

Logic Model: Teacher Leadership Summit

Problem Statement: *INCONSISTENT ALLIANCE BETWEEN ACSD#1 PRACTICING TEACHERS AND UW COLLEGE OF EDUCATION RESULTING IN A DISCONNECT IN COMMUNICATION AND INCONSISTENT VISION FOR POSITIVELY IMPACTING STUDENT LEARNING PRE-K TO 16. ** (Inconsistent communication and lack of common vision between UW and ACSD#1)***

Goal: *TO FOSTER A CULTURE OF COMMUNICATION, COMMON VISION, AND CONSISTENT PRACTICE AMONG UNIVERSITY OF WYOMING COLLEGE OF EDUCATION AND ALBANY COUNTY SCHOOL DISTRICT #1 TO POSITIVELY IMPACT STUDENT LEARNING PRE-K TO 16.*

Rationale:

What is your elevator pitch?
How can you be sure that this plan will achieve your goal?

Messaging your vision and investing internal and external stakeholders.

TO IMPROVE K-12 STUDENT LEARNING, WE PLAN TO INCREASE COLLABORATION CONCERNING PRE-SERVICE TRAINING/MENTORING BETWEEN ACSD1 AND COLLEGE OF EDUCATION.

| Inputs: | Activities: | Outputs: What are the concrete tangible products of program activities and strategies? | Outcomes: What will result from the activities and outputs? Can you match these back to your problem statement and goal? |
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| <p>Who are the participants and how will you invest in them?</p> <p>UW COE DEAN: Reutzel</p> <p>ACSD Super: Yennie</p> <p>UW: Leslie Rush</p> <p>ACSD: John Weigle</p> <p>UW: Joanie James & Teddi Benson</p> <p>ACSD: Stella Nowell & Theresa Williams</p> <p>UW: Jayne Hellenberg (UW Partner facilitator for AC)</p> <p>ACSD: Kate Kniss (PD)</p> | <p>What will you actually do?</p> <p>From grant... providing training to mentor teachers</p> <p>Supporting professors to have a common vision and consistent practice.</p> <p>Creating a systematic practice of clear and frequent communication. (Who, What, When, Why, How)</p> <p>Create a handbook of expectations.</p> <p>*Meet with the identified stakeholders in a neutral location.</p> <p>*Schedule training for mentors: Plan and prepare for great learning.</p> | <p>1 month: By June 1st</p> <p><i>INITIAL MEETING MINUTES FROM THE 1ST STAKEHOLDER MEETING.</i></p> <p><i>CREATE THE NEEDS ASSESSMENT SURVEY</i></p> <p>3 month: Fall 2016</p> <p><i>RESULTS FROM THE NEEDS SURVEY FROM PRACTICING TEACHERS.</i></p> <p><i>HANDBOOK FOR PRE-SERVICE TEACHERS</i></p> <p><i>BEGIN TRAINING FOR MENTOR TEACHERS</i></p> <p><i>SCHEDULE EXPERIENCES FOR 3000 LEVEL STUDENTS.</i></p> | <p>Short Term: 1 year</p> <p>New energy generated by mentor pilot</p> <p>Tools and resources refined and distributed</p> <p>Medium Term: 2 years</p> |

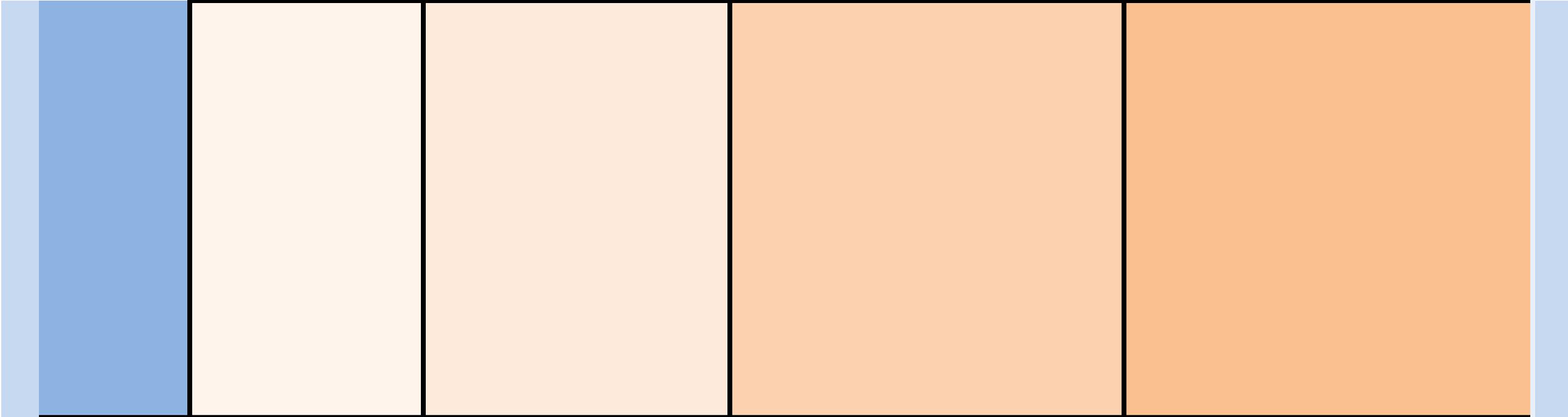
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| <p>What are the resources that will be invested to make your idea a success?</p> <p>Financial:</p> <ol style="list-style-type: none"> 1. Grant from Joanie James. 2. Ellbogen foundation for teaching and learning. 3. WYSUP Funding 4. Mini grant through WDE. 5. Gates Foundation 6. Wallace Foundation 7. Federal teacher incentive fund. 8. University initiative matching fund. <p>Time:</p> <ol style="list-style-type: none"> 1. PD Dedicated days by the district. 2. Attending Teach 2 Lead. 3. Release time for Practicing teachers. 4. Commitment from COE professors to support and mentor during practicum. 5. Clear curricular expectations for | <p>Create a core of mentor teachers who can collaborate within a cohort of other mentor teachers who then can support newer mentor teachers.. IN ORDER TO BUILD SUSTAINABILITY within the program and to pass on the teacher leadership..</p> <p>What are the strategies that you will employ?</p> <p>*Get all stakeholders at the table...</p> <p>*Specific teachers will be targeted</p> <p>-teachers agree to regularly meet with students at a predetermined 'set' time</p> <p>*Aligning practicing teachers with the students to ensure that all will receive the same instructions.</p> <p>*Get all students out in classrooms prior to 3000 practicum.</p> <p>*Creating a fluid collaboration in connecting practicing teachers as experts in presenting at UW Classes</p> <p>(Partners need to agree to mentor a college student prior to having student come in for practicum... - Take a 3000 level student... take a student teacher.</p> | <p>6 month: January 2017</p> <p><i>CONTINUE TRAINING FOR MENTOR TEACHERS</i></p> <p><i>COLLABORATIVE MEETING WITH MENTOR TEACHERS AS WELL AS COE PROFESSORS TO SCAFFOLD EXPERIENCES AND EXPECTATIONS FOR PRE-SERVICE TEACHERS</i></p> | <p>Clear, transparent communication between university and school</p> <p>Well-prepared mentors</p> <p>Well-prepared candidates</p> <p>Increased student achievement</p> <p>Learning opportunities for college of ed faculty; adds relevance/authenticity</p> <p>Clear expectations implemented by all</p> <p>Trained mentors who will be able to mentor other teacher leaders (sustainability)</p> <p>Long Term: Beyond 2 years</p> |
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| <p>students and sharing level of expertise.</p> <p>Physical:</p> <ol style="list-style-type: none"> 1. Special Services Room 2. Rooms available in COE 3. Schools located within 5 miles of the UW Campus. 4. ***Text for study for mentoring training*** <p>Intellectual/Personnel Resources:</p> <ol style="list-style-type: none"> 1. See above list. 2. 52 cooperating teachers spread amongst the various schools across the district. 3. Principal support 4. COE Support 5. Support of professors who have students in practicum. | | | |
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Student Impact: (If..., then...)

How do you know that it will have an impact on kids?

IF THE SCHOOL DISTRICT AND THE COLLEGE OF EDUCATION COLLABORATE TO TRAIN PRESERVICE TEACHERS, THEN THERE WILL BE SIMULTANEOUS BENEFIT FOR K-12 TEACHERS/STUDENTS AND COLLEGE OF EDUCATION INSTRUCTORS/PRE-SERVICE TEACHERS AS MEASURED BY COMPARISON OF INITIAL NEEDS SURVEYS WITH END-OF-PROJECT SURVEYS/INTERVIEWS/FOCUS GROUP DISCUSSIONS/REFLECTIVE JOURNALING.

Look @ seattle program? What incentives do we have for teachers? Do we have ability to give them college credit for a class? Do college students have enough time in their college careers to observe? ESSA has mentorship component. Change culture with intentional communication and collaboration. Incentive for teachers. Liaison position between the district and UW. Rigorous criteria for initial

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certification? Excel by 5, school readiness by age 5. Are you making sure that you are activating all pockets? What is required by the university now and is the school district happy with those requirements? What is parent support of the project available? Survey gives validity to all stakeholders-survey them all.