

# Bullis Charter School Logic Model: DC Teacher Leadership Summit

California

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## Professional Pathway Plans (P<sup>3</sup>)

### Problem Statement:

The school has individualized growth plans for teachers that are not connected to intentional school-wide leadership lattice/pathways.

### Goal:

**Goal:** Create professional pathway plan to best support teachers in developing their leadership capacity in order to improve student learning no matter what professional pathway they aspire to

Subgoal: Attract, develop, & retain teachers

Subgoal: How do we support the hometown “rockstars” when they are now small fish in a bigger pond?

Subgoal: Formalize professional pathways/lattice plan for teachers’ P<sup>3</sup> (professional pathway plans)

Subgoal: How do we measure our positive impact when our teachers leave about impact in broader education? (including the data for exceptions) *How do we measure the effectiveness of our teacher leadership pathways over time? What is our growth goal?*

Subgoal: Telling our story; intentionally shaping our story-- internally & externally & connecting teachers’ stories to their professional aspirations--*why did they become a teacher? What drives them to stay in teaching? How can they continue to impact student learning?*

If teachers are supported in their aspirations through the Professional Pathways Plan, then students will benefit from being instructed by empowered and highly effective teacher leaders who find a greater purpose in their work.

Rationale	Inputs	Activities	Outputs	Outcomes <sup>3</sup>
	(“Who are the participants and how will you invest them? what are the resources that will be invested to make your idea a success? e.g. champions,	(what will we actually do, what strategies to employ?)	(What are the concrete, tangible products of program activities and strategies that will solve for your problem? e.g. number	

	investments, etc. not just people)		of people attended, parent surveys, etc.)	
<ul style="list-style-type: none"> <li>research on the impact of teacher empowerment &amp; teacher leadership opportunities on student learning</li> <li>research on the impact of teacher empowerment &amp; teacher leadership opportunities on teacher retention</li> <li>teacher retention</li> <li>build capacity</li> <li>embodies the BCS mission</li> <li>tell our own story</li> <li>change perspective about attrition</li> <li>replication (builds capacity)</li> <li>improve student learning</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Administrators</li> <li>Money</li> <li>Time</li> <li>Continuum</li> <li>National Board Support</li> <li>Teacher Leadership Opportunities</li> <li>Communal Responsibility Continuum Strand</li> <li>PLCs</li> <li>Mentoring of associate teachers &amp; new teachers</li> <li>Opportunities to train to be leaders (workshops, team meeting, lead PD, be a team leader, presenting at conferences</li> <li>Opportunities to learn (SVMI, etc.)</li> <li>Tell our teacher leadership story as we develop this</li> <li>Look at the Denver Public School Model</li> </ul>	<ul style="list-style-type: none"> <li>Create the P<sup>3</sup></li> <li>Determine which data to collect to help tell the story</li> <li>Develop a way to measure the effectiveness of our teacher leadership pathways overtime (was the strategy telling effective?)</li> <li>Telling our story presentation</li> <li>Teach teachers to tell their story, and connect to their stories</li> <li>create a method of collecting teacher stories &amp; look at the possibility of using the stories to build community support for schools &amp; share resources</li> <li>Tie/create online portal for P<sup>3</sup></li> <li>Create and send survey</li> <li>Marketing of P<sup>3</sup> to possible new staff</li> <li>determine which data to collect that tells our story</li> <li>Seek teacher input, questions</li> <li>Consensus decision</li> <li>Share with board</li> <li>Board adoption</li> <li>Develop a way to</li> </ul>	<p>1 Month</p> <ul style="list-style-type: none"> <li>P<sup>3</sup> lattice</li> <li>Collect baseline data</li> <li>Data on effectiveness of teacher storytelling and effectiveness of strategy</li> <li>Teachers/staff “pass” proposal of having a P<sup>3</sup></li> </ul> <p>3 Months</p> <ul style="list-style-type: none"> <li>data on staff meetings and survey data</li> <li>assessment tools</li> <li>add to recruitment collateral</li> <li>creation of online p<sup>3</sup> portal</li> <li>storytelling workshop</li> </ul> <p>1 year</p> <ul style="list-style-type: none"> <li>Data on effectiveness of teacher leadership</li> <li>Data that indicates that new hires chose BCS because of this</li> </ul>	<ul style="list-style-type: none"> <li>Telling our story better</li> <li>Clear teacher leadership pathways</li> <li>Better retention of our “rock star” educators</li> <li>Increased student learning outcomes</li> <li>Change the world!</li> </ul>

		<p>measure what an effective teacher is</p> <ul style="list-style-type: none"> <li>• Looking into leadership training for staff</li> <li>• Providing staff development on leadership</li> <li>• Identify partners (including the Santa Clara County Office of Education) including ones that can amplify our story and/or support the pathways</li> <li>• Design a communications plan to spotlight those stories, share resources, etc.</li> <li>• Keep in mind that this can be “hands-on learning,” on the job training</li> </ul>		
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Student Impact (if..., then)

If teachers are supported in their aspirations through the Professional Pathways Plan, then students will benefit from being instructed by empowered and highly effective teacher leaders who find a greater purpose in their work.

**Pathway Ideas:**

1. **Teacher Extraordinaire (Exemplary Teacher, Teaching for Career) Pathway for teaching as a career**
2. **Teacher On Special Assignment/Coach (Teaching for Coaching)**
3. **Administration (Teaching for Leadership)**
4. **Education Reform/Policy (Teaching for Beyond)**

## Research on Teacher Leadership

Prior research has found that a teacher's self-efficacy as an instructional leader is strongly and positively associated with soliciting parent involvement, communicating positive expectations for student learning, improving instructional practice, and being willing (and able) to innovate successfully in the classroom. Increased opportunities to lead build on one another and translate into increased success for instructional leaders. Teachers who report more control over the policies in their schools and greater degrees of autonomy in their jobs are more likely to remain in teaching and to feel invested in their careers and schools.

Research shows that when teachers are empowered to function as autonomous professionals and leaders, this builds a sense of professional confidence and pride that feeds effective teaching. (Ware, H. & Kitsantas, A. (2007). Teacher and collective efficacy beliefs as predictors of professional commitment. *The Journal of Educational Research*, 100(5), 308-321)

CHARTER SCHOOL TEACHERS' TOP FIVE REASONS FOR MOVING SCHOOLS	TRADITIONAL PUBLIC SCHOOL TEACHERS' TOP FIVE REASONS FOR MOVING SCHOOLS
<ol style="list-style-type: none"> <li>1. Lack of administrator support</li> <li>2. Workplace conditions</li> <li>3. Teaching assignment</li> <li>4. Job security</li> <li>5. Salary/benefits</li> </ol>	<ol style="list-style-type: none"> <li>1. Teaching assignment</li> <li>2. Lack of administrator support</li> <li>3. Workplace conditions</li> <li>4. Change of residence</li> <li>5. Salary/benefits</li> </ol>
CHARTER SCHOOL TEACHERS TOP FIVE REASONS FOR EXITING THE PROFESSION	TRADITIONAL PUBLIC SCHOOL TEACHERS TOP FIVE REASONS FOR EXITING THE PROFESSION
<ol style="list-style-type: none"> <li>1. Another career</li> <li>2. Family or personal reasons</li> <li>3. Salary/benefits</li> <li>4. Pregnancy/child rearing</li> <li>5. Dissatisfaction with job description/duties</li> </ol>	<ol style="list-style-type: none"> <li>1. Retirement</li> <li>2. Family or personal reasons</li> <li>3. Another career</li> <li>4. Salary/benefits</li> <li>5. Pregnancy/child rearing</li> </ol>

3. *The 2000–01 TFS sample included 4,156 public school teachers and 1,050 charter school teachers.*

Empowerment, also referred to as shared decision-making, is essential to school reform and to the changing demands in a global world. The principal is the building leader who structures the climate to empower both teachers and students at the site. Empowerment translates in to teacher leadership and exemplifies a paradigm shift with the decisions made by those working most closely with students rather than those at the top of the pyramid. It is natural that the principal should be the leader in implementing and supporting empowerment and teacher leadership. <http://www.nationalforum.com/Electronic%20Journal%20Volumes/Terry,%20paul%20M.%20Empowering%20Teachers%20As%20Leaders.pdf>

**Problems:** Lack of teacher agency, Myth of high teacher turnover in charter school is a bad thing; myth that turnover is bad, parent concerns about teacher turnover; not everyone wants to be a principal; how to provide leadership capacity in a small school; we don't get credit for developing teachers; we don't currently have a clear, intentional process for a career lattice; telling our story; intentionally shaping your story

How do we attract, retain, & develop the best possible staff?

**What is standing in the way?**

public perception, traditionally only two pathways for teachers--administration or staying the classroom

**Analogous organizations:** TFA & willingness to acknowledge advantage of people coming & leaving

<p>VIIC. Leadership</p>	<p>Possesses a willingness to lead and/or work with peers toward achieving common goals.</p>	<p>Identifies needs and takes action to lead and/or work with peers toward achieving common goals.</p>	<p>Seeks leadership opportunities at the department, grade, or team levels to improve instruction, streamline systems of operation, or maximize student performance as well as carries out the functions thereof.</p>	<p>Seeks leadership opportunities at the schoolwide level to improve instruction, streamline systems of operation, or maximize student performance as well as carries out the functions thereof.</p>	<p>Leads efforts within the greater professional community to improve the quality of educational programs and to promote the status of the teaching profession.</p>
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