Logic Model: Teacher Leadership Summit

TEACH to LEAD

Problem Statement: Systems do not understand/believe in the importance of Culturally Responsive Instruction and Emancipatory Pedagogy that is embedded and prioritized are the key to closing the achievement gap and fostering student academic and social success.

Goal: To create *measurable* training and professional development on culturally responsive instruction and emancipatory pedagogy that is prioritized, ritualized, and ongoing, we will see a *measurable* decrease in deficit thinking and an increase in academic and social achievement.

Rationale:	Inputs:	Activities:	Outputs:	Outcomes:
CRI and EP eliminates damaging colorblind approaches to teaching and learning and brings student identity to the foreground. Not only does CRI and EP meet all students where they are, but it communicates high expectations and generates positive perspectives on parents, families, and	**Who:** Teacher education programs, school administrators, teachers, students, district employees, Principal advisors, PD (mercenaries), community members	**To do:** **I.** Create/ Modify "Readiness for change assessment" of school **II.** Create/ Modify "Readiness for change assessment" for students **III.** "Schooling Autobiography" qualitative and quantitative results	**1 month:** **I.** a. Administer staff readiness for change assessment b. Administer student readiness for change assessment **II.** a. Staff is surveyed as well as "writes" schooling autobiography (their schooling story) b. Students surveyed as well as "writes" schooling autobiography (their schooling story)	**Short Term:** Beginning of the school year. **I.** a. Data collection of staff willingness and preparedness for changes to the school culture and expectation on staff to inform future PD, coaching, and training b. Data collection of student willingness and preparedness for changes to the school culture and expectation on students to inform future instruction and curriculum **II.** a. Building staff foundational awareness around cultural experiences with schooling b. Building student foundational awareness around cultural experiences with schooling
	What: Training/PD, creating/collecting data, presenting data, culture building to	**IV.** Literature review of potential frameworks		

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communities, thus increasing equity for *all* students.

create safe spaces for courageous conversations

Resources:

Associations, literature @ implementation, curriculum, standards, case studies

Funding: In house, priority, time, grant funding

V. Create a systemic way to monitor continuous personal and academic growth

VI. Ongoing professional development/PLC/Training/ coaching opportunities for staff

VII. Contact selected and relevant community agencies and leaders who can champion and appropriately collaborate with teacher leaders to implement Culturally Responsive Teaching and Emancipatory Pedagogy

VIII. Clearly defining the vocabulary for "Culturally Responsive Instruction" & "Emancipatory Pedagogy"

III.
a. Student-driven neighborhood tours/inventory

IV.
a. Select site specific frameworks and strategies for implementation

V.
a. Beginning a systematic way to monitor data and data collection (quantitative, qualitative) of personal and academic growth

VI.
a. Begin ongoing professional development based on the results of I, II, III, IV

VII.
a. Building a list of potential community partners to create relationships

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III.
a. Staff builds an awareness through school neighborhoods based on students' perceptions

IV.
a. A site specific framework for CRI and EP is synthesized

V.
a. Starting a data bank of personal and academic growth of staff

VI.
a. Developing specific professional learning communities

VII. Reaching out to prioritized community members and creating targeted relationships with community members inside and outside of the school

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

If teachers gain an authentic knowledge of their students through culturally responsive instruction and emancipatory pedagogy that is prioritized, ritualized, ongoing and implemented at all levels, then teachers will see a *measurable* decrease in deficit thinking, the achievement gap, and an increase in academic and social achievement for students and educators.

This approach to culturally responsive instruction and emancipatory pedagogy cultivates the measurable and continuous self-actualization of both students and teachers.