

Logic Model: DC Teacher Leadership Summit



Problem Statement: Our district historically has operated using a top-down model of decision-making and school change. As we transition to a model of school-based decision-making, we recognize teachers and principals may be unprepared for this cultural shift to distributed leadership.

Goal: Building upon the successful **Instructional Leadership Team (ILT)** model in place in 9 elementary schools, all elementary schools will have high-functioning ILT's that create a sustained culture of shared responsibility and distributive leadership by the end of first semester 2016-17. At the beginning of process we will document baseline student assessment, staff climate surveys and other appropriate benchmarks to measure the impact of ILT's and change in culture.

<p><u>Rationale:</u></p> <p>As a district we are establishing a sustainable culture of shared decision-making and collective responsibility for student success.</p>	<p><u>Inputs:</u></p> <p>Cohorts 1 and 2</p> <p>Chris Proulx OEA</p> <p>Leslie Kalina Diane Macaitis Lisa Utterback</p>	<p><u>Activities:</u></p> <p>District and OEA Planning Meeting(s)</p> <p>Summer Teacher Leadership Institute</p> <p>Principals Meeting to introduce Shared Leadership</p> <p>School-based ILT Presentation * Culture Survey</p> <p>School-based ILT Selection of Team</p> <p>ILT Professional Development (for teachers)</p> <p>ILT Professional Development</p>	<p><u>Outputs:</u></p> <p>“Go slow to gain momentum”</p> <p>0 to 1 month: Return home and meet with district leaders and stakeholders to review the logic model and seek input and build shared ownership and understandings. -Mr. Evans—and Teach2Lead Cmte -Teach2Lead and EDs planning meeting -Teach 2Lead Principal Meeting</p> <p>1-3 months: *Identify ILT members using interest survey *develop roles and norms including a consensus protocol *work on school culture baseline survey</p>	<p><u>Outcomes:</u></p> <p>Short Term: 1 Year *Increase teacher input in decision making *Culture survey *Clarity of roles</p> <p>Medium Term: 2 years *Improved instructional practices *Improved consistent communication among all stakeholders *Plan for including parents for year 3</p> <p>Long Term: Beyond 2 years *Increased Student Achievement *50% of Professional Development Facilitated by Staff</p>
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		<p>(for principals)</p> <p>ILT School-based Team Building Activities</p> <p>Mini Workshops: "ILT Basics"</p>	<p>3-6 month: Development of ILT and GL agendas Backward mapping</p> <p>6 month: Professional Development Decisions</p> <p>Summer Institute Convening of all schools to strengthen existing teams and provide critical friends support (report out on + and -)</p> <p>Ongoing: Mini ILT Workshops</p>	
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Student Impact: (If we create shared leadership structures through the development of ILT's in our elementary schools, then we create opportunities to build capacity for improved instruction and increased student achievement.)