

Camas Lead to Grow (Lisa Greseth) Logic Model: Teacher Leadership Summit



Problem Statement: We have not aligned resources (time and money) and structures (PLCs) to support everyone in the growth process.

Goal: We will support everyone in the growth process by strengthening teacher leadership and PLC practices.

<p>Rationale:</p> <p>Growth for all student is the “business of our business.” We prepare students for a future of opportunity, success and impact in the world. This requires that every member of our learning community embraces our own growth. If we learn and grow, our students will learn and grow.</p>	<p>Inputs:</p> <p>PLC Facilitator Pathway</p> <p>PLC Leaders/ Facilitators</p> <p>PLC Structure</p>	<p>Activities:</p> <ul style="list-style-type: none"> ● TOSA - create and develop pathway implementation plan ● Open application for PLC leadership pathway ● Develop PLC leadership pathway ● Rebuild purpose of PLC with all staff - communicate at staff meetings, PLC meetings, late starts, and early releases ● Identify resources (time and money) for facilitators/leads ● Administer needs assessment to plan for differentiation for PLCs ● Implementing PLC pathway and plan ● Develop measures to guide plan ● Engage Student Voice 	<p>Outputs:</p> <p>2015-16:</p> <ul style="list-style-type: none"> ● Statement to define PLC vision/practice ● Teacher/PLC Feedback ● Pathway application; articulated process ● Scope and sequence for PLC facilitator or leadership pathway ● List of leads/participants: 2 per school + facilitator ● 2016-17 Plan ● Established plan and training for PLC leads/AdC <p>2016-17:</p> <ul style="list-style-type: none"> ● Implementing PLC pathway ● Data/evidence of growth <p>2017-18:</p> <ul style="list-style-type: none"> ● Updated plan and training based on needs assessment 	<p>Outcomes:</p> <p>Short Term: 2015-16</p> <ul style="list-style-type: none"> ● Creation of a cohort group district wide ● Increased understanding of the needs of the people in the system ● Focused understanding of shift in PLC vision and practice <p>Medium Term: 2016-17</p> <ul style="list-style-type: none"> ● Greater involvement in teacher leadership roles ● Evidence of cross-role collaboration (teachers and administrators) ● More teachers believe their voice counts ● Shared understanding of growth connected to PLC practice ● Students can articulate their own growth <p>Long Term: 2017 & Beyond</p> <ul style="list-style-type: none"> ● Increase in teachers connected to policy ● Culture shift - distributive leadership - leadership is title agnostic ● Evidence in student awareness of growth
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Student Impact: (If..., then...)

--If the adults in our system learn and grow then our students will learn and grow.