## **Theory of Action: Beaverton A4L Lessons Project**

## **Outputs Outcomes Inputs** Participation Activities Short Medium Long Increased student Developed and tested **PD Classroom** achievement-A4L Lessons **Student Outcomes Teachers** OAKS Reading Test Units 1-6 with new unit & CCUs -1 full day/Unit on writing -school-based: 2 High level of student "booster" sessions per Refined & validated Increased student engagement in Unit (developer/literary Comprehensive Crossachievement-District adoption literacy lessons in specialist) Unit Assessment (CCU) OAKS Writing Test, High fidelity and and through the arts Dissemination -Sustained professional discontinued after quality learning and planning Design of artist second vear. implementation of residencies as PD Lead Teachers A4L Lessons Units Increased literacy and integrated co-teaching 1. Close achievement by classroom life skills as assessed model -Pre-training on 1 unit gaps in reading; teachers: Using by the CCU & student (16 teachers chosen-ELL. students IDEA method observations, teacher one/grade level/school) Theory: How People disabilities, low SES, surveys, & TRAIL Learn with statistically -Fall & Spring PD in Markers & A4L significant level of smaller affinity groups Assessment Tool Kit Model: IDEA improvement from at micro & macro baseline level Partner expertise: Teacher support 2. Increased percent of Young Audiences, Inc., provided by: students meeting YAO, UW, Beaverton -TOSA & YA staff **School Environment CCR Benchmark** SD. & WestEd -16 Lead Teachers standards at grades 4 & 5 BSD: time in school On an as-needed basis Implementation in Professional Learning day; staff training; 3. Increase the percent alignment with Community of teachers district data, with of 4th-grade students in grades 3-5 essential modifications to meet **PD Teaching Artists** meeting the state components of A4L school schedules & Changed perception of writing achievement provided by: & quality arts sustained professional value of arts integration standards from integration co--1 full day initially within learning for teachers in education baseline (grade 4 teaching residency 2 weeks of planned intensive study with model delivered by residency - revised for Identification and statistical teaching artists with embedded co-teaching professional learning for significance.) classroom teachers -5-6 sessions embedded pool of artists with skills in arts and education within and following unit

Final Logic Model

