

## United We Discover Logic Model

<b>Problem/Current Condition</b>	<b>Our Approach</b>	<b>Activities</b>	<b>Short-Term Outcomes</b>	<b>Intermediate Outcomes</b>	<b>Long-term Impact</b>
Ableism—the systemic stigma and discrimination against Disability—is a core barrier to equity and inclusion in education	Working from and furthering educators’ understanding of ableism, the social model of disability, and an affirmative model of disability	Engage educators in critical discussion during professional learning sessions and planning meetings  Provide educators with tools through the United We Discover Library Collection, a listing of Disability resources	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  Educators implement solutions to barriers to arts access and learning for Disabled students	Educators have both personal and collective understandings of Disability narratives  Educators feel confident in creating respectful and equitable classroom and school cultures  Educators identify and disrupt personal bias and systematic barriers to equity and inclusion.	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
Limited access to arts activities for Disabled students, resulting in negative social-emotional outcomes	Engagement with a model of artistic experiences that honors the creative contributions of Disabled participants	Deliver assemblies, student workshops, and family arts experiences that prioritize themes of identity, justice, and community	Disabled students participate in community experiences, are validated by peers and teachers, and feel a sense of community	Disabled students experience new forms of self-expression, skill development, and feelings of accomplishment.	Disabled students have high self-esteem, a strong sense of self, and feel connections with others
Deficit-based perspectives of Disabled students dominate educational settings	Engagement in a culture that values students’ identities and contributions, recognizes the inclusion needs of students, and values the creative process for Disabled students	Guide dialogue and collective thinking about inclusive programs, teaching, and schools that disrupt deficit-based perspectives of Disability  Prioritize Disability arts, Disability justice, and Social Emotional Learning for Disabled students during the planning process	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	Educators have language and historical and cultural knowledge to affirm and promote a strengths-based, affirmative model of Disability	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>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>