

# Logic Model: Cultivating Teacher Leaders

**Problem Statement:** There is no formal pipeline for high school students through their college experience to explore a career in education.

**Goal:** Our team will cultivate teacher leaders by creating a structured pipeline to inspire, educate, and support high school and college students for a career in education paired with continuous professional development provided by teachers.

## Rationale:

Our team will create a multi-tiered approach as a solution to mitigate the California Teachers shortage.

The 3 components are high school mentorship, college student mentorship, and teacher professional development.

<b>Inputs:</b>	<b>Activities:</b>	<b>Outputs:</b>	<b>Outcomes:</b>
<p><b><u>Anaheim Union High School District (AUHSD)</u></b></p> <p><b><u>AUHSD - College and Career Readiness Specialist</u></b></p> <p><b><u>California State University Fullerton (CSUF)</u></b></p> <p><b><u>CSUF College of Education</u></b></p>	<p><u>Communicate with local superintendents</u></p> <ul style="list-style-type: none"> <li>● Have AUHSD Superintendent speak on our behalf of the program</li> </ul> <p><u>Identify and write grants</u></p> <p><u>High School Level</u></p> <ul style="list-style-type: none"> <li>● Select and collaborate with site administrators</li> <li>● Develop pipeline curriculum and timeline</li> <li>● Recruit students and inspire students to pursue the pipeline program</li> </ul> <ul style="list-style-type: none"> <li>● Recruit site-based educators as mentors</li> </ul>	<p><b>1 month:</b></p> <p><u>High School Level</u></p> <ul style="list-style-type: none"> <li>● Draft of the pipeline curriculum and timeline</li> <li>● Concrete list of the necessary resources (presenters, mentors)</li> <li>● Draft of program assessment</li> <li>● Research additional funding</li> </ul> <p><u>College Level</u></p> <ul style="list-style-type: none"> <li>● Draft of the pipeline curriculum and timeline</li> <li>● Concrete list of the necessary resources (presenters, mentors)</li> <li>● Draft of program assessment</li> <li>● Research additional funding</li> <li>● Connect with new SCTA leadership</li> </ul>	<p><b>Short Term: 1 year</b></p> <ul style="list-style-type: none"> <li>● Obtain additional School District support</li> <li>● Complete Year 1 pilot at AUHSD</li> <li>● Evaluate the program based on intended outputs</li> <li>● Inform other Districts about the program</li> <li>● Friendraising / Fundraising</li> <li>● Promote program using media outlets</li> <li>● Strengthen relationship between CTA and SCTA</li> </ul> <p><b>Medium Term: 2 years</b></p> <ul style="list-style-type: none"> <li>● Solidify high school pathway with AUHSD</li> <li>● Develop relationships with other School Districts</li> <li>● Bring out High School Districts on board</li> <li>● Investigate other friendraising / fundraising opportunities</li> </ul>

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<p><b><u>CSUF Center for Careers in Teaching</u></b></p> <p><b><u>CSUF Grant Research Specialist</u></b></p> <p><b><u>California Teachers Association (CTA) -</u></b></p> <p><b><u>CTA Instructional Leadership Corp (ILC)</u></b></p> <p><b><u>CTA Institute for Teaching (IFT)</u></b></p> <p><b><u>Student California Teachers Association (SCTA)</u></b></p>	<ul style="list-style-type: none"> <li>● Secure campus resources and physical space</li> <li>● Communicate pipeline information with parents for their understanding and continuous support</li> <li>● Create student cohort groups for support</li> <li>● Create community service opportunities within schools</li> <li>● Collaborate with CSUF to discuss opportunities for college readiness</li> <li>● Create opportunities for teacher observations</li> <li>● Training and pilot student learning walks</li> <li>● Students lead parent learning walks</li> </ul> <p><u>College Level</u></p> <ul style="list-style-type: none"> <li>● Develop pipeline curriculum and timeline</li> <li>● Create opportunities for teacher observations</li> </ul>	<p><u>Professional Level</u></p> <ul style="list-style-type: none"> <li>● Draft of teacher professional development timeline</li> <li>● Concrete list of the necessary resources (presenters, mentors)</li> <li>● Research additional funding</li> <li>● Connect with previous presenters</li> </ul> <p><b>3 month:</b></p> <p><u>High School Level</u></p> <ul style="list-style-type: none"> <li>● Launch pilot high school program</li> <li>● Recruit 15 students</li> <li>● Recruit 7-10 mentors (1 for every 2 students)</li> <li>● Student reflection to classroom discussion on anecdotal experiences</li> <li>● Develop a budget for the program for 1 school</li> </ul> <p><u>College Level</u></p> <ul style="list-style-type: none"> <li>● Review pilot program</li> <li>● Recruit 15 students</li> <li>● Recruit 7-10 mentors (1 for every 2 students)</li> <li>● Student reflection of classroom observations or anecdotal experiences</li> <li>● Develop a budget for the program for 1 year</li> </ul>	<ul style="list-style-type: none"> <li>● Implement High School Junior Year program</li> <li>● Strengthen relationship between CTA and SCTA</li> <li>● Promote program using media outlets</li> </ul> <p><b>Long Term: Beyond 2 years</b></p> <ul style="list-style-type: none"> <li>● Extend the program to High School Freshmen</li> <li>● Strengthen relationship between CTA and SCTA</li> <li>● Strengthen and develop new relationships with local community partners</li> <li>● Promote program using media outlets</li> </ul>
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	<p><u>Orange County Superintendents</u></p> <p><u>Orange County High School Students</u></p> <p><u>College Students</u></p> <p><u>Mentor Teachers</u></p> <p><u>Teacher Trainers</u></p> <p><u>K-12 Teachers</u></p> <p><u>District Administrator</u></p> <p><u>Site Administrator</u></p>	<ul style="list-style-type: none"> <li>● Create student cohort groups for support</li> <li>● Recruit students</li> <li>● Inspire students to pursue the pipeline program</li> <li>● Recruit educators as mentors</li> <li>● Secure campus resources and physical space</li> <li>● Create community service opportunities within schools</li> <li>● Advisement by the Center for Careers in Teaching</li> <li>● Encourage membership and involvement in SCTA</li> </ul> <p><u>Professional Level</u></p> <ul style="list-style-type: none"> <li>● Encourage membership and involvement in CTA</li> <li>● Teachers Teaching Teachers (T<sup>3</sup>)</li> <li>● Develop and Deliver Professional Development workshops (new and veteran teachers)</li> </ul>	<p><u>Professional Level</u></p> <ul style="list-style-type: none"> <li>● Identify presenters for T<sup>3</sup> event</li> <li>● Identify guest speakers for the college/university mentorship program</li> <li>● Call for proposals for presenters</li> <li>● Request for Ideas about sessions from previous attendees</li> <li>● Develop a budget for the program for the entire year</li> </ul> <p><b>6 month:</b></p> <p><u>High School Level</u></p> <ul style="list-style-type: none"> <li>● Finish grant writing</li> <li>● Revise budget for 1 school</li> <li>● Finalize community service project</li> </ul> <p><u>College Level</u></p> <ul style="list-style-type: none"> <li>● Finalize community service project</li> <li>● Finish grant writing</li> </ul> <p><u>Professional Level</u></p> <ul style="list-style-type: none"> <li>● Plan next T<sup>3</sup> event</li> <li>● Finish grant writing</li> <li>● Share results with presenters</li> <li>● Recruit presenters for the next T<sup>3</sup> event</li> </ul>	
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## Logic Model: Cultivating Teacher Leaders

**Funding**

- Recruit mentor teachers
- Creating opportunities for Continuing Education Credits/Units
- Provide training and support for teacher leaders
- Create networks for teacher leaders

**Student Impact: (If..., then...)**

**If we accomplish what is in the logic model, how will it impact school/teachers/students?**

- **If we recruit interested high school students, then they will be well prepared and informed to pursue a career in education.**
- **If we prepare college students, then they will be more likely to enter a teacher preparation program and will be more likely to be retained for more than 5 years.**
- **If we provide a space for teachers to create professional development workshops, then teachers will be more likely to implement an instructional shift to impact K-12 student learning.**

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