

## Logic Model: Teacher Leadership Summit

**Problem Statement:** There are not adequate structures in place for district and campus level administrators to effectively support all teachers to be successful as measured by teacher evaluation system.

**Goal:** Teachers will have access to systems of support necessary to grow within the domains of the state's teaching standards.

<p><b>Rationale:</b></p> <p>When teachers lead from the classroom, they enhance instructional capacity and influence their colleagues to advance teaching, learning, and student achievement.</p>	<p><b>Inputs:</b></p> <ul style="list-style-type: none"> <li>● District and campus Instructional coaches</li> <li>● Campus administration</li> <li>● Superintendents, coordinators, and directors</li> <li>● Team Leaders and Department Chairs</li> <li>● Academic Support</li> <li>● Title II Money</li> <li>● Stipends</li> <li>● Professional Learning Communities</li> <li>● District/Campus professional development</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>● Professional learning tied to evaluation domain evidence</li> <li>● Conduct an audit of administrative and teacher leadership job descriptions</li> <li>● Develop clear job descriptions for team leads and department heads</li> <li>● Implement measure of effectiveness of team leads and department chairs.</li> </ul>	<p><b>Outputs:</b></p> <p><b>1 month:</b></p> <ul style="list-style-type: none"> <li>● Meeting with superintendents.</li> <li>● Share logic model and share a draft of survey to audit the job duties and their effectiveness of current positions.</li> <li>● Is there a plan in place to support the growth of teachers along the rubric? Teacher understanding of rubric</li> <li>● Find out what the district's goal is for the positions in place for teacher leadership.</li> </ul> <p><b>3 month:</b></p> <ul style="list-style-type: none"> <li>● Follow up meeting about evaluation training plans.</li> <li>● Offer audit of leadership models after teacher evaluation system to analyze teacher leadership models and their effectiveness.</li> </ul>	<p><b>Outcomes:</b></p> <p><b>Short Term: 6 months</b></p> <ul style="list-style-type: none"> <li>● Establish a shared goal for the positions in place for teacher leadership.</li> </ul> <p><b>Medium Term: 2 years</b></p> <ul style="list-style-type: none"> <li>● Job descriptions for teacher leaders/campus leaders</li> <li>● Improvement on timely, meaningful, and actionable feedback</li> <li>● Support through flexible and hybrid coaching/teacher leadership programs in place to enhance teacher performance, including peer-to-peer support</li> </ul> <p><b>Long Term: Beyond 2 years</b></p> <ul style="list-style-type: none"> <li>● Alignment and calibration of principal appraisal, teacher appraisal, student performance, and state accountability - are our systems working in concert together to achieve the desired outcomes of teacher leadership.</li> </ul>
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**Student Impact:** If teachers can provide and have access to effective support and professional development while remaining connected to their classrooms, then they will elevate instructional practices in the classroom that engender long-term sustainable student achievement.