

# Logic Model: Teacher Leadership Summit



**Problem Statement:** Currently Seattle Public Schools has no literacy adoption, so teachers have had no common practice in teaching literacy in this project based learning school, thus students have not had aligned literacy instruction in the initial years of K – STEM.

**Goal:** Students in Louisa Boren K – 8 STEM will have horizontally and vertically aligned, consistent literacy assessments and instructional experiences within the framework of project based learning.

**We need an aligned literacy instructional and assessment plan with the resources, space and time to implement.**

**Rationale:**

Currently, 62% of our 4th - 6th are meeting grade level literacy standards as measured by SBAC. 10% of our 3rd graders are rdg. at the preprimer level. Grade level teams don't have a formalized structure to discuss student data and use it to inform instructional practice. We need a clear and consistent

**Inputs**

**(Who is invested?)**  
 Jodi and Mary, Teach to Lead STEM Literacy Team including principal K - 8 STEM staff needs to have buy-in for the benefit of ALL their students.  
**What resources are needed?)**  
 Megan Jensen (Critical Friend) for LDC support :) Location for Literacy Committee to meet and review data, discuss literacy instructional resources and strategies. (Work room/science lab?)

**Activities:**

M & J will talk with principal about the **Literacy is the Backbone of STEM** Logic Model, asking for his buy-in to the plan. M and J talk with the new Assistant Principal about her role in literacy leadership for STEM this year. M and J will present the **Literacy as the Backbone of STEM** logic model to the Literacy Committee. Establish buy-in for moving forward with the literacy needs at STEM. Clear expectations for what the Literacy Committee Members are committing to do.

**Outputs (products)**

1 month:  
 Logic Model accepted as the plan for Literacy for STEM. Work will be embedded in the 2015 - 2106 [C-SIP](#) for STEM. (Literacy is notably absent at this time.)  
 Baseline Literacy Data Analysis  
 Literacy Committee Created  
 PD schedule  
 Clear literacy expectations for every grade level.  
 Literacy Committee members lead grade level PLCs

**Outcomes (Impacts):**

**Short Term: 1 year**  
 Literacy Team will function as a PLC, looking at and analyzing our building's literacy data, setting instructional goals, reviewing results in a model of data driven instruction to benefit all our students.  
**Medium Term: 2 years**  
 Grade level teams will function as PLCs. Distributive literacy leadership opportunities will develop staff capacity and confidence to develop and sustain student literacy skill development across content areas and grade levels. Formative student assessment data will show progress in developing targeted, explicit literacy skills.  
**Long Term: Beyond 2 years**

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message about our literacy expectations shared or communicated to and between staff/community.

[Buck Institute](#) website  
- standards aligned units  
[PBL World](#)

Literacy Committee members will collect baseline data of “current reality” of K - 8 STEM literacy assessments and classroom practices.

Analyze alternative assessments and compare to standards.

Literacy Committee members will complete an inventory of current instructional resources they have in their rooms to teach CC ELA standards.

Establish the STEM Literacy Committee as a PLC. Set norms, etc and go through the whole process in year 1 so that in year 2 they can be the PLC leaders at their grade level team meetings.

\* Learning about the Common Core literacy standards

\* Implementing Common Core literacy standards in their classrooms (embedded within their PBL/STEM curriculum maps)

End of Year 3: SBAC data will show progress in developing targeted, explicit literacy skills.

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		<p>Literacy Committee will review the <a href="#">LDC</a> resources to address literacy skill development and rigor aligned to the SPS Literacy Scope and Sequence.</p> <p>In consultation with the principal and Literacy Committee, implement a Literacy PD schedule.</p> <p>Identifying content literacies (<a href="#">Content Matters</a>)</p> <p>Set the groundwork for year 2 implementation of grade level PLCs to sustain reflection on standards-aligned instructional implementation; analysis of student work and formative assessment y skill development</p>		
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**Student Impact: (If..., then...) If teachers develop their knowledge of CC ELA standards, skill in administering and analyzing literacy assessments, improve their alignment and repertoire of literacy instructional strategies, then our students will demonstrate competence in literacy**

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## skills.

### PD Opportunities for STEM Years 1 and 2

- Weekly data meetings using formative and interim assessments
- Monthly weekly meeting schedule
  - Week 1 1 hour self directed PD 2<sup>nd</sup> hour collaborative time
  - Week 2 and 4 part of whole staff meeting
  - Week 3 – Literacy Committee Meeting
- Early Release Days – 10/28 3 hours, 1/13 3 hours, 3/23 (Budget) 6/1 (next year planning)

### PD Opportunities for STEM Years 3

- Weekly early release