

Problem Statement: The current structure of the WA TOY program has little impact on the systems that affect students around the state and the public/education stakeholders do not have a systematic way to access accomplished (classroom) teachers that have expertise and a demonstrated impact on student learning.

Goal: Teacher leaders will be developed and will advocate at the local, district and state level for student needs. Every stakeholder (TBD) has equitable access to an accomplished teacher leaders in order to make informed decisions that impact students and their learning.

Elevator Pitch: Wouldn't it be great if your organization had access to accomplished teachers who are experts in their field in order to better understand how decisions about education will impact student success. We are trying to harness the power of the accomplished teacher voice in order to influence education policy in our state at a local, district, Educational Service District and state level. We are the state and regional teachers of the year from all over Washington. We can help you create great policies for kids.

We share your vision for excellent education. We want to work with you to accomplish your this goal.

Logic Model: Teacher Leadership Summit



Rationale:

If stakeholders have access to accomplished teachers who are experts in their fields, then they will better understand how decisions about education will impact student success.

Inputs: Participants & resources

Participants: WA STOY/ Regional TOY (This includes 9 teachers chosen through the educational service districts (ESDs) that represent different regions of WA state.

The current STOY will be on the WATAC and there will be 6 additional committee members. There are 15 total members (8 current RSTOYs and 1 STOY) and 6 alumni.

Decisions about the selection of the other 6 seats will be made during a future meeting.

Resources: (need to figure out who should be most tied to this work)

Activities: What will you actually do?

-Regional ToY retreat (September)

- 4 meetings in different regions of the state (November, December, February, April)

-NNSTOY Conference (July)

Develop stories about our practice and the practice of other accomplished teachers that are making a difference.

-Developing action plans for the whole group, subsets, and individuals

Participate in training:

- communications/ public speaking
- advocacy
- media relations
- Developing a message

Meet with representatives from partner organizations.

Outputs: Concrete, tangible products or program activities or strategies

- Manageable **online presence**.
- Blogging from around the state (guest blog to start)
- Social media handles/connections (FB, Twitter)

-Schedule of meetings

- **Agendas** for each meeting
- Locations
- Outcomes

- **Action plans**/products from advocacy or messaging training for all committee members

-**Publications:** blogging, stories from the classroom

-**Survey** to stakeholders- data

Outcomes:

Short Term: 1 year

- 12 blog posts over the course of the year.
- Teacher of the year directory that is provided & accessible to stakeholders and legislators.
- Speakers bureau.
- Increased speaking engagements
- Enhanced seed to apple publication (Student and other teacher stories?)
- Increase contacts with the media
- Increase contacts with stakeholders
- Increase contacts with other teacher leaders throughout the state.
- Increase in video presentations

Medium Term: 2 years

- Building capacity across the state for teacher leaders to express their authentic teacher voice (Increase in number of teachers producing outcomes)
- Survey to stakeholders show positive impact

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<p>OSPI WEA CSTP NBPTS ESDs WASA SBE WSSDA AWSP NNSTOY WSPTA Gates Foundation</p>	<p>Survey of stakeholders of what they want from teacher leaders.</p>		<p>Long Term: Beyond 2 years</p> <p>-Teacher leaders informing, advising and leading decision making about education.</p> <p>-Improve systems that positively impact student learning.</p>
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Student Impact: (If..., then...)

If we build the capacity for teacher leadership in our state, then ToYs will be better advocates for education. If we are more effective as teacher leaders, then we can work with stakeholders to help them accomplish their goals and better understand how their decisions will impact student learning.

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If we provide opportunities for teacher leaders to meet together and receive training in teacher leadership skills, then ToYs will be better able to inform, advise, and advocate for education issues.

If ToYs are better able to inform, advise and advocate for education issues, then they will be able to effectively communicate with stakeholders (peers, parents, school/district administration, state decision-makers).

If ToYs are able to effectively communicate with stakeholders, then stakeholders will be more likely to listen, call on them for information and advice, and utilize their ideas.

If stakeholders access teacher leaders, then education decisions will be influenced by teacher leader ideas.

If decisions about education are influenced by teacher leader ideas, then decisions will accurately reflect the current needs of students and teachers.

If decisions reflect the current needs of students and teachers, then they will positively impact teaching and learning.

If teaching and learning improves, student achievement increases.

Definition of "Policy" to consider:

Educational policy is a purposeful course of action, fashioned and enacted by an officially designated or self-designated policymaking group, aimed at influencing the actions of others in the educational system, across settings and over time. Mike Knapp, University of Washington 2014

"Just like we have to learn how to be great teachers, we have to learn how to be great teacher leaders." -Katherine Bassett

Logic Model: Teacher Leadership Summit



Agenda Items:

- Structure of WATAC
 - Who will participate? (alumni STOY, current STOY, current Regional STOYs)
 - How will they be selected? (selection criteria, where, when) Do all RSTOYs have to be on the committee? Could the alumni number flex if one of the RSTOYs does not want to participate?
 - Timeline (chair, change-over)
- Mission/Vision
- If, then chain.... what is teacher leadership? Why will it impact student learning?
- Issue focus- group action plan

Questions to Consider?

Is this tied directly to the TOY program and how are other “accomplished teachers” included/not included in this work?
 How is the vetting comparable across the ESDs?

Needs/Ideas:

Building reverse selling... why is it important to THEM? Need to build message that benefits stake-holders.
 Use NNSTOY website to help us develop/host

Template for the Year

WHEN	WHERE	WHAT	WHY
September 18-21 third weekend	Grinwood (change for 2016)	Toy Retreat	Bonding, relationship building Basic training in structure of public ed systems & finding your voice/message Mentoring from alumni ToYs Develping your story
November 13th (Friday after Veteran’s Day)	Spokane ESD 101	WATAC introduction/development	What is WATAC? What is teacher leadership? What are my strengths and interests as a teacher leader?

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			How do my strengths and interests fit with local, district, regional, and state opportunities? Initial skill building- training Preparing action plans (WATAC and individual?)