

Logic Model Reference Guide

Problem Statement: High school students have difficulty communicating in a meaningful, real life context in Spanish as they progress through the World Language program.

Goal: High school students will be exposed to richer learning experiences so that they can demonstrate increased proficiency in Spanish.

Rationale:

With the implementation of structured reading strategies and connections with the Hispanic community beyond the classroom, students will acquire vocabulary and develop proficiency in the target language.

Inputs: →

1. Students
 2. Trained teachers
 3. Parents
- Resources:**
1. Books/eBooks
 2. Transportation for fieldtrips to universities and businesses
 3. Funds money for clubs and speakers
 4. Time to develop reading strategies (common, planning time, after school, PD meetings)

Activities: →

1. Partner with colleagues to research and to develop materials (pre/during/post-reading activities).
2. Pilot project in own classrooms
3. Contact parents via email to inform about the project initiative
4. Present key results to other colleagues at vertical curriculum meeting.
5. Bring speakers to the

Outputs: →

1. **Professional Development half-day for language teachers to learn new reading strategies**
 2. **Partnerships with the Hispanic community**
- Resources**
- **Formative**
 - **Summative**
 - **Assessments - Growth.**
 - **Self-reflection**
 - **Role-plays**
 - **Journals**

Outcomes:

- Short Term:**
30 Days
- Implementation of one to two reading strategies to build vocabulary acquisition.
- Medium Term:**
60-90 Days
- Implementation of two to three reading strategies to build communicative skills.
 - Visit to one university and one non-profit or Latin American business.
- Long Term:**
90 Days and Beyond
- Students will acquire vocabulary and will develop their communicative skills (proficiency) with the implementation of structured reading strategies.
 - Students will apply their language skills when visiting businesses that focus on Latin America, language programs at universities, and non-profit companies who work with Hispanic communities.
 - Role play presentation or videotape role-play

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classroom

Details for piloting
in the classroom:

Implementation of
reading strategies:

1. Storytelling
2. Literature
Circles
3. Embedded
Reading
4. Extended
Reading
5. Interpretive
Writing
6. Presentational
Speaking

for 6th grade students in Middle School.

- Colleagues may use new reading strategies for next year.
- Students will experience more confidence in communicating in Spanish in real world context.

External Environment: Implementation of the project has been delayed because of the disconnection between the themes presented in the current curriculum (textbook) and the first story that Level II students were trying to read. Pilot teachers need time to develop reading strategies