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Executive Summary

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ARTS IMPACT/ARTS LEADERSHIP
ANNUAL REPORT SUMMARY 2006-07

Arts Impact/Arts Leadership (AI/AL) is a joint project of Puget Sound Educational Service District (fiscal agent) and the Washington (State) Alliance for Arts Education (WAEA). Arts Impact is a successful two-year teacher training model that incorporates artist/mentors to develop classroom generalists to teach standards based arts and shared academic concepts through arts infused lessons. AI/AL extends Arts Impact to train principal/school/community teams to draft and implement multi-year arts plans that support teachers and incrementally bridge the gap between the school's current arts instruction and Washington State's Arts Essential Learnings.

The project compares three groups: Group A schools will receive both Arts Impact teacher training and principal leadership training; Group B schools will receive only Arts Impact teacher training; and Group C schools will serve as control sites. Groups are comprised of 3rd, 4th, and 5th grade teachers, principals and students from schools in Tacoma and Bethel School Districts in Pierce County, WA. All schools have a free and reduced lunch rate of 35% or higher.

Primary goals of the project are to: improve instruction in standards based arts education; provide training and strategies to equip and sustain classroom teachers to teach standards based arts-infused concepts; to improve student achievement in the arts, math and writing; investigate the impact of arts-infused instruction on student achievement in math and writing; and replicate and disseminate the model.

The first year was designed to be a planning and capacity building year. The project has successfully completed preparatory activities so that teacher and principal training can begin on schedule in August 2007. In addition to standard administrative activities related to project implementation; accomplishments in this first project budget year include the following:

- Completion of the IRB and FWA application and approval process
- Successful recruitment of twelve schools willing to participate in the project and be randomly selected to one of the three groups described above.
- Random selection of three schools to each group with an alternate school for each group. One alternate school was needed to fill a spot for a school that could no longer participate.
- Planning and advisory meetings that included artist mentors, teachers, cultural educators, evaluators, and Arts Impact and WAEA staff.
- Curriculum planning and work sessions to develop a slate of arts infused concepts that align state standards based concepts in dance, theater and visual with standards based concepts in math and writing. These concepts also align with district curricula in math and writing.
- Writing and refining of project curriculum lesson plans.
- Development of project curriculum scope and sequence
- Refinement of evaluation and assessment instruments
- Baseline data gathered

NARRATIVE: PROJECT STATUS

FY 2006-07 is the first budget period for the Arts Impact/Arts Leadership project. The reporting period covers the first ten months of the project. This has been a capacity building year with activities centered primarily on securing principals and teachers to participate in the grant, curriculum planning and development, project design and refinement, and instrument development.

The following is a report of the progress made on each Project Objective.

Project Objective 1. (GPRA)

Activities supported with federal funds will improve the quality of standards-based arts education of all participants.

Arts Knowledge Test

A 25-item Arts Knowledge Test (AKT) was developed using the National Endowment for the Arts test from its Summer Schools in the Arts program. Test items were selected from a bank of possible tasks based on conceptual alignment with Washington State Standards in the arts. Additional criteria for item selection included an arts-infused alignment with math and writing concepts from the Washington Assessment of Student Learning (WASL). The AKT will be used to compare student achievement in arts knowledge in dance, theater and visual arts with the control group. Baseline data will be collected in Sept. 2007 and available in November 2007.

Performance Based Assessments

Each arts-infused lesson taught by teachers in the classroom will have a performance based assessment strategy included. Those lessons and assessments are currently in development. This data will be reported as the percentage of students in Groups A and B who meet criteria for each lesson. Since control Group C teachers do not teach these lessons there is no comparison to the control group. This student data will be available in July 2008, after the end of the first academic year of intervention.

Random Assignment of Groups

Third, fourth and fifth grade teachers will be trained to teach standards based arts-infused concepts—shared concepts between dance, theater, and visual arts with math and writing. Teachers and principals from 12 schools, four from Bethel School District, seven from Tacoma School District, and one from Seattle School District agreed to be in a pool to be randomly selected into one of three groups. Group A schools receive Arts Impact teacher training and Washington Alliance for Arts Education (WAEA) Principal Leadership training. Group B schools receive Arts Impact training only, and Group C schools are control groups. For each group, three schools were chosen for participation and one school was chosen to be an alternate for each group. It was necessary to use the alternate school for Group A to fill the spot for a school that was unable to participate. Exact numbers of teachers participating from each school will be determined in August of 2007 at the time of the first Summer Institute.

Curriculum Development and Training Design

Arts Impact curriculum and assessment staff researched the state standards and the WASL for grade level matched concepts in math, writing, dance, theater and visual arts. From that bank of infused concepts that were both in the standards and covered in the WASL, two to three arts-

infused concepts per grade level were selected to include as part of the project curriculum. Arts-infused lesson plans based on the selected concepts are currently in development. These lesson plans will be taught to teachers during the Arts Impact Summer Institute in August, who will then teach them with the support of the Artist Mentors during the school year as a part of the Mentorship portion of the training.

The Mentorship portion of the training is designed to provide support from the Artist Mentors to the teachers to build confidence in arts teaching skills that include planning, teaching and assessing. The Artist Mentors and Curriculum staff will also work with teachers to develop lesson extensions and arts-infused components to reinforce learning in the arts and bridge those understandings to traditional math and writing assignments.

Cultural Partners confirmed

Partnerships with the Tacoma Art Museum and Broadway Center for the Performing Arts have been confirmed. These organizations will host the Summer Institutes and provide exhibitions and performance opportunities for students and teachers to attend.

Project Objective 2:

Integrate standards based arts education into core elementary school curriculum.

This objective refers primarily to the Principal Leadership Training portion of the project.

The School Arts Inventory and Principal Interview instruments are developed and appointments are currently being made with teachers and principals in all three groups to gather baseline data using those instruments. Baseline data for arts instructional time, arts professional development time and percent of increase in arts education funding will be available in November 2007.

Project Objective 3:

Improve the academic performance of elementary students.

WASL scores

The BERC Group will begin to gather baseline WASL 2006-07 scores on the selected strands of math and writing that have been identified as aligned with arts concepts in August of 2007, the earliest that those scores are available. Baseline data will be collected from all three Groups and will be available in November 2007.

Performance Based Assessments

Each arts-infused lesson mentioned above will have a performance based assessment strategy included. Those lessons and assessments are currently in development. This data will be reported as the percentage of students in Groups A and B who meet criteria for each lesson. Since control Group C teachers do not teach these lessons there is no comparison to the control group. This data will be available in July 2008, after the end of the first academic year of intervention.

Project Objective 4:

Teachers will demonstrate growth in teacher practice to teach arts-infused concepts and growth in overall teaching practice.

Arts Knowledge Test

A 25-item Arts Knowledge Test (AKT) was developed using the National Endowment for the Arts AKT from their Summer Schools in the Arts program. Test items were selected from a bank of possible tasks based on conceptual alignment with Washington State Standards in the arts. Additional criteria for item selection included arts-infused alignment with math and writing concepts from the Washington Assessment of Student Learning (WASL). The AKT will be used to compare teacher achievement in arts knowledge in dance, theater and visual arts with a control group. Baseline data will be collected in August 2007 for Groups A and B and September 2007 for Group C. Data will be available in November 2007.

Performance Based Assessments

The Artist Mentors, using performance based assessment strategies, will assess each arts-infused lesson taught to teachers in the Summer Institute. Those lessons and assessments are currently in development. This data will be reported as the percentage of teachers in Groups A and B who meet criteria for each lesson. Since control Group C teachers do not participate in the teacher training there is no comparison to the control group. This data will be gathered in August 2007 and made available in November 2007.

Autonomy Rubric for Teachers in the Arts (A.R.T.)

This instrument was developed and tested during the 2002-2005 AEMDD grant awarded to Arts Impact. The instrument will be used to measure growth in teacher practice teaching the arts. Baseline data will be collected from Groups A and B from Oct. 2007-Jan. 2008 and available in May 2008.

STAR Classroom Observation Protocol

This instrument was developed by the BEREC Group and measures the presence of powerful teaching. Baseline data will be collected in May-June 2007 and available in November 2007.

Project Objective 5:

Arts Impact/Arts Leadership model replicated and disseminated at state, regional, and national levels.

Project Objective 5 will be implemented during the 4th budget period. Progress to date on this objective includes preliminary conversations with possible replication sites.