

## Logic Model: Teacher Leadership Summit

**Problem Statement:** How can we increase trust and value using SLRC (Student Learning Reflection Cycle) to advance powerful student learning?

**Goal:** If we increase trust and value using SLRC (Student Learning Reflection Cycle), then more teachers would become involved in school improvement and advance powerful student learning.

<p><b><u>Rationale:</u></b> By tapping into your curiosity and working together we can advance powerful student learning!</p>	<p><b><u>Inputs:</u></b></p> <p>Jesse (Woods, Kilby, McKee, Kebles, Schmidt)</p> <p>Sherry (Morgan, Ranney, Wilkins, Thompson)</p> <p>Brandy (Hatfield, Buckles, Pepper, Worley)</p> <p>Missi (To be determined)</p>	<p><b><u>Activities:</u></b></p> <p>Invite blue dots to SLRC (start them with data collection)</p> <p>Invite Blue Dots to School Improvement Team Meeting</p> <p>Model SLRC in SIT and send out a link to the process for those that cannot attend</p> <p>More structured agenda and strategic tapping (teacher-driven agenda and meeting facilitation,</p>	<p><b><u>Outputs:</u></b></p> <p><b>End of the school year:</b></p> <p>Restructure SIT meetings. Teacher created agenda and focus</p> <p>Select and recruit inputs and complete a reflective cycle</p> <p>Carnevale will invite Superintendent and new Curriculum Director to the process</p> <p>Select the next cohort of the Teacher Leader Initiative</p> <p><b>Beginning of School Year: (October)</b></p> <p>Give trust survey again for a 2<sup>nd</sup> time</p>	<p><b><u>Outcomes:</u></b></p> <p><b>Short Term:</b> Timeline was met and inputs selected and engaged.</p> <p>Brandy, Jesse, Sherry will complete 4 reflective cycles with the new inputs as data collectors (approximately 25% of staff will be involved in school improvement)</p> <p>3 different teacher leaders sent out agenda and facilitated STI meetings (solidifies the perception that this effort is teacher driven and transparent)</p> <p>Superintendent will attend one SIT Meeting (build support and</p>
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	<p>Shue Midill Middle School</p> <p>Demonstration site</p>	<p>different teachers creating the agenda and driving the discussion)</p> <p>Bring food</p> <p>Mission Statement Powerful Student Learning</p> <p>Engage superintendent in the SIT meetings and discussions</p> <p>Visiting Shue and having Shue visit us for classroom/school visits (having more structured agendas for the visits)</p> <p>Create a TLI selection protocol</p>	<p>Blue dots will complete one full cycle (each teacher will serve as host and data collector)</p> <p><b>Long Term: (by the end of the 16-17 school year)</b></p> <p>Have inputs select their 4 new people</p> <p>By the end of the sy 16-17 each teacher leader will complete 4 SLRC's</p> <p>New teacher leader cohort will complete 4 SLRC's</p>	<p>understanding – intellectual and monetary capital)</p> <p><b>Beginning of the School Year (October):</b></p> <p>Use the staff trust survey to make data driven decisions to drive school improvement</p> <p>Approximately 25% of our staff will complete on full cycle</p> <p><b>Long Term: (by the end of the 2016-17 school year)</b></p> <p>We increased teacher involvement from 25% to 62%</p> <p>50% of our staff will have engaged in SLRC in their classrooms</p>
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		<p>Hold demonstration site meetings within the district and statewide</p> <p>Summer Task Force to prep for new school year</p>		
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**Student Impact: (If..., then...) If more teachers commit to the SLRC process then it will advance powerful student learning for more students**



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Recommended resources: Cathy escamilla