

Problem Statement: Boston has a large number of teacher leaders but there is a lack of clarity, coordination, collaboration and resources available for these teacher leaders to succeed.

Goal: The new teacher leadership roles in BPS will be supported by a teacher-led framework so that they have increased purpose, quality, commitment, and impact in the classroom.

Rationale:

The BTLC is an established, teacher-led program that provides teacher leaders with core competencies for teacher leadership. As Boston Public Schools demonstrates an increased commitment to teacher leadership, we would like to have an

Inputs:

- Funding
We need funding for the four hybrid teachers.
- Climate
The climate of BPS must be conducive teacher leadership. Principals and district people, the teachers leaders, other teachers need to understand and embrace these roles.

Activities:

- BTLC will have four hybrid teachers who will work with the newly appointed facilitators at the ELT schools.
- Meet with ELT Joint Task Force to define the hybrid roles.
We need to define the role of the hybrid teachers.
- Collaborate with JTF and

Outputs:

- Teachers feel supported in their roles as evidenced by internal and external data collection measures.
- We need to commission an outside organization or piggyback on what BPS is doing to

Outcomes:

Short Term:

30 Days

- Figure out who in the district we need to work with
- Identify funding sources
- Collaborate with JTF
- Work with BTLC board and facilitators to refine curriculum for

Medium Term:

60-90 Days

- Work with HC to plan for scheduling of hybrid roles
- Apply for funding sources
- Continue collaborating with Joint Task Force

Long Term:

90 Days and Beyond

- Hybrid Teachers are hired
- ELT schools decide how they will use the extra PD time - develop a strategic focus?
- ELT facilitators identified
- HT plan initial PD
- whole school improvement is driven by effective use of PD time and increased professional capital
- Continue collaborating with Joint Task Force

Logic Model

increased role in training and supporting them. We believe that hybrid roles achieve this goal best by keeping highly effective teachers in the classroom, while providing opportunities to train the trainers.

- Time
Teachers leaders need time to engage in the training. BTLC needs time to adapt our courses for implementation.

Human Capital (District) to define the desired outcomes and skills needed for TL in schools.

evaluate the periodically evaluate the success of the training.

- Teachers engage in effective PD that positively impacts instructional practice and builds professional capital and shared vision within ELT schools.

- Students will benefit from teachers sharing

- principals and admin
- Build case studies/ collect final products to showcase impact of BTLC

Logic Model

expertise
and best
practice -
teaching
quality and
experience
varies in
the district,
but when
teachers
collaborate
, teaching
and
learning
improves

External Environment:

Other offices in the district may have their own ideas about how to define and design these TL roles.

Diversity in how these roles may take shape across the district - how can we keep a consistent vision across < 20 schools?