

Activated Learning (AL) Theory of Change Whole Class Intervention for Executive Skill

		Outcomes				Impacts for Student and Teacher	
		Inputs	Activities	Outputs	Immediate Teacher Changes		Intermediate Student Changes
PD		One Day (5.5 hours) Training + Half Day (2 hours) Follow Up Program Manual	One day PD program Half day follow up PD program	EF literate teacher who can teach EFs, facilitate metacognition, and guide strategic goal-pursuit in everyday lessons	Can practice implementing activated learning in classroom	See AL Implementation (below)	<p style="text-align: center; margin: 0;">COGNITIVE</p> <p style="margin: 0;">Greater self-understanding</p> <p style="margin: 0;">Improved self-regulation</p> <p style="margin: 0;">Higher achievement</p> <p style="text-align: center; margin: 10px 0 0 0;">PRACTICAL</p> <p style="margin: 0;">Reduced cost of remediation and scaffolding</p> <p style="text-align: center; margin: 10px 0 0 0;">AFFECTIVE</p> <p style="margin: 0;">Increased sense of engagement and growth mindset</p> <p style="margin: 0;">Higher expectations for all students</p> <p style="margin: 0;">Improved student behavior and student-teacher relationship</p>
	AL IMPLEMENTATION	EF posters from program manual	EF are posted in classroom, EF language and concepts are introduced to students	10 new EF terms and concepts established in classroom in 5-10 weeks	Facilitates more understanding of EF as a natural and normal reason for varied performance	Gains self-understanding and self-esteem	
10 min class discussion after task assignment		Whole class forecasting of specific EF obstacles; co-creation of strategies to overcome; documentation of specific planned strategies	Class spends 10-20 min per day in whole-group metacognitive/strategic conversations	Works with <i>all</i> students to develop EF	Less sense of stigma related to EF impairment	Increased self-efficacy and student success	
Open-ended assessment checklist, either for whole class or small groups		Attentive observation of individual, small group, and whole class and feedback on use of specific co-created strategies	Student receives 2-10 pieces of feedback per day regarding use of co-created EF strategies	Intrudes less on intellectual and creative elements of work	Enjoys greater autonomy → improved student motivation	Demonstrates greater engagement and self-regulation	
		Individual, small group, and whole class assessment of students' use of co-created strategies	Teacher collects 1-3 sets of data per day on students' use of co-created strategies	Provides students more actionable feedback	Experiences more self-efficacy and growth mindset	Receives more precise and personal teaching	
				Provides more validation of strategic approaches			
				Gathers more information about learning differences			

Goals of Program: reduce impairment resulting from mild/moderate/severe ES weakness; reduce the cost of high-quality EF intervention; improve student motivation, self-esteem, and self-understanding; boost expectations for all students; improve teacher-student rapport; improve student academic performance