Logic Model: DC Teacher Leadership Summit

Problem Statement: In the Walled Lake School District, roles for teacher leaders are limited to traditional designs (either full time classroom teacher, full time curriculum/instructional coach, full time administrator), therefore, exploration and implementation of new models has been absent. Instead of having instructional coaches that receive full teacher salary without working directly with students, we propose that those funds be reallocated to hybrid roles so that no additional funding will be required to execute this shift.

Goal: To create a Co-Teacher Hybrid Role where two teachers share one classroom and all teaching responsibilities. Since there are two full-time teachers, it will allow both to take on leadership initiatives and expand their reach with proper support, balanced responsibilities, and built-in collaboration time, while still staying connected to students on a regular basis. This staffing model can be replicated to build leadership capacity and sustainable growth to impact student achievement.

Rationale:	Inputs:	Activities:	Outputs:	Outcomes:
Our profession needs hybrid roles like this model that provide flexibility and support for teacher leaders that want to expand their reach and make a greater impact on student achievement while still staying connected to the classroom.	-Students -Parents -Teachers and teacher leaders -Principals -Instructional coaches -District administrators -Superintendent -School board -State Board of Education -U.S. Department of Education -Policymakers at all levels	-Attending conferences and sharing the biggest takeaways -Presenting at conferences to share successful practices -Sharing quality teacher created resources -Create a common drive for sharing resources -Instructional coaching menu -Developing instructional rounds -Curriculum planning -Mentoring teachers -Technology integration -Developing a professional learning network -Videotaping teachers' best practices and making them accessible to all -Offering opportunities for collaboration -Communicating leadership opportunities (local, state, and national levels) -Blog about our journey in developing this role	**1 month:** Baseline data will be complete through the use of surveys to assess components that will be impacted by this role **3 month:** Three of our listed activities will be implemented, possibly including an instructional coaching menu, common drive for sharing resources, and communicating leadership opportunities **6 month:** Develop a structure for sharing strategies learned at conferences and PD, expand the use and applicability of PLNs, develop a plan for instructional rounds	**Short Term:** 1 year Provide flexibility and support for leadership opportunities Strengthen equity of quality instruction by distributing shared best practices Identify strengths and weaknesses Foster collaboration amongst teachers Increase interaction between teachers and decision makers Share success of the role so that it will be extended another year **Medium Term:** 2 years Develop a model to train teachers for this Co-Teaching Hybrid role Add additional Co-Teacher Hybrid roles at each level (i.e. elementary, middle school, high school) **Long Term:** Beyond 2 years This model will be replicated

Student Impact: (If…, then…)

If we implement Co-Teacher Hybrid roles, it will help teachers strengthen their instruction, identify strengths and weaknesses, foster collaboration, allow teachers to learn from each other, and to interact with decision/policy makers consistently to bridge the current disconnect. All of these factors will increase student achievement.

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