

## At The Core of High Interest Curriculum

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**Problem Statement:** Students are underperforming because of a lack of interest in canned materials, and as a result they are unengaged. Teachers don't have autonomy to use other materials or options.

**Goal:** To raise student achievement on designated ELA Common Core State Standards by 10 percent over 10 weeks by increasing engagement through the use of high interest materials.

### Rationale:

What do you do to sell your idea and create buy-in?

Engaging students in high interest reading materials that are aligned to the ELA Common Core State Standards will increase student proficiency.

**Teachers:**  
curriculum

### Inputs:

Who's invested?  
What resources?

- 1) Three teachers-curriculum, assessments
- 2) School administrator-permission
- 3) District administration-permission
- 4) Faculty-buy-in
- 5) Parental consent-permission

### Activities:

What will you do?

- 1) Complete the 10 week curriculum
- 2) Identify Common Core State Standards that are the focus
- 3) Modify pre and post assessments targeted to the standards
- 4) Deliver instruction
- 5) Analyze data
- 6) Report findings
- 7) Share findings with teacher leaders (have students

### Outputs: What concrete tangible products?

#### **1 month:**

Choose themes and determine who is responsible

Plan retreat

Completed 10 week curriculum

Will have pre-test data

Engaging the educational community about our project (what we're up to)

Criteria for the unit (project based learning activities, etc.)

### Outcomes:

**Short Term:** 1 year

Curriculum completed

Field test completed

Data analysis and write-up

Advocate high interest curriculum

**Medium Term:** 2 years

# Logic Model: Teacher Leadership Summit



<p>alternative/option to teach CCSS</p> <p><b>School Administrators:</b> opportunity to create innovative ideas and influence emerging practice and thereby increase student performance</p> <p>Central office administrators: increase state scores and positive publicity for district</p> <p><b>Faculty:</b> another way to partner</p> <p><b>Parents:</b> increase proficiency</p> <p><b>Students:</b> increase engagement, comprehension and student achievement</p> <p>Consultants: innovative ideas and opportunity to influence emerging practice</p>	<p>6) Students-involvement</p> <p>7) Outside consultants-assessment and data analysis</p>	<p>share their experiences as participants)</p> <p>8) Make the case for program implementation in additional classrooms</p> <p>9) Develop more high interest curriculum (i.e. sports, coding, gaming, fashion)</p>	<p>Connect with Collaborative for Student Success</p> <p><b>3 month:</b></p> <p>Permission/approval</p> <p>Submitting conference pieces</p> <p><b>6 month:</b></p> <p>Findings write-up</p> <p>Appearances in magazine programs, panel discussions, conference presentations</p> <p>Six completed 10 week curriculum units and publication</p> <p>Partnership training for pre-service teachers/professional development training</p>	<p>Model published</p> <p>Expand into more middle school classrooms</p> <p>Pilot a year program</p> <p>Advocate high interest curriculum</p> <p><b>Long Term:</b> Beyond 2 years</p> <p>Implement model in additional schools/districts</p> <p>Advocate high interest curriculum</p>
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# Logic Model: Teacher Leadership Summit



sessions (Present at the Montclair State University Summer Conference)

NJEA –NEA Today Magazine; present at teacher’s conference; spotlight New Jersey; Collaborative for Student Success

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

If teachers use authentic reading materials, students will be more engaged and therefore demonstrate proficiency on the ELA Common Core State Standards.