Logic Model

TEACH TO LEAD

Problem Statement: The Learning Center for the Deaf does not have a systematic instructional approach to teach American Sign Language (ASL) vocabulary in all content areas so that our Deaf students can attain the highest level of competency in their first language.

Goal: Develop a systematic instructional approach to teach ASL vocabulary instruction across content areas so that students will attain the highest level of competency in their first language.

Rationale:	Inputs:	Activities:	Outputs:	Outcomes: Short Term:	Medium Term:	Long Term:
This initiative is aimed at impacting students and their learning first and foremost.

Developing a more collaborative approach to teaching throughout our school.

This approach can impact the larger Deaf community. The instructional model can potentially be shared through | 1. Admin.

2. Teachers

3. American Sign Language(ASL) Department

4. Educational Technology Department, Resource Center: Central location to house ASL vocabulary, resources, educational technology, Equipment

5. Students

6. Parents

Issues: | 1. Educate the admin team about the project for buy-in and discuss funding needs.

2.1 Survey teachers to find out what we do, any evidence/data that is collected, as well as what teachers need for instruction.
2.2 Teacher Training: Access to assessment tools, tests, content area resources
2.3 Identify teachers would will pilot best practices for ASL instruction.
2.4 Content area teachers develop thematic vocabulary lists. (lists can be shared with the ASL Department) | 1. Team solidifies our pitch to administration.

1.Administration can provide feedback how to expand program and apply the project

1.Administration provide potential funding resources.

Data with evidence for what teachers are doing and the needs for teachers.

Increase in consistency in ASL vocabulary use among teachers.

Pilot best practices in ASL vocabulary instruction. | **Short Term:**
30 Days

Team reconvenes to:
-edit/finalize pitch
-delegate responsibilities
-schedule sequence of activities
-begin develop surveys
-set up meeting schedule

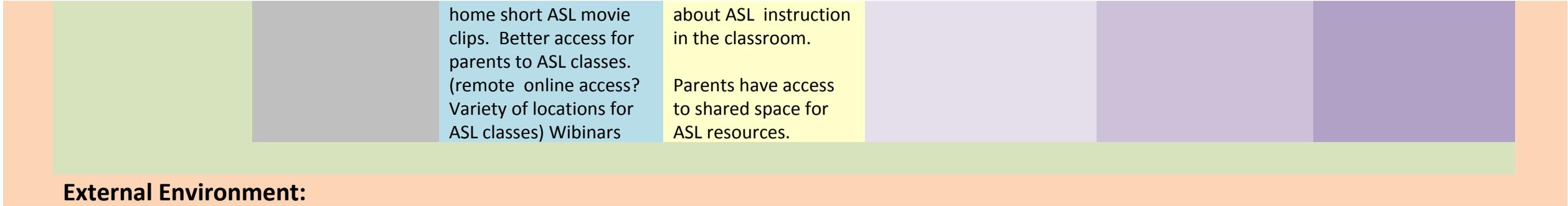**LEVELS**
Novice
Intermediate
Advanced
Superior | **Medium Term:**
60-90 Days

Meet with administration about project and potential funding needs.

Meet with ASL Dept.

Meet with Ed Technology Dept.

Finalize surveys for classroom teachers and national survey

Finalize interview questions for students

Gain access to ASLAI data for current students

Research best practices for ASL vocabulary instruction. | **Long Term:**
90 Days and Beyond

Team reviews plan and edit as needed.

Distribute, collect, and analyze data from surveys and ASLAI data

Create best practices model for ASL vocabulary instruction from data

Create a needs list for equipment, training, time for project work and funding

Schedule training and pilot for implementation. |

conference and webinars.

Resources that are developed from this initative could be used to help parents learn the vocabulary used in their child's classroom and expand their ability to communicate with their families about a wide variety of topics.

Teachers/Curriculum changes, Administrators/power sharing, parents/time to improve ASL skills.

Time to analyze data

Gaining access to ASLAI data for project

3.1 Meet with the ASL Department to discuss best practices, to review ASLAI data, to share a teachers survey national groups for common practices.

3.2 Setup consultant role with content areas.

4. We need to identify what we have and what we need for resources. Identify the internet cloud resources that can handle the shared space. Wida , Bringing Words to Life(look into)

5. Target specific students to interview students about ASL vocabulary instruction (benefits for students, learn through live "signing" and/or through video)

6.1 Regular newsletters to help keep parents up to date with what is taking place.

6.2 Help parents improve their ASL vocabulary skills. Send

Professional community for discussing ASL vocabulary.

Concrete research and evidence for best ASL instruction.

Ongoing access to ASL experts

Identify the equipment we need and the funding to pay for the equipment.

Shared central cloud location to house ASL resources.

Identify best resources for sharing materials.

Students L1 will improve.

Students will provide input to guide ASL instruction.

Parents will have direct information

Reach out to our Teach-to-Lead mentors for feedback on survey before being shared.

home short ASL movie clips. Better access for parents to ASL classes. (remote online access? Variety of locations for ASL classes) Wibinars

about ASL instruction in the classroom.

Parents have access to shared space for ASL resources.

External Environment: