

Logic Model: Teacher Leadership Summit

Problem Statement: The hierarchical leadership structure hinders our ability to reach our full potential in terms of morale and classroom instruction.

Goal: To create a model & structure to support the culture (mindset) of practice, feedback & reflection to bring classroom instruction to its full potential.

Rationale:

We already have a great school and we're trying to make it better by moving to a distributive leadership model in order to improve morale and classroom instruction.

<u>Inputs:</u>	<u>Activities:</u>	<u>Outputs:</u>	<u>Outcomes:</u>
<p>Three Drivers:</p> <p>1. Instructional Council (18 members - Principals, APs, Instructional Coaches, Dept Chairs)</p> <p>2. Coaches CT (6 members)</p> <p>3. CT Lead Cohort (16 members)</p> <hr/>	<p>1. Instructional Council</p> <ul style="list-style-type: none"> - Bring together instructional leaders in the building to have purposeful, strategic conversations to guide the work of the CTs throughout the building - IC conversations will drive instructional practices and initiatives throughout the school <p>2. Coaches CT</p> <ul style="list-style-type: none"> - Define role of a coach - Developing a shared understanding of a culture of practice, feedback & reflection - Defining a protocol for giving feedback 	<p>2 months:</p> <ul style="list-style-type: none"> - Identify members and have key conversations - Identify meeting dates and necessary planning timelines <p>4 month:</p> <ul style="list-style-type: none"> - Had initial meetings of groups to set purpose - Reflect on next steps and adjustments based on group inputs and conversations <p>6 month:</p> <ul style="list-style-type: none"> - Reflect on groups so far and progress toward purpose and goals - Identify changes in structure and/or resources needed 	<p>Short Term: 6 months from implementation</p> <ul style="list-style-type: none"> - More evidence of Signature Practices in instructional delivery via observations - Each teacher in the building will identify area of growth - Each teacher in the building will have met with a coach at least twice re: area of growth - CT leads will be attending the cohort regularly and participating - Common understanding of the coach, the instructional council, the role of the CT and CT lead <p>Medium Term: 1 year</p> <ul style="list-style-type: none"> - Working conditions survey: improvement on engagement and morale

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<p>We know through data that teachers want this.</p>	<p>Other inputs:</p> <ul style="list-style-type: none"> - Creation of a supporting role (Academic Dean) - Time for cohort - Region office support and resources (Jay, Fabio, Jennifer, Charles, Tina, James, Steph) - Summer planning to support each driver 	<ul style="list-style-type: none"> - Identify priorities - Define strategy for embedding culture of coaching (including articulate to staff) <p>3. CT Lead Cohort:</p> <ul style="list-style-type: none"> - Equipping CT leaders with a toolkit skills to facilitate groups of peers - Define role of CT leaders and role of CT - Shared understanding of the instructional cycle and how it impacts student learning 		<ul style="list-style-type: none"> - Student achievement data will improve (map to Signature Practices) <p>Long Term: Beyond 2 years</p> <ul style="list-style-type: none"> - Each driver is sustained despite turnover - Structures and culture outlast leadership - No longer a targeted school (sustained full accreditation)
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Student Impact: (If..., then...)

If teachers feel engaged and empowered through a distributive leadership model:

- Morale will improve (working conditions survey, internal feedback surveys, informal/formal conversations)
- Signature Practices will be fully embedded in teachers' language and instruction (via observations and CT planning processes)
- Student learning will improve (literacy goals, SOL data, common assessment data)