

# Logic Model: Teacher Leadership Summit



**Problem Statement:** To implement an effective intervention that results in improvement in student learning outcomes, the human capital of teachers needs to be fully realized. The achievement gap remains wide because every student isn't receiving the instruction they need to grow academically. Professional development is seen as compliance to a mandate rather than a means of support to move every student forward within the context of that individual classroom.

**Goal:** To support demonstrable academic growth and achievement and better meet the needs of every student, we will strengthen inquiry teams, build instructional capacity, and shift the professional culture and climate towards shared responsibility in schools by launching pilots in X schools using Board certification, especially the Architecture of Accomplished Teaching and the Differentiation in Instruction component (Component 2), as teacher-led, teacher-chosen, job-embedded PD in professional learning communities to create beacons of possibility to spread districtwide (?)

**Rationale:**

To close the achievement gap and meet the differentiated needs of all students, teachers require relevant and contextualized professional development based on the National Board certification process.

**Inputs:**

CSP Team  
  
Boston NBCT Network  
District NBCT Teacher Leaders and NBCT Network  
  
Principals:  
Renee McCall, Principal of Timilty Middle School,  
Emily Bozeman, Principal of Brighton High School,  
Phil Brangiforte, Principal of East Boston High School

**Activities:**

Continue CSP Program - Recruitment, Support  
Launch Job-embedded/PLCs at 3 Pilot sites.  
Use 5 Core Prop Activity and readiness quiz to establish baseline data in the area of instructional capacity (one per pilot site)  
Engage and educate principals, district leaders, union leaders  
Develop hybrid curriculum with online support for cohort-based candidate support  
Offer cohort opportunities to

**Outputs:**

**1 month:**  
Information Session held (September 30, 2015)  
Jump Start held to inform potential candidates about the program (Oct 9 & 10, 2015)  
Schedule completed for all pilot schools (the PD at 1 school, the others are already scheduled)  
BPS school survey (Culture & Climate Surveys) baseline data gathered  
  
3 pilot cohorts launched.  
**3 month:** Cohorts are up and running. CSPs calibrate progress with each other. Collect data from

**Outcomes:**

**Short Term: 1 year**  
Marked improvement in school climate using school climate survey data collected by the district by school.  
Improvement in trust within PLCs and schools (measured by Bryk tool).  
Increase in teacher capacity through growing repertoire of instructional strategies (pre/post from Comp 2 work).  
Improvement in peer to peer collaboration within schools (measured through teacher survey).  
Improvement in quality / relevancy of PD to participating teachers as reported by teachers on survey data.  
Improvement in student and parent

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	<p>Union: Richard Stutman, BTU President Paul Tritter Angela Christiani</p> <p>Superintendent Dr. Chang's Team: Marice Edouard-Vincent, Assistant Superintendent Christine Landry, NBCT, Principal Leader Donna Muncey Barbra Deane-Williams Ed. Consandine</p>	<p>utilize peer observations model for peer to peer supports</p>	<p>candidates via reflection/forms</p> <p>In the first three months measurements of how candidates are beginning to: evaluate learning strengths/needs in individual students, plan and implement appropriate differentiated instruction, analyze and modify instructional strategies and materials.</p> <p>Cohorts have a self sustaining peer to peer PLC support space dedicated, in addition to the CSP lead support space.</p> <p><b>6 month:</b></p> <ul style="list-style-type: none"> <li>-Teachers will have completed Component #2 and Component #1 and submitted it to NBPTS</li> <li>- infrastructure for school-based cohorts in place for expansion next year</li> </ul>	<p>perception surveys.</p> <p><b>Medium Term: 2 years</b> Approaching target of 15% percent engaged in the NB process in our 3 sites. A network to grassroots support.</p> <p><b>Long Term: Beyond 2 years</b> Data to demonstrate academic growth patterns in all 3 pilot sites (common measures?). Proportion of PD that is teacher-led within a building (as opposed to top-down / external).</p>
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**Student Impact: (If..., then...)** If teachers choose to work in PLCs centered on the differentiation in instruction component of Board Certification, they will strengthen their ability to be reflective practitioners who evaluate and plan for individual student needs and modify and adapt instructional strategies accordingly. Then, teachers will have increased trust and efficacy in their schools and students receive instruction that better meets their needs thereby increasing academic achievement.

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