



Program Key Features

Arts Impact believes that every child should receive an arts education as part of the core educational experience and to meet state standards in the arts. To achieve this objective, Arts Impact trains elementary classroom teachers to become competent and confident teachers of visual and performing arts.

1) Standards-based Instruction in the Arts.

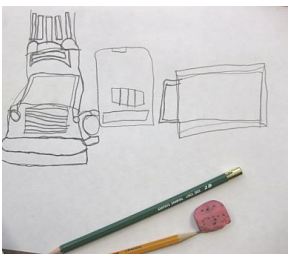
Arts Impact teaches standards-based arts instruction aligned with national and state standards.

In the late 1980s and early 1990s, school reform was in full swing. National standards were written at a broad level. States across the country aligned with national standards and wrote more defined understandings in core classroom subjects. For Washington State, along with other states, these standards continue to determine those things essential for all students to know and be able to do. Those components determine how school districts, principals/ school buildings and individual teachers prioritize what they will teach and assess in the course of a school year. For the arts, the majority of teachers surveyed (Pierce County, WA, 1997) related they had not received a sequential arts education in their own K-12 instruction as a student, nor had they received further or adequate instruction in the arts in their pre-service teacher training.



2) Concept-based Approach to Curriculum and Assessments.

Arts Impact centers instruction on the significant concepts found within the state standards.



Concepts and related big ideas (enduring understandings) define what students need to know to be able to learn, work and live in the 21st century. Concepts transfer across contexts geographically, culturally, and over time. Enduring understandings relate two concepts to form recurring ideas found in everyday living and students' and teachers' own experiences.

3) Performance-based Assessments.

Arts Impact uses performance-based assessments to plan, teach and assess learning.

In order to validly and reliably assess learning, instructors rely on observable evidence of student knowledge and skills. Lessons written by teaching artists and teachers-in-training include targets (what students should know and do), and criteria (the observable traits and dimensions of knowing and doing) to guide their teaching and assessments. Targets and criteria are shared as common goals with students. Criteria are vetted by staff and performances and artwork are co-rated independently.

4) In-depth Training to Assure and Sustain Change in Teaching Practice

Arts Impact relies on sustained and intense training to assure mastery teaching.

Two 30-hour summer institutes, plus two one-one-one mentorships, along with school-year workshops, over the course of two years provides over ninety hours of instructional contact time. At least ten hours is one-on-one time with a teaching artist in the teachers' classroom. Gradual application of teaching practice—from participating as a student in summer institutes—to observing teaching artists teach in the classroom—to co-teaching with an teaching artist—and then gradually increasing autonomy of teaching practice, assures that teachers will apply professional development as an active and sustained classroom practice.

5) Artist Mentors (Teaching Artists) Model, Annotate their Instruction, Assess and Mentor

Arts Impact implements job-embedded instruction using Artist-Mentors as prime instructors.

Artist Mentors are multi-skilled professional teaching artists. They teach content and model strategies in the Institute and mentor and coach in the classroom. They are producing artists in their own rights—actively exhibiting and performing in the community. They have a thorough knowledge of the arts concepts and skills in their discipline. They teach in real classroom time and annotate their work while they model lessons. They are current in their pedagogy in teaching adults as well as children. Artist Mentors receive training in performance-based assessments and use assessments as they plan, teach, and evaluate learning. They are skilled administrators arriving on time at schools and work with building principals, secretaries and teachers. They document their work and have fluent communication skills. Artist Mentors work collaboratively with program staff and each other to write lesson plans and contribute to overall curriculum. These teaching artists commit to on-going training in areas such as early childhood learning, coaching models, special education and working with families and communities.



6) Arts Foundations

Arts Impact focuses on transferring understandings in basic arts foundations.

In order to meet state standards in the arts, first and foremost instructional content focuses on arts foundations. Teachers underline the necessity of receiving a balance of breadth and depth of content upon which all lessons are built. Each lesson identifies the specific arts foundational concepts met by the lesson based on state standards.

7) Arts-infused Learning shared by the Arts and the other Core Classroom Disciplines.

Arts Impact identifies concepts that are authentically shared between other core disciplines.

Teachers have emphasized the difficulty of balancing all that is essential for students to learn and the amount of classroom instructional time available. Just as in life, some concepts and ways of knowing are shared between disciplines. Math, Science, Dance and Visual Arts all claim symmetry as authentic to understanding that discipline. Theater, Reading, Writing and Dance share the concept of narrative forms—beginning, middle and end, characterization, setting. When authentic to study, *the program* introduces lessons that give students different ways of knowing concepts and different ways of showing knowledge and skills.

8) Object-based Education and Community Cultural Partnerships.

Arts Impact works in partnership with cultural organizations to use pivotal community resources.



Using an object-based educational approach to learning capitalizes on the idea that community resources--original works of art, live dance, theater and musical performances--are the highest exemplars of the concepts, skills and processes artists use to communicate and make connections to everyday living. Summer institutes are held in art museums and theaters. Cultural educators contribute to planning and curriculum as teaching staff. Every lesson is complemented by notation of multiple community resources. And students participate in cultural organization study visits to complement their classroom study.

9) Alignment with Current Educational Research.

Arts Impact relies on research to update the program pedagogy and implementation.

The program design developed using a research study and continues to use current arts education research to update focus and implementation. By seeking the most current research through collegial affiliations and conferences, staff and artists build an ever-increasing knowledge bank of strong arts pedagogy.

10) Evaluation.

Arts Impact evaluates program effectiveness through formative and summative evaluation.

Program evaluation is on-going and includes input from instructional staff, teachers, cultural partners, school districts and funders on the effectiveness of program content and implementation. Program documentation of teacher and student learning combines quantitative data from performance-based assessments with qualitative data through surveys, observation and focus groups.

11) Administrative Leadership and Organizational Support

Arts Impact provides professional program leadership and consistent support to teaching artists and teachers.

Program leadership is a key component for success. Three specific areas of administration are vital: overall program leadership; pedagogical guidance, and organizational support and coordination. The program needs a professional leader to manage development, marketing, community relations, and overall program health. Keeping a program up to date with current teaching and learning, professional development, and research requires a position with responsibility and leadership. Finally, it is equally important that teaching artists and teachers receive consistent and organized support to manage complex mentoring schedules and multiple program activities so that the program does not overwhelm them.

12) Graduate Credit and Clock Hours.

Arts Impact offers graduate credits and continuing education clock hours.

Due to the intensive training, the program is able to offer four graduate credits annually or 40 continuing education clock hours through higher education institutions and educational service organizations.

13) Common Lesson Plan Format

Arts Impact uses a common lesson format to facilitate writing and sharing.

Teaching artists and teachers write lesson plans in a common format. This serves two primary purposes for the program. First, it insures that as teachers are still learning to address and include all critical components of a lesson—the enduring understanding, targets and criteria, teaching strategies and key prompts, and assessments. Then as lessons are shared between teaching artists and teachers, the format is familiar and accessible.

14) Mix of Funding Sources

Arts Impact uses a mix of public, private and fee based funding to create program stability

In order to create a sustainable funding base, funding should come from a combination of public and private funding sources and participation fees. Fees create value, commitment, and buy-in from participants. Support from both public and private sectors demonstrates that the program is considered worthwhile from stakeholders with varying points of view.

In complement to Program Key Features:

Learning Communities.

Arts Impact facilitates Learning Communities to create school building infrastructure and to sustain arts teaching practice.

In order to sustain the value of professional development over time, *Arts Impact* offers leadership to school building staffs to guide teacher learning communities. Outsourcing objective facilitation has helped school staffs to identify and compile arts curricula, provide curriculum mapping opportunities, set up supply management systems, and design mentoring opportunities between

arts-trained teachers and other teachers on staff. This professional development component can be hampered by the ever-increasing responsibilities of teachers and the necessity of pay for additional work within the teaching profession.

Whole School Training.

Arts Impact offers and endorses whole school faculty training.

To sustain the immediate investment and long-term effect of professional development, involvement of all staff members in training seems to have the greatest benefit. With the varied instructional interests of teachers acknowledgement that teachers balance personal as well as professional responsibilities, whole school models may be ideal, but not always attainable.

Research-based Program Design.

Arts Impact seeks and implements research designs in its professional development models.

Program design influenced by research mandates increases accountability and puts ideas and methods through stringent standards. *Arts Impact* has benefited immensely from the accountability of quasi-experimental research designs that accompany federal grants. This research allows the program to continue to test its findings at the highest levels. Outside evaluation designs further advance the work of the program through their close examination of the work and ultimate findings. Disseminating research results and program model improvements and developments improves the program profile for future funding opportunities.

Principal Training.

Arts Impact encourages principals to make long-term arts plans and participate alongside teachers.

On-going communication, informational meetings and contractual agreements are part of the program design for principals, encouraging principal support to sustain teachers in their professional development. *ArtsEd Washington* Principal Arts Leadership Initiative works in complement to *Arts Impact* to train principals and school arts committee members over a five-year planning period.

Shared Resources.

Arts Impact documents and disseminates the lessons written by teaching artists and teachers.

Arts lessons in a shared format are available on CD for every teacher. Increasingly these and other *Arts Impact* resources designed by the program, and supplemented by teachers, are available on the program's ever-growing web-site. These resources are available nationally, along with performance-based assessment tools, lesson formats, and the Autonomy Rubric for Teachers, a tool for teachers to chart their arts teaching practices as they plan, teach and assess.

