

ABSTRACT

Illinois Summit School District #104 (legally called Cook County School District #104) - 6021 South 74th Avenue - Summit, IL 60501; **Contact:** Jon Baricovich- T: 708-458-0506 - jbaricovich@sd104.us--Summit School District --in partnership with the National Museum of Mexican Art (NMMA), the Matli Dance and Theater Academy, the Old Town School of Folk Music, the Barrel of Monkeys Theater, the Illinois Institute of Technology, and DePaul University's Center for Urban Education--proposes a four-year *Professional Development and Achievement through Cultural Arts and Technology (PDACAT)* project for five elementary schools in Summit School District (just south of Chicago). *PDACAT* is a systems-based professional development (PD) arts model designed to strengthen standards-based arts education in the visual arts, dance, music, theater, and digital media, and the integration of the arts into teaching arts education, through PD serving 45 teachers who will collaborate with 8 teaching artists in implementing the project. The 45 classroom teachers and arts educators (including 8 Teacher Arts Leaders) will transform instruction through the arts to improve 3rd - 8th grade literacy in the arts and in reading and mathematics for approximately 1,600 at-risk students who will become deeply engaged in understanding the arts from the cultures of Mexico, Brazil, the Caribbean, Haiti, Peru, and the United States. The *PDACAT* model has the following goals: (1) developing a system of collaboration among *PDACAT's* partners; (2) increasing teachers' knowledge of professional arts content and arts integration skills; (3) successfully applying those arts skills in classrooms; and (4) increasing students' academic performance in the arts and in reading and mathematics; Outcomes aligned with the above goals include: (1) collaborative partner plans for the *PDACAT* PD model; (2) 45 project teachers demonstrating that they have acquired core arts, arts integration, and digital tools skills at a significantly higher rate than a comparison group of schools; and (3) a higher percentage of the 1,600 students demonstrating an increase in academic engagement, and their academic achievement in the arts and in reading and mathematics skills at a statistically significant level in contrast to comparison groups.