

Logic Model: DC Teacher Leadership Summit



Problem Statement: Current Massachusetts Model System for Educator Evaluation lacks non-evaluative feedback to promote a safe and collaborative learning environment that motivates teachers to take instructional risks, challenge themselves, and claim ownership of their teaching and learning.

Goal: During the 2015-2016 school year a custom, teacher created walk through rubric will be used to provide non-evaluative, constructive feedback to colleagues to deepen collaboration and improve teacher effectiveness resulting in greater teacher and student learning and achievement.

<u>Rationale:</u>	<u>Inputs:</u>	<u>Activities:</u>	<u>Outputs:</u>	<u>Outcomes:</u>
<p>Over the next 2 years we will create a collaborative culture through the development of a peer review process that will deepen teaching practices to better meet the needs of our students.</p>	<p>Participants – staff, principal, superintendent, Grade 4 Co-teaching team, district staff, union representatives</p> <p>Resources – Completed rubric, instruction on giving constructive feedback</p>	<p>Research ways to deliver feedback needed for improvement of instruction.</p> <p>Share out the Architecture of Accomplished Teaching to model a questioning method to focus on student learning and content.</p> <p>Communicate with school shared leaderships teams to discuss idea.</p> <p>Survey effectiveness of teacher walk through with focus on feedback.</p>	<p>1 month: Teacher created rubric to be used with walk through.</p> <p>Teacher created survey to evaluate effectiveness of walk through with focus on feedback.</p> <p>3 month: Complete feedback process that is tangible to instructors.</p> <p>6 month: Create more teacher leaders by empowering staff to provide feedback.</p>	<p>Short Term (1 year): Peer feedback to identify areas of strength and areas of opportunity.</p> <p>Self-Reflection on effectiveness of current teaching practices.</p> <p>TTLP lessons with parallel classrooms across district.</p> <p>Medium Term (2 years): Shift of culture – teachers scheduling discussion with each other based on observations of teaching practice.</p> <p>Long Term (Beyond 2 years): Walk through with feedback become norm in pilot school.</p>

Student Impact: (If..., then...)

If we create a culture of peer feedback that encourages collaboration and accentuates best practices then teachers could better refine their craft to benefit student learning.