

**Innovative Instructional Practices: STEM, Teacher Source, and Arts for Learning**

**POLICY ISSUE/SITUATION:**

As part of the regular updates on the Strategic Plan we are submitting the following three innovative instructional practices for the Board to review: K-12 STEM Programming and Partnerships, Arts for Learning, and TeacherSource. This information relates to the “I” in “THRIVE”, individual student growth, and supports continued improvement in instructional practice to support student learning.

## **BSD STEM Report**

The District has taken steps to increase the level of teacher content knowledge and pedagogical practices in the areas of science, engineering, technology, and math. Teachers who implement these practices create an engaging, focused STEM learning environment for students. Multiple avenues have been taken to increase the quality and quantity of STEM instruction to students: 1) STEM courses for teachers at all levels taught through the Portland Metro STEM Partnership (PMSP) and Portland State University; 2) Co-development of STEM Target Schools (Highland Park and Chehalem) and STEM TOSAs to support all teachers in those schools with PMSP; 3) Elementary STEM Professional Development Release program; 4) Connect to Science-Connect to Math professional development for elementary teachers; 5) Implementation of professional development for MS teachers through the ODE grant Moving Science Education Forward and two NSF studies on the new middle school adoption – Project-Based Inquiry Science; 6) Common high school science sequence and redesign of Physics course; 7) Week-long summer PD in physics and/or chemistry for all HS science teachers; and 8) Implementation of monthly evening professional development for HS teachers who are teaching the new Physics course.

These professional development opportunities have resulted in increased the level and amount of STEM instruction in our schools. Outside of the core instruction, STEM opportunities for students exist through a highly successful K-12 science fair program, Lego and First Robotics, Student Source (Raleigh Hills K-8), Computer Camp for Girls (at Sunset), Science and Math clubs (i.e. Science Bowl and Math Counts), and STEM Career Tech Education courses at high schools.

### **BSD/PSU STEM Partnership**

#### **History:**

- In 2006, a collaborative relationship was formed between Steve Day and Dr. William Becker, Director of the Center for Science Education (CSE) at Portland State University. Their work together facilitated the formation of the Health Science School in Beaverton.
- The partnership expanded to a formal role in the district filled by Melissa Potter, and then Carol Biskupic Knight as the Beaverton/Portland State Science Partnership TOSA during school years 2007-2010. This position was a half time appointment with the CSE. This cost shared position supported professional development opportunities for teachers of science to improve their ability to meet the needs of diverse learners and strengthen K-12 student achievement. Portland State University College of Liberal Arts and Science provided the funds to support .25 FTE, and the District provided the funds for the other .25FTE.
- During school year 2010-11 five, cost-shared, .5 FTE STEM TOSAs were added to support the partnership/district focus on STEM education in BSD high schools. In 2011-12, there were three high-school STEM TOSAs, and one elementary STEM TOSA. For 2012-13, there is one .5 cost shared District STEM TOSA, a .25 Murdock grant TOSA funded through the partnership, and two .5 building STEM TOSAs. Additional grant work and STEM school support is provided through the partnership by TOSA stipends.

#### **Goals and Programming:**

- The needs of the partnership districts and key issues in STEM research drive the program. In Beaverton, this has included the focus on learning targets, so that every student has a clear pathway to college and career readiness, and on effective instruction so that every student demonstrates mastery of these K-12 learning targets. Beaverton's work has been a springboard and guiding force for the STEM Partnership work.
- Teacher professional development programming within the Partnership are based directly on the District's goals, objectives, and initiatives for increasing student achievement. During the summer 2012, there were 17 STEM graduate credit courses for K-12 teachers were offered in the summer of 2012. Over 125 Beaverton teachers took summer courses through the STEM Center and PSU. This summer, 22 courses are planned as part of the Portland Metro STEM Center Teacher Academy and PSU professional development.
- Connect2Math-Connect2Science grant work at Elmonica, William Walker, and Errol Hassell continues during this academic year and into the summer as another part of the Partnership. This grant focuses on using professional learning communities at grades 3<sup>rd</sup>-5<sup>th</sup> to increase teacher pedagogical content knowledge and instructional practices in math and science through the implementation of integrated units. Teachers will be sharing their units and professional learning community work at the COSA Summer Assessment Institute this summer.

#### **STEM Schools:**

- Beaverton's two STEM Schools, Chehalem, and Highland Park are in the middle of Year 1 of a four-year transformational change model. During this planning year, the two schools have worked closely together with the Portland Metro STEM Partnership, and have completed the following:
  - Formation of a NIC (Networked Improvement Community) that includes K-College educators, community businesses, STEM industry partners, students and families, and informal educators.
  - Vision and Mission Statement
  - Asset Mapping

- Driver Diagram.
- The schools are in-progress on their STEM Investment Plan that identifies their outcomes and measures, programming implementation plan, and budget and timeline. A key part of Chehalem is using units and Careers within STEM Fields through the use of mentors from field. Highland Park is tying together Core content areas with and Encore areas infusing technology.
- Although this is a planning year, both schools have been piloting programming in order to best identify professional development and student instruction needs. This is a shift in culture in both buildings. The STEM focus is part of the District's focus on full-option graduates, but also engaging all families in STEM.

#### **Looking Ahead:**

- Beaverton School District is a core partner in the Portland Metro STEM Partnership, a collective impact partnership with other school districts, higher education, businesses, and community STEM educators.
- Portland Metro STEM Partnership and Beaverton School District Goal 2012-16: As part of the District's focus on all components of the THRIVES strategic plan, and to have all students College and Career Ready, Beaverton School District and the Portland STEM Partnership will:
  - Continued engagement in transformational change in STEM in two networked schools: Chehalem and Highland Park (with two Networked School TOSAs building their Networked Improvement Communities and the initial work around their STEM Investment Plan.)
  - Coordinate STEM Center Partnership programming that supports the District's K-12 STEM priorities and needs
  - Access research-based professional development content and pedagogical practice coursework provided by the STEM Center
  - Continue the Partnership Teacher on Special Assignment model (with, hopefully, two cost share Partnership TOSAs) to further implement the District Strategic Plan in STEM.
  - Continue summer PD for teachers teaching the freshman Physics course
  - Redesign of STEM Chemistry and STEM Biology courses and development of summer and yearlong PD for teachers teaching these courses.

#### **Elementary STEM Release Model**

The Professional Learning Community model implemented in Beaverton School District during school year 2008-2009 for 4<sup>th</sup> and 5<sup>th</sup> grade and for the Title Schools during 2009-2011 was an extremely successful model. This program provided a much-needed support for elementary teacher to focus on the Strategic Plan goal of high-quality, empowered staff. Teachers benefited from that professional learning community time, and students benefited from the science specialist instruction. Much was learned about this model over the last three years. A modified model connected to the Arts4Learning grant was implemented in school year 2011-12. All 3<sup>rd</sup> to 5<sup>th</sup> grade teachers had professional development release time for six 90-minute sessions to work with District level TOSAs on the science standards and practices, SIOP within science and math instruction, and differentiated PD time aligned to individual School Improvement Plans. A portion of these sessions included 15-20 minute observations of model lessons of exemplary instruction from science specialists. A need to see a complete lesson was identified by classroom teachers.

**School Year 2012-13:** Release for teachers for Arts4Learning grant work continued allowing students in those schools to receive additional science inquiry and engineering design lessons, embedded in science content, during eight days throughout the year. In order to support the Standards Based Learning System work focusing on instructional practices, all 3<sup>rd</sup> to 5<sup>th</sup> grade teachers in every elementary school will receive 2 days of observing a complete science inquiry and a full engineering design lesson within their classrooms presented by the science specialists. This is less time than teachers had last year, but part of the budget reduction process of going from four to two science specialists.

#### **Looking Ahead:**

- The Elementary Advisory Committee and the Elementary Principals support continuing this release model to support implementing a Standards Based Learning System in Science and Math for school years 2013-15 at the elementary level and achieve a K-12 seamless pathway for students.

#### **Common High School Science Sequence**

##### **History:**

- In response to 188+ sequences across district, a single science sequence Physics -> Chemistry -> Biology has been implemented this year. This transition was planned for 2 years.
- This change was triggered by inequities seen in course taking and student outcomes.

##### **Implementation and STEM Focus:**

- All three HS science courses have been redesigned to have a STEM focus: technology use, scientific inquiry, engineering, and mathematical reasoning through data analysis are key elements

- Rolled out new Physics and Chemistry courses this year to all freshman and sophomores. Next year, the Biology course will be rolled out to all juniors.
- 250+ computers were donated for use in the freshman Physics course by Intel
- Vernier technology equipment and software are integral to Physics course. The District made a purchase to support this element.
- The District has supplied all Physics and Chemistry courses with equipment needed for laboratory-based courses.
- All learning targets have associated engineering tasks that all students complete. Students in the extension course have the opportunity for a second STEM activity.
- The Physics course makes direct ties to CTE engineering courses
- The Physics course also connects to the STEM community by bringing in professional engineers to assist in classes.
- All HS science teachers took professional development courses over the summer 2012 to prepare for teaching the Physics and Chemistry courses. Ongoing PD through the school year has occurred for these teachers.

### **Textbook Adoption: Middle and Elementary**

#### **Middle School Science Textbook Adoption: *Project-Based Inquiry Science (PBIS)***

- National Science Foundation (NSF) developed the Project-Based Inquiry Science (PBIS) textbook adoption. Embedded STEM practices that will help with transition to Next Generation Science Standards are integral to the curriculum.
- The District made science material purchases to support instruction of curriculum, so MS science courses would become STEM centered.
- This adoption was rolled out in a pioneer format. No new purchases were made for year 2012-13. Purchasing will resume in 2013-2014.
- Professional development of teachers occurred as part of the rollout. Nationally respected science researchers Dr. Joe Krajcik (University of Michigan) and Dr. Stephen Pruitt (Achieve) were part of the teacher PD.
- Ongoing support is provided by the Secondary Science TOSA to help teachers change practices.
- BSD participated in a research study conducted by the Stanford Research Institute that measured changes in teacher's STEM pedagogical practices (who taught PBIS)
- A new NSF study conducted by West Ed on on-line teacher professional development for Project Based Inquiry Science is about to begin.

#### **Elementary Level Science Textbook Adoption: *Interactive Science***

- Pioneers during SY 2011-12: 50 teachers began the 7-year pre-paid "subscription" of the interactive, consumable student text.
- Rollout Year One during SY 2012-13: 50 additional teachers added.
- Complete Digital Path and one sample copy of the student book for all classroom teachers.
- Replicating the hands-on kit component locally. Developing a sustainable model as we add teachers.
- Number of additional teachers for SY 2013-14 and 2014-15 dependent on the budget.
- Through the Science Articulation group and the Elementary Science TOSA teachers are receiving support to understand the instructional shifts in teaching science. A key focus is on having students develop a curiosity of the world around them and the self-identity, cognitive skills and content knowledge in science as they move along the pathway to college and career readiness.

### **K-12 Science Fairs**

#### **Key Features:**


BSD has a strong science fair system that supports student participation in five levels of science fair: 1) Many elementary and middle schools hold school-based science fairs for their students. Participation across the district is very large. It is estimated that 5,000+ students are participating at the school level; 2) Representative projects from school fairs go on to the K-8 District Science Fair for elementary and middle school students at Tektronix, Inc. There were over 350 projects at this event last year; 3) Any high school student is able to present a project at the Beaverton-Hillsboro Science Expo, held at Intel Jones Farm. Approximately 120 BSD projects are shared at this event; 4) Competitive middle and high school projects are shared at the North West Science Expo (NWSE) at Portland State University. Over 150 BSD projects are presented at this event; 5) Beaverton students with projects ranked highest at the local fairs, are sent to the Intel International Science and Engineering Fair (ISEF) each year to compete. Student participation varies from 3-8 students. BSD projects have done received the most awards and recognition at ISEF, than any other school district in the country. In addition, two of our ISEF finalists this year are also Intel Science Talent Search Finalists. We are the only school district in the country to have two finalists from the same district for this prestigious research award.


## Teacher Source


Since its birth in January of 2010, TeacherSource continues to quietly grow its way into the teaching culture and classrooms throughout the District. This District-owned resource has maintained a steady and positive trajectory both in use and in content.

Ultimately, the purpose of TeacherSource is to provide teachers a collaborative platform on which to share rich information and grow in their skills as instructors, to benefit student learning.

Access to TeacherSource has more than tripled compared to this same time last year, and content assets that are directly tied to BSD Learning Targets (units, lessons, assessments, prompts) continue to rise steadily to a total of well over 4,000. Add to this support links and videos and this number gets closer to 5,000.

	<b>TeacherSource Visits (Thru 14 weeks)</b>			
		<b>2011-12</b>	<b>2012-13</b>	<b>% increase</b>
	Average Visits (Weekly)	374	1135	303%
	Average Visits (Daily)	53	162	306%

	<b>TeacherSource Asset Totals</b>				
		<b>2010</b>	<b>2011</b>	<b>2012*</b>	<b>2 year incr</b>
	Units	0	40	112	180%
	Lesson Plans	1033	1763	2325	125%
	Prompt Bank	961	1107	1423	48%
	Assessments	45	69	103	129%
	Support Links	124	320	439	254%
	Videos	37	183	293	692%
	<b>Total Assets</b>	<b>2200</b>	<b>3482</b>	<b>4695</b>	<b>113%</b>
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The development of new feature sets and iterations of existing ones have continued over the last 18 months. These include:

- Professional Development module with three distinct course offering types: On Site, Online and Anytime courses. Includes online registration and individual course tracking.

- Collaboration Spaces - an online meeting and course delivery environment
- Learning Target Hierarchy to accommodate the long term/supporting learning target structure and the Common Core
- Behavior Learning Targets Integration
- Rubric redesign and implementation
- Professional Development user interface and administrative improvements
- All assets exported to Word (lesson, rubric, assessment, unit) in branded output
- Community section redesign for better usability

As teachers grow in their comfort and use of this resource, our students will be the eventual benefactors. As one teacher said recently,

*"Our experience with TeacherSource was fantastic. As a grade level, we were able to collaborate and create a differentiated unit of study in the area of Science (Force & Motion) and Social Studies (Portland Unit) focusing on incorporating SIOP strategies. The one's who benefited most....our students."*

*-Fran S. - Hiteon Elementary*

## **Beaverton School District Arts For Learning (A4L) Lessons Project:**

### **Investing in Innovation (i3) Development Grant**

#### **Year 2 Report: December 2012**

**“Students who danced in 3rd grade last year had no problem getting up in front of their peers. When I said ‘Arts for Learning’ they got so excited! I’m very curious to follow these kids as they make their way through this program.” -4th grade teacher, Ridgewood Elementary**

### **Introduction**

The Beaverton School District, the third largest school district in Oregon with 39,414 students, in partnership with Young Audiences (YAI), National Office, Young Audiences Oregon and Southwest Washington (YAO), and the University of Washington (UW), is developing and implementing the *Arts for Learning (A4L) Lessons Project*, a supplemental program for improvement of students’ reading and writing achievement through the integration of arts into the language arts curriculum in grades 3-5. The Evaluation Research Program (ERP) at WestEd, an educational research, development and service organization, serves as the project evaluator. The Beaverton School District’s *Arts for Learning (A4L) Lessons Project* is supported by an Investing in Innovation (i3) Development Grant from the Office of Innovation and Improvement (OII) of the U.S. Department of Education and matching funds from local individuals, businesses and foundations.

Designed by YA National in partnership with researchers at UW, led by cognitive scientist Dr. John Bransford, A4L Lessons is a supplemental literacy curriculum that blends the creativity and discipline of the arts with learning science to raise student achievement in reading and writing. The “How People Learn” framework (National Research Council, Bransford, Brown, & Cocking, 1999) serves as the foundation for the program’s pedagogy and strategies for student engagement. It emphasizes teacher-guided, student-initiated activities, encourages students to think and learn independently, and provides tools and strategies that help students approach challenging schoolwork. The arts-integrated curricula provide students opportunities to excel in the classroom through activities that tap a wide variety of skills, learning styles, and interests of students with a range of language and achievement levels.

In addition to literacy and arts, the A4L Lessons program also incorporates learning and life skills (sometimes grouped as “21st century skills”). These skills include critical and creative thinking, communication, collaboration, problem solving, planning and organizing, self-direction, flexibility and responsibility (Seidel, Tishman, Winner, Hetland & Palmer, 2009; Silva, 2008). These elements of A4L

**“We learned to work together...to compromise.” – 3<sup>rd</sup> grade student, Raleigh Park Elementary**

promote student's readiness for college and careers, a major emphasis of current education reforms.

### **Summary of Progress and Continued Development**

The *Arts 4 Learning Lessons* program includes two Units of study each for grades three, four, and five (a total of six Units) delivered by the regular classroom teacher, related residencies (one for each school year per class, presented in spring semester) delivered by a teaching artist either as part of or following the related A4L Unit, professional development and support for teachers implementing the program in their classrooms, tailored materials for students and special events for students to show what they have learned. Each component was monitored and evaluated throughout years one and two as a key element of the program's initiation and roll out in Beaverton. Ethnographic studies, information and data gathered from district classroom visits and observations, formal and informal conversations with teachers and other staff, surveys of teachers, and insights from project managers and ELL administrators were used to define and guide on-going revisions, improvements and enhancement of the program. Beaverton classroom teachers involved in implementation offered a great deal of useful input toward the revision of Unit instructional materials, professional development and involvement of teaching artists.

Year 2 of this five-year project continued the content and materials development, expanded the professional development and implementation and initiated the formative evaluation of A4L. Through significant collaboration of project partners, implementation teachers and district staff all six of the curriculum (teacher) guides and aligned student materials were revised to better promote more efficient teaching, increased access for high-needs students (students of poverty, students with learning difficulty and disability, and students who speak English as a second language) and additional options to fit the pace and progress of all students in a classroom. The professional development plan and content for teachers, school administrators and artists were revised to better support teachers during implementation and to incorporate teacher's experience and peer's ideas in the professional development. A project communication and information dissemination plan was initiated. As part of the formative stage of evaluation, a project literacy assessment (***Comprehensive Cross Unit Assessment***) was administered and state-wide reading assessments and a regional writing assessment were analyzed along with a teacher survey and classroom observations conducted by WestEd.

### **Development and Revision**

Ethnographic studies were conducted to gather insights on ways to enhance learning for ELL and other high-needs students. In collaboration with ELL expert Maria Stallions of Roanoke College, the UW team observed in Beaverton A4L classrooms, discussed instructional opportunities with teachers and ELL administrators, and reviewed findings from WestEd's form evaluation in Beaverton. ELL items were added to the observation protocol used by WestEd researchers, which in turn provided additional information useful in revising the units.

To meet the identified teacher and learner needs, revisions were made in the A4L materials and addressed through professional development, including:

- ✓ Providing teachers with background information on the stages of second language acquisition, strategies for understanding cultural differences, and scaffolding techniques to help students



- obtain English language proficiency and gain instructional independence.
- ✓ Adding visual icons to support teaching and learning of literacy and art vocabulary in lessons.
- ✓ Adding a sample lesson plan to guide teachers in utilizing research-based instructional methods for supporting ELL language development and comprehension.
- ✓ Expanding differentiation options to address a range of student needs as appropriate throughout the lessons.

The artist Residencies also underwent assessment, evaluation and revision. Staff development for the artists was modified and the scheduling of the artists residencies was amended to embed the artists into Part 3 of a Unit's delivery. This tightened the schedule for completion of a Unit while enhancing the collaboration of the teacher and teaching artist. Teachers and artists expressed higher satisfaction with this new format. Teachers supported artists with the literary standards and artists supported teachers with the arts standards during the culminating unit lessons.

As the curriculum was modified and enhanced, so too was professional development plan and content. One significant change in the professional development was the addition during the implementation period of professional development collaboration meetings with project staff and grade-level teacher teams. Two ninety-minute Professional Learning Communities (PLC) sessions were added in each semester to increase effectiveness of instructional practices and support fidelity of implementation with appropriate flexibility.

## **Implementation**

Year 2 began with a half-day leadership session for all treatment school principals (16) and lead teachers (48). Defining the role and expectations for lead teachers was the primary focus of this session which included implementation support within the school by serving as a resource to their grade-level teams during PLC sessions such as providing answers to questions about preparation for teaching, basic program content and assessment elements. In addition, the pilot year was celebrated through the sharing of student experiences to promote reflective teaching practices and positive morale.

Three full-day unit-specific professional development sessions were held for all classroom teachers in grades 3-5 in all 16 treatment schools for a total of 168. They learned their respective Units in their school teams with lead teachers present to provide classroom testimonials and expertise. These sessions were hands-on and allowed all teachers to experience key activities that would enable them to both model and repeat in the classroom.

Strategically placed in mid-implementation of the A4L Unit, each grade-level team was released for their two ninety-minute PLC sessions which provided classroom teachers the opportunity to share their successes and challenges with peers. These meetings were facilitated by the A4L TOSA and the A4L Project Coordinator. Information from these meetings was documented and shared with project partners to inform future revisions and designs. Additional implementation support was provided to teachers through a weekly bulletin and classroom visits as needed.

Thirteen teaching artists were identified to implement the A4L companion Residencies in the spring. All are on YAO's Teaching Artist Roster and are experienced teaching artists. In addition, each Residency

has a “Lead Artist” who became familiar with the teacher-led Unit and work with YAO and YAI on revisions to the Residencies. They also had a significant role in the artist professional development in the spring.

## **WestEd Findings**

During Year 2, considerable resources were devoted to the *formative evaluation* that provided timely feedback to A4L Lessons program developers and the BSD concerning the implementation and preliminary impacts of the project. Formative evaluation tasks included the collection, analysis and summary of *student academic achievement* data, *classroom observations* to assess implementation fidelity, and an online *teacher survey* to further examine the factors influencing curriculum implementation, student engagement, classroom management, as well as to explore potential barriers and buttresses to the implementation of arts-integration strategies for each Unit. In addition, the A4L Professional Development (PD) Model was assessed using *participant surveys and observations/ratings of PD sessions*.

The Year 2 evaluation conducted the first set of student achievement analyses. *Students’ literacy skills were measured using the Comprehensive Cross Unit Assessments (CCUs)*, developed specifically for the A4L Lessons supplemental literacy curriculum by Dr. Diana Sharp with consultation from learning and literacy experts at the University of Washington<sup>1</sup>. In this first assessment of a subset of classrooms implementing the A4L Lessons, the posttest means for treatment students were higher than the posttest means for control students with the mean difference at post-test for grade 4 achieving statistical significance. The magnitude of these differences as indexed by the effect sizes, are considered small positive program effects.

Student achievement also was assessed using the *Oregon Assessment of Knowledge and Skills (OAKS) Reading/Literature Test and the 2012 Fourth-Grade Regional Writing Assessment*. Commonly, one would expect to see a dip or decline in these types of test scores during the first year an innovation or intervention was implemented in a district (Michael Fullan, 2001). Surprisingly, students in treatment and control groups at each of grade levels 3, 4, and 5 performed the same on these assessments.

The *summative or outcome evaluation* that is to come in Year 4 will focus largely on student achievement. The research design, a three-year cluster-randomized trial that relies on the random assignment of schools to treatment or control conditions, will allow causal inferences to be drawn concerning the impact of the A4L Lessons on student literacy achievement. The research also will examine whether some students (i.e., English language learners, economically disadvantaged students, and below grade level readers) benefit more from receiving the A4L Lessons than other students. At the conclusion of this three-year study evaluators will provide their determination of the benefits of the A4L Lessons on student literacy, as assessed on the OAKS, the Fourth-Grade Regional Writing Assessment, and the A4L CCU.

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<sup>1</sup> Literacy expert, Diana Sharp, and learning experts from the University of Washington (UW), John Bransford, Nancy Vye, and Allison Moore developed the assessments. These individuals from UW were also members of the team that developed the curriculum units.

## Local Findings

Anecdotal reflections gathered during grade-level PLCs by the A4L Project Coordinator and the A4L TOSA confirmed the correlations between learning and life skills and the A4L Units. There was consensus across treatment schools that student engagement increased during A4L Lessons and Residencies, and that students were highly involved during the A4L unit of study. Teachers reported positive student behaviors related to 21<sup>st</sup> Century skills such as strong collaborative group work, creativity, and communication. Many teachers continued to use the arts-based activities cross-curricularly, witnessing increased confidence and the “leveling of the playing field” for their students.

These findings have led project partners to explore additional assessment tools including qualitative data from both teachers and students in the form of surveys, interviews, and/or classroom observations.

In addition, many lead teachers reported added personal growth both conceptually and instructionally during the second year of implementation. They attributed this to a new level of comfort with the respective art form as well as gained perspective on the Unit outcomes as a whole. Lead teachers were able to share these sentiments with their peers as encouragement and incentive to trust the process of implementing a new program.

**“A4L provides a level playing field for all my students. Those kids that usually struggle are learning to comprehend in a safe environment that promotes risk-taking with support!”  
- 3rd grade teacher, Findley Elementary**

**“The beauty of having this for the second year is – here’s a great example: I read them a new story (and I didn’t ask them to do this we were actually working on predictions with that story) and I had kids, about 10 or 11, independently take notes! They took their paper and divided it down the middle and had character traits on the left and character perspectives on the right. They are doing it all the time! So last year, no, because I didn’t really see the big picture. This year, I see the end, and I still have a lot of work to do, but for them to get the importance of what makes a good reader? Wow. That’s the proof.”**

**- 3rd grade teacher at Cooper Mountain Elementary**