Logic Model for Benchmark Workshop and Benchmark Taller

Problem: Provide a new program that uses a flexible workshop model allowing teachers to provide comprehensive literacy instruction in English and/or Spanish across grades K through 5.

Resources	Activities	Outputs	Outcomes

Reading Workshop provides teacher guidance and materials for 3-week units including
   Interactive Read-Aloud Mentor Texts
   Whole-group mini-lessons
   Small group reading
   Independent time reading materials
   Conferring
   Share and reflect
   Assessment: Formal and Informal
 	
Writing Workshop provides teacher guidance and materials for 6-week units including
   Whole-group mini-lessons
   Small group writing
   Independent writing
   Conferring
   Whole-group reflection
   Ongoing assessment
 	
Phonics & Word Study Workshop provides explicit, systematic instruction and materials for 3-week units including
   Whole-group mini-lessons
   Small group instruction
   Independent practice/partner work
   Share and reflect
   Assessment
 	
Technology
   ePlanner, ePocket Chart, Interactive Learning Games, HeidiSongs™ and Videos, Videos for units, E-Books, Home to School letters and activities, Online Assessment
 	
Professional Development
   Product Implementation
   Follow-up product implementation in-service
   Customized Professional Development
   Embedded
     Support for English Learners
     Teacher instructions and routines
     Point-of-use author tips supporting best practices
	Teachers arrange for daily instruction following the Benchmark Workshop's scope and sequence, built on a developmental learning progression, using a 90, 120, or 150-minute block.
	
	When using the scope and sequence within the program, units are taught in order, especially in K-2 where a strong foundation for readers and writers is being built.
	
	Interactive Read-Aloud occurs daily, providing students with exposure to high-quality texts, and allowing teachers to model metacognition and key aspects of fluent reading: rate, intonation, and prosody.
	
	Students not only have time to write daily, but they also see their teachers as writers, seeing them share their writing as it moves through the writing process.
	
	Phonics and word study lessons are explicit and targeted to the element(s) being taught and focus more instructional time on skills that will be difficult for students to master.
	
	Assessments, weekly, unit, and observational assessments, are used to identify and group students who have similar instructional needs, allowing the teacher to provide students skills and strategies instruction targeted to their needs.
	
	Teachers use "Look Fors" in the guided practice section of the whole-group mini-lessons to determine what is needed in small and independent time to move students closer to transfer.
	
	Teachers use the embedded professional development to support English Learners, implement sound routines and instructional language, and take advantage of best practice tips.
		For students, outputs include
		• Making enough progress in reading, writing, and foundational skills to meet the grade level goals during each grade.
		• Seeing themselves as being good readers and writers.
		• Enjoying reading and writing enough to want to continue reading a good book or finishing a writing project on their own time.
		• Demonstrating transfer of reading and writing skills into other subjects, such as math and social studies.
		
		For teachers, outputs include
		• Seeing progress or lack of progress being made by a student and using the tools available to determine and alter what needs to change.
		• Knowing how the flexibility of the program allows the teachers to meet student needs.
		• Enjoying the materials and use of materials to help students succeed.
			Short-term
			   Students demonstrate proficiency on assessments within the program as well as district/state mandated assessments, indicating standards and skills for the current grade have been learned.
			
			Midterm
			   Students increase their knowledge of all areas of literacy instruction across each school year, completing the 5th grade reading and writing at or above grade level.
			
			Long-term
			   The foundations of literary instruction, established during the elementary school year, provides the framework for successfully completing coursework in middle and high school, leading to success in chosen career or college.