

Haydee Ayi-Bonte (Alexander Dawson School) Logic Model



Problem Statement: *The current model for professional development and growth, including the observation and evaluation cycle, is too generic, sporadic, and “top-down” to be effective at promoting the individualized and sustained teacher growth necessary for teachers at all levels of expertise to thrive in the evaluation and career advancement model being implemented at our school.*

Goal: *Design and implement a structure for professional development and growth that 1) utilizes the leadership potential of expert teachers 2) allows for sustained and individualized development and growth for all teachers and 3) supports and facilitates the documentation of growth in practice required by the new evaluation and salary scale model.*

Rationale:

Accomplished teachers want opportunities to leverage their expertise to effectively “grow” other teachers. Having teachers assume ownership of the professional development and growth of their peers improves the authenticity of the work, leads to more robust outcomes, and authentically supports teachers in meeting the expectations of the evaluation and advancement model.

Inputs: →

- Other teachers at our school (buy-in and participation)
- Administrators at our school (buy-in)
- Task Forces (Evaluation and Growth/Salary Scale, Schedule)
- Board of Directors
- Others who have been involved in this type of work as a resource.
- Funding the release time for the work
- Funding to compensate the work
- Schedules that support the work

Activities: →

- Research; recruit a small group of early adopters; conduct a mini-pilot; link inputs and outcomes to strategic plan; present mini-pilot to admin and task forces, create proposal for a larger, official pilot for 2015-16.
- Carry out pilot program in 2015-16. DOCUMENT and present to admin to secure a fuller scale implementation in 2016-17.
- Share the model and outcomes with the independent school community.

Outputs: →

- Mini-pilot conducted in 2014-15
- Larger scale pilot conducted in 2015-16.
- An agreement to implement fuller scale implementation post 2015-16.
- Model developed for the fuller scale implementation post 2015-16.

Outcomes:

Short Term (30 days):

- Buy-in and momentum.

Medium Term (60-90 days):

- Work is affecting pilot teacher growth positively.
- Work is changing teacher attitudes toward professional growth and evaluation.
- Increased knowledge and experience of the benefits of distributed leadership for both teachers and admin.
- Accomplished teachers are realizing an authentic opportunity to leverage their expertise.

Long Term (90 days and beyond):

- A more rigorous, sustained and effective way of doing professional growth and evaluation at our school.
- New opportunities for authentic teacher leadership at our school.
- Improved attitudes and outcomes in teacher growth and student learning.
- A streamlining of administrative responsibility resulting in improved ability to do high quality work.
- Work is contributing to implementation of the strategic plan.
- A model that can be shared with other schools.

External Environment: *Elitist attitudes (we’re great, we don’t need this), Powerful naysayers, Fear of the unknown (distributed leadership)*