

**Problem Statement:** Educators in Miami-Dade County Public Schools do not make a connection between the evaluation and growth aspects of the current evaluation system

**Goal:** Make explicit the connection between the evaluation and the professional growth aspects of the evaluation system.

**Rationale:**

Educators and students are not reaching their full growth potential.

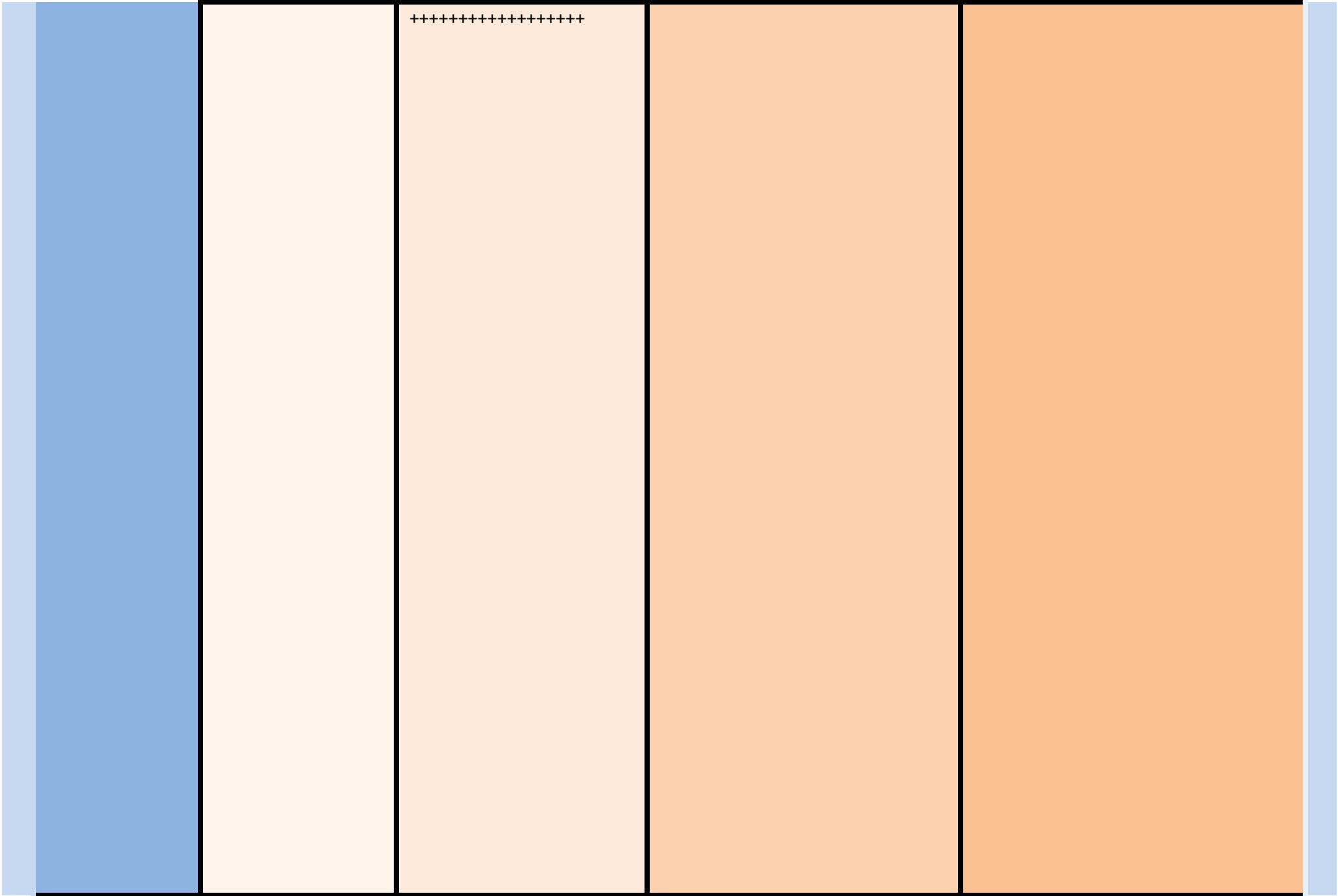
7 second pitch:

When teachers work together to improve their practice, students grow.

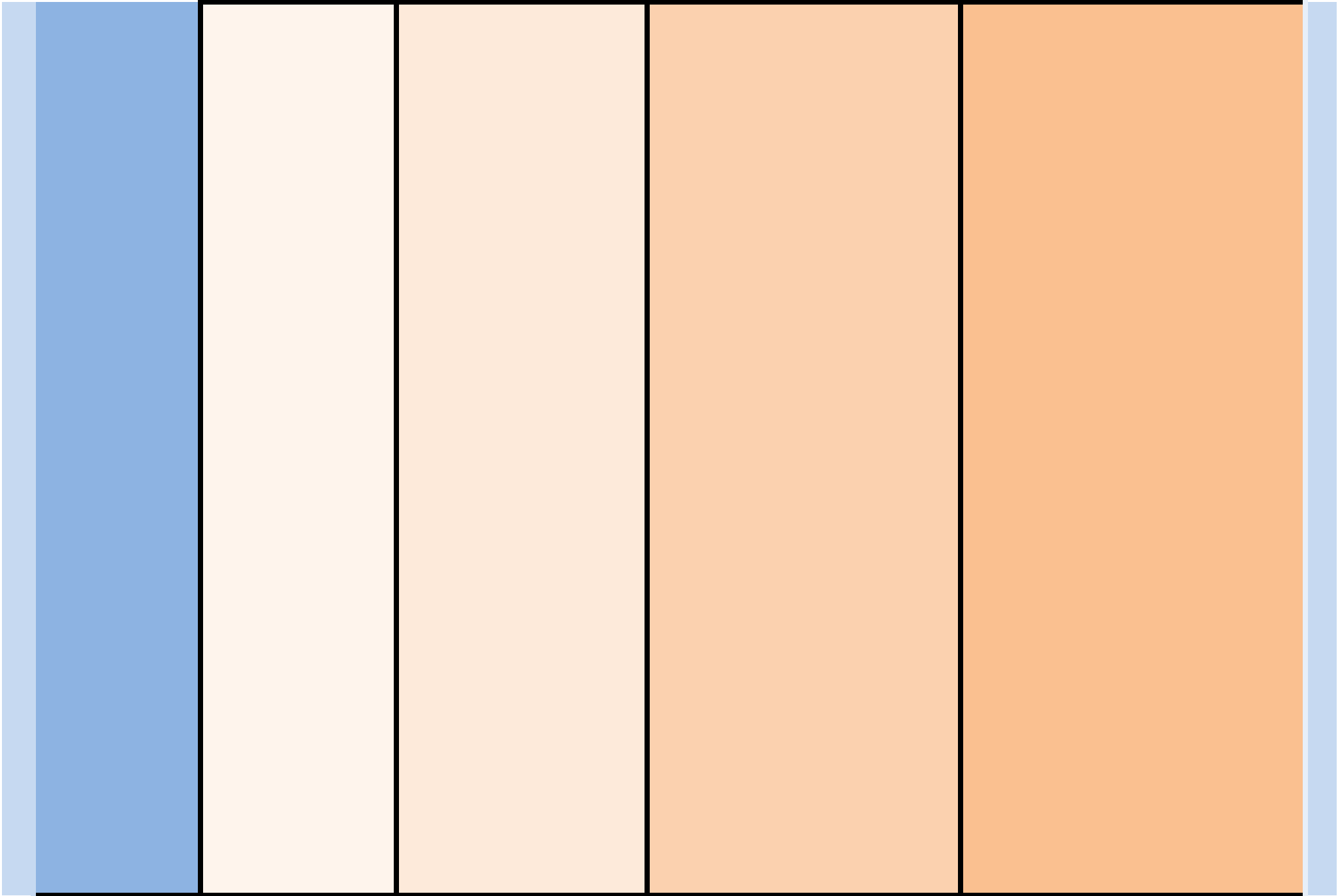
If we take ownership of our practice and become teacher leaders our students will grow. (audience = teachers)

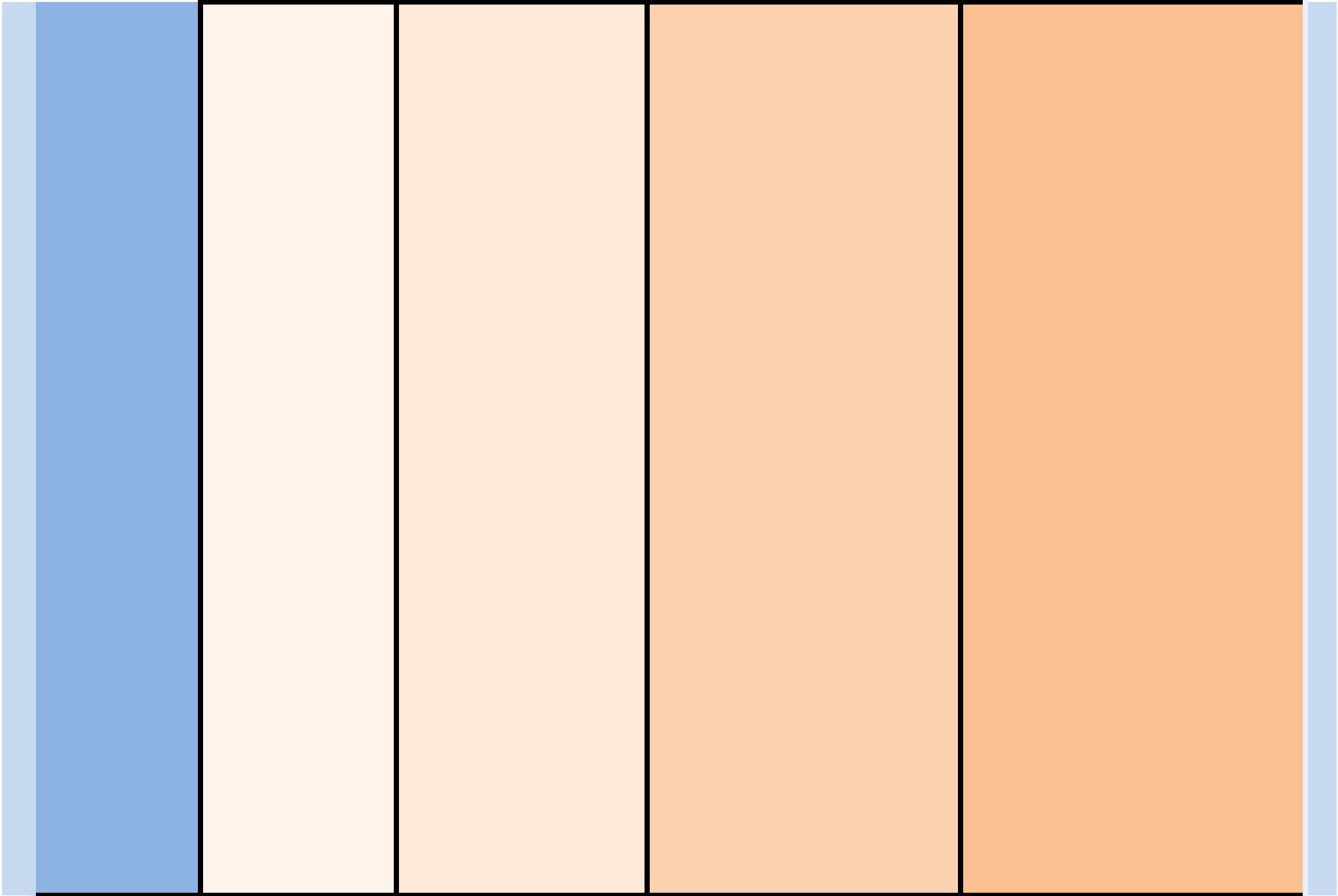
<b><u>Inputs:</u></b>	<b><u>Activities:</u></b>	<b><u>Outputs:</u></b>	<b><u>Outcomes:</u></b>
<p>1. UTD Executive Board and Leadership ++++++</p> <p>2.PLST ++++++</p> <p>3.AFT (Marje Brown)</p>	<p>1.Putting PLST elections on the negotiation table (PLST elected by faculty and roles clearly defined) +++++</p> <p>2.Communicate information 2.Train teachers 2.Facilitate TDO implementation 2.Collaborate with the iHEAT Peer Reviewers on DPGT and Peer Review ++++</p> <p>3.will talk to organizers about messaging and getting involved in ed policy</p>	<p><b>30 Days: Draft Communications Plan</b></p> <p>Message Purpose Audience (PLST) Action/Response</p> <p><b>3 month: Training Plan</b></p> <ul style="list-style-type: none"> <li>● Every teacher will be trained by November 19 in deliberate practice.</li> <li>● Draft potential contract language for PLST selection</li> </ul>	<p><b>Short Term: 1 year</b></p> <ul style="list-style-type: none"> <li>● Obtain Input stakeholder support and resources for implementation of the communication plan</li> <li>● Train on Teacher Directed Observation model</li> </ul> <p><b>Medium Term: 2 years</b></p>

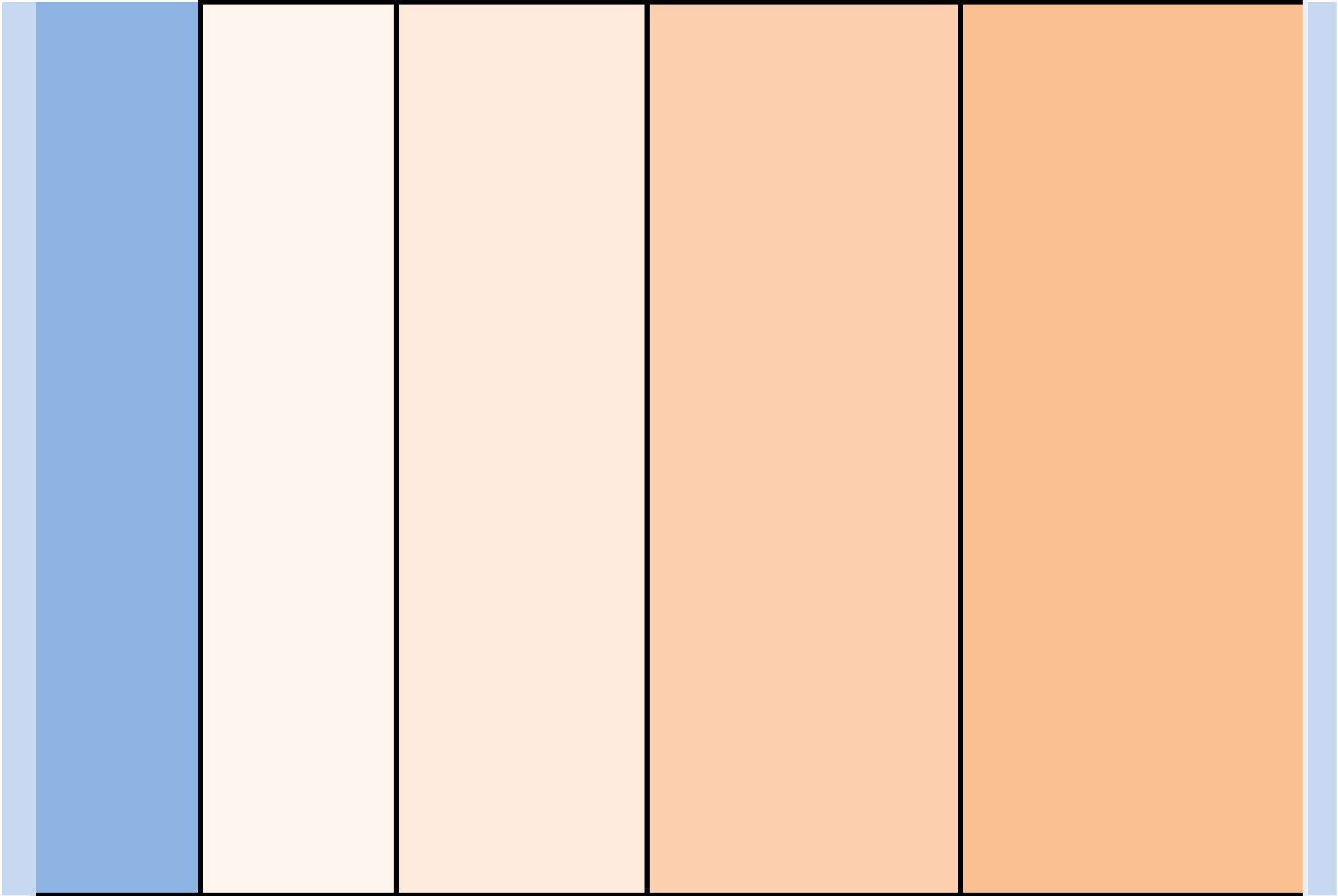
<p>Teacher retention. We have an example of something that is working well and we need to expand it.</p> <p>Principals don't have time to provide detailed instructional feedback. By creating opportunities for teachers to give feedback to each other we can improve teaching and learning. (audience = district leadership)</p>	<p>+++++++</p> <p>4.Current iHEAT participants</p> <p>+++++++</p> <p>5. Current iHEAT Peer Reviewers</p> <p>+++++++</p> <p><b>6.PD Department</b> (Wandarece Ruan-PD) LIFT; PLST Trainings</p> <p>(Tricia Fernandez-Evaluation)</p> <p>(Re</p>	<p>discussions; will send info on TURN meeting as they relate to this work; will talk to Committee for School Improvement about L-M collab training for M-DCPS</p> <p>+++++++</p> <p>4.videos; testimonials; power of peer conversations</p> <p>+++++++</p> <p>5.Provide DPGT and TDO training and resources</p> <p>+++++++</p> <p>6.Ada will explain to the district leadership.</p> <p>+++++++</p> <p>7.Communication resources</p> <p>Teacher Leadership</p>	<p>and peer collaboration &amp; review (PCR)</p> <p><b>8 month (Long-Range Reform Plan)</b></p> <ul style="list-style-type: none"> <li>● Every teacher will provide evidence of thoughtful Deliberate Practice.</li> <li>● Implementation of TDO training for schools through PLST.</li> </ul>	<ul style="list-style-type: none"> <li>● Develop phased implementation plan for peer collaboration &amp; review throughout the district.</li> </ul> <p><b>Long Term: Beyond 2 years</b></p> <ul style="list-style-type: none"> <li>● Revised PLST selection procedures-more democratic contractually agreed upon.</li> <li>● Formalize &amp; institutionalize mechanism for peer collaboration &amp; review throughout the district.</li> </ul> <p>(Collaborative and reflective culture of professional growth???)</p>
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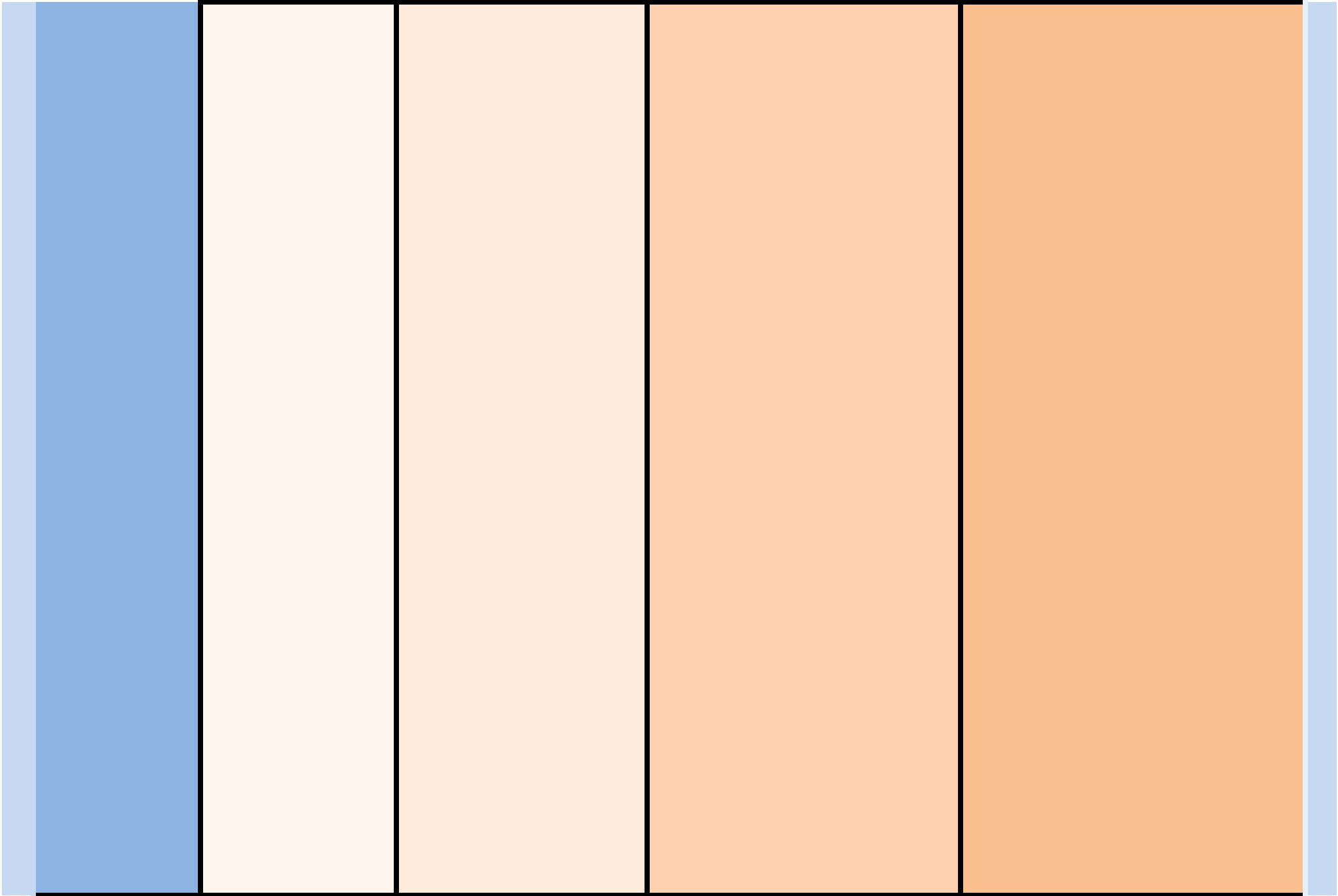


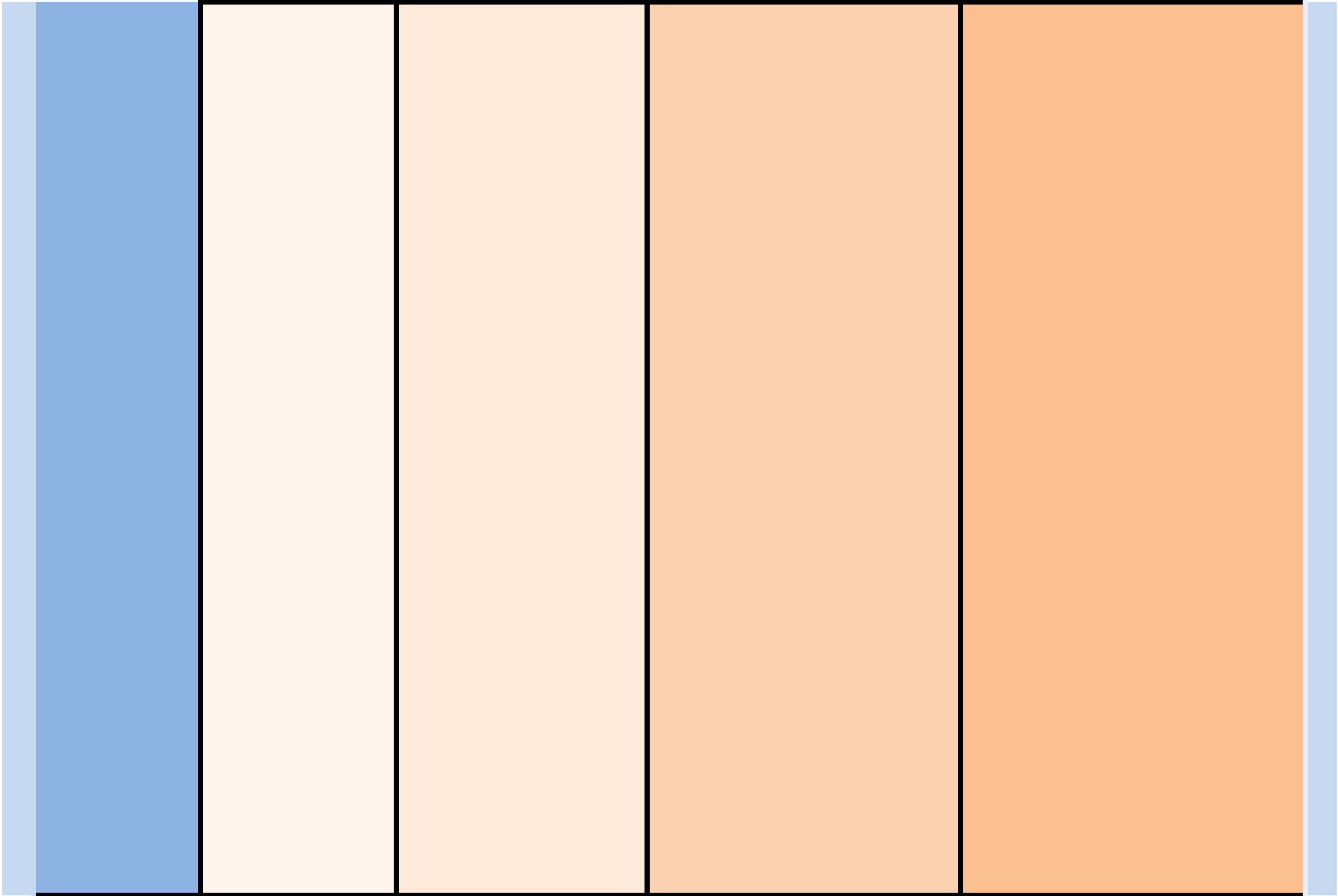
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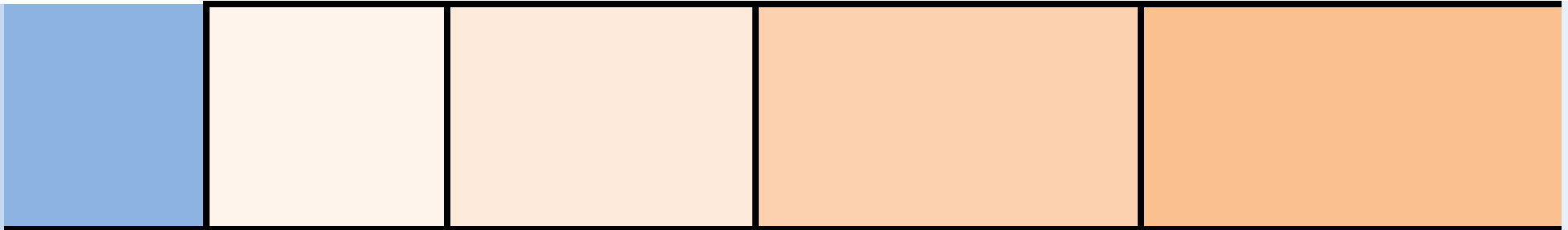






<p>uben Yaghdjian) Leadership-Principals +++++</p> <p>7.NBPTS</p>			
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# Logic Model: Teacher Leadership Summit



**Student Impact: (If professionals engage in sustained and systematic professional growth activities to improve instructional practice, then professionals will positively impact student growth.)**