Logic Model: DC Teacher Leadership Summit

TEACH to LEAD

Problem Statement: In New York State (NYS), educator leadership takes many forms but is only having a limited reach on teaching and learning and we don't know why.

Goal: As a result of a comprehensive strategy to collect information about educator leadership* from diverse education stakeholders across the State in the 2015-16 school year, the NYS Team will have the foundational knowledge necessary to continue to support ** the development and sustainability of educator leadership models that meet the unique needs of districts.

*As defined by the district, teachers, students, and principals.

***This collection of information is intended to help the NYS Team: (1) reach all districts across the State; (2) better understand the many forms that educator leadership takes across NY; (3) further develop plans to provide peer-to-peer learning opportunities and technical assistance; and (4) cultivate a shared language around educator leadership.

Note: This logic model focuses on one of several activities from a logic model, much wider in scope, developed at a Teach to Lead Summit by the New York State Team in May. This work complements a sharing tour that will be designed and implemented as part of the New York State Team's efforts to expand educator leadership during the 2015-16 school year and beyond.

Rationale:	Inputs:	Activities:	District/School Activities:	Outputs:	Outcomes:
	● New York State (NYS) Team ● Office of Teacher and Leader Effectiveness (TLE) ● Teach to Lead ● STLE Advisory Board ● Districts and BOCES across NYS ● NYS external	1. Consult with experts or an organization with expertise around communication strategies 2. Surveys to the following stakeholder groups: 　a. Superintendents 　b. Teacher and Principal Associations 　c. Teacher	● Complete surveys ● Participate in focus groups and phone interviews ● Participate in convening(s) ● Receive and share findings, tools, resources, etc.	**Next Week:** ● Send out and complete doodle poll for debrief conversation with the entire NYS Team (next week) ● After conversation, select representatives to draft a concept paper that will be shared with the larger group for feedback and	**Short Term:** ● Broaden reach of teacher leadership throughout the state ● Retaining and sustaining districts already doing teacher leadership work ● Common understanding of what teacher leadership encompasses and means (using survey data) **Medium Term:**

partners
- Sample surveys and focus group questions/protocols
  - Eskolta
  - Evaluation Rubrics
  - Rachael Curtis (NYC DOE contact)
  - NYS Teaching Standards and ISLLC Standards
  - Standards for Teacher Leaders
  - Public Impact
  - NYC DOE Surveys
  - America Achieves Survey
  - Hope Street Group Survey
  - RSN
- Various individuals and organizations who will help disseminate surveys and conduct focus

---

Leaders
  d. Principal Leaders
  e. Educators (teachers and principals)
3. Focus groups with the stakeholder groups outlined above
4. A convening: *This may be the "Sharing Tour"*
5. The process of synthesizing, making meaning of the data, and sharing out findings
6. Reconvening as a team to plan next steps

---

input before it is sent to the Commissioner

1 month:

- Send concept paper to NYS Commissioner
- Identify experts and contact them
- Survey draft
- Develop sharing plan for results

3 months:

- Administer survey
- Draft focus group plan
- Phone interview script and outreach calling plan

6-9 months:

- Summary of findings in condensed report
- One-pager for policy-makers and stakeholder audiences
- Power-point briefing for Commissioner and Board of Regents of work underway

---

- Shared understanding of what teacher leadership looks like (students, parents, educators, external stakeholders)
- State leadership convening
- Gathering case study outcomes - need for case studies, start looking at evidence of case studies in order to identify areas of growth related to student outcomes

Long Term:

- Contracts what teacher leadership can be, what does it look like
- Financial investment
- Post creation of state leadership council, there will be a creation of a strategic plan (union work, survey data, everyday stakeholder groups, shifting paradigms)
- Recognition and awards for teacher leadership
- Teacher leadership council should help districts reallocate money for teacher leadership
- Strategic council – Communications plans – branding for videos

Logic Model: DC Teacher Leadership Summit

groups (e.g.
Teacher Centers)
TBD
- Survey tools (e.g.
  Survey Monkey)
  TBD

Student Impact: (If...Then)

If we support, sustain and expand the role of teacher and principal leadership in NYS, then we can ensure all students have equitable access to quality instruction.

Comments for Consideration During Next Steps:
- It is important to clarify to survey and focus group participants why we are collecting this information. This will help participants feel comfortable with sharing accurate information.
- This work will help us understand what educator leadership looks like in the field, clarify our assumptions, and better support the expansion of educator leadership across the state?
- This work could serve as a needs assessment and will allow us to explore what we have and what we need (e.g. capacity, tools and resources, increased support from specific stakeholders, particular strategies to expand teacher leadership, etc.)
- "Communications plan" may be viewed negatively (as a dirty word). How might we consider re-framing this work?
- We must consider who the messengers will be. Which individuals/groups/or stakeholders should reach out to the survey and focus group participants in order to capture meaningful data?
- In crafting our messaging, we should consider a clear message that will resonate across stakeholders.
- We should collect information from all districts, both Strengthening Teacher and Leader Effectiveness (STLE) and non-STLE districts.
- How do we capture narratives, "on-the-ground perspectives," from teachers and educator leaders that can be shared with the field?
- It is important to reiterate that educator leadership and career ladder pathways must meet the unique needs of the district.
- We should clarify that the samples, profiles, and information available to the field are examples and should be adapted to the local context.
- Educator leadership should not be viewed as a project or "one-off" initiative but rather as a systemic approach.
- How can we also collect tools and resources as part of this effort?
- On the topics/information that we would like to collect:
- Why are you implementing educator leadership models and career ladder pathways?
- What does educator leadership look like now in your district? We brainstormed a few topics:
  - Selection
  - Evaluation
  - Personal Narratives from Educator Leaders
  - Professional Development and Growth
  - Sustainability
  - Implementation (6 Recommended Steps)
  - Successes

- What tools and resources do you use?
- What is your vision for educator leadership in your district for the future?
- We should explore "appreciative inquiry."
- Note: At the end of Day 1, both New York State Teams shared a cursory overview of their developing plans with one another. There was general agreement around the concepts and ideas shared during this meeting. However, there was not enough time to ensure that the entire group had clarity around the plans. The group discussed working together after the Summit in order to ensure that each project supported the other and was a part of one cohesive plan.

Feedback Gathered During Gallery Walk:

Question:
- I wonder how teacher leaders are identified and what data points show their impact?
- Your teachers are the experts-bring them together to identify problems and solutions & share what they do well.
- How do you know that leadership is having a limited role in teaching and learning? Can you cite this in problem statement?
- Are your leadership teams making decisions on professional development and if not why? If so, how can you improve your decisions?
- What data will you collect to support your message?
- I wonder if you identify the "why," will you have a clearer goal.
- Consider the plan-do-study-act process & the deliberate practice goal strategy.
- Please keep the focus on unique needs of districts.
- Expand the group of teacher-leaders. Consider hosting a regional conference once you have established yourselves more formally as a lead group.
- Common understanding of teacher leadership is such an essential foundation to this work. I am unclear how your activities will lead to this. I am wondering if the surveys would yield the authentic comprehensive, data you need to ground this work. I am wondering if some type of job shadowing or instructional rounds style observation of teacher leaders (what types of tasks they complete or engage in (or are asked to do over the course of a day might glean deeper insights.)
- BOCES are an important group. Curriculum Councils and Assistant Superintendents will be charged with surveys, etc.

Resource:
- Great book: "Power of Teaching Teams!"
- Talk to National Network of State Teachers of the Year (NNSTOY) & Katherine Basset
- Outreach to professional organizations (CAS, NYSCOSS, NYSUT)

Positive Remarks:
- Loved the 1 pager.
- Loved the collaborative-HUGE-team of stakeholders you'll assemble.
- I like how this has narrowed in focus from earlier drafts. Nice achievable goal.
- I love the student impact statement. I too love the one-pager. Make sure to include data points.
- I wonder if you should measure changes in instruction and in achievement.
- Have you thought about creating a NYSED twitter chat? Social media.
- These efforts will also make your schools a great place to work for teachers.
- Enjoyed working with your idea and would love to hear your progression when we check in at 30, 60, and 90 days. Julisa.hoover@ed.gov.