

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**



**APPLICATION FOR GRANTS**  
**UNDER THE**

**Professional Development for Arts Educators**

**CFDA # 84.351C**

**PR/Award # U351C140052**

**Grants.gov Tracking#: GRANT11650978**

OMB No. , Expiration Date:

Closing Date: May 19, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="05/19/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text" value="NA"/>
--	--

**State Use Only:**

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="36-6005821"/>	* c. Organizational DUNS: <input type="text" value="0674644870000"/>
--	---

**d. Address:**

* Street1:	<input type="text" value="125 South Clark Street"/>
Street2:	<input type="text" value="11th Floor"/>
* City:	<input type="text" value="Chicago"/>
County/Parish:	<input type="text" value="Cook"/>
* State:	<input type="text" value="IL: Illinois"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="60603-4040"/>

**e. Organizational Unit:**

Department Name: <input type="text" value="Art Education"/>	Division Name: <input type="text"/>
--	--

**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Mario"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Rossero"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="773-553-1306"/>	Fax Number: <input type="text"/>
---	----------------------------------

\* Email:

**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.351

CFDA Title:

Arts in Education

**\* 12. Funding Opportunity Number:**

ED-GRANTS-031814-001

\* Title:

Office of Innovation and Improvement (OII): Professional Development for Arts Educators (PDAE)  
Program CFDA Number 84.351C

**13. Competition Identification Number:**

84-351C2014-1

Title:

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

Add Attachment

Delete Attachment

View Attachment

**\* 15. Descriptive Title of Applicant's Project:**

Arts Teachers Leading Achievement and Success (ATLAS)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="1,399,034.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="1,399,034.00"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:

Fax Number:

\* Email:

\* Signature of Authorized Representative:

\* Date Signed:

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Morgan Benson</p>	<p>TITLE</p> <p>Executive Director, Competitive Grants</p>
<p>APPLICANT ORGANIZATION</p> <p>Board of Education City of Chicago, 299</p>	<p>DATE SUBMITTED</p> <p>05/19/2014</p>

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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**4. Name and Address of Reporting Entity:**  
 Prime     SubAwardee

\* Name: Board of Education City of Chicago, 299

\* Street 1: 125 South Clark Street    \* Street 2: 5th Floor

\* City: Chicago    \* State: IL: Illinois    \* Zip: 60603

Congressional District, if known: 1-9,11

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

<b>6. * Federal Department/Agency:</b> US Department of Education	<b>7. * Federal Program Name/Description:</b> Arts in Education CFDA Number, if applicable: 84.351
--	--

<b>8. Federal Action Number, if known:</b> 	<b>9. Award Amount, if known:</b> \$
--	---

**10. a. Name and Address of Lobbying Registrant:**

Prefix:    \* First Name: Board of Education    Middle Name: of the

\* Last Name: City of Chicago    Suffix:  

\* Street 1: 125 South Clark Street    \* Street 2: 5th Floor

\* City: Chicago    \* State: IL: Illinois    \* Zip: 60603

**b. Individual Performing Services** (including address if different from No. 10a)

Prefix: Mr.    \* First Name: Charles    Middle Name:  

\* Last Name: Swirsky    Suffix:  

\* Street 1: 125 South Clark Street    \* Street 2: 5th Floor

\* City: Chicago    \* State: IL: Illinois    \* Zip: 60603

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

\* Signature: Morgan Benson

\* Name: Prefix: Mr.    \* First Name: Charles    Middle Name:    
\* Last Name: Swirsky    Suffix:  

Title: Executive Director, Competitive Grants    Telephone No.: 773-553-1494    Date: 05/19/2014

**Federal Use Only:**    Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # U351C140052



## NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

## Optional - You may attach 1 file to this page.

CPS\_PDAE\_GEPA\_statement.pdf

Add Attachment

Delete Attachment

View Attachment

**Chicago Public Schools: Application for Grants Under the Professional Development for Arts Educators Program.**

**Arts Teachers Leading Achievement & Success (ATLAS) Project**

**Statement on the General Education Provisions Act (GEPA) Section 427**

In compliance with the general Education Provision Act (GEPA), section 427, the Chicago Public Schools assures that participants in all proposed project activities will be selected without regard to gender, race, national origin, color, disability, or age. Qualifications for participation are based on need for program involvement or, in the case of services providers, on their capability to supply the necessary services. As needs warrant, curricular materials, education and training protocols, project brochures, and other printed documents are printed in Spanish, the predominant non-English language of students served by CPS.

Furthermore, the activities can and will be modified as needed to allow the inclusion of all targeted participants while maintaining the fidelity of the method of intervention and/or activity. Modifications may include but are not limited to venue and/or equipment adjustments to allow greater accessibility and freedom for involvement, and/or the use of alternative activities designed to achieve the same results and/or outcomes.

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## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<b>* APPLICANT'S ORGANIZATION</b>	
<input style="width: 100%;" type="text" value="Board of Education City of Chicago, 299"/>	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input style="width: 100px;" type="text" value="Mr."/>	* First Name: <input style="width: 200px;" type="text" value="Charles"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Swirsky"/>	Suffix: <input style="width: 80px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Executive Director, Competitive Grants"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Morgan Benson"/>	* DATE: <input style="width: 150px;" type="text" value="05/19/2014"/>

## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

---

## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

**CHICAGO PUBLIC SCHOOLS APPLICATION FOR GRANTS UNDER THE  
PROFESSIONAL DEVELOPMENT FOR ARTS EDUCATORS (PDAE) PROGRAM  
PROJECT ABSTRACT**

Chicago Public Schools (CPS) will partner with Chicago Arts Partnerships in Education (CAPE) to implement the Arts Teachers Leading Achievement & Success (ATLAS) Project, a sustained and intensive program of professional development in arts instruction and integration for arts teachers at 44 K-12 magnet cluster schools. The project will provide training, coaching support, and collaboration opportunities for teachers at Fine and Performing Arts Magnet Cluster (FPAMC) schools where 50% or more of students come from low-income families.

The ATLAS Project represents a high-quality professional development program for elementary and secondary for arts educators, including teachers in music, dance, drama, media arts, and visual arts covering grades K-12 in high-poverty schools. The project is designed to strengthen standards-based arts education programming, while simultaneously integrating the arts, technology, and Common Core State Standards to help ensure that all students meet challenging State academic content standards and challenging academic achievement standards. In addition, the ATLAS Project addresses the Competitive Preference Priority for Technology through its emphasis on technology to inform instruction, improve student achievement, and enhance teacher effectiveness. These strategies will be accomplished through the following overarching goals of the ATLAS Project: (1) To build arts lead teacher capacity for integrating Common Core standards and Core arts standards to increase student achievement, and; (2) to develop arts lead teacher capacity to effectively integrate technology into instruction.

For more information about this project, please contact Mario Rossero, Chicago Public Schools, 125 S. Clark Street, 11th Fl, Chicago, IL, 60603, p: 773.553.1306, mrossero@cps.edu.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

**Professional Development for Arts Educators Program**  
**Chicago Public Schools (CPS)**  
**Arts Teachers Leading Achievement and Success (ATLAS)**

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**Chicago Public Schools Application to the Department of Education: Professional  
Development for Arts Educators (PDAE) Program  
Project Narrative**

**Absolute Priority**

Chicago Public Schools (CPS) proposes to partner with Chicago Arts Partnerships in Education (CAPE) to implement the Arts Teachers Leading Achievement & Success (ATLAS) Project, a sustained and intensive program of professional development in arts instruction and integration for arts teachers at 44 K-12 magnet cluster schools. The project will provide training, coaching support, and collaboration opportunities for teachers at Fine and Performing Arts Magnet Cluster (FPAMC) schools where 50% or more of students come from low-income families, and are enrolled based on neighborhood boundaries (at neighborhood schools). Leveraging the expertise of CAPE, the proposed project will strengthen standards-based arts instruction and the integration of the arts and technology with other core academic content through professional development focused on the following goals and related objectives:

***1. Build arts lead teacher capacity for integrating Common Core standards and Core arts standards to increase student achievement:***

- Provide professional development to Magnet Cluster Lead Teachers to build competencies in standards-based arts instruction and integration with Common Core literacy and math standards.
- Create a network for participating teachers to effectively support school-wide planning and implementation for integration of Common Core and the arts.
- Support FPAMC schools in the development of a comprehensive strategy for capturing and assessing changes in student achievement and teacher practice.
- Encourage teacher collaboration and model dissemination in targeted schools.
- Enable teachers to make meaning out of student artifacts and inform arts instruction.



***2. Develop arts lead teacher capacity to effectively integrate technology into instruction.***

- Provide sustained and intensive professional development to Magnet Cluster Lead Teachers on engaging technology to support arts and integrated Common Core instruction.
- Utilize technology as part of teachers' curriculum for student creative processes and products.
- Empower teachers to develop models of technology, Common Core, and arts integrated units.
- Promote teacher utilization of technology for project documentation and dissemination in ways that encourage ongoing interaction and opportunities for feedback.

While classroom teachers and principals at the FPAMC schools, as well as other arts teachers across the district will benefit and learn from the project, the primary recipients of professional development will be the Magnet Cluster Lead Teachers (MCLTs), who are arts teachers at the FPAMC schools. The MCLTs represent a teacher population that is ideally positioned to develop, implement, and share with other teachers high-quality, technology-based instruction that integrates with the arts and other academic areas for the following reasons: (1) they are designated as curricular leaders in their schools; (2) they design professional developments at each of their schools to share and spread innovative teaching practice, and; (3) they are familiar with integrated teaching strategies for the arts and other curriculums. In order to support their growth and build their leadership skills, MCLTs will be the targeted teacher population for the proposed ATLAS Project.

By providing these elementary and high school arts teachers with high-quality professional development related to arts and technology integration with the Common Core, the project will help ensure that students in targeted schools are meeting challenging State academic content standards. Teachers will learn innovative strategies related to standards-based arts instruction and arts integration that will engage students and empower teachers to build highly-

effective teaching competencies. Related to technology, the project will help teachers to produce and share project documentation, while equally emphasizing the use of technology in the classroom. Additionally, by empowering the MCLTs to train other teachers on the project, the program will build capacity of K-12 teachers and disseminate best practices related to arts and technology integration and its impact on teacher effectiveness and student achievement.

### **Competitive Preference Priority 1: Technology**

The ATLAS Project focuses on building teachers' technological capacity to effectively integrate technology into arts and Common Core curricula. This technological focus will be comprised of three key strategies: documentation through technology; technology as medium for instruction; and technology in support of National Core Arts and Common Core State Standards.

***Documentation Through Technology:*** Recent studies have highlighted the relationship between teachers documenting their work, and improvements in their instructional practice and increases in student achievement (Burnaford & Scripp, 2011). It is essential that documentation by teachers is done through a format to which they have ready access, projects ownership of the curriculum documented to each participating teacher, and, importantly, allows the teachers to articulate their questions on teaching and learning and their reflections on those questions as researchers of their own teaching practice. By taking responsibility for improving their own teaching practices, teachers as researchers increase their knowledge, beliefs, and desire to use their conclusions to inform instruction (Hubbard & Power, 1999). Hedges (2001) asserts that knowledge generated by teachers is owned by them and, therefore, is more likely than formal research to bring improvement to the profession. These competencies directly correlate to the domain components highlighted in the CPS Framework for Teaching related to *Reflecting on Teaching and Learning*, and *Growing and Developing Professionally*, further supporting their

emphasis in the ATLAS Project's design. (For additional detail on the Framework's alignment to the project, see Section 1: Project Significance, under *Need for highly effective teacher competencies*).

Teacher-developed online digital documentation was the product in a previously funded PDAE project targeting CPS schools to help the participating arts teachers see a relationship between what they were teaching and what their students were learning ([www.bccla.net](http://www.bccla.net)). “Documenting the curriculum as it was enacted affected the pacing of the teaching and learning. Photographing, writing, and collecting student work (*to enter into the digital template*) redirected energy, slowed things down, and helped teachers to reflect on teaching and learning in a more focused way.” The project found that is possible such documentation offers a more systematic focus for multiple stakeholders to examine and understand how students learn through arts integrated instruction (Burnaford, 2009). This connects to Smolin and Lawless' notion that a shared vision of what technology integration means can happen when educators are aware of their curricular process and how it is being documented, shared, and analyzed via technology (Smolin & Lawless, 2011).

Teachers across the CPS district, including at the FPAMC schools, access technology to document teaching and learning--from using web-based archives of teaching and learning to analyze benchmark assessment data and build instructional interventions, to utilizing smart phone applications to create Common Core-based curriculum. However, more remains to be done to help teachers enhance and expand their use of these resources effectively. Specifically, ATLAS Project staff have identified the potential value of technology to allow teachers to access, react, and respond to shared documentation via the web as a means to encourage

collaboration and inform instruction. Based on these opportunities, the ATLAS Project will build upon past FPAMC work with technology-based process documentation to ensure that:

- (1) MCLTs are proficient in the use of digital documentation of arts integrated teaching and learning implemented throughout the project--including curating content, and uploading and editing content;
- (2) MCLTs build their capacity in using digital documentation tools into each step of innovating, planning and implementing instruction; and
- (3) MCLTs share their best practices with other teachers in their schools and across the district through the digital documentation tools each year of the project.

The ATLAS Project will not only engage MCLTs in the use of digital documentation tools, but also work to increase teachers' ability to capitalize on the potential of digital documentation to inform, reflect and scaffold their teaching practices. Within past projects, MCLTs' digital documentation served to store evidence of teaching and learning. The ATLAS project will build on this work to guide and shape teaching and learning using documentation and evidence as the major drivers of arts integration.

***Technology as Medium for Instruction:*** At present, technology integration and instruction is sadly lacking in many CPS schools. Schools typically concentrate on the numbers of digital tools available (such as iPads), or how often students use a certain software or purchased program. Little instructional attention is paid to the uses of technology that are the most impactful for student learning, such as technology that allows for manipulation of relationships and concepts to develop abstract thinking, or that allows for self-directed student construction of their own projects towards developing greater content knowledge (Lei & Zhao, 2005). Compounding this need for more technology integration is a lack of professional development

models for teachers. Past models related to technology integration have focused primarily on technology and media teachers; and the models delivered to teachers of other content areas have focused on the use of tools to enhance or streamline instruction, rather than to construct an alternate, digital-based paradigm for teaching and learning. Research indicates teachers lack the support to move from ineffective to effective practice in technology-integrated instruction (Lim, Zhao, Tondeur, Chai, & Tsai, 2013). The ATLAS Project will address the lack of coherent models of technology integration through professional development, some of which will be facilitated by CAPE teaching artists who work in digital media. These artists are experienced in designing integrated instruction that allows students to create digital animations, digital music and soundscapes, websites, blogs, podcasts, digital imagery, and other multimedia formats.

***Technology in relation to Core Arts and Common Core State Standards:*** Illinois has adopted the Common Core State Standards (CCSS, or Common Core), currently uses the International Society for Technology in Education (ISTE) standards for technology, and is poised to adopt the standards set by the National Coalition for Core Arts Standards (NCCAS), referred to as the Core Arts Standards, once they are finalized, including new standards for media arts. CPS schools, however, are like much of the nation in their struggle to acclimate to and effectively implement the Common Core. The Editorial Projects in Education (EPE) Research Center surveyed teachers nationwide about their attitudes to Common Core, and found that 74% felt they needed more Common Core curricular planning time, 71% felt they needed more time to collaborate and dialogue with colleagues around Common Core, and 72% felt they needed access to new ideas and resources. Only half of those surveyed felt prepared to teach Common Core to low income, academically at risk students, and just one-fifth felt their students were well prepared for the new standards (EPE Research Center, 2013). Technological proficiency is imbedded as an

expectation in the Common Core standards, not only as a means to gain college and career readiness but also as a platform from which to access a variety of informational texts, and to engage in inquiry- and evidence-based argumentation. The emphasis on these competencies as scaffolded through the application of technology, as well as new Core Arts Standards (including media arts), will make integration more challenging for teachers, as they will need to understand these concepts themselves in order to integrate them into curricula in a meaningful way.

NCCAS developed the draft National Media Arts Standards to include artistic processes and competencies for each grade level. These draft standards propose a framework for teachers of media arts that guide students to “generate and conceptualize artistic ideas and work for media artworks; organize and develop artistic ideas and work to prepare to produce media artworks; and refine and complete artistic work to form and capture media arts content.” Related to the draft NCCAS media arts standards and their correlation to college and career readiness skills, the project’s emphasis on media arts as a part of standards-based arts instruction will deepen students strategic and extended thinking abilities, while also building literacy and fluency competencies embedded within the Common Core for English/language arts.

### **Section 1: Significance**

Chicago Public Schools (CPS) is the third-largest school district in the country, serving over 400,000 students, of which approximately 90% are minority (primarily Hispanic, 44.1% and African American, 41.6%), 87% come from low-income families, and over 12% are English Learners (EL). In response to the need to have more high-quality educational offerings for students and families across the school district, the then Office of Academic Enhancement, under the leadership of now US Secretary of Education Arne Duncan, designed the Magnet Cluster Initiative in 1999. The initiative designated neighborhood elementary and high schools as

“Magnet Cluster” schools, each with a unique magnet-style focus area in world language, literature and writing, math and science, fine and performing arts. Among the added instructional resources granted to these 250 schools were teaching positions, supplemental funding in the form of small grants to provide partnerships and intensive, sequential professional developments for Magnet Cluster Lead Teachers (MCLTs).

As part of the Magnet Cluster Program, the Fine and Performing Arts Magnet Cluster (FPAMC) schools put the arts at the center of learning-- integrating the arts into core curricula and engaging the school and surrounding community through targeted arts trainings and events. In 2006, the FPAMC schools embarked on a USDOE-funded PDAE grant, titled Building Community, Curriculum and Leadership through the Arts (BCCLA). In this three year program, lead arts teachers received more than 40 hours of professional development on building and maintaining a theme-based professional learning community through arts integration. The arts integration and documentation practices of arts MCLTs trended with increases in student achievement in reading and math, and as a collective, FPAMC schools outperformed schools in the Literature and Writing and the Math and Science Magnet Cluster Programs.

The successes of FPAMC also influenced the practices of and engagement with other arts teachers in the district in schools that were not participating in the Fine and Performing Arts Magnet Cluster Program. Arts MCLTs often took leadership positions at district-wide professional development for arts teachers or extra-curricular programs for the arts and sought out additional professional learning community opportunities with partner organizations. Additionally, many MCLTs currently serve in the district’s newest arts leadership role, as Arts Liaisons, individual school-based arts champions who volunteer to take on the additional role of coordinating and advocating for arts programming in their schools.

When the Magnet Cluster Initiative was founded in 1999, Chicago Arts Partnerships in Education was engaged to serve as a lead professional development provider, and has continued to do so since then. CAPE is a nationally recognized leader in arts education, acknowledged for its work to create and sustain long-term partnerships between teaching artists, arts organizations and schools. CAPE and CPS have had a collaborative relationship for over twenty years.

Through a number of strategic initiatives and federally supported opportunities, CAPE and CPS have documented success in: a) building arts teachers leadership abilities; b) improving integrated instruction through consistent and relevant professional development programs for CPS Neighborhood Schools as well as the CPS Magnet, Magnet Cluster, and International Baccalaureate Schools; and c) building an online library of teacher-documented arts integrated units that has been disseminated District-wide.

The ATLAS project will serve the following Fine and Performing Arts Magnet Cluster schools:

<b><i>Fine &amp; Performing Arts Magnet Cluster (FPAMC) School Name</i></b>	<b><i>% of students from low-income households</i></b>	<b><i>% of minority students</i></b>	<b><i>% of students meeting/exceeding standards in Reading*</i></b>	<b><i>% of students meeting/exceeding standards in Math*</i></b>
Avalon Park Elementary	96%	98%	32%	24%
Daniel Boone Elementary	91%	76%	54%	56%
Joseph Brennemann Elementary	93%	94%	69%	70%
Arthur E. Canty Elementary	50%	43%	75%	83%
George Washington Carver Primary	99%	99%	34%	27%
Frederic Chopin Elementary	94%	93%	58%	73%
George Rogers Clark	95%	96%	70%	75%



Elementary				
Crown Community Academy of Fine Arts Center	96%	100%	29%	33%
Marie Sklodowska Curie Metropolitan High School	94%	97%	34%	32%
Walt Disney Magnet Elementary	64%	71%	74%	77%
Disney II Magnet High School	61%	73%	N/A**	N/A**
John F. Eberhart Elementary	98%	98%	42%	43%
Richard Edwards Elementary	95%	96%	43%	51%
Medgar Evers Elementary	90%	99%	50%	43%
Fort Dearborn Elementary	96%	99%	47%	52%
Foster Park Elementary	91%	99%	37%	37%
Samuel Gompers Fine Arts Options	91%	99%	40%	46%
Virgil Grissom Elementary	70%	78%	67%	71%
Alex Haley Elementary	98%	99%	38%	46%
Lionel Hampton Fine & Performing Arts Elementary	95%	98%	40%	30%
Robert Healy Elementary	90%	87%	71%	79%
James Hedges Elementary	97%	99%	33%	35%
Thomas J. Higgins Elementary	97%	99%	55%	62%
Charles N. Holden Elementary	95%	87%	46%	43%
Thomas Hoyne Elementary	88%	98%	57%	52%
Edward N. Hurley	96%	99%	48%	59%

Elementary				
Edward Jenner Elementary	98%	100%	13%	13%
Rudyard Kipling Elementary	86%	99%	68%	58%
James Madison Elementary	98%	99%	42%	42%
John B. Murphy Elementary	83%	84%	54%	59%
William K. New Sullivan Elementary	97%	98%	37%	24%
Orozco Fine Arts & Sciences Elementary	97%	97%	64%	62%
Manuel Perez Elementary	99%	99%	49%	59%
John T. Pirie Fine Arts & Academic Center Elementary	90%	99%	54%	34%
A.N. Pritzker School	56%	71%	69%	68%
Ravenswood Elementary School	50%	57%	56%	67%
Irma C. Ruiz Elementary	96%	98%	48%	40%
Nicholas Senn High School	89%	86%	37%	37%
John Spry Elementary	99%	99%	32%	44%
Harriet Beecher Stowe Elementary	99%	98%	29%	39%
George B. Swift Elementary	90%	79%	54%	66%
Mancel Talcott Elementary	83%	90%	47%	54%
John H. Vanderpoel Elementary	63%	99%	67%	58%
Harold Washington Elementary	96%	100%	52%	53%
<b><i>FPAMC AVERAGE</i></b>	<b><i>88%</i></b>	<b><i>92%</i></b>	<b><i>49%</i></b>	<b><i>51%</i></b>
<b><i>CPS DISTRICT AVERAGE</i></b>	<b><i>87%</i></b>	<b><i>89%</i></b>	<b><i>47%</i></b>	<b><i>49%</i></b>

\* According to the No Child Left Behind Accountability Summary 2013, Adequate Yearly Progress (AYP) Summary, calculated by the Illinois State Board of Education, based on standard test assessments. All of these schools are currently NOT meeting AYP minimum targets set for the State of Illinois. **The State AYP Minimum Targets in Reading and Math are currently 92.5%** (ISBE, 2013).

\*\* N/A: insufficient data available; Disney II Magnet High School is a new school for the 2013-2014 SY

***Need for higher quality standards-based arts instruction and arts integration:***

Despite the many challenges that it faces as a large, urban school district, CPS continues to make important strides to improve teaching and learning in ways that engage and encourage achievement for all students throughout the city, and the arts have emerged as a critical element of these efforts. As part of these efforts, the Department of Arts Education (DAE) was established in 2006 to improve the quality of arts education across the district. In 2009, the DAE released *The Chicago Guide for Teaching and Learning in the Arts* (the Guide), a comprehensive PreK-12 curricular map which provides a scope and sequence in dance, music, theatre, and visual arts based on state and national arts standards.

Building upon this work, the district approved the *CPS Arts Education Plan* (the Plan) in late 2012, as a strategic roadmap for expanding arts instruction in visual art, music, dance, and theatre for every student at every CPS school. The Plan was developed through an extensive planning process, which involved the input of a diverse group of stakeholders from across the city, including teachers, principals, parents, students, art partners (including CAPE), and the community at large. As part of the Plan, CPS now recommends that all students in grades K-8 receive a minimum of 120 minutes of arts instruction each week by certified arts teachers, covering visual art, music, dance, and theatre, with similar requirements for high school students. The district also recommends that all schools have at least one full-time, certified art teacher on staff per 350 students, as well as access to an Arts Liaison to encourage coordination in arts

programming. The arts are now included on each school's annual score cards so that parents, district leaders, and the community can assess and track school progress along a continuum of arts education implementation. In addition, the Plan also calls for every school to be matched with at least one external arts partner to provide additional enrichment for students and professional development for teachers, as well as the continued expansion of arts education to include emerging art forms, such as media arts. Building upon these efforts, the proposed project will support the advancement of the following key district strategies for arts instruction and integration, as outlined in the Plan, related to teacher training and capacity building:

- 1) Ensure district arts curriculum, instruction, and assessment is consistent, supports arts learning pathways from PreK-12 and utilizes both direct arts instruction and arts integration strategies that are aligned to the Common Core State Standards; and,
- 2) Provide relevant professional development for all stakeholders to build their capacity for improving student learning in and through the arts, and development strategies to address the district's challenges to arts education.

***Need for teacher professional development in the arts:*** The Magnet Cluster Lead Teachers (MCLTs) at the Fine and Performing Arts Magnet Cluster Program have in past years formed a network of colleagues engaged in learning about, sharing, and critiquing effective arts and arts integration teaching strategies (Burnaford, 2009). However, this network has faced significant challenges due to internal structural shifts at CPS and the implementation of new standards for learning. The ATLAS Project will set up a new ongoing professional development structure for these lead teachers. These professional developments will directly address the new Common Core standards, towards the goal of developing effective arts and technology integrated curriculum addressing Common Core student learning goals.

Through their participation in ongoing professional development throughout the school year, MCLTs will build their skills related to standards-based arts instruction, arts integration with other academic content areas, and the effective use of technology (both to document the project and inform instruction). Additionally, the ATLAS Project will provide opportunities for teachers to share their experiences and learn from one another. Finally, the project will encourage teachers to share key elements and best practices of the program with other teachers—starting in year two with other content teachers at their schools, and gradually broadening dissemination to their school network, and district-wide to other teachers.

***Need for use of documentation:*** MCLTs in the Fine and Performing Arts Magnet Cluster Program are experienced in documenting their work, particularly towards establishing a network across schools through dialogue around effective documentation (Burnaford, 2009). The Partnership for Integration Research (PAIR) study showed correlations between engaged documentation by teachers, and increased student achievement (Burnaford & Scripp, 2011). The ATLAS Project will further this work to more deeply understand the impact of the arts on teachers and on their own professional growth; “professionals learn by actually doing the work and reflecting on it” (Lieberman & Miller 2004). By including action research as a strategy for documentation and critique, the ATLAS Project integrates instruction, assessment and reflection, informing arts teachers, classroom teachers, and administration at participating schools about each other’s work. In addition, the external research team will evaluate the ATLAS Project’s teacher action research documentation and will provide regular feedback to practitioners about their findings. Through ongoing dialogue about actual practice with researchers, arts teachers will continually refine art and technology integrated curriculum, instruction strategies, and assessment of student learning.

*Need for highly effective teachers:* CPS implemented a new, comprehensive teacher evaluation system, Recognizing Educators Advancing Chicago Students (REACH), during the 2012-2013 school year. This system evaluates teachers on multiple metrics, including student growth, and is intended to provide teachers and school leaders with actionable information to improve teacher practice. Within this evaluation system, teacher instruction is assessed using the *CPS Framework for Teaching* (the Framework), which is adapted from the Danielson Framework for Teaching and identifies four key domains of teacher practice. These include *Domain 1: Planning and Preparation; Domain 2: The Classroom Environment; Domain 3: Instruction*, and; *Domain 4: Professional Responsibilities*. The proposed project design was intentionally linked to competencies of highly effective teachers, as outlined in the Framework. Specifically, the ATLAS Project will focus professional development on the following domain components:

Domain 3: Instruction

3b. Using Questioning and Discussion Techniques: Use of low- and high-level questioning; discussion techniques; student participation and explanation of thinking.

3d. Using Assessment in Instruction: Assessment performance levels; monitoring of student learning with checks for understanding; student self-assessment and monitoring of progress.

Domain 4: Professional Responsibilities

4a. Reflecting on Teaching and Learning: Effectiveness; use in future teaching.

4d. Growing and Developing Professionally: Enhancement of content knowledge and pedagogical skill; collaboration and professional inquiry to advance student learning; participation in school leadership team and/or teacher team; incorporation of feedback.

The CPS Office of Professional Learning has indicated teachers need to build additional capacity in: *using questioning and discussion techniques*, and *using assessment in instruction*.

Forming inquiry questions is an integral part of CAPE's approach to arts integration, as shown in digital documentation templates completed by teachers and artists working with CAPE, and as will be documented in the ATLAS Project's online arts teacher templates. Assessment has also been a focus in CAPE programming and research (see <http://www.artsassessment.org>). In recent years, CAPE has provided professional development to enhance classroom educator capacity to self-design arts-integrated assessments; these assessments created by educators looked at student learning in relation to collaboration; integration of art and academic content; and formative assessment of the process of creating artistic/academic work (Paradis, 2013).

***Project Results & Methods of Dissemination:***

The ATLAS Project is designed to build capacity and yield results extending beyond the grant period for teachers, students, and school teams. Following the strategies outlined in the CPS Arts Education Plan, students will gain capacity to make art and use technology; develop math and literacy skills through the language of the arts; interpret, decipher meaning, and evaluate the arts; and make connections between the arts, technology, other academic areas, and their lives, thereby increasing their engagement in school and ability to achieve state and national standards. Teachers will build lasting capacity by increasing their understanding of the power of teaching in and through the integration of Common Core State Standards, standards-based arts instruction, and technology, as well as improving their ability to design and teach arts and technology integrated curriculum. Additionally, other content teachers at the FPAMC schools and arts teachers across the district will also benefit from the project through the integration design strategies that the MCLTs will develop and share. Teachers will receive resource guides, materials, and curricular samples and templates that can be utilized beyond the grant period.

They will also document the project digitally-- building an online portfolio of lesson plans, curriculum units, and assessments that can be used in classrooms and shared with other teachers.

The FPAMC schools themselves will build capacity as MCLTs develop professional and leadership skills to disseminate the program with their school, area, and the district. The FPAMC program overall will also gain organizational capacity to advocate for the arts as an effective method to integrate Common Core and technology into schools. Network Chiefs, school principals, and other district leadership will increase their capacity to support arts education and their commitment to arts education as a critical strategy for school reform, adoption of the Common Core, and student achievement. The lasting impact of the project is that CPS will have a replicable professional development model on the integration of arts and technology within the Common Core that can be used to train future teachers.

Guidance for project dissemination and replication will be provided through documentation of the following: (a) the project's conceptual framework to guide others in designing and implementing the model; (b) Organizational structures that support project management, collaborative team work, preparing a cohort of teachers, and establishing a network to share practices and resources; (c) professional development strategies and how these can be used in a variety of educational settings; (d) enhancements for teaching practices through critical reflection and action research, and guidance for conducting and supporting such practices in other school settings. The project will offer technical assistance on use of these methods.

The results of the project will be disseminated in a variety of ways to enable other educators and schools to use the information and strategies developed by this project. These include: (a) Presentations by participating teachers at professional development sessions at the school, network, and district levels; (b) Posting on the CPS, CAPE and other partner websites of



all resources, lesson and unit plans, evaluation results and all pertinent program information; (c) Publication in professional journals; (d) Presentations at local, state and national professional conferences; (e) Technical assistance and invitations to educators to visit focus schools and contact project staff; (f) Presentations by participants to other teachers in their schools and areas.

## **Section 2: Project Design**

The ATLAS Project is designed to increase arts teacher capacity related to arts and technology integration to inform implementation of the Common Core and National Core Arts Standards. By building skills and competencies in these areas of instruction, the project will positively impact student engagement and achievement. Specifically, capacity building for all the aforementioned stakeholders will be built through the following ATLAS Project components:

***School-based planning:*** During the initial, planning year of the project, ATLAS staff will recruit schools (treatment and control), as well as treatment teachers (MCLTs) and control teachers (arts teachers with similar traits and from similar schools demographically). The Project Manager will then meet with school principals and leadership teams to introduce them to the project, explain project activities and expectations, and help them to support their teachers throughout this process. School teams will continue to meet with the Project Manager over the course of the project, and will attend and participate in related dissemination activities, as appropriate.

***Professional Development Cycle:*** During year one (the planning year), the entire cohort of 44 MCLTs will participate in two professional development pilot offerings in spring 2015 to introduce the project and ensure baseline teacher competencies related to use of technology. Full implementation of professional development will begin in the fall 2015, and continue for the entirety of the grant. Full-day professional development events will occur four times per school year (6.5 hours per session, for a total of 26 hours per school year), with three workshops

covering content and one dedicated day for co-planning with content partner teachers at their schools. During these full-day workshops, offerings will focus on curriculum design and writing, peer-to-peer critique and editing, building media/technology content knowledge, designing student assessments, and integrating arts and technology with the Common Core. Additionally, all MCLTs will participate in after-school workshops (in year one, there will be one pilot workshop; in years 2-4, there will be five workshops per school year, at three hours per workshop, for a total of 15 hours per school year). These after-school offerings will focus on arts-content knowledge and pedagogy, process documentation, assessment, and National Core Arts Standards. All professional development will be rooted in strong theory (see research-base in detail, below) to build teachers' knowledge, experience, and competencies.

***Dissemination Presentations:*** MCLTs will provide peer-to-peer learning to other teachers at the school, network, and district-levels to share best practices and lessons learned through the project. In Year 2, MCLTs will present on the ATLAS Project to other academic content teachers at each of their 44 schools. In Year 3, MCLTs will present to these school communities again, as well as at network communities, at four hosted events (one per each region of the city) for network arts teachers. In Year 4 of the project, MCLTs will provide presentations to educator communities on the school, network, and district-wide level, through the annual CPS Arts Education Conference. This strategy will enable MCLTs to develop leadership skills, build their capacity as teacher leaders, and simultaneously disseminate the ATLAS Project to educators throughout the district.

***Online Documentation Resource & Learning Community:*** An online community for ATLAS Project teachers will include features to allow teachers to share reflections, post unit and lesson plans, and respond to each other's documentation; to provide teachers with teacher-authored

materials and resources that can directly influence their instruction, and links to other online resources. This online resources, built on the success of the current arts integration and instructional leadership website ([www.bccla.net](http://www.bccla.net)), would scaffold teachers' familiarity with process documentation and uploading content to the next level: "curating" content, making conscious decisions to document not only arts integrated unit and lesson plans but also to document the growth of different learner types (English language learners, students with Individual Education Plans (IEPs), racial or gender groupings, and adult learners), to tell a focused story about how that type of learner responded to the teaching. This online resource would also scaffold from popular interactive web-based platforms and social media sites, such as Facebook, Youtube, and Twitter, to enliven further ease-of-use, accessibility, and multiple means of response. Teachers would be able to respond to another teacher's documentation with that of their own, respond to a posted video of a learning experience with a video of a lesson that s/he taught in their own classroom, and engage in real-time chat with teachers about a component of documentation that resonated with the viewing teacher. The online resource would also require teachers to cite Core Arts Standards and CCSS, along with the relevant assessments (diagnostic, formative, and summative), along with documentation of student responses to the assessments, thus placing in the hands of MCLTs curricula in a diversity of forms, heightening teacher collegiality, and addressing student learning in each of the treatment schools.

### ***Theory Support for Project Design***

The proposed project will provide sustained and intensive professional development to MCLTs at the 44 FPAMC schools that will be targeted for this intervention (schools where the student population is at least 50% low income). All of the MCLTs are arts teachers (including visual arts, music, dance, and theater); additionally, approximately six of MCLTs at the targeted

schools are media artists and/or expert in the use of digital media. By working with a teacher population that already is committed to arts instruction, is experienced in acting as curricular leaders in their schools, and has some baseline knowledge related to arts integration and the use of media arts, the project will allow CPS to utilize the FPAMC schools as an incubator to identify and develop practices and tools that can be utilized across the district related to media arts as part of standards-based arts instruction and innovative arts integration strategies. CPS and CAPE will dedicate year one of the project to planning and development of tools, both for the design of PD, as well as for refining and finalizing the project evaluation design.

***Research on arts integration:*** In its 2013 publication, *Preparing Students for the Next America: the Benefits of Arts Education*, the Arts Education Partnership highlights current research on how arts integration can impact student learning. For instance, arts integration has been shown to advance math achievement, accelerate student motivation, and develop critical thinking in school contexts. Arts integration prepares students for success in life beyond school, helping them to develop essential career skills such as creativity, problem solving, collaboration, effective communication, and leadership capacity. Additionally, arts integration establishes a firm foundation for students to be engaged and supportive citizens in their communities—encouraging perseverance, cross-cultural understanding, civic involvement, and create and active community participation (Arts Education Partnership, 2013). Arts integration has also been found to positively impact student motivation, through its emphasis on “big idea,” or project-based teaching and learning (Balfantz, 2009; Capraro, 2008). Finally, CAPE’s recent studies, described in detail below, provide significant evidence of the arts’ impact on both student learning and teacher professional development.

***Evidence for success in arts integration supporting student learning:*** The CAPE Partnership for Arts Integration Research (PAIR) Project, a USDOE-AEMDD-supported project, demonstrated four key research findings that are relevant to the proposed project: (1) students who experience arts integration showed higher levels of student achievement, including standardized test scores, than students who did not experience arts integrated instruction; (2) schools which had both arts integration and on-staff arts instruction showed higher levels of student achievement (including standardized test scores) than schools which did not have both; (3) students whose teachers regularly attended arts integration professional development, partnered with teaching artists in delivering arts integrated curriculum, and rigorously documented their work demonstrated higher levels of achievement than those students whose teachers did not, and; (4) multiple data sources, compared and correlated to each other, provide a fuller picture of teaching and learning and more clearly indicate causal relationships between arts integration and positive student outcomes (Burnaford and Scripp, 2011, [www.pairresults.org](http://www.pairresults.org)).

***Support for professional development:*** As a proposed project for the PDAE program, this project will build upon the efforts outlined in the CPS Arts Education Plan to build teachers' knowledge and competencies around arts instruction and integration, with an emphasis on media arts. Professional development is central to CPS' efforts to ensure that all students have access to a high-quality education. The project's theory of change posits that participation in sustained and intensive professional development will positively impact teachers' attitudes, beliefs, content knowledge, and instructional self-efficacy (short-term outcomes), which will positively impact teacher practice (intermediate outcome), and by doing so, will positively impact student engagement and academic achievement (long-term outcomes). Research suggests that teachers are most likely to improve their practice when they have the opportunity to plan their own

learning activities, engage in ongoing dialogue with mentors and colleagues related to their work, receive ongoing support, and have the ability to observe other teachers and use these experiences to deepen their own professional knowledge (Danielson, 2000; Odell & Huling, 2001). Specific to the proposed project, studies have found that teachers practicing arts integration need professional development that strengthens their self-efficacy related to the arts, develops their understanding of the arts, and improves their art-making capacities (Oreck, 2004). These needs correlate to *Domain 1 of CPS Framework for Teaching: Demonstrating Knowledge of Content and Pedagogy*. By providing centralized and school-based professional development to MCLTs at 44 high-poverty CPS schools, participating teachers build their knowledge and attitudes supportive of standards-based arts instruction in dance, music, theater, visual arts, and media arts, as well as arts integration with other core academic areas. Heightened knowledge and attitudes, along with peer-to-peer support and critique and lesson study in the classroom will foster enhanced teacher practices. Through the variety of professional development activities offered, MCLTs will have the opportunity to collaborate with their peers, arts partners and arts specialists as they develop standards-based arts units and arts integrated lesson plans that encourage student-directed learning and engage students. These enhanced school and classroom practices will deepen student connections to the arts and school, encourage critical thinking skills, foster student artistic achievement, and ultimately support academic achievement. Additionally, providing opportunities for MCLTs to share their experiences and best practices, teachers and students across the city will also benefit from the project related to teacher effectiveness and student achievement.

***Support for external partnerships:*** CPS will utilize the expertise of CAPE, an external partner, related to the development and implementation of professional development to participating

teachers. Studies have shown that arts education partnerships play a critical role in sustaining whole school reform (Horowitz, 2004), and that teachers can become more sophisticated at creating arts integrated curriculum and providing standards-based arts instruction when they have the opportunity to work with partners from arts organizations (Horowitz, 2005).

***Sustainable Project Elements:*** The sustainability of the ATLAS Project to increase the capacity and practice of arts teachers to engage and support student achievement is a critical factor in the design of the project. To this end, the following project elements and activities will be incorporated into the ongoing work of the CPS Department of Arts Education (DAE):

- MCLTs will act as teacher-trainers at future DAE professional development sessions.
- MCLTs and their schools will serve as “Pilot” incubators of the new National Core Arts Standards; utilize their learning to inform district-wide implementation.
- The DAE will utilize the products, outcomes, and tools of the ATLAS Project to align the Chicago Guide for Teaching and Learning in the Arts to National Core Arts Standards (achieving Goal 2b of the CPS Arts Education Plan).
- The DAE will utilize best practices, lessons learned, and ATLAS Project documentation to formally incorporate media arts into the CPS arts curriculum; add media arts to the Chicago Guide for Teaching and Learning in the Arts (achieving Goal 2c of the Plan).
- Media arts and National Core Arts alignment will be added to DAE Arts Unit Templates.

### **Section 3: Project Services**

#### ***Quality and sufficiency of strategies for ensuring equal access and treatment for***

***students and teachers:*** All students in participating teachers’ classrooms will have equal access to services. No student will be denied access due to race, color, national origin, gender, age or disability. Strategies for ensuring equal treatment for students include translation and

interpretation where necessary; program materials in alternative formats; accommodation for varied learning styles; and inclusion for students with Individual Education Plans. The project will ensure equal access for teachers by providing all eligible teachers full opportunity to participate, including announcements in faculty meetings, newsletters, websites and principal announcements. Members of traditionally underrepresented groups will be strongly encouraged to participate by assuring that all program recruitment strategies are relevant, appropriate, and accessible. The project will also work to ensure equal treatment for teachers by ensuring that program strategies, services and resources take into account teachers' particular background, content area, instructional skill level, and individual school/classroom situation.

***Members of groups that have traditionally been underrepresented:*** The majority of students will be from traditionally underrepresented groups (see school demographics table, on pp. 9-11). The ATLAS Project will take into account teachers with the following backgrounds: a) Teachers who are non-native English speakers; b) Teachers with limited or no background in the arts; c) Teachers of English Language Learners, special education/needs, gifted, and academically challenged students; d) Teachers of low-income, homeless, and at-risk students; and e) Teachers from schools with minimal financial resources. Additionally, arts teachers themselves are a group that has traditionally been underrepresented within professional development-focused initiatives on a district-wide level.

***Quality, Intensity, and Duration of Project:*** The ATLAS Project utilizes a high-quality model for professional development that is based on research that supports self-efficacy of teachers and teacher-lead planning and design (Oreck, 2004). The project encourages and provides opportunities for teacher collaboration, peer-to-peer critique, and the creation of a community among teachers-- all elements that have been linked to improved teacher practice (Danielson,



2000; Odell & Huling, 2001). Furthermore, the ATLAS Project's design is supported by the wealth of experience and resources that CAPE brings to the partnership related to high-quality professional development for arts educators. The project's design also allows for MCLTs and project staff to collect and use data to continually assess the effectiveness of program activities and progress towards project goals. Through the ATLAS Project, teachers will have the opportunity to use classroom observation feedback to assess student learning and improve instruction. Additionally, providing multiple opportunities and venues for teachers to provide feedback to each other will encourage self-reflection and help teachers to effectively implement arts and technology integration strategies that enhance student achievement.

Related to intensity and duration, the ATLAS Project's professional development model will represent sufficient intensity in the following ways: (1) All MCLTs will participate in 41 hours of professional development each year; (2) As part of this dedicated professional development time, MCLTs will partner with other academic content teachers at their schools to develop arts and technology integrated units collaboratively, and in some cases, may co-teach these units; (3) MCLTs will design and teach at least two arts and technology integrated lessons or units each year (one in ELA and one in math) in Years 3-4 (in Year 2, they will design and teach one integrated unit in a content area of their choice); and (4) MCLTs and project staff will post reflections, lesson/unit plans, student artifacts, and other documentation on the project website throughout the school year. All project activities, including professional development and dissemination events will take place over the four years of the grant, during both the school year, as well as summers. This design will support the development of teachers' knowledge and skills incrementally over four years, enabling teachers to deeply understand and internalize

effective teaching practices over time. Specifically, the following table outlines the key elements, frequency, and duration of the ATLAS Project’s offerings:

<b>PD OFFERING</b>	<b>PROVIDER</b>	<b>AUDIENCE</b>	<b>LOGISTICS</b>
Full-Day Workshops (6 hours each) <i>Curriculum design, writing, peer-to-peer critique and editing, building media/technology content knowledge, designing student assessments</i>	CAPE Teaching Artists, ATLAS Project Managers (CPS and CAPE)	All Participating MCLTs plus Classroom Partner Teachers	Year One: 2 Pilot Workshops; Years Two, Three, Four: 3 Workshops plus 1 Co-planning Day with Content Partner Teachers. Hosted at various cultural institutions and CPS schools
After-School Workshops (3 hours each) <i>Focus on arts-content knowledge and pedagogy, process documentation, assessment and National Core Arts Standards</i>	CAPE Teaching Artists, ATLAS Project Managers (CPS and CAPE)	All Participating MCLTs	Year One: 1 Workshop; Years Two, Three, Four: 5 Workshops. Hosted at rotating selection of participating schools.
Unit Creation (1 co-planning day per unit) <i>Arts and academic content (ELA and Math)</i>	All participating MCLTs with Classroom Partner Teachers	Participating students of the MCLTs	Year One: level setting/pilot workshops; Year Two: 1 integrated unit of choice (ELA or Math) and 1 co-planning day with content partner teachers; Year Two: 2 integrated units (one in ELA and one in Math) and 1 co-planning day with content partner teachers; Year Three: 2 integrated units (one in ELA and one in Math) and 1 co-planning day with content partner teachers
Dissemination Presentations	MCLTs	MCLTs, Treatment School	Year Two: Presentations to School Communities (at each

<i>Peer-to-peer sharing of best practices, tools, documentation, and student outcomes at the school, network and district levels</i>		Classroom Teachers, Network Arts and Classroom Teachers, District Arts Teachers	school); Year Three: Presentations to School Communities (at each school) and Network Communities (at hosted events by region); Year Four: Presentations to School Communities (at each school), Network Communities (at hosted events by region) and at CPS Arts Education Conference (Location TBD)
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**Section 4: Project Personnel**

For new CPS staff positions, the CPS equal opportunity diversity planning and employment process will be used to actively encourage applications from individuals from traditionally underrepresented groups. The following initiatives will be undertaken for every search, screen and hire: (1) The Project Director and an established search committee will develop position descriptions and target them for Equal Employment Opportunity/Affirmative Action (EEO/AA) efforts; (2) The search committee will be composed of individuals from diverse backgrounds; (3) The committee will advertise in websites, publications and other media that target individuals from traditionally underrepresented groups; the use of a search firm will also be considered; and (4) Before the hiring decision is made, the chair of the search committee will transmit the completed EEO/AA review form outlining the criteria used to hire. Finally, the project will abide by the district’s policy manual as an EEO/AA employer and all applicable provisions of federal, state and local law. CPS does not discriminate in its employment policies and practices on the basis of race, color, creed, religion, national origin or ancestry, sexual orientation, age, sex, marital status, veteran status, and physical or mental handicap/disability.

For new positions at CAPE, the team will follow equal opportunity guidelines, per the policies of the organization. CAPE encourages applications for employment from persons who are members of traditionally underrepresented groups, and considers applicants for all positions without regard to race, color, religion, creed, gender, national origin, age, disability, marital or veteran status, or any other legally protected status.

***Key Project Personnel:***

To manage the day-to-day operations, CAPE and CPS will use grant funds to hire full-time project managers. The CPS Project Manager and CAPE Project Co-Manager will oversee project operation, including tracking project activities, managing the budget, overseeing evaluation activities and reports, and coordinate professional development. Other responsibilities will include: develop relationships with MCLTs and principals at all ATLAS project schools; organize and implement ATLAS professional development, coach ATLAS teachers during regular visits to project schools, facilitate communication among project participants via the project website. Minimum qualifications for these two positions will include: (1) a Master's degree in education or the arts, (2) five-years' experience in successfully managing a project of similar magnitude, and (3) knowledge of teacher professional development and strategies for supporting adult learning.

**Mario Rossero**, Director of Arts, CPS Department of Arts Education (10%, provided in-kind by CPS), will provide overall support and guidance to the project management team, including supervision of the ATLAS Project Manager. As the Director of Arts Education at Chicago Public Schools, Mario Rossero is leading the charge to increase equity and access to all art forms for all CPS students. Prior to this role, Mario was the Senior Program Officer for Arts Education for the Pittsburgh Public Schools where he provided leadership in the arts in the areas

of professional development, curriculum writing, assessment, community building, and strategic planning. Between 2004 and 2010, Mario served in a number of roles in Chicago Public Schools, from Director of Magnet Schools and Programs, Interim Director of the Office of Arts Education, Administrator for the Fine and Performing Arts Magnet Cluster Program, to visual art teacher. Mario holds an MEd in Supervision and Administration from Bank Street College of Education and Parsons School of Design.

**Evan Plummer**, Arts Education Manager of Special Programs, CPS Department of Arts Education (10%, provided in-kind by CPS), will provide advising to the project management team, in the area of curriculum integration and development and instructional leadership. As the Arts Education Manager of Special Programs at Chicago Public Schools, Evan Plummer investigates and implements research-based innovative practices to arts integration and arts instruction, from leading the district's 575 Arts Liaisons, directing the engagement of arts MCLTs, and managing the district's development and roll-out of interdisciplinary curricula, involving content area and student support departments, such as Literacy and Social Science and the Office of Language and Cultural Education. Evan's experience administering the Fine and Performing Arts Magnet Cluster Program and consulting arts education in countries such as India and Mozambique best prepares him for this advisory role, as he has more than 10 years providing guidance and leadership in professional development for arts educators, organizational development, and strategic planning. Evan holds a B.A. in Mass Media Arts from Hampton University and M.A. in Film and Television from the University of California Los Angeles.

**Amy Rasmussen**, Executive Director of CAPE (10%) and **Scott Sikkema**, Education Director (20%) will collaborate to provide project oversight. Ms. Rasmussen will ensure fiscal responsibility, develop expansion and replication opportunities, and ensure that financial and

programmatic reports are completed on time. Ms. Rasmussen has a B. A. in Music and M. A. in Arts Management and has been in the field since 1995 and joined CAPE's staff in 2000. In 2011, The White House named Ms. Rasmussen a *Champion of Change for Arts Education*. Mr. Sikkema will provide the educational and programmatic oversight. He will guide the program implementation and work closely with the project evaluators to ensure adherence to the evaluation plan. Mr. Sikkema holds a B. A. in Art and an MA in Art History and Museum Studies, and has been in the field for 20+ years. Mr. Sikkema previously held teaching and programming positions at the University of Illinois Urbana Champaign, the Art Institute of Chicago, the Kohl Children's Museum and the Terra Museum for American Art.

**Joseph Spilberg**, CAPE's Research Associate, will be responsible for collecting all project data. He will organize the evaluation team's observations and interviews, obtain student-level data from schools, and maintain consistency in the data collection processes. He will also be responsible for completing the IRB approval process. Mr. Spilberg holds a B.A. from the University of Illinois and an M.A. from the Spertus Institute.

**Michelle Green Arnson**, CAPE's Marketing & Development Associate (10%), will develop the project websites and to provide marketing and communications support. She will bring her considerable skills in web-design, video editing, and graphic communications. Ms. Green Arnson is a graduate of the U of Texas with a B.A. in Film and Media, as well as a M. A. in Arts Administration from the School of the Art Institute of Chicago.

**Louanne I. Smolin, Ed.D.**, former Professor of Education at the University of Illinois at Chicago (UIC) will serve as the Principal Investigator for this project. She has extensive experience in evaluating multi-year, federally funded education projects through UIC. Dr. Smolin has published several books and articles on teacher professional development and

technology in learning (see vita). She will be assisted by Della R. Leavitt, Ph.D., who has contributed to an array of local and national educational research projects in urban settings that focus on gains in teachers' and students' learning. After a career in the technology and K-12 education sectors, she earned her Ph.D. in Curriculum & Instruction from the University of Illinois at Chicago's College of Education in 2010.

**Section 5: Management Plan**

The management plan has been designed so that that the project’s objectives will be achieved on time and within budget, with clearly defined responsibilities, timelines, and milestones for project tasks. The overall management of the project will be undertaken by the Project Management Team composed of: CPS Department of Arts Education (DAE) Director (time on project provided in-kind by CPS), CPS ATLAS Project Manager, CAPE Project Co-Manager, CAPE Education Director, CAPE Executive Director, and CPS arts integration and instructional leadership advisor. The CAPE Research Associate and Marketing & Development Associate will also provide support to the team, including to the external evaluator. This management group will meet quarterly to: (1) review project timelines and milestones, (2) monitor the budget, (3) clarify project staff responsibilities, (4) carry out an ongoing review of project plans, and (5) modify project activities as needed based on ongoing formative assessment measures. Staff time allocations (detailed earlier) are based on the CPS’ and CAPE’s wealth of experience in the development and implementation of similar programs.

***Project Timeline, Milestones, & Responsibilities:***

<b>Project Activities</b>	<b>Deadline</b>	<b>Milestones</b>	<b>Staff Responsible</b>
Hire staff - Project Manager (CPS) &	By December	Two staff with desired qualifications will be hired for	Project Management

Project Co-Manager (CAPE)	15, 2014	the project.	Team
Establish Project Management Team and management procedures	Convene by Oct. 15, 2014; hold quarterly meetings 2015-2018	The Project Management Team will meet at the beginning of the project and quarterly thereafter to plan and manage project.	Project Management Team
Select treatment and comparison schools	Oct. 1, 2014- Nov. 1, 2014	Evaluator and Project Team will identify participating schools	External Evaluator
Recruit MCLTs; secure school commitments with MOUs	By January 15, 2015	Project staff will work with schools to recruit MCLTs from each of the targeted FPAMC schools	Project Managers (CPS and CAPE)
Identify, develop, and pilot evaluation instruments	By January 1, 2015	Evaluators oversee planning/implementation of project's evaluation plan, including establishing reliability and validity of instruments.	External Evaluator Project Team
Project Reporting	Feb. 2015 August 2015, & bi-annually 2016-2018	Team will report on project's progress bi-annually to the Department of Education	Project Team Evaluator
Finalize Evaluation Plan	March-April 2015	Review and finalize evaluation plan, get IRB approvals as necessary.	External Evaluator
Pilot professional development workshops for MCLTs	April-May 2015 (2 sessions)	MCLTs will be introduced to the project and ensure baseline competency in using technology	MCLTs Project Team
ATLAS Project principal meetings	May 2015- May 2018	Project Managers meet with school principals to review project goals and annual results, and help school leaders support project teachers	Project Managers (CPS and CAPE)



Collect base-line data at treatment and comparison schools	By June 30, 2015; during each SY, 2016-2018	Formative and summative data collected to track project progress towards goals and outcomes.	External Evaluator Project Team
Establish procedures for on-going feedback on project performance and project refinements	By June 30, 2015, with review each year of project	Team will establish and regularly review data collection procedures.	Project Managers (CPS and CAPE)
MCLTs participate in full day professional development (6 hours)	Sept. 2015 Nov. 2015 Jan. 2016 May 2016	Teachers build capacity on integrating arts and academic content. Fourth session includes co-planning time with content area teachers at FPAMC schools	MCLTs Project Team
MCLTs participate in after-school professional development workshop	Oct. 2015 Dec. 2015 Feb. 2016 March 2016 April 2016	Focus on arts-content knowledge and pedagogy, process documentation, assessment and National Core Arts Standards	MCLTs Project Team
MCLTs present project to other content teachers at their schools	May 2016	Teachers will share best practices, tools, documentation, and student outcomes with their school communities	MCLTs and other content FPAMC teachers
MCLTs participate in full day professional development	Sept. 2016 Nov. 2016 Jan. 2017 May 2017	Teachers build capacity on integrating arts and academic content (and co-plan with other teachers at their schools during 4th session)	MCLTs
MCLTs participate in after-school PD	Oct. 2016 Dec. 2016 Feb. 2017 March 2017 April 2017	Focus on arts-content knowledge and pedagogy, process documentation, assessment and National Core Arts Standards	MCLTs
MCLTs share practices with teachers at their	June 2017	Teachers will present best practices, tools, documentation, and student outcomes with	MCLTs;

schools and arts teachers from across district at 4 regional network workshops		colleagues at their schools and within CPS school networks	FPAMC- teachers; arts teachers
MCLTs participate in full day professional development	Sept. 2017 Nov. 2017 Jan. 2018 May 2018	Teachers build capacity on integrating arts and academic content, and co-plan with other teachers	MCLTs; FPAMC- teachers
MCLTs participate in after-school PD	Oct. 2017 Dec. 2017 Feb. 2018 March 2018 April 2018	Focus on arts-content knowledge and pedagogy, process documentation, assessment and National Core Arts Standards	MCLTs
MCLTs share practices with arts teachers from school networks and across the district	April 2018	Teachers will present best practices, tools, documentation, and student outcomes for arts teachers at 4 regional workshops and the CPS Arts Education Conference	MCLTs; CPS arts teachers

***Ensuring Feedback & Continuous Improvement:*** The ATLAS Project will use a range of procedures for ensuring feedback and continuous improvement. Feedback will be gathered on a bi-annual basis from teachers through self-reflection, observations, interviews, and satisfaction surveys. Feedback surveys will be gathered from participants at each professional development workshop. In addition, formative assessments of student learning (developed by the MCLTs as part of each unit) will be administered after each curriculum unit is implemented, giving immediate feedback on student improvement and comprehension. Results of this feedback will be discussed at project team meetings, where teachers and project staff can use the data to make improvements to curriculum and teaching practices; and at Project Management Team meetings, where CPS and CAPE project staff can use the data to determine improvements to project implementation, professional development sessions, support and coaching for teachers, and other

overarching aspects of the project. The Project Management Team will compare feedback data to project benchmarks and timelines and make adjustments as necessary. The Project Co-Directors will be present at all meetings to ensure continuity and cohesive decision-making, and will document changes and improvements made to the program model. Data will be shared with the External Evaluator, who will also conduct an independent analysis of the program that includes assessment of teacher and student learning. This will support annual reporting requirements as well as inform further program adjustments moving into subsequent years.

## **Section 6: Project Evaluation**

***Overview of the Evaluation Methods:*** The purpose of the ATLAS Project’s evaluation plan is to provide a thorough analysis of whether the project’s objectives have been met through both formative and summative assessments, as well as how the project can be improved during implementation through formative assessments using systematic and objective data derived from quantitative and qualitative methods. The evaluation goals include: (1) tracking professional development, documentation, planning, and dissemination processes and participation; (2) assessing professional development impact on teacher capacity, knowledge, and instructional practices in the arts and in arts, technology, and Common Core integration, and; (3) assessing the impact of teacher capacity, knowledge, and instructional practices on student engagement and academic achievement in reading and math.

***Evaluation Design:*** The ATLAS Project will employ a quasi-experimental research design to analyze the impact the project has had on the 44 participating teachers and approximately 1,300 students per year. As the teachers also serve multiple classrooms of students, many more students have the potential to be impacted each year. These participants have been selected

based upon PDAE Grant priorities. The overarching research question guiding the performance objectives is:

*What is the impact of the ATLAS Professional Development Program on teacher knowledge, teacher practice, student engagement and student achievement.*

The research hypotheses include:

- The ATLAS Professional Development Program will increase teacher's knowledge and practices related to arts education, arts integration and technology integration.
- ATLAS teachers' technology infused arts integration practices will increase student engagement.
- ATLAS teachers' instructional practices will increase students' English Language Arts and Math Achievement.

The research will employ a mixed methodology design, incorporating quantitative and qualitative data collection procedures. The ATLAS Project will also include a case study approach, comprised of a focal group of 15 teachers who are drawn from the larger sample of 44 teachers in treatment classrooms (Focal Teachers). These teachers will represent a range of characteristics of the larger sample, including arts specialty and years as an MCLT.

Additionally, a stratified sample of Focal Teachers' students will serve as case study participants (Focal Students). This sample will be comprised of 45 students, 3 students from each Focal Teacher's ATLAS classroom. The student sample will be stratified academically, based upon student achievement test scores.

***Qualitative Assessments:*** ATLAS Focal Teachers and Students will participate in the following qualitative assessments:

- ATLAS Focal Teacher Professional Development Exit Surveys designed to measure growth in research participants' knowledge and application of collaboration, technology infused arts integration and leadership. These will be collected from participants in Treatment schools.
- ATLAS Focal Teacher Observation protocol to be administered in both professional development and classroom contexts. Observation items will be aligned with project outcomes including the CPS Framework for Teaching and relevant Common Core Standards. This protocol will be administered 2 times per ATLAS Curriculum Unit by the research team (Beginning and End). These protocols will be analyzed using descriptive statistics to document how classroom practices reflect program goals. T testing will also be used to document the evolution of classroom practices over the course of units.
- ATLAS Focal Teacher Interview Protocol. This interview protocol will contain structured closed and open ended questions related to project outcomes and will be aligned with relevant common core standards. Interviews with focal research participants will occur on an annual basis. Transcripts from interviews will be analyzed using grounded theory techniques designed to identify predominant and consistent themes. The analytical framework will be developed to capture teachers' self-reported growth in knowledge about technology infused arts integration, the evolution of their instructional practices, and their abilities to apply knowledge and practices gained from ATLAS professional development workshops within their classroom settings.
- Content Analysis of Focal Teachers' ATLAS Digital Curriculum Templates. These digital templates will include descriptions of curricular units, evidence of student growth through analysis of student artifacts, and reflections on MCLT's professional growth related to ATLAS program outcomes and relevant Common Core Standards. An analytic rubric and scoring guide

will be developed in order to document growth with respect to program outcomes, including technology integration, arts integration, and formative assessment of student learning.

- Content Analysis of ATLAS Student Written Reflections. As a part of their participation in the program, focal ATLAS students will complete written reflections three times during the course of each ATLAS curriculum unit. Through these reflections, students will discuss such factors as what they are learning through their participation in the units, why this is important. Through content analysis, the evaluation team will document changes in students' meaning making and knowledge related to program outcomes such as relevant Common Core Standards.

- ATLAS Focal Student Interviews: Focal students will share the artifacts that they have produced during ATLAS units, reflect on learning, and describe the importance of this learning.

***How Quasi-Experimental Design will be conducted:***

This research will take place in professional development contexts and participating teachers' classrooms. The research participants will be 44 Magnet Cluster Lead Teachers (MCLT's) and their students enrolled in the ATLAS program (Treatment Schools) and 44 school arts teachers and their students who are not enrolled in the program (in Control Schools). Nine students per classroom, or a total of approximately 396 students, will be selected based upon academic achievement test scores: three high, three average and three low. Extraneous influences will be controlled by matching teacher characteristics and school demographics across treatment and control schools. Sampling for the ATLAS project is related to project outcomes variables, including: (1) Growth in teachers' knowledge and practices; (2) Growth in student engagement, and; (3) Growth in student ELA and Math achievement. Therefore, achievement scores between students in treatment and control groups will be matched. Teachers in treatment and control

classrooms will be matched by artform, years of teaching and teachers in treatment schools' grade level selected for inclusion in the ATLAS project.

Data collection strategies and sources include observations, surveys, interviews and artifact analysis. The ATLAS research will incorporate two types of analysis. First, in order to provide a description of the sample from which data will be collected, descriptive information on student and teachers demographics, such as years of teaching and art form will be described. Other descriptives such as means, modes, range, and standard deviations will be collected for outcome variables related to teacher knowledge, teacher practice, student engagement and student achievement.

Second, in order to determine the relationships between professional development, teacher outcomes and student outcomes, t tests and analysis of variance through Hierarchical Linear Modeling (HLM) will be used. HLM enables study of causal relationships as described in The ATLAS Project Logic Model theory of change: participation in sustained and intensive professional development will positively impact teachers' attitudes, beliefs, content knowledge, and instructional self-efficacy (short-term outcomes), which will positively impact teacher practice (intermediate outcome), and by doing so, will positively impact student engagement and academic achievement (long-term outcomes). HLM is particularly useful for analyzing situations in which data is nested rather than independent. For example in this research, students are nested within teachers' classrooms that are in turn nested within schools.

***Objective Performance Measures Related to the Outcomes of the Project:***

**Objective One: Enhancing Arts Teacher Attitudes, Skills, and Content Knowledge in Common Core State Standards, Core Arts Standards, and Arts and Technology Integration through High-Quality, Sustained and Intensive Professional Development within High-Poverty Chicago Public Schools:**

<b>Data Collection Strategy</b>	<b>Schedule</b>	<b>Data Collection Source</b>	<b>Research Participants</b>	<b>Annual Performance Benchmarks</b>
<p>1) Self Report of teacher professional development sessions attended</p> <p>2) ATLAS Professional Development Attendance Records</p> <p>3) ATLAS Professional Development Exit Surveys</p>	<p>Year One</p> <p>Annual</p>	<p>ATLAS Teacher Pre/Post Survey</p> <p>Attendance Records</p> <p>ATLAS Professional Development exit Surveys</p>	<p>ATLAS teachers in treatment and control schools</p> <p>ATLAS teachers in Treatment Schools</p>	<ul style="list-style-type: none"> <li>• By June 2015, we will identify baseline data from treatment and control group teachers concerning number of professional development sessions attended during the academic year.</li> <li>• By June of 2016, 75% of the 44 treatment MCLTs will complete at least 40 hours per year of professional development on content.</li> <li>• By June of 2017, 80% of the 44 treatment MCLTs will complete at least 40 hours per year of professional development on content.</li> <li>• By June of 2018, 90% of the 44 treatment MCLTs will complete at least 40 hours per year of professional development on content.</li> </ul>



**Objective 2: Improving arts teachers practice in integrating technology into instructional delivery related to Common Core Standards, Core Arts Standards, and Arts and Technology Integration in High Poverty Chicago Public School.**

Objective	Data Collection Strategy	Schedule	Data Collection Source	Research Participants	Annual Performance Benchmarks
A) MCLTs will demonstrate an increase conducting common core aligned arts and technology integrated lessons/units in the classroom	Frequency Statistics	Annual	Frequency Count of ATLAS Digital Curriculum Templates	ATLAS teachers in Treatment Schools	<ul style="list-style-type: none"> <li>• By June 2015, we will develop a baseline of the number of common core aligned arts and technology integrated units ATLAS teachers have created.</li> <li>• By June of 2016, 80% of ATLAS MCLTs will demonstrate a 60% increase in conducting common core aligned arts and technology integrated lessons/units.</li> <li>• By June of 2017, 80% of ATLAS MCLTs will demonstrate a 70% increase in conducting common core aligned arts and technology</li> </ul>

Objective	Data Collection Strategy	Schedule	Data Collection Source	Research Participants	Annual Performance Benchmarks
					<p>integrated lessons/units.</p> <ul style="list-style-type: none"> <li>By June of 2018, 80% of ATLAS MCLTs will demonstrate a 90% increase in conducting common core aligned arts and technology integrated lessons/units.</li> </ul>
<p>B) MCLTs will engage technology to support arts instruction and arts integrated units</p>	<p>Content Analysis of ATLAS Teachers' Digital Curriculum Templates</p> <p>Teacher Self Report through surveys and interviews</p>	<p>1) ATLAS Digital Curriculum analysis and Teacher Interviews will be conducted annually.</p> <p>2) ATLAS Teacher Pre</p>	<p>1) ATLAS Digital Curriculum Template Analytic Rubric and Scoring Guide. Key factors examined: ISTE NETS for Teachers, including designing and</p>	<p>1) ATLAS Digital Curriculum Analysis: ATLAS Focal Teachers in Treatment Schools</p> <p>2) ATLAS Teacher pre/post</p>	<ul style="list-style-type: none"> <li>By June 2015, we will develop a baseline of the number/variety of ways ATLAS teachers use technology to support arts instruction and arts integrated units in class.</li> <li>By June 2016, 80% of ATLAS MCLTs will demonstrate a 60%</li> </ul>

Objective	Data Collection Strategy	Schedule	Data Collection Source	Research Participants	Annual Performance Benchmarks
	Evidence of practice through classroom observation	<p>survey will be conducted during the Fall; Post Teacher Surveys will be conducted annually in Spring.</p> <p>3) ATLAS Teacher Interviews conducted annually in May.</p> <p>4) ATLAS Classroom Observation Protocol will</p>	<p>modeling digital age work and learning.</p> <p>2) ATLAS Teacher Pre/Post Survey on methods used to increase technology units</p> <p>3) ATLAS Teacher Interview Protocol. Key factors: teachers' self-reported knowledge, attitudes and application of technology to support arts instruction and arts</p>	<p>teacher survey: all ATLAS teachers in Treatment and Control Classrooms.</p> <p>3) ATLAS Teacher Interview Protocol: ATLAS focal teachers in Treatment Schools</p> <p>4) ATLAS Classroom Observation Protocol: ATLAS Focal</p>	<p>increase in engaging technology in the classroom.</p> <ul style="list-style-type: none"> <li>• By June 2017, 80% of ATLAS MCLTs will demonstrate a 70% increase in engaging technology in the classroom.</li> <li>• By June 2018, 80% of ATLAS MCLTs will demonstrate a 90% increase in engaging technology in the classroom.</li> </ul>

Objective	Data Collection Strategy	Schedule	Data Collection Source	Research Participants	Annual Performance Benchmarks
		be conducted twice for each Unit.	integrated units. 4) ATLAS Classroom Observations.	Teachers in Treatment Schools.	
C) MCLTs will use technology for project documentation and review	Content Analysis of ATLAS Digital Curriculum Templates.  Teachers self-report through interviews.	1)ATLAS Digital Curriculum Template Analysis will be conducted annually  2) ATLAS Teacher Interview Protocol will be conducted	1) ATLAS Digital Curriculum Template Analytic Rubric and Scoring Guide. Key factors: demonstrated growth in the use of technology to enhance teaching practices and student learning.  2) ATLAS Teacher Interview	ATLAS Focal Teachers in Treatment Schools	<ul style="list-style-type: none"> <li>• By June 2015, we will develop baseline data on MCLTs’ use of technology for documentation.</li> <li>• By June 2016, 80% of ATLAS MCLTs will demonstrate a 60% increase in the use of technology in project documentation.</li> <li>• By June 2017, 80% of ATLAS MCLTs will demonstrate a 70% increase in the use of technology in project documentation.</li> </ul>

<b>Objective</b>	<b>Data Collection Strategy</b>	<b>Schedule</b>	<b>Data Collection Source</b>	<b>Research Participants</b>	<b>Annual Performance Benchmarks</b>
		annually.	Protocol. Key factors: connection between PD experiences and use of digital documentation.		<ul style="list-style-type: none"> <li>By June 2018, 80% of ATLAS MCLTs will demonstrate a 90% increase in the use of technology in project documentation.</li> </ul>

**Objective 3: Improving student school engagement and performance in meeting challenging state and national academic standards in the arts, reading and math within high poverty Chicago Public Schools.**

<b>Objective</b>	<b>Data Collection Strategy</b>	<b>Schedule</b>	<b>Data Collection Source</b>	<b>Research Participants</b>	<b>Annual Performance Benchmarks</b>
A) Students in participating classrooms demonstrate an increase in school engagement, and knowledge and skills related to the	Student self-report through ATLAS Student Interview Protocol and ATLAS Student Written Reflections	1) Student interviews will be conducted annually in May.	1) ATLAS Student Interview Protocol. Key factors: student knowledge and attitudes concerning arts content and use of technology.	ATLAS Focal Students in Treatment Classrooms.	<ul style="list-style-type: none"> <li>By June 2015, we will develop a baseline in ATLAS students' engagement and knowledge and skills in the arts and technology.</li> <li>By June 2016, 80% of ATLAS Focal Students will</li> </ul>

<b>Objective</b>	<b>Data Collection Strategy</b>	<b>Schedule</b>	<b>Data Collection Source</b>	<b>Research Participants</b>	<b>Annual Performance Benchmarks</b>
arts and technology	Evidence documented through classroom observation	2) ATLAS Student Written Reflections will be three times during the course of each Unit. 3) ATLAS Curriculum Observation Protocol will be administered twice during implementation.	2) Atlas Student Written Reflections. Students will be asked to reflect on their growth in knowledge and application of arts content and technology use. 3) ATLAS Curriculum Observation Protocol. Key items examining student engagement during curriculum units.		<p>demonstrate a 60% increase in engagement and arts and technology skill development.</p> <ul style="list-style-type: none"> <li>• By June 2017, 80% of ATLAS Focal Students will demonstrate a 70% increase in engagement and arts and technology skill development.</li> <li>• By June 2018, 80% of ATLAS Focal Students will demonstrate an 80% increase in engagement and arts and technology skills.</li> </ul>
B) Increase in	Student	Annually	PARCC Assessment	Stratified	<ul style="list-style-type: none"> <li>• By June 2015, we will develop</li> </ul>

Objective	Data Collection Strategy	Schedule	Data Collection Source	Research Participants	Annual Performance Benchmarks
Students ELA and Math Achievement	Achievement Test Score Data	beginning in May of 2015		sample of HAL ATLAS students in Treatment and Control Classrooms	<p>baseline data on ATLAS student achievement.</p> <ul style="list-style-type: none"> <li>• By June 2016, 70% of the stratified sample (SS) of ATLAS students will demonstrate a 60% increase in achievement.</li> <li>• By June 2017, 70% of the SS of ATLAS students will demonstrate a 70% increase in achievement.</li> <li>• By June 2018, 70% of the SS of ATLAS students will demonstrate a 80% increase in achievement.</li> </ul>

**Objective 4: Increasing Arts Teachers Effectiveness in Instructional Practice and Professional Responsibility within High Poverty Chicago Public Schools**

Objective	Data Collection Strategy	Schedule	Data Collection Source	Research Participants	Annual Performance Benchmarks
A) Increase Teacher Competencies in Questioning and Discussion	<p>- Content Analysis of ATLAS teacher’s digital curriculum templates</p> <p>-Classroom Observation</p> <p>- Teacher Self-Report through surveys and interviews</p>	<p>1) ATLAS Digital Curriculum analysis, and Atlas Teacher Interview Protocol, conducted annually.</p> <p>2) ATLAS Teacher Pre survey will be conducted during the Fall; Post Teacher Surveys will be conducted annually in May.</p> <p>3) ATLAS Teacher Interviews will be conducted annually in May.</p>	<p>1) ATLAS Digital Curriculum Template Analytic Rubric and Scoring Guide.</p> <p>2) ATLAS Teacher Pre/Post Survey. Key factors: methods used to increase competencies</p> <p>3) ATLAS Teacher Interview Protocol. Key factors: teachers self-reported</p>	<p>1) ATLAS Digital Curriculum Analysis: ATLAS Focal Teachers.</p> <p>2) ATLAS Teacher pre/post teacher survey: all ATLAS teachers</p> <p>3) ATLAS Teacher Interview Protocol:</p>	<ul style="list-style-type: none"> <li>• By June 2015, we will develop a baseline of ATLAS teacher competencies in questioning and discussion.</li> <li>• By June 2016, 80% of a stratified sample of ATLAS teachers will demonstrate a 60% increase in these competencies.</li> <li>• By June 2017, 80% of a stratified sample of ATLAS teachers will demonstrate a 70% increase in these</li> </ul>



<b>Objective</b>	<b>Data Collection Strategy</b>	<b>Schedule</b>	<b>Data Collection Source</b>	<b>Research Participants</b>	<b>Annual Performance Benchmarks</b>
		4) ATLAS Classroom Observation Protocol will be conducted twice for each unit.	knowledge, attitudes, and mastery of competencies 4) ATLAS Classroom Observation Protocol	ATLAS focal teachers 4) ATLAS Classroom Observation Protocol: ATLAS Focal Teachers	competencies. <ul style="list-style-type: none"> <li>By June 2018, 80% of a stratified sample of ATLAS teachers will demonstrate a 90% increase in these competencies.</li> </ul>
B) Increase Teacher Competencies in Professional Responsibility and Leadership	- Content Analysis of ATLAS teacher's digital curriculum templates  -teacher logs of leadership activities and	1) ATLAS Digital Curriculum analysis, and Teacher Interview Protocol conducted annually.  2) ATLAS Teacher Pre survey will be conducted during the Fall; Post Teacher	1) ATLAS Digital Curriculum Template Analytic Rubric and Scoring Guide.  2) ATLAS Teacher Pre/Post Survey. Key factors examined: methods	1) ATLAS Digital Curriculum Analysis: ATLAS Focal Teachers  2) ATLAS Teacher pre/post teacher	By June 2015, we will develop a baseline of ATLAS teacher competencies related to professional responsibilities and leadership.  By June 2016, 80% of a stratified sample of ATLAS teachers will demonstrate a 60% increase in these

<b>Objective</b>	<b>Data Collection Strategy</b>	<b>Schedule</b>	<b>Data Collection Source</b>	<b>Research Participants</b>	<b>Annual Performance Benchmarks</b>
	<p>agendas/handouts from professional development sessions led.</p> <p>- Teacher Self-Report through surveys and interviews</p>	<p>Surveys will be conducted annually.</p> <p>3) ATLAS Teacher Interviews will be conducted annually in May.</p> <p>4) ATLAS leadership logs and meeting agendas/handouts will be collected annually</p>	<p>used to increase competencies</p> <p>3) ATLAS Teacher Interview Protocol.</p> <p>Key factors: teachers self-reported knowledge, attitudes, and mastery of competencies</p>	<p>survey: all ATLAS teachers (treatment &amp; control).</p> <p>3) ATLAS Teacher Interview Protocol: ATLAS focal teachers in Treatment Schools</p> <p>4) ATLAS Leadership Logs: ATLAS Teachers.</p>	<p>competencies.</p> <p>By June 2017, 80% of a stratified sample of ATLAS teachers will demonstrate a 70% increase in these competencies.</p> <p>By June 2018, 80% of a stratified sample of ATLAS teachers will demonstrate a 90% increase in these competencies.</p>

***Provision of Performance Feedback & Assessment:*** To provide regular performance feedback on periodic progress in meeting the project's intended outcomes, a variety of formative methods of analysis will be employed. The formative elements of the evaluation design will provide on-going feedback to project staff for timely and valid information on the management, implementation, and efficiency of the project. Systems for providing feedback and on-going assessment will be established as well as measures of on-going project progress. For example, the Project Manager and Co-Director will receive monthly feedback from the Management Team and the External Evaluator to ensure that timely and valid data are provided on both formative and summative outcomes. Moreover, at the end of each professional development session, the session leaders will meet with project staff to both reflect upon and provide written data (including feedback or satisfaction questionnaires from teachers) on how effective those program components have been implemented. The feedback surveys, will include items on the way the sessions on the Common Core, arts, and technology have been organized and how effectively they have been led. Not only have benchmarks and timelines been set to annually gauge the extent to which activities are meeting project objectives, but a range of formative evaluation measures will be employed to provide additional on-going and continuous feedback on the project's progress.

Information will be used in a variety of ways to manage progress towards the project's stated objectives. First, the Management Team will determine during each year the degree to which benchmarks and milestones have been met for the project's objectives. The quantitative and qualitative measures and results, for both formative and yearly summative evaluations will be shared on an ongoing basis by the Management Team. Second, the Project Manager will meet with all project staff to share the formative and summative evaluation findings and, in

consultation with the Management Team, will determine what modifications in program implementation should be made to improve project impact. Third, after these modifications have been implemented, the Management Team will determine, in collaboration with the External Evaluator, the degree of impact and efficacy of the changes. Fourth, this process will be repeated during each project year to ensure progress toward intended outcomes, thereby creating an on-going feedback loop for on-going assessment and continuous program progress and improvement.

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## Chicago Public Schools ATLAS Project Logic Model

<i>Need &amp; Inputs</i>	<i>Activities</i>	<i>Outputs</i>	<i>Short-term outcomes</i>	<i>Mid-term outcomes</i>	<i>Long-term outcomes</i>
<p>Requirements to align with new Common Core State Standards (CCSS) for English Language Arts (ELA) and math</p> <p>Lack of arts integration models for CCSS</p> <p>Difficulty integrating technology into CC arts standards and arts instruction</p> <p>Lack of models for technology integration</p> <p>Lack of an active teacher network to address these issues, share ideas, and identify solutions</p>	<p>MCLTs organized into educator network</p> <p>MCLTs receive professional development on arts integration with CCSS for literacy and math</p> <p>MCLTs receive professional development on technology integration</p> <p>MCLTs plan and work with other academic content teachers at</p>	<p>MCLTs plan and design CC integrated curriculum</p> <p>MCLTs develop technology-focused curriculum to support arts instruction</p> <p>MCLTs and other academic content teachers design and implement integrated curriculum units</p> <p>MCLTs use technology to produce project documentation</p> <p>MCLTs collaborate with each other and other content</p>	<p>MCLTs participate in at least 40 hours of professional development on arts integration to the CCSS</p> <p>MCLTs demonstrate increased knowledge of arts integration strategies</p> <p>MCLTs demonstrated increased skills in use of technology to support arts instruction</p> <p>MCLTs are using technology related to project documentation</p>	<p>MCLTs participate in at least 40 hours of professional development on arts and technology integration to the CCSS</p> <p>MCLTs demonstrate increased knowledge of arts and technology integration strategies</p> <p>MCLTs demonstrate increased practice conducting CCSS aligned arts and technology integration in the</p>	<p>MCLTs participate in at least 40 hours of professional development on arts and technology integration to the CCSS</p> <p>MCLTs demonstrate proficiency in conducting CCSS aligned arts and technology integration in the classroom</p> <p>MCLTs actively engage technology to support arts instruction and arts integration units</p>

## Chicago Public Schools ATLAS Project Logic Model

<p>CAPE partner experts in teacher training, arts instruction and integration</p> <p>Chicago Guide for Teaching &amp; Learning in the Arts</p> <p>CPS Arts Education Plan</p> <p>NCCS Media Arts Standards</p> <p>International Society for Technology in Education Standards</p> <p>Magnet Cluster Lead Teachers(MCLTs)</p>	<p>schools</p>	<p>teachers at their schools to develop models of technology, CCSS, and arts integrated curriculum</p> <p>MCLTs design and analyze formative and summative arts integrated student assessments</p>	<p>Students demonstrate increased skills in arts and technology</p> <p>Students demonstrate increased engagement and achievement</p> <p>MCLTs build skills in developing student assessments and reviewing student artifacts</p> <p>MCLTs increase content knowledge on teaching competencies related to questioning and professional responsibilities</p>	<p>classroom</p> <p>MCLTs engage technology to support arts and arts instruction and arts integration units</p> <p>MCLTs are using technology related to project documentation and the sharing/reacting to other MCLTs work</p> <p>Student will demonstrate an increase in school engagement, knowledge, and skills in the arts and technology</p> <p>Students will demonstrate an increase in ELA and math</p>	<p>MCLTs are using technology related to project documentation and dissemination</p> <p>Students demonstrate an increase in school engagement, knowledge, and skills in the arts and technology</p> <p>Students demonstrate significant increases in ELA and math achievement</p> <p>MCLTs will demonstrate “distinguished” teaching competencies related to questioning and professional responsibilities and</p>
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## Chicago Public Schools ATLAS Project Logic Model

				<p>achievement</p> <p>MCLTs will demonstrate teaching competencies related to questioning and professional responsibilities</p> <p>MCLTs will build skills in using student assessments to inform instruction</p>	<p>leadership</p> <p>MCLTs use student artifacts and assessments to evaluate learning and inform instruction to ensure student engagement and achievement</p>
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# Mario R. Rossero

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[marirossero@gmail.com](mailto:marirossero@gmail.com)

**OBJECTIVE:** To utilize my strengths in the areas of facilitation, leadership, organization, collaboration, and creative problem solving to effect learning, change, and growth in others.

**EDUCATION:** Bank Street College of Education and Parson's School of Design  
*Supervision and Administration in the Visual Arts*  
Master of Science in Education

Washington and Jefferson College  
Bachelor of Arts Major: Art/ Education Minor: Spanish

**CERTIFICATES:** Pennsylvania: Arts Supervisory  
Pennsylvania: Visual Art K-12  
Illinois: Administrative Type 75  
Illinois: Visual Art K-12

**EXPERIENCE:** **CHICAGO PUBLIC SCHOOLS (CPS)**  
**CORE INSTRUCTION, OFFICE OF TEACHING & LEARNING**  
*Director, Arts Education (Dec 2011-present)*

Lead for curriculum, instruction, assessment, partnerships, and strategy for all art forms (Visual Art, Music, Dance, and Theatre) in all 682 Chicago Public Schools.

- Design and implementation of the first-ever CPS Arts Education Plan ([www.cpsartsplan.com](http://www.cpsartsplan.com))
- Data tracking and systems for capturing arts indicators and arts learning
- Professional development for over 1200 Arts Teachers
- Public-Private strategy development
- Leadership training and facilitation
- Curriculum and Assessment writing and oversight, including Performance Tasks in the Arts tied to teacher evaluation
- Managing a highly effective staff of 7
- City-wide exhibitions and performances
- College and career connections in the Arts

**PITTSBURGH PUBLIC SCHOOLS (PPS)**  
**CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT**  
*Senior Program Officer Arts Education (July 2010-Dec 2011)*

Charged with transforming the state of arts education across the district's over 60 schools based on six research-based and community-vetted recommendations:

Curriculum, Professional Development, Provision, Personnel, Partnerships, and Policy. Duties include:

- Designing, writing, and implementing a comprehensive PreK-12 Visual Art, Music, Dance, and Drama curriculum, including accountability and assessment systems
- Providing needs-based professional development that supports teachers in reaching all students and aligns to the District's theory of change
- Overseeing various All-City exhibitions and performances
- Managing community arts partnerships and grant-funded programs, such as the Culturally Responsive Arts Education (CRAE) project
- Contributing to "Teaching and Learning" walks and observations within schools to provide evidence-based feedback and coaching, as well as supervising and evaluating staff
- Managing a Visual Art Coach, a Music Coach, and the CRAE Project Manager

**CHICAGO PUBLIC SCHOOLS (CPS)  
THE OFFICE OF ACADEMIC ENHANCEMENT  
MAGNET SCHOOLS AND PROGRAMS**

*Director (Nov 2008-June 2010)*

Responsible for overseeing programs in over 230 Magnet and Magnet Cluster Schools across the district, including focus areas such as children's engineering, fine and performing arts, humanities, International Baccalaureate, literature and writing, math and science, Montessori, technology, and world language. Duties include:

- Supervision: over 12 direct reports, including program administrators, evaluators, and grant staff
- Professional Learning Communities: creating a network of lead teachers that are trained to examine student work and data
- Professional Development: plan for lead teachers and school staff, with a focus on curriculum integration
- School Choice: working through student assignment and marketing to attract and retain students from across the district

- Performance Management: making data-informed decisions, both at the school and district level
- Grant Management:
  - US DOE Voluntary Public School Choice (\$11 million)
  - US DOE Magnet Schools Assistance Program (\$10 million)
  - US DOE Arts Education Model Development and Dissemination (\$1 million)
- New Schools: design, negotiations, district-alignment, marketing, and opening
- Strategic Planning: for department and for schools via their School Improvement Plan (SIP)
- Partnerships: forging and aligning partnerships to support programs

**CHICAGO PUBLIC SCHOOLS  
TEACHING AND LEARNING  
THE OFFICE OF ARTS EDUCATION**

*Interim Director (appointed in March 2010)*

Charged with district-wide oversight and leadership for arts education in over 600 schools in the areas of curriculum design, assessment, partnerships, professional development, and city-wide performances and exhibitions. Managed a small team, aligned to District mandates, cultivated partnerships, and maintained community interest and investment.

**COLUMBIA COLLEGE, CHICAGO  
EDUCATIONAL STUDIES DEPARTMENT**

*Arts Education Instructor*

Methods and Materials for Teaching Art at the Elementary/Middle School Level, Classroom Management, and Instructional Delivery (Spring 2009 to present)

**CHICAGO PUBLIC SCHOOLS  
FINE AND PERFORMING ARTS MAGNET CLUSTER PROGRAM  
(FPAMCP)**

*Administrator (July 2006-Nov 2008)*

Responsible for facilitating and furthering the growth of over 120 fine arts teachers and their fine arts programs in 59 schools. Duties included:

- Positions: management of and quality control
- Budget: school based and central office based

- Grants: manage 1million dollar DOE PDAE grant, “Building Curriculum, Community, and Leadership through the Arts” (BCCLA)
- Curriculum: lead and develop best practices in arts integrated teaching practice
- Professional Development: teachers and principals
- Collaboration with: external arts partners, cultural institutions, community organizations

*Project Coordinator, BCCLA grant (November 2005-July 2006)*  
 Planning, scheduling, and conducting professional development sessions for 116 fine arts teachers and their programs in 58 schools.

**CHICAGO PUBLIC SCHOOLS**  
**HAROLD WASHINGTON ELEMENTARY (preK-8)**  
*Visual Art Teacher (September 2004- November 2005)*

**SHALER AREA SCHOOL DISTRICT**  
**ROGERS ELEMENTARY (1-4)**  
**SHALER AREA MIDDLE (5&6)**  
*Visual Art Teacher (August 98-2004)*  
*Co-Chair of the Visual Arts Department (2003-04)*

School Collaborations:

- The Rogers Garden Project: an outdoor installation
- A.R.T.S.: a parent advocacy group
- S.M.A.C.: the Student Mail Art Collaborative
- WHO ARE WE? : school-wide collaboration (1-4)
- THE WORK: an inter-district anti-violence mural

**THE ANDY WARHOL MUSEUM**  
*Artist Educator (August 1997-2004)*  
 Led tours, workshops, and discussions, planned programs, partnerships, and events, and taught in the Weekend Factory Studio.

**PITTSBURGH CENTER FOR THE ARTS**  
*Art Teacher (Summers 2000-2004, Spring 2000)*  
 Variety of student-age Art Camps and Classes.  
 Design and installation of permanent public mural.

**PETER’S TOWNSHIP MIDDLE SCHOOL (6-8)**  
*Art Teacher (January-June 1998)*  
 Visual Art, with a concentration on Ceramics.

**LITTLE LAKE THEATRE COMPANY**

- Theatre Arts Summer Camp Instructor (Summer 97, 98, and 99)
- Properties Manager (Summer 1997)
- Box Office Manager (Summer/Fall 1995-97)
- Actor, children’s theatre and main stage productions (1995-1998)

- ART EXHIBITS:**
- 78**, Jared Hatch Studio, Chicago 2008
  - THE ART OF TEACHING**, Gallery 37, Chicago 2005
  - SOLO SHOW**, Enrico’s Taza D’Oro, Pittsburgh 2001-04
  - AMP**, The Andy Warhol Museum, Pittsburgh 2004
  - ART FOR AIDS/FOR CHANGE**, Pittsburgh 2002-04
  - THIRD YEAR EXHIBIT**, Bank Street, NYC 2003
  - ART ALL NIGHT**, Pittsburgh 2002
  - GROWING UP** interactive performance piece, 1999  
The Andy Warhol Museum

**COMMUNITY PROJECTS:**

- THE ORTHOGENIC SCHOOL**, Chicago 2004  
*Artist-in Residence*  
Outdoor garden installation designed and built by students of this residential treatment facility.
- COMMUNITY GARDEN MURALS** 2000-03  
*Project Leader*  
Developed and lead community mural collaboration at the Mattress Factory Museum.
- BLACK SHEEP PUPPET FESTIVAL** 2000-01  
*Instructor*  
Facilitated a multi-generational puppet-making workshop at the festival.

**PRESENTATIONS:**

- Arts Education Partnerships, Nat’l Forum 2013
- Public-Private Partnership
- Columbia College, Chicago: guest lecturer present
- Museum of Contemporary Art, Chicago: 2010  
“Curriculum jockey” for a panel discussion
- School of the Art Institute, Chicago: guest lecturer 2008-09
- National Art Education Association
- The CPS Arts Education Plan 2013
- Summer Professional Development: 2008
- The Arts Teacher as Artist, NOLA
- Changing Whole School Culture Through 2007

the Art Teacher, NYC  
 -The Rogers Garden Project, Denver, CO 2004  
 -“Who Are We? “ tolerance project in NYC. 2001  
Illinois Art Education Association 2006

**Of NOTE:**

Arts Education Collaborative (AEC) Advisory Board	2010-11
Pittsburgh Cultural District Education Advisory Board	2010-11
Pittsburgh Symphony Orchestra Board Education and Community Engagement Committee	2010-11
Education Policy and Leadership Center (EPLC)	2010-11
Arts Education Study Group	
Chicago Arts Learning Initiative (CALI)	2009-10
Chicago Arts Educators Forum (CAEF)	Present
Chicago Arts Partnerships in Education Advisory Board	2008-10
Columbia College Education Advisory Board	2008-10
Glencoe’s ART e-Solutions: 2 articles	2008
Mattress Factory Museum Educational Advisory Board	2004
W&J Scholar in Art	1997
Dudley R. Johnson Prize in Theatre Arts	1997
James W. Hanna Education Award	1997

**INDIVIDUAL GRANTS:**

National Endowment for the Arts Grant: <i>School/Museum Garden Partnership</i>	04-05
Shaler Area School District Grant Award	99-03
The Andy Warhol Museum Grant Award: focus on Critical Response	2003
Performing Arts Alliance of Shaler Area Grant Award	2002

**REFERENCES:**

Emily White, Ed.D.  
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 Columbia College Chicago  
 312-369-8144  
[abecker@colum.edu](mailto:abecker@colum.edu)

Karen Erickson  
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Dr. Jerri Lynne Lippert  
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### **Professional Experience**

*Chicago Public Schools, Fine & Performing Arts Magnet Cluster Program*

Administrator, January 2009-Present

Chicago, IL, USA

Lead curriculum supervision and professional development (PD) for visual and performing arts educators

*Chicago Public Schools, Fine & Performing Arts Magnet Cluster Program*

Coordinator, October 2006-December 2008

Chicago, IL, USA

Delivered professional development (PD) for visual and performing arts educators

*The Workforce Board of Northern Cook County*

Youth Programs Coordinator, February 2005-November 2005

Park Ridge, IL, USA

Directed and evaluated education programs in vocational training, entrepreneurship development, and/or other workforce development educational programs for youth.

*Chicago Zoological Society/Brookfield Zoo*

Community Programs Manager, January 2002-November 2004

Brookfield, IL, USA

Managed informal education programs for youth and families based on zoo collections and resources

*John G. Shedd Aquarium*

Community Programs Coordinator, November 1998-December 2001

Chicago, IL, USA

Delivered and assessed of informal education programs for youth and families based on aquarium collections and resources

### **Selected Group Exhibitions**

*Building: a Way of Living*, curated by Cecilia Vargas, 2011

BUILT for Art

Chicago, IL

*Retrospective*, 2011

Garage Spaces

Chicago, IL

*Garage Spaces Stock Photo Catalog*, 2010

Rotura e Desconversa, O Movimento de Arte Contemporânea de Moçambique, Expo Arte Contemporânea Moçambique

National Museum of Art, Maputo, Mozambique



*Icaro Maputo*, 2006  
Expo Arte Contemporânea Moçambique  
National Museum of Art, Maputo, Mozambique

**Bibliography**

*Nido is Nest*, edited by Rachel McIntyre, 2010

**Related Experience**

Artist-in-Residence, Escola Nacional de Artes Visuais (National School of Visual Arts)  
Maputo, Mozambique  
February 2006-July 2006  
Curriculum development & instruction of secondary media art coursework

**Education**

Master of Arts, University of California Los Angeles (UCLA), 1997  
School of Theater, Film & Television

Bachelor of Arts, Hampton University, 1995  
Department of Mass Media Arts

**Awards & Recognition**

Rotary International Foundation, Cultural Ambassadorial Scholarship, 2005-2006

**References**

Presented upon request

**Biography**

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Amy Rasmussen joined the staff of Chicago Arts Partnerships in Education (CAPE) in 2000 and now serves as its Executive Director. She has overseen the development, implementation, and publication of several studies on CAPE's work that demonstrated significant impacts on student learning, teacher capacity building, and school improvement. A recent study showed that arts integration implemented over three-years lead to significant academic gains for all students and to a reduction in the achievement gap among 6th grade students. Since she joined the staff, CAPE quadrupled its budget and the number of schools served. In July 2011, President Barack Obama and the White House Office of Public Engagement named Ms. Rasmussen as a "Champion of Change" in Arts Education.

Amy holds an M. A. in Arts Entertainment and Media Management from Columbia College and a B. A. in Music from DePaul University. She is on the Advisory Board for the Chicago Arts Educators' Forum, Ingenuity Incorporated, the Union League Club of Chicago's Education Committee, and the Marian Catholic High School Metro Chicago Alumni Association. She also serves on the Board of Directors for The Orange School – an arts-based charter school in Chicago.

**Professional Highlights**

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**Organizational Management:**

- Developed and implemented innovative and sustainable management improvements for non-profit organizations, leading to greater public awareness, increased revenues (earned and contributed) and improved commitment by the boards of directors
- Facilitated the development of multi-year organizational strategic plans based on input from multiple groups of stakeholders and translating ideas into concrete operating plans
- Redesigned an organizational financial management structure, including restructuring the organization's accounting system, managing the audit process (including federal and state audits), and overseeing the investing of a fund balance of over \$600,000
- Planned and executed fundraising and marketing campaigns for performing arts and arts education organizations resulting in larger audiences, increased contributed income, and more committed volunteers
- Provided counsel on fundraising, marketing, strategic planning, board development and artistic programming to non-profit arts groups which regularly yield increased contributed and earned income, strengthened staff and board operations, and the establishment of capacity-building partnerships
- Supervised and mentored program and support staff members in developing individual work plans, assessing progress in meeting goals and objectives, and solving problems
- Facilitated the growth of an organization from a \$650,000 annual budget to over \$1.4 million in three years

- Worked with a challenged arts organization to reduce its accumulated deficit from \$150,000 to zero over five years

### **Program Development and Design:**

- Collaborated with colleagues to develop arts education programs in order to provide professional development for teachers and artists new to arts education partnerships, to develop new teaching strategies integrating arts learning with early childhood literacy instruction, and to provide arts-based programs that connect in-school curriculum to after school activities
- Established relationships with Chicago Public Schools to provide a range of arts education activities, including artist residencies, professional development for teachers and administrators, and research on the impact of arts education on student learning
- Collaborated with peer organizations nationally to establish a consortium of K-12 schools developing, testing and documenting new ideas in arts in education
- Served as a consultant to arts organizations, individual artists and schools on the development of arts education programs, in order to provide improved educational opportunities for students, additional employment opportunities for artists and increased organizational capacity for schools and arts organizations

### **Demonstrated Leadership:**

- Serve as an advisor to Ingenuity Incorporated, the Chicago Arts Education Plan and the Chicago Arts Educators Forum
- Serve as the Secretary of the Board for The Orange School, a proposed arts-based charter school.
- Recognized growth opportunities and led change initiatives as a staff member and/or consultant to arts organizations yielding significant organizational improvements
- Implemented and managed complex projects involving multiple beneficiaries, service providers, external consultants, and staff members
- Served as a guest speaker in the graduate non-profit management programs at Columbia College and North Park University

### **Work History**

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#### **Chicago Arts Partnerships in Education (CAPE)**

**Executive Director**, June 2007 to present

**Associate Director**, June 2002 to June 2007

**Director of Development**, October 2000 to June 2002

- Represent the organization in city-wide and field-wide arts education initiatives
- Organizational strategic planning and project oversight and management
- Board Development, Fundraising and Marketing
- Financial and Personnel management
- Program development and oversight

#### **Chicago Chamber Musicians**

**Development Assistant then Development Manager**, February 1994 to October 2000

- Grant writing, fund raising, and marketing
- Concert production and special event management
- Education program development and implementation

## **Education**

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**Master of Arts in Arts, Entertainment & Media Management**, June 1995

Columbia College, Chicago, Illinois

**Bachelor of Arts in Music**, June 1993

DePaul University, School of Music, Chicago, Illinois

## **Volunteer Activities**

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- Board Member, The Orange School (an arts-based charter school) (June 2011 to present)
- Member, Metro Alumni Board, Marian Catholic High School (May 2006 to present)
- Chair, Arts and Culture Network, Association of Fundraising Professionals (2002-2005)
- Board Member, School of Music Alumni Board, DePaul University (1998 to 2000)

## **Musical Activities**

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- Principal Oboist and co-founder, Ravenswood Community Orchestra (2000 to present)
- Guitar student, Old Town School of Folk Music (1996 to present)

**Scott Sikkema**  
**Chicago Arts Partnerships in Education, 228 S. Wabash Ave., Chicago, IL 60604**  
**312-870-6140x145    ssikkema@capeweb.org**

## **EXPERIENCE AND RESPONSIBILITIES**

### ***Education Director, Chicago Arts Partnerships in Education (CAPE), September 2002, to present***

Responsible for overall program design and implementation, overall professional development design and implementation, final responsibility for implementation and completion of research and documentation strategies, personnel management of Program Associates and Research Associate, contributing to grant writing efforts, meeting with funders as needed, planning special projects, and doing individual consulting.

- Consulting and professional development planning for Chicago Public Schools' 59 Fine and Performing Arts Magnet Cluster Program schools.
- Overseeing the professional development for teaching artists for the Teaching Artist Development Studio, a project of Columbia College Center for Community Arts Partnerships.
- Provide ideas and guidance as Advisory Board member for Chicago Arts Educators Forum.
- Provide oversight for all current and past U.S. Dept. of Education Arts Education Model Development & Dissemination and Professional Development for Arts Educators grants.
- Oversee annual installation of CAPE veteran teacher/artist research and documentation, the *CAPE Convergence*.
- Oversee professional development for CAPE Veteran schools.
- Oversee professional development for NEA-funded Arts Education Design Seminar project.
- Oversee professional development, documentation, and research implementation for CAPE after-school programs funded by the 21<sup>st</sup> Century Community Learning Centers grant program.
- Provided oversight for extensive history of CAPE student artwork exhibitions.
- Oversaw exhibition and events for 5-year culmination of CAPE after-school programs.

### ***Manager of School and Teacher Programs, Terra Museum of American Art, July 1996 to September 2002***

Responsible for workshops, credit courses, and informational materials for teachers, developing collaborative programs for students at schools and other educational sites, coordinating partnerships with other institutions, supervising staff and interns, giving adult lectures and gallery walks, contributing to docent training, and assisting with special programs.

- Co-developed and managed collaboration with Chicago Arts Partnerships in Education involving two Chicago public elementary schools and Anchor Graphics resulting in the exhibition *Exchanging Symbols*.
- Co-developed and managed collaboration with Chicago Arts Partnerships in Education, involving teachers, students, and artists working in sixteen schools that resulted in a two-part exhibition, *Indivisible: Stories of Chicago Communities*, held at University of Illinois at Chicago's Gallery 400 and Beacon Street Gallery.
- Developed and managed classroom-based collaborations with North Park Village Nature Center; Chicago Park District Environmental Programs; the Archdiocese of Chicago; Chicago Commons Child Care Centers; the Shedd Aquarium.
- Collaborated with other institutions, educators, and artists in creating college credit courses for teachers, including Mexican Fine Arts Center Museum, Puerto Rican Arts Alliance, North Park Village Nature Center, Chicago Botanic Gardens, Columbia College, the Newberry Library, Intuit: the Center for Outsider and Intuitive Art, Illinois Art Education Association, Willie Dixon's Blues Heaven Foundation, Second City, Elliott Donnelley Youth Center, Schingoethe Center for Native American Cultures, Chicago Historical Society, and The American Indian Center.
- Collaborated with educators and other institutions in creating workshops for teachers, including Shedd Aquarium, Erickson Institute, *Chicago Tribune*, Lill Street Learning Center, and Anchor Graphics.
- Coordinated and managed annual educators' reception.

***Assistant Director of Education, Kohl Children's Museum, September 1994 to July 1996***

Responsible for administration of grant-based, multiple event programs with partnering schools, collaborating with other institutions and offices, educational programming for exhibits, supervising staff and interns, and developing and leading multidisciplinary programs for students, teachers, and families.

- Developed and managed collaboration with Chicago Housing Authority and two Chicago public schools involving student, teacher, and family programs, and a visit to a work-site related to programming theme.
- Developed concepts for interactive exhibit components and programming for *Chagall for Children* exhibit.
- Managed collaboration with a Chicago elementary school and two state-funded preschools that included teacher, family, and school programs.
- Presented at teacher conferences and in-services.
- Developed and led nighttime program series for families.
- Designed summer camps for children.
- Wrote materials for brochures and frequently oversaw brochure production.
- Wrote material for press releases.

***Education Coordinator, Kohl Children's Museum, August 1992 to September 1994***

Responsible for in-house and outreach multidisciplinary school programs, family workshops, and special events.

- Led outreach school programs throughout Chicago and the suburbs.
- Developed and led a variety of school programs at the museum.
- Managed monthly children's concert series at North Brook Court Mall.
- Presented workshops to teachers at various venues.
- Developed and led series of Sunday afternoon programs for families.
- Designed and led summer camps for children.
- Co-taught weekly after-school science series for a suburban elementary school.
- Wrote material for brochures.

***Museum Manager, Kohl Children's Museum, December 1989 to August 1992***

Responsible for facility management, personnel supervision, special events, and rentals.

- Handled day-to-day management of facility. Ordered supplies, supervised maintenance, maintained exhibits, and interacted with public.
- Trained, scheduled, and supervised personnel and volunteers (50 total per year). Hired employees, conducted personnel reviews, and made recommendations for salary increases.
- Co-planned an annual fund-raising event.
- Planned and led daily activities related to art, science, mathematics, music, language arts, history, and drama.
- Frequently acted as press spokesperson regarding museum events.

***Lecturer, Illinois State University, Bloomington-Normal, Illinois, August to December 1988***

Responsible for all lectures, assignments, and grading for Art 257, History of Modern Art, and Art 379, European Painting and Sculpture 1880—1940.

**EDUCATION**

**Master of Arts**, Art History, Museum Studies, University of Illinois, Urbana-Champaign, IL, 1985—1988

Specialization: European and American Art 1880 to the present

Thesis topic: *Odilon Redon's À Edgar Poe*

**Bachelor of Arts**, University Studies, Southern Illinois University, Carbondale, IL, 1983—1985

**Associate of Arts**, Mt. St. Clare College, Clinton, IA, 1981—1983

Workshops and seminars on early childhood education at Kohl Children's Museum

**AWARDS**

Japanese American Service Committee: Honorary Re-Settler Award, 2007

Illinois Alliance for Arts Education: Arts Administration Service Award, 2007

Illinois Art Education Association: Museum Educator of the Year, 2001

**MICHELLE GREEN ARNSON**  
Development & Marketing Associate  
Chicago Arts Partnerships in Education  
312.870.6140 ext. 146  
mgreen@capeweb.org

## **EDUCATION**

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MA in Art Education <i>The School of the Art Institute of Chicago</i>	Sep 2009 – Aug 2011 Chicago, IL
BS in Radio-TV-Film <i>The University of Texas at Austin</i>	Aug 2001 - Aug 2004 Austin, TX

## **ARTS EDUCATION EXPERIENCE**

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My work in the fields of arts and education have allowed me to explore, practice, and research a variety of creative, academic, technical, and physical skills and processes with learners ranging in age from two to 60 years old. I believe compassion, collaboration, inquiry, and reflection are at the heart of the most meaningful educational and professional experiences.

Development & Marketing Associate <i>Chicago Arts Partnerships in Education (CAPE)</i>	May 2012 – Current Chicago, IL
Communications & Research Assistant <i>Chicago Arts Partnerships in Education (CAPE)</i>	Nov 2011 - May 2012 Chicago, IL
Research Assistant <i>Chicago Arts Partnerships in Education (CAPE)</i>	Apr 2011 – Nov 2011 Chicago, IL
Teaching Assistant, Core Studio <i>Contemporary Practices</i>	Sep 2009 - May 2011 Chicago, IL
Computer Lab Assistant & Instructor <i>CRIT Lab, School of the Art Institute of Chicago</i>	Sep 2009 - May 2011 Chicago, IL
Video/Editing Mentor & After-School Volunteer <i>Street Level Youth Media</i>	Sep 2009 – Dec 2009 Chicago, IL
Coach, Performer, & Instructor <i>Double Dutch Will Take You Higher</i>	May 2006 – Jun 2009 Austin, TX
Final Cut Pro Teaching Assistant (teens & adults) <i>Digital Media Academy</i>	Jun 2005 - Jul 2005 Austin, TX

## **FILM AND VIDEO EXPERIENCE**

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I have been shooting and editing film and video since 1999 when, as a high school junior, I co-founded my school district's first video production program. The tools of the trade continue to evolve at an astonishing pace, but my all of my creative motivations remain rooted in a desire to tell compelling stories about real lives.



Assistant Editor <i>'Where Soldiers Come From'</i> (SXSW '11 Best Editing; LA Film Festival)	Aug 2008 – Jul 2009 Austin, TX
Editor <i>UT Film Institute</i>	Jan 2008 – May 2008 Austin, TX
Assistant Editor <i>'The Horse Boy'</i> (Sundance 2009 official competition selection)	Aug 2007 – Sept 2008 Austin, TX
Assistant Editor <i>'I'll Come Running'</i> (LA Film Festival 2008 official selection)	Sept 2006 - Mar 2007 Austin, TX
Programmer <i>Cinematexas International Short Film Festival</i>	Apr 2006 - Oct 2006 Austin, TX
Assistant Editor <i>'Trinidad'</i> (LA Film Festival 2008 official selection)	Nov 2005 - Aug 2007 Austin, TX
Assistant Editor <i>'Gretchen'</i> (LA Film Festival 2006 Winner)	Apr 2005 - Jun 2005 Austin, TX
Video Specialist <i>University of Texas</i>	Jan 2005 - Aug 2006 Austin, TX

## **PUBLIC PRESENTATIONS**

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Young Audiences 2014 National Conference <i>If It's Worth Doing, It's Worth Examining: Measuring Program Impact</i>	Apr 2014 San Diego, CA
Young Audiences Emerging Leaders Institute <i>Process and Product: The Evolution of a Research-Driven Arts Organization</i>	Jul 2012 Chicago, IL
SAIC Art Education Graduate Symposium <i>Educate, Empower, Engage: Social Justice and Community Building in Youth Arts Programs</i>	May 2011 Chicago, IL
Chicago Student Art Educator Intermural <i>Dear Alderman: Encouraging Civic Engagement Through Youth Media</i>	Apr 2011 Chicago, IL

## **TECHNICAL SKILLS**

Mac and PC. Adobe Creative Suite. Final Cut Pro. DVD Studio Pro. Microsoft Office Suite. iLife Suite. Presentation software. Social media management. DonorPerfect. eTapestry. Constant Contact. SPSS (beginner level). Film and digital SLRs. Video cameras (DV and HD). Digital audio recording equipment. Studio lighting.

# Joseph Spilberg

Chicago Arts Partnerships in Education, 228 S. Wabash, Suite 500  
Chicago, IL 60604 312-870-6140x143; jspilberg@capeweb.org

## **PROFESSIONAL EXPERIENCE**

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### **Research Associate, Chicago Arts Partnerships in Education (CAPE).**

*December 2010- present.*

- Manages multiple longitudinal research studies and program evaluations simultaneously.
- Manages research project budgets, contracting for Principal Investigators and temporary research staff.
- Designs research studies and program evaluations for the organization in collaboration with program staff and university based researchers.
- Assists in dissemination efforts for and by Principal Investigators and the agency.
- Presents research findings at regional and national conferences.
- Communicates regularly with CAPE leadership and all participating teachers, students, and teaching artists in over 50 Chicago Public Schools.
- Oversees Internal Research Review Board application process, data collection and data archiving.
- Assists in grant writing, logic model design, marketing and fundraising efforts.
- Manages hiring and management of temporary employees and interns.

### **Program Manager, Workshop Presenter. Intercultural Music Productions, L.L.C.**

*February 2007- January 2010.*

- Produced events and educational workshops for multiple and diverse audiences.
- Coordinated with Business Director on service contracting and budget planning.
- Regularly collaborated with an array of community groups, schools, artists and nonprofit agencies.

### **Program Assistant. City of Evanston Cultural Arts Division.**

*March-August 2007 and 2009.*

- Managed over 200 arts vendors and 10 food vendors each year.
- Developed relationships with local businesses, community arts groups, and city agencies.
- Strategized planning efforts with Cultural Arts Division Director, Program Director, and summer interns.
- Conducted Planning Committee Meetings with community stakeholders.

## **COMMUNITY INVOLVEMENT**

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**Panel Member.** *Ingenuity Incorporated*, 2012- present.

- Helped to design data collection and tracking solutions specific to the needs of the arts education sector working with over 500 Chicago Public Schools.

## **EDUCATION**

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**Master of Science in Nonprofit Management.** *The Spertus Institute*. 2011.

A comprehensive curriculum addressing all aspects of nonprofit management including courses on strategic planning, research, program evaluation, grant writing, donor cultivation, leadership, and budgeting.

**Bachelor of the Arts in French Studies.** *University of Illinois at Chicago*. 2006.

**Jazz Studies,** *New York University*, 2000-2001.

## **RELATED SKILLS**

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- Microsoft Office Suite and SPSS.
- Proficiency in French and Spanish language.
- iMovie, Adobe Photoshop and other digital media programs.
- Multi-Instrumentalist, music performance, composition, and teaching background.

## **PRESENTATION AND DISSEMINATION EXPERIENCE**

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November 2013, National Guild for Community Arts Education Annual Conference.  
*Building Your Research Capacity*, contributor.

July 2013, United States Congress S.T.E.A.M. Caucus, contributor.  
*Arts + Arts Integration*.

April 2013, American Education Research Association Annual Conference, co-presenter.  
*What do Teachers and Students Learn by Documenting Arts Integrated Lessons? Artistic Collaborations: A Research Roundtable Discussion (Smolin, Leavitt, Spilberg)*

August 2012, 21<sup>st</sup> Century Community Learning Centers National Conference, co-presenter.  
*Time, Space and Relationships: Dimensions of After School Learning (Watts, Spilberg)*

February 2012, United States Department of Education Arts in Education Model Development and Dissemination National Conference, contributor.  
*Partnerships for Arts Integration Research*.

April 2011, Arts Education Partnerships National Conference, contributor.  
*Partnerships for Arts Integration Research: Painting the Picture of Project Findings: Impact, Sustainability, and Legacy*.

## **Louanne Ione Smolin, Ed.D**

Education Consultant

[louannesmolin@gmail.com](mailto:louannesmolin@gmail.com)

[Louanne.smolin@nl.edu](mailto:Louanne.smolin@nl.edu)

### **ACADEMIC DEGREES AND PROFESSIONAL PREPARATION**

Ed.D. - 1998      National Louis University

Program: Instructional Leadership  
Concentration: Technology in Education  
Dissertation: "The Story Behind the Keys: A Phenomenological Exploration of a Female Student and her Relationship with Technology"

M.S. - 1980

Southern Illinois University  
Program: Speech Pathology and Audiology

B.S. - 1977

University of Illinois  
Program: Speech and Hearing Science

### **RECENT PROFESSIONAL EXPERIENCE**

2007-Current

#### **Arts Research and Program Evaluation**

Chicago Arts Partnerships in Education  
Hubbard Street Dance Chicago Education and Community Programs  
Responsibilities include research and evaluation design, data collection and analysis of professional development programs, partnership development, curriculum implementation, teacher development and student learning outcomes.

#### **Adjunct Faculty**

National-Louis University  
Responsibilities: Curriculum design for a blended Interdisciplinary Studies in Curriculum and Instruction and Technology in Education Field-based program leading to a Masters Degree.

2003-2007

#### **Clinical Associate Professor**

Curriculum and Instruction  
Department responsibilities: develop and teach graduate and undergraduate instructional technology courses, teach graduate curriculum courses, facilitate a functional technology infrastructure within the College of Education, work with faculty to develop new curricula that integrates the use of technology across teacher preparation programs, procure grants related to technology integration in the College of Education, initiate and sustain technology integrated field based experiences for graduate and undergraduate students.

### **SELECTED GRANTS AND CONTRACTS**

Lawless, K. A., & Pellegrino, J. W., Goldman, S., & Smolin, L. Project TRUST: Technology Resources for Urban School Transformation. Grant awarded from FIPSE, 10/01.04-12/30/05, \$152,000 – co- principal investigator.

Smolin, L., Pappas, C., Varelas, M, & Mohammed, T. Mobility and Meaning Making.

Granted funded by the Center for Learning, Instruction and Teacher Development, 5/30/04-5/30/05, \$10,000 – Lead principal investigator.

Smolin, L., Project STEPUP: Supporting Technology Experiences for Professionals in Urban Programs. Steans Family Foundation. 5/31/01-8/30/04. \$75,000-principal investigator.

Lawless, K. A., Smolin, L., Newman, M., & Radinsky, J. Preparing All Teachers to Use Technology. U.S. Department of Education, 7/01/01-6/30/05, \$ 618,000-co-principal investigator.

## **AWARDS**

Recipient, 2004 Best Practice Award for the Innovative Use of Technology, American Association of Colleges for Teacher Education.

## **SELECTED PUBLICATIONS**

### **Books**

Smolin, L., Lawless, K.A., & Burbules, N., Eds. (2007). Information and Communication Technologies: Considerations of Current Practice for Teachers and Teacher Educators. 2007 Yearbook of the National Society for the Study of Education, Blackwell Publishing.

### **Articles/Book Reviews Published in Journals**

Smolin, L. & Lawless, K. (Publication under review). Evaluation across contexts: Evaluating the impact of technology integration professional development partnerships. Submitted to The Journal of Digital Learning in Teacher Education.

Smolin, L. I., Lawless, K.A., & Durst, E. (2004). Breathing Life into Technology Infused Curriculum: Grantsmanship. Illinois Reading Council Journal.

Smolin, L., & Lawless, K. (2003). Becoming literate in the technological age: New tools and responsibilities for teachers. The Reading Teacher, 56(6), 570-577.

### **Book Chapters**

Smolin, L. & Lawless, K. (2010). Using multiliteracies to facilitate culturally relevant pedagogy in the classroom. In D. Cole & D. Pullen (Ed.) Multiliteracies in motion: Current theory and practice. Routledge.

Cunningham, C., Smolin, L., Lawless, K., Radinsky, J. & Brown, S. (2008). Professional development and external partners: Lessons learned. In A. Borthwick & M. Pierson (Ed.) Models For Successful Professional Development. ISTE Publications.

Smolin, L., Lawless, K., & Radinsky, J. (2005). The Technology mentor model: Infusing technology into student teaching placements. In C. Vrasidas & G. Glass (Ed.), Current perspectives on applied information technologies. Greenwich, CT, Information Age Publishing.

Lawless, K. A., Smolin, L. I., Radinsky, J., & Brown, S. W. (2005). Project TITUS: Teachers infusing technology in urban schools. In S. Rhine and M. Bailey (Eds.), Teachers Transforming Learning through Technology: Insights and Achievements of the Preparing Tomorrow's Teachers to use Technology Program, ISTE Publications.

Smolin, L. I., & Lawless, K. A., (2005). Becoming Literate in The Technological Age: New Responsibilities and Tools for Teachers. In R. Robinson (Ed.) Readings in reading Instruction: Its history, theory, and development. Allyn & Bacon. Reprint of Becoming Literate in The Technological Age: New Responsibilities and Tools for Teachers. Reading Teacher, 56, 570-577.

### **SELECTED PRESENTATIONS**

Smolin, L.; Lawless, K.: & Borthwick, A. (April 2009). Evaluating the Impact of Technology Integration Professional Development on Teacher Practice and Student Learning: Issues and Constraints. Symposium presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Smolin, L, Pappas, C., & Mohammad, T. (2008, March). Navigating the Use of Multimodal Resources: How Students Make Meaning in an Integrated Unit. Paper to be presented at the annual meeting of the American Educational Research Association, New York, NY.

Crossing Borders in Self-Study Research Methodology(2008). Discussant at the upcoming annual meeting of the American Educational Research Association, New York, NY.

Outside the classroom walls: Informing technology practices inside the classroom through research and practice in external contexts (2007). Discussant at the annual meeting of the American Educational Research Association, Chicago, IL.

Professional development: The impact on teacher efficacy (2007). Discussant at the annual meeting of the American Educational Research Association, Chicago, IL.

### **SELECTED PROFESSIONAL DEVELOPMENT ACTIVITIES**

2002-2005 Teachers Infusing Technology in Urban Schools Summer Institute. Co-created and implemented this curriculum development summer institute for university faculty and urban K-12 teachers funded by A U.S. Department of Education PT3 Grant activity, Chicago, IL.

1999-2005 Faculty Technology Mini Retreat. Co-developed and implemented technology workshops with topics including web-based course management tools, multimedia development tools, software tools for organizing course materials.

### **CREATIVE WORKS AND TECHNICAL REPORTS**

Smolin, L., Burnaford, G. & McCarty, S (2009). Partnerships in Learning Through Dance Education. Movement As Partnership Program Research and Evaluation Report. Hubbard Street Dance Chicago Education and Community Programs.

Smolin, L., & Burnaford, G. (2008). Design Seminar Facilitating Arts Partnership: Design Seminar Program Research and Evaluation Report. Chicago Arts Partnerships in Education.



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**Barbara Byrd-Bennett**  
**Chief Executive Officer**

May 14, 2014

Ms. Anna Hinton, Ph.D.  
Acting Director, Improvement Programs,  
Office of Innovation & Improvement  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C., 20202

Dear Ms. Hinton:

As Chief Executive Officer of Chicago Public Schools (CPS), this letter serves to convey my support for our Department of Arts Education's application to the Professional Development for Arts Education Program (PDAE), in partnership with Chicago Arts Partnerships in Education (CAPE). The proposed program, *Arts Teachers Leading Achievement and Success (ATLAS)*, will build the capacity of arts teachers in high-poverty schools related to the integration of the arts and technology into Common Core-aligned instruction.

Chicago Public Schools continues to move forward with a variety of initiatives aimed at significantly improving student achievement and teacher effectiveness. We are implementing the Common Core State Standards across the district, while simultaneously putting the first ever strategic CPS Arts Education Plan into action. More than ever, our students are gaining access to high-quality arts instruction as part of a comprehensive education that prepares them for success in college, career, and life.

Yet, despite these advances, many of our arts teachers continue to face limited resources to help them integrate the arts into the new Common Core and utilize technology in ways that are engaging to students, build teaching practice, and support academic achievement. With these needs in mind, we are thrilled about the opportunities the PDAE program will provide to enhance our arts teachers' capacity and create a model for using the arts to increase teacher effectiveness and student achievement. I am happy to offer my support for the ATLAS Project, and the positive impact this initiative will have on our students and teachers.

Sincerely,

A handwritten signature in black ink, which appears to read "Barbara Byrd-Bennett". The signature is written in a cursive style and is positioned above the printed name.

Barbara Byrd-Bennett  
Chief Executive Officer  
Chicago Public Schools



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## Chicago Arts Partnerships in Education

May 16, 2014

### Officers

Paula S. Carlin, President  
Carol Eastin, Vice President  
Richard M. Assmus, Treasurer  
Jeffrey Byrnes, Secretary

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Dawn Bowen Bolles  
Kylie Cichocki  
Philip J. Cote  
Nancy Emrich Freeman  
David L. Gurbach  
Ashley Lukasik  
Lindsay Mueller  
Joshua Nathan  
Allison Wheeler Quantaince  
Mel Smith, Past President  
Karrie Sullivan

### Staff

Amy Rasmussen  
Executive Director

Scott Sikkema  
Education Director

Arne Duncan, Secretary  
U. S. Department of Education  
Washington, DC

Dear Secretary Duncan:

Chicago Arts Partnerships in Education (CAPE) and Chicago Public Schools' Department of Arts Education have collaborated to propose the Arts Teachers Leading Achievement and Success (ATLAS) project to the US Department of Education's Professional Development for Arts Educators grant program. CAPE's mission is to improve student learning through research-based, arts-driven education. This collaboration will be a further realization of this mission.

For the project, CAPE is dedicated to:

- Creating exciting networks among teachers and teaching artists to explore new ways of teaching and learning in the arts;
- Accessing Chicago's cultural resources to support teachers in their classroom work;
- Providing the best professional development for teachers that provides them with the tools they need to help students exceed the standards;
- Researching the impact of the project, not just for assurance that the project is working, but to provide teachers and artists with the information they need to be effective in the classroom; and
- Providing schools, school districts, researchers and policy makers with the information on how arts integration impacts student learning.

This project builds on the long history of collaboration between CAPE and CPS to develop and implement high-quality programs for Chicago schools. In fact, in a research study recently released, CAPE showed that students in its programs for three years scores 8% higher in reading and 10% higher in math than their peers. The study also showed that students taught by teachers who fully participated in the program also outperformed their peers. This model program provides a roadmap for the proposed ATLAS project, and extends it by focusing on providing high-quality, intensive professional development for arts educators. Thank you again for this opportunity and we look forward to implementing this project together in order to support young people in Chicago.

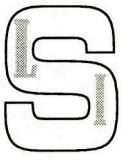
Sincerely,

Amy Rasmussen  
Executive Director

Scott Sikkema  
Education Director

PR/Award # U351C140052





Louanne Ione Smolin, EdD

May 15, 2014

Mario Rossero  
Department of Arts Education  
Chicago Public Schools  
125 S. Clark Street  
Chicago, IL 60603

Dear Mr. Rossero

For over 20 years, I have been involved in urban teacher preparation, most notably supporting professional development partnerships with the Chicago Public Schools, successfully procuring professional development grants, publishing numerous articles, and editing a book concerning technology-based professional development for teachers and teacher educators. I am also currently involved in arts integration program research and evaluation with CAPE and other arts organizations across the city of Chicago.

I am extremely pleased at the prospect of serving as Principal Investigator on the Arts Teachers Leading Achievement and Success (ATLAS) project, a professional development endeavor designed to strengthen arts teachers capacities to develop and implement technology infused arts integrated curriculum that supports student academic learning. The evaluation plan, focusing on the use of nested and hierarchical data, enables us to explore with specificity the impact of project activities on MCLT teachers' instructional practices and its relationship to student learning.

My work over 20 years in teacher education, curriculum and instruction, and technology based arts practices at National-Louis University and the University of Illinois at Chicago have shown me that models of professional development for teachers must include the, collegial investigation of pedagogical practices that support student growth, and frameworks for curricular improvement that are based on students' needs. It is my belief that this initiative will successfully include these requirements.

Sincerely,

Louanne Ione Smolin, Ed.D.  
LIS Curriculum Research  
Research Consultant

**Chicago Public Schools Application for Grants Under the Professional Development for  
Arts Educator Program  
ATLAS Project Narrative Bibliography**

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# Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001  
www.isbe.net

Gery J. Chico  
Chairman

Christopher A. Koch, Ed.D.  
State Superintendent of Education

April 9, 2013

Mr. William Lash, Manager  
Division of Revenue  
Chicago Public Schools  
125 South Clark Street  
Chicago Illinois 60603

Dear Mr. Lash:

The Illinois State Board of Education has calculated the indirect cost rates from the FY2012 Illinois School District Annual Financial Report (Form 50-35) that are applicable to program year 2014. This information is posted on the agency's website at <http://www.isbe.net/sbss/indirect.htm> as follows:

<u>ID Number</u>	<u>County</u>	<u>School District Name</u>	<u>Restricted Rate</u>	<u>Unrestricted Rate</u>
15016299025	Cook	City of Chicago School District 299	2.09%	11.03%

Historical files for the indirect cost rates are available on the agency's webpage and when the new rates are annually calculated, the information will be updated for each school district.

If you have any question please contact me at 217/785-8779.

Sincerely,

Deborah I. Vespa  
Division Administrator  
School Business Services

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Professional Development For Arts Educators Program  
**Chicago Public Schools**  
**Arts Teachers Leading Achievement and Success (ATLAS)**

Category	Year 1	Year 2	Year 3	Year 4
<b>PERSONNEL</b>				
Project Manager: Hired by CPS and housed within the Department of Arts Education, the ATLAS Project Manager will oversee project operations, including tracking activities, managing the budget, coordinating professional development, and overseeing evaluation activities and reporting.	\$71,000	\$71,000	\$71,000	\$71,000
Teacher Extended Day - Professional Development: Includes non-instructional time rate for 44 ATLAS Project treatment arts teachers to participate in professional development workshops, hosted at rotating selection of participating schools, as well as school-level, network, and district-wide dissemination preparation and presentation events.				
Year 1: After-School Workshops - 44 teachers x 3 hours x \$40/hr x 1 session	\$5,280	\$0	\$0	\$0
Year 2: After-School Workshops - 44 teachers x 3 hours x \$40/hr x 5 sessions	\$0	\$26,400	\$0	\$0
Year 3: After-School Workshops - 44 teachers x 3 hours x \$40/hr x 5 sessions; Network Presentations - 44 teachers x 3 hours x \$40/hr	\$0	\$0	\$31,680	\$0
Year 4: After-School Workshops - 44 teachers x 3 hours x \$40/hr x 5 sessions; Network Presentations - 44 teachers x 3 hours x \$40/hr; Arts Ed Conference Presentation Preparation - 44 teachers x 4 hours x \$40/hr	\$0	\$0	\$0	\$38,720
Substitute Teachers- Includes cost of substitute teachers (\$160 per day) to cover class time so that ATLAS MCLTs can attend full-day professional development workshops. Includes 2, half-day planning days for other content teachers at participating schools, so that MCLTs can co-plan, design, and teach arts integrated units, during years 2-4				
Year 1: Full-Day Workshops - 44 teachers x \$160/day x 2 days	\$14,080	\$0	\$0	\$0
Years 2, 3, 4: Full-Day Workshops - 44 teachers x \$160/day x 3 days; Full-Day Planning - 44 arts teachers x \$160/day x 2 days; Half-Day Planning - 44 Classroom Teachers x \$160/day x 2 half-days	\$0	\$42,240	\$42,240	\$42,240

Professional Development For Arts Educators Program  
**Chicago Public Schools**  
**Arts Teachers Leading Achievement and Success (ATLAS)**

Teacher Extended Day - Project Interviews: covers non-instructional time rate for MCLTs to participate in teacher interviews related to evaluation of the project. During year one, the evaluator will interview professional development presenters and project staff (8 additional), as well as focal teachers (15) that provide a representative sampling of the 44 teachers targeted through the project. Years 2-4, interviews will focus on the focal MCLTs only, as well as a smaller sampling of professional development providers (3), as deemed necessary.				
Year 1: 23 Teachers x 2 hrs x \$40/hr	\$1,840	\$0	\$0	\$0
Years 2-4: 18 Teachers x 2 hrs x \$40/hr	\$0	\$1,440	\$1,440	\$1,440
<b>Total Personnel</b>	<b>\$92,200</b>	<b>\$141,080</b>	<b>\$146,360</b>	<b>\$153,400</b>
<b>FRINGE BENEFITS</b>				
Fringe Benefits for Project Manage calculated @ 21.5% of total salaries (includes sick/vacation pay, pension, unemployment, worker's compensation, and Medicare), plus \$9,505 hospitalization flat fee	\$24,766	\$24,766	\$24,766	\$24,766
Fringe Benefits for Teacher Extended Day Professional Development pay includes 1.45% Medicare	\$77	\$383	\$459	\$561
No Fringe Benefits for Substitute Teachers	\$0	\$0	\$0	\$0
Fringe Benefits for Teacher Extended Day Project Interviews pay includes 1.45% Medicare	\$27	\$21	\$21	\$21
<b>Total Fringe Benefits</b>	<b>\$24,869</b>	<b>\$25,170</b>	<b>\$25,246</b>	<b>\$25,348</b>
<b>TRAVEL</b>				
Out of State Travel - to attend Department of Education Annual Project Directors Conference (air, hotel, per diem for the CPS Project Manager and CPS Arts Education Manager)	\$2,400	\$2,400	\$2,400	\$2,400

Professional Development For Arts Educators Program  
**Chicago Public Schools**  
**Arts Teachers Leading Achievement and Success (ATLAS)**

Local Travel- Parking costs for CPS ATLAS Project Manager, related to regular local travel to participating schools and professional development/dissemination events. Cost of \$3,600 per year (Years 2-4), based on actual costs for travel on similar projects.	\$0	\$3,600	\$3,600	\$3,600
<b>Total Travel</b>	<b>\$2,400</b>	<b>\$6,000</b>	<b>\$6,000</b>	<b>\$6,000</b>
<b>EQUIPMENT</b>				
	\$0	\$0	\$0	\$0
<b>Total Equipment</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>SUPPLIES</b>				
ATLAS Project Classroom Supplies: \$1,000 per teacher for technology equipment to support the project (for 44 teachers) in year one, including purchase of digital cameras for each classroom, as well as other artmaking supplies. In Years 2-4, minimal classroom supply expenses are included to replace damaged/expended supplies as needed, and to cover ongoing artmaking in ATLAS classrooms.	\$44,000	\$3,000	\$2,000	\$1,500
Administrative Supplies: Includes office supplies for management of the project, as well as cost for copying/printing related to regular project meetings, as well as overall program development, implementation, and dissemination.	\$2,000	\$2,000	\$1,500	\$1,250
<b>Total Supplies</b>	<b>\$46,000</b>	<b>\$5,000</b>	<b>\$3,500</b>	<b>\$2,750</b>
<b>CONTRACTUAL</b>				
<b>CAPE:</b>				
Project Co-Director - Will co-direct grant activities with CPS Project Manager to oversee project operations, including tracking activities, managing the budget, coordinating professional development, and overseeing evaluation activities and reporting. 1.0 FTE	\$55,000	\$57,000	\$58,500	\$59,500



Professional Development For Arts Educators Program  
**Chicago Public Schools**  
**Arts Teachers Leading Achievement and Success (ATLAS)**

CAPE Education Director - 0.2 FTE dedicated to the project, providing professional development, guiding and advising the project, collaborating on evaluation design, and participating as part of the Project Management Team.	\$20,000	\$21,000	\$22,000	\$23,000
CAPE Executive Director - 0.1 FTE dedicated to the project, providing fiscal management and project oversight, and participating as part of the Project Management Team.	\$12,000	\$12,500	\$13,000	\$13,500
CAPE Development & Marketing Associate - 0.1 FTE dedicated to the project, to oversee the website re-design; develop a marketing/awareness strategy for the project, and to provide graphic design support for project materials.	\$5,500	\$5,700	\$5,900	\$6,100
Travel and Training for project staff: Includes air, hotel, and per diem for CAPE Project Co-Manager and Education Director to attend Department of Education Annual Project Directors Conference, as well as ongoing local travel to participating schools, professional development workshops, and dissemination events.	\$2,500	\$2,500	\$2,300	\$1,000
CAPE cost to redesign the bccla.org website to reflect and encompass the activities, goals, and documentation of the ATLAS Project; design in the first year, maintenance in the 2nd-4th years	\$34,000	\$4,000	\$1,000	\$500
Professional Development Presenter Fees: CAPE will identify, secure, and coordinate expert presenters for all professional development workshops for MCLTs.	\$2,500	\$7,500	\$5,000	\$3,000
Professional Development Supplies: Cover costs of materials and supplies for all participating MCLTs at all professional development workshops and dissemination events throughout the year.	\$350	\$7,500	\$5,000	\$3,000
<b>Evaluation:</b>				
Principal Investigator Services: Covers cost for Dr. Louanne Smolin	\$27,000	\$28,500	\$28,500	\$30,000
CAPE Research Associate: covers time that Joseph Spilberg will dedicate to the project related to collection and organization of all project data.	\$12,500	\$13,000	\$13,250	\$13,250

Professional Development For Arts Educators Program  
**Chicago Public Schools**  
**Arts Teachers Leading Achievement and Success (ATLAS)**

Transcription Services @ \$100/hr, Yr 1: 15 hrs and Yrs 2-4: 10 hrs: covers cost of transcription services for teacher interviews and other evaluation assessments, as needed.	\$1,500	\$1,000	\$1,000	\$1,000
Data Analysis Software Licenses	\$120	\$1,000	\$1,000	\$0
Research Travel/Dissemination: Covers evaluator's expenses to travel and attend related dissemination events.	\$0	\$0	\$1,000	\$1,000
IRB Approval	\$4,100	\$4,125	\$3,775	\$0
Data Warehouse: costs associated with the collection and protection of CPS student data	\$150	\$150	\$150	\$150
<b>Total Contractual</b>	<b>\$177,220</b>	<b>\$165,475</b>	<b>\$161,375</b>	<b>\$155,000</b>
<b>CONSTRUCTION</b>				
	\$0	\$0	\$0	\$0
<b>Total Construction</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>OTHER</b>				
	\$0	\$0	\$0	\$0
<b>Total Other</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>GRANT FUNDS DIRECT COST TOTAL</b>	<b>\$342,689</b>	<b>\$342,725</b>	<b>\$342,481</b>	<b>\$342,498</b>
<b>INDIRECT COSTS @ 2.09%</b>	\$7,162	\$7,163	\$7,158	\$7,158
<b>TOTAL (Direct + Indirect)</b>	<b>\$349,851</b>	<b>\$349,888</b>	<b>\$349,639</b>	<b>\$349,656</b>

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 04/30/2014

Name of Institution/Organization

Board of Education City of Chicago, 299

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	92,200.00	141,080.00	146,360.00	153,400.00		533,040.00
2. Fringe Benefits	24,869.00	25,170.00	25,246.00	25,348.00		100,633.00
3. Travel	2,400.00	6,000.00	6,000.00	6,000.00		20,400.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	46,000.00	5,000.00	3,500.00	2,750.00		57,250.00
6. Contractual	177,220.00	165,475.00	161,375.00	155,000.00		659,070.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	0.00	0.00	0.00	0.00		0.00
9. Total Direct Costs (lines 1-8)	342,689.00	342,725.00	342,481.00	342,498.00		1,370,393.00
10. Indirect Costs*	7,162.00	7,163.00	7,158.00	7,158.00		28,641.00
11. Training Stipends	0.00	0.00	0.00	0.00		0.00
12. Total Costs (lines 9-11)	349,851.00	349,888.00	349,639.00	349,656.00		1,399,034.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2013 To: 06/30/2014 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is 2.09 %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization Board of Education City of Chicago, 299	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**SECTION C - BUDGET NARRATIVE (see instructions)**

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

**1. Project Director:**

Prefix: Mr.	First Name: Mario	Middle Name:	Last Name: Rossero	Suffix:
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Address:

Street1:	125 South Clark Street
Street2:	11th Floor
City:	Chicago
County:	Cook
State:	IL: Illinois
Zip Code:	60603
Country:	USA: UNITED STATES

Phone Number (give area code) 773-553-1306	Fax Number (give area code)
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Email Address:  
mrossero@cps.edu

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

- Yes  No  Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

- Yes  No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

CPS_PDAE_protection_human_subjects.pdf	Add Attachment	Delete Attachment	View Attachment
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***Protection of Human Subjects Narrative***  
***ATLAS Project***

***(1) Human Subjects Involvement and Characteristics:*** *Provide a detailed description of the proposed involvement of human subjects. Describe the characteristics of the subject population, including their anticipated number, age range, and health status. Identify the criteria for inclusion or exclusion of any subpopulation. Explain the rationale for the involvement of special classes of subjects, such as children, children with disabilities, adults with disabilities, persons with mental disabilities, pregnant women, prisoners, institutionalized individuals, or others who are likely to be vulnerable.*

Participants for the proposed project will be selected from the universe of Magnet Cluster Lead Teachers and students in eligible (according to Title I poverty data) Chicago Public Schools that are designated as Fine and Performing Arts Magnet Cluster schools. Teachers will participate in intense professional development training during the school year to provide them with the knowledge and tools to improve the manner in which arts are integrated into instruction within the regular standards based curriculum.

The ATLAS research team will measure improvements in participating teachers' practices and students' arts and academic development, analyzing potential relationships to provide indicators of success. This is a quasi-experimental study, using mixed methodologies to systematically examine treatment and control teachers and students. Teachers and students in treatment classrooms will participate in the ATLAS professional development program. Teachers and students in the control classrooms will not be participating in the ATLAS professional development program. All Atlas teachers (treatment and control) will participate in surveys. Teacher demographic data, such as years teaching, current grade taught, highest degree received will also be collected. Student standardized test scores will be collected from all ATLAS students (treatment and control).

Additionally, a focal group of ATLAS teachers in treatment schools will participate in interviews, professional development surveys, and observations. Work produced by focal students during the ATLAS arts integrated curriculum will also be collected. Data will be collected in the form of written and digital curriculum documents, systematic observation of classroom practices, annual interviews of focal teachers and focal students, student artwork, and written student reflections. All data will be collected in the classroom and school setting. Teacher curriculum plans and instructional implementation will be evaluated through a variety of instruments such as an observation protocol and rubrics developed to measure project outcomes. Student written reflections and interviews will be examined through content analysis procedures.

Characteristics of the primary subjects:

STUDENTS:

Anticipated number: approximately 30 students per classroom x 1 classroom per treatment and control school x 88 schools (total 2,640 students)

Age range: Kindergarten through 12<sup>th</sup> grade (ages 5-18)

Health status: normal

Inclusion of Students with Disabilities: Students served will include students with designed Individualized Education Plans (IEP). Students have been selected through their enrollment at participating schools and all necessary accommodations as defined by their IEPs will continue to be made through their participation in ATLAS. Students are reflective of the overall demographic enrollment of their attending school, and therefore the majority of participating students will come from minority and low-income populations. No special populations including children, children with disabilities, persons with mental disabilities, pregnant women will be excluded from inclusion within ATLAS.

#### TEACHERS:

Anticipated number: 1 Magnet Cluster Lead Teacher from 44 Treatment schools + 1 Non MCLT Arts Specialist in Control Schools = 88 teachers

Age range: adult

Health status: normal .It is possible that the teacher participants could be in the IRB's vulnerable categories of "pregnant women". However, participation in research activities is voluntary, participants can choose whether or not to participate. Teacher evaluation will in no way be affected by their participation or lack of participation in this program evaluation.

Criteria for inclusion:

Selection of the 44 teachers in treatment schools is based upon the schools selected for participation in the ATLAS program (page 9). Selection of the 44 teachers in control classrooms will be matched based upon demographic data.

For the Focal Group teachers, representative sample will be selected based upon the overall population of MCLT's selected for participation in the research. The ATLAS Project has developed the following list of criteria for selecting both the treatment and control group teachers:

1. Grade level taught
2. Arts discipline
3. Years of teaching
4. School demographics, including:

- a. School location
- b. Size
- c. Attendance/mobility rates
- d. Student reading and math performance results
- e. Students eligible for free or reduced-priced lunch rates
- f. English language learner (ELL) rates

*(2) Sources of Materials: Identify the sources of research material obtained from individually identifiable living human subjects in the form of specimens, records, or data. Indicate whether the material or data will be obtained specifically for research purposes or whether use will be made of existing specimens, records, or data.*

The evaluation activities we have planned will involve collecting original data as well as analyzing secondary data. These activities are described in the following chart:

<b><i>Data Collection Strategy</i></b>	<b><i>Source</i></b>	<b><i>Existing or Research Purposes</i></b>
Self-report survey on teaching strategies	Treatment and Control Teachers	Research Purposes
Timed classroom observations of teachers on fidelity to professional development related to arts, technology, and CCSS integration	Focal Treatment Teachers	Research Purposes
Analysis of teachers' Professional Development surveys designed to measure increased understanding, application, and participation in arts, technology, and CCSS integration strategies	Focal Treatment Teachers	Research Purposes
ATLAS Digital template analysis, containing curriculum plans, digital artifacts of curriculum units, and samples of student artifacts and teacher reflections	Focal Treatment Teachers	Research Purposes
Documentation analysis of professional development materials including handouts, digital presentations, and agendas	Teachers	Research Purposes
ATLAS Student Written Reflections	Focal Students in	Research Purposes



	treatment schools	
Interviews with teachers assessing their learning in the arts, technology, and CCSS integration content areas, and impact on student learning	Focal teachers in treatment schools	Research Purposes
Student written reflections assessing classroom experience, teacher’s adherence to professional development content, and impact on student engagement and learning	Focal Students in treatment schools	Research Purposes
Interviews with students concerning their experiences and insights developed through their participation in the ATLAS technology infused arts integrated units	Focal students in treatment schools	Research Purposes
Assessment of student academic achievement in math and reading	Students	Existing

**(3) Recruitment and Informed Consent:** Describe plans for the recruitment of subjects and the consent procedures to be followed. Include the circumstances under which consent will be sought and obtained, who will seek it, the nature of the information to be provided to prospective subjects, and the method of documenting consent. State if the Institutional Review Board (IRB) has authorized a modification or waiver of the elements of consent or the requirement for documentation of consent.

Plans for recruitment: The ATLAS Project has identified the schools that will be part of the project, based on the selection criteria for the project. Of the schools that meet the selection criteria, 44 schools will be selected to receive the program and 44 schools will be identified as the control group schools. The project directors will conduct informational meetings for all project participants, and provide written documents that explain the professional development program, the time commitments required, and expectations for project participants, including teachers, school teams, students and parents on what is specifically expected of each person participating. Attendance is voluntary and no punitive action will be taken against those teachers who choose not to participate.

An ATLAS Research associate will administer consent procedures to teachers. Students assent will be obtained by the research associate from all students over the age of 12. Additionally, parents will also provide their consent. Parents of students under the age of 12 will also be provided with consent to participate. The focal group for each teacher will be comprised of

students whose parents have consents for students under age 12, and students over the age of 12 who have themselves assented to participate.

***(4) Potential Risks:*** Describe potential risks (physical, psychological, social, legal, or other) and assess their likelihood and seriousness. Where appropriate, describe alternative treatments and procedures that might be advantageous to the subjects.

The arts education professional development and classroom services have very few associated risks. The project services provided in this initiative are within the context of the normal school day and normal professional development meetings and conferences. However, the name of a contact person will be given to all teachers for addressing any questions, comments, concerns or individual problems.

Students will not be involved in performing any activities that are not normally a part of the regular school day.

***(5) Protection Against Risk:*** Describe the procedures for protecting against or minimizing potential risks, including risks to confidentiality, and assess their likely effectiveness. Where appropriate, discuss provisions for ensuring necessary medical or professional intervention in the event of adverse effects to the subjects. Also, where appropriate, describe the provisions for monitoring the data collected to ensure the safety of the subjects.

The ATLAS Project will take all precautions normally in place for the safety and protection of teachers and students.

Further, the project directors and its evaluation consultant on this project have established the following safeguards to prevent unauthorized use of data:

- 1) No identifiable personal information will appear in connection with digital template, survey, interview, and observation data.
- 2) Access to raw data that may have some identifying information will be limited to authorized evaluators and these data will be kept in a locked file for a minimum of two years after completion of the project
- 3) No individual will be photographed, filmed, or videotaped without the written. Project leaders have a consent form for this purpose.

The ATLAS Project will take steps to insure the unanimity of participants' individual data. The project research team will develop a numeric system for correlating data across multiple data collection methodologies. The research team will issue findings using no student names or images without the specific informed consent of the students' parents.

***(6) Importance of the Knowledge to be Gained:*** Discuss the importance of the knowledge gained or to be gained as a result of the proposed research. Discuss why the risks to subjects are

*reasonable in relation to the anticipated benefits to subjects and in relation to the importance of the knowledge that may reasonably be expected to result.*

The primary goal of the ATLAS Project is to improve student learning and teacher effectiveness as the result of integrating arts and technology into the regular curriculum. By evaluating students' progress in arts and academic learning, teachers will have objective evidence from which to determine whether or not their students are meeting and/or exceeding expectations established for them by their teachers and schools.

Because Chicago Public Schools and Chicago Arts Partnerships in Education (CAPE) are very interested in the impact of this project, we are committed to conducting, along with our evaluation partner, a rigorous evaluation of this project. The ATLAS Project seeks to develop evidence that shows a specific connection between high-quality arts and technology integration and improved student academic achievement and improved teacher proficiency in teaching. If, in fact, the evaluation does yield results that acknowledge project participation is effective, the ATLAS Project has the potential of expanding research-based knowledge and use as a national dissemination model. To that end, we consider the risks are reasonable in relation to the anticipated benefits.

*(7) Collaborating Site(s): If research involving human subjects will take place at collaborating site(s) or other performance site(s), name the sites and briefly describe their involvement or role in the research.*

The ATLAS Project will take place at Chicago Public Schools. No research activities will take place outside of those schools.