

# Logic Model: Teacher Leadership Summit



## Teaching the Whole Child through our Compassion Plan

Team Leader: Christy Anana

**Problem Statement:** Educational systems are setup to focus almost exclusively on academics (standards, test scores, etc.) and is therefore neglecting the needs of the whole child. District/system level supports are not yet in place to equip and empower teachers to attend to the social/emotional needs of their students, especially historically underserved populations of students and native students.

**Goal:** Design & implement supports (continuous professional learning, skills, routines, etc.) that build teachers' facility with attending to the social and emotional needs of ALL students in EVERY classroom, and to do so in ways that communicate the scope and urgency of the need.

<u>Rationale:</u>	<u>Inputs:</u>	<u>Activities:</u>	<u>Outputs:</u>	<u>Outcomes:</u>
<p><b>Audience: Superintendent</b></p> <p>We can help heal the Marysville School District's relationship with the Tulalip Tribes.</p> <p><b>Audience: Tulalip Board of Directors</b></p> <p>Some of our children are in crisis and we can provide the support they</p>	<p><b>Teach to Lead Team</b>-Christy Anana, Kyla Curtright, Corina Hansen, Kat O'Brien, Cayla Paustain</p> <p><b>Students</b></p> <p><b>Quil Ceda Tulalip Staff</b></p> <p>Quil Ceda Tulalip Families</p> <p>-----</p> <p>Director of Cultural Competency and</p>	<p>Teach to Lead Team will:</p> <ul style="list-style-type: none"> <li>● Social/Emotional curriculum map</li> <li>● Designing the teacher experience</li> </ul> <p>Anthony Craig will</p> <ul style="list-style-type: none"> <li>● Advocacy</li> <li>● Gather Resources</li> </ul> <p>Quil Ceda Tulalip Staff will create:</p> <ul style="list-style-type: none"> <li>● Mindfulness curriculum</li> <li>● Yoga Curriculum</li> </ul> <p><b>Counselors and other support</b> <i>teach</i> identified Second Step, Social</p>	<p><b>1 month:</b></p> <p>Ask principals for permission on getting an extra day to develop curriculum materials (ex. professional development day, money to come in an extra day, clock hours)</p> <p>Develop a Social/Emotional module</p> <ul style="list-style-type: none"> <li>● Exposure</li> <li>● Peer/teacher observation schedule</li> <li>● Teacher moves</li> <li>● Resource list</li> </ul>	<p><b>Short Term: 1 year</b></p> <p>Teachers at our school are using the identified social/ emotional and culturally responsive strategies in their class.</p> <p>Student time in class will increase.</p> <p>Student office referrals will decrease.</p> <p>Common language used throughout the school (staff and students).</p> <p>Increase in student use of adaptive coping strategies (regulating behavior and emotions)</p>

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<p>need to grow into healthy, productive, contributing community members.</p> <p><b>Audience: Community</b></p> <p>We believe our students can succeed academically and socially by providing them tools to ensure their safety, confidence, competence, and connection to our community.</p>	<p>School Improvement- Anthony Craig</p> <p>Tulalip Tribes-Lushootseed Department, Department of Youth, Board of Directors</p> <p>Marysville School District-Executive Board, Board of Directors</p> <p>Frank - Midwest Trauma Center</p> <p>-----</p> <p>Social/Emotional Curriculum (SuperFlex, Caring Schools, Second Step, Growth Mindset)</p> <p>Data Team/PLC Time</p> <p>Indistar Plan</p> <p>RAD Synergy Model</p> <p>-----</p>	<p>Thinking, Growth Mindset, Anti-bullying curriculum, Calming Down Strategies, Yoga, and Mindfulness across the grade levels to promote positive behavior and will <i>communicate</i> key concepts to teachers and other staff so that they are reinforced within the school day. (from Indistar plan)</p> <p>Look at other resources/models to help inform</p>	<p>A clear definition of the supports needed by the district</p> <p>Administer the SQQ behavior screener 3 times a year. Analyze the data and plan next steps (lessons, morning message, etc.)</p> <p><b>3 months:</b></p> <p>Develop a list of norms of culturally responsive instructional strategies that work well with Quil Ceda Tulalip students.</p> <p>Social/emotional/behavior data cycles are a regular part of grade level data teams</p> <p><b>6 months:</b></p> <p>Make a video using students to describe and explain the activities and how it makes them feel</p> <p><b>8 months:</b></p> <p>Presentation to MSD School Board</p> <p>Presentation to Tulalip Tribes Board Of Directors</p>	<p><b>Medium Term: 2 years</b></p> <p>District support and recognition will increase (time for training, allowing us more data team time)</p> <p>Students will use strategies to self-manage (using calming strategies that are taught, self selecting the calm down center when needed)</p> <p><b>Long Term: Beyond 2 years</b></p> <p>Higher teacher retention rates</p> <p>These strategies are embedded in teacher practice.</p>
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OSPI Office of Native Education- Michael Vendiola, Joanne Baker, Ron Hertel			
National Indian Education Association- Ahniwake Rose			
White House Advisor- William Mendoza			

## Student Impact:

If we empower students to understand themselves through culturally responsive teaching of social/emotional well-being, then students will feel calm, connected, competent, and safe so they can excel socially and academically.