

Logic Model: DC Teacher Leadership Summit

Problem Statement: In a political climate charged with pressures of accountability and top-down evaluation, educators often lack the space to develop ideas, create, and innovate.

(There is not a shared belief and/or ownership in what collaboration does or is for our profession.)

Goal: The Mattituck-Cutchogue School District will engage all educators in collaborative opportunities to elevate the profession at the local and regional level. As a result, the district will nurture and sustain a culture of collaboration, trust, learning and high expectations. *How does a culture of sharing ideas advance teaching, learning and student achievement? (rationale?)*

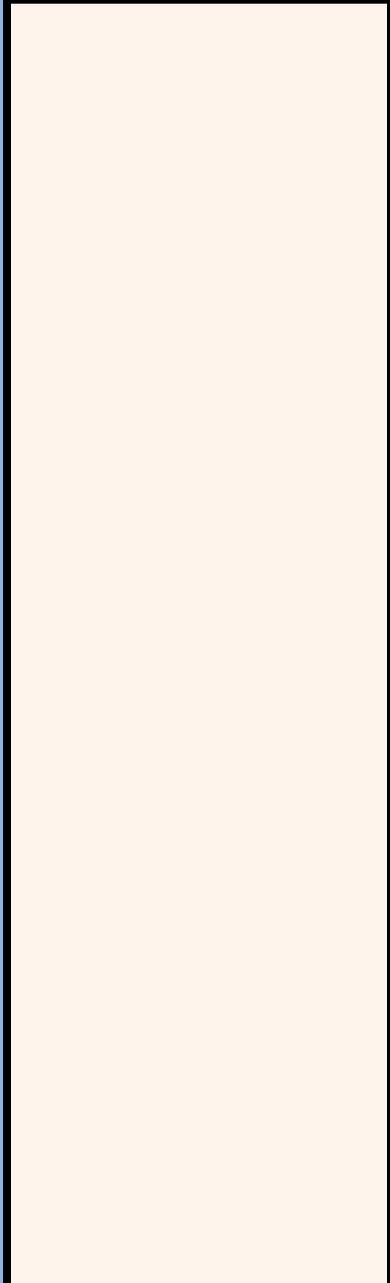
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<u>Rationale:</u>	<u>Inputs:</u>	<u>Activities:</u>	<u>Outputs:</u>	<u>Outcomes:</u>
<p>How does a culture of sharing ideas advance teaching and learning and elevate the profession?</p> <p>The M-C School District and Board of Education embraces a culture of shared leadership and values leading from students, parents, faculty, staff, community, and administration.</p> <p>The energy of teachers as leaders and change agents will create a fabric of improved trust and meaningful professional</p>	<ul style="list-style-type: none"> • Kathleen, Amanda, Ilana release time • Practitioners that facilitate • Leading and Learning group input and peer review • PD time: 30 min, 1 hr, faculty meetings, PD periods, Full conf days (4) • in house courses • pay for courses • grant funding • Current Initiatives: RTI, ELL, Co-Teaching, Tech Advisory, Library Advisory Committee 	<p>Research on collaboration</p> <p>Create feedback loops</p> <p>Who is on design team? - Who is represented (operating agreements, norms, job description, stipend)?</p> <p>Identify current successful collaborative work/teams (clearly define roles and responsibilities of current teachers in professional developers)</p> <p>Develop (perception) Surveys- measures</p> <p>Engage in peer review with Leading and Learning team</p> <p>Professional Learning Visits:</p> <ul style="list-style-type: none"> -initial design structure - refine structure -analyze new and current initiatives against research 	<p>Well defined, evolved committee</p> <p>Document - look fors</p> <p>Administering survey</p> <p>Analysis of survey</p> <p>Resources development and access to resources</p> <p>Pilot of Professional Learning Visit</p> <p>Pilot PLV Fishbowl debrief</p> <p>Matrix - that captures analysis of initiatives</p> <p>Continue PLVs -- and fishbowl debriefs or a different follow-up</p> <p>1 month:</p> <p>3 month:</p> <p>6 month:</p>	<p>Short Term: 1 year</p> <p>Teacher leaders facilitating/supporting teachers in the district to take new collaborative steps (learning visits)</p> <p>Build energy by strengthening relationships with colleagues.</p> <p>Medium Term: 2 years</p> <p>“identify and cultivate the conditions under which teacher leadership can be most effective for both individuals and the system as a whole.” Answer the questions:</p> <p>“1. What roles and implementation strategies have the greatest potential?</p> <p>2. What obstacles have we identified?”</p> <p>Building Energy: Measure change</p> <p>Long Term: Beyond 2 years</p>

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dialogue to improve student learning K-12.

Administrators serve as lead learners and provide clearly defined leadership roles linked to the district priorities and sustainable innovation.



Building Energy

increase the overall team orientation of our teachers

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

If educators engage in meaningful collaboration with their colleagues and influence them in positive ways, then we will advance teaching, learning, and student achievement.