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Significance. The proposed project will provide professional development (PD) and other support to enable an integrated approach to learning. A recent curriculum development effort resulted in adoption of the Clark County School District (CCSD) Curriculum for Visual Arts. CCSD created a curriculum approach based on “enduring ideas”. The approach identifies human commonalities (e.g. identity, communications, and relationships). Over-arching themes such as these enable an integrated approach, inquiry-based learning, and meaningful assessment. Appendix D illustrates the CCSD curriculum development process, and provides an example of how an “enduring idea” can be expanded. The subsequent project conception and design was guided by this effort and also by research such as the “Transforming Education Through the Arts Challenge” (TETAC), initiated by the National Arts Education Consortium (NAEC). TETAC is a large, national project resulting from funding provided by Walter Annenberg that discovered that integrated instruction can help meet the needs of students, especially those “at risk of failing”, including children from low-income families, those who speak English as a second language (ESL), and those with special needs. Teachers reported that TETAC had a positive impact on students’ thinking skills and levels of engagement/motivation. Integrated instruction also helped students make connections across content; promoted creativity; encouraged fluent writing, and prompted better questions. Additional research supporting integrated instruction was also used to inform this proposal (See Appendix E). The recently-adopted CCSD curriculum based on “enduring ideas” was preceded by field-testing and data analysis. Eight schools (four Title I) were targeted in the field testing. Qualitative data analysis from the field test yielded results that mirror the TETAC findings regarding increased student learning for students of diverse backgrounds, teacher collaboration and integrated instruction. The following themes and

sample quotations from CCSD teachers provide evidence of how the “enduring ideas” integrated curriculum approach positively impacted educators and their teaching during the field tests.

The focus was on the “big ideas”:

- “Instead of focusing on elbows and knees (a figure drawing assignment), my main goal became helping students to understand that they could record people’s lives.”

Both students and teachers value the process as well as the product:

- “The resulting artwork was much more personal. Students spent more time and thought making it their own and connecting it to their own goals and dreams.”

Collaboration with colleagues occurs more naturally:

- “The literacy specialists were talking about enduring ideas - even using the same term. It was interesting comparing what we were doing.”

Students respond to this approach because it connects to their own experiences:

- “Students are more encouraged to talk and add their own experiences to the discussion because they can see how the information might relate to their own experiences.”

An approach that includes individual experiences encourages individual expression:

- “I think because they begin with ideas rather than technical instruction, students are able to express themselves more.”

Beginning with common ideas includes all students:

- “Beginning with an enduring idea has made including second language learners so much easier because the concepts are universal.”
- The approach gave me ways to connect the big goals of the lesson to my special needs students, even though I made a number of adaptations.”

Students are asking more and better questions:

- “The quantity and quality of questions were improved because students realized new things about themselves.”

Connection to other learning is more likely:

- “Students sought information outside of class to support learning - information from other teachers, library books, stories from their parents, and ideas from siblings.”

Based on both national and local research, key project personnel are confident that providing teachers with PD experiences of sufficient rigor, intensity, and duration; and facilitating collaboration time allowing them to apply their knowledge to design high-quality, integrated units of study will have a positive outcome for teachers and their students. The project aims to build a cadre of teacher leaders that are committed, well-trained, and eager to share their expertise to benefit students, especially those who are socially and economically disadvantaged. Building local capacity will ensure sustainability. PD for teachers regarding integrated instruction will continue; resources in the form of lessons/units will be readily available/easily accessible; and school climate/culture will be positively affected. Stakeholders will increasingly recognize “arts” education as a critical component of a solid instructional program.

Even though the grant project will specifically target teachers/students at high-poverty schools, the intent is that strategies for integration will ultimately be shared district wide.

Dissemination of resources/strategies will help fulfill the primary goal of the Fine Arts Department: *“All students will be engaged in active learning as part of a comprehensive, balanced, and sequential curriculum based on the National and Nevada Standards for Arts Education.”* In order to be comprehensive, “arts” curriculum needs to be integrated into the total educational experience. CCSD “arts” teachers (1,018), including visual art, dance, music and drama, see 242,700 students daily. Documented increases in student achievement and/or student

engagement in the project participants' classrooms will result in local recognition of the arts as a critical element of instruction and in more participation in PD focused on integration. Working collaboratively with their school team, each teacher will develop at least three integrated units per project year. Multiple content specialists will review these unit plans and their delivery. Model units will be posted on an online Teacher "Tool Kit". The Tool Kit will be a clearinghouse for integrated units and a discussion forum for educators on related topics.

Recent changes to the landscape of the local Clark County arts community will be quite conducive for dissemination of project findings. The community was recently selected for the "Any Given Child" initiative, through the Kennedy Center for the Arts. A large, supportive team of community leaders, along with Kennedy representatives, will identify ways to bring arts experiences to every child in CCSD. A second major development is the soon-to-open Smith Center for the Performing Arts, a world class performing arts center, with a mission to educate. CCSD is partnering with the Smith Center who will help CCSD share project success stories.

Quality of the Project Design. This project will build a high quality cadre of teacher leaders and create local capacity to ensure sustainability, as explained in the *Significance Section*. While PD on the topic of integrated instruction will be extended to Title I schools with over 50% poverty levels in the third year (~100 sites), this PD will be offered to all CCSD schools in the year following the sunset of these grant funds. Opportunities for expansion and capacity-building may also arise through community efforts that will begin in the near future. See *Significance Section* for further detail on community involvement and the Teacher "Tool Kit" that will be developed.

The primary intent of this project is : 1) delivering PD to prepare teachers to design and implement standards-based, integrated curriculum based on "enduring ideas"; 2) building local capacity by developing teacher leaders to promote the benefits of integration and educate

colleagues about this approach; 3) fostering collaboration; 4) increasing student engagement and learning; 5) positively impacting school climate so that the “arts” are recognized as a critical component of the instructional program; and 6) dissemination of high-quality resources to assist with integration. (See *Evaluation Section* for specific project goals.)

Major grant activities in chronological order are:

1. Selection of school teams and kick-off event: In anticipation of possible grant funding, four elementary schools, two middle schools and two high schools will be selected based on the following criteria: 1) 50% or more of enrolled students are from low-income families, as demonstrated by the school’s designation as a Title I school; 2) not currently receiving support for employing integration; and 3) the existence of supportive stakeholders, including school board members and administrators. A visual arts teacher, a music teacher and at least one classroom teacher at the elementary level and a visual arts teacher, a music teacher, an ELA teacher, and a math teacher at the secondary level will form school teams. These eight teams will receive intensive PD and be responsible for the planning, development, and implementation of integrated units of instruction at their sites. School teams will continue with their responsibilities in the second and third years. It is recognized that the expertise, involvement, and support of librarians, special education teachers and English Language Learner (ELL) teachers will benefit the project and these teachers will be invited to participate in the development of the integrated units. Compensation for their participation outside of contracted hours will be provided to the extent that funds are available after funding the core team membership for their additional time.

Upon grant award notification, the Project Manager will schedule a “kick off” event to provide entry level training on the benefits of integration, explain grant requirements and expectations, define the roles of participants, and explain project goals and benchmarks.

2. Ongoing professional development: The first PD offering will be ready to go in anticipation of funding. At least 40 hours of instruction, spanning seven months will deepen the participants' understanding of integrated curriculum. In order to provide flexibility, participants will have an option to receive either professional development credit for salary advancement/recertification or extra duty pay for their attendance outside of contracted hours. In order to make the content as accessible/convenient as possible, part of the PD will be offered online, as will an online forum where grant personnel, and teams from various schools, can easily communicate and collaborate from remote locations. Selected participants will receive a needs assessment at the time of award, but it is anticipated that PD topics in the initial year will focus on: 1) The Art of Teaching - best practices applicable across all curriculum; 2) Understanding Standards - exploration of National and Nevada Visual Art and Music Standards and academic Common Core State Standards and how the two relate; 3) *Curriculum Based on Enduring Ideas* (integrated approach to teaching).

3. Scheduled meetings with school teams. Art and music teachers and classroom teacher(s) will receive extra duty pay to meet at scheduled times to plan integrated learning units. Librarians, special education teachers, ELL specialists, and administrators will also be encouraged to participate. The Project Manager will attend a selection of these meetings.

4. Gathering/sharing of resources: One of the barriers to integrated learning is a lack of resources. Participants will be encouraged to access available resources from the CCSD Curriculum Library and ArtsEdge. Multimedia resources such as physical and digital art images, musical recordings, projectors, and document cameras will be made available to schools along with integrated instruction kits. A small video camera or "flex cam" will be provided for school teams to assist with data collection, assessment, or integrated activities. Additional resources will be obtained for school teams to the extent that funds are available.

5. Kennedy Center Workshop, in partnership with The Smith Center for the Performing Arts: The Smith Center is already in discussion with the Kennedy Center to bring workshops on integrated instruction for area schools. School teams will be invited to participate in these events that will feature artists from music, theater, dance and visual arts.

6. Development and management of web-based planning tools, including an online Teacher Tool

Kit: In addition to paid planning time, streamlined collaboration will be facilitated through online planning tools. CCSD has recently developed a “curriculum engine” to which a selection for integrated curriculum will be added. An online Teacher “Tool Kit” for arts integration is also planned. These innovations are important in CCSD, with geographical distance of up to 100 miles separating schools. Design/content of the website will be partially guided through input from school teams, but a possible model would be the Maryland Fine Arts Education website, that includes arts-integrated curriculum, assessments for integration, and supporting materials.

7. Site visitation to observe visual art, music, and core subject teacher(s): The Project Manager will visit/observe teachers and students during instructional time, journaling and measuring to determine progress toward identified benchmarks. Findings will be an important factor in determining types of support needed, PD objectives, and mid-course program adjustments.

8. Observation/mentoring by grade level “arts” content specialists: To add another layer of guidance specific to grade levels, six experienced teachers from elementary and secondary levels will serve as content specialists. Each will be assigned to work with teams at their grade level. These specialists will attend the kick-off event and many PD activities. They will also attend some team meetings at schools. Substitutes will be provided to allow the content specialists to conduct half-day visitations to the project schools several times during each school year. They will assess progress of the implementation and provide advice/guidance for the school teams.

Sub days for school teams will also be available, to allow a day with one of the content specialists if modeling integrated lessons is felt to be beneficial.

9. Support/resources for positive impact on school climate: It is imperative that a positive attitude toward “arts” integration be built and sustained within each school community, therefore each school team will be asked to develop a site-specific plan for positively impacting school culture/climate. An e-newsletter to keep all staff informed of collaboration and progress on goals; displays of student work, school-wide assemblies, and/or Family Nights are possibilities. Family Night events might provide displays of artwork, with accompanying writing or calculations, to demonstrate integration of two or more subject areas, or could also involve students “teaching” their family members using hands-on integrated activities. Grant funding will support schools in showcasing integrated learning in such school-wide events. Integration teams will also be encouraged to present to their respective faculties on staff development days.

10. “Integrating Instruction” Summer Institute, in partnership with The Smith Center for the Performing Arts: Beginning in the summer of 2012, in partnership with the Smith Center, a Summer Workshop for Integrated Instruction will be conducted by trainers from the Kennedy Center for Arts Integration. School teams will be invited to attend and share their experiences. Summer Institutes will also be conducted in 2013 and 2014.

Quality of Project Services: The proposed curriculum approach bases the design and delivery of instruction on big, over-arching ideas and common experiences that affect all humans throughout history. The TETAC study, and local field-testing, have demonstrated that information introduced and guided by such ideas is accessible to individuals of all races, colors, national origins, genders, ages, or disabilities. CCSD has a highly diverse population and workforce; and CCSD teachers have increasing numbers of students from often-underrepresented

groups in their classrooms. The traditional white majority is now outnumbered by the Hispanic population in Clark County and many students arrive at school with limited English language skills. CCSD promotes inclusion for special education students. Students with special needs are customarily included in “arts” classes before they are included in academic classes, as this is an arena where all students can participate, regardless of their level or disability. The median household income in Clark County dropped to its lowest level since 2005, with Nevada claiming the nation’s highest unemployment rate at almost 15%, increasing the number of children living below the poverty line to 17.5% of the population. The result of these shifts are being felt in classrooms as students often arrive less healthy, less prepared, and less ready to learn.

Unarguably, a high quality education is critical to prevent lifetime struggles, especially for these students. CCSD educators are convinced that an integrated approach will help students to connect learning between disciplines in the same way that many successful adults naturally make connections in real life. Strategies to accomplish this include: 1) delivery of PD on best practices, standards, curriculum design/delivery, and authentic assessment; 2) facilitating collaboration so that learning can extend across subjects; 3) providing resources in support of integrated learning; 4) mentoring/monitoring to ensure that benchmarks are being met; 5) journaling/assessing to judge success and/or determine course corrections; and 5) informing families and the community about the benefits of arts integrated instruction and involving them in the process.

The proposed project - *Part of the Solution: Connecting the Disciplines to Help Students Connect Learning* will extend and strengthen an approach to instruction aligned with the definition of what a quality art program should look like. In order to achieve project goals, 60 hours of PD will be offered in the initial year to include: 1) “best practices”; 2) *Curriculum Based on Enduring Ideas*; and 3) National and Nevada Visual Art and Music Standards and

Common Core State Standards for academics. Teachers will be able to receive extra duty pay or PD credit for face-to-face and online training. Participant needs will be carefully assessed to determine training content beyond the first year. The aim of all PD is that project participants will deepen their understanding of integrated instruction and the teaching and learning process. School teams and content specialists will develop high levels of expertise to the extent that they will emerge as leaders, well qualified to champion the benefits of integrated learning in the third year. Administrative staff and families will be kept apprised of grant activities and progress toward goals throughout. A special event designed and implemented by the school team, will invite families/community members to come together to participate in integrated activities.

The TETAC report, originating from the “content standards”, (the agreed upon definition of how success is measured), clearly illustrated that an integrated approach to learning, with instruction linking to the human experiences of the learner, will lead to improvements in learning and thinking. CCSD field-testing of the approach showed increases in activities that are indicators of learning. This project, which seeks to extend/strengthen the early successes of our field-tested teachers/students, will be supported by the School Board of Trustees, CCSD leadership, partnership with the Smith Center for Performing Arts, and the team that will oversee grant activities/monitor progress, all with a collective goal of increasing student achievement.

Quality of Project Personnel. CCSD is an Affirmative Action/Equal Opportunity Employer and will not knowingly discriminate in any employment practice against United States citizens or legal aliens on the basis of race, creed, color, sex, marital status, age, national or ethnic origin, sexual orientation, or disability. This policy extends to recruiting/hiring, working conditions, training, promotion, and terms/conditions of employment. This is CCSD Policy #4110, originally adopted on 12/16/1971 and revised on 6/28/2001. An example of how CCSD encourages

individuals of diverse backgrounds to apply for employment is a practice of targeted recruitment for high-needs areas at colleges/universities where graduates are predominately minority.

Key project personnel have exemplary qualifications, including relevant training and experience, that will ensure success of the *Part of the Solution: Connecting the Disciplines to Help Students Connect Learning* project. Resumes of key personnel are included in Appendix B.

Karen Stanley is the CCSD Assistant Superintendent of the Curriculum and Professional Development Division (CPDD). She assumed her current position in June 2010, after being in the field of education since 1985. She received her B.A. in secondary education - English from the University of Nevada – Las Vegas (UNLV) in 1983 and her M.S. in administration and supervision from Nova University in 1986. She is a former CCSD high school principal.

Barbara Good is the CCSD Coordinator of Fine Arts. She will serve as Project Director and will dedicate ~10% of her time to project oversight. Ms. Good has earned a B.S. from Mansfield University, a master's degree in music education from the University of Tulsa, and a specialist degree in educational administration from Montana State University. She serves on the Nevada Arts Council and the Nevada Arts Advocacy Board of Directors. She has presented at various local/state/national conferences and served in various leadership roles over her 30 year career.

Maxine Davie will serve as the full-time Project Manager and will be 100% grant-funded. Ms. Davie, currently a CCSD Project Facilitator for K-12 Fine Arts, has a B.A. in art, with a minor in English, from Southern Utah University and a master's degree from UNLV in education/special education earned in 1994. Ms. Davie also has 32 credit hours above her master's degree in arts and education, as well as a certification in educational leadership from Southern Utah University earned in 2007. She accomplished National Board Certification in 2001 and renewed in 2010. Her work experience includes 19 years as a teacher in CCSD and

extensive background in teaching online and face-to-face courses for teachers beginning in 2007. She has directed training for new CCSD art teachers annually since 2000. Commendations and awards across Ms. Davie's 20-year career in education are numerous. A few highlights are: 1) finalist status in the National Art Education Regional Administrator Award (2009); 2) a Community Service Hero Award (2007); 3) the Public Education Foundation's "Celebrating Excellence Award" (2007); 4) selection as a United States Department of Education Research to Practice Delegate (2004); and 5) selection as a participant in the Fulbright Memorial Fund – Japanese Cultural Exchange (2003). Ms. Davie has been awarded an *Action Research* grant, *Better Teaching through the Arts* grant, and a State Farm *Good Neighbor Service Learning* grant.

Ms. Judet Diaz, an experienced program evaluator, has designed the evaluation plan for this project and will participate in all aspects of data collection, assessment, monitoring, and reporting. Ms. Diaz is on staff in the CCSD Grants Development & Administration Department. She attended UNLV, earning a bachelor's degree in Economics and French in 2002 and a master's degree in Economics from the University of Maryland at College Park in 2005. Ms. Diaz has also been a CCSD research coordinator for two years.

Candy Schneider is the Vice President of Education and Community Engagement for The Smith Center for the Performing Arts. The Center will partner with CCSD on this grant project. Ms. Schneider has a bachelor's degree in education, with an art major, from National University in San Diego, California earned in 1973; and a master's degree in educational administration from Arizona State University earned in 1985. She was formerly the Assistant Director of the CCSD School-Community Partnership Program (1991-2006). Among her many accolades are a Nevada Governor Arts Award (2008); National Art Education Association – Art Educator of the Year (2007); and a Women Shaping the First 100 Years in Las Vegas – Women of Diversity

Recognition (2005). Ms. Schneider has served on local and national boards/committees including the National Art Education Association (NAEA), Getty Center for Arts Education, National Endowment for the Arts, John F. Kennedy Center for the Performing Arts, and the Nevada State Education Curriculum Standards Committee. Ms. Schneider was selected by the NAEA to receive the Nevada Art Educator of the Year Award (2007). Since 1995, Ms. Schneider has served on the Board of the Nevada Arts Council (NAC), as an appointee of the Governor. As the appointed representative, Ms. Schneider also serves as vice-chair of the Nevada Commission for Cultural Affairs, responsible for reviewing and awarding \$3,000,000 in grant funds annually to preserve/maintain Nevada's historic sites.

Nancy Schkurman spent 35 years as a licensed and administrative educator, prior to her retirement in 2007. She will be contracted to provide support for this project with regard to planning, strategizing, and implementation. Ms. Schkurman received her bachelor's degree in Piano from Chicago's Xavier University in 1968 and her master's degree in music education from Northwestern University in 1972. She holds a Level III Orff Certification from Memphis State University, an administrative credential from UNLV, and is certified in K-12 music and professional administration by the State of Nevada. Ms. Schkurman was formerly the CCSD Coordinator for Elementary Fine Arts, responsible for supporting visual arts, music, physical education, and drama in 199 schools. This responsibility encompassed staff development, curriculum, determining resources/equipment standards, and staffing. She has presented at 11 national conferences and received many awards for educational excellence. Her passion for arts education, understanding of integrated instruction, and organizational skills are well-recognized.

A Grant Coordinator from the CCSD Grants Development & Administration Department will be tasked with monitoring spending, ensuring that expenditures are allowable/allocable under

federal regulations and carried out in accordance with CCSD district policies, regulations, and procedures. This individual will prepare all necessary financial reports and amendment requests. An assistant accountant will be assigned to provide monthly spending summaries and ensure that back-up documentation is on file for all grant expenditures.

Quality of the Management Plan. Experienced and well-qualified personnel, research-based activities, staff development methods informed by “best practices”, and ongoing assessment of progress will ensure that the desired goals/objectives of the *Part of the Solution: Connecting the Disciplines to Help Students Connect Learning* project are achieved on time and within budget. The project design will support student learning and enable data-driven decisions based on the analysis and utilization of high-quality and timely data regarding instructional and PD goals.

District Administration: The CCSD Board of School Trustees has approved the submission and implementation of the PDAE grant proposal. The District’s CPPD assisted with the proposal development and will provide support as the implementation process unfolds. Area Service Center administration will encourage school teams and be invited to training events. “Arts” integration will become part of the eight schools’ annual school improvement plans.

Project Director: Fine Arts Coordinator, Barbara Good, will direct the grant and devote 10% of her time to grant oversight. She will identify school teams and attend summer training. Ms. Good will meet with the Project Manager monthly to provide administrative support, offer suggestions, and monitor progress toward goals.

Project Manager: The Project Manager will have primary responsibility for meeting benchmarks and goals. Responsibilities will include: 1) organization, training, and monitoring of school teams, content specialists, and the assessment team; 2) serving as the primary contact for all grant participants; 3) facilitating the delivery of all PD training; 3) working in partnership with

the Smith Center to plan activities to support integrated arts; 4) working with outside consultants/professional service providers; 5) overseeing development of a website to disseminate project-related resources; 6) measuring teacher learning and assisting with measuring student learning; and 7) ensuring that grant personnel and stakeholders are kept apprised of all grant activities.

Content Specialists: Four experienced “arts” content specialists (visual arts and music), an English/language arts (ELA) specialist, and a math specialist will mentor teachers with regard to instructional planning and delivery of integrated lessons. They will attend the kick-off and wrap-up meetings, PD, the tour of Gilbert Magnet School, the Kennedy workshops, and the Summer Institutes. They will collaborate with teachers online and visit the classrooms of their protégés several times per year to observe and assist as needed. The specialists may invite their protégé to visit their classroom to observe delivery of an integrated curriculum lesson.

Building Administrators: Only teams of teachers with administrators who pledge support of arts-integrated instruction will be selected to participate. Administrators will assist the project by such actions as providing common planning time for their school team or supporting time spent outside of the contracted day with space and/or resources. They will also schedule teacher teams to share on in-service day(s). Administrators will be invited to attend the kick-off, the wrap-up, all school team meetings, and the Summer Institute and will support and participate in a Family Night at their school where all stakeholders can experience arts-integrated activities.

Teacher Teams: School teams, consisting of an art teacher, music teacher and a classroom teacher at the elementary level and an art teacher, music teacher, ELA teacher, and math teacher at the secondary level will be the primary recipients of resources to be provided through the grant. Teachers must commit to attending scheduled meetings, workshops, and PD training. They must agree to collaborate on the development of at least three units of integrated instruction in

each year of the grant. The integrated units must conjoin “arts” instruction – either visual arts or music - with ELA and/or mathematics instruction. The involvement of an ELL specialist, a gifted and talented specialist, a special education teacher, a librarian, other content area teachers, and administrators would benefit the project and their involvement will be encouraged.

The Smith Center for the Performing Arts: This partnering agency will work with CCSD in support of all of the goals and objectives of this project. See Appendix F for a Memorandum of Understanding (MOU) providing detail regarding the partnership agreement.

Consultants: A retired music administrator will assist with identifying school teams and will work with PD plans. A web designer will create a website where ideas/resources can be gathered and field-tested. The website will evolve as a Teacher “Tool Kit” and become a critical resource.

Table 1. PDAE Grant Management Timeline

When	What	Who
Summer 2011	Identify schools & ST	PD, PM, MC, ASC, BA
Summer 2011	Select CS & define role	PD, PM, MC, CPDD
Summer 2011	Develop integrated lessons for samples	PM, CS, MC, SCPA
Summer 2011	Identify qualified WD	PD, PM, SCPA, PE
Summer 2011/2012/2013	Plan Kick-Off Event(s)	PD, PM, MC, CS, SCPA
BENCHMARK	Pre-Planning Complete	
August 2011	Receive Grant Award Notification	PD, GC, CCSD Auth Rep
August 2011→	Schedule Events/Calendar Development	PD, PM, SCPA, PE, MC
August 2011/2012/2013	Conduct/Attend Kick-Off	All grant teams
Fall 2011→	Assess/Eval begins with pre-testing & continues throughout (See <i>Eval Section</i>)	PM, PE, Assessment Team

Fall 2011→	Collaborative Meetings Commence & Continue	PM, ST, CS, BA
Fall 2011→	Purchase Supplies Needed	PM, Support Staff (SS)
Fall 2011→	Hire WD & Identify & Dev Content	PD, PM, Grant Coord, SS
Fall 2011	Launch 15 hr PD #1- <i>Art of Teaching</i>	PM, CS, ST
Fall 2011	Integrated Unit Plan #1 Due	PM, PE, ST
Fall 2011 →	Observe Progress, Record/Assess Needs	PM
Fall 2011 →	Observe, Monitor/Model/ Mentor	CS
BENCHMARK	STs operational, pre-testing complete, PD #1 complete, integrated unit plan #1 submitted, supplies purchased	
Winter 2011-2012	Launch 15 hr PD #2 - <i>Standards</i>	PM, CS, ST
Winter 2011-2012	Integrated Unit Plan #2 Due	PM, PE, ST
Winter 2011-2012	Partner Activity – Gilbert School Visit	All grant teams
BENCHMARK	STs collaborating, integrated Unit Plan #1 completed, evaluated, and ready to post on website, PD #2 completed, integrated activity #2 submitted	
Spring 2012	Launch 15 hr PD #3- <i>Curriculum Based on Enduring Ideas</i>	PM, CS, ST
Spring 2012	Integrated Unit Plan #3 Due	PM, PE, ST
Spring 2012	Partner Activity – Kennedy Workshop	All grant teams
BENCHMARK	STs maintain effective collaboration,	

	integrated Unit Plan #2 completed, evaluated, and ready to post on website, PD #3 completed, integrated Unit Plan #3 submitted	
Spring-Summer 2012 →	Integrated Unit Plan #3 completed, evaluated, and ready to post on website	ST, PM, WD
Spring-Summer 2012 →	Post resources developed on website	WD, PM
Spring-Summer 2012	Submit artifacts for assess/evaluation (e.g. data, journals, student work)	ST, CS
Spring-Summer 2012	Survey stakeholders to determine attitudes/get feedback; and post-testing	PE, PM
Spring-Summer 2012	Wrap-Up meetings (reflect, report, project, celebrate)	All grant teams
Spring-Summer 2012	Compile/analyze data, report on results	PE, PM, CS
Spring-Summer 2012	Partner Activity – Summer Institute	All grant teams
Spring-Summer 2012	Plan for mid-course adjustments based on data, develop timelines, set targets	PD, PM, PE, CS
BENCHMARK	Reflections complete, plans for upcoming year developed	

PD = Project Director; PM =Project Manager; MC = Music Consultant; ASC = Area Service Center; BA = Building Administrator; CS = Content Specialists; ST = School Teams; PE = Program Evaluator; SCPA = The Smith Center for Performing Arts; WD = Web Designer

Quality of the Project Evaluation. A CCSD program evaluator experienced in evaluating educational programs will lead the program evaluation. To ensure neutrality, the evaluator will not be involved programmatically. The planned evaluation will objectively assess implementation and outcomes through formative and summative methods. Sufficient data will be generated and analyzed at key points to facilitate periodic assessment of progress and provide opportunities for refinement. Well-defined, measurable objectives/findings generated through evaluation will be used for guiding program replication and/or expansion and gauging success.

The intent of the proposed program is to develop the capacity of ELA and mathematics teachers to deliver integrated, standards-based instruction using shared human experiences or "enduring ideas" such as those found in CCSD's newly adopted visual art curriculum. To achieve this, the following goals and objectives have been established:

Goal 1 – Provide high quality, research-based PD of sufficient rigor and duration to prepare arts and other core content teachers to design and deliver standards-based, integrated curriculum.

- *Objective 1.1: By June of each project year, participants will complete at least 40 hours of PD delivered over a seven-month period.*
- *Objective 1.2: By June of each project year, participants will demonstrate a statistically significant increase in arts content knowledge and in their understanding of arts standards as measured by an annual pre/post test.*
- *Objective 1.3: By June of each project year, at least 85% of participants will indicate that the PD prepared them to design and deliver standards-based integrated instruction.*

Goal 2 – Facilitate professional collaboration between arts and other core subject teachers for the purpose of designing and delivering integrated curriculum in a manner such as that detailed in the newly adopted *Curriculum Based on Enduring Ideas*.

- *Objective 2.1: Participants will collaborate to develop at least three integrated learning units during years 1 and 2 for a total of six integrated units per participant.*
- *Objective 2.2: At least 80% of the integrated learning units will be rated as “meet” or “exceed standards” as defined by a scoring rubric.*

Goal 3 – Increase learning in the arts and other core content subjects, as required by the Nevada Performance Standards for Visual Arts and common core standards in ELA and mathematics.

- *Objective 3.1: Samples of student work produced through integrated learning units will demonstrate increased mastery of targeted standards, as measured by a scoring rubric.*

Goal 4 – Increase student engagement - observed increases in indicators such as questioning, seeking information, collaboration, and expressing a personal investment in their work.

- *Objective 4.1: Each project year, at least 80% of participants will indicate through a pre/post survey that student engagement increased in their classrooms during integrated instruction, as determined by indicators such as asking questions, seeking out information, contributing to collaborations, and personal investment in their work.*

Goal 5 – Positively impact school climate and culture in such a way that stakeholders recognize arts education as a critical component of the instructional program.

- *Objective 5.1: By March 2012 and November 2012, participating teacher teams will submit plans for impacting climate and elevating art awareness at their school that will include at least one activity before June 2012 and two additional activities before June 2013.*
- *Objective 5.2: At least 80% of participants will indicate through a pre/post survey that educational staff, students, and parents at their school increasingly recognize arts education as a critical component of the instructional program.*

Goal 6 – Develop/disseminate resources for integrating arts with core academic area content.

- *Objective 6.1: Add an integrated curriculum selection to CCSD’s curriculum engine by January 2012.*
- *Objective 6.2: Develop and deploy a beta version of an online Fine Arts Tool Kit for arts integration by May 2012.*
- *Objective 6.3: Pilot the online Fine Arts “Tool Kit” through May 2013.*

Since the school teams are the target audience of this PDAE program, the evaluation will center on their experiences and outcomes. It is expected that participants will gain knowledge and skills that will lead to immediate changes in their instructional practice as it relates to effectively designing and delivering integrated instruction. Outcomes at the student and school level will also be examined for evidence of change. The evaluation plan follows Guskey’s five-level model for evaluating PD. This model assesses participants’ reactions and learning, organizational support and change, participants’ use of new knowledge and skills, and student learning outcomes. While each level of the model builds on the previous for evaluation purposes, levels will be reversed and used to guide program planning to ensure that program staff focuses on desired outcomes and actions that will lead to those results. Evaluation questions directly link to these objectives:

1. How does participation in this program impact teacher knowledge, attitudes and practice in delivering standards-based integrated instruction?
2. How do participants collaborate for purposes of integrating the arts with other core content? What are the qualities of the integrated learning units produced?
3. What difficulties do teachers face when applying knowledge and skills gained through this program? How can program modifications address these difficulties?
4. What are strengths or weaknesses of the PD are delineated in the *Project Design Section*?

How can PD be modified to further support teacher learning and changes in practice?

5. Is there evidence of program impact on student outcomes?
6. Is there evidence of impact on climate and art awareness at each school?
7. How are resources for standards-based integrated instruction disseminated?

Formative evaluation will focus on documenting program activities and how they are implemented and charting progress toward meeting the measurable objectives outlined above. Data and lessons learned during the first two years of the program will be used to expand activities during the third year and beyond. To support the evaluation plan and formative programming, a mix of qualitative and quantitative data will be collected and analyzed. Data collection will include participant pre/post tests (twice/year), participant surveys (twice/year), discussion notes from collaboration sessions (monthly), lesson plans for integrated learning units (three/year from each teacher), classroom observations during integrated learning units (at least three/year for each team), samples of student work produced during each integrated unit, evidence of resources for the online “Tool Kit” (ongoing), and a focus group with the content specialists (twice/year). Table 2 defines data collection plans, demonstrating that a variety of data will be collected /analyzed at strategic times to allow for mid-course corrections. The table also explains which data will be used to address objectives and evaluation questions enumerated above. In addition, project staff will use coursework/journaling from the PD sessions to guide implementation. The evaluator will communicate with project staff monthly for purposes of coordinating data collection, discussing findings, and exploring areas for improvement.

If possible, existing validated instruments will be used and slightly modified to assess teacher content knowledge and collect feedback specific to the program. The pre/post tests and surveys will be finalized by August 2011, but may be adapted to reflect formative program changes.

During a given year the pre/post tests will be identical or equivalent. The expected sample size for pre/post tests and participant surveys is 24 per administration. Lesson plan analysis will use a rubric that determines the extent to which plans are based on commonalities that apply across disciplines and define rationale, key concepts and essential questions. Observations and student work samples will also be scored to assess qualities of integration and whether students are meeting the targeted standards. Each integrated unit will be observed at least once, and a minimum of three student work samples from each unit will be scored. All rubrics will be finalized by August 2011. Project staff will also use lesson plans and observations to identify best practices that they will share.

Data will be analyzed using appropriate quantitative and qualitative methods. Quantitative data will be analyzed using SPSS (version 17) to generate descriptive statistics and conduct pre-post comparisons using a related samples t-test or other adequate technique. Qualitative data from open-ended survey questions, focus groups, collaboration meeting notes, lesson plans and observations will be analyzed using an emergent qualitative approach that will allow identification of themes. Although the nature of the school setting and imperfect assessment tools make it difficult to directly attribute differences in student test scores to program effects, the evaluator will also search for evidence of change in student outcomes by comparing standardized criterion-referenced test results for students of participating teachers with those of a similarly-matched group of students at schools not involved with the program during years 1 and 2.

Interim analyses regarding accomplishment of the project benchmarks that are specified within the *Quality of Management Section* will be reported to project staff quarterly. Summative analyses will be reported annually to project staff and to the funding agency. Performance according to the established GPRA measures will be included in the annual report.

Table 2. Data Collection Plan

Evaluation Question	Measurable Objective	Indicators	Data Source	Data Collection Timeline
Question 1	Objectives 1.1 and 1.2	<ul style="list-style-type: none"> • Hours of professional development (PD) completed • Change in pre/post test scores 	<ul style="list-style-type: none"> • Participation logs • Pre/post test 	<ul style="list-style-type: none"> • At each PD session • Aug./May (yearly)
Question 2	Objective 2.1	<ul style="list-style-type: none"> • Number and quality of integrated learning units produced by participants 	<ul style="list-style-type: none"> • Lesson plans • Notes from collaboration meetings 	<ul style="list-style-type: none"> • Oct., Jan. & April (yearly) • Monthly
Question 3	Objective 2.1	<ul style="list-style-type: none"> • Teacher perceptions • Observed teacher ability to use new knowledge for developing & delivering integrated instruction 	<ul style="list-style-type: none"> • Participant survey • Lesson plans • Classroom observations • Content specialist focus groups 	<ul style="list-style-type: none"> • Aug./May (yearly) • Oct., Jan. & April (yearly) • Jan., April & May (yearly) • Jan. & May (yearly)
Question 4	Objective 1.3	<ul style="list-style-type: none"> • Percent of participants indicating adequacy of PD 	<ul style="list-style-type: none"> • Participant survey 	<ul style="list-style-type: none"> • Aug./May (yearly)

Question 5	Objectives 3.1, 4.1	<ul style="list-style-type: none"> • Percent of students mastering targeted standards • Percent of teachers indicating increased student engagement 	<ul style="list-style-type: none"> • Student work samples • Participant survey 	<ul style="list-style-type: none"> • Jan., April & May (yearly) • Aug./May (yearly)
Question 6	Objectives 5.1, 5.2	<ul style="list-style-type: none"> • Number of school climate impact plans submitted • Teacher reports of climate and art awareness at their site 	<ul style="list-style-type: none"> • Climate impact plans • Participant survey 	<ul style="list-style-type: none"> • March 2012 & November 2013 • Aug./May (yearly)
Question 7	Objectives 6.1, 6.2, 6.3	<ul style="list-style-type: none"> • Integrated curriculum selection added to CCSD's curriculum engine • Fine Arts online tool kit • Teacher feedback regarding the tool kit 	<ul style="list-style-type: none"> • CCSD's curriculum engine • Online tool kit • Participant survey 	<ul style="list-style-type: none"> • January 2012 • May 2012 • Aug./May (yearly)