

## Logic Model: DC Teacher Leadership Summit

**Team KCLIN: Cross District Learning Cohorts Cheryl Corpus, Jose Luis Orozco, CF=Ami Patel**

**Problem Statement: Limited Opportunities for educators to collaborate within schools and districts within Kent County, Michigan.**

**Goal: Through networking between schools and districts there will be an increase in information/resource sharing, purposeful pd, and leadership opportunities to increase student achievement in high poverty/urban schools.**

# Logic Model: DC Teacher Leadership Summit

## Team KCLIN: Cross District Learning Cohorts Cheryl Corpus, Jose Luis Orozco, CF=Ami Patel

<u>Rationale:</u>	<u>Inputs:</u>	<u>Activities:</u>	<u>Outputs:</u>	<u>Outcomes:</u>
<p>In Kent County we want to connect educators through networks to positively impact student outcomes leading us to become high performing schools.</p>	<p>5 teachers in each school (25) total</p> <p>28 teachers</p>	<p>Teachers &amp; Principals -Bi-Weekly check in w/coach,-Monthly Network,</p> <p>To do: obtain calendar of schools/teachers and determine meetings (Cross-district network meetings set- next step- work backwards for school network meetings around calendar)</p> <p>Quarterly Network,-Trust, communication, effective collaboration protocols for problem solving (Kick off conference held on August to begin building trust- held sessions on teacher leadership/collaboration &amp; network building -- Survey results indicate: 92% ready to take action - 100% inspired and qualitative comments on needs)</p> <p>To do: Determine online presence (we created a twitter- Identify oppt. for twitter chats-- also create network newsletter &amp; get participants to write</p>	<p><b>1 month:</b></p> <p>Understanding of building and district goals/needs through data/inventory/ protocols for problem solving</p> <p>To do: Identify key survey questions to align building and learning sessions- administer by mid Sept. (think about what we will want to measure each time survey is administered)</p> <p>Know personalities and passions/interests of building/school and district network, SIP and district improvement plan. into teachers perspective on building needs (culture, pd, comm.)To do - get SIPS/DIPS from schools by beginning of Sept. identify - areas of similarity for network/coaching learning - spearheads</p>	<p><b>Short Term:</b> 1 year</p> <p>-A culture of information sharing as evidenced by surveys, notes, communication, and SIP plans, resources.</p> <p>-Shared collaboration outside of school as evidenced by emails, surveys, social media, reflection logs/Feedback sheet</p> <p>Increased student achievement data in network teachers classrooms as evidenced by achievement on (pre-post) work/assignments and assessments in 25/25 teachers rooms.</p> <p><b>Medium Term:</b> 2 years</p> <p>-Teachers in leadership pathways to facilitate pd networks, collaboration, reflection as evidenced in buildings by 2</p>

# Logic Model: DC Teacher Leadership Summit

## Team KCLIN: Cross District Learning Cohorts Cheryl Corpus, Jose Luis Orozco, CF=Ami Patel

	<p>5 Principals</p> <p>2 Central Office</p>	<p><b>each month</b></p> <p>Bi-weekly principal coach, -SIP,-Meet with coach weekly, -Quarterly network meeting-Communication sharing, - District improvement plan</p> <p><b>To do: Clarify communication sharing procedures- when will everyone receive data? What data is needed?</b></p> <p>-Coach System, -Measure effectiveness, -Record/Monitor, -Facilitate Network, - Reflect, Support, Plan, and leverage</p> <p><b>To do: schools /networks analyze student data- in building/district - determine building instructional needs (coaches and network participants)</b></p> <p>-Leverage teacher voices, - Communication Sharing,-School district data</p> <p>-Link to teaching and learning, -Focus of</p>	<p>Receive student data, Report on instruction</p> <p>Know personalities and passions/interests of building/school and district network, SIP and district improvement plan. <b>To do: Create formal documentation process for schools to gather info</b></p> <p>into teachers perspective on building needs (culture, pd, comm.)</p> <p><b>3 month:</b></p> <p>(Teachers)-Shared understanding of mutually agreed upon challenges- Set goals -Action, learning, sharing of Resources, Coaching one another</p>	<p>out of 5 teachers in leadership roles/pathways in each building.</p> <p>-Educators mentoring new participants of network for sustained learning, sharing, and coaching as evidenced by 20/25 assuming mentor roles.</p> <p><b>Long Term:</b> Beyond 2 years</p> <p>-A county wide network for educators as evidenced by 8 schools signed to partner and 100 educators attending 3 quarterly meetings a year.</p> <p>-Disbursed decision making on</p>
--	---	--	--	--

# Logic Model: DC Teacher Leadership Summit

## Team KCLIN: Cross District Learning Cohorts Cheryl Corpus, Jose Luis Orozco, CF=Ami Patel

	<p>Our team: Principal Coach1 Assistant Director 2 School/Teacher</p> <p>CoachData/Fidelity Team</p> <p>Students</p>	<p>our work, -Directly impacted by network</p>	<p>(Principal Coach) Data Literacy to plan for student achievement</p> <p>(Central Office)-Two way communication, understand ground level</p> <p>(Team)Increased communication and sharing on building/teacher needs and instruction, update on teacher growing pains/growth</p> <p>(CD/FT)Shared understanding of mutually agreed upon challenges-</p> <p>(Students) Feedback, Data/Student Work, Guide our network discussions</p> <p><b>6 month:</b></p> <p>(Teachers)-Educators empowered to advocate for students and each other. Understanding of classroom and school practice, culture, and needs to inform policy</p> <p>(Principal Coach) goals for improving culture and teacher leadership. Shared understanding of classroom practice/problems to inform school improvement and leverage teachers</p>	<p>school/district matters ( curriculum, pd, improvement goals, policy). As evidenced by 25% teachers in each district in leadership roles.</p> <p>-Increased student achievement data in network teachers classrooms. As evidenced in 100 teachers as measured by pre/post assessments, school achievement data.</p>
--	--	--	--	---

# Logic Model: DC Teacher Leadership Summit

## Team KCLIN: Cross District Learning Cohorts Cheryl Corpus, Jose Luis Orozco, CF=Ami Patel

			<p>(Central Office)-Plan for developing teacher leader pathways. Begin working on school systems for pathway implementation</p> <p>(Team)-Understanding, knowledge, and human capital to help teacher leaders increase in local and network systems</p> <p>(CD/FT) Awareness of policy, two way communication</p> <p>(Students)Feedback, Data/Student work, Guide our network goals, Focus</p>	
--	--	--	--	--

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

If educators in Kent county network with each other, then educators will be linked directly to resources and coaching that improves classroom environment and support the generation of instructional tools, which directly impact student learning. (Research Source: Philadelphia Education Fund at Philadelphia Ed Fund@apatelphilly)

**Logic Model: DC Teacher Leadership Summit**

**Team KCLIN: Cross District Learning Cohorts Cheryl Corpus, Jose Luis Orozco, CF=Ami Patel**

---

A wide, light blue horizontal bar spans the width of the slide, positioned below the team names.