

## Logic Model: Teacher Leadership Summit

**Problem Statement:** QAC schools have disjointed ways of communicating initiatives that impact student learning.

**Goal:** We will adjust our professional practice to ensure there is common language about instruction and its impact on student achievement.

# Logic Model: Teacher Leadership Summit

## Rationale:

Create and embed a common dialogue among the Queen Anne's County public school community that positively impacts student learning and achievement.

## Inputs: (Who? What resources?)

- -Superintendent
- -Principals
- -Assistant Principals
- -Teacher Specialists
- Education Support Professionals
- -Teachers
- -Students
- -Parents
- QAC Chamber of Commerce
- QAC Education Association
- School SIT teams
- School PTAs
- QACPS Task Force for Improving Minority Student Achievement
- Faith-based community leaders
- Broader Community Members

Finding a common ground among all schools to commun

## Activities:

- Meet with the Assistant Superintendent to share our logic model and receive feedback for building alliance and collaboratively setting short & long term outcomes.
- Invite education and community leaders to join in our work toward meeting the goal of this project.
- Set up a process for needs assessment measuring where we are in communications about initiatives that impact student learning.
- Share information with, and seek feedback from, QACEA building representatives at a Representative Assembly
- Share information with, and seek feedback from, parents and school representatives at a regularly scheduled meeting of the QACPS Task Force for Improving Minority Achievement meeting.
- Solicit anecdotal evidence from parents on their perceptions aimed at achieving a cross-section of parent views

## Outputs:

### 1 month:

- Develop/expand the project's agenda to build alliances and receive feedback
- Identify questions that will help determine parent voice in QAC

### 3 month:

- Align feedback to make adjustments to the plan based upon that feedback
- Collect data from a random sampling of parent Interviews at all 14 schools for their input on understanding instruction and its impact on their children's achievement in school.
- Reassess next steps and determine if they can be aligned to broader initiatives.
- Brainstorm active parents who are involved in schools and invite their participation in planning the parent university.

### 6 month:

- Hold planning sessions for developing and agreeing upon a common language.

## Outcomes:

### Short Term: 1 year

School community members share a common language about instruction and its impact on student achievement.

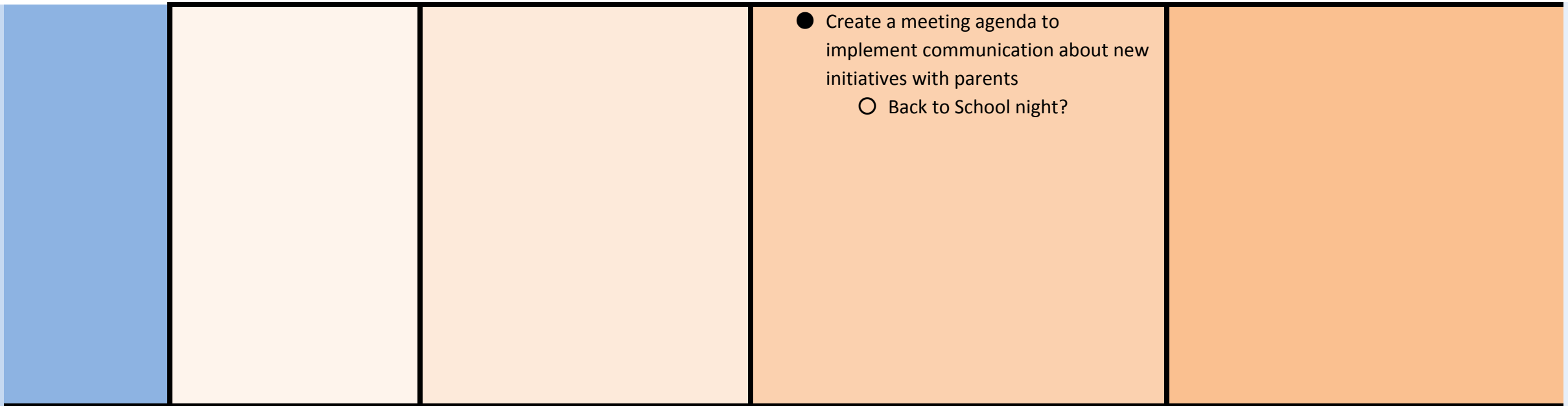
### Medium Term: 2 years

School community members are ready to advocate for setting up forums that build cooperative dialogues about instructional practices and initiatives that impact student learning and achievement.

### Long Term: Beyond 2 years

- The Parent University will foster effective communication among parents, students and educators that positively impacts student learning and achievement.
  - Sustain common language
  - Sustain parent engagement
  - Increase number of parents who attend school events and meetings

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### Student Impact: (If..., then...)

If we establish and sustain a common language regarding instructional practices and initiatives among the Queen Anne’s County public school community, then it will support parents, students, and teachers to have more effective communication to impact student learning and achievement

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