

Logic Model: Teacher Leadership Summit

Problem Statement: We lack a long-term, systemic approach to developing teacher leaders who will write curricular unit plans and collaborate on their content with fellow educators.

Goal: We will develop teacher leaders who can support our teaching staff in meeting the needs of scholars through a long-term, systemic, and institutionalized process by creating teacher-developed units of study.

Rationale:

Our teachers lack voice in developing content.

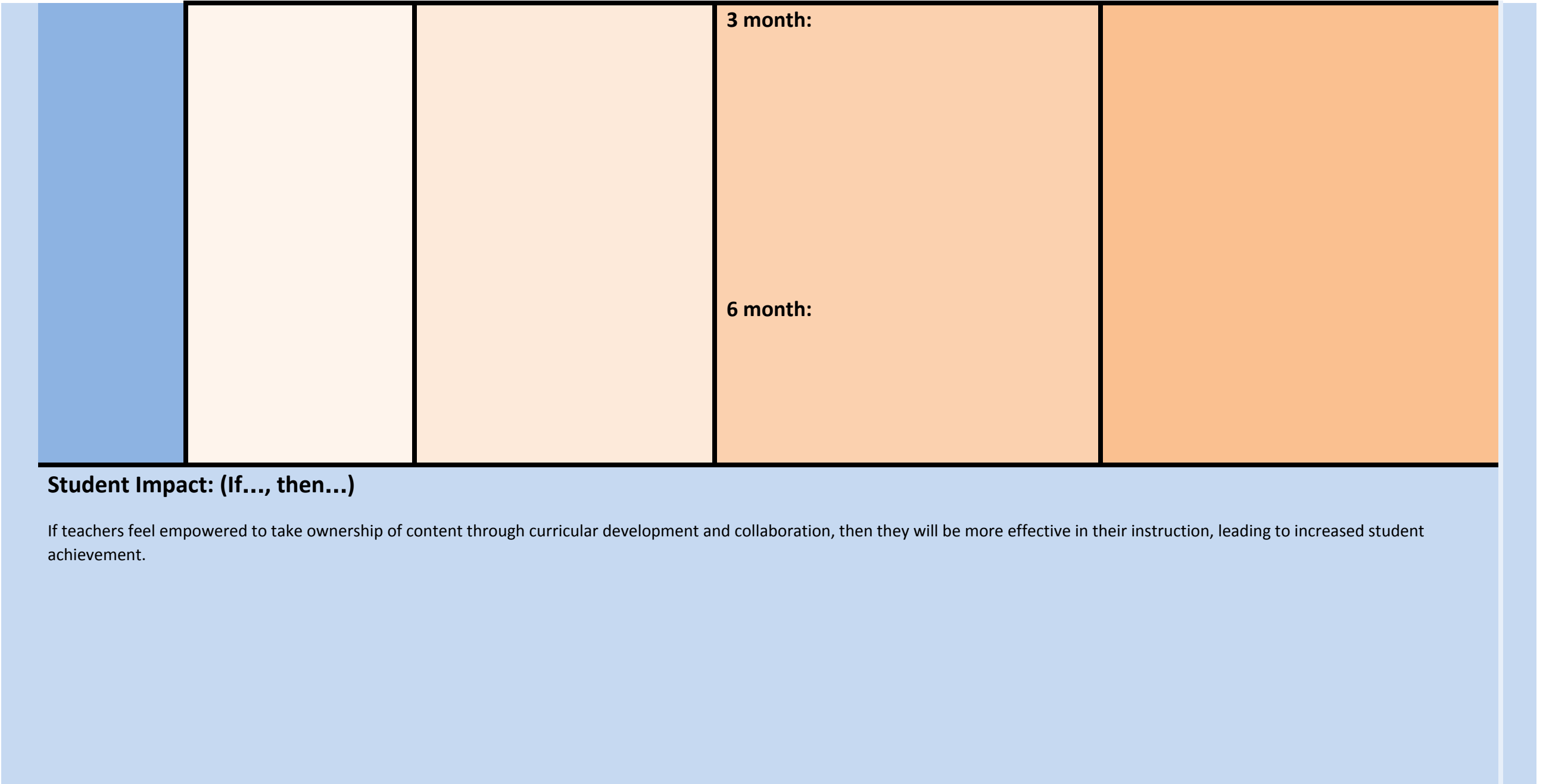
When teachers develop content and share ideas through revision, they can be more effective for scholars.

<u>Inputs:</u>	<u>Activities:</u>	<u>Outputs:</u>	<u>Outcomes:</u>
Teachers Teacher Curriculum Leaders (CLs) Assistant Principals (APs) Principals Chief Academic Officer (CAO) Consultants CCSS Resources Time for PDs, collaboration ANet Leading Educators Influencers in schools	Create CL role description and application and selection criteria Define teacher leadership Roll out system to school leadership, then full staff After application distributed, host a more in-depth info session Select CLs - 1 CL per subject per grade across network Survey teachers about this year's units Facilitate PDs - vision, scope & sequence, unit plan writing Facilitate gap analysis and data analysis for current year in CL content teams	February Vision of CLs document with role description and CL application PD dates selected for content visions, scope and sequence, unit plan writing, gap and data analysis March CL applications due Selection of CLs April Gap analysis report/survey results May Unit timeline, scope and sequence for 2016-17	Short Term: 1 year Increased teacher collaboration in curriculum Increased teacher investment in curriculum Increased teacher ownership in data Increased student engagement with targeted, relevant content Increased time for APs to support teachers Increased time for APs to support CLs Increased teacher confidence in their roles and subjects Increase in unit assessment scores Medium Term: 2 years Increased teacher retention

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		<p>Review and revise unit-writing process/protocol</p> <p>Schedule content-specific PDs</p> <p>Create unit feedback cycle and protocol with APS and other teachers impacted</p> <p>Review and revise unit unpacking protocol</p> <p>CLs facilitate unit unpackings</p> <p>Facilitate PD on how to unpack units</p> <p>Provide feedback on unit unpacking facilitation</p> <p>After unit, CL goes through reflection with teachers impacted</p> <p>Determine specific dates with CL stipends drop</p>	<p>June/July</p> <p>Unit plan writing PD</p> <p>Unit plans 1 & 2 developed</p> <p>Feedback from APs and other teachers on units 1 & 2</p> <p>Unit 1 unpacking</p> <p>August</p> <p>Reflection on unit 1</p> <p>Unit 2 unpacking</p> <p>Unit 3 developed</p> <p>Feedback from APS and other teachers on unit 3</p> <p>Onward</p> <p>Collaborative structures for co-planning and curricular design</p> <p>Teacher-developed curricular units</p>	<p>Increased student investment and success in content</p> <p>Long Term: Beyond 2 years</p> <p>Increase in IAs, EOY tests, MAP</p> <p>Increase in parent trust from scholar growth</p> <p>Increase in community trust</p>	
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