



U.S. Department of Education
Grant Performance Report (ED 524B)
Executive Summary

OMB No. 1890-0004
Exp. 10-31-2007

PR/ Number # (11 characters) U351C030008

The Newark Public Schools' *Arts Infusion: Integrating the Arts into the Curriculum of the Middle Level Grades* was implemented over a four year span (including the one-year no cost extension), beginning in the 2003-04 school year. The project's goals and objectives were to:

Goal 1: Ensure the active participation of 150 teachers in professional development which is rich in content, materials and methods.

Goal 2: Provide extended quality professional development through a series of programs led by Newark, New Jersey Museum staff, in-person and video conferences with Dr. Heidi Hayes-Jacobs, and a Summer Institute that will result in the development of interdisciplinary curriculum units with a visual arts focus.

Goal 3: By the end of the grant, the district will have developed a cadre of approximately 150 teachers who are experienced in developing and integrating high-quality arts learning opportunities into the curriculum, as evidenced by the Lesson Bank of integrated curriculum units.

The expected outcomes as a result of the implementation of the goals were as follows:

- Ensure teacher implementation of best practices in developing arts integrated curricula that maintains the integrity of each discipline while generating connections between disciplines to foster greater exchange of knowledge.
- Enhance the development of: new teacher-made teaching strategies for integrating the arts into the curriculum; teacher-designed lesson plans; incorporation of three-dimensional objects within lessons; utilization of open-ended questioning techniques; and a deeper understanding of other content areas through communication among team members and discussions with the Museum curator and education staff. Participating teachers will serve as the vanguard for modeling arts-infused curricula that address core curriculum content standards.
- The integrated curriculum units that are developed will demonstrate the relationship of content areas and stimulate active links between fields of knowledge, thereby heightening their relevance to students.
- By working in a cooperative teaching and learning environment, teachers will develop greater camaraderie and understanding of each other's content area as they collaborate to create stimulating curriculum units and dynamic learning experiences.
- At-risk youth will strengthen their skills in language arts and visual arts through the following activities: exercises in reading a painting, creative writing, and building vocabulary; observation, interpretation and analysis of real artifacts from the Museum's Educational Loan Collection that will be available for use in the classroom; projects and discussions that encourage critical thinking and problem-solving skills.
- Provide material culture resources, three-dimensional objects, hands-on projects, technology-based resources and curriculum materials for classroom use that relate to the integrated curriculum units that the teachers develop.
- An annual evaluation of the project will be conducted and a written report will be prepared, disseminated and modifications will be made, as necessary.
- Having become familiar with the education staff and collections, teachers will see the Museum as an accessible educational resource that they can actively seek out for assistance and expertise.

The three goals have been met and outcomes for this grant have been achieved. The experience of, and related quality professional development in, designing interdisciplinary teaching units which included the infusion of the arts has resulted in: increased awareness of available resources; an expanded ability to utilize best practices to teach to the whole child; recognition and provision of interconnections with various curricular areas; incremental gains in student achievement; the creation of a resource bank of interdisciplinary thematic lessons for teachers; and increased teacher collaboration. Following is a summary of activities over the grant period.

Year 1: 2003-2004

During the 2003-2004 school year, 44 teachers from thirteen schools participated in a February 11th video conference with Dr. Heidi Hayes Jacobs relative to "Champions of Active Learning," in which they were introduced to interdisciplinary instruction and provided with opportunities to brainstorm with colleagues themed teaching units. On April 19, 2004, another video conference with Dr. Hayes Jacobs took place; 39 teachers representing twelve schools attended that session, during which teachers were able to converse with Dr. Jacobs relative to improving their projects and general concerns. This hands-on session provided answers to many questions regarding logistics, planning and implementation. At an end-of-year "Celebration!," hosted by the Newark Museum, Arts Infusion Teams gathered and seven schools displayed and explicated/presented their interdisciplinary units, which ranged in topics from "The Middle Passage," "River Bank Park," "Cooperation/Native Americans," "Ancient Mesopotamia/Multicultural Infusion in American Society" (sixth/seventh grades), "Power of Money," and "A Fantastic Voyage." Forty-one teachers and administrators participated. Teacher/Participant evaluations of the project -- workshops, video conferences, administrative and central office support, museum visits and consultants -- were very positive; recommendations for improvement included: efficient scheduling of participating classes and planning time; more hands-on development; wider dissemination of information; smaller audience during video conferences.

Year 2: 2004-2005

The following outcomes were achieved relative to Goal 1:

- August 2004 – 10 teachers participated in a workshop at the Newark Museum relative to using digital cameras.
- October 2004 – 50 teachers participated in a video conference with Dr. Heidi Hayes-Jacobs regarding developing and implementing interdisciplinary teaching units.
- December 2004 – 50 teachers participated in a day-long discussion with Dr. Hayes-Jacobs on refining thematic unit.
- January 2005 – 22 teachers participated in a day-long, hands-on workshop with Dr. Sue Snyder. Activities were centered on connecting the arts to the other content areas. Fifty teachers (50) participated in a video conference with Dr. Heidi Hayes- Jacobs. Teachers also used the Museum facilities to research and gather material for their projects.
- April 2005 – 50 teachers participated in a video conference with Dr. Hayes-Jacobs. Teachers again used the Museum to research and gather materials for their projects.
- June 2005 – 50 teachers participated in a daylong sessions with Dr. Heidi Hayes-Jacobs to present and discuss interdisciplinary projects developed this school year. Dr. Jacobs provided detailed feedback to each team of teachers.

Relative to Goal 2, the following took place:

- August 2004 – 10 teachers participated in workshops at the Newark Museum on the use of digital cameras – five hours
- August 2004 – 10 teachers participated in an Adobe Elements workshop – five hours
- October 2004 – 50 teachers participated in a video conference with Dr. Heidi Hayes-Jacobs – three hours per session (morning and afternoon)
- December 2004 – 50 teachers participated in a day-long discussion with Dr. Hayes-Jacobs – three hours per session (morning and afternoon)
- January 2005 – 22 teachers participated in a daylong, hands-on workshop with Dr. Sue Snyder. Activities were centered on connecting the arts to the other content areas – five hours
- January 2005 – 50 teachers participated in a video conference with Dr. Hayes-Jacobs. Teachers also used the Museum facilities to research and gather materials for their projects – three hours per session (morning and afternoon)
- April 2005 – 50 teachers participated in a video conference with Dr. Heidi Hayes-Jacobs. Teachers also used the Museum facilities to research and gather materials relevant to their projects – three hours per session (morning and afternoon)

- June 2005 – 50 teachers participated in a daylong session with Dr. Heidi Hayes-Jacobs to present and discuss the interdisciplinary projects they developed during this school year. Dr. Hayes-Jacobs provided detailed, specific feedback to each team of teachers – five hours.

Additional activities in year one include the development of 20 twenty interdisciplinary units developed by teachers during the first two years of the grant. This file constituted the initial stages of a projected compendium to be created. In addition, the Newark Museum contracted with an evaluator to conduct a program evaluation.

Year 3: 2005-2006

During Year 3, the following took place to support Goal 1:

- July 2005 – 20 teachers participated in a field trip to the Museum of Modern Art (MOMA) in New York. The group of teachers included visual arts teachers and classroom teachers. The purpose of the trip was to familiarize the teachers with the education offerings at MOMA, as well as to have, to the extent possible, the visual arts teacher partner with a classroom teacher to share the visual arts aspects of the works observed, and have the classroom teacher share ideas relative to the correlation of language arts literacy, math, science and history to the visual arts.
- January 2006 – in a morning session and an afternoon session, 100 teachers and administrators met at the Newark Museum to participate in a video conference with Dr. Heidi Hayes-Jacobs. These sessions also were structured to allow time for the school teams to share information about their projects.
- February 2006 – 10 visual arts teachers participated in the first of two workshops to receive training in the applications of the Apple G4 laptop computer.
- March 2006 – 10 visual arts teachers participated in the second of two workshops to receive additional training in the applications of the Apple G4 laptop computer, and to receive basic instruction in the operation of a digital camera.
- March 2006 – 20 classroom teachers participated in a one-day workshop in the applications of Hewlett Packard laptop.
- June 2006 – 125 teachers and administrators participated in a culminating session with Dr. Heidi Hayes-Jacobs in a daylong session at the Newark Museum. Dr. Jacobs provided feedback to each team. Each team presented two projects that were completed during the 2005-2006 school year.

Outcomes of Goal 2 during the third grant year included:

- July 2005 – 20 teachers, including visual arts and classroom teachers, visited the Museum of Modern Art in NYC to familiarize themselves with the educational offerings at MOMA, as well as to develop teacher partnerships based upon shared ideas emanating from the observed works relative to the correlation of language arts literacy, math, science and history to the visual arts.
- January 2006 – During two half-day sessions, 100 teachers and administrators met at the Newark Museum to participate in a video conference with Dr. Heidi Hayes-Jacobs, designed to foster interaction between teacher teams relative to their projects' development.
- February 2006 – 10 visual arts teachers participated in the first of two workshops to receive training in the applications of the Apple G4 laptop computer.
- March 2006 – 20 classroom teachers participated in a whole-day workshop relative to the applications of the Hewlett Packard laptop.
- June 2006 – 125 teachers and administrators participated in a culminating session with Dr. Heidi Hayes-Jacobs at the Newark Museum, at which time Dr. Hayes-Jacobs provided specific substantive feedback to each team relative to the two projects each completed during the 2005-2006 school year.

Additionally, from December 2005 through June 2006, school teams: met with Newark Museum representatives to receive hands-on guidance on the resources available in the Museum collection and applications for the use of the historical and artistic resources; individually visited the Museum with students to enhance in-class curricula; and met regularly to plan collaboratively for interdisciplinary instruction relative to their projects. Some schools were able to utilize scheduled common planning time for planning purposes.

Goal 3 outcomes included a June 12, 2006 meeting of all teams with Dr. Jacobs at the Newark Museum, at which she reviewed each school's projects and provided cogent and positive feedback.

Teachers completed an evaluation of the year's activities in June. Results indicated an improved understanding of collaborative planning and teaching as well as an increased knowledge and use of the Newark Museum as a valuable instructional resource.

No-Cost Extension Year: 2006-2007

The final year of the grant (2006-2007) was a no-cost extension and consisted of the following outcomes/activities:

- January 2007 – ten teachers participated in workshops at the Morris Museum on multiple dates. Individual school visits were conducted to the Morris Museum during the school year.
- February 2007 – two professional development sessions relative to arts inclusion were conducted for seventy-five teachers at Lincoln Center.
- March 2007 – Lincoln Center (Maxine Green, consultant) conducted a workshop at Arts High School relative to arts infusion.

In addition, individual schools continued to develop interdisciplinary teaching units based upon carefully drafted lesson plans, many of which are now on file in the district office. Several samples are included with this report. Further, achievement test results for grades 6 through 8 in participating schools show incremental gains in language arts literacy and mathematics.

A final evaluation by the independent contractor has been included in this submission.



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

OMB No. 1890-0004
Exp. 10-31-2007

PR/Award # (11 characters): U351C030008

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

1. Project Objective Check if this is a status update for the previous budget period.

Develop and implement high quality, research-based professional development that will increase and strengthen standards-based arts education across disciplines to help ensure the academic achievement of at-risk, middle grade students.

Performance Measure	Measure Type	Quantitative Data			
		Raw Number	Target Ratio	%	Actual Performance Data Raw Number Ratio %
1.a. Performance Measure By the end of the grant period, teachers will have participated in high quality, research-based professional development conducted by Dr. Heidi Hayes-Jacobs and others relative to the design and implementation of interdisciplinary instructional units which increase and strengthen standards-based arts education.	Number of Teachers	150	150 / 150	100	150 / 150 100
1.b. Performance Measure By the end of the grant period, teachers will have participated in high quality, research-based professional development conducted by Dr. Heidi Hayes-Jacobs and others relative to the design and implementation of interdisciplinary instructional units which increase and strengthen standards-based arts education.	Number of Schools	10	10 / 10	100	10 / 10 100

Explanation of Progress (Include Qualitative Data and Data Collection Information)