

Project High Five – Culture, Collaboration, Commitment, Communication, and Community:

LOGIC MODEL

The High Five long-term vision is threefold: (1) to develop a strong Professional Development School (PDS) partnership program between Central School District and Western Oregon University focused on the co-teaching approach and based on principles of culturally responsive pedagogy; (2) to strengthen and expand a contextualized English Language Development (ELD) model of instruction for English Learners by utilizing their “funds of knowledge” and intentional instructional practices; and (3) to actively involve pre-service and in-service teachers, as well as K-12 students, in self-reflection and community service activities framed toward advocacy for equity and social justice.

Inputs	Outputs		Outcomes -- Impact		
	Activities	Participation	Short	Medium	Long
<p><i>What we invest:</i></p> <p>Students</p> <p>Faculty & staff:</p> <p>Central School District (CSD)</p> <p>CSD High Schools</p> <p>Western Oregon University/College of Education (WOU/COE)</p> <p>WOU’s Teaching Research Institute Center on Educator Preparation & Effectiveness (WOU/TRI/CEPE)</p> <p>Ella Curran Food Bank</p> <p>Oregon Child Development Coalition (OCDC) Polk County Center</p> <p>Time</p> <p>Money</p>	<p><i>What we do:</i></p> <p>Define consortia partnership</p> <p>Establish Collaborative Design Team to design and plan activities and act as Advisory Board to project team</p> <p>Offer targeted professional development to address culturally responsive teaching</p> <p>Offer co-taught courses with in-service and pre-service teachers paired</p> <p>Community events to share project updates</p> <p>Data Collection</p> <p>Data Analysis</p> <p>Periodic check-in meetings</p> <p>Formative and Summative updates</p>	<p><i>Who we reach:</i></p> <p>Families</p> <p>High school students</p> <p>School district</p> <p>Teachers</p> <p>Institution of higher education</p> <p>Community organizations</p> <p>Wider community</p>	<p><i>What the short term results are:</i></p> <p>Establish consortia partnership</p> <p>Pre-service teachers gain a deeper understanding of the curriculum and more opportunities for self-reflection</p> <p>In-service teachers reach high need students</p> <p>Students have more opportunities for engagement and individual attention through co-teaching</p> <p>Strengthen and expand a contextualized English Language Development (ELD) model of instruction for English Learners –</p> <p>Establish continuous conversations</p>	<p><i>What the medium term results are:</i></p> <p>Self-reflection</p> <p>Preparation of pre-service teachers</p> <p>Professional development for in-service teachers</p> <p>Systematic professional learning approach that promotes culturally responsive teaching and educational equity</p> <p>Develop a strong PDS (Professional Development Schools) partnership program between WOU/COE and CSD</p>	<p><i>What the ultimate impact is:</i></p> <p>Culturally responsive pedagogy</p> <p>Higher achievement opportunities for students in CSD</p> <p>Closer relationships across educational systems (High schools - university) and community organizations</p> <p>Commitment for equity by university and school district educators</p> <p>Change in system</p>

Theory of Change Questions: 1) How will practitioners know they are utilizing culturally relevant practices that assist students in their education?; 2) How will practitioners know they are making learning personally meaningful for every child?; 3) What changes are necessary at the district, university and community level to ensure that every student meets educational outcomes?; 4) What needs to happen to ensure that educational and community leadership is involved and supporting culturally relevant teaching?