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## **Introduction**

*The vision of practice that underlies the nation's reform agenda requires most teachers to rethink their own practice, to construct new classroom roles and expectations about student outcomes, and to teach in ways they have never taught before. (Darling-Hammond & McLaughlin, 1995).*

This is a critical time for education nationally as we have accepted our responsibility to ensure that every child, in every school is learning every day. Common Core State Standards (CCSS) calls for teachers to design curriculum and provide opportunities for students to apply and demonstrate their understanding of English language arts and math knowledge in science, history, social studies and across the curriculum. Today's teachers are unevenly prepared to meet these demands.

Arts integration programs are aptly poised for the transition away from "follow-the-leader" pacing guide instruction to innovative, student-centered learning experiences. Performance-based assessments, a foundation of arts integration programs, are fast becoming the preferred method of documenting student learning and achievement. Arts integration programs prepare teachers to engage students directly in their learning, build higher-order thinking capacities, and develop skills that students will need to be successful in the 21<sup>st</sup> century with communication, creativity, collaboration and critical thinking skills.

Our project directly addresses this need for changes in teacher practice by supporting the transformation of the teacher to become an instructional designer, prepared with teaching strategies that engage all students and make their learning visible. Teachers become more responsive, student-centered and culturally competent. The Integrated Learning Specialist Program (ILSP) is the name of the arts integration professional development program for

teachers developed by the Alameda County Office of Education (ACOE). ILSP is based on the frameworks of the Harvard Graduate School of Education Project Zero research teams (*Studio Habits of the Mind; Teaching for Understanding* and *Making Learning Visible*). A complete description of the program begins on page 15.

Our proposal addresses two competitive priorities:

### **Priority 1--Turning Around Persistently Lowest-Achieving Schools**

*STTArts* is designed to provide services at two middle schools in Oakland CA. Alliance and Elmhurst have been in School Improvement since 2005. In 2012 both schools were identified as transformation schools by the USDOE Office of School Turnaround. Both schools are listed on the USDOE website at <http://www2.ed.gov/programs/sif/index.html>. Specific information on academic proficiencies of students and overall Academic Performance Index (API) for schools with comparison data is presented in the Needs Section starting on page 4.

### **Priority 2--Technology**

We propose to enhance and expand the project through the integration of technology. KQED is a leader in public media and provider of high-quality educational resources. KQED arts education provides digital media resources for teaching and learning in the classroom as well as professional development content for educators who want to use media as a teaching tool. As a partner in this project, they will provide expertise and support as ILSP faculty and school-site teachers develop their skills and confidence for using technology as a vital part of classroom instruction. ILSP faculty will enhance their courses by incorporating digital media, demonstrating the use of digital tools and providing increased access to materials through online, cloud-based learning systems. The use of Digital Portfolios will enable teachers to document their classroom applications of coursework in arts integration strategies and performance-based

assessments. Teachers will create their own blended learning lessons as part of their development of arts integrated units and curriculum for students.

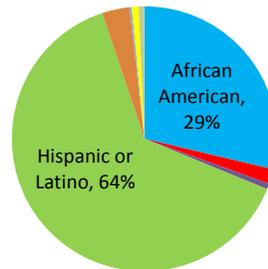
**(1) Need for Project**

*STTArts* will provide services to extremely high-need middle school students in one of the highest crime neighborhoods in the country. School leadership and teachers at Alliance and Elmhurst are eager to participate in our program as it addresses both teachers’ needs for reaching the student, and the students’ needs for being taught in ways that are supportive of their learning styles, building 21<sup>st</sup> Century Skills.

Elmhurst and Alliance are located on the same school campus in one of the deadliest neighborhoods in Oakland, one of the highest crime cities in CA. The murder rate in the neighborhood surrounding the school is twice the national average and the risk of robbery is more than four times the national average. Less than 5% of adults in this neighborhood have graduated from college and 48% have not graduated from high school. Fifty-five percent of the population speaks languages other than

English in their homes and more than 30% of the families are living below the Federal poverty level. Descriptive neighborhood data (FactFinder2, 2014) confirms that the youth attending Elmhurst and Alliance are among the highest needs youth in the country.

**Alliance and Elmhurst Combined Student Body**

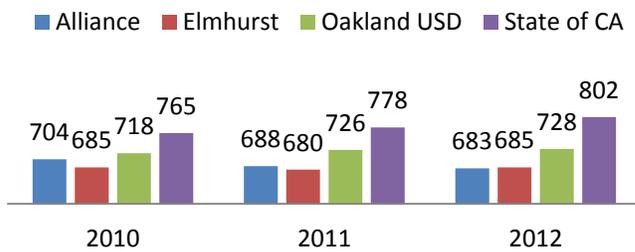


Youth at Alliance and Elmhurst are primarily Hispanic/Latino (Alliance 70%; Elmhurst 57%) or African American (Alliance 21%; Elmhurst 36%). Almost all of youth are eligible for Free

and Reduced Lunch (Alliance 75%; Elmhurst 100%). Poverty in both schools exceeds the county average of 44% and the state average of 58% for Free and Reduced Lunch.

Both schools are in Program Improvement and are identified as transformation schools under the US Department of Education Office of School Turnaround. Supplemental funding that had been provided through SIG grants will not be available to the schools in 2015-16.

**Academic Performance Index  
2010 to 2012**

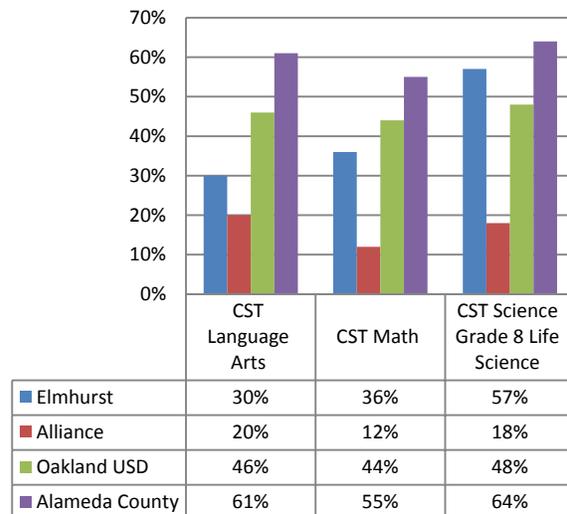


The Academic Performance Index (API) is a single number, ranging from a low of 200 to a high of 1000, based on the results of CA statewide assessments. Its purpose is to measure the academic performance and

improvement of schools. California has set 800 as the API target for all schools to meet. Both Alliance and Elmhurst fall below the state target and are lower than the average of all schools in Oakland Unified School District. Over the past 3 years, API for Elmhurst has remained constant (range 680-685) and has decreased for Alliance (704 to 683).

Student proficiency on standardized assessments continues to support the high need for the support provided by *STTArts*. The chart at the right provides specific data that illustrates how far below proficiency

**% Proficient and Above**



youth are at Alliance and Elmhurst. The need is especially keen at Alliance where more than 80% of the youth are below proficient in English Language Arts, math and science.

Multiple rigorous studies provide evidence that arts integration increases student achievement among high need youth from low socioeconomic backgrounds (Catterall, Dumais, & Hampden-Thompson, 2012) (Upitis & Smithrim, 2003). Information provided by the National Assessment of Educational Progress reveals that students at Bates Middle School, a widely studied school (Catterall, Dumais, & Hampden-Thompson, 2012), increased proficiency in reading almost twelve times faster than state averages and four times faster in math. Bates Middle School credits this increase to the arts integration efforts, job-embedded professional development, differentiated arts instruction and increased focus on critical thinking skills. Our project builds on this strong evidence and expects to further advance research on the impact of arts integration on student achievement.

The process of implementing this project will stabilize the pedagogy school-wide as teachers link their own creativity with the cognitive demands of developing learning experiences that directly address the needs and interests of the youth in their classrooms, enabling to deepen their own stories in the world through the lens of learning in the classroom. A chain reaction occurs as the teachers' professional development is linked to student outcomes, classroom climate and the organization of the school. Learning is continuous and iterative for teachers, students and administrators.

As happens with many schools with dips in scores on standardized academic performance measures, the arts are moved out of the daily curriculum into afterschool or extended day programs. School day classes that were taught by credentialed art teachers are replaced with electives focused on providing additional support language and math, often by a tutor or

educational specialist. This was the fate of both Alliance and Elmhurst. As they moved into Program Improvement, the course offerings in the visual and performing arts declined to the point where the arts are now taught through contracted services with local art organizations, primarily through the extended day program (drama, drumming and string instruments).

Students have limited access to art instruction and art experiences. In fact, the entire local community of students, their families, teachers and administrators lack regular infusions of artistic inspiration and participation in events centered on the arts. This is both a gap and a weakness that will be filled by the teachers as they implement arts integrated instruction.

Art consultants, part-time art teachers, afterschool instructors and community partners will be included in the *STTArts* project. Special attention will be given to training teachers and art partners in performance-based assessment as this is an area of particular need. Significant effort will be made to include local art partners in the full program of coaching, classroom observation, collaborative planning and professional learning communities.

Neither Alliance nor Elmhurst have functioning art education school plans and neither school currently aligns the few art electives they have with state or national standards. One of the goals of this project is to work with the school leadership and site councils to develop, adopt and implement an arts education school plan that includes common goals, plan for strategic implementation and budget. We anticipate having school arts education plans in place by year 2 of the project. State and national standards will be incorporated into the professional development for school day teachers, extended day staff and community art partners. The alignment of the arts standards with CCSS will be included in the ILSP courses for all participants. Students will be assessed in art skills, whether instruction is during the school day, the extended day or through community art providers. The lack of attention to state/national

standards reveals the general tenor of the schools' lack of focus on the arts. This will change as content teachers design and implement arts integrated curriculum.

*STTArts* includes a component that opens the art experiences of the schools to the families and community through an annual community gathering. These gatherings will extend the spirit of change into the neighborhood. The first gathering (Summer 2015) will serve as the kick-off for the project services. Families will have the opportunity to learn about the infusion of arts into the school and extended day programs. Students will have the opportunity to learn about their choices for engagement with the arts. Local community art partners will be encouraged to contribute to changes in the physical environment of the school campus with the addition of public art.

*STTArts* will demonstrate the potential for high quality arts integration to transform education in high need urban schools, and develop a replicable professional development model for teachers that can be replicated nationally.

## **(2) Significance**

### History and Development of Expertise

ACOE has a long history of successfully learning from our own research that builds on work funded by the USDOE continuously since 2003. The Harvard Graduate School of Education and Project Zero have been instrumental in ACOE's development of an arts integration professional development model, the Integrated Learning Specialist Program. As a partner in the Studio Thinking Project, ACOE staff and arts educators helped to identify what is taught, what is learned and how teachers make decisions in designing learning experiences in quality arts classrooms. The Eight Studio Habits of Mind were piloted by current ILSP faculty at schools in Alameda County. What resulted provided the missing link between the artist and the teacher by

identifying a common language that would become *Studio Thinking: The Real Benefits of Visual Arts Education* (Hetland, Winner, & Veenema, 2007).

Through *The Visual Arts Learning for Understanding Education in Schools* Project, funded by a 2003 USDOE Art Education Professional Development, we developed a standards-based model of professional development that fostered a sustained, systemic culture of teaching and learning. Studio Habits of Mind and Teaching for Understanding, both frameworks developed by our partners at Project Zero, were the basis for the design of arts integrated professional development applied in low performing schools in Alameda County. We brought these frameworks out of the realm of research and translated them into learning experiences that have a profound effect on the instructional practice of teachers.

Funding from the 2006 USDOE Art Education Professional Development grant titled *Systemic Professional Replication of Education in the Arts Dissemination* project supported the expansion of intentional arts integrated professional development using research based frameworks to include six universities/colleges, six local art providers and ten schools in the Oakland Unified School District. Continued collaboration with Project Zero added Making Learning Visible as a framework for documenting individual and group learning.

The next two USDOE Art Education Professional Development grants (2009-2015) focused on Teacher Action Research (TARI) and collected information explicitly linking arts integration to issues of equity and cultural responsiveness. The grants also expanded our efforts from elementary into middle school with a focus on science and arts integration. Each step was informed by the research from previous steps as our process of ongoing evaluation led to continuous change and improvement. Teacher inquiry and action research, a coaching component and professional learning communities were added. A rubric, the Measurement of

Teacher Effectiveness (MTE), was developed to gather data on the teachers' knowledge of art integration, use of performance assessment, research-based thinking frames, creative inquiry and action research and teacher leadership in professional learning communities. The MTE has evolved into a tool used to document changes in instruction through classroom observation. External evaluation of teacher effectiveness in TARI using the MTE has demonstrated statistically significant improvements in teacher knowledge and use of the arts, in order to improve teacher effectiveness.

The ILSP was created in 2009, and is an outgrowth of what was learned from practice in multiple, sequential, USDOE Professional Development in Arts Education projects described above. Dr. Julia Marshall was the founding architect of ILSP. She provided the design and development expertise to the program incorporating research-based thinking frames, high quality arts learning, performance assessments and culturally responsive teaching strategies into three core courses. The establishment of the ILSP made possible the transition from a school by school, district by district approach, to an in-depth professional development model that builds leadership capacity for school and district site-based professional learning communities. The program consists of three thirty hour courses: Course A: Arts Integration Resources and Strategies, Course B: Performance Based Assessment, and Course C: Collaborative Curriculum Design. The program is currently under expansion to Contra Costa, San Francisco, Marin and Solano Counties. Recent demand is due to the recognition by county and district leaders that the ILSP provides strategies for the next generation of teaching, learning and assessment systems necessary for successful implementation of the Common Core Standards and Smarter Balanced Assessments. ILSP has grown to include 8 teaching artists as faculty and has served more than 370 participants from thirteen Alameda County school districts, fifteen other CA counties and

four states. We are now following and documenting changes in practice to teachers in non-art content areas and the impact of arts integration across disciplines.

Our proposal addresses the absolute priority to improve teacher effectiveness and student achievement through the enhancement, expansion and evaluation of the ILSP. We propose to enhance and expand the ILSP through the integration of high quality learning technologies that will incorporate digital learning resources into ILSP coursework, and create blended learning components where teachers will document their classroom applications of course work in arts integration and performance assessments. In addition, ILSP faculty, teachers and students will all develop skills in creating new media.

This *STTArts* project will provide us the opportunity to work with external evaluators to refine the MTE, and apply it in two ways. The MTE will be the foundation for an improved evaluation tool to capture better data on improving teacher effectiveness through ILSP coursework. It will also be the foundation for our evaluators to develop a refined rubric to support coaches' observations, and document the impact of coursework on sustained improvements in teacher practice in years 3 and 4.

#### Advancing the Work through the Integrated Learning Framework

This project extends and enhances our work into its next generation by carefully examining the impact of integrated arts on classrooms implementing CCSS, refining the MTE rubric to increase the effectiveness of coaching, and expanding access through the use of technology.

We find that teaching integrated learning pedagogy helps teachers clearly understand how to meet the cognitive demand of Common Core State Standards and Performance Assessments. When teachers are able to organize their teaching through a thinking frame like Studio Habits of Mind, they have a language to use that accelerates the pathways of critical thinking skills. Studio

Habits of Mind focus on the qualities that a learner needs in order to make meaning of a concept or idea. The habits are, in no particular order: Observation, Reflection, Express, Stretch and Explore, Envision, Understand “Art” World, Engage and Persist, and Develop Craft. These habits have been proven to be effective in all disciplines, therefore used as a primary tool in integrated teaching and learning.

We have been piloting the Integrated Learning Framework (ILF) developed by Julia Marshall Ph.D., Co-Principal Investigator on this project, for the past year. We expect that funding from this project will support the development of a new framework for arts integrated professional development programs, in order to transition from the simple integration of the arts with one or more content areas to trans-disciplinary, project based learning that reflects real-world challenges.

ILF delineates key components of a trans-disciplinary pedagogical model intended to foster integrated learning. Integrated learning crosses disciplinary boundaries and connects knowledge and ideas to generate deep, meaningful, holistic understandings of academic content and its relationship to the learner and the world. At the core of integrated learning is creative inquiry, which thrives in the spaces between disciplines and draws on multiple disciplinary practices, particularly those of the arts. ILF, therefore, promotes a creative inquiry-based approach to teaching and learning modeled on contemporary practices in the arts, the natural sciences, the social sciences, and the humanities. Its fundamental principle is that meaningful learning and deep understandings are generated through creative play, investigation and creation.

ILF will be useful to educators of all subject areas who want to foster significant meaningful and integrated learning and understanding. ILF is grounded in the theory, philosophy, and practices of Teaching for Understanding, utilizing the Teaching for Understanding Framework

vocabulary, structures and models. ILF provides additional scaffolding to support the development of creative, hybrid teaching and learning practices that foster integrated learning. This new framework outlines integrated habits of mind for teachers and learners, provides guiding templates for teaching and curriculum development and will lead us to the next innovation in integrated arts education.

#### Dissemination of Research and Resources

A proven model that has been replicated in schools throughout Northern CA, ILSP shows strong promise for expansion statewide. The model will become stronger and more completely documented through this proposed project. We are at a moment in our history where we have a window of opportunity to increase effectiveness, expand and create systemic change not only statewide but nationally. The results of this project are significant in that they are the next steps in integration of arts with CCSS and increased outreach through technology. The curriculum designed will contribute significantly to the national conversation on CCSS implementation and be made available as open educational resources

Dissemination of learning from this project will be comprehensive and continue to advance research that support arts and arts integration. As described throughout this proposal, ACOE is a consummate advocate for the arts and arts integration. Our work has been documented in *An Unfinished Canvas: Professional Development in the Arts*, (Guha, Kim, Woodworth, Park, & Malin, 2008) *Revitalizing Arts Education Through Community-Wide Coordination* (Bodily, Augustine, & Zakaras, 2008), *Artful Teaching: Integrating the Arts for Understanding Across the curriculum K-8* (Donahue & Stuart, 2010) and *Reinvesting in Arts Education* (President's Committee on the Arts and the Humanities, 2011).

A variety of means and methods will be used to disseminate materials, information and products to expand, enhance and improve arts and arts integrated education. All products will be made available as open education resources and will be available through the websites [www.artiseducation.com](http://www.artiseducation.com) and [www.acoe.org](http://www.acoe.org). In addition, products will be available through an ACOE link in the art and music resource page of the website [www.commoncoreconversation.com](http://www.commoncoreconversation.com) and the KQED education portal. Products will include: a) grade level and content specific learning experiences and curriculum designs that will be educator-friendly and able to be adapted to a wide variety of classrooms; b) field-tested assessments that address multiple learning styles and provide for diversity of expression of student performance; c) templates for curriculum design that can be incorporated into site-based professional development by teacher-leaders; d) crosswalk charts and graphics that present alignment of arts standards and CCSS and support trans-disciplinary curriculum development; e) videos of classroom teachers, teaching artists and students engaged in learning experiences that reflect the best of integrated learning.

ILSP faculty and participants will share their work at regional, national and international conferences including Inventing Our Future Institute, Project Zero, KIDsmART, CA County Superintendents' Educational Services Association, ASCD, CA Association for Bilingual Education, National Art Education Association and as speakers at nationally recognized museums. As a county office of education, ACOE has strong outreach and influence among district superintendents and curriculum coordinators through the regular meetings of the Superintendents' Council and the Curriculum Council. These are opportunities for ILSP faculty and project staff to present results and provide guidance for implementation at schools throughout Alameda County and the greater Bay Area region. In addition, our research and

evaluation team has a long history of publishing its work in top journals and professional outlets – including AEMDD-related work such as Catterall & Pepler, 2014.

### **(3) Quality of the Project Design**

#### Description of Integrated Learning Specialist Program

*STArts* is built on the best research on arts integration programs plus ten years of practical experience and research by ACOE. Many arts integration programs are built on a model that brings teaching artists or local arts organizations into the classroom to collaborate with content teachers. The effectiveness of the integration varies depending on the relationship between the teaching artist and the content teacher, the consistent availability of the teaching artist or local arts group as well as the amount of collaborative planning time (DeMoss & Morris, 2007). In addition, the teaching artist as “guest” in the school limits the sustainability of the arts integration throughout the school (Rabkin & Redmond, 2004).

ILSP is built on a holistic framework that embraces links, rather than division, between the academic disciplines and between various subjective and objective epistemologies and methods of inquiry (Gnanakan, 2011). ILSP takes teachers on an experiential journey that transforms their personal identity as teacher, ignites their creative abilities and helps them build a framework for understanding. One teacher who experienced ILSP puts it this way: *“I have been deeply impacted by this program on both personal and professional levels. Thank you for helping me to elevate my professional practice and explore my own personal artistic interests.”* (Teacher, ILSP Course C, 2013).

ILSP offers a series of three courses plus electives that build leadership capacity for teachers, effects shifts in thinking and changes individual teacher practice. ILSP supports teachers in the transition to CCSS by giving them strategies, tools and resources to adapt current curriculum to

CCSS as well as developing teacher understanding of formative and summative performance assessment design across disciplines. Participants gain practical knowledge and research-based tools to implement culturally relevant curriculum, differentiate instruction and make student learning visible.

Last year, Maya Lin Public Elementary School sent their entire staff through the ILSP program. Teachers are now writing their own curriculum using the Teaching For Understanding framework and having increased results of students learning outcomes that show how students are building qualities of the mind that improve their ability to analyze, construct, interpret, critique, create, etc. Students can be overheard using the Studio Habits of Minds to understand their thinking. Recently, a class of 4th graders were so engaged in a critique process of their art work that they elected to skip their recess. We can confidently say that this is one of the strongest statements a class of students can make for the case of engaged learning.

We have seen the great impact of ILSP on staff culture: *“When there is a positive and collaborative culture among the staff in a school, it turns the work of addressing the equity gap into a group effort rather than a hurdle that we must overcome alone in our own isolated classrooms. This kind of culture that values and depends on group efforts is a natural byproduct of arts integrated curriculum planning which cultivates the collaborative skills we can leverage in the classroom to achieve greater equity.”* (Teacher, Berkeley High School, 2012)

The following are descriptions of the courses that will be provided to all project educators. ILSP offers a series of three core courses and additional elective learning workshops for a combined total of 120 hours of instruction.

- Course A is entitled: *Strategies and Resources for Arts Integration*. The course objectives include: 1) An introduction to four essential teaching frameworks: Teaching for

Understanding, Studio Habits of Mind, Culturally Relevant Pedagogy, and Making Learning Visible. 2) Helping teachers to mine and connect academic common core content, ideas and methods with contemporary arts based strategies for thinking and learning. 3) To use and apply analytic tools, creative strategies, and performing and visual arts to develop the depth of knowledge needed for problem solving and inquiry based learning around today complex world issues.

- Course B is entitled: *Ongoing Assessment Strategies and Applications*. The course objectives include: 1) Demonstration and practice on how to implement a variety of culturally responsive ongoing assessment tools and strategies such as: portfolios, rubrics, Studio Habits of Mind, thinking routines, and documentation to adjust instruction and measure learning in the classroom. 2) Flexibly using protocols and thinking routines, rubrics, process journals and other tools to provide evidence of student process and learning. 3) Developing and implementing an assessment plan incorporating at least two of the strategies covered and report/present findings to the group.
- Course C is entitled: *Collaborative Curriculum Design*. The objectives include: 1) Use and practice the Teaching for Understanding framework, the Studio Thinking Framework, and documentation to design culturally responsive curriculum and assess student learning. 2) Developing engaging, rigorous, and culturally responsive arts integrated units that allow students to think deeply and show knowledge of subject matter content. 3) Learn to align performance tasks and outcomes with ongoing assessments, adjusting teaching strategies as needed in order to meet the needs of diverse learners.

### Project Goals, Objectives, Activities and Evidence of Promise

Goals for this project are clustered around expansion of ILSP, teachers' instructional practice, and students' learning. ILSP believes that by providing an intensive, high-quality professional development program that includes multiple courses, personalized coaching, collaborative planning, professional learning communities and communities of practice, we will change the school culture, stabilize the instructional pedagogy and increase student achievement.

### **GOAL 1: Improved Teacher Effectiveness**

Objectives:

- To increase teacher skills, confidence and competency about integrating arts-centered inquiry and instruction, that is fully aligned to state and national arts standards into content area by 75% as measured by pre and post assessments, surveys, classroom observations and the Measure of Teacher Effectiveness
- To increase teachers abilities to develop and increase frequency of performance-based assessments (individually and collaboratively) in ELA, math and science by 75% as measured by pre and post assessments, surveys, classroom observation and the Measure of Teacher Effectiveness
- To increase teachers skills and use of technologies in curriculum design, instruction and assessment by 75% as measured by pre and post assessments, surveys, and classroom observation

Activities and Evidence of Promise: In year 1, teachers will receive introductory classes in arts integration, and participate in the planning process to provide input. In year 2, all teachers at Alliance and Elmhurst middle schools will take all three core courses in the ILSP, and begin to apply what they learn in classrooms. In years 3 and 4 Alliance and Elmhurst teachers will fully implement arts integrated, project based units, and receive job embedded coaching and

professional development. Teachers will document their work online and participate in both online and face to face reflection in professional learning communities

Teachers need to feel confident and competent if they are to be motivated to successfully implement innovative strategies and new curriculum. ILSP faculty understands that the teachers' self-efficacy and self-image relating to creativity influences their use of arts in their classrooms (Oreck, 2004). Courses begin with a focus on the teacher as a person and continually reframe the teacher's role as one of the artist in their studio (classroom). This strategy builds the autonomy of the teacher from within and fosters their unique creative spirit of innovation in developing learning experiences. As one teacher recounts: *"I felt that the course really moved me, as a person, educator, artist, social advocate, to look deeply at myself so that I can be authentic and an example to my students so I can also lead them in the same process."* (Teacher, ILSP Course A, 2013)

Professional development will be provided for all teachers at Alliance and Elmhurst middle schools through three mandatory ILSP courses of thirty hours each throughout year two of the project. Thirty hours of elective courses will be offered throughout years three and four. Examples of electives include experiential arts classes in printmaking, portraiture, drama, dance and music.

Coaching has been defined as the art of identifying and developing a person's strengths (Kise, 2006). Senior ILSP faculty will provide coaching to teachers, arts consultants, afterschool staff and community art providers from Alliance and Elmhurst Middle Schools, as a means to further embed ILSP strategies into sustained teacher practice. Coaching provides educators with a direct pathway through a process of evolution that will guide them as they transform their teaching and change the outcomes in student achievement (Montgomery, Otto, & Hull, 2007). Multiple

studies have shown that coaching increases teacher confidence and comfort with experimenting with innovative teaching strategies and improving self-perception (Wilcox, Bridges, & Montgomery, 2010).

*STTArts* includes a strong coaching component that brings educators and coaches together for input and planning during year one, builds knowledge and common language through ILSP coursework and curriculum design in year two, and deepens their relationship through ongoing embedded planning, assessment and professional development in years three and four. Through their relationship with the coaches, teachers increase their leadership roles as agents of change in their schools. ILSP senior faculty will be dedicated to the *STTArts* project for all four years. They are highly experienced teaching artists who understand the needs of the middle school classroom and have strong connections to the local arts communities. As coaches, they will meet with educators bi-monthly and will connect both individually and through group/grade level sessions. Over the course of the four years of the project, all educators at Alliance and Elmhurst will participate in a minimum of 40 hours of personal coaching.

In addition to participation in ILSP coursework and coaching, educators at both schools will participate in monthly Professional Learning Communities (PLC) and collaborative planning. PLCs have been demonstrated to support changes in habits for teachers, make teachers more student-centered and engage teachers in continuous learning (Vescio, Ross, & Adams, 2008) (Little, 2003). Both PLCs and collaborative planning will be embedded in the school day as part of the regular routine. The small group size of teachers at grade levels supports the capacity of the PLC and collaborative planning time to have significant impact on instructional practice. Educators will participate in PLCs for a minimum of 40 hours (2 hours per month per academic calendar) for years two, three and four of the project. In addition, collaborative planning time

will be built into the school day schedule for all four years of the project. Reflection and the development of metacognitive skills is an essential factor in sustaining the transformation of the teacher's identity as a designer and continued practice of trans-disciplinary instructional integration. ILSP faculty/coaches will utilize Digital Portfolios and Communities of Practice as a vehicle for supporting the development of these skills. As teachers build their Digital Portfolios, they will record their thoughts, reactions and reflections about each lesson that they taught in their classrooms and each session of coaching, PLC and collaborative planning. Digital Portfolios are easily accessible to teachers on multiple devices. As teachers re-read their reflections, engage in collegial conversation with colleagues and ILSP faculty/coaches, they will begin to identify patterns of change and increase their understanding of how their practice in the classroom determines outcomes with students.

## **GOAL 2: Increased Student Achievement**

Objectives:

- To increase student achievement in math, English Language Arts and science by 10% as measured by the SBAC math and ELA tests and the state science tests (N.B. As SBAC is a new assessment it is difficult to gauge potential for increase as no baseline is possible since SBAC is currently in field testing. We will re-evaluate this objective once testing data is available for the schools.)
- To increase students engagement by 80% as measured by established psychometric tests of cognitive engagement and classroom observations
- To increase student cross-disciplinary thinking and learning by 80% as measured by Assessment of Student Thinking Dispositions

- To increase student learning in the arts by 80% as measured by state/national art standards, pre-post assessments (based on Catterall and Peppler, 2009)
- To increase students' self-efficacy by 80% as measured by established psychometric tests of self-efficacy and classroom observations
- To increase students' creative problem solving skills and motivation by 80% as measured by Next Generation Creativity Survey v4 from the Centers for Research on Creativity
- To increase student participation in visual and performing art classes and experiences by 40% as measured by school records.

Activities and Evidence of Promise:

In year 1, students will be involved in the launch of a four year engagement with community arts providers in school wide and after school learning experiences. In year 2 students will begin to integrate arts into math, ELA and other content areas as teachers begin to apply what they are learning in ILSP coursework. In years 3 and 4, students will benefit from the full implementation of arts integrated, project based learning. They will benefit from additional standards based arts electives and after school programs. They will document their learning in digital portfolios, connect flexibly with other classrooms and schools through learning technologies, create digital portfolios, and participate in performance based assessments to demonstrate standards based arts learning in the arts and other content areas. Students will benefit as their teachers collaborate with colleagues, and are able to offer students the opportunity to connect with peers around the globe investigating similar topics.

Currently, courses in the arts are primarily provided during the afterschool or extended day hours. A school-wide arts education plan will be developed during year one of the grant and arts courses will be added to the school program during years two, three and four. As educators

improve their skills at the integration of arts into their specific content areas and increase the frequency of performance based assessments, alignment to national and state art standards will become more meaningful guides.

In joining this project, Alliance and Elmhurst are making a commitment to shape a vision for their school community that includes arts as a central vehicle for transforming teachers' instructional practice and increasing student achievement. School leaders have been listening to their teachers and are committed to job-embedded, relevant professional development that helps them develop CCSS aligned lessons that engage students and increase student outcomes. By creating a climate of collaboration and leadership, teachers will have the autonomy to implement innovative units designed through the ILSP, that are increasingly relevant and engaging for students.

### **GOAL 3: ILSP Expansion and Enhancement**

Objectives:

- To enhance ILSP courses through deeper alignment with CCSS, state/national arts standards and the Integrated Learning Framework as measured by the quantity and quality of the curriculum designed and integrated into ILSP courses
- To enhance ILSP courses through blended learning, digital portfolios, communities of practice and expanded access to resources online as measured by the participation in quantity and quality and of blended learning courses, digital portfolios and communities of practice
- To validate the Measure of Teacher Effectiveness (MTE rubric) as a robust tool for assessing improvements in teacher practice

Activities and Evidence of Promise: Year 1 will be a planning year where ILSP faculty/coaches will work in depth with Dr. Julia Marshall to cross walk state and national arts standards with CCSS, and the Integrated Learning Framework. Staff from KQED's arts and education program will work with the Professional Development Team to integrate new learning technologies into the ILSP, and to create blended learning modules that will provide opportunities for teacher reflection, practice and digital learning. Evaluators will work with the Co-Principal Investigators to refine the MTE as an observation rubric and as a base for an improved ILSP coursework evaluation. In year 2, the revised MTE will be applied as an evaluation of coursework and blended learning experiences. In years 3 and 4, the MTE rubric will capture data on how teachers are applying ILSP strategies in their curriculum design, their instruction and their assessments. Data from observations by faculty/coaches and the evaluation team will inform revisions and refinements in ILSP courses that can be disseminated.

ILSP is a model built on strong evidence and continues to evolve in response to new research and innovative educational theories. The foundation of Studio Habits of Mind to name core skills and dispositions, taught and learned in the arts, aligns to CCSS in ELA and math. Teaching for Understanding provides the nexus for integration for teaching and learning across the curriculum, and establishes a shared framework for depth of knowledge across the disciplines. The Integrated Learning Framework provides an important new lens for looking beyond the integration of the arts with one or more content areas, to a trans-disciplinary, project based approach where common core standards in math and ELA, are aligned with the Studio Habits of Mind and state and national arts standards to capture the capacities of students to collaborate, communicate, analyze and create. The professional development team will work in collaboration with KQED, a leader in public broadcasting, to develop curriculum that translate

the complex interplay of digital media, CCSS and arts integrations that open classroom doors to the vast knowledge of the world, and to new communities of practice.

Project Timeline	
Date	Description of Activities
Sept to Dec 2014	Establish Planning and Implementation Team, management structure and convene meetings Plan for teacher and community input Refine evaluation plan Collect baseline data If needed, hire staff
Jan to May 2015	Train ILSP faculty in CCSS and KQED/Technology Develop ILSP units/lessons related to technology/CCSS Team meetings Louise Music
June to Aug 2015	Review year one progress and make adjustments Collect data School/Community Kick Off Event/Public Art Focus Team meetings
Sept 2015 to Jan 2016	ILSP Course A - 15 weeks (2 hour weekly sessions) Blended Learning for Teachers Site Based PLC Meetings with coaches (2 hours; 1x month) Individual meetings teacher and coach (2 hours per month)

	Team meetings
Feb to May 2016	<p>ILSP Course B- 15 weeks (2 hour weekly sessions)</p> <p>Blended Learning for Teachers</p> <p>Site Based PLC Meetings with coaches (2 hours; 1x month)</p> <p>Individual meetings teacher and coach (2 hours per month)</p> <p>Team meetings</p>
June to Aug 2016	<p>ILSP Course C intensive (one week)</p> <p>Blended Learning for Teachers</p> <p>Review year two progress and make adjustments</p> <p>Collect data</p> <p>Presentation Inventing our Future (annual Integrated Learning Institute)</p> <p>School/Community Event/Public Art Focus</p>
Sept 2016 to May 2017	<p>Teachers fully implement arts integrated units</p> <p>Blended Learning for Teachers and Students</p> <p>Site Based PLC Meetings with teachers and coaches</p> <p>Individual meetings teacher and coach</p> <p>ILSP electives</p>
Jun to Aug 2017	<p>Review year three progress and make adjustments</p> <p>Collect data</p> <p>Presentation Inventing our Future (annual Integrated Learning Institute)</p> <p>School/Community Event/Public Art Focus</p>
Sept 2017 to May 2018	<p>Teachers fully implement arts integrated units</p> <p>Blended Learning for Teachers and Students</p>

	Site Based PLC Meetings with teachers and coaches Individual meetings teacher and coach ILSP electives
Jun to Sept 2018	Review year four progress and make adjustments Collect data Presentation Inventing our Future (annual Integrated Learning Institute) School/Community Event/Public Art Focus Prepare and present final report

**Sustainability**

In 1999 the Alameda County Office of Education established The Alliance for Arts Learning Leadership (ALL), with the mission to establish arts learning at the core of the highest quality public education, across the curriculum, for every child, in every school, every day. The ACOE’s Alliance for ALL unites 18 unified school districts in Alameda County with a passionate and diverse group of small, middle and large arts organizations, teaching artists, parents, institutes of higher education, community leaders and funders. Over the past decade, the Alliance has grown from a half time ACOE Arts Coordinator and a small group of volunteers meeting monthly, to a staff of 4.2 full time ACOE employees and a cadre of consultants and volunteers operating through a governance structure that engages 50 organizations and 90 individual leaders (including the Alameda County Arts Commission, California County Superintendents of Education Services Association (CCSESA), California PTA, and the Teaching Artist Guild) around a shared vision and intentionally coordinated advocacy and strategic action.

As the regional lead for seven Bay Area Counties through the CCSESA (California County Superintendents of Education Association) Arts Learning Initiative, the ACOE convenes county arts leads and assistant superintendents locally, and regularly interfaces with eleven peer regional arts leads statewide. ACOE has been able to launch the ILSP through its consortium of partners and funders who have supported the work from when it was just a seed to now a plant that bares flowers. Funders such as the Walter & Elise Haas Fund, the Heller Foundation, the San Francisco Foundation and the William and Flora Hewlett Foundation have been strong supporters of the professional development model and continue to do so year after year. Each year, ACOE develops a plan for continual program growth and expansion by seeking external support.

The ILSP is a fee-for-service model, and demand is growing for courses to be offered in new locations and regions. Currently the ACOE is offering courses in Alameda County, San Francisco, Contra Costa County, and plans are underway for expansion to Marin and Solano Counties. Improvements in the ILSP through the *STTArts* project will be disseminated across the Bay Area region, and have the potential for statewide and national replication.

#### **(4) Quality of Project Personnel**

The Alameda County Office of Education (ACOE) has assembled a team of educational innovators, leaders in technology and cutting-edge researchers to implement *STTArts*. **Louise Music, M.A.**, will serve as Co-Principal Investigator on the project. Music is currently the Executive Director of the Integrated Learning Department at ACOE and is the Project Director for the Alliance for Arts Learning Leadership. She has over 20 years of experience in developing and implementing educational programs in improving and promoting the role of the arts in learning. She has facilitated communication between local school districts and the

California Department of Education, which provides support for schools and districts developing programs in arts learning and rebuilding essential infrastructure for teaching in, through and about the arts for every child, every day. She has worked with dozens of schools with high need students and ELA learners. Music has successfully implemented four consecutive USDOE funded Professional Development for Arts Educator grants. She has considerable experience working with researchers in higher education, to connect research based theory to practice, and thus informing and contributing to validated research that can be disseminated and replicated in new and novel contexts. She brings strong expertise in what will work in diverse public education contexts, and is adept at leading teams that understand the complex, challenging and distinct needs of various school communities. She brings over a decades' worth of experience to working with researchers to understand what happens in high quality arts and arts integrated classrooms, and to explicitly name key components and competencies in practice, that can be codified and validated. As a result of Music's long-term collaboration with researchers at the Harvard Graduate School of Education's Project Zero, the Eight Studio Habits of Mind were piloted effectively in schools in Oakland, Berkeley and Emery school districts. As a result of findings from the pilot, the Studio Thinking Framework was published and disseminated (Hetland, Winner, Vermeena and Sheridan, 2006). The Studio Thinking Framework, Teaching for Understanding Framework and Making Learning Visible frameworks were all further established in practice in growing networks of schools and districts, providing a rich understanding of how research based frameworks work in tandem with high quality arts learning and integration to create robust and successful environments for teacher effectiveness and student achievement. Her education includes a Bachelor of Arts and Science from University of San Francisco, a Multiple Subjects K-12 Teaching Credential and a Master's Degree in

Education from Mills College, as well as an Education Administration Credential from California State University East Bay.

**Julia Marshall Ph.D.**, will serve as Co-Principal Investigator on the project. She is a Professor and Chair of Art Education at San Francisco State University. Marshall's research focuses on Art Education. Her primary scholarship is in curriculum development, arts integration that uses contemporary art in education and the intersection between creativity and cognition. Marshall will bring her vast experiences as a higher education researcher, with over twenty years in teacher preparation, to the refinement of research based practices in replicable professional development models, and the development and implementation of a new framework for creative inquiry across all content areas in the Integrated Learning Framework. She has authored a substantial number of publications and has done numerous presentations all over the country. Marshall has worked for a variety of schools with varying student populations. She holds a Master's degree in Fine Arts in Sculpture from the University of Wisconsin and a Doctorate degree in Education from the University of San Francisco.

**James Catterall Ph.D.**, will serve as the external evaluator on this project. He is currently the Director of Centers for Research on Creativity and is a Professor Emeritus for School of Education and Information Studies at UCLA. For the past 20 years, his research has focused on measurement of children's cognitive and socio-cultural development and motivation in the context of learning in the arts. As a measurement specialist, Catterall has served on countless Advisory Boards for various organizations, including California's Advisory Panel on Accountability and Assessment Committee. He has numerous publications focused on the Arts, Cognition and Creativity. He holds a degree in Economics (with Honors) from Princeton

University and a Master's degree in Public Policy Analysis from University of Minnesota as well as a Ph.D. in Education from Stanford University.

**Mariah Landers M.A.**, will serve as Program Director on this project. She has over 15 years of experience working with youth and has assisted with course development, planning, scheduling, coordinating, facilitating and implementing curriculum for ILSP. Landers has also evaluated, trained and created rubrics, performance tasks and applied effective strategies for performance outcomes. She is an [REDACTED] educator who has worked at various high poverty, high need, and special education schools throughout Northern and Central California. Landers is a multiple subject credentialed teacher, and has a Master's degree in Equity and Social Justice in Education from San Francisco State University.

**Carolyn Carr M.A.**, will serve as the Project Manager on this project. She is currently the ACOE's Program Manager for District, Regional and State Initiatives, and coordinates with district leaders, principals, teachers and teaching artists to implement a model for a district-wide Teacher Action Research Institute and an annual Integrated Learning Summer Institute: *Inventing Our Future*. Carr has worked with dozens of schools that are high poverty, with high student populations of English learners. She holds a Master's degree in Education and Educational Technology from Boston University.

**Trena Noval M.A.**, is an artist, educator, and senior faculty/coach in the ILSP. Her interdisciplinary work intersects community engagement, social practice, science and digital media. Her collaborative work has been exhibited widely and is an artist designer for Envisioning Oakland's Future, a hands-on community envisioning studio and animation station for the Oakland Museum of California's new Science wing opened in 2013. Noval is the lead artist for Citizen Science and Art, with scientist Gretchen LeBuhn. She is founding artist of

the 3<sup>rd</sup> Space Lab, a cultural exchange collective with artists from the Bay Area and Bangalore, India. She has worked nationally in non-profit arts organizations and was most notably curator for ten years, and Artistic Director for two years, at San Francisco Camerawork. Noval's past works include published creative non-fiction, digital multimedia installations, video, interactive performance and design based community collaborative projects. She has been a writer on arts and culture for more than 20 years for various national publications and journals. She is an action researcher for arts learning through the Alameda County Office of Education's, Alliance for Arts Leadership, and is part of the Studio Thinking Network, a national network of faculty who are using research in studio thinking and practice as a metacognitive lens for learning in the arts. Noval has been a program designer for various school sites for inquiry based arts integrations and various non-profits arts organizations to redesign pedagogical approaches to learning in the arts. She has published arts learning models for Art 21 case studies, focusing on arts integration through the themes of community and environmental stewardship. Noval received her BFA from Tyler School of Art in Philadelphia and MFA from the Maryland Institute College of Art.

**Jessa Brie Moreno M.F.A. Candidate**, will serve as an ILSP faculty and coach on this project. As a founding Director of the Oakland Theatre Arts Initiative, training teacher leaders in arts education, she currently leads Theatre Arts Instruction and Creative Inquiry for the Leadership, Curriculum, and Instruction Department for the Oakland Unified School District. She is an award winning professional actress and educator who has performed and taught theatre for the past fifteen years in theatres, conservatories, schools, and training programs in the U.S. and Canada. Moreno has extensive experience working with students of color that live in urban cities faced with crime and violence. She was trained with Carnegie-Mellon, USC, and the

International School of Comic Acting/Teatro del Vicolo (with Maestro Antonio Fava). She holds a teaching credential in English/Drama and is currently an MFA Candidate with the California Institute of Integral Studies' Interdisciplinary Arts Program, with a focus in Directing.

**Charles Chip McNeal, M.A.**, is senior faculty and coach in the ILSP. He is currently the Director of Education for the San Francisco Ballet Association. McNeal is a lecturer, choreographer and adjudicator, conducting artist/teacher trainings, evaluating and developing educational programs throughout the U.S. and abroad. He has held many senior level positions and is an experienced and accomplished arts administrator and civic leader. McNeal has substantial experience in professional management and development, program planning, organizational strategy, curriculum development, program design, and change management. He is an outstanding strategist distinguished for conducting detailed evaluations of educational procedures to implement programs that enhance talent and facilitate the achievement of business objectives and initiatives. He is an exceptional communicator with a track record of successful project management with focus on inclusion and diversity. McNeal is an [REDACTED] man who has worked with diverse groups. He earned his Master's degree in Education from Lesley University and is a certified arts integration specialist.

**Tina Silverstein, M.A.**, will serve as the Instructional Designer for Technology on this project. She is currently a working member of the Leading Edge Online and Blended Teacher Certification Program which helps K12 educators learn about the pedagogy of effective, engaging blended/online teaching and learning. Silverstein is a trainer and eLearning professional expert. She has experience in applying appropriate learning theories and incorporating a learner-centered approach in the design, development, and delivery of online courses, eLearning, online communities of practice and professional learning networks,

multimedia instructional tools and training/professional development. She has worked with dozens of schools teachers that work with high poverty and high need schools. Silverstein earned her Master's in Education with special emphasis in Instructional Design from San Francisco State University.

**Susan Wolf**, will serve as Digital Media Specialist and Coach. She is currently an outreach coordinator and an artist for Collaborate and Connect Content for [danceanywhere@school](mailto:danceanywhere@school) as well as a Visual and Performing Artist. She is a teaching artist, a practicing artist and an advocate for integrated learning with specialization in social media, printmaking, muralist, integrated learning, and visual arts. Wolf has taught at a number of schools and sits on a variety of boards and commissions. She is notably known for her ability to integrate digital media tools, making learning visible while engaging with community of teachers interested in the practice of integrating arts. Wolf earned her Bachelor's degree in Studio Art from Lawrence University.

##### **(5) Quality of the Management Plan**

The design of the *STTArts* project management structure is intended to ensure that all aspects of the program design are implemented in coordinated ways to build capacity, skills and knowledge that is fed back into face-to-face and online learning environments, such that, the entire system is engaged in ongoing, continuous improvement.

Louise Music and Julia Marshall are Co-Principal Investigators for the *STTArts* Project. The project will be directed at the county office of education level by Louise Music. She will provide overall project management and will be responsible for all matters of budget, grant administration and oversight. Music will be the point contact for evaluator Dr. Catterall. As the Executive Director, of the new Department of Integrated Learning at the Alameda County Office of Education, Music has been a champion of Marshall's development of an Integrated Learning

framework. An Integrated Learning Framework is needed in order to fully implement common core standards for 21st century classrooms that develop collaboration, communication, creativity and critical thinking skills to prepare students for success. Music will convene several distinct working groups to coordinate project development, implementation and management.

Approximately .30% of Music's time will be dedicated to the management of this project, and .20% will be provided in-kind by the ACOE. This project represents a strategic effort within the ACOE to deeply understand and implement systemic, integrated approaches to common core implementation, arts learning and integration across all content areas, and learning technologies. Julia Marshall will provide leadership and expertise in creative inquiry to the ongoing research and investigation of the professional development team. Ongoing consultation and coordination of all management teams with Co-Principal Investigators, Music and Marshall will assure alignment of all aspects of the project activities. Together Music and Marshall will be responsible for aligning all activities with project goals and objectives. They will assure the ongoing gathering of data from professional learning experiences, classroom practice, observations, and online documentation, reflections and learning of instructor/coaches, teachers and students is reviewed and processed for meaning-making and informing next steps.

The management plan includes several distinct teams:

1. Planning and Implementation Team;
2. Core Management Team;
3. Professional Development Team;
4. School Site Leadership Team;
5. Technology Team.

These teams will coordinate project development, implementation and management benchmarks, including all activities of the project evaluation.

The Planning and Implementation Team will be led by Louise Music who will be responsible for scheduling and facilitation of meetings as well as the overall management of the *STTArts*

project, including oversight of the project budget and reporting. Members include: Julia Marshall, Co-PI; Mariah Landers, ILSP Project Director; Carolyn Carr, Project Manager; Charles Wilson, Alliance Academy Principal; Kilian Betlach, Elmhurst Middle School Principal; KQED staff members; teacher representatives from each school and a member from the evaluator's staff. This team will provide project oversight to ensure regular and annual implementation milestones are met. The team will meet in year 1 on a monthly basis to discuss planning objectives and outcomes, to deeply understand the professional learning needs of middle schools to assure those needs are directly integrated into ILSP coursework by the Professional Development Team. Also in year 1, they will provide oversight to plan and ensure full implementation of enhancements to ILSP coursework, and receive regular updates on how integration of technology into the ILSP is progressing, through new learning technologies accessed via KQED. Tina Silverstein, Instructional Designer at ACOE will be liaison between KQED staff and ILSP faculty and will advise Planning and Implementation committee members on progress. Killian Betlach, Principal at Elmhurst and Charles Wilson, Principal at Alliance will coordinate with Mariah Landers, ILSP Director and ILSP Faculty/Coaches to assure that the ILSP coursework is designed to incorporate and deepen the professional learning goals as articulated by school improvement plans. Music and Marshall will work with committee members to assure refinement of coursework evaluations to capture intended teacher learning goals and objectives, to fully develop the timeline for years 2-4 project implementation, and to incorporate and plan for all aspects of the evaluation and findings dissemination phase.

The Core Management Team will be led by Louise Music. Members include: Julia Marshall, Co-PI; Mariah Landers, ILSP Project Director; Carolyn Carr, Project Manager. Co-Principal Investigators will convene regular face-to-face and/or Skype meetings to ensure the smooth day

to day management of project, and quick responses to concerns and unforeseen circumstances. The team will assure coordination of program scheduling and communication across sectors, and week to week management of school site issues. Carolyn Carr, Project Manager will be responsible for maintaining project communication through online google docs and hangout, meeting agendas and notes, learning management systems, and regular communication among all groups for both organizational and individual accountability.

The Professional Development Team will be led by Mariah Landers. Members include: Mariah Landers, ILSP Project Director; Carolyn Carr, Project Manager; Tina Silverstein, Instructional Designer for Technology Integration Coach; Susan Wolf; Charles Chip McNeal, Jessa Brie Moreno and Trena Noval, Senior ILSP Faculty/Coaches. The Professional Development Team will be responsible for the day-to-day planning, coordinating and implementing of all aspects of professional development. In year 1, the professional development team will implement and use a Learning Management System that will be a central hub for documentation of teacher and student learning, as well as a means to connect teachers and students across content areas and grade levels. The professional development team will work closely with KQED staff to 1. understand and become familiarized with the vast arts and science education video library at KQED, including SPARK and The Art School, as well as Art 21 video resources for accessing the studios and processes of contemporary artistic practice; 2. access and become proficient with learning technologies for implementing arts and science based media projects that will be incorporated into new blended learning components of ILSP; 3. access learning technologies for connecting teachers and students at Alliance Academy and Elmhurst Middle Schools with teachers and students investigating similar arts and science curriculum across the region, state and internationally through the use of social media.

In year 1, the professional development team will review all existing syllabi and curriculum to tie units, based on the Studio Habits of Mind, more closely to common core standards in math and ELA. The professional development team will work closely with Julia Marshall to incorporate the Integrated Learning Framework into ILSP coursework. In year 2 the professional development team will implement the three thirty hour ILSP courses. ILSP Faculty/Teacher Coaches will teach Course A in the fall of 2015, Course B in the spring of 2016 and Course C in the summer of 2016 to all teachers at Alliance Academy and Elmhurst Middle schools. In addition, ILSP Faculty/Teacher Coaches will provide two hours per month of online coaching and support to teachers, who will engage with ILSP media resources.

In years three and four, the three ILSP Faculty/Teacher Coaches will each provide 10 hours per month of support and coaching to teachers. This will consist of classroom observations focused on teacher generated inquiry and areas of professional growth, small group reflections on student work and curriculum design, participation in school site professional learning communities to cross reference multiple data points and teacher learning from practice, and online conversations about issues of practice through the Learning Management System. In addition, the professional development team will coordinate with the Teaching Artist Guild to provide hands on arts discipline based workshops for teachers to build their arts teaching confidence and practice. Based on observations from coursework, workshops, blended learning, and in the field, the Professional Development Team plans next steps to address the ongoing and emerging needs of teachers and students as the project progresses.

The School Site Leadership Team will be led by Carolyn Carr, Project Manager.

Members include Mariah Landers, ILSP Project Director; Carolyn Carr, Project Manager; ILSP Senior Faculty/Coaches Charles Chip McNeal, Jessa Brie Moreno and Trena Noval, and teacher

representatives from each school. The purpose of this team is to plan and coordinate between ILSP Senior Faculty/Coaches and school site instructional leaders to build and maintain strong professional learning communities at each site. The group will collaborate to align arts integration strategies and resources with the professional learning goals of all teachers as articulated in their school improvement plans. Together they provide oversight to regular meetings of school site professional learning communities.

The Technology Team will be led by Tina Silverstein who will be responsible for coordinating services, program development and communication with KQED, school sites, ILSP senior faculty and the co-PIs. Members include: Mariah Landers, ILSP Project Director; Carolyn Carr, Project Manager; KQED staff member and representatives from IT departments from each school. This team will be responsible for the selection and development of training topics and software integration for ILSP courses and school sites. They will provide support to school site teachers in the areas of technology instructional design and the integration of blended learning classes and communities of practice. This team will monitor the learning management system, maintain websites and insure that all links to resources are functioning.

The Evaluation Team will be led by Dr. James Catterall and will report directly to Louise Music to ensure that the evaluation for the proposed project is conducted as outlined in the evaluation section of this proposal. Dr. James Catterall will be responsible for managing the overall evaluation plan, including working with Co-Principal Investigators to develop and analyze professional development evaluation tools for ILSP coursework, ongoing coaching and embedded professional development, and inclusive of blended learning components. Dr. Catterall will be responsible for analyzing, developing, administering and reporting on teacher surveys, focus groups and observation, analyzing and reporting on student assessment and survey

data, and assisting with internal and federal reporting. Dr. Catterall and his team will be responsible for managing the quasi-experimental design component, analyzing and reporting on Smarter Balanced Assessment data, and validating the ILSP teacher effectiveness rubric and student performance based assessments. This partnership and process will enable the evaluation team, the Principal Investigators, the ILSP professional development faculty, district, county and school site administrators and teachers to make informed decisions in the ongoing improvement of the formal Integrated Learning Specialist Program coursework, the ongoing and embedded professional learning for teachers online and at school sites, and ultimately provide useful and timely feedback for the in-class, out of school and blended learning experiences of students.

This project has the full support of the expansive resources of ACOE. As a county office of education providing support to more than 10,000 teachers in 18 school districts, we have access to resources that will supplement the schools and the ILSP program. ACOE has a large Information Technology (IT) department that can “trouble-shoot” as challenges arise. As new software and technologies are introduced, there is often a steep learning curve. ACOE’s IT department will help to mitigate hardware and connectivity issues. ACOE also has a Communications Department that can provide additional outreach to various stakeholders, elected officials and the local community. With increased exposures, comes the possibility of increased recognition, funding and partnerships. ACOE also has a department that provides extensive training in the implementation of CCSS. Experts in this department can provide added support to ILSP Senior faculty and clarification to schools sites as needed. Most importantly, ACOE brings the full weight and support of the County Superintendent of Schools to the importance of arts in the classroom. It is this support that has helped the ILSP program become as influential as it is today.

## **(6) Quality of the Project Evaluation**

We will engage in a program of evaluation and assessment that documents a nearly year-long planning process in which teachers will explore instructional modules. Instruments and routines for assessing instructional practices, teacher orientations, and student learning in academics and the arts will be aligned with the project. Academic learning measured in this project will include English Language Arts, mathematics, and science. The primary measures for these student outcomes will be student proficiency ratings on the new SBAC Common Core state tests. Teacher and student learning in the arts will be gauged, in part, by instruments produced in the Catterall/Peppler 2009 AEMDD project, where we used questionnaires of arts-based knowledge and response tasks where we asked students to respond to large, high quality prints of art works and also to video clips of theatre and dance performances.

After a documented planning year, project resources will go to enhancing the skills of teachers in designing integrated, interdisciplinary, technology-enhanced instruction. Teachers' early designs and attempts to incorporate what they learn will be assessed to provide formative feedback; teachers will refine their teaching as their work in classes and with coaches matures. As teachers continue to implement project-guided instruction, we will measure longitudinally the impacts on student learning and track language, mathematics, and science achievement, along with change in student motivation. (All available standardized test scores will be collected for all 4 project years.) Written reports will be filed each year, along with a final project report and other deliverables specified by USDOE. We will deliver and publish a project report or reports designed specifically for dissemination.

Three principle evaluation components. The following charts lay out in detail the three principle goals of the project, and what the evaluation team will do to capture the nature,

qualities, and quality of the practices and learning involved in each. At the largest resolution, we will focus on what teachers learn to do and how effective their practices become; and on what students learn and how their motivation grows through their classroom experiences.

Data will be used for three main purposes:

- 1) Formative analysis that may guide program practice and help teachers learn about their own practices;
- 2) Longitudinal change assessment to test program impact; and
- 3) Comparison group assessments to test for significance of measured changes or growth.

In the following charts, we use a short hand: F (formative), L (longitudinal), C (key comparison measure taken at both program and comparison schools). And we use numbers (1, 2, 3, and 4) to note which project year data will be collected. A indicates annual; S indicates semi-annual or more in frequency. More detail on specific measures and the comparison group designs are presented below:

<b>GOAL 1: Improved teacher effectiveness.</b>		
<b>Objectives</b>	<b>Measurement Tool or Method</b>	<b>Frequency of Data Collection</b>
<ul style="list-style-type: none"> <li>• To increase teacher skills, confidence and competency about integrating arts-centered inquiry and instruction, that is fully aligned to state and national arts standards into</li> </ul>	• Observation	F; L; 1-4. A
	• Coaches' reports	F; L; 2-4. S
	• <i>Measure of Teacher Effectiveness</i>	F; L; C; 1-4. A F; L; C; 1-4. S
	• Surveys	F; L; 1-4. S

content area by 75%	<ul style="list-style-type: none"> <li>• Lesson plans</li> </ul>	
<ul style="list-style-type: none"> <li>• To increase teachers abilities to develop and use performance-based assessments (individually and collaboratively) in ELA, math and science (increase use by 75%)</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Coaches' reports</li> <li>• <i>Measure of Teacher Effectiveness</i></li> <li>• Surveys</li> <li>• Lesson plans</li> </ul>	<p>F; L; 1-4; S</p> <p>F; L; 1-4; S</p> <p>L; C; 2-4; S</p> <p>F; L; 1-4; A</p> <p>F; L; 1-4; S</p>
<ul style="list-style-type: none"> <li>• To increase teachers skills and use technologies in instruction and assessment by 75%</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys</li> <li>• classroom observation</li> <li>• Teacher Focus Groups</li> </ul>	<p>F; L; C; 2-4; S</p> <p>F; L; C; 2-4; S</p> <p>F; L; 1-4; A</p>

Formal teacher learning in this project is multi-faceted and a main goal in the first two-years, although teachers will continue to collaborate and take professional development courses through at least three years.

There will be many eyes on teachers as these goals are pursued: The Coaches will document what they achieve, evaluation observers will watch teachers practice, and their courses will be evaluated by teachers and observed by the evaluation team. We will also observe teachers implement and continue to learn later in years 2, 3, and 4. The project stresses data-driven

instruction through teacher use of performance assessments to gauge student progress. Teachers will also consider the test score record as part of understanding what they are achieving.

Coaches and the evaluation team will document these practices through teacher surveys, coaches' observations, and evaluation team observations. One process the evaluation team will follow is to collect all evaluation, survey, and interview data generated throughout the project to help inform our work, and inform others interested in our dissemination efforts.

<b>GOAL 2: Increased student achievement.</b>		
<b>Objectives</b>	<b>Measurement Tool or Method</b>	<b>Frequency of Data Collection</b>
<ul style="list-style-type: none"> <li>To increase student achievement in math, English Language Arts and science by 10%</li> </ul>	<ul style="list-style-type: none"> <li>SBAC scores</li> <li>State science tests scores</li> <li>(tests are under development)</li> </ul>	L; C; 2-4; A  (as emerge):  L; C; 2-4; A
<ul style="list-style-type: none"> <li>To increase student engagement by 80%</li> </ul>	<ul style="list-style-type: none"> <li>psychometric tests of cognitive engagement</li> <li>classroom observations</li> </ul>	L (possibly C): 1-3; A
<ul style="list-style-type: none"> <li>To increase student cross-disciplinary thinking and learning by 80%</li> </ul>	<ul style="list-style-type: none"> <li><i>Assessment of Student Thinking Dispositions</i></li> </ul>	L; possibly C: 2-4;
<ul style="list-style-type: none"> <li>To increase student learning in the</li> </ul>	<ul style="list-style-type: none"> <li>state/national art</li> </ul>	F; L; C; 1-4

arts by 80%	standards  • pre-post assessments  (based on Catterall and  Pepler, 2009)	A
• To increase student self-efficacy  by 80%	• established  psychometric tests of  self-efficacy  • classroom observations	F; L; C; 1-4  A
• To increase students' creative  problem solving skills and  motivation by 80%	• <i>Next Generation  Creativity Survey v4</i>  from the Centers for  Research on Creativity	F; L; C; 1-4  A
• To increase student participation in  visual and performing art classes  and experiences by 40%	• school records	L; C 1-4 A

While all objectives of this project are essential to success, the most critical beneficiaries of the entire project are the students involved.

- What do they learn about the arts as well as performing in/ responding to the arts?
- How does arts-integrated instruction impact their learning in the arts and in academic disciplines targeted by arts-integrated teaching?

- What are the effects of arts-integrated instruction on creative thinking and motivation?
- Creative problem solving?
- And student motivation, especially cognitive engagement, engagement in classes and project-related activities, and in their self-efficacy beliefs?

Student learning assessment tools. The chart above points to the various student outcome assessment tools we plan to use.

These include:

- 1) SBAC Common Core assessments. (California will pilot these assessments in spring of 2015 and bring aboard more final assessments in 2016. If California achieves equated versions of its Common Core tests for 2015 and 2016, we will track and report test scores for at least 3 years of this project. The 2018 test scores are not likely to be available to us, unless our project goes well into fall 2018.
- 2) Arts performance assessment instruments developed by Catterall and Pepler for their 2009 AEMMD grant, ARTS in the Middle.
- 3) An assessment of student thinking dispositions tied to the Project Zero habits of mind construct, as designed in this project through the Integrated Learning Student Goals described above in this proposal.
- 4) A longitudinal creative thinking and creative motivation survey (pre- and post-forms) designed, implemented, and validated by Catterall and Runco (*The Next Generation Creativity Survey*, Centers for Research on Creativity, Los Angeles/London/U.K. (funded

by the Walt Disney Company and piloted in 35 schools and 10 programs nationwide in 2012 and 2013). This assessment is in use by: Disney Musicals in Schools (New York, Nashville, Las Vegas), The Big Ideas Laboratories (Boys and Girls Clubs of America, Bristol, CT, New York, Orlando, Burbank, CA, Tustin CA, P.S. ARTs, Los Angeles, Central Valley CA, and four other programs in poetry, graphic design, theatre, and physical science

- 5) Established psychometric assessments of student engagement and student self-efficacy, and observation of student engagement.

<b>GOAL 3: ILSP Expansion and Enhancement</b>		
<b>Objectives</b>	<b>Measurement Tools or Methods</b>	<b>Frequency of Data Collection</b>
<ul style="list-style-type: none"> <li>To enhance ILSP courses through deeper alignment with CCSS, state/national arts standards and the Integrated Learning Framework</li> </ul>	<ul style="list-style-type: none"> <li>Review of course documents</li> </ul>	F; 2-3; A
<ul style="list-style-type: none"> <li>To enhance ILSP courses through blended learning, digital portfolios, communities of practice and expanded access to resources online</li> </ul>	<ul style="list-style-type: none"> <li>Review of course documents</li> <li>Teacher and ILSP faculty surveys</li> <li>Review of digital portfolios</li> </ul>	F; L; 2-3 S

	<ul style="list-style-type: none"> <li>• Review of blended learning courses</li> <li>• Observation of communities of practice</li> </ul>	
<ul style="list-style-type: none"> <li>• To validate the <i>Measure of Teacher Effectiveness</i> (rubric) as a robust tool for assessing teacher practice</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Set teacher effectiveness rubric against measured student learning in the arts and academics.</li> </ul>	F; L; 2-4; A

This evaluation will include several key performance measures.

- 1) Annual standardized test scores in English Language Arts, Mathematics, and (depending on the nature and timing of implemented CCSS science tests) CCSS (SBAC) science tests, probably in 8<sup>th</sup> grade. Test scores will be collected for the two program schools and for a cluster of about 6 comparison Oakland middle schools on an annual basis. We will document rigorously the percentage of students participating in arts model projects funded through the AEMDD program who demonstrate proficiency in mathematics compared to those in control or comparison groups and;
- 2) The percentage of students participating in arts model projects who demonstrate proficiency in reading compared to those in control or comparison groups.

Additional objective measures include validated student self-efficacy measures (scale scores), student thinking skills assessments (proficiency levels), and student creative thinking and motivation test scores (scale scores). And objective assessments in the arts include performance assessments in visual art, theatre, and music as developed by Catterall and Pepler in their 2006 to 2009 project (proficiency levels).

Comparison data beyond test scores will come from this project's two main comparison schools. Once six schools have been enlisted as comparisons, we will select two of these schools as primary comparison schools. Pending school participation agreements, we suggest drawing these two schools at random from the six enlisted at the start. The differentiated comparison groups of 6 and 2 schools will facilitate more stable measures of test score growth for comparison than would 2 schools, and at the same time will make feasible school wide motivation and other performance assessments that can be carried out effectively and validly within two but not six schools

This project will obtain various measures of teacher performance (success in integrated teaching) through observations, surveys, teacher reflection, coaches' reports, ILSP instructor reports, and teacher focus groups. Data in all categories will be produced annually and will serve well to provide participating teachers feedback and perspectives that will inform their own work.

This evaluation will, without question, be able to link the program overall and many of its key qualities to improved student learning and performance, assuming the program is in fact effective. A reader of our reports will get a clear sense of the promise of this program and be able to make judgments about its suitability in their own contexts. The program is designed to be generally relevant in middle school settings.

## Evaluation Deliverables

We plan to deliver reports as follows:

- Year One: Report of project planning processes and outcomes.
- Year Two: Report addressing formal training through classes and coaching experiences.  
Report of initial lesson plans and on trial implementation.
- Year Three: Report on full year of arts-integrated, technology-based instruction, including school policies, instructional practices, and impacts on students.
- Year Four: 1) Final report on teacher learning and student outcomes. And how can we consider the "turnaround" qualities of this project. This report will contain a technical appendix on all instruments enlisted for the project. 2) Dissemination-focused report -- observations and outcomes from this project that would benefit other schools and educators interested in arts-integrated teaching and learning.

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