



Artists-in-Schools (AIS) Logic Model

Goals	Objectives	Measures of Success
<p>Improve student critical thinking in the arts.</p>	<ul style="list-style-type: none"> • Develop standardized and responsive lesson plans in dance, theatre, music and creative writing for dissemination to moderate-service and intensive-service program sites. • Build student vocabulary in dance, theatre, music and creative writing. • Improve students' ability to understand, analyze, discuss and create dance, theatre, music and creative writing. 	<ul style="list-style-type: none"> • Teachers with AIS are more likely to incorporate the arts into lesson plans than control-group teachers; artists develop lesson plans that present thinking in the arts as measured by teacher surveys, student report cards and records and classroom observations. • Students with AIS show growth in critical thinking in the arts as measured by teacher, artist and student surveys and teacher and artist focus groups.
<p>Use the arts to positively impact general academic performance.</p>	<ul style="list-style-type: none"> • Develop standardized and responsive lesson plans for using the arts to teach across the curriculum, particularly within the disciplines of language arts, social studies, science, and math for dissemination to moderate-service and intensive-service program sites. • Show greater student attention, quality, elaboration and fluency in their academic work. • Improve students' pre-linguistic learning. 	<ul style="list-style-type: none"> • Artists are consulted about using arts across the curriculum and teachers incorporate the arts into their lesson plans as measured by teacher and artist surveys and focus groups and classroom observations. • Students in intensive and moderate service classrooms show greater academic gains than comparison-group students as measured by teacher surveys and student report cards and records. • Students in intensive- and moderate-service classrooms show greater gains in pre-linguistic learning than comparison group students as measured by student report cards and records.
<p>Identify curricular and pedagogical problems in teaching at-risk youth so that methods of staff development and student academic performance can be improved.</p>	<ul style="list-style-type: none"> • Identify methods that teachers and artists use to teach at-risk students. • Determine which methods of teaching at-risk students are best practices in terms of effectiveness, dissemination and implementation. • Review challenges in implementing best practices and in program fidelity and identify strategies for addressing challenges. 	<ul style="list-style-type: none"> • Teachers in intensive- and moderate-service classrooms show greater confidence in serving at-risk youth than their comparison group peers as measured by teacher surveys, focus groups and classroom observations. • Teachers and artists will identify strategies for using the arts to teach at-risk youth as measured by teacher and artist focus groups and classroom observations, • The arts will be well-integrated into classrooms receiving intensive and moderate services as measured by teacher surveys and classroom observations.



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<p>Use affective dimensions of the arts to develop pro-social behavior behavior.</p>	<ul style="list-style-type: none"> • Improve student behavior in the classroom. • Increase student motivation and intended positive behavior including leadership and self-efficacy. • Improve learning environment in intensive and moderate service classrooms through increased use of affective dimensions of the arts. 	<ul style="list-style-type: none"> • Students in intensive- and moderate-service classrooms will demonstrate better behavior than comparison-group students as measured by teacher surveys, student records and classroom observations. • Students report that the arts help them improve their classroom behavior as measured by student surveys. • The classroom environment will improve as measured by teacher surveys and focus groups, student records and classroom observations.
<p>Institutionalize arts and arts education in school settings to increase sustainability</p>	<ul style="list-style-type: none"> • Determine how the arts and arts education are integrated and incorporated into the curriculum and identify strategies for increasing arts integration. • Build commitment to and integration of the arts into standard practices of area schools. 	<ul style="list-style-type: none"> • Arts integration over time will increase as measured by teacher and artist focus groups and surveys and classroom observations.