# Logic Model: DC Teacher Leadership Summit

**Problem Statement:** As a result of the complexities present within a large, diverse school division ( 72 schools, 50000 students, 6000 employees, 41% Free-Reduced Lunch), teachers have limited opportunities to exercise instructional leadership, grow their perspective, and to collaborate with other educational professionals to increase student achievement within and outside of a specific building.

**Goal:** By June 2017, create and implement a network of teacher ambassadors among a diverse selection of schools who will participate in a learning community that engages in peer observation, collaboration and reflection; as evidenced by 75% of participating school team members applying new strategies in the classroom at the integrated or executive levels (Joyce and Showers, 2002, Levels of Transfer). In addition, qualitative data will be gathered pertaining to impact made on a school-wide level.

| Rationale: | Inputs: | Activities: | Outputs: | Outcomes: |
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| We want to create a network of influential teachers across the division who will share, collaborate, learn, and reflect in order to enhance their practice, the practice of colleagues, and | **Division support -** *Director of Middle Schools<br><br>*Staff Development/School Improvement Office<br><br>*Research and planning (Data gathering and analysis consultation)<br><br>*Content Specialists<br><br>**Additional Funding from division/school**:<br><br>*Additional SRL/sub days outside of school | * Extend the design team and continue development process.<br><br>* Once design team completes the work, meet with key division stakeholders to seek input<br><br>* Marketing & Introduction to school staff at participating schools (Diverse Representation); include expectations, benefits, commitments of the program | **1 month: Establishment of design teams among participating schools to consist of an administrator, teacher, third member of the building's choosing. In addition, an Instructional Technology Resource Teacher will be part of the team to support 21st Century learning/goals.**<br><br>**3 months: Marketing process takes place. Messaging campaign.**<br><br>**6 months: First cohort begins service as a teacher** | **Short Term:** 1 year- Start second semester, 2016 Completed pilot program, revise framework based on data gathered. Investigate expansion of the program.<br><br>**Medium Term:** 2 years - Noticeable changes regarding classroom and building-level practices should be apparent.<br><br>**Long Term:** Beyond 2 years - Participants begin to be guided through a process, which allows them to develop their own "problem of practice" for investigation among participating schools. |

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| the learning of students. | allotment - Possibly Grant-Funded<br><br>*Resources for maintaining data & reports: Google drive/online networking system<br><br>* Funding for food on the exchange days<br><br>* ½ day training for ambassadors on peer observation model and active listening/positive communication<br><br>***School Support** - **Design Teams consisting of building level administrator(s), teachers, staff.**<br><br>***Other**<br><br>**Needs assessment Tool, Tuning protocol Timeline, Proposal, Marketing Tools** | * Develop clever name/catch-phrase for this idea<br><br>* Develop an Interest Survey/ Application/ Filtering Process.<br><br>*Select and create the initial team of teacher ambassadors -<br><br>*Conduct a strengths/needs assessment of participants/provide training based on data gathered<br><br>* Launch first teacher ambassador cohort.<br><br>* Collect data on level of transfer--classroom level<br><br>* Collect data on school level application<br><br>*Create a template for documentation of qualitative data feedback and report of next steps | **ambassador. Data collection process begins (Quantitative and qualitative).** | |

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**TEACH to LEAD**

**Student Impact: (If…Then)**

If teacher leaders advance in their practice through the teacher ambassador network by working to enhance their own classroom pedagogy and by sharing their experiences with colleagues, then students will benefit by receiving a more meaningful classroom experience.