



Arts Impact

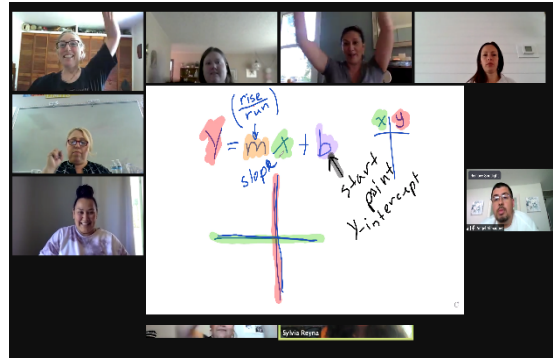
Voices from the Field 2021 Summer Educator Academy report

www.arts-impact.org

Overview

Arts Impact's Voices from the Field (VFTF) program provides arts experiences for middle school students in the Office of the Superintendent of Public Instruction's Migrant Education program through culturally grounded, arts-infused training for their classroom teachers. Arts Impact works to empower educators to teach and infuse the arts so each child can discover their strengths and thrive. Doing this systemically with a racial equity lens eliminates opportunity gaps and encourages every child to achieve at the highest levels.

The VFTF 2021 Educator Academy was taught live online via Zoom from June 21-29, 2021. 20 teachers attended, representing 9 Washington middle schools from the Eastmont, Grandview, Mount Vernon, Prosser, and Yakima School Districts. Arts Impact packaged and delivered art supply kits and supporting printed materials to all participants' homes before the training. Up to 21 professional development clock hours were available.



"This was so fun and easy to take directly into my classroom." - Wendy Rodriguez, teacher.

Curriculum

Academy curriculum consisted of 6 culturally grounded, arts-infused Dance, Theater and Visual Arts lessons. Four of the lessons were originally written during the 2020-21 school year mentorship with a classroom teacher and artist mentor. These lessons were expanded and refined with in-depth background information to build deeply meaningful cultural grounded lessons led by the original classroom teacher, artist mentor and artists and educators from local Latinx communities. Two brand new lessons were also developed and co-written by two participating VFTF 2020-21 teachers with a cohort of Artist Mentors, artists, and educators from local Latinx communities. Both teachers have had four and five years of extensive professional development in culturally grounded infusing the arts in ELA and mathematics. Both teachers are leaders within their schools and communities. Arts Impact Executive Director Beverly Harding Buehler led 4 pedagogical presentations on Arts Infusion Closes Gaps, Culturally Responsive Teaching through the Arts, Social Emotional Healing through Arts Learning, and Authentic Assessments and Growth Mindset. The final day offered self-care focused Creative Process workshops infusing Social Emotional Learning (SEL) with all 3 artistic disciplines.

"Keep having teachers teach lessons they have done. It's amazing seeing how we all teach differently but have the same expectations and end goal," - Nora Nuñez-Gonzalez, teacher.



Educator Cohort

The mixed cohort was comprised of 7 new and 13 returning ELA, Math, Science, Social Studies, and ELL teachers, representing 2 new and 7 returning schools from 1 new and 4 returning districts. One of the newly registered teachers partnered with a returning specialist teacher during the 2020-21 school year. This 2021-22 school year will represent Year 2 for four educators; Year 3 for four educators; Year 4 for two educators; Year 5 for two educators and Year 6 for one educator. Six of these

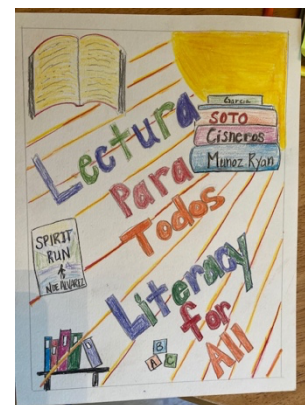
educators also led Academy lessons. The high multi-year return rate indicates educators' strong interest and commitment to the program, despite the stresses of virtual teaching and the significant rates of COVID within local communities over the past year.

Artist Mentors

Ana María Campoy (Theater), Gloria Gonzáles García (Visual Arts), and Jo Petroff (Dance) have provided Summer Academy training and classroom mentorships since VFTF's inception in 2016. These longstanding, dedicated relationships support a culture of consistency, collaboration, understanding, historical knowledge, and trust within the program.

Virtual Learning

Since the 2019-20 school year, Arts Impact has brought its extensive virtual learning experience to effectively use various remote learning formats. Teacher leaders and Artist Mentors explored teaching methods and strategies, practiced working with available technologies, and continue to learn and develop their comfort, skills, and expertise in this format. Modeling these methods and skills for participants and to increase participant engagement, such as the use of chat, breakout rooms for small group collaboration, and sharing work electronically, was an essential component of the Academy. Teachers also completed surveys through Survey Monkey at the end of each day, to assess each day's teaching, arts infused learning and engagement.



"I would love to do this in person one day," - Chloe Peterson, teacher (new to Arts Impact).

Assessment

Arts Impact assesses teacher learning in the Academy through performance-based assessments (PBAs), rubrics and self and peer reflection. Artist Mentors assessed teacher learning for each lesson. Participants submitted self-assessments daily, along with photos of their art, writing, or other evidence of learning. Artist Mentors checked for alignment by comparing their PBAs with teacher self-assessments. 24 art and arts-infused concepts were taught across 6 Academy lessons. All teachers met or exceeded Arts Impact's 80% benchmark for educator mastery of concepts.

VFTF 2021 Summer Educator Academy: Presentations and Lessons

MONDAY JUNE 21, 2021

Pedagogy Presentation by Beverly Harding Buehler: *Arts Infusion Closes Gaps*



8th grade Dance and Math Infused Lesson:
Graphing Slope-Intercept Challenge TikTok Dance

Authors: Angel Almaguer with Luna Garcia, Debbie Gilbert, Jo Petroff & Vicky Ramirez

Enduring Understanding

Dance movements can help the comprehension of the procedural steps of graphing a slope-intercept equation.

Lesson Description: Scholars use kinetics as another learning modality for math. They learn gestures and

movements that represent axes and variables of linear graphs from slope-intercept equations. Scholars create movement phrases to represent the equations and record videos of their work.

Performance Based Assessments

Teacher Self-Assessment: 11 submitted: 100% alignment with Artist Mentor assessment.

Artist Mentor Assessment Overview

Disciplines	DANCE & MATH	DANCE & MATH	DANCE & MATH	Total
Concept	Linear Equation	Slope	Movement Phrase	3
Criteria	In the given slope-intercept equation, demonstrates movements of the x & y axis to establish the coordinate plane, variable “b” (starting point) from origin, and variable “m” (slope).	Using arm shape or body movement, shows positive, negative, steepness and gradual slopes, no-slopes, and undefined.	Using established hand and arm movements, choreographs the coordinate plane, variable “b,” variable “m,” and a pose that demonstrates the appropriate slope of the equation.	
Total	14/14	14/14	14/14	
Percentage	100%	100%	100%	100%

Daily Survey Teacher Reflections

Intention: What is one commitment you would like to make based on your learning today?

“Incorporating more movement in my teaching,” - Pam Aguilar.

“Modeling and trying as a whole class before breaking into small groups,” - Vicky Ramirez.

“To lean into the uncomfortable/silly feelings and just go with it,” - Bergitte Olson.

Learning: What was most engaging today? Why?

“The TikTok dance had me on my feet moving. Putting a math lesson to dance movements helps me remember math terms,” - Nora Nuñez-Gonzalez.

“Creating dance from math equations can improve understanding for a kinesthetic learner,” - Charlie Diaz.

Teaching: What is one experience that will change your teaching practice? How?

“The quick evaluations ensure that each step of the lesson is understood,” - Angel Almaguer.

“The warm-up activity gets me ready to learn, which I will integrate into daily practice,” - Charlie Diaz.

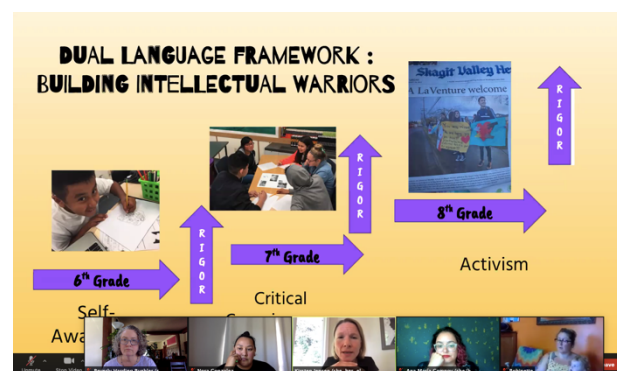
Highlight: What was most effective in the training today?

“Previewing concepts helped teachers that do not teach math understand what we were doing and why. The dance movements set the order of the steps in the way they should graph linear equations,” - Angel Almaguer.

Arts Infusion and Culturally Grounded Teaching:

The training deepened my understanding of arts infusion - 75% Strongly Agree / 25% Agree

The training was culturally grounded - 50% Strongly Agree / 34% Agree / 8% Neutral / 8% Disagree



TUESDAY JUNE 22, 2021

Pedagogy Presentation by Beverly Harding Buehler:
Culturally Responsive Teaching Through the Arts

7th grade Theater, ELA, and Social Justice Infused Lesson: *Intellectual Warrior Monologues*

Authors: Kirsten Jensen & Gillian Sinclair, with Ana Maria Campoy, Marisol Rosa-Shapiro & Maria Cuevas, Chicano Studies/Sociology Instructor, Yakima Valley College

Enduring Understanding

Applying artistic choices using vocal expression and body language can convey a social justice message. Theater can deepen understanding of critical awareness, social responsibility, and empathy.

Lesson Description: Students analyze speeches, texts, and videos about social justice advocates (Intellectual Warriors). They explain how individuals influence ideas and events and write an intellectual warrior monologue. They apply artistic choices using vocal expression and body language to convey a social justice message as they perform and record their monologues.

Performance Based Assessments

Teacher Self-Assessment: 9 submitted: 100% alignment with Artist Mentor assessment.

Artist Mentor Assessment Overview

Disciplines	THEATER, ELA, SOCIAL JUSTICE	THEATER, ELA, SOCIAL JUSTICE	THEATER, ELA, SOCIAL JUSTICE	THEATER, ELA, SOCIAL JUSTICE	Total
Concept	Analysis	Writing	Performance	Self-Reflection	4
Criteria	Discusses sample monologues, identifying essential components of an effective monologue and how individuals influence events. Completes <u>Graphic Organizer</u> .	Completes a draft, meeting monologue rubric criteria. Uses components of an effective monologue. Gives and uses feedback using <u>Monologue Rubric and Checklist</u> .	Performs monologue using Monologue Rubric criteria for vocal expression and body language.	Analyzes how evidence of reading for information, precise word choice, and vocal expression and body language conveyed the message of social change.	
Total	10/11	11/11	11/11	9/11	41/44
Percentage	91%	100%	100%	82%	93%

Daily Survey Teacher Reflections

Intention: What is one commitment you would like to make based on your learning today?

"In science, it would be great to do something similar as we debate hot topics. A good activity I can use as assessment," - Jocelyn Robinette.

"I commit to using the strategy of asking kids to read/perform/speak to the wall," - Bergitte Olson.

Learning: What was most engaging today? Why?

"Hearing from Kristin who did this lesson in her classroom," - Vicky Ramirez.

"Coming up with a monologue, incorporating something you're passionate about," - Jackie Mendoza.

Teaching: What is one experience that will change your teaching practice? How?

"Giving students their voice...making a decision for themselves," - Wendy Rodriguez.

"How we shared out with limited time was a low-risk activity students would engage in," - Charlie Diaz.

Highlight: What was most effective in the training today?

"I liked being able to see the scaffolds and hear tips from Ana Maria and Kirsten about what did and did not work with students," - Bergitte Olson.

"Collaboration and being able to share with other educators," - Wendy Rodriguez.

Arts Infusion and Culturally Grounded Teaching

The training deepened my understanding of arts infusion - 77% Strongly Agree / 23% Agree

The training was culturally grounded - 92% Strongly Agree / 8% Neutral

WEDNESDAY JUNE 23, 2021

7th grade Visual Arts and Math Infused Lesson: *Congruent? Similar? How Do We Know?*

Authors: Vicky Ramirez & Gloria Gonzales Garcia, with Maria Cuevas, Chicano Studies/Sociology, Yakima Valley College

Authors: Vicky Ramirez & Gloria Gonzales Garcia, with Maria Cuevas, Chicano Studies/Sociology, Yakima Valley College



Enduring Understanding

Through artmaking, students can have a clear understanding of what it means for geometric shapes to be congruent and similar.

Lesson Description: Students analyze artworks, explain, and describe artist choices to show congruency and/or similarity in their compositions. Students create their own oil pastel geometric composition to demonstrate understanding of congruency and similarity.

Performance Based Assessments

Teacher Self-Assessment: 11 submitted: 93% alignment with Artist Mentor assessment.

Artist Mentor Assessment Overview

Disciplines	VISUAL ARTS & MATH	VISUAL ARTS	VISUAL ARTS & MATH	VISUAL ARTS & MATH	VISUAL ARTS	Total
Concept	Art Analysis	Oil Pastel Drawing	Shapes	Congruent & Similar	Depth	5
Criteria	Uses observation skills and understanding of math concepts to explain artworks using "Sentence Frames."	Uses one or more oil pastel drawing techniques: fill-in, gradation, mixing colors, blending.	Creates geometric shapes (polygons) with 3 or more straight sides.	Creates geometric shapes that are the same size and shape, and the same shape but not the same size.	Overlaps foreground over background shapes in composition.	
Total	14/15	12/15	12/15	12/15	12/15	62/75
Percentage	100%	80%	80%	80%	80%	83%

Daily Survey Teacher Reflections

Intention: What is one commitment you would like to make based on your learning today?

"Art can be something simple and quick that helps alleviate stress," - Pam Aguilar.

"Include more art that allows students to think of math in another way. Instead of games or movies, we can enrich their minds through arts," - Angel Almaguer.

Learning: What was most engaging today? Why?

"Loved working with pastels and the connections to math vocabulary, it made it so much easier to learn the terms!" - Kathryn Hogan.

"Creating our art because it was hands on," - Rachel Brooks.

Teaching: What is one experience that will change your teaching practice? How?

"The discussion about vocabulary made me rethink how/when to address students' misconceptions and to help fill in gaps," - Bergitte Olson.



"I will use the strategy to pre-teach vocabulary so my students can reflect on how much they have grown," - Rachel Brooks.

Highlight: What was most effective in the training today?

"I like the way Vicky and Gloria point out how they make adjustments to fit the needs of whom they are presenting to," - Charlie. Diaz.

"Seeing how using the vocabulary and applying to a meaningful activity can elevate academic conversations," - Rachel Brooks.

Arts Infusion and Culturally Grounded Teaching

The training deepened my understanding of arts infusion - 90% Strongly Agree /10% Agree

The training was culturally grounded - 70%Strongly Agree / 20% Agree / 10% Neutral

THURSDAY JUNE 24, 2021

Pedagogy Presentation by Beverly Harding Buehler:
Social Emotional Healing through Arts Learning

6th grade Culturally Grounded Dance and ELA Infused Lesson: *La Bamba*

Authors: Jackie Mendoza with Luna Garcia, Debbie Gilbert & Joanne Petroff



Enduring Understanding

Expressive dance movements can help convey the meaning of descriptive language or phrases.

Lesson Description: Through video, literature and dance, students learn about Richie Valens, his importance in bringing Latin American music to the American public, and the history of the La Bamba dance. They learn a La Bamba step. They are given a phrase from Gary Soto’s story “La Bamba” and analyze its meaning. They create a movement phrase inspired by the text using fast, moderate, and slow time.

Performance Based Assessments

Teacher Self-Assessment: 11 submitted: 100% alignment with Artist Mentor assessment.

Artist Mentor Assessment Overview

Disciplines	ELA	DANCE & ELA	DANCE	Total 3
Concept	Comprehension	Choreography	Performance	
Criteria	Reads for context. Discuss for meaning. Defines. Shares findings.	Develops a series of movements to demonstrate the meaning of the phrase. Repeats 3 times using variations in speeds.	Performs, records, and shows group dance phrase.	
Total	13/13	13/13	13/13	39/39
Percentage	100%	100%	100%	100%

Daily Survey Teacher Reflections

Intention: What is one commitment you would like to make based on your learning today?

"This was a great reminder to encourage students to create TPR for unfamiliar phrases and even idioms. So fun to think of TPR as it relates to dance!" - Bergitte Olson.

"Creating more opportunities for movement connected to vocabulary, stories, and experiences of characters in stories," - Kathryn Hogan.



Learning: What was most engaging today? Why?

“Learning the dance steps because I am not regularly a dancer but felt at ease to take a risk. I can see myself incorporating the vocabulary and phrase steps into new vocabulary learning,”- Charlie Diaz.

“La Bamba dance got me out of my seat and my energy flowing,”- Anthony Perez.

Teaching: What is one experience that will change your teaching practice? How?

“The discussion about using arts for healing made me think about how I can make reflective choice time part of the class routine...more of a consistent practice,”- Bergitte Olson.

“Seeing an example of how to make stories come alive and connect to our students’ lives in tangible and actionable ways!”- Kathryn Hogan.

“Watching videos and teaching background on small parts of a story was engaging and helped me understand, comprehend, and remember better. Writing and reading will be positively impacted if I take time to dive deeper in my own classroom,”- Chloe Peterson.

Highlight: What was most effective in the training today?

“I always benefit when I hear from other educators about what works in their classrooms,”- Bergitte Olson.

Arts Infusion and Culturally Grounded Teaching

The training deepened my understanding of arts infusion - 85% Strongly Agree / 15% Agree

The training was culturally grounded - 92% Strongly Agree / 8% Agree

FRIDAY JUNE 25, 2021

Pedagogy Presentation by Beverly Harding Buehler:

Authentic Assessments and Growth Mindset

7th-8th grade Theater, ELA, and Social Emotional Learning Infused

Lesson: *Pa’delante! Building Community and In Lak’Ech in the Classroom*



Authors: Pamela Aguilar, Ana María Campoy, Luna Garcia & Marisol Rosa-Shapiro

Enduring Understanding

Community support lies in participating in community responsibility. A community can work together to establish agreements and contribute to community care.

Lesson Description: Students embody collaboration and community through movement, reading, and writing. They explore Flocking (follow the leader in small groups). They journal on the themes of the Mayan moral code poem *In Lak'Ech*. In small groups, they create and share community movements in which they use voices and bodies to bring their ideas about their learning community to life.

Performance Based Assessments

Teacher Self-Assessment: 10 submitted: 100% alignment with Artist Mentor assessment.

Artist Mentor Assessment Overview

Disciplines	THEATER & SOCIAL EMOTIONAL LEARNING (SEL)	THEATER & SEL	SOCIAL EMOTIONAL LEARNING (SEL)	THEATER & SEL	Total 4
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Concept	Communication	Reflection	Social Engagement	Community	
Criteria	Participates in mirroring/flocking. Communicates ideas, compromises, and incorporates feedback.	Discusses works of art and writes journal reflections.	Journals on personal learning needs and discusses a supportive learning environment.	Uses vocal expression and physical choices to convey meaning to choral performance.	
Total	12/12	12/12	12/12	12/12	48/48
Percentage	100%	100%	100%	100%	100%



Daily Survey Teacher Reflections

Intentions: What is one commitment you would like to make based on your learning today?

"To keep inspiring others to build lessons that are culturally relevant and bring a pedagogical lens,"- Nora Nuñez-Gonzalez.

"To use Lak'Ech in my class,"- Wendy Rodriguez.

Learning: What was most engaging today? Why?

"Understanding how you can build on a poem to build a positive learning community. This concept will fit into our Character Strong curriculum,"- Charlie Diaz.

"I was engaged when it came to flocking. I like that I got to try it first and then see what it could mean and look like in multiple forms,"- Chloe Peterson.

Teaching: What is one experience that will change your teaching practice? How?

"Giving students a different way to express what they need to be successful,"- Vicky Ramirez.

"I have used In Lak'ech for a few years, but I have not used movement before. I loved it! I will be rethinking my practices to find more places where I can incorporate learning through movement,"- Bergitte Olsen.

"The experience that will challenge my practice was reflecting on what In Lak'esh means to me and my classroom. If I can get students to do this, our environment will soar,"- Chloe Peterson.

Highlight: What was most effective in the training today?

"The presenters pointing out that we were continuing to flock or mirror throughout, and it was building fluidly. There was something for everyone and every level in this lesson. By the end, I felt comfortable in this community and want the same for my students,"- Chloe Peterson.

"We practiced how students would discuss what they need to learn in a community,"- Rachel Brooks.

Arts Infusion and Culturally Grounded Teaching

The training deepened my understanding of arts infusion -75% Strongly Agree / 17% Agree / 8% Strongly Disagree

The training was culturally grounded - 75% Strongly Agree / 8% Agree / 8% Neutral / 8% Strongly Disagree

MONDAY JUNE 28, 2021

7th grade Visual Arts and SLA (Spanish Language Arts)
Infused Lesson:

*Una Llamada a una Acción – Cartelera de Justicia Social
(A Call to Action: Posters for Social Justice)*

Authors: Nora Nuñez-Gonzalez with Gloria Gonzales Garcia, Kirsten Jensen & Maria Cuevas, Chicano Studies/
Sociology Instructor, Yakima Valley College



Enduring Understanding

Students can demonstrate the connection between their own social justice experience and the action they can take.

Lesson Description: Students apply understanding of how visual imagery and text can depict action for social justice. They identify descriptive language from various resources but not limited to anchor text, articles, poetry, and song lyrics. Using watercolor pencils, they create a Call to Action poster that includes imagery and text.

Performance Based Assessments

Teacher Self-Assessment: 9 submitted: 93% alignment with Artist Mentor assessment.

Artist Mentor Assessment Overview

Disciplines	SLA	VISUAL ARTS	VISUAL ARTS	VISUAL ARTS & SLA	VISUAL ARTS & SLA	Total
Concept	Call to Action	Drawing	Drawing	Composition	Technology	5
Criteria	Identifies word(s)/ phrases that demonstrate powerful, motivating, or inspirational action.	Uses color, creativity and shows effort.	Uses 1 or more drawing techniques: hatching, crosshatching, stippling, wash, and gradation.	Creates a Call to Action poster using visual representations of the actions.	Uploads and displays poster to be viewed.	
Total	8/9	7/9	8/9	8/9	9/9	40/45
Percentage	89%	78%	89%	89%	100%	89%

Daily Survey Teacher Reflections

Intentions: What is one commitment you would like to make based on your learning today?

"Make sure all the material I share is in both Spanish and English," - Nora Nuñez-Gonzalez.

"Incorporate time to share local and national news that could be affecting students," - Angel Almaguer.

"Let my students have more free conversations about what they believe," - Chloe Peterson.

Learning: What was most engaging today? Why?

"Thinking of ways to get deep conversations in science about human impacts on earth while using the arts, and how that will make it more meaningful to the students," - Jocelyn Robinette.

"Making our social justice posters because it let us craft our voices into art," - Anthony Perez.

Teaching: What is one experience that will change your teaching practice? How?

"Owning my mistakes and building a strategy to make further progress!" - Pam Aguilar.

"I will allow students to learn about social issues through art and discussion," - Jackie Mendoza.

Highlight: What was most effective in the training today?

"Clear step by step instructions," - Anthony Perez.

"It was good to clarify what parts were ELA: reading the bios, discussions, and writing the letters. Even the research about different art types or artists is ELA!" - Hidir Barrera.

Arts Infusion and Culturally Grounded Teaching

The training deepened my understanding of arts infusion - 91% Strongly Agree / 9% Agree

The training was culturally grounded - 91% Strongly Agree / 9% Agree

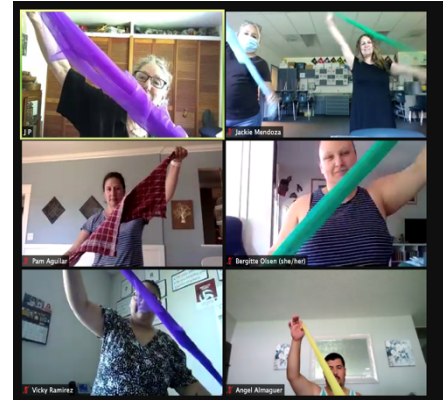
TUESDAY JUNE 29, 2021
CREATIVE PROCESS WORKSHOPS: Self-Care

Dance Self-Care Creative Process – Jo Petroff:
Promoting Stress Reduction and Well-Being

Enduring Understanding

Dance can help navigate trauma and struggles in our current climate.

Lesson Description: Students experience a mini-massage, joint mobilization, and stretching, drawing from somatic techniques including yoga, tai chi, Bartenieff Fundamentals, and Gyrokinesis. Students develop “happy” endorphins with a series of dance movements to elevate the heart rate. Students collaboratively create and perform a dance using scarves.



Theater Self-Care Creative Process - Ana Maria Campoy:
Breath & Imagination, Brainstorming & Creative Exploration, and Voice Technique

Enduring Understanding

Theater can help navigate trauma and struggles in our current climate.

Lesson Description: Breathing Intention into the Space: Students ground themselves through breathing exercises and set intentions for themselves, the space, and the collective/community. *Found Poetry Affirmations:* Students journal from a selected writing prompt, then choose their favorite words/phrases to create a found poem affirmation. *Destressing and Bravery through Vocal Exploration:* Students participate in vocal warm-ups and exploration.

Visual Arts SEL Creative Process Lesson - Gloria Gonzales Garcia:
Line Expressions

Enduring Understanding

Emotions can be expressed through the creative process – observation, exploration, selection, artmaking, and reflection.

Lesson Description: Students reflect on their own feelings or mood—making 1 or more-line drawings that express their feeling or an emotion they would like to feel as a coping strategy for self-care. Students explore how LINE can express a variety of feelings and/or be utilized to re-direct or manage how they want to feel. Students listen to their own musical selections. Students are given ideas for extensions to this self-care exercise related to scale and media.



Post-Academy Survey Teacher Reflections (Responses submitted anonymously)

Did you acquire the skills and knowledge you hoped to gain from the Academy?

“Yes! Each year I continue to build confidence to embed the arts in my lessons.”

“This year was especially engaging after a year of online learning. We seemed to all be comfortable together. I did acquire skills and strategies I will integrate into the classroom.”

“I didn’t know what to expect but was pleasantly surprised to have my eyes open to many different forms of arts integration.”

Arts Infusion

What helped you most to build understanding of arts infusion? What had the most impact?

“Going through the process of creating an art lesson and teaching it to the group. This helped me understand and appreciate the time that others took to create art lessons.”

“Embedding the arts doesn't have to be a huge production, but rather small intentional moves.”

“Easy step-by-step instructions, the binder with all the lesson plans, sharing the PowerPoints.”

How will you use arts-infused teaching to support ELA, Math & English Language Development?

“Small things (e.g., Zentangles, pairing In Lak'ech with movements, and vocal expressions).”

“Art Infused teaching will help support math development by keeping students engaged, helping them make connections between math in the real world and the different art disciplines, and giving another way to express what they know and understand about math concepts.”

“I plan to incorporate drawing to teach concepts and skills that students struggle with or that we may not always get to. I also plan to start or end class with dance and theater exercises so students can relax, have fun, and build community, especially In'Lakesh!”

If you teach another subject, what have you learned that can be applied to your content area?

“All of cultural content can be applied. Writing activities are easily applied in Social Studies.”

“I will be using [arts infusion] to assess student understanding of Science concepts.”

“I will use art in my Social Studies class to embolden all the different learners in my classroom.”

Culturally Grounded Teaching

What shifts in your thinking about culturally responsive teaching occurred?

“The lesson Nora shared with the art reflection got me thinking that I can use those strategies and help students see the world through a different lens than their phones.”

“Slow down with planning, find relevant resources tied to student knowledge and cultures.”

“Reflect on student well-being and help them create assessments related to their experiences.”

“Not being afraid to allow other languages into our classroom, but to celebrate them. It is scary at first to not understand what someone is saying but think about how the students may feel!”

What culturally responsive teaching practices will you bring into your classroom?

“In math, I can select information (data, graphs, mathematicians) that is culturally responsive.”

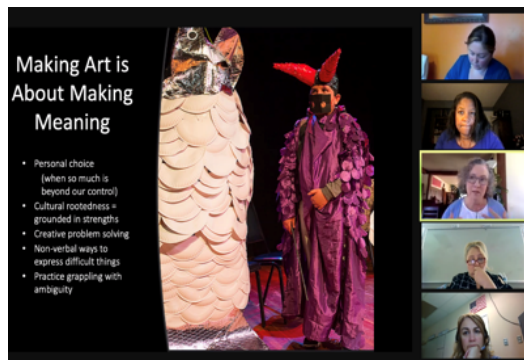
“Plan deeper so that within each unit, I have incorporated theater, dance, visual art, and SEL. So my practice this year will be in planning and implementation!”

“How can I be more culturally responsive while teaching Science? Latin influences and linking to Life Science standards would be fantastic!”

“Integrate dual language in reading and writing.”

Fostering a Place of Learning

What did you learn that will benefit your daily teaching practice the most?



“Allowing students to be creative or choose a more standard practice for assignments, but not making them all complete the same assignment.”

“The idea of “brain breaks” with art and SEL that do not have to be full lessons.”

“Mindfulness, family-school connection, to think of math in new ways!”

“Giving students a moment to breathe and express themselves.”

What did you learn that can help you build community in your classroom?

"Asking students what makes a good community for them."

"Theater, dance, and breathing exercises will be helpful in building community, as some make us laugh, some help us relax, and others help us reflect. With this, there will hopefully be more willingness and openness in sharing work, helping each other, and collaborating."



Engagement

What key experiences engaged you in learning?

"Everyone sharing their work was helpful. Hearing from different voices every day was encouraging. Moving my body, hands, head, mind was refreshing and kept me engaged."

"The way that my culture or cultures themselves were utilized to share the rich history of our lands and people. Exercises that focused on me and how to take care of my body, mind and spirit."

"Even though I may not be the best dancer, I see the benefit of getting out of my comfort zone and trying."

What did learning in the arts teach you about perseverance, collaboration, and growth mindset?

"The evaluation criteria helped me with perseverance, breakout rooms and grouping helped with collaboration, and new experiences helped cultivate a growth mindset."

"To be productive, we must change the narrative and transform the mindset."

"Arts can reinforce these ideas in students without being overbearing but engaging and authentic."

"I will start the year to help students understand what growth mindset looks, sounds, and feels like, to overcome struggle and be resilient."

Engaging Families

Share an idea for connecting your student's families with arts-infused learning in your classroom.

"I send out the informational letter to families before we participate in an arts infused lesson. At the end I send a summary of how it went."

"I could have students represent their home or family in a collage shaped like a house: names, family recipes, personalities, prized possessions, even beliefs. This project would require students to get inspired by speaking with family to make it a whole family representation, not just their point of view."

"A parent night around the lesson of In Lak'ech to give parents the perspective of how we use it in school."

"Our school uses the Remind app. I want to be more intentional about showcasing student art."

Sharing Learning

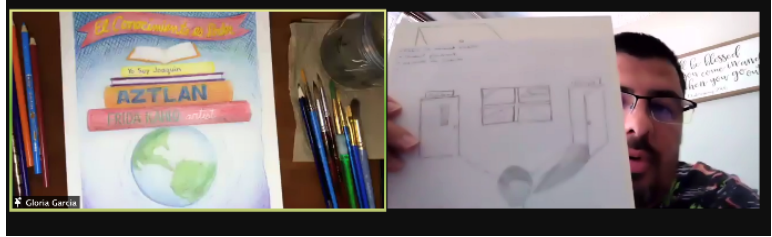
What will you share about your Academy experience with colleagues?

"How much fun it is, how engaging, and ways we can easily adapt lessons."

“That it is the best training ever, grounding, helpful, culturally relevant experiences that directly impact our students in a positive way!”

“I will encourage them to go if they have the opportunity. I will share the lessons I come up with and the strategies I learned for entry and exit/reflection ideas.”

“I was able to recruit from the team this year and will continue to share the impact and let the scholars spread the word. The work speaks for itself. Now that our school has more areas in the program, the curriculum will have to be implemented as part of school learning.”



Program Delivery

Communication about the structure of the Voices from the Field Academy was clear –

91% Strongly Agree / 9% Agree

Materials and resources provided well supported my learning in the Academy - 100% Strongly Agree

“Grace did an amazing job organizing each lesson and materials. I greatly commend her work, time, and ability to get this done.”

Academy schedule allowed enough time for each lesson –

64% Strongly Agreed / 18% Agreed / 9% Neutral / 9% Disagree

“We needed a little more time given to the artists and their collaborators to prepare and teach the lesson, for us to reflect and ask questions.”

Artist Mentors and staff were well prepared and responsive – 91% Strongly Agree / 9% Agree

“I cannot appreciate the lesson plans enough. They are so thorough and stress-free and having done them as a student is so valuable!”

The structure and format of online learning for the academy was effective –

91% Strongly Agree / 9% Agree

I feel prepared to teach lessons from the Academy. (Art supplies for students will be provided.)

82% Strongly Agree / 18% Agree

What would you have liked more of in the Academy?

“Creating lessons that can be used at family events.”

“More self-care and activities to help students and teachers practice SEL.”

“More time to teach my lesson or go through more in-depth and have ending remarks as well as reflection questions. Maybe some share out of how others might use lessons in their classrooms.”

Recommendations

Time

“While the theory, research, and pedagogical information is important, I would like more time dedicated to the artists and interactive lessons. Background information could be delivered through email,”- Bergitte Olson.

“More time so we can experience the entirety of the lesson and ask questions,”- Angel Almaguer.

“Time to prepare or collaborate on lesson ideas specific to our content/classes,”- Chloe Peterson.

Materials

“We are seeing more student-facing materials (slides made by teachers for students) this year, and I am finding that helpful. I like to imagine how I can use what I learn directly with my students,”- Bergitte Olson.

“I like how the presenters have used the PowerPoints, it facilitates the lessons,”- Vicky Ramirez.

Schedule

“Allow teachers more years in the program. People need a minimum of 3 years to get the full experience and understanding of infused arts with teaching.” – Anonymous.

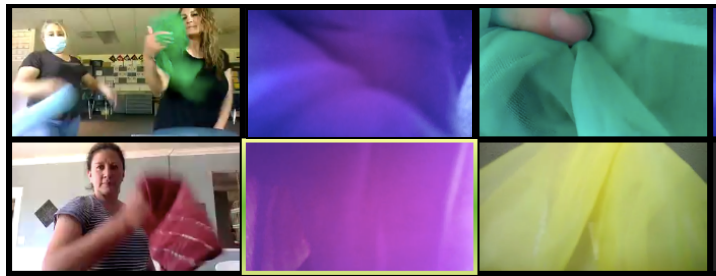
“I love this training, but 7 days was long. I appreciate that you were considering Zoom fatigue.” – Anonymous.

“Extend the time to maintain a solid schedule. Honor breaks and lunch,”- Nora Nuñez-Gonzalez.

Cohort/Community Building

“We should have a district night where the administrative and HR staff participate in this learning. They would take more importance in getting teachers involved as well as spread the word.”

“I wish I had the opportunity to build more than one lesson each year with a mentor. It is great not just learning but putting this greatness to practice with a professional!”



Artist Mentor Reflections

Having classroom educators co-teach their lessons-built leadership and confidence among all participants and strengthened collaboration and modeling of the academics.

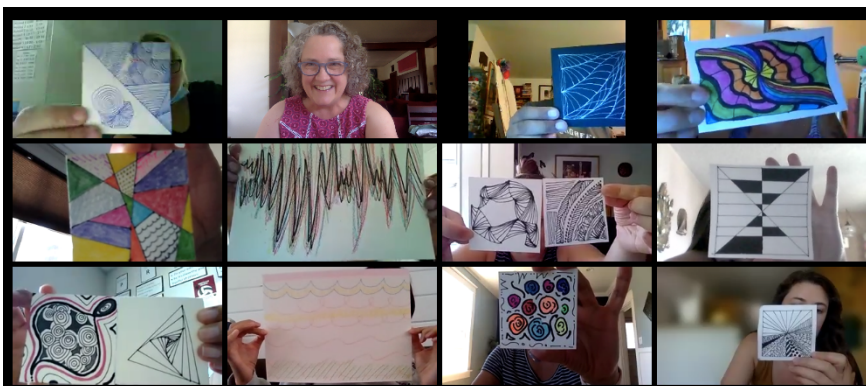
“Kirsten’s PowerPoint and experience increased engagement and deepened understanding. Plus, teachers got to witness a colleague teaching an arts lesson, making it feel that much more achievable for them. The collaborative discussions provided student language and structure around artistic feedback and how to take constructive feedback. It was AWESOME having her as a co-teacher!”- Ana Maria Campoy.

Many educators are incorporating *In Lak’ech* and the Mayan moral code in their classrooms.

“The theatre scaffolding/collaboration mirrored the writing process throughout while giving room for joy and social emotional learning. The way one builds a brave and strong container for creative choices and collaboration is parallel to the space one needs to learn and develop SEL skills,”- Ana Maria Campoy.

Artist Mentor Recommendations

- Allow more time for discussion and to teach Theater and Dance lessons.
- Incorporate cultural concepts & Teaching Tolerance Social Justice Standards into lessons.
- Create a VFTF Arts Leadership Group involving school arts specialists, afterschool programming, families/community and OSPI Migrant Education.
- Create a Teacher Leadership Cohort for coaching and advocacy.
- Lead the self-care Creative Process workshops for the next Artist Mentor retreat.



“I am excited about the upcoming year. Thank you all for the hard work and dedication to assist us in adding strategies that benefit our most at-need learners.”- Anonymous.