

# Logic Model: Teacher Leadership Summit

**Problem Statement:** Students with complex communication needs have unequal access to research-based instructional practices that maximize their learning potential. This is because educators who support these students do not have enough opportunity to collaborate, share and learn with each other.

**Goal:** If educators have the opportunity to collaborate, design curriculum, and share expertise across building and district lines, then students with communication needs will have equal access to the most current research-based practices including effective teaching strategies and learning materials.

**Rationale:**

If educators are able to collaborate across disciplines and districts, then students with communication needs will have equitable access to research based instruction and practices.

**Inputs:**

**District Level**

Superintendent Sue Rieke-Smith;  
 Union President Anne Goff;  
 Director of Special Programs Brian Megert;  
 Special Programs Coordinator Rebecca Morgan;  
 Director of Elementary Suzy Price;  
 Coordinator of the Global Institute for Teacher Advancement Laura Scruggs;  
 Principals-- Sheila Minney;  
 Springfield Teacher Leader Cadre;

**Activities:**

1. Topic Survey ahead of time
2. Contact info for Save the Date and personal invitations
3. Send Save the Date email
4. Identifying facilitators/trainers
5. Send registration email
6. Create schedule of sessions with facilitators

**Outputs:**

**By end of the school year:**

Google Doc list of email addresses for area specialists  
 Save the Date Google Form with list of potential facilitators and requested topics

**By end of August:**

Google Form with registration information  
 List of topics and facilitators  
 Google Drive Folders organized by strand

**By October 14:**

Schedule of sessions divided into strands  
 Google Doc folders organized by strands with critical information uploaded

**Outcomes:**

**Short Term: 1 year**

Participants return the next year  
 Students make progress towards communication objectives and skills that were targeted by collaboration and creation of materials at event.

**Medium Term: 2 years**

Teachers independently create materials and add them to the google drive resources that build on the work that started at the event and continue collaboration amongst specialists.

**Long Term: Beyond 2 years**

A community of educators sharing resources and engaging in problem solving for a specific set of students

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	<p>Augmentative Communication Specialist Amy LeRoy; Autism Consultant Erin Callahan; Early Intervention Coordinator Kim Giansante; Coordinator of Classroom Technology Lynn Lary; Curriculum Coordinator Whitney McKinley Community Transition Program- Coffee Cart ODE person Brad Lenhardt PR person... Jenna and/or Deb Teresa Collins THS Catering Club</p> <p><b>Participants</b></p> <ul style="list-style-type: none"> <li>• Speech-Language Pathologists</li> <li>• EI SLPs</li> <li>• Teacher of the Deaf/Hard of Hearing</li> <li>• Teaching for the Visually Impaired</li> <li>• Life Skills Teachers</li> <li>• ELD Teachers</li> </ul>		<p>List of outside agencies to present</p> <p><b>After October 14:</b></p> <p>Google Doc folders with materials uploaded for participants to access later</p> <p>List of participants and areas of strength</p> <p>Survey of participants for feedback on event and gauge implementation of strategies learned</p> <p>Webinars for learning strands to continue to build skills and connections</p>	
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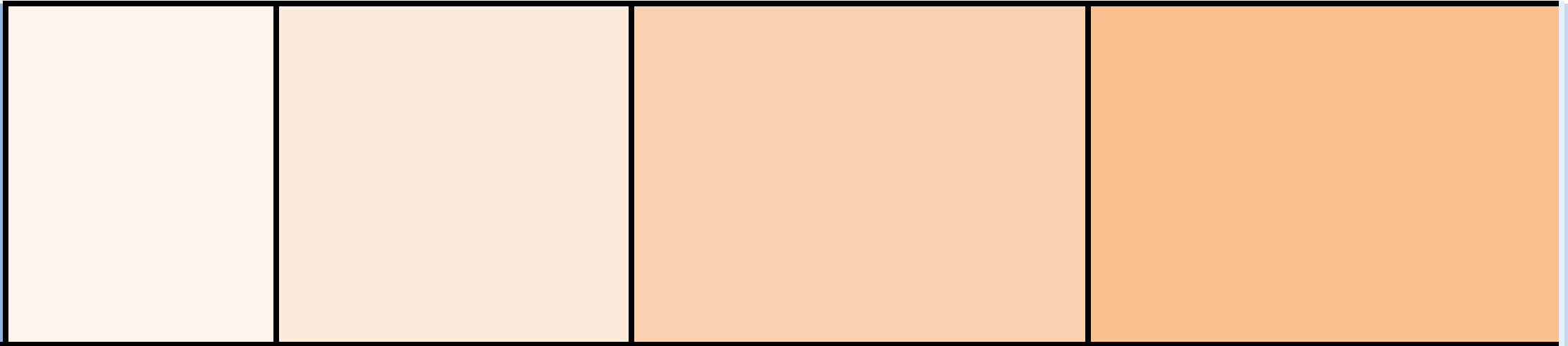
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- Teachers for the Visually Impaired
- Occupational Therapist
- Physical Therapist
- AT/AAC Specialists
- Autism Consultants
- Community Partners (DD Services, Direction Services)
- Behavior Specialists (Teachers)
- University partners
- Student Teachers (attending with their Cooperating Teachers)
- Parent presenter/panelist

***Nonparticipants***

- Administrators
- Parents
- Students
- Educational Assistants

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**Student Impact: (If..., then...)** If educators have the opportunity to collaborate, design curriculum, and share expertise across building and district lines, then students with communication needs will have equal access to the most current research-based practices including effective teaching strategies and learning materials.