

Intrinsic Schools, Chicago

Logic Model: Teacher Leadership Summit



Problem Statement: Professional Development needs to provide every Math teacher with the resources, communication, and structures to understand and successfully implement our school's pod model on Day 1.

Components: co-teaching, blended/flipped, differentiation (4-6 courses in each class period) (1-2 credits possibly earned per course), diverse learners (no tracking/SPED/ELL), flexible grouping (data driven instruction), academic behaviors (students have the soft skills necessary to work independently and collaboratively).

Goal: Design and implement high quality professional learning so that every Math teacher at each grade level implements the pod model and curriculum with fidelity. Learning is optimized so that each student is engaged, learning at their level, and moving forward every day.

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<p><u>Rationale:</u> Implementing high quality professional learning and collaboration will prepare math teachers with the resources to implement our pod model with fidelity so that each student moves forward every day.</p>	<p><u>Inputs:</u> Participants and how you invest in them.</p> <p>Time - 2 weeks in the summer and PD days (at least 1 hour per week and 3-4 hours per quarter)</p> <p>Existing math teachers - capitalize on their strengths, how is it going to help me, what was good about what you did, it is valuable and I appreciate what you did, we are going to use parts of it. Ensure they have a manageable amount of work.</p> <p>Teacher agency.</p> <p>Administration: Ami - Director or Personalized Learning Becca - Dean of Instruction Melissa - Principal</p> <p>Standards? NCTM, Common Core, College readiness, Learning Forward - learningforward.org</p> <ul style="list-style-type: none">• Professional	<p><u>Activities:</u> What will you actually do, What strategies will you employ? Create a common definition... Create an image of Intrinsic student pod makeup.</p> <p>Prioritize first day of school success.</p> <p>Buy in: Summer survey for teachers to identify needs (new teacher, differentiation, etc.) Present the research for each of the core concepts in the model. In a consumable manner. Chunked. Homework. Guiding questions. Agree/disagree. Give them a purpose and accountability. Survey to collect data on beliefs, understanding and implementations.</p> <p>Collaboration Consistent collaboration and team building activities throughout the year. Getting to know your team before the start of the school year and learn about strengths to build upon throughout the year. Clear roles. SRI facilitation initiative.</p>	<p><u>Outputs:</u> Concrete tangible products.</p> <p>1 month: Begin collecting and organizing curricular resources. Include PD time for teachers to categorize resources in a continuum. (organize existing curriculum resources to reduce)</p> <p>Clearly state the non-negotiables. Ami and Becca and Melissa. Set a goal related to the non-negotiables? (Talk to admin about non-negotiables)</p> <p>Create/and do survey to collect data on current implementation and beliefs about the model. Technology best practice. (Highlights teachers who have buy-in are evidencing success and use bookclub model for research based topic.)</p> <p>Ask about the interims and data.</p> <p>Talk with Admin about the prep schedule and see if the schedule can accommodate teacher cross grade collaboration for instruction and planning time. (Provide collaboration time during teacher preps for observation of instruction and planning)</p> <p>Set schedule for accomplishing this project work.</p> <p>3 month: Start planning the PD for inservice. Involve teachers in presenting topics they have mastered (model or</p>	<p><u>Outcomes:</u> short medium and long term impacts</p> <p>Short Term: 1 year Create an organized curriculum continuum.</p> <p>Collected base-line data</p> <p>Collect data/analyze the effectiveness of this year's (2016) implementations, and where possible, evaluate the effectiveness of any changes or plan changes which are needed. (evaluate and adjust 2016 implementation)</p> <p>Planned PD (aligned to the non-negotiables) - gone through one semester of PD. Evaluate progress and effectiveness of PD. Catalogued to be reused in later years. (evaluate and adjust 2016 PD effectiveness)</p> <p>Medium Term: 2 years Standard leveled assessments are agreed upon. Teachers have resources based on topics for differentiated learning in the pod.</p> <p>Evaluation of PD and collaboration effectiveness, refine PD collection.</p> <p>Teacher mentor program to ensure continued effectiveness.</p> <p>Present the learning at a conference. Learning Forward (proposals due January 2017)</p>
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<p>Learning Standards</p> <ul style="list-style-type: none"> • Innovation configuration maps • Effective Teacher Teams <p>Teacher Leader Model Standards (NNSTOY)</p> <p>School Reform Initiative - schoolreforminitiative.org</p> <p>Materials-</p> <p>Schedule - make sure that the preps are flexible.</p> <p>Research -</p> <p>DATA: THE LIST from math department meeting. Collect data from the teachers - how often does this happen in the class. 5 essential surveys Student attitude survey Test Scores</p>	<p>Training for SPED teachers to create curriculum and work with other pod teachers to create modified curriculum in an effective manner</p> <p>Build a schedule and standards for observation both teaching and planning. This should include reflection and feedback.</p> <p>Technology Teacher run PDs on what works. Deploying tech as a tool for learning and not just for the sake of technology. Reflection time to look at how tech is used in the class and what is successful. (cycle of reflection) Gather data on which tech tools teachers find useful and not useful. Also, work with teachers to identify best practices.</p> <p>Differentiation (resources)/curriculum framework Flexible grouping (data driven instruction) : create a survey data. set clear expectations (frequency and data usage) accountability time to watch how other groups do their groupings</p>	<p>technology) { PDs on instructional models could be presented using the framework of the expected instructional strategies.}</p> <p>Talk with Admin about the schedule for next year to ensure that the schedule can accommodate coaching and collaboration between pod teams.</p> <p>Look at professional learning standards, school reform initiative, and incorporate them into the planning.</p> <p>6 month: Collect needed resources over summer for where there are needs.</p> <p>Use the data collected to put together inservice.</p> <p>Plan for teacher collaboration schedule, plan, norms for teachers to watch instruction and planning.</p>	<p>Long Term: Beyond 2 years Standards based grade book is used. Student growth is measured based on completion of standards. Student growth is used to measure the strength of the pod dynamics.</p> <p>Revised leveled assessments.</p> <p>Evaluation of PD and collaboration effectiveness.</p> <p>Pd can be refined and used with other campuses and schools.</p>
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		<p>Sped/ELL Time and training . Common ideas on how to differentiate/accommodate. Collect best practices and resources.</p> <p>Cycle of Inquiry</p>		
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Student Impact: (If..., then...)

If every teacher is prepared to successfully implement the pod model on day 1, then each student will move forward every day, have appropriate and optimized educational experiences, and optimized instructional time.

If every teacher is prepared to successfully implement the pod model on day 1, then learning will be optimized so that each student is engaged, learning at their level, and moving forward every day.