

Logic Model: DC Teacher Leadership Summit



Problem Statement: The current professional development structure in our district does not help teachers bridge the gap between knowledge of effective pedagogy and applying it to day to day classroom practice that improves student learning.

Goal: Create and pilot lesson study model that leverages the knowledge and expertise of NBCTs within the schools to bridge the gap between professional learning and classroom practice.

<u>Rationale:</u>	<u>Inputs:</u>	<u>Activities:</u>	<u>Outputs:</u>	<u>Outcomes:</u>
<p><u>Too often, PD is ineffective in improving teaching because it doesn't provide enough opportunity to practice and apply new strategies. By mobilizing the expertise of board certified teachers to lead teams of teachers addressing specific problems of practice, PD time and resources will</u></p>	<p>Administrators; school teams; national board teachers, NT3 leadership, teachers, district leadership instructional councils, Union leadership, instructional coaches, release time from classes, space to meet, planning time, substitute pay, protocols and training for leaders and teachers, time for the leaders to meet and reflect. Stipends for outside duty day work, five schools (one high school, one middle</p>	<p>Create overview of pilot program including who, what, why and how and where. It needs to include how we will measure the impact. Recruit participating NBCTs. Select the pilot sites and locations for training. Obtain funding (grant?) Set up parameters for selecting NBCTs and start applications process. Create parameters for picking school teams. Provide training for NBCTs. Develop structure for ongoing support and data collection and analysis. Create a system for reporting outcomes. Create a plan for scaling up with stakeholder involvement. Create PDSA and reports to NT3 leadership. Create interval reports. Bring teams together to share</p>	<p>1 month: overview plan written, requirements determined and defined. Informational meeting conducted with interested NBCTs. Go over application process. NBCTs selected.</p> <p>2 Months: Teams selected, initial NBCT training complete. NBCTs work on developing the plan with teacher team.</p> <p>3 month: NBCTs submit plans. Team training begins. Teams identify problem of practice. Teams identify a domain they could work on that would help meet the POP. Each team has developed a pre and post assessment Teams create team PDPs.</p> <p>6 month: All teams have participated in the first study round. All teams</p>	<p>Short Term: 1 year</p> <ol style="list-style-type: none"> 1. Each teacher has improved classroom practice 2. Teachers are using new classroom practices 3. Increased student learning 4. Increased teacher leader efficacy 5. Increased Teacher learner efficacy 6. Increased Collaborative efficacy <p>Data past teacher evaluation/observation scores.</p> <p>Medium Term: 2 years</p> <p>Long Term: Beyond 2 years High percentage of participants become National Board Candidates</p>

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<p><u>lead to improvement in teaching and student learning.</u></p> <p><u>7 sec speech:</u></p> <p><u>We can improve student learning by leveraging NBCT leaders in their schools helping peers bridge the gap between theory and practice.</u></p>	<p>school, one charter school and two elementary schools.) Funding</p>	<p>results. Tie in advocacy and telling the story.</p>	<p>1 year: Each pilot team conducts 4 rounds during the first year</p>	<p>Measures: Survey data Pre-post test data Document studies-student work, domains, Observational data reports . Comparison of principal observation pre and post project Team PDP summaries</p>
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Student Impact: (If...teachers are given the framework and opportunity to identify a problem of practice, develop targeted strategies to address the problem, practice applying the strategies and reflecting together, then...student learning will improve)