

Music Integration Learning Environment

Arts in Education Model Development and Dissemination Grant
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Music Integrated Learning Environment (MILE) Project

I. Need for Project

Since state receivership of the OUSD occurred in 2003, the Oakland Unified School District (OUSD) has refocused its district objectives on improving early literacy and social understanding outcomes in the context of the evidence of improved social climate indicators in its elementary schools. The proposed Music Integrated Learning Environment (MILE) Arts Integration Project offers a model of early literacy intervention strategies designed to address both areas of school improvement through music integration. This project will target high poverty schools with a high percentage of students at risk for failure in both early literacy and social-emotional development. The cross-sectional design of this project seeks to develop a set of literacy-rich, music-integrated instructional program interventions in grades K-2, and a music-integrated social understanding curriculum in grades 3-5.

(a) Extent to which the project addresses needs of students at risk of academic and social failure

The proposed MILE Arts Integration Project builds within the challenges of recent reform efforts to address critical issues and overcome challenges of children at risk for education failure in early literacy and social development. The intent is to engage all students productively as learners in rigorous music integrated learning processes that engages them as proficient learners in the language arts and social development. The data below provides a window into the challenges facing the Oakland Unified School District: (K-12 district data)

Students Not Meeting Literacy Standards	Low Income Students	English Language Learners	Schools Not Making AYP
64.0%	67.4%	30%	61%

In the OUSD, traditional classroom instruction in OUSD in early literacy tends to be narrow in scope with an emphasis on high-stakes standardized testing that has not allowed room for the abilities to read, write, communicate clearly, or collaborate in the context of creative problem solving tasks in the arts. Furthermore, arts programs in schools have focused on instrumental instruction in upper elementary grades and have ignored the potential impact of music integrated instruction to enhance early literacy instruction and social development in grades K-5.

The proposed MILE Project is an extensive effort to address the needs of at-risk students, through an expansive model of arts-integrated teaching and learning processes that balances instruction cognitively, creatively, socially, and emotionally within a rigorous language arts and music literacy curriculum, and an agenda for improved school climate goals. Based on current research embedded in the practices of a national organization that provides professional development for “music plus music integration” programs in schools [the Music-in-Education National Consortium (MIENC)], and a long-term partnership [Music in Schools Today (MuST)], and building on the work of a MIENC Founding Learning Laboratory School in the OUSD (Thornhill Elementary School), there is clear evidence that a comprehensive music integration program focused on social and school climate objectives can significantly impact the achievement of low-income, diverse, and at-risk students in the Oakland Unified School District.

A unique feature of the MILE Project will be the formation of music-integrated early literacy programs and music-integrated social understanding programs in three participating OUSD schools. Three additional elementary schools in the district will serve as control group schools that will receive dissemination resources in the final year of the project. Besides the MILE pilot school program already begun at the Thornhill Elementary School, the two other experimental schools will be chosen for the following reasons: (1) all schools are in high poverty, minority neighborhoods with achievement challenges;(2) all schools are committed to arts integration strategies as a valid process for expanding the development of literacy skills across multiple modes of expression, intelligences, and symbol systems in music; (3) all will incorporate MIENC implementation and evaluation frameworks that research shows have a positive impact on student learning and teaching in the areas of curriculum integration, collaboration, professional development, leadership, instructional effectiveness, and external resources; and (4) these schools recognize the potential of a cross-school collaboration network to help teachers share music integration practices with other teachers and schools within the OUSD, and to disseminate locally to neighboring school districts and nationally through the MIENC networks.

(b) The extent to which gaps or weaknesses in services or infrastructure, and opportunities are identified and addressed in this project

With the exception of services provided by external partners, K-5 music-integrated programming virtually does not exist in the OUSD. It appears that most schools focus primarily on test score performance trends, and do not hold conventional music performance programs responsible for comprehensive, standards-based learning objectives that include contributions to academic performance and social development. Specific strengths, gaps, and weaknesses in OUSD that lend themselves to opportunities for improvement through the major components of the MILE Project are highlighted as follows: (See **Opportunities Chart in Appendix B**) The Opportunities chart outlines the gap analysis between current programmatic strengths and challenges, and the opportunities for using high leverage music-integrated strategies to enhance student learning and professional practice.

MILE Project planners have developed a comprehensive project design that addresses the primary research question, assumptions, student needs, identified assets, and strategies for dealing with weaknesses and gaps, and capitalizes on opportunities as illustrated in the following flow chart.

Music Integrated Learning environment (MILE) Project/process – See Flow Chart Appendix A

1. *Mile Research Question:* How can music-integrated literacy curricula and social understanding interventions help the OUSD meet the academic, arts learning and school climate objectives in its high-poverty elementary schools?
2. *Assets:* Readiness of OUSD to use research-based integrated-arts programs as basis for school improvement, Local external partnerships, MIENC as a national partner to provide action research based professional development
3. *Desired results:* Complete K-5 music-integrated units of instruction, Intensive professional development outcomes, curriculum and assessment design, Student learning outcomes in music language and literacy, Web and print curriculum resources and exemplary practices.
4. *Influential Factors:* State receivership, Low expectations for music educators to make connections to other content areas, Lack of school specific music professional development, Ability of arts organizations and schools to work together to create generative partnerships

5. *Strategies:* Enroll MILE participants in Music Learning Leadership Certificate Institutes, provide fellowships, action research guidance, and professional development exchanges
6. *Assumptions:* School districts want research-based approaches and will invest in Music-in-Education Initiatives. Collaborating arts organizations desire opportunities to provide music-integrated services and research-based program interventions for high-poverty, at-risk students.

II. Significance of Project

Increasingly, many schools across the nation choose to address the risk of failure in language literacy by limiting or eliminating altogether the arts from the curriculum in order to focus on the narrow view of teaching literacy (i.e., extensive drill and practice exclusively focused on the decoding of linguistic symbols) that, in addition, does not address aspects of social-emotional engagement in the learning process itself. In the OUSD, there are now a growing number of schools who are turning to the arts to address the needs of students at risk for early literacy failure and social-emotional deficiencies, by diversifying the instructional and assessment focus to include music-integrated instruction in literacy and other forms of academic achievement in a way that also enhances social-emotional development and positive school climate (Rabkin & Redmond, 2005, 2006; Burton, Horowitz, and Abeles 1999)ⁱ.

(a) The importance/magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.

MILE builds on research that suggests music and music-integrated literacy skill teaching and assessment practices can meet the needs of at-risk students not only by broadening and deepening the focus on literacy skill development to include music, but also by employing music as a means for schools to engage students socially in literacy instruction who might otherwise remain disengaged in conventional modes of instruction, drill, and practice (Scripp & Reider, 2007)ⁱⁱ.

The MILE music-integrated literacy interventions are designed specifically to strengthen standards-based arts and language arts literacy teaching and learning, increase school capacity for arts and arts integration leadership, and form effective partnerships among schools and outside organizations. The framework incorporates documented evidence and best practices selected from four major projects: (1) the New

Ventures Music and Reading Literacy Projectⁱⁱⁱ, (2) Developing Early Literacy Through the Arts^{iv}, (3) MIENC Music Education Reform and Prototype Laboratory School Network Project^v and (4) Music Integrated Literacy Development^{vi}. In addition, the project leverages the power and capacities of established MIENC Learning Laboratory School partners to support a coherent professional development network that supports the growth of collaborative teams in and across schools over a three-year period.

Based on the foundation of past MIENC-related projects, MILE will make significant contributions to the field of arts integrated education and school reform by developing: (1) high-quality, collaboratively-developed, arts-integrated curricula that directly impact student achievement and learning, (2) structures that effectively support cross-school collaboration to improve teaching practices and professional development outcomes, and (3) approaches that develop the capacity of external groups to work collaboratively within the school context. Further, the MILE model will provide classroom-based strategies for adapting and creating teacher and student assessment tools, which other educators can adapt to their needs. Especially significant will be the refinement of assessment tools for measuring student literacy learning in the arts, indicators of understanding music and language literacy parallel processes and concepts, and arts integrated ‘teaching for transfer’ strategies and learning assessments that will include a substantial emphasis on social-emotional development and positive school climate indicators.

To increase school capacity and the likelihood of achieving desired results, the MILE Project infrastructure will establish: (a) a *MILE Arts Integration Leadership Committee*, whose members are drawn from the participating treatment schools, district administration, and external partnering organizations to oversee site-based implementation and cross-school collaborative planning activities, assess the training needs of participants, and monitor evaluation activities; (b) a *MILE Music Learning Leadership Team* (at least five members who represent administrators, classroom teachers, music specialists, and external partners involved in the project) at each of the two schools, to design and implement music-integrated and opera-focused curriculum that emphasizes inquiry-based projects, and guides action research in the documentation and assessment of teacher and student learning over time and grade levels. The MIENC, Metropolitan Opera Guild, and MuST will provide critical and ongoing support to facilitate the work of the col-

laborative planning teams, working closely with the Music Learning Leadership Teams from the four project schools; (c) an *Evaluation Method Using an Experimental Design* to assess progress, provide feedback for program modification, and explore the impact of a music-integrated curriculum on the growth of students, teachers, and teaching artists, and (d) a *MILE Dissemination Network*, consisting of the 3 control group schools, which will broadly disseminate to all OUSD schools in the final year of the project by sharing information on project implementation, best practices, exemplary student projects, curriculum innovations, and action research results.

The MILE Arts Integration Project will result in several significant areas of teacher growth, made possible through an ongoing continuum of professional development activities, individual school action research studies, and team planning that includes arts/academic teachers and consultant/mentors from the MIENC and MuST partnerships. These activities will strengthen teachers' skills with arts learning standards and processes, in order to: (1) design and implement a music, language literacy & social understanding curriculum that demonstrates how music functions as an essential part of a deeper and broader view of language arts literacy, (2) enable teachers to become more adept and confident in providing creative and rigorous instruction in the context of music-integrated learning literacy and social understanding contexts, and (3) thoughtfully create music integration units and plan daily instruction to help students make deep connections between music and language arts literacy through the exploration of parallel, shared processes and concepts, such as decoding fluency, inferential thinking, vocal diction, and word fluency. As students respond to these new approaches, teachers will gain new perspectives on their competencies, which will lead to increased expectations for student achievement. Increased student growth will stimulate teachers to respond with greater buy-in and commitment to integrated arts instruction as an effective strategy for instructional improvement.

MILE will also demonstrate improvements in student achievement by demonstrating how integrated music education has the capacity to leverage student development and learning in many facets of language literacy skill development. As a result of their music integrated experiences, students will develop

broader and deeper views of music learning that advance the range and complexity of their learning, allowing them to solve problems in music, language arts, and their combination.

Research studies have explored the relationship between arts integration programs and students' performance on standardized academic tests. The study by Catterall and Waldorf, (*Champions of Change*, Fiske, 1999), is of particular significance. It found that standardized test scores were increasing faster in schools participating in arts integration programming and in music classrooms, than in comparable schools that did not practice arts integration or offer significant time with musical study. The results suggested also that arts integration's effects are significant for all kinds of students, but may have the highest potential for at-risk students.

More recently the *Critical Links Research Compendium* (Deasy, 2002) summarizes research that, taken together, provides evidence from a much wider set of studies that music, drama, and multiple arts programs can be linked with cognitive and social outcomes that demonstrate evidence of learning transfer across disciplines (Catterall, *ibid.*). Dr. Scripp, principal investigator for the MILE Project and essayist for the *Critical Links* publication (Scripp, *ibid.*), focused particularly on the wide spectrum of research on the effects of music on learning, research which has been particularly helpful in understanding the impact of music on various cognitive and social-emotional domains. In this same volume, the potential for arts-based social understanding programs in schools can demonstrate a strong link between music-based arts activities and student social-emotional development (Standley, *ibid.*).

It is anticipated that the MILE research design will not only demonstrate similar results in terms of participating in arts learning programs, but will also provide considerably more evidence that student success (as measured by music and music-integrated literacy assessment outcomes) will predict more precisely the impact of music and social understanding activities on academic achievement in language arts literacy. MILE will provide practitioner research needed to specify how links to research cited here can be best and most consistently achieved through collaborative professional development programs for classroom and music teachers in schools.

Finally the MILE Project will initiate systemic change in music instructional focus in the OUSD. Cur-

rently, the OUSD Music programs serve 38% of the 4th and 5th grade students through a pull-out instrumental music program at all 60 elementary schools. Although successful in providing a quality music experience to those who participate, the current program does not meet the need for sequential, standards based instruction for all students, especially in high-poverty schools. These challenges now require different thinking and innovative approaches to music instruction aligned with national and state standards for both music and music's connection with other academic subjects and social development.

The MILE program seeks to bridge this gap through the development of music integration specialists (MILE teachers) who will create standards-based "music plus music integration" curriculum to be co-taught with classroom teachers. Through the development of the Thornhill Learning Laboratory School Project, we now have a piloted model for a scope and sequence, and curriculum units currently field tested over the past two years. The MILE partner organizations, OUSD, MuST and the MIENC, now believe that the integration of authentic music instruction with an emphasis on music integrated literacy skills and social development, makes for improved music programs for OUSD schools.

Thus the MILE Project will ensure the survival of music education for at-risk youth, at a critical juncture for the OUSD, as it is forced to cut millions from its budget, and to improve access for all students to a sequential "music plus music integration" program. In the coming years, MILE teachers will become music integration specialists, offer professional development to classroom teachers, and take leadership roles in the development of music integration programs throughout the OUSD. The MILE teachers will use this curriculum, providing direct instruction bi-weekly, and will provide additional materials and training for the classroom teacher in Music Integrated Learning Centers to integrate the balance of the music curriculum in other subject areas. This process will increase the leadership capacity of our MILE teachers as well as the instructional capacity of our classroom teachers.

(b) likely utility of the products (information, material, process, or techniques) that will result from this project, including potential for effective use in other settings

Through their long-term partnership with the OUSD, the MIENC has developed extensive experience and competencies in creating documents and products resulting from their model projects in music integrated teaching and learning. All products and information developed under MILE will be designed to have high levels of utility for their effective application to other sites. Products and information will be written and designed in user-friendly formats, and will focus on practical applications for schools and classrooms.

Examples of products and information follow:

--MIENC and the evaluation team will expand the current repertoire of field-tested assessment tools that identify high-quality, music-integrated teaching and student achievement to include two additional instruments: (1) A new tool will be developed to measure the growth of teachers' and teaching artists' knowledge of fundamental concepts and processes shared between music and language literacy skill development. (2) An adaptation of MIENC's "Music and Language Literacy Skills Test" (MLLST) will be expanded to accommodate a wider range of language literacy intervention outcomes. New assessments and other tools, such as checklists and surveys that will be developed and field-tested, will provide great value in measuring the success of the MILE Project in its first-year planning and piloting phase. These tools will be easy to administer, ensuring they will be effectively used in a variety of other settings to assess program effects, complementing teacher reports and standardized tests in language arts and social understanding assessments.

--OUSD and MuST project management staff, in collaboration with the MIENC team will: (1) publish the framework and guidelines for the MILE model, (2) provide updates on project implementation, (3) present interim evaluation reports, (4) provide resources and content for professional development activities, (5) prepare documentation of best practices and teaching strategies, and (6) maintain a directory of all project products for ongoing reference by participants, external partners, and other educators. These items will assist other schools and districts in understanding the MILE model and applying it to their sites in the future.

--MILE schools will document the implementation of their music integrated curriculum through products such as: (1) curriculum maps and assessment methods, (2) music plus music integration lit-

eracy and social understanding curriculum units, lesson plans, and resources, (3) reflections from participants (teachers, music specialists, and students), (4) exemplary teacher and student projects, and (5) individual teacher action research documentation. This information, to be compiled in an online format based on MIENC's school digital portfolio system, will help interested schools replicate the model at their sites.

(c) extent to which project results are to be disseminated in ways that will enable others to use the information or strategies

The MILE Project planning team has intentionally selected program components and strategies that are based on ease of validity of addressing the project goals, implementation and high likelihood of success— three key factors critical to replicability of this program development. There are three distinguishing features that make MILE particularly suitable for replication: (1) a unifying framework that allows music and music-integrated learning to function as a essential component of the core academic curriculum; (2) flexibility in the curriculum and instructional application of MILE frameworks to focus on precise language literacy learning goals and processes, and (3) ongoing, action research-based professional development as a major component for building teacher capacity in the treatment schools. MILE assessment tools, curriculum maps, and reflections from teachers and teaching artists will provide field-tested products and information to guide replication in school districts with diverse needs and student populations. In addition, the MILE school digital portfolio system will be an online resource that describes, illustrates and makes accessible the MILE frameworks, implementation guidelines, and best practice strategies identified throughout the project.

MILE will disseminate products through a project website linked to the OUSD website and MIENC website, www.music-in-education.org This website will serve as a means of documentation and dissemination of MILE program outcomes, and a resource accessible to classroom and music teachers across schools, arts organizations and higher education partners, both locally and nationally.

Central to MILE'S dissemination plan is MIENC'S commitment to systematic documentation of music and music integration school teaching and assessment practices. Each school portfolio will illustrate a

process of inquiry, investigation, data collection and outcomes that tell a story of growing school capacity through documentation of teacher unit plans, “teaching for transfer” practices in music, music integration and opera-focused activities, planning frameworks, assessment instruments, student work products, and teacher reflection. The process of sharing and blogging on MIENC school digital portfolios has shown that it motivates other individuals and school teams to engage in a similar process. Stories will be shared across the MILE school network, across the OUSD, and throughout the MIENC network, designed to address a larger audience of educators, artists, and researchers interested in the growing success of music and music integration programs with respect to language arts and social understanding interventions for at-risk students.

Another important avenue of dissemination will include publications in recognized journals such as the Journal for Music-in-Education or the Teaching Artists Journal, and presentations at local, regional, state, and national conferences such as the American Education Research Association, that focus on the expanding knowledge in the field of music integration as a meaningful strategy for school improvement in language literacy.

III. Quality of Project Design

(a) Extent to which the design reflects up-to-date knowledge from research and effective practices

This project draws upon several strands of research in the field of music and learning over the past decade including the studies particularly related to the work of Dr. Larry Scripp and his colleagues at the Center for Music-in-Education and in the Music-in-Education National Consortium. The following studies are most relevant to the goals, objectives, and components of the proposed MILE Project:

a. Arts-Based Professional Development Aligned with Research

At the heart of managing this project is the MILE professional development plan.

The Oakland Unified School District recognizes that a substantial amount of research now supports the expanded role of arts learning in schools, based on evidence for the role of the arts in enhanced student academic achievement, improved self-esteem, and a decrease in youth involvement in delinquent behavior in public schools (Deasy, 2002; Fiske, 1999; Stevenson & Deasy, 2005). In addition, research pro-

vides extensive evidence for the singularly powerful effect of music learning’s positive relationship to academic achievement and social emotional development – especially in the context of innovative ‘music plus music integration’ programs (Myers & Scripp, 2007; Scripp & Reider, 2007; Rabkin, N. & Redmond, 2004; Scripp and Subotnik, 2003]. Furthermore, the research report, *Gaining the Arts Advantage: Lessons from School Districts that Value Arts Education*, documents the core processes necessary to create and sustain successful arts programs in schools. The report concluded that quality arts education programs have a greater likelihood of being part of the school curriculum when school and community leaders work together to make that goal a reality.

b. Research that supports the MILE Collaborative Professional Development Plan

Education Studies indicate that many districts experience a large-scale teacher exodus that negatively impacts the continuity and quality of instruction within schools. Recent studies indicate that teachers who integrate the arts into their teaching practice undergo positive changes in their attitudes towards the profession (Deasy, 2002), which translates into a greater stability of the teaching and learning environment. These studies also found that integrating the arts increased teachers’ enthusiasm for teaching and commitment to the profession. Multiple arts learning provides an ideal environment that enables teachers to collaborate with teachers from other disciplines, with artists, and with arts providers in ways that improve school climate and performance (Burton, Horowitz, & Abeles, 1999).

MILE will build upon a collaborative professional development team model for music educators and classroom teachers that will 1) translate prior research in arts learning into “Music Plus Music Integration” practices; 2) promote music-integrated teaching; and 3) enhance language literacy, math skills, and positive factors in school climate through ‘music plus music-integrated’ learning. As MILE music teachers and classroom teachers engage in standards-based “music plus music integration” training together in teams, they will begin to develop the skills needed to build sustainable curricular models and assessment practices that can be shared with all schools throughout the OUSD.

A key factor in the MILE Music Learning Leadership professional development program will be achieved through significant time spent in yearly (a) extensive training sessions, (b) quarterly cluster

school workshops, and monthly planning and assessment workshops in each MILE school. The plan is devoted to ‘teaching for learning transfer’ practices across disciplines linked with standards-based musical skill instruction and assessment. As teachers demonstrate evidence of their understanding of the project, they will learn to use *MILE Digital Portfolio* systems (adapted from the Music-in-Education National Consortium Learning Laboratory School Network) as they master team documentation and evaluation processes related to all facets of music-integrated literacy and opera-focused curriculum development, student learning, professional development, and school climate improvement outcomes. Outside evaluators and researchers will provide guidance for collecting and analyzing statistical evidence of music learning and its relationship to academic achievement and social-emotional development.

By providing intensive training for MILE school teams at annual national institutes, quarterly school cluster conferences, and monthly full faculty meetings or professional development sessions in individual schools, this project will prepare 28 MILE Leadership Team members, plus 6-12 interns, to serve the faculty of all the MILE Leadership schools (approximately 96 classrooms in total; 32 classrooms in any given implementation year of the longitudinal cycles).

There are several significant advantages that the collaborative model of professional development promotes that compare favorably with the discipline-specific and isolationist programs of the past in OUSD schools. First, because the MILE professional development program is based on a collaborative leadership model of professional development, each school is assured a common experience and understanding of standards-based “music plus music integration” professional development outcomes and their translation into a school-wide mission of excellence and equity through opera-focused literacy. Second, because MILE is based on an action research model of professional development, the entire school is engaged continually in creating changes in curriculum design, teaching practices, and assessment systems as the project progresses through the dual, longitudinal cohort cycle (Phase 1: Grades K, 3; Phase Two: 1, 4; Phase 3: 2, 5). Third, because the MILE professional development program is supported by ongoing supervision from MIENC *Guided Practice Consultants* during the summer institutes and throughout the academic year, OUSD schools will be able ‘ramp up’ their capacity to establish and sustain MLL practic-

es that will eventually expand to include the whole faculty of each school as the longitudinal cycle progresses. Thus, diverse members of the MLL core team all become agents of change, guided carefully as they adapt ‘music plus music integration’ teaching and learning practices for the optimal effect on the whole school community.

Finally, because the success of the MLL program relies on engaging multiple roles from diverse leadership perspectives, its *replicability* will have been established already within and across the high poverty schools participating in the MLL Certificate Program. Thus, the remaining schools in the OUSD will have access to the principles and promising practices of the MLL schools should they decide to replicate the MLL professional development certificate program that values learning in and through music as a tool for whole-school improvement.

(c) Research in Schools Enhanced by External Partnerships.

Studies have shown that arts education partnerships play valuable roles in sustaining whole school reform (Horowitz, 2004). As a result, teachers became more sophisticated at working with music artists and coordinating their curriculum with artists leveraged through other partnerships (Horowitz, 2005). Partnerships also significantly impact arts partners. An evaluation by Dr. Larry Scripp (AEMDD DELTA Final Report 2007) examined the teaching artists’ perspectives on participation in CAPE partnerships that focused on early literacy skill development and the resulting social-emotional development issues in the context of arts residencies. Artists realized that they became more effective when they developed closer relationships with teachers and a better understanding of school literacy instructional methods.

The research-based MILE model is designed to improve student achievement by addressing the following goals: **(Complete Goals and objectives listed in Appendix C Project Goals and Objectives Chart)**

Project Goals: (1) To create cross-school partnerships (2) To view project development through the lens of two simultaneous longitudinal cohorts covering grades K-5 by the end of the project (3) To create common models of high-quality “music plus music integrated” curriculum (4) To improve teachers’ music and teaching-for-transfer instructional and assessment practices (5) To improve student achievement

in music and language arts literacy in the context of creating music-focused projects (6) To disseminate effective MILE “music plus music integration” practices to other schools.

The MILE project components will carry out the goals and objectives based on the MIENC institutions track record of developing, implementing, and publishing effective practices that demonstrate the ability to increase the capacity of teachers in laboratory music-in-education programs that address the needs of students in diverse urban communities (Scripp, Keppel, Wong 2007).

Program Component 1: The Music Learning Leadership Team Professional Development

For the MILE Project, OUSD and the MIENC (which includes the NEC Research Center and MuST as founding partners) will organize a series of Music Learning Leadership Institutes and workshop sessions for K-2nd and 3-5th grade teachers, music teachers, and external partners to cover the following topics: “music plus music integration” theory and practice, collaborative teacher planning processes, whole school Music Learning Leadership planning and curriculum mapping, and “teaching for transfer” approaches to instruction.

The MILE approach to professional development begins with small team training at MIENC’s Music Learning Leadership Institute (music-in-education.org/MLL), which includes extensive opportunities for all OUSD teachers to participate in (1) professional development exchanges with significant time for teachers to investigate case study models of music integrated literacy samples, as well as time to share their own work and their students’ work with each other; (2) literacy and opera-focused professional development for all teachers; and (3) a combination of knowledge (in music and in other core academic areas) necessary to plan a unified strategy for literacy improvement across the grade levels. During the planning year, project staff and MIENC national “guided practice consultants” will make visits to all participating schools between each professional development session. These visits will continue during the three implementation years, preparing participants for future sessions and reinforcing ideas previously presented.

Program Component 2: Music Integrated Literacy Units and Interventions

In the planning and piloting year, professional development for grade teachers will focus on standards-based, music-integrated curriculum units highly focused on concepts and skills held in common between language and music literacy skills (phonemic awareness, word segmentation, etc.) as defined in previous studies (Scripp & Reider, 2007; Scripp and Freed, 2007; Scripp, 2007). Special attention will be given to music integrated language literacy interventions for designated students at risk for early-literacy failure (word fluency through rhythm, singing sentences, substitute vowel singing exercises, etc.). Classroom and music teachers will also engage in collaborative teaching methods that combine the focus on music literacy and its reinforcement of language literacy skills as well having students learn listening, performing and songwriting skills for their opera and literacy residencies. In year two and three, the focus will be on early elementary teachers expanding the complexity of instruction and student work products, in order to ensure the continuity of the literacy curriculum as the longitudinal groups progress over time. In year four, teams of classroom and music teachers will participate in curriculum fairs and other presentations of MILE classroom early literacy music-integration practices and results from the project.

Program Component 3: Music, Social-Emotional Development and Social Understanding Interventions

Throughout the MILE Project, students will focus on the essential questions related to literacy and their social development and understanding. In these early elementary grades the focus will be mostly on integrated-music, early literacy activities and lessons that explore a curriculum of social-emotional development. The focus will be “social understanding through music learning processes” (excellence in listening, performing, improvisation and composition skills) linked with concepts of social-emotional development (leadership, self discipline, risk taking, respect for others, etc.) as primary objectives in early and middle elementary grade “music plus music integration” programs in OUSD schools. As MILE progresses across grade levels in both cohort cycles, many points of common focus between music integrated literacy and social understanding will emerge.

Program Component 4: Cumulative Program Development

Combining both literacy and social understanding components is the key focus of the professional development aspect of MILE. Thus the emphasis on early literacy skills (phonemic awareness, segmen-

tation, word fluency, diction, sentence-phrase structures, etc.) in early-grades interventions, combined with social-emotional processes, will evolve in later grades into reading comprehension related to historical and social studies units such as those that investigate relationships between music and social constructs (e.g., “jazz and democracy”), changes in moral development (e.g., “slavery and freedom in song”), or the role of character in music (e.g., a study of Beethoven’s Heroic Symphony number 3).

Program Component 5: Cumulative Action Research Documentation and Assessment Processes

Combining both literacy components is the key to action research. Focus guides and informs the professional development aspects of the MILE Project. The opera program is implemented as an ongoing year-long action research project. Multiple assessment instruments including open-ended questionnaires, surveys, objective tests, journaling, performance criteria, self-assessments, and reflections along with rubrics will be developed by the MILE teams to measure student involvement and success in opera-focused literacy learning throughout the academic year. Students are also tested on music literacy and composition knowledge, at the beginning and again at the end of the year. Student outcomes are evaluated both in the music curriculum and in the social studies curriculum using pre- and post-assessments to explicitly determine both academic achievement and arts learning. The team uses description, critique protocols, and reflection protocols to measure teacher professional growth and development. MIENC and MuST consultants, university faculty, and music education interns assist in collecting and analyzing the data obtained. Data are used to assess the specific types of learning that have taken place, to evaluate the efficacy of the present program, and to determine ways in which it can be improved for future implementation in the OUSD and at other schools around the nation.

(b) extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards of students.

By focusing on music integrated literacy and social understanding programs as a strategy for improving academic performance and school climate indicators in OUSD schools, the MILE Project will make a significant contribution to comprehensive, ongoing school reform within OUSD as a whole. The intent is for MILE schools to collaborate with one another to exchange ideas and work on strengthening each

school's academic and arts-integrated learning programs. Opportunities exist for the pooling of curricular, programmatic, and assessment structures throughout the project. All MILE schools will operate within a defined framework of capacity building and implementation dimensions that emphasize curriculum integration, collaboration, professional development, leadership, instructional effectiveness, and external resources.

The capacity of the MILE Project is enhanced by multiple models of professional development. Program development in music and arts integration will strengthen the MILE schools' ability to approach deeper and broader understandings of teaching and learning literacy skills as they are shared across disciplines and combined with music and social understanding units. MIENC brings to MILE a field-tested approach that emphasizes the development of 'learning laboratory cultures' in which classroom teachers and arts teachers, guided by national consultants, common curricular and assessment frameworks and rigorous standards of integration, can collaborate to develop integrated curricula based on arts and academic learning standards.

The collaborative planning approach, supported by the two external partners, is a form of professional experience that develops leadership and instructional effectiveness through collaboration. The MILE initiative will deepen OUSD's commitment to language arts learning standards in two major ways. 1) Long term co-planning among schools focused on music integrated literacy instruction and learning will generate new curricular models demonstrating the highest quality of rigor in exemplary arts-integrated instruction. 2) The extensive collaboration and action research built into the program will allow the MIENC to document the positive impacts of quality 'music plus music integration' programs on student academic achievement.

(c) extent that implementation and evaluation will result in information to guide possible replication of activities, strategies, including information about the effectiveness of the approach or strategies employed by this project

The MILE project has a clearly articulated plan for developing products, tools and publications that will disseminate the results of the program both during the initial development and implementation phase

of the project and after its conclusion (see description on pp 6 in the Significance section). Significant among these is the development of a system of music literacy skills assessments, aligned with parallel concepts in language literacy and social understanding, that will measure the relationship among music, literacy, and social studies. These measurements can be correlated in ways that will indicate how arts learning supports student academic achievement.

The assessment tools are included in the evaluation section of this proposal. At project’s end, they will be available to the OUSD and the entire MIENC network of schools for adaptation or replication. A professional development plan and teacher guide for use of these tools will be developed also as part of the final-year dissemination focus.

(d) extent to which the project builds capacity and results that extend beyond the period of assistance

The MILE Project will provide research-based examples of successfully implemented program structures, assessment tools, and school-improvement frameworks that can be replicated throughout a public school system that has already demonstrated the will and interest in music and arts integration strategies for enhancing language literacy teaching and learning.

This approach will be successful beyond the period of federal support because it will make possible the equitable dissemination among all schools in the district soon after the project is completed. Because MILE will be embedded in the existing relationships among schools, school leaders, external arts learning organizations, and because it will be based on collaborative action-research forms of professional development, sustaining school improvement and replicating successful practices across communities will be well matched to the size and needs of the district.

IV. Quality of Management Plan

(a) adequacy of management plan to achieve the objectives of the project on time and within budget, including clearly defined responsibilities, timelines and milestones for accomplishing project tasks.

Major Tasks	Years				Benchmarks for Accomplishing Tasks	Project Leadership Responsibilities
	1	2	3	4		
1. Music Learning Leadership Team Professional Development						

Music Learning Leadership professional development for MILE project teams	X	X	X	X	Evidence of high-quality music integrated language literacy and social understanding curriculum units, intervention strategies, and assessments	Project staff, school teams, local partner, and MIENC national guided practice consultants
Professional development extended to MILE whole school faculty through monthly meetings		X	X	X	Effective peer-professional development led by project participants; teacher action research and student work documentation	Lead teachers, teaching artists,
Professional development for MILE Cluster Schools (and remaining control group schools following the final academic year data collection)		X	X	X	Effective peer-professional development led by MILE project participants and formatted into MIENC digital portfolio system	Lead teachers, teaching artists, and OUSD staff
2. Music Integrated Literacy Units and Interventions						
3 Music Plus Music Integration curriculum units to be designed, piloted or implemented by both music and classroom teachers in their classes (grades K-5)	X	X	X	X	Planning meetings scheduled & conducted and curriculum & assessment frameworks developed and approved	School teams and project staff with MIENC guided action research consultants
- Longitudinal data collection focused on grades K and 4		X			Same as above	Same as above
- Longitudinal data collection focused on grades 1 and 3			X		Same as above	Same as above
- Longitudinal data collection focused on grades 2 and 5				X	Same as above	Same as above
Cross-school exhibition of student, teacher, and artist work		X	X	X	Exhibition reflects quality “music plus music integration” teaching & learning across schools	School teams, project staff, and students
Publications (print and online) documenting the impact of the project				X	Teacher, student, and artist products reviewed and disseminated	OUSD, MIENC and local arts partner staff
3. Music, Social-Emotional Development, & Social Understanding Units and Interventions						
3 Music Plus Music Integration Social Emotional and Social Understanding units to be designed, piloted and implemented by music teaching artists in collaboration with classroom and music teachers (grades K-5)	X	X	X	X	Planning meetings scheduled & conducted and curriculum & assessment frameworks developed and approved	School teams and project staff with MIENC guided action research consultants
- Longitudinal data collection focused on grades K and 4		X			Same as above	Same as above
- Longitudinal data collection focused on grades 1 and 3			X		Same as above	Same as above

- Longitudinal data collection focused on grades 2 and 5				X	Same as above	Same as above
Cross-school exhibition of student, teacher, and artist opera-based literacy residency work		X	X	X	Exhibition reflects quality “music plus music integration” teaching & learning across schools	School teams, project staff, and students
4. Cumulative Program Development Benchmarks						
K and 3 rd grade teams implement a combination of music and language integration units with opera-based literacy residencies and collects MILE HAL sample data from 9 randomly sample students per classroom		X	X	X	Participants maintain records and analyses of benchmarked goals as the project proceeds	School teams and project staff aid by MIENC guided action research consultants
-- adding 1 st and 4 th grades			X	X	Same as above	Same as above
-- adding 2 nd and 5 th grade				X	Same as above	Same as above
5. Cumulative Action Research Documentation and Assessment Process Outcomes						
K and 3 rd grade teams develop and monitor collaborative action-research based studies as they implement MILE project components		X	X	X	Participants maintain records and analyses of their successes for team review	School teams and project staff with MIENC guided action research consultants
-- adding 1 st and 4 th grades			X	X	Same as above	Same as above
-- adding 2 nd and 5 th grade				X	Same as above	Same as above
Assessment instruments in the arts and academic content areas refined and adapted	X	X	X	X	Assessment instruments are administered in project classrooms	Same as above
External evaluators present their approach and findings to the project schools	X	X	X	X	Timely program modifications are made based on findings	MIENC consultants and external evaluators

(b) extent to which time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objective of the project

OUSD and the local partners will build a strong collaborative team that will coordinate and manage the MILE Project. The MIENC will guide Music Learning Leadership Team training, testing, and action research documentation processes. The OUSD, along with MuST, will provide management support that will ensure rigorous implementation and coordinate the work of the evaluation team. The following chart illustrates the parallel management functions for all partner commitments.

MILE Project Design Team Representation:

- OUSD Project Co-Director: Fillmore Rydeen: (10% time); Ensures program integrity for all schools and, because of his music performance and music education background, can verify the validity of music integration from the district perspective.
- OUSD Project Coordinator and Assistant to the Project Director: (50% time); oversees district coordination, data access, and event coordination.
- Local Partnership Co-Director: Meg Madden, MuST (10% time); oversees arts learning services, early literacy music interventions, and opera residencies.
- MuST Local Partnership Project Coordinator: Hector Armienta (50% time); ensures coordination of action research objectives with grade level cohorts

MIENC Consultants:

- Dr. Larry Scripp, Principal Investigator, Music Learning Leadership Institute and Action Research Supervision, NEC Center for Music-in-Education; supervises Music;
- Anne Fennell: Music Integration and Literacy Consultant: (Vista Public Schools); Eric Swihart (OUSD); Marsh Guerrero, Principal, LA County Schools
- Classroom Teacher Music Integration and Social Understanding Specialists: Alyson Swihart, MuST; Dee Lundell, Minneapolis Public Schools;
- Music Specialist and Teaching Artist Consultants: Corey Sevett, Learning Through Music Consulting group, Minneapolis; Wes Watkins, OUSD documentation and music integration specialist; Hector Armiento, MuST; Tracy Welsh, world music consultant, MuST; Eric Swihart, OUSD
- Outside Evaluation Team: David Reider (Education by Design), Wes Watkins OUSD) and Dr. Scott Lipscomb (U of Minnesota, Music Education Department).

(c) adequacy of procedures of ensuring feedback and continuous improvement in the operation of the project

Based on OUSD's and its external partners' capacity in teaching teachers to document, critique and share their action research based professional development tasks, one of the MILE management team's

primary responsibilities will be to monitor and guide the feedback of the arts educators and classroom teachers in creating the curriculum and residency units of the program design. The management team's ongoing communication with program participants will include formal and informal dialogue, extensive data collection and formative feedback from the research and evaluation team. Formal reports will include analysis and summaries of surveys, interviews, professional development meetings and workshops. Informal communications will include information obtained from frequent site visits by program staff (8 visits per school per quarter), 4 cluster school meetings per year, and ongoing, online data collection (blogs, website development and e-mail discussions).

V. Quality of Project Evaluation

(a) extent the methods of evaluation include use of objective performance measures that are clearly related to the intended outcomes and will produce quantitative and qualitative data to the extent possible.

The MILE project research will investigate specific aspects of school partnerships, teacher development, and student achievement in the context of high-quality, music-integrated teaching and learning.

Evaluation Methodology & Design

The primary guiding question for the MILE Project is:

How can music integrated literacy and social understanding interventions help the Oakland Unified School District meet academic, arts learning, and school climate objectives in its high-poverty elementary schools?

Data will be collected around three areas of inquiry to support the investigation of the primary inquiry question: **(See Appendix D for a complete listing of benchmarks and outcome measures)**

1. How do site-based, music-integrated professional development programs and cross-school collaborations improve teachers' understanding and ability to use research-based music integration teaching strategies in conjunction with local and national external arts learning partnerships?

2. How does the implementation of the MILE Project affect teachers' content and process knowledge of "music plus music integration" literacy and social understanding units?

3. How will music-integrated teaching practices developed in the MILE Program enhance student achievement in music-integrated literacy and social-emotional concepts and skills?

Data Collection and Analysis: Evaluation will be a time-series, cross-sectional model, using mixed methods to assess teachers' and students' growth in the three inquiry areas. Comparisons will also be drawn between the randomly selected target group schools and six control-group schools that are not participating in the cross-school music-integrated curriculum collaboration. OUSD and their local and national partners are confident in their ability to implement this research plan based on previous experience in conducting cross-school research protocols for other projects. **(See Appendix E for complete listing of Strategies, Timeline for Data Collection and Sources)**

1. Application of research-based music integrated literacy and social-emotional development teaching strategies

2. Effect of the project on teacher arts content and social-emotional knowledge

3. How cross-school arts integrated curriculum development supports student learning and social-emotional development

School Selection: The MILE Project has developed a set of criteria-- including quantitative and qualitative measures of school capacity, circumstance, and environmental factors—in order to identify a list of schools from which the randomized selection of treatment schools and control group schools will be selected. Schools that meet the criteria will be invited to participate in the project. Of those schools interested in participating, 2 additional project schools will be randomly selected to participate in the project, and 3 schools will be identified in the district as control groups. Ten other control schools, precisely matched according to demographics and preliminary literacy assessments from OUSD, will be selected for broad dissemination workshops in the final year of the project.

Student Selection: The MILE project will use random selection procedures to determine which students are assessed comprehensively in each of the three implementation years of the project according to a cross-sectional longitudinal design. The longitudinal cohort of students will be chosen in the second year of the project from grades K and 3, and will be retested in the following two years of the project when they are in grades 1 and 4, and 2 and 5 respectively. The selection process will begin with a grouping of high (H), average (A), and low (L) performing students in language literacy assessments administered by the district, averaged with HAL ratings of social-emotional development according to the MuST Rubrics. Three students will be randomly selected from each pool of students thus establishing a HAL cohort for the next two years. Overall, the design will provide of a longitudinal cross-section profile of development and achievement in music and language literacy from grades K-5 over three years.

See Competitive Preference Priority for a detailed description.

Availability of Results & Outcomes: The MILE Project results will be made available annually each fall to the public via the project website (accessed through music-in-education.org). At the conclusion of MILE, the project team will create a printed publication that reveals the results of the project, including developmental portraits of the growth of teachers, students, and artists for the Journal for Music-in-Education. The project website will also include excellent examples of arts integrated curriculum presented in a digital portfolio format at www.music-in-education.org.

Principal Investigator and Evaluation Team: Dr. Larry Scripp, Professor of Theoretical Studies and Founding Director of the Center for Music-in-Education and the Research Center for Learning Through Music at New England Conservatory, will serve as principal investigator for overall program development, the MILE Music Learning Leadership Institutes, action research guidance, and data collection. Dr. Scripp has a long history and accumulative expertise in the field of arts learning evaluation and research, as well as doctoral and school research studies in the field of music learning and language literacy. He is also a teacher educator at the New England Conservatory and Harvard University, with scholarship in the areas of human development and pedagogy in music learning (see vita). Scott Lipscomb, Ph.D., Wesley Watkins, Ph.D., and David Reider, MIENC Program Evaluator for music education pro-

grams in schools, symphony orchestras and arts organizations, will investigate collaboratively the portion of the project addressing benchmark analysis and student achievement analysis in music in relation with other core academic areas. Randy Wong will be the digital portfolio analyst for the project. He has a depth of experience in designing, implementing, and evaluating learning through digital portfolios in a variety of public school settings (see vita).

(2) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

The MILE evaluation plan combines a time-series, cross-sectional model, with a control-group comparison group in order to provide periodic formative feedback to the progress of the initiative, as well as to gauge the effectiveness of the project. An important component of the MILE model is the process of providing ongoing feedback and documented evidence of teacher professional development growth throughout the project. Annual reports will provide periodic data on student progress in the arts and other content areas, and on teacher development through cross-school collaboration.

(3) The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings.

The findings of the research plan for the MILE Project will provide a deep and rich portrait of the role of within-school team collaboration and the leveraging of external partnerships for the purpose of a building the capacity for ‘music plus music integration’ literacy programs that can aid schools with high populations of students at risk for literacy and social-development failure. In addition, it will also provide evidence as to the arts’ impact on teacher and student understanding of the connections between music and language literacy skill learning processes and concepts. The format of the findings will be geared towards educators, rather than researchers, and will include accessible, multi-media documentation of program participants through the MILE digital portfolio system. Of equal importance, the reports will include relevant quantitative and qualitative evidence for the extent to which ‘music plus music integration’ strategies can enhance literacy and learning in high-poverty, low-performing schools.

ⁱ Rabkin, N. & Redmond, R. (2004) *Putting the Arts in the Picture: Reframing Education in the 21st Century*, Columbia College Chicago.

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ⁱⁱ Scripp, L. and Reider, D. (2007). New ventures in Integrated Teaching and learning: working toward a model of general symbolic literacy based on the growing understanding of fundamental literacy skills shared between music and language in grades K-2. In Scripp, L., Keppel, P. & Wong, R.(Eds.), *Journal for Music-in-Education*. Boston, MA: New England Conservatory. Online version accessed at: <http://music-in-education.org/journal/newventures.pdf>

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