

Glendale Unified School District

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Glendale CREATES – Common Core aligned, Relevant, and Enriching Arts integrated
instruction using Technology to Ensure that every student Succeeds

Program Narrative

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Project Abstract

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Number of Schools Served: 2; Number of Students: 2,150

Glendale CREATES (Common Core aligned, Relevant and Enriching Arts integrated instruction using Technology to Ensure that every student Succeeds) Project proposes to develop and disseminate brain-based integrated visual and performing arts and Common Core integrated inquiry units that will raise student achievement in academic subjects and the arts.

A collaboration between Mark Keppel Visual and Performing Arts Magnet Elementary School (1,050 students – 42% Title I), Toll Middle School (1,150 Students - 63% Title I), the Music Center of Los Angeles, and RISE Educational Services will address the absolute priority by focusing on the following goals: Goal #1: Increase teacher use of the arts within the core curriculum; Goal #2: Write, implement, and disseminate Common Core and arts integrated inquiry units; Goal #3: Develop tools for measuring arts proficiency and for determining the effectiveness of Glendale CREATES inquiry units.

At the end of the four years, this project seeks to achieve the following outcomes: 1) Increase student proficiency in grades K-8 in English-language arts and mathematics as measured by state and district measurements; 2) Increase student proficiency in grades K-8 in the visual and performing arts as measured by standards aligned assessments; 3) Increase student and teacher proficiency in utilizing technological tools effectively with the arts and core subject areas (Competitive Preference Priority #2). Glendale CREATES will achieve these goals by creating and implementing a practical, effective, and replicable model of arts integration, increasing the rigor of content instruction through the implementation of the Common Core State Standards, and increasing teacher effectiveness and student learning in technology/media skills.

Glendale CREATES will disseminate the units to teachers across the nation by providing packaged Arts and Common Core integrated inquiry units of study, becoming arts laboratory schools, publishing articles in education and arts publications, and presenting at arts conferences.

Project Overview

Every young person in America deserves a complete and competitive education that includes the arts. America's global stature, culture of innovation, and entrepreneurial spirit depend on the strength of a world-class education system (Arts Education Partnership, April 2013).

Through the integration of arts in K – 8th grade academic instruction, educators address the strengths and diversity of children's talents and creative potential by reviving a model education system that inspires and challenges future leaders and innovators. Partnered with the Common Core State Standards Initiative, this integration of arts and academics brings creativity, innovation, collaboration, critical thinking, cultural awareness, and self-expression back into U.S. classrooms.

Mark Keppel Visual & Performing Arts (VAPA) Magnet Elementary School and Toll Middle School address the absolute priority by writing, evaluating, and disseminating arts integrated inquiry units that incorporate: Visual & Performing Arts Standards, Common Core State Standards, brain-based lesson design, and technology. Glendale CREATES (Common Core aligned Relevant and Enriching Arts integrated instruction using Technology to Ensure that every student Succeeds) develops teacher expertise in integrating arts education with the Common Core State Standards to ensure student proficiency in academic content areas while simultaneously developing proficiency in Visual and Performing Arts (VAPA) standards.

Keppel Elementary, which serves approximately 1,000 students, became a VAPA magnet school in 2010 with the support of a federal Magnet Schools Assistance Program (MSAP) grant. During the grant period, Keppel began the task of educating general education teachers in arts curriculum and how to integrate the arts into their core subjects. Now, with the aid of AEMDD

funds, Keppel plans to expand their program by developing and disseminating arts integrated inquiry units that can be used by general education classroom teachers who have not received extensive training in the arts. In addition to this goal, Keppel and Toll Middle School have joined forces to bring the arts into the secondary school setting. Toll Middle School serves approximately 1,148 students, but does not currently offer an extensive arts education program nor do the core curriculum teachers integrate the arts as part of their regular practice. Both schools are located within Glendale Unified School District (GUSD), an urban school district just outside of Los Angeles.

Glendale CREATES addresses the two competitive preference priorities throughout the body of the application. To address Competitive Preference Priority #1 (C.P. #1), Mark Keppel gives enrollment priority to students who attend or would attend any of the seven Program Improvement schools in Glendale Unified, which increases access to quality education for at – risk students. To address Competitive Preference Priority #2 (C.P. #2), Glendale CREATES will hire a full time arts/media coach to infuse technology into the arts integrated lesson plans and help build teachers’ proficiency with use of technology in the classroom.

(1) Need for project

(a) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure (C.P.#1)

Mark Keppel VAPA Magnet uses a random student selection process as one component of the District’s voluntary desegregation plan. The open enrollment policy allows Keppel to serve students from across the District with priority given to students from the lowest performing schools. As a magnet school, Keppel maximizes opportunities for students from lower-achieving

schools to attend this innovative VAPA school. Currently, Keppel serves many students with characteristics that are often correlated with a higher risk of educational failure.

Toll is a diverse Middle school that serves 6th through 8th grade students. Keppel and Toll share a unique relationship in that they are physically connected to each other and share a cafeteria. Both schools are located directly across the street from a comprehensive High School. Students who attend Keppel matriculate to Toll after 5th grade where they are joined by students from four other Glendale elementary schools who do not have an arts focus. Keppel and Toll share similar demographic data. Both schools serve significant populations of students typically at-risk of academic failure.

Keppel and Toll Demographic Compared to Glendale Unified School District and the State of California 2013-2014

	Keppel	Toll	District	State
Total enrollment	1000	1150	26,000	6,226,989
Low SES	42%	63%	56%	56%
English Learner	40%	23%	23%	22%
Minority	46%	40%	47%	74%

Students who are placed at risk due to poverty, race, ethnicity, language, or other factors are rarely well served by their schools (Hilliard, 1989; Letgers, McDill, and McPartland, 1993). They often attend schools where they are tracked into substandard courses and programs holding low expectations for learning (Oakes, 1985; Wheelock, 1992). The assessment data below shows a comparison of Keppel, Toll, Glendale School District and the State of California. The Toll population is made up of former Keppel students but also of students from four other area

schools with similar demographics to Keppel who do not have an arts focus. The demographic data from the other feeder elementary schools is not included here as it is represented in the Toll data. It is also important to note in the chart below that Keppel's and Toll's white population are made up of 40% Armenian Immigrant English Learners. This group is part of the White subgroup below.

**Percent Proficient English Language Arts based on AYP calculations,
California Standards Test (CST)**

	Keppel Elementary	Toll Middle School	District	State of California
All Students	72.2%	63.4%	70%	56.6%
White	69.0%	60.9%	70%	72.3%
Socio-economic Disadvantaged	63.5%	56.7%	60%	45.1%
English Learner	66.3%	36.7%	41%	38.9%

**Percent Proficient Mathematics based on AYP calculations,
California Standards Test (CST)**

	Keppel Elementary	Toll Middle School	Glendale District	State of California
All Students	83.4%	65.8%	66%	59.5%
White	79.2%	66.2%	67%	71.3%
Socio-economic Disadvantaged	76.6%	61.1%	58%	50.3%
English Learner	78.8%	48.5%	54%	49.2%

The assessment data charts show that Keppel students outperform Toll, District and State peers across subgroups. This has not always been the case. In 2010 Keppel was awarded a Federal Magnet Schools Assistance Program Grant to become an arts focus elementary school. Over the past four years, staff has worked diligently to create a comprehensive arts integrated program at Keppel. Given Keppel’s academically enriched arts integrated curriculum, students who might possibly fail at other schools are demonstrating high levels of academic success. The chart below illustrates the success the Keppel Arts program has had over the four years of program implementation in closing the achievement gap for at-risk students.

Subgroup	ELA	ELA	+ or -	Math	Math	+ or -
	2009 Pre-Arts	2013		2009 Pre-Arts	2013	
All Students	64.2%	72.2%	+8	75.9%	83.4%	+7.5
White	60.6%	69.0%	+9.6	74%	79.2%	+5.2
Socio-economic Disadvantaged	51.2%	63.5%	+12.3	51.2%	76.6%	+25.4
English Learner	53.6%	66.3%	+12.7	53.6%	78.8%	+25.2

With funding from the AEMDD grant, we will be able to refine Keppel’s arts programs, expand the program into Toll Middle School, and disseminate the program to other schools, thereby providing opportunities for students who have not had the advantage of an arts enriched curriculum.

“In almost direct proportion to the extent that students are marginalized, disadvantaged, or at risk, the arts exert a powerful countervailing force that keeps them in school, points them toward success, and prepares them for creative and productive lives” (Ruppert, 2010). The *Champions of Change* report found low-SES children in arts-integrated schools perform better

on tests of academic achievement than those in non-arts integrated schools (Fisk, 1999). Arts education helps level the “learning field” across socio-economic boundaries and is an important factor in closing the achievement gap for minority students. In fact, low-income students who are highly engaged in the arts are more than twice as likely as their peers with low arts involvement to earn a Bachelor’s degree (Catterall, 1998; Catterall; 2009). The deepening, refinement, and expansion of Keppel’s arts integration program will result in even greater success for at-risk students.

(b) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

Mark Keppel Elementary and Toll Middle School have identified three gaps or weaknesses that will be addressed by the proposed project, Glendale CREATES:

- Lack of opportunity, curriculum, and materials that integrate the arts with Common Core State Standards (CCSS) to support student achievement;
- Insufficient funding to support arts education infrastructure due to California’s limited financial resources; and
- Inadequate opportunities for teacher preparation and professional development in the arts, CCSS, brain-based lesson design, and technology.

1. Lack of opportunity, curriculum and materials that integrate the arts with Common Core State Standards (CCSS) to support student achievement: According to a 2010 study by the National Center for Education Statistics, “Millions of students go through elementary, middle and high school without any arts experiences whatsoever” (Tucker, 2012). With the recent change from state standards to the national CCSS standards, there is a lack of arts integrated

resources related to the new CCSS. Keppel and Toll recognize a need to develop and write project-based VAPA curriculum lessons integrated with the new CCSS. One of the by-products of high stakes testing and the pressure of federal and state accountability has been a dramatic decrease in the opportunity for students to participate in the arts. In a 2002 study, Amrein and Berliner noted a general narrowing of the curriculum to topics covered on standardized tests and a reduction in the amount of time spent in art, music, dance, and theatre. This is partly because teachers do not have access to curriculum and materials that integrate the arts into core instruction. Without this resource, students will continue to be deprived of interaction with the arts, which research shows supports deep learning. *The Arts and Achievement in At-Risk Youth* study by James Caterall shows that “Young people who have a history of in-depth arts involvement earn better grades, report higher test scores and GPAs, and are more likely to graduate from high school than their peers who have less arts involvement” (*Principal*, 2012).

2. Insufficient funding to support arts education infrastructure due to California’s financial hardship: Though there have been recent changes to the funding formula for public schools in California, we are still facing a daunting economic challenge. California has the eighth largest economy in the world however public education funding is still 49th in the nation as measured by per-pupil spending.

Quality Counts Report, Education Weekly, January, 2013

State	Spending Per Student
Wyoming	\$18,814
National Average	\$11,824
California	\$8,482

Though the economy is improving, GUSD is still struggling to make up for the disastrous effects of the State's economic crisis. The past seven years has resulted in a pattern of under-funded schools and deferred funding from the State. The funding that GUSD receives based on average daily attendance is approximately \$1,200 less per student than what would be funded if California was fully funding education according to a recent proposition mandate and factoring in a cost of living adjustment. A six year trend of declining or flat funding, coupled with increases in the cost of living (e.g. rising salaries, benefits, and utility costs), has resulted in a structural deficit for GUSD of approximately \$15 million, which is even more of a concern due to dangerously depleted reserves. This deficit has led to larger class sizes and reductions in enrichment, intervention, and supplemental programs. The new funding formula in California will gradually restore per pupil funding back to the 2006-2007 levels but not until 2021. There is clear and compelling need for the assistance requested in this project. Given the State's economic crisis and GUSD's subsequent deficit, alternative funding is imperative for Keppel and Toll to create and implement the innovative program students need and deserve.

3. Inadequate opportunities for teacher preparation and professional development in the arts and technology (C.P. #2): Keppel teachers began professional development in arts integration and technology through the MSAP grant in 2011, and brain-based lesson design and CCSS training in 2012. Though progress has been made, three years is not enough to achieve the systemic change needed to create the ideal model arts integrated program that will service the needs of our students. Teachers need more and deeper training in order to provide effective arts-integrated instruction for students.

When surveyed about the CCSS in April 2014, only 39% of Keppel teachers reported that they integrate the CCSS into their daily lesson plans. Keppel teachers need the opportunity for

more training in the Common Core State Standards in order to integrate them with the California VAPA Standards. Additional funding is vital to provide this intensive training and curriculum development. The AEMDD will fund Keppel and Toll's efforts to develop meaningful arts integrated inquiry units in collaboration with professionals from the Music Center and RISE Education Services.

In addition to a need for quality arts education for teachers, there is also a void in teacher's technological abilities. 21st Century teaching and 21st Century arts are very technology dependent. Though many classroom teachers have adequate skills in basic use of typical classroom technology such as laptops, digital cameras, and SMARTboards, technology to support the arts and the CCSS is significantly more complicated and involved. When surveyed about technology, only 41% of Keppel teachers indicated that their pre-service education effectively trained them in the use of technology. When asked to indicate their regular use of common technological activities only 15% of teachers reported using technology to communicate with parents; 15% reported using the internet to conduct online research; 6 - 8% indicated they were able to create lesson videos or multi-media presentations for their students or were able to customize digital content to meet instructional needs. Only 1% of the teachers reported knowing how to manage electronic student portfolios.

Clearly, there is a strong need for the Keppel and Toll teachers to develop their technology skills in order to move their classrooms into the 21st Century. With AEMDD funds, Glendale CREATES will fund a full time arts/media coach to train teachers in more advanced and ever-changing technological skills.

Instructional units that integrate arts, technology, inquiry lessons, and performance tasks will prepare students for success in 21st Century classrooms and ultimately college and careers.

By disseminating this work, the discrepancies that exist between students who receive an arts and technology integrated education and those who do not will be eliminated. Students who are actively engaged in this type of instruction will develop both academic and VAPA proficiency as demonstrated by the Smarter Balanced Assessments, which begin in spring 2015.

We will use coaching and peer collaboration to upgrade teacher technology practices and instructional delivery. This will be accomplished through partnerships with the Music Center of Los Angeles and RISE Educational Services. Teaching-artists from the Music Center will provide the professional development and coaching in the four domains of the visual and performing arts. Instructional coaches from RISE will collaborate with Keppel and Toll teachers to develop effective arts-integrated lessons. As the teachers at Keppel and Toll become trained as teacher-leaders in arts education, arts integration, and lesson design, they will instruct other teachers utilizing these powerful professional development tools (coaching, modeling, and peer collaboration).

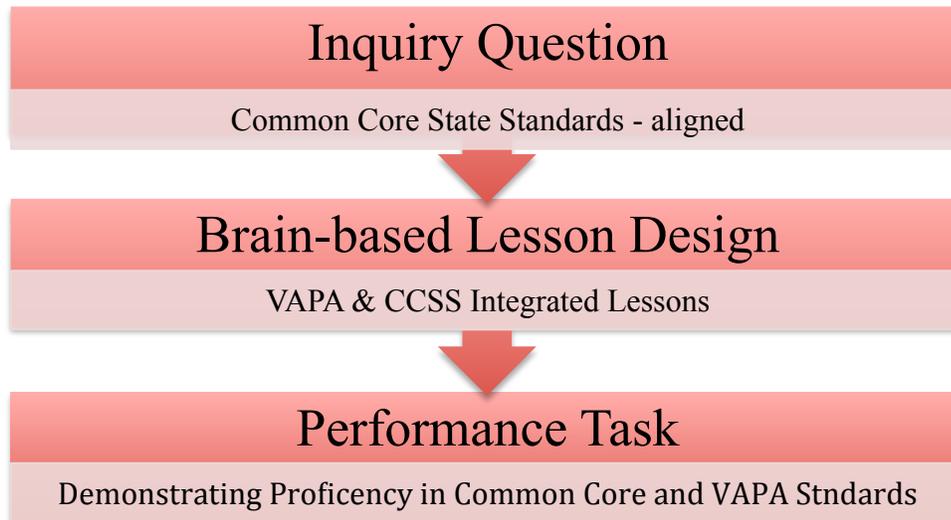
(2) Significance

(a) The likely utility of the products (such as information, materials, processes, or techniques) that will result from the proposed project, including the potential for their being used effectively in a variety of other settings.

The Product: Over the course of the four-year grant funded period, Glendale CREATES will produce a package of products that include: 1) Integrated Curriculum Units, 2) Teacher Demonstration Videos, 3) Student Exemplars, and 4) Assessment Tools.

1. Integrated Units: A writing team made up of representative teacher-leaders from Keppel and Toll, support staff, Keppel and Toll artists-in-residence, and representatives from the Music Center and RISE Educational Services will develop grade level units that

incorporate arts, brain-based lesson design, and 21st Century skills based on the Common Core State Standards and VAPA Standards.



As the chart shows, the brain-based lessons will be framed by inquiry questions and will integrate the Common Core and VAPA Standards. The units will start with a standards-based inquiry question and culminate with a performance task. The performance task will allow students to integrate and apply their learning from the brain-based lessons. The lessons will be clearly written so teachers will be able to pick up the lessons and implement them without prior experience with the Music Center or RISE Educational Services.

2. Teacher Demonstration Videos and 3. Student Exemplars: The arts/media coach will record teacher-leaders from each grade level delivering the created lessons. These demonstration videos will provide a virtual model of instruction and should be particularly helpful to teachers who may not have a background in the arts, but want to enrich their curriculum by integrating the arts into CCSS. Teachers can also view student exemplars to see the intended result of the lesson design and performance task. Student products will serve as anchor papers to illustrate the various levels of proficiency in the VAPA standards.

4. Assessment Tools: The writing team will create a set of scoring rubrics to assess student learning in each arts integrated unit. These assessment tools and guides will be available as part of the product package. The writing team will also develop generalized VAPA assessments that address students' progression toward reaching competency in the VAPA standards as separate from an integrated curriculum.

Product Evaluation: The Evaluation and Training Institute (ETI) will assess the package of products, including the arts-integrated curriculum units, the teacher demonstration videos, the student products, and the scoring rubrics and related assessment tools. Evaluation data from ETI's research and ongoing formative assessment will provide key information about integrating the arts, Common Core State Standards, and 21st Century skills to foster student ability and achievement, impact the achievement gap, and study the effectiveness of building schools' arts integration capacity.

Dissemination Audience: Lessons and units will be based on the Common Core State Standards and thus will have broad application across the United States. Audiences for dissemination include teachers and administrators at public elementary and middle schools, educational policymakers, arts educators, and technology educators.

District-wide Trainings: Teacher-leaders and artists-in-residence from Keppel and Toll in conjunction with representatives from the Music Center and RISE Educational Services will conduct district-wide trainings. The trainings will take place during banked time, with takeaway materials, and will foster the use of the integrated units throughout Glendale Unified. Teacher-leaders from Keppel and Toll will additionally connect with District-level VAPA and Common Core curriculum departments in order to integrate teacher training and project materials into district professional development activities.

Dissemination beyond GUSD: Keppel will use the internet, partnerships, school visits, conferences, and education journals as part of the dissemination plan.

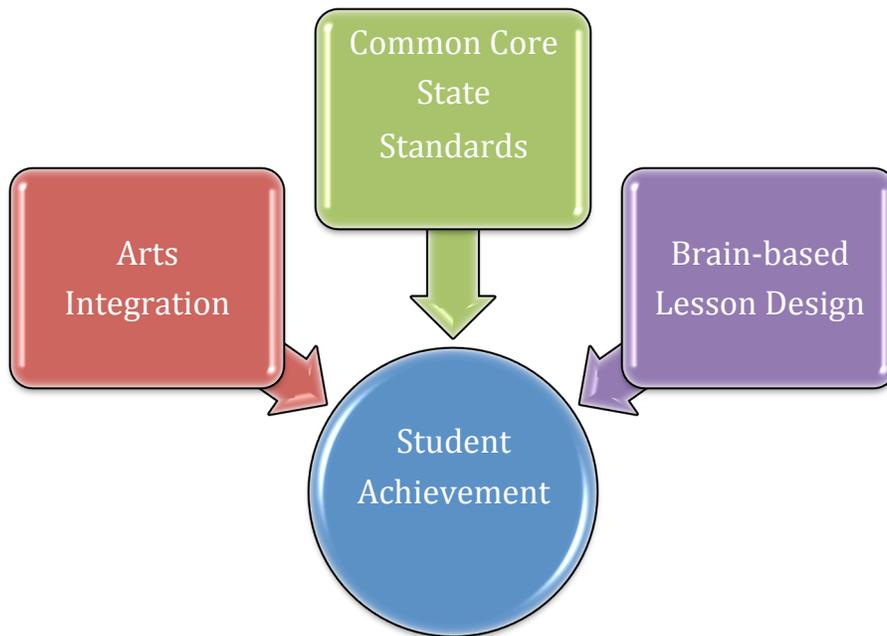
Internet: The lesson plans, teacher demonstration videos, student products, and assessment tools will be available through a variety of Internet sources including Mark Keppel and GUSD websites, Arts for LA, Artsedusearch.org, SchoolTube, Edmodo, teacher created websites, and by e-mail requests. Google Apps will host electronic portfolios of students' work including movies, drawings, videos, music, and art projects.

Partnerships: Through a partnership with the Music Center and other organizations such as *Arts for LA*, Keppel and Toll will become a model arts integration laboratory school. Teachers, student teachers, and graduate students who are interested in doing fieldwork in arts integration will be welcome to study Keppel and Toll's implementation of the arts integrated inquiry units.

Conferences: Written and digital conference materials will be widely shared and disseminated at local, regional, and national conferences including, but not limited to the National Art Education Association Conference, the Kennedy Center for the Arts: Arts Integration Conference, Computer Users in Education Conference, and the Magnet Schools of America Conference. The conference materials will include sample units, successful professional development models for teachers, and research that supports arts integration in schools. Principals and Project Specialists will submit articles to education journals describing Glendale CREATES in terms of the process used to train teachers; creation of the integrated inquiry units; success of implementation; and the value and usefulness of the materials created.

(3) Quality of the Project Design

Glendale CREATES is an arts and Common Core standards-based pedagogy that deepens learning for students. Components of Glendale CREATES include: Arts Integration, Common Core State Standards and Brain-based Lesson Design.



Arts Integration: According to the Kennedy Center’s Changing Education Through the Arts (CETA) Program, Arts Integration is “an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject area and meets evolving objectives in both” (CETA, 2010). Through Glendale CREATES, teachers will further their ability to write integrated lessons by using objectives from both the VAPA and Common Core State Standards.

Common Core State Standards: The Common Core State Standards “are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers” (CCSS, 2012). Students must be able to communicate effectively, think critically and creatively, and work collaboratively. The CCSS in themselves are not enough

to make this happen. By integrating the four strands of arts education (dance, theatre, music, and visual arts) with the CCSS, teachers effectively provide students with 21st Century skills.

Brain-based Lesson Design: Knowledge is the facts and information that is known.

Understanding is defined as taking those facts and skills and using them widely and effectively in other situations (Wiggins and McTighe, 2005). By partnering with RISE Educational Services, teachers will be trained in brain-based, intentional lesson design and lesson delivery that explicitly teaches standards-based content to students in a way that promotes understanding and retention of information. Once students have this knowledge, they can then construct complex and integrated understanding of CCSS through engagement with the creative process.

During project year one, a writing team will be assembled with Keppel and Toll teacher-leaders, Music Center teaching artists, and RISE education coaches to lay the foundation for the following three years of important work. In the following three project years, the writing team will create integrated English Language Arts and math inquiry units with visual arts, dance, music, and theatre. Year two will focus on implementing CCSS English Language Arts units and year three will focus on implementing CCSS math units. Year four will conclude with the dissemination of the units created during the previous two project years.

(a) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practices.

Glendale CREATES is based on research and effective practice. Recent studies demonstrate two significant findings regarding arts instruction: 1) that the arts are an essential part of the core curriculum when it comes to educating the whole child and 2) arts-based education has a positive impact on academic proficiency. Brain-based research on lesson design

shows that intentional classroom instruction is an important factor in student achievement. The following chart is a collection of research used to design and inform Glendale CREATES.

Up-to-Date Knowledge from Research and Effective Practices

Design Element	Research Findings	Citations
Arts Instruction in the United States	There is unequal access to arts education among marginalized students.	Arts for All, 2002; GAO Report, 2009; OTIS Report, 2009
Arts Instruction and student achievement – experimental longitudinal study	Students who participated in intensive arts instruction perform significantly better on academic and social measures.	Catterall, Dumais, and Hampden-Thompson, 2012
Arts Instruction and student achievement – experimental study	Students who participate in arts show higher standardized test scores and student motivation, and improved behavior and attendance.	Arts Education Partnership, 2005
Arts Instruction in the US – Quasi-experimental study	Access to arts in schools is inconsistent. The gap is most evidence in high-poverty schools.	National Center for Education Statistics, 2000 and 2010
Arts Instruction	Arts instruction supports positive academic achievement and social effects, increased motivation and engagement for all students.	Deasy, 2002; Governor’s Commission, 2006; Gazzaniga, 2008
Arts Integration	Integrating the arts provides robust learning	Fiske, 1999; Arts

	and supports diverse learning styles. Multi-layered metacognitive learning develops students' artistic minds and connect learning in the arts to other content areas.	Education Partnership, 2005; CCSESA, 2008; Stiegelbauer, 2008
Integrating Arts with Technology and New Media	New media supports exploration into each of the four art disciplines as well as connects the arts with other content areas.	California Visual & Performing Arts Framework, 2004; Seidel et al., 2010
Arts Support Student Engagement	Arts education supports positive student behavior and results in increases in graduation rates, attendance, connectedness, and safety.	Stiegelbauer, 2008; Douglas, 2009
Partnerships as a Support Network for the Arts	Partnerships are critical to a total school program in the arts. Quality Partnerships should include specialists, credentialed art teachers, teaching artists, coaches, professional artists-in-residence; these partnerships should be infused weekly.	Creating Capacity, Kennedy Center, 2001; Eisner, 2002; Rabkin & Redmond, 2006; CCSESA, 2008; Seidel, et al., 2010
Brain-based Lesson Design and Instruction	A common theme of California high performing schools was coherent instruction with recognizable lesson design, direct instruction, and a standards-based common curriculum.	Marzano, 2011; Sousa & Tomlinson, 2011; Wolfe, 2001; Stanford Institute for Research on Educational Policy and Practice, 2007

Defining Curriculum	Quality curriculum is organized around essential content goals; aligned with content goals, assessments, and learning experiences; and focused on student understanding.	Sousa & Tomlinson, 2011; Jensen, 2005
Retention of Information	Students need to construct frameworks (patterns) for meaning that include making structures that guide the thinking and observing the work of experts in a discipline.	Sousa & Tomlinson, 2011; Wolfe, 2001; Bower & Parsons, 2003
Benefits for English Language Learners	The issue with English learner achievement gaps isn't that we don't know strategies that work well to help bridge language gaps in order to access content. The issue is that the strategies are most frequently discussed outside the framework of quality lesson design.	Rodriguez, 2013
Need for Common Core State Standards	The demands of College and Career are increasing and K-12 education must prepare students.	Milewski, Johnson, Glazer, & Kubota, 2007

(b) The extent to which the proposed project is supported by strong theory.

The project logic model is shown below. The critical link in the project's theory of action is in professional development leading to the implementation of arts integrated CCSS curriculum units, which increase teacher instructional capacity and result in increased student academic achievement. The supporting research is Burnaford (2009) which found that teachers who work with arts specialists and teaching artists in professional development, and who partner with arts specialists and teaching artists in their classrooms, increase their abilities to integrate art in their classrooms. Additional supporting research is Bellisario & Donovan (2012) who found that arts-based professional development through partnerships with arts specialists and teaching artists also motivate and equip teachers to integrate the arts in their classrooms more frequently and in greater depth. In one study, when teachers participated in the creative process themselves in the course of their training and professional development, they were better able to provide similar experiences for their students to engage in the creative process in arts and arts integrated lessons.

Additional research supports our professional development model. In John Hattie's *Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement*, he found that professional development yielded a 0.62 effect size on student achievement. He writes, "Professional development was more effective when the school leadership supported opportunities to learn, where there was access to relevant expertise, and when opportunities were provided to meet to process new information" (Timperley, Wilson, Barrar, and Fung (2007).

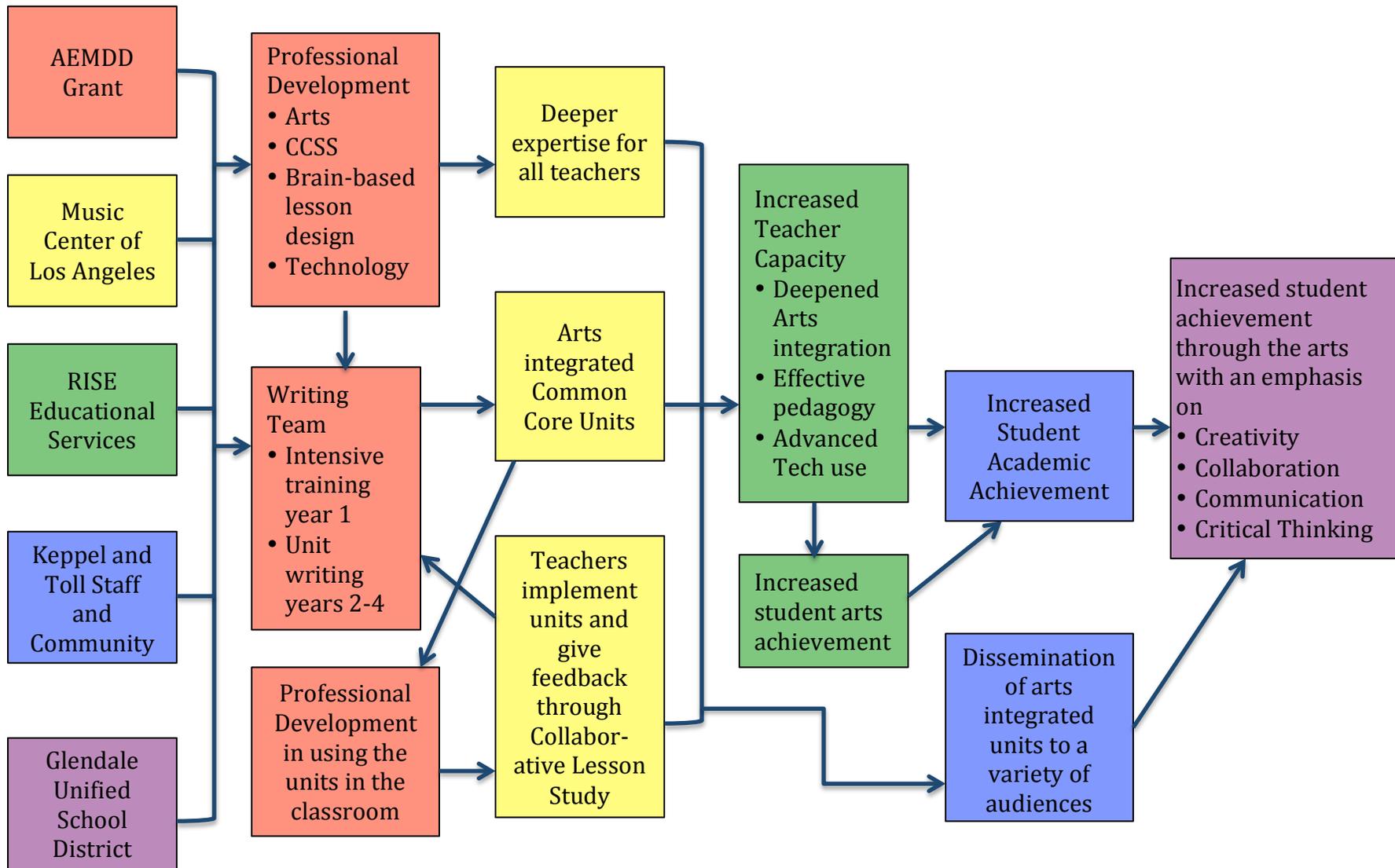
In order to write the most effective arts integrated inquiry units, RISE Educational Services will train teachers in brain-based lesson design. Also, known as direct instruction, this form of lesson development has a powerful effect size for students. According to John Hattie, "The effect size of direct instruction is 0.99 for regular students, and for special education and

lower ability students it's 0.86" (Adams & Engelmann, 1996). Hattie continues, "The messages of these meta-analyses on direct instruction underline the power of stating the learning intentions and success criteria, and then engaging students in moving towards these. The teacher needs to invite the students to learn, provide much deliberative practice and modeling, and provide appropriate feedback and multiple opportunities to learn."

There is a strong correlation between intentional lesson design and delivery and creativity. According to Hattie, "An emphasis on instructional strategies and direct instruction makes a major difference in the effectiveness of creativity programs. Scope (1998), for example, investigated the effect size of instructional variables on creativity, and reported that creativity programs that had a high level of structuring (.80), questioning (0.73), and responding to student questioning (0.70)." This evidence supports our theory that combining brain-based direct instruction strategies with the arts will have a high effect size on student achievement in academic areas.

The Resources shown in the logic model are: AEMDD grant, Keppel and Toll staff and community, Music Center of Los Angeles, and RISE Educational Services. The grant provides funds for the training of Keppel and Toll teachers to bring the arts into the classrooms as well as funds to train the writing team to create arts integrated inquiry units. The Music Center provides the professional development in arts instruction by bringing trained teaching artists into the classrooms and by aiding in the writing of the curriculum. RISE Educational Services focuses on the actual design of the lessons in the inquiry units. RISE's expertise in brain research on how the human brain learns applies to both children and adults. Through coaching and modeling they will support classroom teachers and the writing team in developing and implementing the curriculum.

Resources	Activities	Outputs	Short-term Outcomes	Intermediate Outcomes	Impact
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(c) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.

Glendale CREATES addresses the absolute priority goal of the AEMDD grant by addressing the following three goals: Goal #1: Increase teacher use of the arts; Goal #2: Write, implement, and disseminate CCSS and arts integrated inquiry units; Goal #3: Develop tools for measuring arts proficiency and for determining the effectiveness of Glendale CREATES inquiry units. The project also seeks to achieve the following outcomes: 1) Increase student proficiency in grades K-8 in English Language Arts and math; 2) Increase student proficiency in grades K-8 in the visual and performing arts; and 3) Increase student and teacher proficiency in utilizing 21st Century skills and technological tools effectively with the arts and core subject areas.

Goal #1: Increase teacher use of the arts within the core curriculum and Project Outcome

#2: Increase student proficiency in grades K-8 in the visual and performing arts. Teachers across the nation are in the process of transitioning from current state standards to the new Common Core State Standards. The CCSS were written with integration, inquiry, performance tasks, and technology in mind. Glendale CREATES will facilitate the transition to CCSS through arts integration. For this to be successful, teachers must develop the necessary expertise in the four arts disciplines in order to transfer learning to students.

The Music Center of Los Angeles will work in partnership with Keppel and Toll to provide: professional development in the arts; teaching artists to work directly with teachers and students in the classroom; and knowledge and expertise to develop and write inquiry units with the writing teams. All staff will participate in professional development activities during staff development days, sessions provided by releasing teachers from classroom instruction, modeling instruction in the classrooms, after-school workshops, and conference attendance. Grade level

teams will be released regularly for curriculum and assessment development, data analysis and planning, examining student work and reflecting on teaching practices and meeting with professional artists and curriculum consultants.

Music Center coaches are highly trained teaching artists with expertise in individual arts disciplines as well as techniques for using them in the classroom. The four-year professional development plan with the Music Center will provide training and coaching that supports proficiency in teaching the four arts disciplines as well as the process for integrating the arts with CCSS.

Professional Development Plan with the Music Center of Los Angeles

Year One Activities	Audience	Sessions	Approach
Planning Year – developing skills of teachers and writing team	Keppel and Toll writing team	5 full day sessions	Small group
Instructional Coaching/Modeling in the Classroom	K-5 th grade Keppel teachers; Toll arts elective classes	10 one-hour sessions in a focused arts discipline	One-to-one coaching and classroom modeling
Year Two Activities	Audience	Sessions	Approach
Writing team developing arts integrated curriculum with English Language Arts	Keppel and Toll writing team	7 full day sessions	Small group
Instructional Coaching/Modeling in the Classroom	K-5 th grade Keppel teachers; Toll 6 th grade teachers	10 one-hour sessions in a focused arts discipline	One-to-one coaching and classroom modeling

Year Three Activities	Audience	Sessions	Approach
Writing team developing arts integrated curriculum with Math	Keppel and Toll writing team	7 full day sessions	Small group
Instructional Coaching/Modeling in the Classroom	K-5 th grade Keppel teachers; Toll 7 th grade teachers	10 one-hour sessions in a focused arts discipline	One-to-one coaching and classroom modeling
Year Four Activities	Audience	Sessions	Approach
Writing Team: Refinement & Dissemination of Units	Keppel and Toll writing team	7 full day sessions	Small group
Instructional Coaching/Modeling in the Classroom	K-5 th grade Keppel teachers; Toll 8 th grade teachers	10 one-hour sessions in a focused arts discipline	One-to-one coaching and classroom modeling

Goal #2: Write, implement, and disseminate Common Core and arts integrated inquiry units and Project Outcome #1: Increase student proficiency in English-Language Arts and math and Project Outcome #2: Increase student proficiency in the visual and performing arts. Glendale CREATES proposes an innovative teaching model that integrates the four arts disciplines into all content areas. The model is designed to be applicable to schools in California and the U.S. In particular, Glendale CREATES focuses on design components found to be effective at accelerating achievement for low-income students and English Language Learners. Compelling evidence connects student learning in the arts to academic achievement and social competencies (Ruppert, 2006). A collaborative writing team made up of Keppel and Toll

teacher-leaders, administrative and support staff, Music Center teaching artists, and RISE coaches will create integrated units of study in English-Language Arts (ELA) and math aligned to the VAPA and CCSS. The units will begin with inquiry questions followed by brain-based designed lessons, and culminate with a performance task that demonstrates proficiency in both the content area and VAPA standards. Units will be disseminated during project years 3 and 4.

RISE Educational Services consultants and coaches train teachers to deliver effective brain-based lessons and to design lessons with intentionality. RISE coaches will use a variety of approaches to work with teachers and support staff including whole group professional development, grade level meetings, sitting on writing teams, one-on-one coaching, and lesson observation with feedback.

Professional Development Plan with RISE Educational Services

Year One Activities	Audience	Sessions	Approach
Planning Year – developing skills of teachers and writing team	Keppel and Toll writing team	5 full day sessions	Small group
Direct Professional Development/ Instructional Coaching/ Modeling/Lesson Study	Classroom teachers	Two, 3-hour sessions and Two, 1-hour sessions	Whole Group, One-to-one lesson planning, feedback
Year Two Activities	Audience	Sessions	Approach
Writing team developing arts integrated curriculum with English Language Arts	Keppel and Toll writing team	7 full day sessions	Small group

Direct Professional Development/ Instructional Coaching/ Modeling/Lesson Study	Classroom teachers	Two, 3-hour sessions and Two, 1-hour sessions	Whole Group, One-to-one lesson planning, feedback
Year Three Activities	Audience	Sessions	Approach
Writing team developing arts integrated curriculum with Math	Keppel and Toll writing team	7 full day sessions	Small group
Instructional Coaching/Modeling/Lesson Study	Classroom teachers	Two, 1-hour sessions per trimester	One-to-one lesson planning, feedback
Year Four Activities	Audience	Sessions	Approach
Writing Team: Refinement & Dissemination of Units	Keppel and Toll writing team	7 full day sessions	Small group
Instructional Coaching/Modeling/Lesson Study	38 classroom teachers	Two, 1-hour sessions per trimester	One-to-one lesson planning, feedback

Project Outcome #3: Increase student and teacher proficiency in utilizing technological tools effectively with the arts and core subject areas (C.P.#2).

Students cannot benefit from technology if their teachers are neither familiar nor comfortable with it. The primary reason teachers do not use technology in their classrooms is a

lack of experience with the technology (Wendlinsky, 1998: Rosen & Wil, 1995). It is important to provide professional development to teachers to help them choose the most appropriate technologies and instructional strategies to meet educational goals. By working with an arts/media coach, Keppel and Toll teachers will learn how to integrate technology components into arts integrated inquiry units. Teachers need in-depth, sustained assistance not only in the use of the technology, but also in their efforts to integrate technology into the curriculum (Kanaya & Light, 2005). Teachers also need embedded opportunities for professional learning and collaborating with colleagues. Teachers will have access to the arts/media coach through both formal and informal trainings to ensure access to the intensive training that builds the necessary capacity for Glendale CREATES.

Goal #3: Develop tools for measuring arts proficiency and for determining the effectiveness of Glendale CREATES inquiry units.

Classroom teachers who are not on the writing teams will participate in a lesson study to evaluate the quality, effectiveness, and ease of use of the lesson. In Stigler and Hiebert's book, "The Teaching Gap," they explore the positive effects of lesson study to improve lesson development. "In lesson study, groups of teachers meet regularly over long periods of time to work on the design, implementation, testing, and improvement of one or several research lessons" (Lewis, C. and Tsuchida, I. 1998). The steps in the Lesson Study process are: 1) Defining the Problem (Inquiry question); 2) Planning the Lesson; 3) Teaching the Lesson; 4) Evaluating the Lesson and Reflecting on Its Effect; 5) Revising the Lesson; 6) Teaching the Revised Lesson; 7) Evaluating and Reflecting, Again; and 8) Sharing the Results. By teaching the lessons and collaboratively evaluating the effectiveness with the writing time, classroom teachers will be intimately involved in the evaluation and refinement of the units.

Assessments will be used to empower students and engage them in learning, improve the quality of lesson plans and teaching, and identify areas in which students and classrooms need follow-up support. Assessment tools such as rubrics, student portfolios, surveys, teacher observation, and performance tasks will be utilized.

(d) The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the applicant beyond the end of the grant.

Glendale CREATES will build capacity by providing high quality, intensive, and sustained professional development for teacher-leaders, classroom teachers, and arts specialists. By the end of grant year four, Keppel and Toll teachers and teacher-leaders will sustain the program by educating new teachers and other schools using the arts and CCSS integrated inquiry units designed to ensure intentional lesson delivery. Keppel and Toll teachers will aid GUSD's expansion of arts integration pedagogy to other elementary and secondary schools within the district by leading the District's professional development in the implementation of the units.

As a result of AEMDD funding, Glendale CREATES will produce integrated VAPA and CCSS inquiry units of study that are self-sustaining. GUSD is committed to sustaining Mark Keppel as a VAPA Magnet school so that Keppel may continue to offer this integrated experience to students as well as be a model school for others to observe in action. Glendale CREATES' trained teacher-leaders will continue to provide support to Keppel and Toll teachers and other teachers throughout the region.

During years three and four, Glendale CREATES will write a sustainability plan with two tiers: one for district sustainability, and one for school-specific sustainability. At the district level, Glendale CREATES stakeholders will hold meetings with District ELA, VAPA, math, and instructional technology personnel to create and implement a plan whose objectives will include

continued and expanded educator training in integrated instruction at the district level. At the school level, Keppel and Toll will plan for the following sustainability activities: Integrated lessons, assessments, and ongoing training in each school's site plan; 80% of participating educators will continue to write new integrated lesson activities after the project period; and Glendale CREATES integrated inquiry units will remain in use at each school. The following processes will support sustainability planning:

- The Project Director will co-lead the sustainability effort with Music Center and RISE Educational Services
- A fundraising plan to continue ongoing activities, professional development, and visiting teaching artists, will be created by the leader of the sustainability effort
- A school-specific plan for continuing arts integration at Keppel and Toll will be created by Glendale CREATES Project Director with clear goals and roles

The project's sustainability plan will provide the District with a road map for continuing crucial project activities to participating students, and students throughout the district.

Additionally, Glendale CREATES' dissemination activities will impact other educators through training of partner schools, district teachers, and a national audience through the availability of Glendale CREATES' online resources, trainings, and conference sessions. As the benefits and outcomes of an arts rich education are experienced, school leaders and communities will be motivated to advocate for quality arts programming in their schools.

(4) Quality of Project Personnel

The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the following factors:

(a) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

GUSD is an equal opportunity employer. GUSD ensures that its personnel are selected for employment without regard to race, religion, color, national origin, ancestry, gender, age, marital status, pregnancy, medical condition, genetic information, veteran status, sexual orientation, or physical or mental disability. The District follows the established Non-Discriminatory Employment Practices for filling all positions, as detailed in the Affirmative Action Employment Plan (AAEP) adopted by the Board of Education in 1996 and is in compliance with Title IX and the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973.

This project proposes to fund two positions: The Site Project Specialist and the Arts/Media Coach. Should either of these existing staff members leave, the District will encourage application for employment from persons who are members of groups that have traditionally been under represented based on race, color, national origin, gender, age, or disability and have the necessary qualifications for this position.

(b) The qualifications, including relevant training and experience, of key project personnel.

Key Personnel	AEMDD Funding	Other
Project Director & Principal Investigator	N/A	1.0 FTE
Site Project Specialist	1.0 FTE	N/A
Arts/Media Coach	1.0 FTE	N/A

Project Director & Principal Investigator – Lise Sondergaard, Principal of Mark Keppel

VAPA Magnet School

Job Description: General oversight of all aspects of program implementation, including the supervision of all project staff; oversee, in cooperation with the District's Financial Services Department, all fiscal aspects of the project; collaborating with the grant evaluator in monitoring student achievement and progress towards grant objectives; meeting all reporting requirements as per the U.S. Department of Education; chairing the Advisory Committee and overseeing all writing team and professional development activities.

Desired Qualifications for the position: Master's degree required, doctoral degree preferred. 10 or more years of successful administrative and teaching experience required. Experience working with magnet programs, school choice programs, and voluntary desegregation programs required. Experience with state and federal grants, fiscal management, performance reporting, and supervision of personnel required. Experience with curriculum and unit/lesson development, implementing innovative programs, and a background in art preferred. School level administrative experience preferred.

Actual Qualifications: Masters degree in educational administration; Administrative Services Credential; Professional Clear Multiple Subjects Teaching Credential; LDS/CLAD certification; 25 years in education in teaching and administrative positions; seven years of administrative experience; two years coordinating professional development for GUSD; received intensive training in CCSS and brain-based lesson design.

Project Specialist – Talisen Winder

Job Description: The Project Specialist has the responsibility of overseeing the day-to-day implementation of the AEMDD plan, chairing the school's Keppel Grant Advisory Committee, organizing and scheduling all professional development activities related to AEMDD, acting as liaison with Toll Middle School personnel, community partners, parents, and collaborating with

the project evaluator. The Project Specialist is the lead member of the writing team to ensure completion and quality of curriculum, lesson/unit, and assessment development as well as the implementation of the dissemination and sustainability plans.

Desired Qualifications for the position: Bachelor's Degree required; Master's Degree preferred; valid California multiple subjects or single subject teaching credential required; NCLB compliance required; minimum of five years or more successful visual and performing arts teaching experience required; experience in providing professional development required; strong communication skills required; Cross-cultural Language and Academic Development (CLAD) certificate required; bilingual ability preferred. Experience with curriculum and unit/lesson development, implementing innovative programs, and a background in the arts required.

Actual Qualifications: 13 years experience as a teacher, teacher leader, and teacher specialist; multiple subject teaching credential with a supplemental teaching credential in art; Master in Arts in Education; (CLAD) certificate; 8 years serving in leadership roles on Instructional Leadership Team, School Site Council, District textbook adoption committees, grade level chair, assessment writer, and union representative; more than 9 years of professional development background in lesson study, demonstration classroom, and coaching; extensively involved in curriculum development; and three and a half years of experience as a Site Magnet Specialist overseeing the implementation of the Magnet Schools Assistance Program Grant at Keppel.

Arts/Media Coach – April Faieta (C.P. #2)

Job Description: The arts/media coach has the responsibility of participating in all arts integrated inquiry unit development sessions with a focus on integrating arts and technology into the lesson; train teachers in new technology; model lessons for teachers in integrating art and technology; package integrated units into digital formats for dissemination through Keppel and District

websites, educational websites, etc.; demonstrate knowledge of the Common Core State Standards; work with students using new media; collaborate with community partners and Toll Middle School personnel.

Desired Qualifications for the position: Bachelor's Degree required; Master's Degree preferred; valid California multiple subjects or single subject teaching credential required; NCLB compliance required; minimum of five years or more successful technology teaching experience required; experience in providing professional development required; strong communication skills required; CLAD certificate required; bilingual ability preferred. Experience with curriculum and unit/lesson development, implementing innovative programs, and a background in technology required.

Actual Qualifications: 16 years teaching (primary, upper grades); BA in Communications and graduate coursework in technology; CLAD; 6 years arts media experience (animation projects, film and photography, public service announcements, etc.); awards and honors for work in the community based on student art media projects (2010 Census, solar energy, and recycling); trains and collaborates with grade level peers in art/media integration; workshop presenter (Computer Using Educators Conference); skilled in working with students from diverse backgrounds.

(5) Quality of the Management Plan

The Glendale CREATES team including members have successfully implemented a Magnet Schools Assistance Program grant will implement a collaborative management plan focused on educator preparation and coaching, unit development and dissemination, student achievement, school and district capacity building, and sustainability.

The Secretary considers the quality of the management plan for the proposed project by considering the following factors:

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

Glendale CREATES proposes to use a management team, Glendale CREATES Advisory Committee, to ensure proper and efficient administration of the project goals and objectives. This team is comprised of site level staff (Keppel & Toll Principals, Keppel Site Project Specialist, Toll Teacher Specialist, Arts/Media Coach, Keppel & Toll teachers, resident artists), parents and stakeholders, a representative from GUSD's Special Projects office, representatives from the Music Center, Rise Educational Services, and Evaluation and Training Institute (ETI). Glendale CREATES will implement critical activities and achieve milestones for each program component as outlined in the Management Plan. Means of assessment will include surveys, observation, interview, document review, and school comparisons as stated in the plan.

The table on the following pages summarizes the project management plan, including key project tasks, the roles and responsibilities of partners for completion of those tasks, the proposed timeline for project development and dissemination, and milestones for monitoring the progress of project implementation.

Project Management Plan			
Person/s Responsible	Activities	Milestone	Timeline
Project Director, Project Specialist, Glendale Advisory Committee	Contact all partners, meet to finalize the evaluation and implementation plans, confirm schedule and expectations of Glendale Advisory Committee	Plan is finalized Schedule of meetings publicized	Upon receipt of grant
Project Director, Project Specialist, Evaluation Team	Meet with evaluation team to set up data collection procedures, develop instruments, confirm schedule and work expectations of evaluation team	Data collection procedures, instruments selected, publicized meeting schedule	December 2014
Project Director, Project Specialist, Evaluation Team	Review GUSD elementary schools to identify similar schools based on demographics; identify control group elementary and secondary schools and students	Students/schools selected for participation for first and subsequent project years	Summer 2015
Project Director, Project Specialist	Select Keppel and Toll site teacher-leaders for writing team	Teacher leaders selected	October 2014
Glendale Advisory Committee	Meet to monitor program implementation, gather and review feedback, review evaluation data, modify project as needed to meet objectives and timeline	Electronic data collections (interviews, observations, teacher surveys, student work, assessment results)	End of each trimester: November, February, June

Principal, Project Specialist, Evaluation Team	Collect data: conduct teacher/student interviews, send out and collect survey data, observe in classrooms	Interviews, observations, teacher surveys, student work from participating teachers, treatment and control group students	June each year
Project Director, Glendale CREATES Advisory Committee, Evaluation Team	Analyze pre- and post- results on student scores in Math and English-Language Arts Smarter Balanced Assessments and Content Cluster measures	ELA and Math scores from Smarter Balanced Assessments and content cluster measures	August each year
Evaluation Team, Glendale CREATES Advisory Committee	Refine research plan if needed, use feedback to inform project stakeholders	Research results, improvement suggestions	Fall and spring each year
Evaluation Team, Glendale CREATES Advisory Committee	Assessment of teacher professional development; impact on teacher instruction; indemnify areas of improvement in teacher preparation	Teacher surveys, classroom observation, feedback on Glendale CREATES lesson development and implementation by teachers	Fall and spring each year
Evaluation Team	Complete evaluation report, report to Glendale CREATES Advisory Committee	Written report submitted	By deadline each fall

Professional Development			
Person/s Responsible	Activities	Milestone	Timeline
Project Director, Project Specialist, Music Center, RISE Educational Services	Begin service provisions for 6 teachers and support staff (7 all day sessions to write and develop arts integrated curriculum)	Schedule of training days; copies of integrated units	Beginning fall 2014, ongoing there after
Music Center	Begin service provision for Keppel and Toll classroom teachers (10 one-hour integrated coaching sessions per VAPA discipline; 4 2-hour grade level curriculum development meetings)	Schedule of classroom coaching and release days (Music Center employees, copy of lesson plans, dates)	Beginning Fall 2014, ongoing there after
RISE Educational Services	Begin service provision for 37 teachers (4 3-hour training modules; two-one hour coaching sessions per teacher, per trimester; grade level curriculum development, one-on-one coaching)	Schedule of training modules and one-on-one sessions (RISE employees, copy of lesson plans, dates)	Beginning fall 2014, ongoing there after
RISE Educational Services	Begin service provision for site administrators and support staff (3 3-hour sessions)	Training records, copies of materials, participant survey data on usefulness of services	Beginning fall 2014 and ongoing
Arts/Media Coach	Work with 37 teachers to develop technology skills (both hardware and software) dependent on teacher need which will be determined by a tech survey	Training dates; list of teacher participants; types of training conducted; post-tech survey	Beginning fall 2014, ongoing

Classroom Implementation			
Person Responsible	Activities	Milestone	Timeline
Teacher Leaders, RISE, Music Center, Project Specialist, Arts/Media Coach	Write Glendale CREATES integrated units in grade level teams with teaching artists from the Music Center and high quality lesson coaches from RISE	Three integrated units per grade level per year	Beginning Fall 2015, ongoing
Teachers	Implement and teach Glendale CREATES units; Provide feedback to writing team	One unit taught and documented each trimester, each year	Beginning Spring 2016, ongoing
Teacher Leaders	Provide in-class demonstrations of Glendale CREATES integrated and explicit lessons	Schedule of classroom demonstrations; dates	Beginning Spring 2016, ongoing

Dissemination			
Person Responsible	Activities	Milestone	Timeline
Arts/Media Coach	Develop project website, upload project-developed lesson plans/units to Internet	Art-integrated available for other teachers	Spring 2016

Project Director, Project Specialist, Community Arts Organizations	Meet with local Community Arts Organizations, such as <i>Arts for LA</i> , to use existing networks for dissemination	Dissemination plan with important dates and milestones	Spring 2016
Evaluation Team, Arts/Media Coach, Project Specialist	Post project research findings	Evaluation data posted on website	Fall each year
Arts/Media Coach, Teachers	Post recorded model lessons on multiple educational and arts websites	Modeled lessons per grade level per year available for viewing on Internet	Beginning Spring 2016, ongoing
Project Director, Project Specialist, Teachers	Invite schools to tour Keppel to see examples of arts integration and model lessons	Schedule of tours, dates, list of school names, feedback from schools	Beginning September 2014, ongoing
Project Director, Project Specialist, District Representatives	Plan dissemination activities for District level professional development	Agendas, Sign-in Sheets, Materials Presented	By June 2015, ongoing
Project Director, Project Specialist, Evaluation Team	Write articles for publication on project findings	Written articles	By June 2016

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

Attention has been given to maximize the use of grant funding to provide appropriate and adequate personnel to meet the objectives of the Glendale CREATES project. The Project Director and Principal Investigator is the principal of Keppel. Due to Keppel's familiarity with implementing federal grants and implementation of professional development in arts integration over the last three and a half years, Keppel's principal is the best candidate to lead the successful implementation of the project goals and objectives. Keppel's principal has the necessary power to execute the project as envisioned as well as bear the primary responsibility for technical compliance, completion of programmatic work, and fiscal stewardship of funds. Keppel and Toll's principals will work in tight conjunction to ensure Glendale CREATES' smooth succession into secondary schools. The Project Specialist and the Arts/Media Coach will each be 1.0 FTE positions. These key project personnel will be devoted exclusively to project direction and implementation, ensuring that all project activities and objectives are accomplished.

In addition to the staff at Glendale Unified, key partner companies will also provide the necessary people and time to the successful implementation of the Glendale CREATES' AEMDD grant. Music Center's Director of School Programs and Regional Programs Manager will work closely with the Project Director and Project Specialist on the coordinating of resources and the writing, implementation, and dissemination of Glendale CREATES' units of study. Music Center of Los Angeles will provide teaching artists to work with Keppel and Toll teachers over the course of the four-year implementation period. The President of RISE Educational Services will oversee the instructional coaches who will work directly with the

Keppel and Toll writing teams to create brain-based arts integrated inquiry units. ETI will assess the package of products, including the arts-integrated curriculum units, the teacher demonstration videos, the student exemplars, and the scoring rubrics and related assessment tools.

(c) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

The project will establish an Advisory Committee to oversee project activities, monitor implementation of the Management Plan, review evaluation data and other feedback, use evaluation results to make any needed program improvements, and provide ongoing communication between the collaborative partners. The external evaluation team (i.e., Dr. Clare Rose and Dr. Jon Hobbs of the Evaluation and Training Institute) will be represented on the Advisory Committee and will be responsible for providing ongoing assessment and feedback to the Advisory Committee regarding the development, implementation, and dissemination of arts-integrated curriculum units and assessment tools along with needs for improvement in these areas. Specific ETI responsibilities will involve collaborating with Keppel Elementary and Toll Middle School, the Music Center, and RISE to:

- Assess the quality of the arts-integrated curriculum units produced and associated assessment tools;
- Monitor the schedule for producing curriculum units and assessment tools in specific areas;
- Assess the quality and quantity of professional development provided to the teachers for using the curriculum units and assessment tools;
- Monitor the implementation of arts-integrated lesson plans and assessment tools by the teachers, including fidelity of lesson unit implementation; and

- Monitor the dissemination of arts integrated curriculum units and assessment tools within and outside of the school district.

The Advisory Committee will meet quarterly and oversee the implementation and evaluation of the project. ETI will make presentations at the quarterly meetings to report progress in the development and dissemination of the arts integrated units of study. Annually, and as data becomes available, ETI will also report on the progress the project is making in helping students increase their proficiency in core academic subjects and in the visual and performing arts.

The Advisory Committee will oversee and support the Project Director, who will, with support from the Project Specialist, be responsible for the day-to-day implementation of the project. The Project Director will manage the project budget and work collaboratively with the evaluation team in facilitating their ability to monitor project implementation and dissemination. The Project Director will also act as liaison between the collaborating partners and the U.S. Department of Education; ensure that all timelines are met; schedule and facilitate staff development; track project activities and outcomes; and problem-solve and overcome any obstacles to implementation.

(6) Quality of the Project Evaluation

(a) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible (C.P. #1).

Glendale CREATES will conduct a comprehensive evaluation using a quasi-experimental design in which both quantitative and qualitative data will be collected.

Summative Assessment. A Pretest-Posttest Comparison Group design will be implemented by the evaluator on an annual basis in project years 2-4 (2015-16, 2016-17, and 2017-18) to determine the impact of project participation on student achievement. In this design, the two project schools (Keppel Elementary and Toll Middle) will be compared to similar non-project schools at the same grade span on Smarter Balanced summative assessments in English

Language Arts and Mathematics. Comparison schools will be selected at the end of the first project year based on the best match with the project schools using factors that correlate the strongest with student achievement in English Language Arts and Mathematics. The matching analysis will be made on the basis of Smarter Balanced data reported for 2015 using school characteristics such as ethnicity, indicators of economic disadvantage (qualifying for Free/Reduced Price Lunch), and school percent English Learners. We will use the spring 2015 Smarter Balanced test scores as pretest covariates to statistically adjust for any pre-existing differences between the project and comparison schools that matching does not equate the treatment and comparison schools on and which influence the posttest scores in English Language Arts and Mathematics.

Beginning with the second year of the project (2015-16), the evaluator will use an Analysis of Covariance (ANCOVA) to compare the project and non-project schools on Smarter Balanced post-test scores from spring 2016 using the spring 2015 scores as pretest covariates. Differences in the statistically adjusted posttest scores should be attributable to the effect of the treatment – participation in arts-integrated instruction. Additional covariates will be included in the ANCOVA to test for any differential impacts of the project (e.g., whether girls benefit more than boys). In grant years three and four, the pretest scores will be drawn from the prior year’s Smarter Balanced assessments.

Following statistical analysis of the outcome data, the evaluator will interview a random sample of project teachers about their implementation of the arts-integrated curriculum units. The interviews will focus on how well the teachers were able to apply the curriculum units in their classrooms and their use of technology. Interview questions will focus on identifying where the teachers found success with the units and where there were problems that might warrant correction either through further product development or professional development.

Formative Assessment. Content-cluster measures from the Smarter Balanced assessment will be selected by the teachers and administered on an interim basis throughout the school year. These results will be used by teachers to better understand students’ strengths and limitations in

regard to state common core standards, and to better understand a student's learning needs. Additionally, the teachers will use the assessment tools developed in the project to obtain information on student progress in each of the arts-integrated curriculum units.

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

The external evaluation team will monitor (a) the development of the arts-integrated curriculum units and assessment tools, (b) the training of teachers in using the arts-integrated curriculum units and assessment tools, (c) teacher implementation of the study units and assessment tools in the classroom, and (d) dissemination of the units and assessment tools beyond the project schools. More specifically:

- The number and quality of the arts-integrated curriculum units produced along with associated assessment tools will be appraised using a product specification checklist. Additionally, the production of curriculum units and assessment tools in specific areas will be monitored according to a product development schedule.
- The quality of the professional development provided to the teachers for using the curriculum units and assessment tools will be observed and teachers will be interviewed or surveyed in terms of the usefulness of the products and the training provided.
- The implementation of arts-integrated lesson plans and assessment tools by the teachers will be monitored for fidelity according to product specification checklists.
- Dissemination of arts integrated curriculum units and assessment tools within and outside of the school district will be documented.

Through written reports and oral presentations, the evaluators will provide feedback to the project's Advisory Committee on a quarterly basis (and more frequently as needed) on the progress being made in implementing and disseminating the project. Recommendations for corrective action will be made to the Advisory Committee as appropriate.

(c) The extent to which the methods of evaluation will, if well implemented, produce evidence of promise (as defined in this notice).

Research by Burnaford (2009), Bellasario & Donovan (2012), Timperley et al. (2007) and Adams & Engelmann (1996) were cited in the Project Design section to establish the link between arts-based professional development, increased teacher ability to integrate the arts in the classroom academic instruction, and student achievement. Effect sizes in excess of 0.62 were noted in this literature.

The following table outlines the evaluation plan for Keppel CREATES. The table includes (1) related goal/objective, (2) types of data, (3) timeframes of data collection, (4) methods to be used and/or instrument development, if applicable, and (5) data analysis.

Goal 1: Proficiency in Visual and Performing Arts				
Goals/Objectives	Types of Student Level Data	Timeframe	Methods/Instruments	Analysis
Objective 1.1 VAPA Proficiency	Proficiency levels (below basic, basic, proficient)	Implementation of arts-integrated curriculum units	Project-developed pre/post assessment based on California County Superintendents Educational Services Association <i>Visual and Performing Arts Core Principles</i>	Paired t-tests using pretest as baseline; aggregated by classroom, grade level, and school.

Goal 2:- Academic Achievement				
Objective 2.1				
English	Overall ELA score		Smarter Balanced Assessments	Longitudinal: ANCOVA
Language Arts	(and 4 subtest scores)	Spring 2016		
	Grades 3-5 & 6-8	Spring 2017		
Objective 2.2	Overall Math score	Spring 2018		
Mathematics	(and 3 subtest scores)		Smarter Balanced Assessments	Longitudinal: ANCOVA
Goal 3 – Commitment and Capacity				
Objective 3.1	Documented evidence	As activities are	See Management Plan for list of	List of activities/milestones
Management	that activity was	implemented and	activities, milestones,	implemented/not implemented
Plan	implemented, and each	milestones	responsibilities and timelines.	and evidence of
	milestone was achieved.	anticipated.		implementation, logic models
	Survey of implementers	Survey in Spring		
	to determine level at	of each year.		
	which activity was			
	implemented and			

	effectiveness.			
Objective 3.2 Teacher Capacity	Stages of Concern, Levels of Use, Innovation Configurations	Each Spring with final review in August, 2018	Stages of Concern questionnaire, surveys aligned to Levels of Use, and profiles of instructional practices related to Innovation Configurations	Process evaluation
Goal 4 - Dissemination				
Objective 4.1 Integrated Units	Artifacts (DVDs and online postings) for professional development and dissemination purposes	Annual review of progress with final review in August, 2018	Completed arts integrated units of study made public	List of actual products developed versus proposed. Rating of products according to ability to achieve desired outcomes.
Objective 4.2 Summer Institutes, Conferences	Artifacts (presentation materials, sign in sheets, copies of publications) for dissemination purposes	Annual review of progress with final review in August, 2018	Conference presentations and professional articles written	List of conference presentations and articles written.

The district will hire the *Evaluation and Training Institute* (ETI) as the external evaluator to implement the evaluation plan. Clare Rose Ed.D., and Jon Hobbs, Ph.D., are highly experienced and qualified to perform their duties to monitor implementation of the design, summarize and analyze data, write evaluation reports, and interact with project personnel for the purposes of program improvement.

Dr. Clare Rose is the chief executive officer of ETI and has over 30 years of experience evaluating state and federally funded education programs. Dr. Jon Hobbs is President of ETI with over ten years of experience evaluating state and federally funded education programs. ETI has conducted arts-related evaluations of programs sponsored by the LA Music Center, the LA Opera, the Getty Education Institute for the Arts, the California Science Center, and LA Unified School District. A sample of relevant evaluation projects follows.

Evaluation of the LA Music Center Arts Capacity Team (ACT) and Arts Integration Partnership (AIP). The education branch of the Los Angeles Music Center offers arts programming designed to assist participating schools to offer standards-based, sequential arts learning for all students. Projects have included the Arts Capacity Team Project 4 (ACT IV) and the Arts Integration Partnership (AIP) funded primarily by the National Endowment for the Arts. Both projects included a five-day Summer Institute for teams of classroom teachers and their administrators; follow-up support from Music Center Teaching Artists (TAs); the provision of school program resources; a leadership strand for principals and district arts leaders; teacher involvement at Saturday workshops, and project-wide meetings.

The evaluation of ACT IV built upon previous findings to address: the capacity of participating teachers to assess student learning in the arts; teacher and school capacity building; outcome trends across program years, and teachers' use of the 3-disc model lesson DVD set developed by the Music Center. The evaluation of the AIP addressed: the capacity of participating teachers to teach and assess student learning in the arts as well as the sustainability of arts programming at the school and district levels. Evaluation activities for both projects included classroom observations and interviews and focus groups with key stakeholders

including teachers, teaching artists, principals, and district arts leaders. For both evaluations, quantitative and qualitative data were compiled into final reports that described the successes and challenges of the programs as well as offered recommendations for program improvement.

Evaluation of the LA Music Center's Institute for Educators. The Institute included two concurrent projects for the Music Center: 1) The "Rose Hills" project in the San Gabriel Valley; and, 2) The "National Endowment for the Arts" (NEA) project in Los Angeles County. Each project included a five-day Summer Institute for teams of elementary school teachers and their administrators, follow-up support from Teaching Artists, the provision of school program resources, leadership support for principals, teacher involvement at Saturday workshops, and Project Leadership Academies (NEA) or Project-wide Reconvenings (Rose Hills). ETI gathered data from teachers and teaching artists following each in-class session (Teacher Journals and Teaching Artist Reflective Surveys). Classroom observations were conducted by ETI staff, and a sample of teachers was also recruited for telephone interviews. Teaching Artists participated in a focus group upon completion of the school year. Quantitative data were analyzed using descriptive statistics. Correlations were analyzed to determine any inferential relationships between the number of class hours received and the teachers' perceptions of the quality and utility of TA support. Finally, qualitative data from the interviews and focus groups were compiled, synthesized, and analyzed to discern salient themes. All results were compiled into a final report that was used for program improvement.

The Getty Education Institute for the Arts and the California Science Center: Art and Science Professional Development Program. This program provided art and science middle school teachers with the opportunity to develop integrated art and science curricula to apply in the classroom. ETI's evaluation examined the extent to which the program demonstrated the linkages between art and science and the value in combining art and science perspectives. The evaluation further analyzed the extent to which teachers were able to apply this knowledge to their classroom via enriched curricula. The evaluation further identified products and services for teachers from the Getty and Science Center that promote effective connections between art

and science, and identified factors that promote collaboration between the Getty and the California Science Center.

Evaluation of the LAUSD/CalArts Community Art Partnership (CAP) ArtsCool Project. Working closely with CAP and LAUSD staff, ETI conducted an implementation evaluation of the ArtsCool Project, which paired local artists with seven LAUSD Options Schools. Observation guides, artist and teacher surveys, and student journals were designed based on extensive research regarding LAUSD art standards, CAP instruction methodology, relevant academic literature, and discussions with the artists. These evaluation tools were implemented to determine art's academic and social influences on student development. Quantitative and qualitative data were collected at the start and end of the program. Results and recommendations were presented in a report to be used for program improvement and expansion.

LAUSD: Arts Education Prototype Program. ETI evaluated the LAUSD Arts Education Prototype program, a pilot project designed to bring music, dance, visual arts, and other art mediums to elementary school children. The evaluation focused on 133 Arts Prototype elementary schools within LAUSD, each at varying stages of program implementation. Evaluation activities included: (1) a review and synthesis of all self-reported data from the Prototype schools as presented in the year-end self evaluation reports and the California Model Art Program Tool Kits submitted by each school; (2) site visits to a representative sample of schools; and, (3) interviews with site administrators and a teacher survey. In addition to addressing the strengths and weakness of program implementation, the evaluation examined how well the Arts Program is articulated with other programs operating at the schools including Special Education, math and reading programs, and language integration programs. ETI will have a regular spot on the Advisory Committee meeting agendas to report findings. The Advisory Committee will receive formal written progress reports on a quarterly basis each project year. Between meetings, e-mail forums will be used to communicate to members as needed. Members will review and approve the overall evaluation design and instruments and work with the evaluators to review data and use information to guide the program.