

Resources	Strategies and Activities	Outputs	Short Term Outcomes (1-2 Years)	Long Term Outcomes (3-5 Years)
Street Law staff expertise	Strategy 1: Provide professional development and coaching to teachers.	452 teachers from across MD's 24 districts receive 15 – 35+ hours of professional development on conducting high-quality, research-based current and contested issues discussions in the classroom.	According to a post-survey, the proportion of trained teachers who teach about current and contested issues frequently increases by 25 percentage points by the end of year 2.	Teacher-level
Street Law professional development models for current and contested issues discussions	1.1. Conduct professional development workshops for 4th-12th teachers.			
Street Law models for developing teacher-leaders to facilitate professional development	1.2. Provide on-going instructional coaching to teachers to support improved classroom instruction.	On post-professional development workshop surveys, at least 60% of teachers indicate feeling more comfortable and confident integrating current and contested issues discussions into classroom instruction.	According to a survey, or other assessment of quality, the proportion of trained teachers who implement lessons on current and contested issues with fidelity increases by 25 percentage points by the end of year 2.	By the end of year 3, according to a post-survey and/or other assessment of quality, there is a 50-percentage point increase in the proportion of trained teachers receiving 35+ hours of professional development who report teaching about current and contested issues more frequently; implement lessons on current and contested issues with fidelity; and feel more confident and comfortable integrating current and contested issues into instruction in culturally responsive ways that integrate social-emotional learning best practices.
Wisconsin Evaluation Collaborative expertise in project evaluation	1.3. Develop teacher-leaders to be district models and professional development facilitators.	4 instructional coaches provide planning, observation, and feedback support to 172 teachers.	According to a post-survey, there is a 25-percentage point increase in the proportion of trained teachers who report feeling more confident and comfortable integrating current and contested issues into instruction in culturally responsive ways that integrate social-emotional learning best practices by the end of year 2.	
Financial resources		72 teachers from across MD's 24 districts are trained as teacher-leaders.		By the end of year 3, according to a post-survey, there is a 35-percentage point increase in the proportion of trained teachers receiving 15+ hours of professional development who report teaching about current and contested issues more frequently; implement lessons on current and contested issues with fidelity; and feel more confident and comfortable integrating current and contested issues into instruction in culturally responsive ways that integrate social-emotional learning best practices.
District-level support			GPRA: According to pre-and post-assessment data, participating teachers will improve content knowledge of American history, civics and government, and geography with a 10% average gain by the end of year 2.	72 teacher-leaders lead professional development activities in 24 school districts. GPRA: According to pre-and post-assessment data, participating teachers will improve content

Street Law staff expertise	Strategy 2: Expand the systems of support for school-based administrators and district administrators. 2.1. Integrate district and school administrators into professional development planning and implementation. 2.2. Convene cohorts of school and district administrators regularly to share best practices. 2.3. Develop teacher-leaders to create district-aligned, culturally relevant, local resources that can be used in current and contested issues discussions districtwide.	At least 60 district and school-level administrators participate in Street Law-led professional development retreats to improve support of current and contested issues discussions in their districts and schools.	By the end of year 1, a post-survey of teachers shows an increase of 25 percentage points in the proportion of teachers who believe that their school administrators and district leaders support current and contested issues discussions in the classrooms.	Student-level
Street Law models for developing teacher-leaders to create curricular resources		On post-professional workshop surveys, 60% of district and school administrators report feeling more prepared to support integration of current and contested issues into classroom instruction.	By the end of year 2, a post-survey of school district administrators shows an increase of 25 percentage points in the proportion of administrators who believe that they have the resources to support ongoing implementation of professional development and curricular resource design beyond the life of the project.	By the end of year 3, according to state and/or district assessment data, the proportion of students whose literacy skills improve increases by 10 percentage points.
Wisconsin Evaluation Collaborative expertise in project evaluation		100% of initial district-level professional development planning processes include input from district and school administrators.		By the end of year 3, according to a post-survey, the proportion of teachers reporting that students' speaking and listening skills have improved increases by 25 percentage points.
Financial resources		100% of district-level sustainability planning processes include input from district and school administrators.		By the end of year 3, according to a post-survey, the proportion of teachers reporting that students are more engaged in their social studies courses increases by 25 percentage points.
District-level support		Six district and school-level administrator professional learning communities (PLCs) convene twice per year to reflect on best practices in instruction and support.		
		At least 48 teachers participate in virtual curricular resource development institutes throughout the life of the project.		
		At least 48 district-specific, culturally relevant resources are developed by trained teachers and used in school districts for current and contested issues discussion instruction.		

Street Law expertise	Strategy 3: Improve professional development for teachers, school-based administrators, and district administrators using student and community member input.	Recruit panel of 12-15 students from participating school districts each year	By the end of year 2, according to a survey of student panelists, there is a 25-percentage point increase in the proportion of participating student panelists who believe that their input matters and is informing project improvement, including professional development and curriculum development activities.	By the end of year 3, according to a survey, there is a 50-percentage point increase in the proportion of teachers who believe that they can foster community support of current and contested issues discussions in the classroom.
Street Law toolkit and resource models for communicating about current and contested issues discussions	3.1. Convene students on a student voice panel biannually to improve professional development and curriculum development activities.	Student panel meets biannually to discuss effective practices, needs, and wants for current and contested issues discussions in their schools and districts. This feedback is then integrated into professional development design, curricular resources design, and toolkits for future use.		
Street Law “Community Deliberation” discussion model	3.2. Develop toolkits and resources for districts and schools to provide professional development and communicate about current and contested issues discussions.	Street Law develops one toolkit to support professional development and communication about current and contested issues discussions. Toolkit is informed by ongoing feedback, data, and reflection in the project.	By the end of year 2, a survey of school district staff (teachers, district administrators, and/or school administrators) shows a 25-percentage point increase in the proportion of staff who use resources from the toolkit to communicate to the community about current and contested issues discussions.	According to a year 3 survey, there is a 25-percentage point increase in the proportion of student participants in the community deliberation who value cross-generational community dialogue about current and contested issues.
Financial resources				
District-level support	3.3. Integrate feedback from community deliberative discussions into professional development plans and toolkits.	240 people participate in community deliberative discussions and provide feedback that can be integrated into professional development plans and toolkits		According to a year 3 survey, there is a 25-percentage point increase in the proportion of school district staff (teachers, district administrators, and school administrators) who value cross-generational community dialogue about current and contested issues.
		On post-community deliberation surveys, 60% of community members report valuing the integration of current and contested issues discussion into classroom instruction.		