

Statement: Our goal is to narrow the achievement gap by creating more access to learning resources and content. We would like to walk through classrooms and observe students engaged in the courses with quality discussion and questioning techniques being implemented.

Identify teacher leaders who initiate, model and support student-centered instruction in our schools in order to see the increased rigor of new standards made accessible to all students. Their role is to help other teachers to reflect on and change their own instructional practices. (Distributed Leadership)

	Inputs: →	Activities:→	Outputs:→	Outcomes
<p>Identify teacher leaders who initiate, model and support student-centered instruction in our schools in order to see the increased rigor of new standards made accessible to all students. Their role is to help other teachers to reflect on and change their own instructional practices. (Distributed Leadership)</p> <p>Engage with 15-25% of teachers who are not currently leading.</p>	<p>Activists: Instructional Specialists, one principal from each building.</p>	<p>Cohort Creation Have principals help identify/create a cohort of teacher leaders that participate in our project and help spread the movement.</p>	<p>Cohort of teacher leaders that meet a locally-determined criteria that comes from multiple groups Clearly defined roles.</p> <p>In academia, a fellow is a member of a group of learned people who work together as peers in the pursuit of mutual knowledge or practice.</p>	<p>Short Term (30 days) Champions are identified and informed and implemented on the board</p> <p>A Definition of leader/fellow is established for purpose</p> <p>Funding needs identified</p>
	<p>Champions: Bill, Nancy, Jim G., Anzara, teachers already using student-centered instruction.</p>	<p>Survey Conduct a student attitude survey that address questions like “how do you feel about this class?” and</p>	<p>Data on student thoughts on their growth, status in the classroom, and teacher perceptions. That will be</p>	

		“What do you think this teacher thinks of you?”	anonymously shared with teachers Survey created by teacher leaders, principals and instructional specialist. SEA needs to give consent	
	<p>Targets: Teachers, SEA: affective survey with David and Lynn, Teri, School Board, superintendent Meet with Teri, SEA. Present to School Board</p> <p>Use 7-second blurb and 10-min. presentation.</p>	<p>Model Strategies Explicitly use student-centered instructional strategies in professional development opportunities for the teacher leader cohort. Require a follow-up of some kind from teachers.</p>	<p>Teacher leaders facilitate a discussion (with colleagues) of how the strategies worked to increase student learning. Teacher leaders meet with instructional specialist. When does this happen?</p>	<p>Medium Term Any targets that brought on board followed up with Start to build a relationship with principals and administrators Plan, funding arrangements for Shoreline Institute</p>
	<p>Resources: Time for PD. Continued PD for specialists. Compensation/workload.</p>	<p>Meeting with Admin Step 1: Admin champions would help frame problem for other admins Step 2: Regular meetings with principals.</p>	<p>Common shared vision scheduled building time for collaboration follow-up & communication with instructional specialists</p>	
		<p>Teacher led PD Teachers would facilitate/co-facilitate us in our PD sessions. Use videos of Shoreline teachers.</p>	<p>Trust and teacher buy-in. Feeling of collaboration and moving forward together as a district.</p>	<p>Long Term (90 Beyond) 2015-16 Shoreline Teacher leader established. Shoreline Summer Interdisciplinary Institute is off</p>

				Teacher leader receive training in instructional support in classroom, gather data, meet with instructional specialists in their building for support and training, work with instructional specialists in building, work with instructional specialists etc.
		PLC Continued Specialist PLC meetings.	Common strategies across disciplines	
		Define the Role Create an action plan with principals, teacher leaders, and instructional specialists that outlines and clearly defines the role and work of the teacher leader.	A document that clearly defines the role of the teacher leader and the contributions that they will make to the instructional practice of their colleagues.	
		Meeting with Teri to discuss ideas and information gathered at the TtL summit. Meeting with union representatives Send a Team to the Question Formation Technique PD at PSES: https://register.psesd.org/class_info.php?CID=36608 Train Teacher Leaders	A plan and permission to continue. Union leadership will be on board with our vision for teacher leadership. Teachers come away with a common vision of what adult leadership looks like. Create a coherent plan for the leadership summit for	

		using leadership tools given at conference	teachers.	
		Plan the leadership Summit		

Environment:

- or teacher leaders
- enthusiasm for the project
- support for the project
- leadership support for the project

How is it working? What are we measuring? How are we going to measure it? In a real classroom, and have funds so teachers could observe that classroom.