School Improvement Research Partnership Using Logic Modeling for Statewide School Improvement Efforts

Handout 1: Program Descriptions

Directions: Read the t3 program description and underline the answers to the following questions:

1. **Why** is the t3 system needed?

2. **What** resources does t3 utilize?

3. **What** will be done with the t3 resources?

4. **What** results/changes will the t3 resources and activities lead to?

5. **Whom** does the t3 system reach and benefit?

Transforming Teacher Talent (t3) Program Description

Aspire Public Schools set the goal to double the number of highly effective teachers by the end of the 2014-15 school year, as measured by classroom observations that were structured by the Aspire Instructional Rubric (AIR). Increasing the number of highly effective teachers supports the overarching mission of Aspire's work: to send every single Aspire student to college. To reach its teacher and student achievement goals, Aspire recognized that teachers need greater access to and professional development around instructional resources, more support to prepare for observations, and greater access to targeted professional learning communities and more interaction with other teachers in their grade/content areas. Aspire, therefore, took on the task of building and implementing the Transforming Teacher Talent System (t3). t3 provides professional development and teacher leadership opportunities around three components:

1. **PD Content Library:** An expanded online professional development content library, with library resources organized by AIR indicators. **PD Content Library Leaders** are recruited and trained to provide teachers at their school sites with hands-on training on how to utilize the expanding components of the PD content library.

2. **Peer Observations**: Informal observations and classroom walkthroughs using the AIR protocol are conducted by **Peer Observers**, who are selected and trained to work with teachers with low AIR scores, teachers who are new to the school site, and/or who teach the same grade or content area.

3. **Virtual Collaborations: Virtual Collaboration Leaders** (VCLs) are recruited and trained to facilitate online professional learning communities, or virtual collaborations, in Google Hangout for colleagues who teach the same grade level or a similar content across schools.

The t3 intervention includes training protocols for PD Content Library Leaders, Peer Observers, and VCLs—collectively known as t3 leaders. The trainings prepared the t3 leaders to work with teachers at their school sites or across school sites. For each t3 component, training occurred at two levels: (1) Staff from the Aspire Home Office train t3 leaders, and (2) t3 leaders train, coach, or collaborate with school personnel (e.g., teachers). Through these interactions, teachers are expected to utilize the t3 system to access

individualized PD, receive more frequent and targeted feedback from peer observers, and collaborate with peers to improve their instructional practices. These instructional practices, in turn, are expected to lead to higher student achievement. Aspire administrators are expected to gain a better and more complete understanding of best teaching and coaching practices, which will lead to adjusted staff recruitment and support practices to ensure that they are hiring teachers who are able to succeed within the system.