

Logic Model: Teacher Leadership Summit - Northwest Louisiana Teaching Lab

Problem Statement: Classroom teachers will need support to teach Louisiana’s Student Standards

Goal: Create PD for teachers by teachers based on teacher inquiry to develop the skills and deepen the knowledge they need to promote and impact student success.

Rationale:

Teachers are most influenced by the awesome teacher down the hall. Northwest Louisiana Teaching Lab is a grassroots movement to connect these awesome teachers and support each other in implementing the new Louisiana Student Standards. Teacher’s own questions and the needs of their students drive the process of our model.

Inputs:

1. Addie Kelley, Meredith Starks (founders) Carrie Culpepper, Lorrie Susdorf (co-founders)
2. Classroom Teacher Participants (a), Instructional Coaches (b) and School Administrators (c)
3. Model Frameworks
 - Reno, NV Model: Core Teaching implementation Project;
 - West Virginia Model
 - Washington DC Model
4. Teaching Lab: Silas Kulkarni and Max Wagner
5. District Administrators: Bossier Parish – Kay Thompson
6. Common Core State Standards

Activities:

- Design and deliver collaborative sessions (1)
- Secure funding for substitutes (4)
- Use district pacing guides as a tool to identify standards that need development (1)(2)(6)(7)
- Approve substitutes, provide CLU’s for participating teachers, and provide space at the BIC for sessions (6)
- Lead site-based 20 min. standards alignment exercise at home schools (1)(2a)
- Teach collaborative shared lesson, collect data, debrief at next session (1)(2a)
- Observe other participants teacher the shared lesson, create or view video (1)(2a)
- Develop our “story” for community organizing and stakeholder outreach (1)(4)
- Offer endorsement and support
 - talking to district and school administrators
 - resources
 - funding? (6)
- Identify various leadership roles within the group (1)

Outputs:

- Ongoing:**
- Teacher Surveys
- Observations of behavior:
- Student talk
 - Student words on task
 - Positive/negative comments (teachers at the sessions)
- Shared lesson collaboratively built during the session
- Reflection of the shared lesson after it is taught
- Video of the lesson that can be analyzed and reflected upon
- 1 month:** 7 veteran teachers + 7 new teachers as new participants at next session on March 1, 2016
- 3 month:** Data collected from initial teacher talk/student talk time
- 6 month:** Each founder is leading 10 people; 1 school-year calendar of PD and proposed lessons; budget

Outcomes:

Short Term: 1 year

- Immediate change in teaching practices surrounding student talk time and discussion interaction
- Students will talk to each other more (closer to an 65% : 35% teacher : student ratio)

Medium Term: 2 years

- Students will improve writing achievement by increasing words written, on topic, citing text evidence.
- Students will talk to each other more (closer to an 50% : 50% teacher : student ratio)

Long Term: Beyond 2 years

- Instituting roles of classroom coaches
- Authentic teacher leadership opportunities
- Students will talk to each other more (closer to an 20% : 80% teacher : student ratio)
- Formalize best practices

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7. Louisiana Department of Education: Whitney Whealdon, Teacher Leaders, Teacher Leader Advisors

Identify teacher learning

Student Impact: (If..., then...) If teachers within our professional learning community develop a deep understanding of research-based strategies through teacher-led, hands-on classroom experimentation and personal inquiry-based critical thinking, then their students will experience standards-based, inquiry and critical thinking exercises and in turn show greater academic gains and growth.

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