

## Logic Model: Baltimore Teacher Leadership Summit



### *Maryland Collaborative Model for Peer Coaching*

**Problem Statement:** Teachers don't get the feedback, support, or time they need to shift to 21<sup>st</sup> century/MCCRS-based teaching practices. Expectations changed but the practices (PD, etc) stayed the same at the district/school level.

**Goal:** Through constant continuum of coaching, all teachers shift to a culture of collaboration and 21<sup>st</sup> century teaching and learning practices.

**Effective process replace ineffective process – how integrate with what already doing / bring together.**

#### **Rationale:**

*A state-wide teacher developed peer coaching model that can be customized for districts and schools with the purpose of improving 21st century teaching practices, supporting deeper learning, and fostering collaboration*

- MD educators value formative assessment and professional

#### **Inputs:**

**District/School**  
**Inputs:**  
Who are participants and how will you invest them?

- Lead Learners, (Facilitator at school)

#### **Activities:**

- Create tool: guidance document that has models of what will look like, alternative schedule models to allow for collaboration time, and “hacks” for how to save time and build collaborative culture
- Train ppl to use tool at different levels – bring teacher, TL, and admin to learn how will use in particular context - ensure training language isn't making value judgment / evaluative (can also get credit for training on feedback)

#### **District/School**

##### **Activities:**

- District adopts model and sets up system
- TL observe and give feedback
- Teachers improve practice and demonstrate

#### **Outputs:**

What are the concrete tangible products of program activities and strategies?

##### **1 month:**

- **Group reconvenes**
- **A folder with all the tools we think are worthwhile**

#### **Outcomes:**

**Short Term:** 1 year

- Pilot in schools with positive climate that are primed for the work.
- Ownership of FAME transfers from Department to District
- Created a system for this to happen

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growth process already in place (FAME). Expand this work statewide in 4 district-adopted “paths” that use peer coaching to support and push 21st century learning practices.

- Create key messaging to engage leadership and districts, then build in / model messaging districts can use with teachers.
- Leading from the classroom without leaving the classroom; growing all teachers
- Using teacher leadership to empower teachers

level)

- Participants, teachers (opt in)
- Administrators (district and school Leadership )

What resources will be invested to make your idea a success?

- Find sample schedules of schools that have

- Way to share learning across states and districts – online COP or something for all models, include samples of conversations or evidence (portfolios)
- Choose four sample “paths” for districts/schools to take to enter the work: teacher induction, SLO, FAME, and SIT paths
- Make credits usable for licensure renewal – figure out details (BCPS does and can advise)
- Use resources to develop guide: teacher leader model standards, competencies for student centered learning, FARROP rubric, GTL PLMs on PD, etc.
- Create flowchart of school, district, and state responsibilities
- Create a tool for walk throughs and instructions. (pull from existing tools, but create an MD specific one)

improvement in follow-up observations

- Schools set up a new schedule that allows for collaboration time
- Recruit, prepare, support top talent

**3 months:**

- **Locus of control Flow chart**
- **Create list of funding sources.**
  - **Finish grant applications (which grants?)**
- **Outline of the district resources.**
- **Create tool for walk throughs**
- **Find platform for online COP - individual portfolios, video, chat, tags, etc. - folder for each of the four**

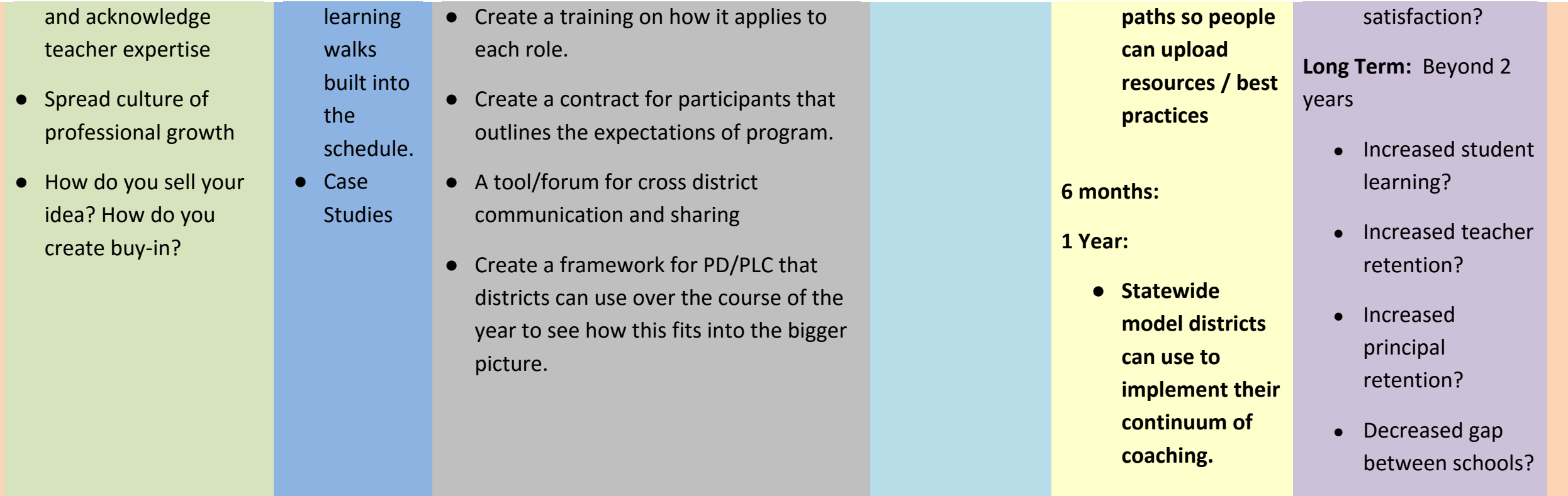
in (tools, resources, human capital)

- Role clarity?
- Career continuum?
- Changes in teacher leader practices?

**Medium Term: 2 years**

- Effective teachers and principals?
- Adult culture?
- Collaboration?
- Instructional practices?
- Student perceptions?
- Improved teacher

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### Student Impact: (If...Then)

If we create a state-wide collaborative culture for peer-coaching, then teachers will learn from each other ways to improve 21st century teaching practices, then student learning will improve in the following areas: collaboration, risk-taking, perseverance, and higher order thinking.