

Problem Statement: Project based learning is not implemented in classrooms of students with sensory disabilities.

Goal: Schools will demonstrate an increase of 10% yearly in implementation of Project Based Learning with fidelity over baseline data.

Logic Model: Teacher Leadership Summit

Alicia Jackson , Cheryl Washington, Jamie Herston, Lauren Bicknell and Melissa Day “GA State Schools "Seeing the Vision"

<u>Rationale:</u>	<u>Inputs:</u>	<u>Activities:</u>	<u>Outputs:</u>	<u>Outcomes:</u>
<p>PBL is a research-based method that is multi-faceted enough to address the diverse needs of the whole student with sensory disabilities and increase engagement in the classroom.</p> <p>Catchphrase: “Student engagement is the challenge, PBL is a solution.”</p>	<p><u>Educational Stakeholders</u></p> <p>Administrators</p> <p>Teachers</p> <p>Teacher leader/coaching position</p> <p>Community resources (neighboring county schools)</p> <p>Kenney Moore/Jan Stevens</p> <p>3 superintendents at the state schools</p> <p>Parents?</p> <p>Students</p> <p>Community partner (businesses, job opportunity)</p>	<p>1. Increase understanding:</p> <ul style="list-style-type: none"> → Ensure administrator support of pilot program → survey for teacher interest → Analyze survey results → Assign teacher leader for pilot cohort → Pilot cohort models/practice PBL within group (not with students) → Frequent meetings to discuss successes and challenges as PBL is implemented in classrooms with minutes recorded → Professional development for pilot cohort → Other teachers have chance to observe PBL in action <p>2. Roll Out:</p> <ul style="list-style-type: none"> → Professional development to introduce PBL to full staff 	<p>1 month (end of school year): Ensured administrator support. Develop and distribute teacher interest surveys. Analyze results. Establish cohort based on teacher survey.</p> <p>2-3 months (summer --> pre-planning): Develop list of relevant literature and human resources (specialists). Create professional development plan for year with professional development calendar. Establish a regularly scheduled progress checks among the 3 state schools by conference call.</p> <p>6 months: Lesson plans that demonstrate that the teachers in the</p>	<p>Short Term: 1 month (end of school year 2015/2016 to preplanning)</p> <ul style="list-style-type: none"> ● Established cohort with a teacher leader facilitator. <p>Medium Term: within the first year</p> <ul style="list-style-type: none"> ● Resource library for PBL ● Staff will have an organized and ongoing training schedule. ● Experts in the field of Project Based Learning ● Ongoing collaboration between the 3 state schools. ● The teachers in the cohort will implement Project Based Learning within their classroom.

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	<p>Consultant (specialize in PBL and sensory impairment)</p> <p>Artifacts:</p> <p>Sample lesson plans PBL</p> <p>Meeting minutes</p> <p>IRIS Module</p> <p>RESA for professional learning</p> <p>Real World Projects by Suzie Boss</p> <p>PBL Teacher expert at each school (leader)</p> <p>PBL Pilot Program/consultant group</p>	<p>(maybe year end summary with video examples)</p> <p>3. Did it work?</p> <p>→ Survey students, survey teachers, compare data on behavior</p> <p>4. Next step:</p> <p>→ repeat process, increase size of cohort group</p>	<p>cohort are using Project Based Learning.</p>	<p>Long Term: Beyond 1 year</p> <ul style="list-style-type: none"> ● Gradual teacher buy in for all teachers ● Effective implementation of PBL in the classroom
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Student Impact: (If..., then...)

If adequate resources were available (time, support/examples, funding), then utilizing project-based learning would lead to increased engagement in the classroom for students with sensory disabilities.

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