

PROFESSIONAL DEVELOPMENT FOR ARTS EDUCATORS 2005 GRANTS

Program Abstracts

Little Rock School District
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The Little Rock School District (LRSD) is the largest public school district in Arkansas, with a K-12 enrollment of 25,868 in 34 elementary, 8 middle and 5 high schools as of October 1, 2004. The demographics of the student population are the inverse of the community, with approximately two-thirds (68 percent) African American and slightly less than one-third (29 percent) white. Of the remaining students, 3 percent are Hispanic, and the rest come from Asian and other minority backgrounds. Fifty-nine percent of LRSD students are eligible for free and reduced price lunch, and 40 percent participate in Title I programs.

The LRSD currently offers music education for all elementary students as well as a secondary music program for middle and high school students. Visual arts education is offered at the middle and high school levels. Beginning in the fall 2005, all LRSD elementary school students in grades K-6 will receive 40 minutes of music and 40 minutes of visual arts education each week of the school year. State and local commitment to arts education is strong. The Arkansas General Assembly, regular session 2005, passed Act 245, an act to require weekly music and visual arts instruction for all students in grades K-6. The law specifies that the instruction must be based on the state visual art and music frameworks; children with disabilities or other special needs shall be included, and the instruction shall be provided by a licensed teacher certified to teach art or music, as applicable.

By virtue of meeting the poverty criteria as stipulated in the application, 24 elementary schools have been selected for participation in the Little Rock School District Professional Development for Arts Educators initiative, *Expressions*. Each of the participating schools will be serviced by fully certified elementary music and visual arts specialists for a total of 48 arts specialists and approximately 48 classroom teachers.

Recognizing that teachers should learn what they are expected to teach, the LRSD partnership with highly qualified, nationally recognized clinicians, artists, organizations and institutions (the University of Arkansas at Little Rock Departments of Music and Art; the Arkansas Arts Center Museum School; Southern Methodist University, Meadows School of the Arts, Dallas, Texas; Kalani, Kalani Music; the National Staff Development Council) has developed a rigorous, comprehensive standards-based elementary music education professional development initiative. The initiative is focused on in-depth content knowledge and related teaching practices that will prepare all students to achieve higher standards in the areas of music and visual arts education.

Expressions includes nine major components: 1) certification in Orff Schulwerk (Level I, Level II, Level III) and follow-up on-site sessions, 2) five-day annual seminars and ongoing site-based seminars in World Rhythm Drumming, 3) collegial networking sessions, 4) establishment of a cadre of elementary master arts specialists, 5) MIDI and Arts Technology workshops, 6) a *Basically Blues* three-day workshop, 7) model music and visual arts model demonstration labs and production of video library, 8) annual five- day summer visual arts institutes, and 9) a partnership with the Arkansas Arts Center Museum School.

The goals that have been established for **Expressions** are as follows:

- To establish and nurture an arts educator cadre of master elementary music and visual arts teachers to provide ongoing support for all LRSD elementary teachers;
- To establish and nurture a cadre of master classroom teachers who will collaborate with the arts educators' cadre to: a) develop a standards-based elementary art curriculum and b) develop a resource bank of integrated lesson plans and instructional strategies that integrate arts instruction with other subject area content;
- To provide an intensive, ongoing professional development program to deepen teacher's knowledge of the music and visual arts content disciplines and to equip arts educators with integrated arts instructional strategies for all participating teachers; and
- To engage students in developmentally appropriate learning experiences designed to prepare them to achieve the challenging Arkansas fine arts content standards.

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The Phoenix Union High School District's proposal seeks to develop, enhance and expand the capacity of targeted high schools, and feeder schools, having a greater than 50 percent concentration of low-income students to provide strong standards-based arts education programs as vital elements of the core academic curricula.

Project MASTERWORKS will focus on providing high-quality professional development to arts educators on how they may effectively assess student performance and achievement within an aligned and vertically articulated standards-based arts education program. The proposal will also seek to demonstrate that students can meet and exceed challenging state student academic achievement standards in the arts. Project MASTERWORKS will work to build master teachers who are able to support and recognize student masterworks.

Project MASTERWORKS will employ an innovative, holistic approach by treating targeted schools as unique academic communities, through systemically supporting teachers, counselors, administrators and parents by design and involving appropriate community organizations, where possible, to maximize the impact and sustainability of the improved and enhanced standards-based arts education programs in the target high schools and feeder schools.

Project MASTERWORKS seeks to:

- Provide high-quality professional development grounded in effective practice and research to increase the number of teachers qualified to teach and competently assess and the number of counselors and administrators qualified to effectively support, exemplary standards-based arts education programs. Specific emphasis will be placed on providing teachers the pedagogical skills and knowledge necessary to accurately assess student performance within a standards-based arts curriculum; to utilize the resulting data to reflect on and inform their instructional practices to improve student achievement; and to effectively teach to higher standards in the domains of Dance, Drama/Theatre, Music and Visual Arts, while supporting the development of higher order and critical thinking skills, content knowledge, and effective study habits among all the students they serve. Additional emphasis will be placed on providing regular classroom teachers professional development on how to use the arts to access student learning in other core content areas, through integrating and infusing standards-based arts instruction with other core academic content areas.
- Systemically improve and enhance arts education programs by creating a unique, online professional learning community of arts educators within the targeted schools to foster a meaningful, ongoing dialogue concerning reflective practice, student instruction, assessment and achievement in the arts and to facilitate the delivery of high-quality

sustained professional development opportunities and evidence-based effective instructional practices and curriculum resources.

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The goal of Opening Minds through the Arts (OMA) is to raise student achievement for at-risk students by actively supporting and positively engaging students through integrated arts programming and strengthening arts instruction. Over the past three years, OMA has transformed three impoverished Tucson Unified School District (TUSD) elementary schools into creative, stimulating, positive and productive learning environments. Our success in improving teacher effectiveness and enhancing student achievement through OMA has put a national spotlight on TUSD and the OMA project. A demand has been created for our professional development (PD) services and materials.

At this time, it has become evident that while our PD model appears to have been the basis for the documented successes of OMA, the actual design has not been evaluated nor broadly delivered. We propose a three-year project that will focus on refining, packaging and delivering the OMA PD model through an intense evaluation process. We will target the teachers from three of our lowest achieving schools (Cavett, Davidson, and Roberts Elementary Schools) to receive full services for the entire project. PD activities for classroom teachers, OMA Arts Integration Specialists, principals and teaching artists will include the Fine Arts Summer Institute (FASI), OMA Artist/Teacher Seminar and Quarterly PD Meetings throughout the school year.

The OMA PD model will provide experience in constructing arts integrated lesson plans and appropriate delivery of those plans, effective collaboration with professional artists and arts organizations to strengthen lessons and appropriate performance opportunities for students in grades K-5. The most significant impact of this project is the systemic change of classroom instruction to improve student achievement.

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The Lindsay Unified School District (LUSD) Maximizing Education through Discovery and Instruction in the Arts (MEDIA) project will establish a professional development program for the arts and an integrated-arts curriculum at Jefferson, Washington and Lincoln Elementary Schools.

The city of Lindsay is a small rural community of approximately 11,000 residents, 33 percent of whom are families living in poverty, and 68 percent of whom speak a language other than English at home. LUSD serves 3,586 students in grades K-12. The majority of the district's students live in poverty (78.7 percent qualify for free/reduced meal services), and 58 percent are English Learners. At our three participating school sites, an average of 82 percent of the students live in poverty; 65 percent are English Learners; and overall academic achievement is low. Research on the impact of the arts on learning and its effect on students in high-poverty settings has provided data that demonstrate how an arts-integrated curriculum can improve academic performance in reading and mathematics, energize teachers and develop positive student attitudes about their community (Catteral, Waldorff, 2001).

MEDIA is organized around a vision of providing opportunities for all students to become responsible, creative, reasoning, understanding and thoughtful citizens. MEDIA incorporates arts content and achievement standards and California's rigorous academic content standards, as well as current educational research on best practices and student learning. The goals of the program are to increase student achievement; provide high-quality professional development and support linked to the implementation of arts standards and arts-integrated instruction; integrate arts into literacy lessons and other content areas; bring local artists and arts agencies into partnership with teachers and after-school program staff at all grade levels; and develop an integrated-arts program to be disseminated throughout all schools in the district and our four-county region. The following six objectives will guide the project:

Objective 1: Each school participating in the MEDIA program will demonstrate annual growth on the Academic Performance Index (API) equivalent to at least 5 percent of the difference between the school's current API and the state-established target of 800. All significant subgroups (Hispanic, English learners, and economically disadvantaged students) will demonstrate similar growth.

Objective 2: The number of students meeting or exceeding California standards in English language arts and mathematics will increase by at least 1/3 each year as measured by the California Standards Tests (CST).

Objective 3: By June 2008, 80 percent of students at our target sites will meet or exceed standards in English language arts and mathematics, as measured by LUSD multiple measures Standards Accountability System (25 percent by June 2006; 50 percent by June 2007; 80 percent by June 2008).

Objective 4: By June 2007, and each year of the project, students in grades one through six will identify and apply elements of art to create works of art that communicate ideas and experiences, as measured by student work, projects, portfolios and classroom observation notes.

Objective 5: By June 2007, LUSD will provide a comprehensive, sequential and integrated arts education program as evidenced by curriculum and implementation in classrooms.

Objective 6: By the end of Year 1 (June 2006), eight K-3 teachers per site (24), three fourth through sixth grade teachers per site (9), two Resource Specialist, and 24 After School Program staff will be provided with professional development activities that target arts instruction and integration of the arts into the core curriculum as documented by the professional development plan.

Objective 7: By the end of Year 2 (June 2007), eight K-3 teachers per site (24), three fourth through sixth grade teachers per site (9), two Resource Specialists, and 24 After School Program Staff will participate in advanced professional development workshops that target arts instruction and integration of the arts into the core curriculum, as evidenced by the professional development plan.

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The proposed project will increase academic achievement and self-awareness in inner-city youth by training teachers to engage students in performing and new media arts activities that link to California academic standards and the District's Open Court language arts curriculum and promote cultural pride and cross-cultural understanding. The project expands on a proven model backed by over five years of experience and research.

The three Title I elementary schools selected for the project (Grant, Lincoln and Washington Elementary) are characteristic of our ethnically diverse, low-income community of Richmond, CA. All have high levels of poverty and large numbers of English Language Learners, a combination correlated with low academic achievement. All three schools rank below average on the state Academic Performance Index (API), with two scoring 1 out of 10. The teacher-student ratio in our classrooms is 1 to 32—a major cause of high teacher turnover. Approximately 60 percent of our teachers are first year, with some still working towards credentials. Research shows that training and mentoring new teachers has a positive impact on retention.

Learning Without Borders Professional Development project goals are:

- Increase the capacity, skill, confidence and leadership of fourth- through sixth-grade teachers to integrate arts with other core subject areas, especially the Open Court program;
- Train artists and experienced teachers to mentor and support newer participants;
- Develop and implement curriculum that meets rigorous academic standards and positively impacts academic achievement and youth development; and
- Foster a learning community of educators at each participating school through which teachers collaborate to improve curriculum and teaching practice.

Over three years, we will adapt and expand our successful model for fourth-grade teachers to serve fifth- and sixth-grade teachers and to encourage more direct participation by teachers in creating and implementing arts curriculum. Master teachers and artists will lead 30 hours of professional development workshops and “lead teachers” at each site will mentor new participants. By the end of the grant period, 27 teachers will be trained and the project will directly benefit 870 students. The East Bay Center will also work with established partners such as the Berkeley Art Museum/Pacific Film Archive, KQED Education Network and Asian Art Museum to create a community of arts learners at each school, steeped in high-quality arts education, with the support needed to successfully improve achievement through arts integration.

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Beyond Borders: Literacy Through Performing Arts is a professional development for arts educators project offered in collaboration among San Bernardino County Superintendent of Schools; East L.A. Classic Theatre (ECT); the San Bernardino County Arts Council; California State University, San Bernardino; the California Arts Projects for the counties of Riverside, Inyo, Mono, and San Bernardino (RIMS CAP); and five school districts across the county (Chino USD, San Bernardino City USD, Rialto USD, Victor ESD, and Colton USD). The project is designed to directly serve 299 teachers in seven school sites highly impacted by poverty and limited English proficiency, through four mutually supportive components: 1) the creation of a cadre of teacher leaders at each site who will receive intensive professional development, including participation in a two-week summer institute provided by RIMS CAP, monthly ongoing training provided by project staff, and an intensive in-class arts integrated instruction practicum provided in collaboration with ECT, 2) the creation of design studio classrooms at each site to serve as models for other teachers to observe and emulate, 3) ongoing, onsite training opportunities for all teachers of the target sites, to ensure that all teachers have the foundation of knowledge in the *California Visual and Performing Arts Standards*, *California Reading Language Arts Standards*, and appropriate instructional strategies for providing arts-integrated language arts instruction, and 4) the infusion of training and expertise in research-validated instructional strategies for accelerating achievement of English learners and socio-economically disadvantaged students throughout all components of the program.

Beyond Borders project objectives target expansion of standards-based arts instruction (through the provision of intensive leadership training for six teachers per site and ongoing monthly training for all teachers at each site and demonstrated annual increases in teacher awareness, understanding, knowledge, skills and expertise in effective arts-integrated English language arts instruction); improvement of student achievement of *California Visual and Performing Arts Standards*; and improvement of student academic achievement (as measured by California Standards Test). The *Beyond Borders* design intensively integrates arts instruction within the English language arts curriculum at each of the seven target schools.

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A consortium of Knowledge Is Power Program (KIPP) charter and small schools will offer an innovative media arts professional development program, the Digital Teachers Project, to their fifth- through eighth- grade language arts, social studies and arts educators. Digital Teachers will help educators learn the medium of digital storytelling and use it to teach challenging standards and skills in language arts, social studies and visual and media arts to low-income KIPP students from under-resourced neighborhoods. KIPP Schools, led by lead LEA KIPP Bayview Academy, will partner with Arts in Education Model Development and Dissemination grantee Streetside Stories.

Using tested curriculum developed with the support of the U.S. Department of Education's Arts in Education Model Development and Dissemination program, Streetside and KIPP will provide intensive training for at least 20 teachers each year for two years to integrate digital storytelling, an art form that combines media arts, literary arts and visual arts, into the core curriculum of their language arts, social studies and arts classes. Teachers will use Project Zero's Teaching for Understanding model to develop curriculum that helps students meet grade-appropriate visual arts, language arts and social studies standards, then implement their challenging, standards-based digital storytelling curriculum with intensive support from Streetside mentors. Educators will receive intensive training on projects' mobile digital media labs, which will become part of the schools' media arts infrastructure.

At the end of the project period, one educator from each school will team with Digital Teachers staff to offer replication training to an additional 15 Bay Area charter school educators. Digital Teachers will build the skills of individual teachers, helping them to raise student achievement through an innovative arts program. At the same time, the project will build KIPP's capacity, creating a tested and sustainable media arts program that can be replicated throughout the Consortium, at other charter schools and at KIPP schools nationwide.

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This project will provide professional development opportunities for urban teachers at Woodrow Wilson Middle School in Middletown, Connecticut. Development opportunities supported by the grant will allow teachers the opportunity to gain knowledge and skill in personal development within the arts as well as knowledge of theory and strategies to use as they integrate the Connecticut Common Core of Learning Standards in the Arts with Connecticut Common Core of Learning Core Content Standards in their classrooms. Experts in the various arenas of the arts from the Hartford Children's Theatre, as well as faculty at Saint Joseph College, will provide instruction. Study of theory, application of learning and classroom support for implementation will continue throughout the school year and into the summer months.

Evaluation of the program will be conducted throughout the life of the grant through surveys of teachers and children and through district mandated assessments, classroom assessments and ethnographic data collection. Evaluation and feedback will be provided to individual teachers as they participate in the activities provided through the grant.

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This project is a collaboration of the District School Board of Collier County (CCPS) and The Philharmonic Center for the Arts. The project focus is on the implementation of a research-based music and arts curriculum and comprehensive teacher training among all faculty in selected elementary, middle and high schools. Students are primarily from low-income homes and attend schools that are considerable distances from museums and theaters. The Philharmonic Center of the Performing Arts funded a pilot of the research-based Music Connect curriculum in four Collier County elementary schools over the past three years. Its immediate success in increasing student enjoyment and knowledge of the arts through integration of lessons within reading, language arts, social studies and math demonstrates the value of this curriculum. Through the expertise of music and art educators and professional artists training teachers in the integration of music and art with core academic subjects, students will gain valuable learning skills. *Music Connect* integrates music and visual art with the core subject areas of science, social studies, reading, language arts and mathematics. This curriculum mirrors the high standards reflected in the National Standards as well as the Florida Sunshine State Standards. Enrichment activities conducted at The Philharmonic Center for the Arts will reinforce the curriculum through theatrical and musical presentations.

Goals:

- Intensify and expand the research-based *Music Connect* curriculum among nine elementary schools;
- Amplify, modify, and implement Music Connect into two middle schools and one high school;
- Integrate choral music instruction at the elementary level to improve reading and oral language skills as well as increase the understanding of cultures throughout the study of history;
- Increase enrichment programs for the students, which reinforce the music education and the integration of music with other subjects; and
- Train music, arts and core academic educators to work in collaboration with subject areas to improve student knowledge of the arts and to support learning in mathematics, science, social studies and language arts.

Outcomes:

- Improved student achievement in music, literacy and math;
- Improved teaching quality and alignment of integrated music curriculum K-12;
- Increased integration of music into other subject areas; and
- Increased student/teacher understanding of curricular connections through enrichment opportunities.

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The Clarke County School District (CCSD) in Athens, Georgia, has 11,367 students in 13 elementary schools; 4 middle schools; 2 traditional high schools; an alternative school; and a non-punitive, alternative high school. Sixty-six percent of our K-12 students are eligible for the federal lunch program. Eleven of our elementary schools and all four middle schools have poverty rates above 50 percent. In these 15 schools, we have 21 art teachers and 10 music teachers who teach 7,523 children. From one-third to one-half of K-8 students do not meet academic standards, despite the efforts of many outstanding teachers. The Focus on the Arts Partnership has been formed between CCSD, the University of Georgia's College of Education (UGA), and the Georgia Museum of Art (GMOA), also located in Athens. Over the course of three years, the proposed project will provide 31 fine-arts teachers and 90 classroom and resource teachers (special education, English for Speakers of Other Languages, gifted, Early Intervention Program and reading) with sustained, intensive, teacher-designed professional-learning opportunities based on need and on research regarding the potential impact the fine arts have on student academic achievement. A *Professional Development for Arts Educators* grant would allow CCSD to accomplish the following outcomes: 121 teachers will deepen their knowledge of content and pedagogy through professional-learning communities; 90 classroom and resource teachers will learn how to incorporate art, music, drama and dance into their teaching; fine-arts teachers will write and implement performance standards in the arts; fine-arts teachers will learn how to utilize technology for the arts; all K-8 teachers will be able to recognize children with a range of learning styles and intelligences, which will lead to a higher percentage of African American and Hispanic children being referred for the district's gifted program; and student academic achievement and motivation to learn will improve.

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Chicago Public Schools Office of Academic Enhancement's Fine and Performing Arts Magnet Cluster Program (FRAMCP) and Chicago Arts Partnerships in Education (CAPE) will conduct Building Curriculum, Community and Leadership through the Arts (BCCLA)—a sustained and continuous program of professional development in arts integration for 44 magnet cluster schools. Based on Title I criteria, 50 percent or more of the students in these schools come from low-income families.

BCCLA will use the resources of its external partner (CAPE) to increase the capacity of target schools through professional development focused on the following goals and objectives: 1) develop and deepen arts integrated curriculum including assessment and documentation; 2) improve the quality of the schools' educational community; and 3) support and encourage school leadership in arts planning and implementation.

While principals, classroom teachers and parents receive professional development, the primary recipients are the magnet cluster lead teachers (MCLTs). Building on an existing successful CAPE model, BCCLA will provide sequential professional development to three categories of schools defined by their readiness levels: 1) model schools, 2) laboratory schools and 3) mentee schools. The model schools will receive intensive professional development from experts, then serve as demonstration sites and partners for the 11 laboratory schools, who will, in turn, do the same for the 30 mentee schools. The MCLTs will provide professional development within and across categories of schools. Action research conducted by individual teachers in their classrooms will serve as the primary mechanism to empower them in assessing, monitoring, and improving their own teaching practices.

While the BCCLA project addresses the very real needs of at-risk students, and those who are seriously challenged in their core learning, it also serves the needs of the schools, teachers and artists directly responsible for supporting student learning. As a teacher-training program, the project provides teachers with the tools to create innovative and engaging arts-based curriculum that responds to the particular need of their students. As a school-planning program, it seeks to promote effective working relationships within the school community, as well as with external arts providers. As an arts-integration program, it reaches at-risk students with culturally relevant and engaging learning opportunities.

BCCLA will apply research-based understandings of successful practices to the development of an arts integration model that will be replicated across Chicago Public Schools, in addition to a variety of other educational settings. A network of nationally recognized arts education experts will scaffold the project.

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The Waukegan Public Schools (WPS) and National-Louis University (NLU) will establish the Waukegan Arts Integration Project, a comprehensive professional development program designed to strengthen standards-based arts education to improve achievement of at-risk students. The project will demonstrate the importance of drawing upon folk arts, cultural resources in the community, and ethnic heritage of families, to deeply engage students in meaningful learning. That learning, informed by standards-based arts education, stirs their imagination by connecting classroom learning with life issues reflected in the culture and concerns of at-risk students. Research reveals the powerful impact of folk dance performances, cultural festivals and art displays on students and parents. The studies conclude that such performances are expressions of deep values and managing, celebrations of community, and markings of significant events in the lives of people. The arts can help students tell stories of human experience, promote dialog and understanding and transcend everyday experiences.

This project will be implemented in five low-income schools in Waukegan, Illinois, impacting 45 teachers and 1,125 students. It will have the following goals: 1) establish school-based professional development programs in five focus schools in which teams of teachers (classroom, arts, media, and computer) collaborate with artists in developing and integrating standards-based arts education into the K-5 curriculum; 2) prepare a cohort of folk arts teachers across the focus schools to integrate folk arts, dance, stories, music and theatre) into the curriculum, and teach Mexican folk dances to the students; and 3) create a district-wide Professional Development Arts Council to oversee and monitor the project and to document and disseminate evaluation findings and exemplary arts integration strategies throughout the WPS of 16,000 students. The project will coordinate with cultural organizations in Waukegan and the Chicago area, such as the American Baila: Folkdance Company of Chicago, the Baker Demonstration School, and the Jack Benny Performance Arts Center, and in Mexico with the National Institute of Research and Diffusion of Mexican Folk Dance. The partners will conduct a 3-year project to build school capacity, improve learning of at-risk students and evaluate exemplary arts integration strategies.

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Jefferson County Public Schools (JCPS), the 26th largest district in the country, will partner with local arts organizations to implement the Next Steps Arts Project in 88 Title I schools having at least 50 percent of their students eligible for free- and/or reduced- price meals. Next Steps will address a critical need found in all JCPS schools—not all arts teachers are “highly qualified” as defined by *No Child Left Behind*. Next Steps will focus on three innovative strategies to create “highly qualified” arts teachers

- Rigorous professional development in creating /performing in the arts;
- Relevant teacher incentives including an alternative certification plan, graduate credit and stipends, and
- Resources including classroom supplies and classroom follow-up visits from an arts curriculum coordinator and “artist-teachers.”

By the end of Next Steps, the 88 Title 1 schools will have 1) 110-180 teachers completing 180 hours each of creating/performing arts professional development; 2) 36 teachers completing the Kentucky Education Professional Standards Board Continuing Education Option alternative certification program; 3) a 50 percent increase in schools with students participating in creating and performing programs at the district and state level; 4) an increase to the state average in arts and humanities scores on the high stakes Commonwealth Accountability Testing System, which is based on National Standards in the arts (visual art, dance, music, drama/theatre); and 5) a decrease of 10 points in the achievement gap between white and African-American students.

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“Art is a nation’s most precious heritage, for it is in our works of art that we reveal to ourselves, and to others, the inner vision that guides us as a Nation. And where there is no vision, the people perish.”¹ As our academic scores remain stagnant, we must ask the question, what is missing in today’s educational system? Art is all too often left out of daily instruction. In response, Lafourche Parish School Board, Nicholls State University, Louisiana Division of the Arts, Lafourche Arts Council, Houma Regional Arts Council, Barateria Terrebonne National Estuary Program and Jean Lafitte National Historical Park and Preserve formed *Learning to Integrate, Network and Connect (LINC) Art Across the Curriculum*. The program goal is to develop a systemic, standards-based art education instructional program that integrates art throughout the core academic subject areas.

Lafourche Parish serves 27 schools with a population of over 14, 000 students, in which 22.1 percent of children come from families with incomes below the poverty line and 58 percent of the children are on free/reduced lunch. The school system has a diverse make-up of 70 percent Caucasian, 22 percent African American, 1 percent Asian, 4 percent American Indian and 1percent Hispanic. Programs and activities selected are evidenced based and have been proven effective in a low socioeconomic, diverse population. Expected outcomes include: (1) increase professional development both in depth and breadth for K-12 teachers in art content and application of art in core subject areas, (2) increase student achievement and knowledge in art, (3) develop an ongoing network of support, (4) increase the presence of art in the curriculum, (5) develop and disseminate *LINC Art Across the Curriculum* “best practices” and (6) contribute to research, policy, and improved professional practice through a quasi-experimental study of the effectiveness of *LINC Art Across the Curriculum* and its effects on students’ academic achievement.

¹ Fulbright, H. *Creative America, a report to the president*. 1997

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Lansing School District, in partnership with the Lincoln Center for the Performing Arts, National Art Education Association, Michigan Art Education Association, Michigan Council for Arts and Cultural Affairs, Michigan State University and Michigan Department of Education will provide exceptional, research-based professional development programs for K-12 arts educators and other instructional staff. These programs will integrate standards-based arts instruction with core academic content areas, linking state and national standards to enable all students to meet challenging expectations and improve academic achievement in our high needs, urban school district. My Art Project will serve 12,193 targeted students enrolled in 32 schools—27 elementary, 4 middle and 1 high school. Free/reduced lunch rates, averaging 71 percent, confirm that each targeted school meets the eligibility requirements for participation in the program. MI Art Project, a professional development program for arts educators and other instructional staff, is designed to rejuvenate Lansing faculty and provide a forum in which under-prepared teachers can gain expertise, renew their love for teaching and build a well-rounded arts program, integrated with core academic subjects, which will reinvigorate learning at all grade levels. The project will directly serve 116 elementary, middle and high school teachers and will work toward the following goals: 1. enhance teachers' content knowledge of the arts; 2. provide teachers with innovative teaching techniques to implement engaging arts education lessons; 3. equip art and classroom educators with the skills to integrate art education and instruction in the core academic subjects of English Language Arts, Mathematics, Science and Social Studies; 4. integrate technology into arts education and combined arts/academic subject instruction; and 5. promote on-going communication among teachers. MI Art Project activities—Art Immersion Weeks, Art Forums, Summer Institutes and Workshops, Graduate Study Opportunities and National and Regional Arts Conferences—will build lasting relationships with the local arts community while working with world-class national partners to provide outstanding professional development. Program outcomes include: 1) increase student appreciation of the arts and the role they play in our communities; 2) foster a greater understanding of culture and diversity; 3) promote student achievement by providing engaging and positive learning experiences that capitalize on the unique talents, skills and learning styles of our youth. MI Art Project will build the capacity of the local arts community to partner with Lansing district schools, ensuring program sustainability and increasing the long-term impact of the project. Ongoing, quarterly meetings that include a Project Development Specialist, Master Teachers, Partnership Coordinators and a Content Advisory Group will provide a feedback mechanism allowing for evaluation of completed activities and continuous improvement of both content and design to ensure that grant components meet teacher and district needs and promote the achievement of program goals and objectives. A thorough process and outcomes evaluation by a seasoned external evaluator will ensure ongoing program improvement throughout the life of the Professional Development for Arts Educators grant.

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Independent Public School District 709 (DPS) will collaborate with the Duluth Art Institute and the Grant Community School Collaborative (GCSC) to initiate and implement the Leonard Bernstein *Artful Learning* School Reform Model at Grant Language and Art Magnet School (Grant) during both the formal school day and extended day programming.

Artful Learning is an arts-based, K-12 comprehensive school reform model inspired by the vision of the great American composer Leonard Bernstein. The Leonard Bernstein Center (LBC) model was developed to strengthen education on a national level and prepare teachers to use the arts and the artistic process to reinforce teaching and learning across all academic subjects. The model is concept-based and interdisciplinary, with teaching and learning centered on the exploration of masterworks, the asking of significant questions, rigorous scholarship, active creation, and deep reflection. Using this sequence and incorporating the mandated content standards, teachers design Bernstein Units of Study (BUS). The model includes both school and classroom level components. At the classroom level, the focus is on building teachers' capacity for on-going evaluation and adaptation of their classroom practices and curriculum and in using art as an entrée to the core curriculum, which includes language arts, math, science, and social studies. At the school level, there is an emphasis on instructional collaboration, shared leadership, "train the trainer," and on-going research, assessment and evaluation.

Goals

1. Integrate standards-based arts education programs throughout the Grant Language and Art Magnet School (Grant) core curriculum.
2. All Grant students meet or exceed state academic content and achievement standards.
3. All Grant teachers receive intensive and sustained professional development.

Goals are met by implementing research-based instructional design that increases student achievement. The *Artful Learning* model draws on a broad range of theoretical constructs for its foundation. *Artful Learning* embeds best teaching practices like experiential learning, inquiry and project-based instruction, collaboration, developmental appropriateness and direct links to state standards. Providing additional enrichment in the form of extended-day, arts-integrated programming, adds an essential strategy for improving student achievement. A number of studies indicate after-school program participation is associated with higher grades, increased attendance and test scores, especially for low-income students. (Grossman, 2002).

The project design draws upon the recommendation of The Center for Research on Evaluation, Standards and Student Testing (CRESST) at UCLA. CRESST undertook a three-year external evaluation of the *Artful Learning* model. Recommendations included on-site LBC facilitation,

increased parental involvement, and additional support for both BUS design and math/science integration. CRESST will undertake the evaluation for the first three years of this project.

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The Perpich Center for Arts Education, a state and local education agency, will conduct the *Quality Teaching in the Arts: The Minnesota Arts Education Network* to expand and enlarge the work of the Minnesota Arts Quality Teaching Networks (QTN).

QTN is dedicated to actively engaging students in learning and supports improved student achievement. QTN has guided and documented the classroom-focused professional development of over 150 teachers since 1998. In addition to improving their teaching skills in collaborative, regional cohorts, QTN participants have refined their skills in classroom-level assessment by collecting and collaboratively evaluating portfolios of student work using the Minnesota Academic Standards in the Arts and the state guideline arts rubrics. Their work has been instrumental in identifying levels of quality in student work. Currently two school districts are engaged in a pilot project to formalize a system of statewide evaluation panels.

The Perpich Center will implement *Quality Teaching in the Arts: The Minnesota Arts Education Network* through QTN over the next three years to focus on and include more students and teachers from high-poverty schools across the state. *Quality Teaching in the Arts* has three critical objectives for its participating teachers: 1) to better understand the Minnesota arts standards and to implement them in the classroom, 2) to identify significant products of student learning for ongoing and summative assessment, and 3) to articulate the level of quality in student work that meets a standard.

To ensure these objectives are met, *Quality Teaching in the Arts* will augment the ongoing work of the QTN by adding twelve high-poverty school districts to the pilot project to formalize a system of statewide evaluation panels. These schools will also receive curriculum review assistance. In addition, teachers will receive on-site coaching and be recruited to join a regional QTN.

P.S. 70 South Bronx
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Working with arts education innovator and practitioner Mitchell Korn, *Flamenco Vivo Carlota Santana* is developing a major Professional Development partnership project for third, fourth, and fifth grade teachers in P.S. 70, an identified School in Need of Improvement (SINI) in the South Bronx, New York City and an elementary school of over 1,600 students, 65 percent of whom are Hispanic, and 75 percent of whom live in poverty. The project is a capacity building proposal to equip NYC elementary teachers with research-based and effective practices in arts education to improve motivation and increase student performance.

Flamenco Vivo Carlota Santana has been working in partnership with P.S. 70 for the last two years, teaching third, fourth, and fifth graders and special education students an appreciation of Hispanic culture through the hands-on teaching of Spanish dance. In addition, they have been working in the North Carolina elementary schools and community centers, at the invitation of the highest-ranking arts educator in the state. For the past five years the company has been intensively working with students, both North Carolina natives and the large influx of Spanish-speaking students to bring an appreciation of Spanish culture.

Flamenco Vivo Carlota Santana would like to expand upon its foundation at P.S. 70 by conducting school year and summer professional development workshops for self-selected teachers in the third, fourth, and fifth grades over the next three years. The focus would be in practical, comprehensive and sequential workshops to develop methods of using the arts, specifically dance, for learning in core subject areas across the curriculum, focusing specifically on literacy, math and science. Professional development sessions will focus on the modeling of successful arts integrated lessons, resources and methods. These will be integrated with both the New York State Education requirements in the Arts and the New York City Board of Education requirements.

The new skills the teachers will learn will enable them to use the arts to enhance standards. The sessions will let the teachers be “students” themselves. They will be given ample opportunity to experiment using the arts to teach grade-specific concepts and objectives under experienced facilitation. This project is constructed to enable the teachers to apply their professional development experiences on the very next day in the classroom.

Mr. Mitchell Korn will conduct the sessions, assisted by the supervisor/trainer, along with two experienced Spanish dance teaching artists and a guitarist. The program will involve 12 two-hour sessions, totaling 48 hours of professional development time in after-school hours, and a summer institute involving four six-hour days. All participating teachers will receive an

honorarium, which is a set rate consistent with union contracts for the time spent at professional development sessions.

Research shows a correlation between arts integrated practices and successful learning. The project will be instrumental in bringing into effect long-term school-wide improvement by giving the teachers the tools to integrate the arts into their teaching of core subjects: The project will:

- Focus on the concepts and objectives that are providing difficulty for teachers to teach and children to learn in the grade-specific context;
- Be integrated with the New York State and New York City education requirements;
- Help make teachers' teaching more effective;
- Be practical, hands-on and immediately applicable;
- Address the reduced presence of the arts (and learning through the arts) resulting from an increased emphasis on testing; and
- Use the content and nature of Spanish dance—stories, diversity, history, costume and music—to teach tested subjects, including math, literacy and science.

The project will begin with a needs assessment, based on separate grade level meetings with teachers of each of the third, fourth and fifth grades. The project will also involve on-going evaluation, using teacher surveys, journals and observation of classrooms, which will record use of material covered in the workshops and its influence on teaching methods. The external evaluation consultant will develop methods for documenting student learning outcomes with teachers at the beginning of the workshop process. These outcomes will then be used to modify and improve the project in years two and three.

Nine teachers a year (three from each grade level) will be self-selected to participate in the professional development workshops. Nine new teachers will be added in year two and nine in year three. These teachers will not only affect the classes they teach during these three years, but we anticipate that they will have permanently changed their teaching methods and will affect hundreds more students. Mr. Korn has successfully developed the NYC Annenberg Foundation Arts Education Challenge and the Chicago Arts Partnership in Education Initiative, which have already been widely replicated. We believe that his professional development workshops, using Spanish dance, will also be highly successful and will be able to be replicated at P.S. 70, as well as at other elementary schools throughout New York City.

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District 75, which serves 23,000 students with special needs in New York City, 89 percent of whom are Title I eligible, is conducting the Creative and Integrative Arts Educators Professional Development program (CIAE). The District is developing the program in partnership with the Manhattan New Music Project (MNMP), an arts organization specializing in creation-based educational methods.

CIAE is a professional development program designed to encourage students' creative inquiry and artistic expression, using a musical theater production as its organizing concept. Through a series of professional development workshops and extensive in-school support, participating teachers will learn skills and strategies across all arts disciplines (drama, music, dance, visual arts and creative writing) to facilitate student artistic creation, based on themes from their academic curricula. Rather than viewing students as passive consumers of the arts, District 75 seeks to foster active, inquisitive, collaborative creators, who are capable of self-expression through a variety of arts disciplines and media.

The standards-based professional development model will focus each year on a group of 24 teachers, representing arts and academic teachers from eight District 75 schools, who will attend a series of intensive professional workshops. These workshops will offer both strategies for the fostering of student collaborative creation and opportunities for reflective practice and peer input. Participants will also receive ongoing school-based support in the form of partnership with MNMP's mentor teaching artists, as well as access to community cultural resources. At the end of each program year, participating teachers and mentoring teaching artists will develop best practices for integrative arts education based on their classroom experiences, creating a lasting resource for all educators.

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Region 7 of the New York City Department of Education (NYCDOE), in collaboration with ArtsConnection, a US Department of Education-recognized model arts education organization, seeks funding for a region-wide professional development initiative that will improve teaching and learning in the arts in grades K-12. The project will take place over three years and seeks to create a system of learning and support among the 400 arts specialists in the city's largest instructional region (128 schools, 137,700 students) that will build capacity for all arts specialists to provide comprehensive, sequential, standards-based instruction in visual arts, music, theater and dance; develop a cadre of 44 master arts specialists who will form a "critical mass" of instructional leadership in the arts for the region; support the professional growth of new teachers and non-certified specialists and provide opportunities for veteran arts specialists to expand and deepen their teaching practice. This project is particularly timely in light of the recent release of a *Curriculum Blueprint for Teaching and Learning in the Arts* by the New York City Department of Education, which promotes consistency of arts curricula across all schools through benchmarks for student learning K – 12 and five strands of arts learning.

Through a series of proven methodologies developed and adapted by ArtsConnection that conform to the National Standards for Professional Development, arts specialists will work in cohorts to produce study units that reflect the city's *Blueprint*, learn new skills in their art form and build a cadre of master arts specialists who can continue to lead these activities and support professional growth after the grant period ends. In addition, through established networks and communication vehicles, Region 7 and ArtsConnection will share this work throughout the city's public school system and nationally to extend the impact of the project and provide a model of collaboration and professional development in the arts.

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The Columbus Public Schools (CPS), in collaboration with the Greater Columbus Arts Council (GCAC), BalletMet Columbus (BMC), Opera Columbus (OC) and the Jazz Arts Group (JAG; which includes the Columbus Jazz Orchestra), seeks to provide high-quality professional development for all of its visual and performing arts staff and local classroom teachers in interdisciplinary teams in order to improve academic achievement and attendance for all schools. During the first year, this proposal will provide for the professional development needs of teachers of the Urban Academy, an initiative of CPS, the Columbus Education Association (CEA), and The Ohio State University (OSU) College of Education at four school sites.

Through job-embedded professional development, Urban Academy educators learn instructional strategies and assessment techniques focusing on subject matter that will successfully increase student academic achievement on state and district standards.

It is significant that this project focuses on providing initial training for teachers, who themselves will provide subsequent professional development to other interdisciplinary teams throughout the district. It is intended that over the course of the three-year proposal, at least 135 teachers will receive high-quality professional development and that those teachers, in turn, will have spread the benefits of this training to over 350 additional teachers. This training will positively impact the academic achievement and cultural literacy of over 13,600 K-12 students by the end of Year 3 of the project and many more beyond. By integrating and aligning this proposal with other district initiatives and utilizing a trainer-of-trainers model of professional development, Columbus Public Schools and its partners will build a capacity to carry out the objectives of this proposal after the end of the grant period.

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As part of a year-long assessment and planning initiative designed to address significant student achievement gaps, the Lancaster County School District proposes a partnership effort that includes:

Lancaster County Arts Council and their member agencies:

Lancaster Community Playhouse;
Lancaster Choral Society; and
Lancaster Symphony.

Two goals have been established for the project:

1. Increased capacity of teachers to provide quality, research-based arts education;
2. Increased student achievement in core subjects, through involvement in the arts.

To achieve these goals, a wide range of strategies are proposed and include:

Alignment of Curriculum with State Standards

With the assistance of local and state consultants, district teachers and administrators, the *curriculum will be aligned across each grade level and for all arts disciplines*. Ongoing support, including classroom observations, will help ensure fidelity of instructional practices with curriculum standards.

Support to Arts Instructors Eligible for National Board Certification

With the assistance of local and state consultants, the district will provide on-site study and review groups, technical assistance in development of the assessment portfolio, and scholarships to faculty needing assistance with the application fee.

Technical Assistance on Integrating Arts into Core Academic Subjects

Training will be provided to district teachers on ways to incorporate arts instruction into reading, mathematics and social studies. Training to be provided by local, state and national instructors.

Increased Access to Arts Programming

Existing instructional gaps will be addressed through the addition of a visual arts program at one middle school and creation of a drama program at another.

Discipline-Specific Training on Current Arts Instruction Strategies

To assist faculty with updating their knowledge base, resources will be provided for extensive professional development including graduate level training, access to a high quality national conference, and support from local, state and national consultants.

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The Educational Service District 105 (ESD105), a proven leader in building regional academic capacity across 25 school districts in four central Washington State counties, seeks funding to support the creation of a Regional Arts Leadership Cadre (RALC) for its' K-12 schools. In collaboration with seven (7) community arts organizations, this project will train a cadre of arts educators in the WA State Arts Standards and Assessments. The cadre of teachers will receive training in integration of standards and assessment into classrooms and lesson plans. The project will contain a coaching and mentoring dynamic and will assist in placing cadre members on individual school building planning committees to facilitate visibility of, and access to, highly trained arts professionals. Finally, the trained and sustaining cadre will be available to all districts via centralized coordination of the ESD105.

The WA State Office of the Superintendent of Public Instruction (OSPI) will partner with the ESD105 to provide arts standards and assessment training and to assist with evaluation and dissemination of the project. Community arts programs and professionals will be enhanced in their outreach to the schools. ESD105 staff will assist with integration training and web-based connection on behalf of arts. To assure project success, the ESD will draw upon its previous successes in building regional professional cadres in math, science and writing as it cultivates the RALC. The ESD105 rural region is one of high poverty, high mobility, limited English proficiency, and low academic achievement. Arts education for many students will be experienced only via the public K-12 system. The districts provide what is possible, but have limited expertise to create and support the arts. The ESD105 2005 *Service Development Priorities* support the WA State Learning Goals by providing “professional development for arts essential academic requirements,” thereby making ESD105 uniquely poised to *cultivate* a Regional Arts Leadership *Cadre*, strengthen *core* arts education knowledge and expertise of teachers, and help students achieve success in the State Arts *Essential Academic Learning Requirements (EALRs)*.

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