Theory of Action: Beaverton A4L Lessons Project

**Inputs**
- Developed and tested A4L Lessons Units 1-6 with new unit on writing
- Refined & validated Comprehensive Cross-Unit Assessment (CCU)
- Design of artist residencies as integrated co-teaching model
  - Theory: How People Learn
  - Model: IDEA
- Partner expertise: Young Audiences, Inc., YAO, UW, Beaverton SD, & WestEd
- BSD: time in school day; staff training; district data, with modifications to meet school schedules & sustained professional learning for teachers
- Identification and professional learning for pool of artists with skills in arts and education

**Outputs**

**Activities**
- PD Classroom Teachers
  - 1 full day/Unit
  - school-based: 2 “booster” sessions per Unit (developer/literary specialist)
  - Sustained professional learning and planning
- PD Lead Teachers
  - Pre-training on 1 unit (16 teachers chosen—one/grade level/school)
  - Fall & Spring PD in smaller affinity groups
- Teacher support provided by:
  - TOSA & YA staff
  - 16 Lead Teachers
  - On an as-needed basis
- PD Teaching Artists provided by:
  - 1 full day initially within 2 weeks of planned residency – revised for embedded co-teaching
  - 5-6 sessions embedded within & following unit

**Participation**
- High fidelity and quality implementation of A4L Lessons Units by classroom teachers: Using IDEA method

**Short Outcomes**
- High level of student engagement in literacy lessons in and through the arts

**Medium Outcomes**
- Increased literacy and life skills as assessed by the CCU & student observations, teacher surveys, & TRAIL Markers & A4L Assessment Tool Kit at micro & macro level

**Long Outcomes**
- Increased student achievement—OAKS Reading Test & CCUs
- Increased student achievement—OAKS Writing Test, discontinued after second year.

**Student Outcomes**
- 1. Close achievement gaps in reading; ELL, students disabilities, low SES, with statistically significant level of improvement from baseline
- 2. Increased percent of students meeting CCR Benchmark standards at grades 4 & 5
- 3. Increase the percent of 4th-grade students meeting the state writing achievement standards from baseline (grade 4 intensive study with statistical significance.)

**School Environment**
- Professional Learning Community of teachers in grades 3-5
- Changed perception of value of arts integration in education

**District adoption Dissemination**