

Logic Model Reference Guide

Problem Statement: PD initiatives often look externally for answers when internal resources are more effective.

Goal: DWP seeks to solve this problem by empowering those “internal resources” as teacher leaders who can help resolve their local concerns. Specifically, through the ISI, we want to more overtly develop genuine teacher-leaders who actively seek opportunities to be leaders in their schools. We want to build in a day of teacher leader workshopping and invite mini-grant proposals on literacy-based local problems.

Rationale:

We want to support building-based teacher leadership to avoid the cost and inefficiency of bringing in external PD consultants. We want to re-professionalize teachers to give them the space and time and energy to help solve their own local education concerns.

Inputs: →

ISI participants (2015 Fellows)
 Money from DWP budget (re-allocated)
 DWP leadership team
 NWP support network
 Principals at fellows’ home schools. We hope to partner with them in supporting the proposals.

Activities: →

ISI activities: explain concept of teacher leadership, explain the support network, invite proposals, exemplify proposals, follow-up, offer administrative partnership, give them a stipend to honor their work, support the dissemination of their learning, we will provide on-going post-institute support/mentorship of our fellows.
 Recipients of the mini-grant would be asked to write up

Outputs: →

We have a plan for revising the ISI.
 We will have a bigger support network.
 We have added the language of “teacher-leader” to our shared vocabulary.
 We have generated important specific questions to take back to the DWP leadership team.
 We will have less trouble recruiting for the ISI.
 Clarification of DWP’s role in

Outcomes:

Short Term:

30 Days

We will access the input of our entire leadership team (ask them about ISI mission).

Re-think the ISI mission statement, to include teacher leadership.

Medium Term:

60-90 Days

Write out/edit the ISI mission statement to include three tenets: develop the craft of writing, engage in study in the field (research), develop teacher leaders.

Develop ISI agenda.

Long Term:

90 Days and Beyond

We will have a cadre of teacher-leader proposals to review.

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their results.

We want to celebrate the grant recipients.

We would ask the mini-grant recipients to present to the 2016 ISI fellows.

Mini-grant recipients would be profiled in the DWP newsletter.

Mini-grant recipients would do a write-up of the process for the newsletter.

We would host a grant-recipient workshop before Fall, establishing small group mentorship as well as individual mentorship.

supporting teacher leadership—for ourselves and Denver-area school administrators and teachers.

We will make direct contact with principals to champion teachers' efforts and their ideas, forging greater relationships with administration in local schools.

New teachers will have explored their own role as a teacher leader in their buildings.

New teachers will have articulated specific problems in their buildings.

New teachers will have grant money opportunities.

New teachers will have a new, larger community of mentors with the NWP.

External Environment: What are the things beyond your control that will influence results?

The human element: how will the teacher leader take their idea into their schools?