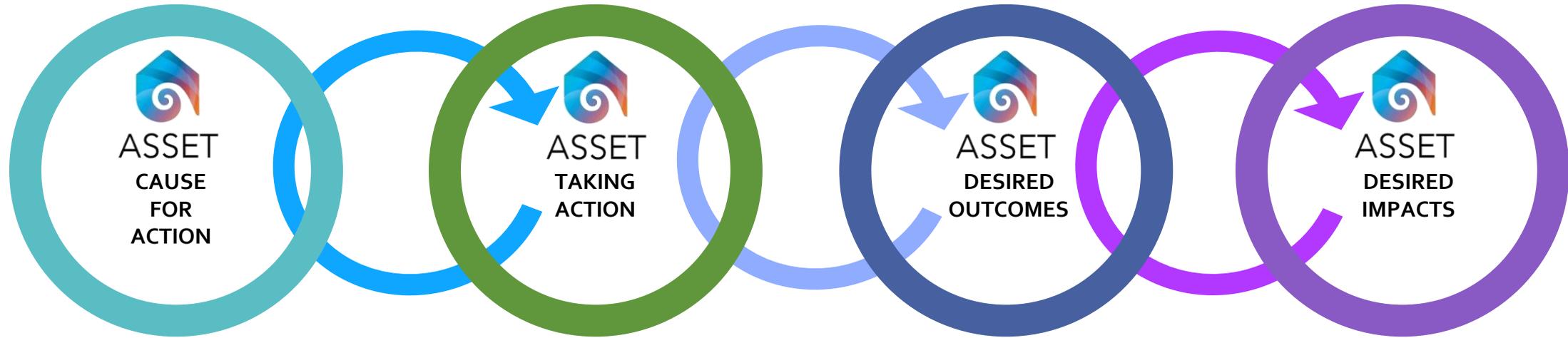


# ASSET Inc. Theory of Transformative Improvement



<b>CAUSE FOR ACTION</b> Why does ASSET exist?	<b>TAKING ACTION</b> How does ASSET achieve its mission goals? What does success look like for our educators?	<b>DESIRED OUTCOMES</b> How does ASSET evaluate the efforts?	<b>DESIRED IMPACTS</b> Educators with a disposition to examine their practice and respond with improvement in mind
<p><i>How will we work to develop and support educators who can:</i></p> <ul style="list-style-type: none"> <li>• harness uncertainty?</li> <li>• model and build courage and patience?</li> <li>• exercise agility and control?</li> <li>• build communities of learning?</li> <li>• teach for deeper meaning, equity, and social justice?</li> </ul> <p><i>How will these be reflected in ASSET as an organization?</i></p>	<p><i>Essential Questions for program design and implementation:</i></p> <ul style="list-style-type: none"> <li>• How can we prepare candidates entering the profession?</li> <li>• How can we strengthen and encourage beginning educators?</li> <li>• How can we provide tools for career sustainability to practicing educators?</li> </ul> <p><i>How will these be reflected in ASSET's programs, design, and facilitation?</i></p>	<p><i>Essential question for measuring success</i></p> <p><i>What does success look like for:</i></p> <ul style="list-style-type: none"> <li>• educator candidates?</li> <li>• educators in their first three to five years?</li> <li>• educators with an exponential mindset for improvement and growth?</li> </ul>	<p><i>Educator preparation for deeper impact provides experiences that show aspiring educators that:</i></p> <ul style="list-style-type: none"> <li>• Teaching is relational not transactional</li> <li>• Learning is developmentally grounded and personalized</li> <li>• Learning is contextualized</li> <li>• Learning is applied and transferred</li> <li>• Learning occurs in productive communities of practice</li> <li>• Teaching is grounded in equitable practices and beliefs and oriented to social justice</li> </ul>
<p><b>Values and Core Principles</b>                      These principles drive all our key organizational practices, beliefs, and interactions</p> <ul style="list-style-type: none"> <li>• Continuous Improvement</li> <li>• Human Centered Design</li> <li>• Collaborative Inquiry</li> <li>• Reflection is required for growth</li> <li>• Self-Directed Learning</li> <li>• Shared Leadership</li> <li>• Social Justice and Equity</li> <li>• Holistic STEM</li> <li>• Divergent Thinking</li> <li>• Universal Design Principles</li> </ul>	<p><b>Programs and Activities</b></p> <ul style="list-style-type: none"> <li>• Action Based Research</li> <li>• Coaching</li> <li>• Curriculum alignment and mapping</li> <li>• Customized professional learning</li> <li>• Experiential/ contextualized practice of teaching and learning</li> <li>• Partnerships to Advance Learning in STEM (PALS)</li> <li>• Professional Learning with reflection</li> <li>• Program consultation and design</li> <li>• Community Engagement and Partnerships</li> <li>• Research and Development</li> </ul>	<p><b>Evaluation and Transparency Processes</b></p> <ul style="list-style-type: none"> <li>• Reports to funders, community</li> <li>• Annual reports</li> <li>• Program reporting                             <ul style="list-style-type: none"> <li>Quantitative data collection, analysis, and interpretation (i.e., pre-/post indicators of growth, program specific tools and instruments)</li> <li>Qualitative data collection, analysis, and interpretation (i.e., reflection journals, self-reporting, coaching records, satisfaction surveys, interviews)</li> </ul> </li> </ul>	<p><b>Teaching is grounded in understanding and applying:</b></p> <ul style="list-style-type: none"> <li>• Principles of learning and learner development</li> <li>• Knowledge of content</li> <li>• Knowledge of instructional practices and approaches</li> <li>• Knowledge of teaching</li> <li>• Interpersonal effectiveness</li> <li>• Teaching that is contextualized for the learner</li> <li>• Teaching that is aware of its impact on others</li> </ul> <p><b>Ongoing professional growth:</b></p> <ul style="list-style-type: none"> <li>• Is reflective</li> <li>• Is coachable</li> <li>• Responds to feedback with exponential improvement</li> <li>• Action oriented</li> <li>• Job embedded</li> <li>• Modeled in leadership</li> <li>• Grounded in relationship building and social justice</li> </ul>