

Logic Model: Teacher Leadership Summit

Problem Statement:

Our current model for Professional Learning Communities (PLCs) is not as effective as it could be for enhancing student achievement and teacher efficacy due to a lack of familiarity and ability to connect the Florida Standards to educator practice and a lack of strong facilitation skills that promote teacher engagement and ownership of the PLC process.

Goal:

If we heighten teachers' facilitation skills, understanding of, and ability to connect the Florida Standards to their practice, then our PLC process will become a powerful, effective collaborative that will, ultimately, enhance collective teacher efficacy and student achievement.

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Rationale:

Increase teacher knowledge of standards and PLC facilitation to increase student achievement

Inputs:

- All ILT members
- Instructional Coaches
- Teacher Talent Developers (TTD)
- All AHS teachers
- All AHS administrators
- Hillsborough PD Group/Area II Principal Coach (Teresa Campbell)
- Larissa McCoy Mitti, APC
- Jacob Bruno, Critical Friend
- Stacey Hicks, Critical Friend
- New Meeting Locations tbd
- Professional articles, books, vignettes (library)
- ILT mentee
- Lynn Dougherty
- Aspen Institute
- SIP waiver
- Jeff Eakins, HCPS Superintendent
- Van Ayers, Deputy Chief

Activities:

Setup conditions for next year:

1 month:

- Select new PLC team members (**ILT Members**)
- Select ILT “wingmen” (**ILT Members and Larissa McCoy Mitti**)
- Begin research of professional learning resources (books, articles, vignettes) (**Ravyn Hunt, Robyn Sullivan, and TTD Staff**)
- Determine new facilitation process/protocol & create graphic (**ILT Members with District Support**)
- Redistribute ILT members into small groups for purposes of next year planning (**ILT Members and Larissa McCoy Mitti**)

Summer:

- Reconsider documentation and process of Open Classrooms (**ILT Members and Critical Friends**)
- Train/professionally develop ILT members & “wingmen” on

Outputs:

1 month:

- Identify ILT “wingmen” and create a timeline for Problem of Practice teacher inquiry/coaching model
- ILT members assigned to small group for next year planning
- Recruit new ILT members for those who are taking on leadership roles and for those who are in need of rotating off to build capacity
- Select protocols to be used for Problem of Practice model/coaching cycle
- Create a list of PLC teams for following school year
- Compile a list of professional learning resources
- Meet with district officials regarding availability of PD support resources for facilitation training for ILT members/“wingmen”
- Meet with district officials to discuss sharing Alonso’s ILT story (past, present, future, Teach 2 Lead Logic Model, etc.)

3 month:

- Approved/Improved graphic or visual representation for new process: facilitation, trial Problem of Practice protocol, and open classrooms

Outcomes:

Short Term: 1 month

- Reorganized ILT process and groupings
- Initial master list of research built and posted in resource library

Medium Term: 4 months

- More focused conversations during PLCs
- Expansive list of research available to all staff in resource library
- All PLC members will have better skill in self video reflection and participation in Open Classroom process

Long Term: 8 months

- ILT pilot team will have implemented measuring impact protocol and will articulate to larger school and district community
- All teachers focused on personal problems of practice within PLC protocols for Spring ‘17

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<ul style="list-style-type: none"> ● School Board Members 	<p>facilitation/coaching (Area Principal Coach and/or HCPS PD Team)</p> <ul style="list-style-type: none"> ● Create timeline for integrating research into ILT meeting calendar (ILT Members) ● Incorporation of research into PLCs by PLC members (ILT Member as Coach and PLC Members) ● Create accountable talk stems to promote powerful discussion during ILTs (ILT members - ongoing) ● Calculation of 'effective size/impact' from instructional practice (Jacob to connect) ● Share the work of Alonso ILT/PLC & iterative plan for '16-'17 with the community, school board, Superintendent - PR <p>Fall '16:</p> <ul style="list-style-type: none"> ● Select new locations for meetings (Individual PLCs determine meeting location) ● Capture and share the work of Alonso and the ILT with the community/school board/Superintendent - PR 	<ul style="list-style-type: none"> ● Facilitation Guide & resources as a result of facilitation training ● Calendar of PD for whole school year ● Trial "measuring impact" protocol - ready for fall implementation ● Accountable Talk stems for effective PLC communication ● Video and materials selected for training <p>6 month:</p> <ul style="list-style-type: none"> ● Team reflections on Problem of Practice process to begin planning implementation to whole staff ● Refined "measuring impact" for 2nd Semester ● Continuing education plan based on teacher feedback and student/teacher needs 	<p>Longer Term: 1 year</p> <ul style="list-style-type: none"> ●
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- Evaluate/refine 'effect size/impact' component of PLC protocol **(ILT/PLC)**
- Collect feedback from teachers on process & teacher/student needs **(ILT/buddy team)**
- Collect feedback on effectiveness of facilitation training, buddy system, and problem of practice **(ILT leadership team)**
- Train teachers, during pre-planning, using outside video to encourage accountable conversations and to reinforce use of protocols

Student Impact: (If..., then...)

If we give teachers the supports they need to be effective facilitators, and through the PLC process, assist them in connecting the Florida Standards to their practice, then we will positively impact student mastery of the standards across the curriculum.