

United We Discover Logic Model

Problem/Current Condition	Our Approach	Activities	Short-Term Outcomes	Intermediate Outcomes	Long-term Impact
<p>Ableism—the systemic stigma and discrimination against Disability—is a core barrier to equity and inclusion in education</p>	<p>Working from and furthering educators’ understanding of ableism, the social model of disability, and an affirmative model of disability</p>	<p>Engage educators in critical discussion during professional learning sessions and planning meetings</p> <p>Provide educators with tools through the United We Discover Library Collection, a listing of Disability resources</p>	<p>Participants engage with professional learning programs and support material that examines Disability from social, political, and historical contexts rather than from superficial or oversimplified viewpoints</p> <p>Educators implement solutions to barriers to arts access and learning for Disabled students</p>	<p>Educators have both personal and collective understandings of Disability narratives</p> <p>Educators feel confident in creating respectful and equitable classroom and school cultures</p> <p>Educators identify and disrupt personal bias and systematic barriers to equity and inclusion.</p>	<p>Disability will be acknowledged as a social construct with a social, political, and historical context that has caused stigma and discrimination. School communities will work to offer counter-narratives and systems that emphasize inclusion and disrupt mainstream, ableist accounts and viewpoints of Disability</p>
<p>Limited access to arts activities for Disabled students, resulting in negative social-emotional outcomes</p>	<p>Engagement with a model of artistic experiences that honors the creative contributions of Disabled participants</p>	<p>Deliver assemblies, student workshops, and family arts experiences that prioritize themes of identity, justice, and community</p>	<p>Disabled students participate in community experiences, are validated by peers and teachers, and feel a sense of community</p>	<p>Disabled students experience new forms of self-expression, skill development, and feelings of accomplishment.</p>	<p>Disabled students have high self-esteem, a strong sense of self, and feel connections with others</p>
<p>Deficit-based perspectives of Disabled students dominate educational settings</p>	<p>Engagement in a culture that values students’ identities and contributions, recognizes the inclusion needs of students, and values the creative process for Disabled students</p>	<p>Guide dialogue and collective thinking about inclusive programs, teaching, and schools that disrupt deficit-based perspectives of Disability</p> <p>Prioritize Disability arts, Disability justice, and Social Emotional Learning for Disabled students during the planning process</p>	<p>Educators work with teaching artists to employ a strengths-based model of planning and teaching to uplift and advance the strengths and interests of Disabled students</p>	<p>Educators have language and historical and cultural knowledge to affirm and promote a strengths-based, affirmative model of Disability</p>	<p>Stakeholders continue to apply structures that foster a culture of collaborative planning, decision making, and goal setting from a strengths-based perspective across the curriculum</p>

<p>Disabled and non-Disabled students rarely, if ever, have the opportunity to work or co-create together, resulting in stigma</p>	<p>The arts are a uniquely effective tool for promoting empathy, creating connection, developing shared understanding, and reducing bias against those who are different from oneself</p>	<p>Disabled and non-Disabled participants experience performances together and create artistic expressions together</p> <p>Programming is designed to encourage teamwork and build connection among diverse students</p>	<p>Participants have a personal connection to one another and have an understanding of inclusive arts experiences</p>	<p>All participants possess a positive narrative of Disabled people and artists, recognizing their valuable and meaningful artistic expressions</p>	<p>Participants respond to Disability with solidarity, respect, understanding, and connection with an ever-expanding Disability community</p> <p>Disabled and non-Disabled students continue to pursue shared experiences and friendships</p>
<p>Educators, including teaching artists, must reflect and critically analyze their own work to ensure authentic and effective inclusive and equitable educational experiences</p>	<p>Utilizing a framework of reflection and evaluation to ensure programmatic alignment and success</p>	<p>Throughout implementation, students, teachers, related services personnel, family members, teaching artists, and YA staff will engage with formative assessment tools</p>	<p>Participants engage in reflection and assessment to make program adjustments during program delivery</p>	<p>Participants report a greater awareness of how to implement inclusive art-making opportunities that include Disabled and non-Disabled participants and honor the creative contributions of Disabled artists</p>	<p>Participants continue to value assessment of learning and frameworks that include first-person and collective narratives to work toward shared liberation, inclusion, and justice</p>