studies.</p> <p>Compare baseline scores from</p>

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<p>engages the brain.</p> <p>Impact: Art will increase test scores!</p> <p>Approach: Fun &amp; bite size approach.</p> <p>Evidence: Data</p>	<p>art kits (student and community volunteers)</p> <p>Ongoing engagement – “Pinterest” boards (physical and online)</p>	<p>student art auction...</p>		<p>year 1 on students to year 2 test scores. Examine students whose teachers used art instruction in core areas of instruction vs. students whose teachers did not use art instruction in core areas of instruction. Share results at the district level and make adjustments based on data outcomes.</p> <p><b>Long Term:</b> Beyond 2 years</p> <p>Change culture of creativity in the school district.</p> <p>Students demonstrate an increase in critical thinking, curiosity, creativity, and problem solving.</p> <p>Teachers are now comfortable with using art instruction in the classrooms.</p> <p>Community is regularly, actively engaging with the school district in art-centered events.</p>
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**Student Impact: (If..., then...)** If we can empower teachers to become more comfortable with art instruction and show them how art can be aligned to the CCSS, then we can create a culture shift in which teachers are more creative, students are increasingly innovative and the community is actively engaged.