Logic Model: WA Teacher Leadership Summit

September 27, 2015

TEACH to LEAD

BULLIS charter school

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Problem Statement: Associate teachers are not a model in the world of education. Bullis' AT program is not consistently functioning well as a bridge year to develop excellent HR teachers for our school.

Goal: Develop and implement expectations and structures where our Associate Teachers and Homeroom Teachers grow as teachers and teacher-leaders to positively impact student learning.

Rationale:	Inputs Who are the participants?	Activities What will you actually do?	Outputs	Outcomes
Associate teachers are not a model in the world of education. Bullis' AT program is not consistently functioning well as a bridge year to develop excellent HR teachers for our school.	-ATs (new and returning) -HRs that are successful Ts who were ATs before (--Why were they successful and how can we capitalize on that?) -Ppl who facilitate the AT program and meetings Leadership Team (all) -Jennifer Anderson-Rosse -K-5th HRs -Finance Committee (Eyring) -Staff (including specialists and TOSAs) -New Teacher Project -New Teacher Center -CCSA -NBCT & NBPTS -Communication **How will you invest them?** **What are the resources (that we need) that will be invested to make your idea a success?**	**Hiring** -Define grade level competencies (content) -Identify what ATs should be prepared to teach at hiring process or we need to define their core competencies (including content competencies) -Clearly define a baseline during hiring process of what we are looking for in associate teachers -Collect current testimonies from current Ts that have been ATs to be used for recruitment and telling the story -Highlight the purpose of the AT program and its benefits (develop a message, as part of the proposal) -Evaluate current question about collaboration in the hiring process for HTs and see whether it touches upon the skills they would need to	**1 Month** Analysis of current parent and student satisfaction AT survey: frustrations Analysis of current AT competencies Development of observation or feedback protocol **3 Months** Analysis of how is your associate teacher doing survey A training on behavior management for ATs (supporting their professional goal) Testimonials of benefits of AT program Clear messaging of associate teacher program (for hiring) A list of competencies of	**Short Term: 1 year** Feedback protocol has been developed and utilized **Medium Term:** 2 years Teachers feeling supported ATs qualified to take homeroom positions Clarity about roles and expectations of ATs and HRTs Teachers have leadership opportunities and grow as teacher leaders Homeroom teachers have tangible means to support their ATs **Long Term:** Beyond 2 years

	-Time to sit as HR to discuss this relationship when program is implemented -Time to sit as HR and an AT -Time to sit and develop the program -Budget for training -Other models outside of education where structures have been set up (i.e. Medical field). -Proximity of successful companies	effectively mentor ATs (experience about coaching etc.) **Professional Development** -Provide training/PD to HRs on how to be a coach/mentor/leader **Expectations** -Explicitly communicate responsibilities for HRTs as mentors -Clarify how HTs and ATs support one another -Develop a message to the HRTs that highlights purpose (buy-in) and benefits -Define expectations for HTs as mentors of ATs; present, get consensus with the whole staff -Discuss and set expectations for ATs -Clarify responsibilities for HRTs as mentors based on their BCS experience -Clarify basic competencies as a T needed before you're required to mentor someone **Structures** -Clarify obstacles and frustrations for ATs and HRs (eg. ATs being pulled for subbing) (possibly through a survey) -Provide ATs the same SMART goal	what ATs need **6 Months** Parent satisfaction survey: perceptions of culture/climate, parents are hard on new teachers. Are those who went through AT program rated higher by parents as those who didn't? Student satisfaction survey: Are AT program higher than not? HR teacher survey: Their confidence in being a mentor, relationship quality, what they value in ATs' helping to support student outcomes Student outcome data A document of the expectations of ATs that will be used in the hiring process A document that explains the program (recruitment, something we can give to institutions of higher ed) Testimonials of benefits of AT program A list of competencies of what ATs need	

		for the continuum (provides focus and vision for AT); starting 2015-16 yr -Create a process to support/address struggling ATs -Educate parents about benefits about having new Ts and ATs (BTSN slides, newsletters) -Identify supports that will be provided to current HRTs to meet expectations as mentors -Identify how expectations will be measured/evaluated -Analyze current data: how many ATs, showing how they become successful HTs -Survey current, former ATs about what they need(ed) -Explore the role of co-teaching in the AT program; determine what it could mean for AT program -Evaluate how we use ATs appropriately (aligned w/ current eval protocol)? -Develop communication protocol between HTs and ATs, communicate to staff a desired culture of transparency and growth. -Provide time for HRs to discuss	Research/resources on co-teaching to use in AT program Team brings proposal of expectations for HTs (document, checklist, definitions) to staff for consensus process; staff consensus process results in approved expectation document Document: expectations around how the HTs mentor/support ATs Plan for supporting HTs in mentoring/supporting: training, etc. Including onboarding of new folks. Reflection for HTs: how they will use the training in their classrooms, personal action plans to manage the relationship Protocol for providing evidence that HTs are using/supporting their ATs effectively Potential changes to hiring protocol to reflect candidates' experience in mentoring/coaching Back to school night slides about AT program, newsletter	

		strategies, check-ins, etc.	entries about/from ATs	
		-Support Ts in new roles as mentors, coaches, and teacher leaders -Support ATs in their role -Discuss and set expectations (focusing on buy-in/purpose and benefits) for HRs and ATs -Create tools and materials to support effective teaching (including observations, mentoring, coaching, feedback) **What are the strategies you will employ?**	A communication protocol between HTs and ATs to work on specific competencies	

If… then...

If we support ATs & HRTs in becoming more effective teachers and mentors, then we will increase student learning and teacher leadership.