**INPUTS**

**Materials**
- Curricular kits, including trade books and Teacher's Manuals
- Professional learning through the Learning Portal
- ClassView Pro assessment tool

**People**
- Teachers
- Administrators
- District Coordinator

**District Supports**
- Programs are prioritized and trusted
- Teacher collaboration and learning are prioritized
- Resources and time are provided

**Infrastructure**
- Master schedules prioritize programs: a literacy block of 120–150 minutes

**Resources**
- Students have access to classroom libraries or computers for student research projects

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**OUTCOMES**

**Activities and Participation**

**Teachers:**
- Deepen understanding and use of curriculum
- Deepen understanding of how to teach writing
- Become better observers of students
- Use formative and summative data to monitor and support students
- Ask open-ended questions about social and academic topics
- Increase expectations of students
- Value and trust the programs

**Student Assessment Data**

**Teachers:**
- Keep student records and conference notes
- Collect and analyze student work
- Administer assessments

**Embedded Professional Learning Supports**
- Facilitation tips
- Professional development videos
- Assessment Resource Book
- Online course

**Classroom Activities and Artifacts**
- Daily writing time
- Partner work
- Writing journals

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**OUTPUTS**

**Activities and Participation**

**Teachers:**
- Teach the lessons as written
- Engage in adequate lesson preparation
- Schedule adequate time to teach lessons as designed
- Teach all the units
- Administer the performance tasks

**Student Assessment Data**

**Teachers:**
- Keep student records and conference notes
- Collect and analyze student work
- Administer assessments

**Embedded Professional Learning Supports**
- Facilitation tips
- Professional development videos
- Assessment Resource Book
- Online course

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**OUTCOMES**

**Short- to Mid-Term (1–2 years)**

**Literacy Outcomes**

**Students:**
- Increase amount of time spent writing
- Identify as writer
- Increase self-efficacy as writer
- Increase volume and quality of writing

**Social/Behavioral Outcomes During the Literacy Block**

**Students:**
- Show an increase in positive behavior
- Show a reduction in negative behavior
- Are more engaged
- Engage in regular, frequent, and effective partner work
- Have a sense of community, supportiveness, connectedness
- Feel more intrinsic motivation

**Long-Term (2–3 years)**

**Being a Writer™ Logic Model**

**Literacy Outcomes**

**Students:**
- Show increased proficiency in standardized measures of writing
- Display critical thinking skills (communicate, analyze, evaluate, critique, value, and use evidence)
- Reflect on their own thinking, become metacognitive about their learning
- Increase their participation in a discourse community (student-to-student talk); improve their speaking and listening skills

**Social/Behavioral Outcomes During the Literacy Block**

**Students:**
- Collaborate well with others
- Develop increased compassion, empathy
- Prompt fewer behavior referrals
- Reflect on their own behavior, are metacognitive about their behavior