



Arts Impact Summer 2020
Creative Impact Tacoma (NEA) Institute Virtual Academy
www.arts-impact.org

Overview

Arts Infusion and Math and Social Emotional Learning Evaluation Report

The 2020 Arts Impact Summer Institute Virtual Academy provided culturally grounded training in Arts Infusion and Math and Social Emotional Learning for early learning and elementary classroom teachers. The goals of this collaborative learning project were to empower educators to become confident leaders in standards-based art lessons, to close the opportunity gap, and to increase equity and access to quality arts instruction infused within the core curriculum.



Nineteen teachers from six Tacoma public elementary schools and one early learning center in Tacoma attended the Summer Institute, which was offered as a virtual program for the first time this year, due to COVID-19 restrictions. The 4-day Institute was taught live using Zoom technology from August 10-13, from 10am-3pm with a 1.5-hour break each day. The cohort included a mix of new and returning preschool through 5th grade teachers, as well as one Maker Space Librarian. Participants all received a complete art supply kit and supporting printed materials, which were hand delivered to their homes by Arts Impact in advance of the training.

Funded by the National Endowment for the Arts, this program offered professional development clock hours through Tacoma Public Schools. The information presented in this report was summarized, excerpted, and compiled from teacher pre and post Institute surveys and daily reflections, teaching artist mentor reflection and meetings, and reporting from Arts Impact administrative staff.



Curriculum

The 4-day curriculum provided hands-on opportunities to explore and practice shared concepts between Culturally Responsive Teaching, Visual Arts, Dance, Theater, Math and Social Emotional Learning.

Arts Impact's Executive Director Beverly Harding Buehler began each day with a 30-minute pedagogical presentation: topics included Culturally Grounded Teaching, Arts Infusion, The Big Idea, and Assessment and Reflection.

Morning sessions continued with 90-minute whole group arts infused lessons in Dance or Theater, led by Arts Impact Artist Mentors. Afternoon sessions were divided into two grade-level teacher cohorts: one for preschool-grade 1 and one for grades 2-5, with separate, grade-appropriate arts infused lessons led by Arts Impact Artist Mentors for each group. Afternoon sessions focused on Visual Art, except for one additional Theater infused lesson for the preschool-grade 1 cohort.

Lesson content included Dance or Visual Arts and Math, and Theater, Dance or Visual Arts and Social Emotional Learning. Lessons were selected from Arts Impact's Core and Early Start Math and Social Emotional Learning arts infused curricula, to serve both the grade levels taught by the teacher cohort, and the needs of virtual learning. All lessons addressed and featured accommodations and strategies for teaching the arts through remote learning.



During the school year, each teacher will be partnered with an Arts Impact Artist Mentor for an individualized one-on-one mentorship to incorporate and build on Institute lessons in their classroom. The mentorship is one of the hallmarks of any Arts Impact professional development program. Each teacher selected their preferred artistic discipline (Dance, Theater or Visual Arts) for their mentorship. This year, mentorships will be conducted virtually until or unless schools re-open: a benefit of virtual programming is that it allowed Arts Impact to meet all teacher preferences, rather than assigning one artist mentor/arts discipline to each school's group of teachers, which is essential for in-person scheduling.

Artist Mentors & Staff

- Beverly Harding Buehler, Executive Director/Visual Arts Artist Mentor
- Meg Hannan, Executive Assistant
- Carol Gould, Visual Arts Artist Mentor
- Dave Quicksall, Theater Artist Mentor
- Gary Reed, Dance Artist Mentor
- Grace Washington, Program Manager

School and Educator Cohort

Participants included fourteen elementary teachers from six Tacoma Public Schools and five early learning educators from the Multicultural Child and Family Hope Center, a private non-profit agency which has a long-standing relationship with Arts Impact. Hannah Gbenro, Director of P-12 Academic Alignment and Innovation, Tacoma Public Schools Curriculum & Instruction Department provided support and leadership.



Participating Schools:

- Fawcett Elementary School
- Franklin Elementary School
- Grant Center for the Expressive Arts
- Sheridan Elementary School
- Sherman Elementary School
- Stafford Elementary School
- Multicultural Child and Family Hope Center, Early Learning Center



In support of our mission of closing the opportunity gap, four of the six elementary schools (Fawcett, Franklin, Sheridan, and Stafford) are Title 1 schools. The Multicultural Child and Family Hope Center (MCFHC) is certified in Early Achievers and funded by Head Start, Early Childhood Education and Assistance Program (ECEAP) and the USDA Childcare Food Program. MCFHC also provides wrap-around professional services to low-income families (modeling and education in parenting, CPS navigation, mental health and social welfare) and DSHS contracted services, including care for children entering Child Protective Services, Emergency Respite, Parent-Child & Sibling Visitation, Foster Parent Caregiver and Retention services, Hands-On Parenting, Project Safe Care, Parenting Assessments, Developmental Screenings, and the Bridge Program.



Teachers were recruited by their principals or by other involved teachers and self-selected to participate in the Institute. As part of a multi-year professional development program, the cohort included eight Year 1 teachers, six Year 2 teachers, and five Year 3 teachers. Year 3 participants attended the 2018 Core Arts Foundations Summer Institute but did not receive 2018-19 classroom mentorships due to lack of funding from Tacoma Public Schools. Four of the five attended the 2019 Core Arts Infusion Summer Institute; three completed classroom mentorships, and one was canceled due to COVID-19. All five participated fully in the 2020 Institute and will receive 2020-21 mentorships to complete their Arts Impact training.

Cohort 1: 2nd-5th	Grade	School	Arts Impact Year
Kathryn Cassel	3rd	Sheridan	1
Amanda Defiglia	4th	Sheridan	1
Betsy Draggoo	3rd	Sherman	3
Lori Fernholz-Hartman	3rd	Grant	3
Susan Isaacs	4th	Franklin	1
Jonathyn Kraig	5th	Sherman	3
Sarah Lane	2nd	Franklin	2
Milo Mowery	3rd	Franklin	2
Darcie Olive	3rd	Sheridan	1
Britté Taylor	Maker Space Librarian	Fawcett	3
Joyce Winfrey	2nd	Grant	3
Amber Wirth	5th	Franklin	1
Cohort 2: PreK-1st	Grade	School	Arts Impact Year
Stacie Bullinger	1st	Sheridan	1
Gia Hall	PreK	MCFHC	1
Kelly Murphy	PreK	MCFHC	1
Nupur Pandey	Kindergarten	Stafford	2
Cassandra Rosario	PreK	MCFHC	2
Tanisha Tillman	PreK	MCFHC	2
Kat Wells	Visual Arts	MCFHC	2

Virtual Learning

Arts Impact built on their experiences with previous virtual academies this year (Native Voices Online Arts Academy and Voices from the Field Teacher Academy) to effectively shift the Summer Institute to a remote learning format. Staff and artist mentors have researched and explored teaching methods and strategies, practiced using the available technologies, and continue to learn and develop their comfort and skills working in this format. Modeling these methods and skills for participating teachers, such as the use of chat and breakout rooms for small group collaboration, was an essential component of the Institute.

To support at-home participation, teachers received art supply kits and paper copies of the lessons, assessment worksheets and other associated handouts delivered to their homes before the Institute began. The art kits included all tools and materials required for the visual arts lessons. Lessons, assessment worksheets and handouts were also provided electronically.

In addition, teachers received daily electronic self-assessment documents and links to relevant technique or content videos. Teachers assessed themselves after each lesson using their choice of paper or electronic assessment worksheets. They also responded to daily reflection surveys via Survey Monkey, incentivized by a daily raffle offering arts-related prizes. Receiving this immediate, daily teacher feedback allowed Arts Impact to respond directly to teacher needs by revising and adjusting their approach throughout the Institute.



Elementary Art Kits

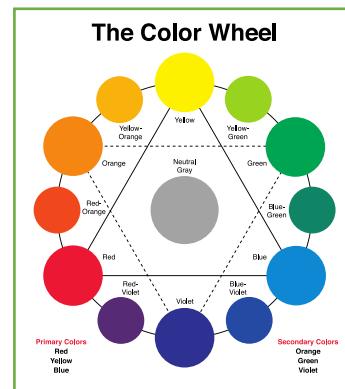
- Lesson Plans
- Self-Assessment Worksheets
- Blue Painters Tape
- Cardstock: 5"x8"
- Cardstock, Black: 8.5"x11"
- Drawing Pencil: 2H
- Fadeless Art Paper: 4.5"x3" in primary and secondary colors, 2 sheets per student
- Glue Stick
- HB Drawing Pencil
- Newsprint: 4.5"x6", 3 sheets
- Protractor
- Ruler
- Sketch Paper
- Template: geometric sheet
- Ultra-Fine Black Marker
- Watercolor Brushes: one flat and one round
- Watercolor Paper (6"x9" practice; 9"x12" finished composition)
- Watercolor Pencils
- Watercolor Sets – Full Pan
- Writing Paper
- Writing Pencil
- Vinyl Eraser
- Yellow Chalk



All teachers were required to supply paper towels, scissors, water container, paper bags or something to use as a mat. For one lesson, Cohort 2 teachers were asked to provide an item of their choice, such as a toy, book or other object.

Early Learning Art Kits

- Lesson Plans
- Self-Assessment Worksheets
- Blue Painters Tape
- Cardstock: 5"x8"
- Cardstock, assorted bright (background paper)
- Circles, pre-cut, assorted size (on assorted bright color paper)
- Crayons: box of 16 (blue, red, yellow, green: 3- 4 shades each)
- Decorative Paper
- Drawing Paper
- Drawing Pencil: 2H
- Glue Stick
- Line Handouts
- Mood Meter Chart
- Paint Brushes, small
- Pencil
- Protractor
- Ruler
- Sketch Paper
- Template: assorted size circles (white cardstock)
- Template: geometric sheet
- Template: scissor cutting practice
- Ultra-Fine Tip Black Marker
- Vinyl Eraser
- Watercolor Paper: 9"x12"
- Watercolor Pencils



Educator Expectations

Teachers were eager to learn from Arts Impact's online teaching methods to help them prepare to run their own virtual classrooms this year. Many had limited to no experience with virtual arts learning. Throughout their Institute surveys, they noted the value of this modeling and appreciation for the provided art supplies and resources.

When asked what skills and knowledge they hoped to gain from the Institute, teachers responded:

- Experience being a virtual learner and see teaching modeled using video and chat
- Practical skills to teach/integrate the arts & SEL integration online
- Integrating and engaging students in the arts through a virtual platform to cultivate creativity
- How to create art with my students remotely (what it could potentially look and feel like)
- How to infuse art into academics, and strengthen student SEL skills of self-awareness, identifying and responding to emotions and feeling
- How to teach more effectively and engage my children
- Feel more comfortable integrating art in my classroom
- To learn more in a hands-on and collaborative way about arts infusion, to refresh my thinking and build on last year



Assessing Learning

Arts Impact uses performance-based assessments (PBA) and self-reflection to assess learning in each lesson. Artist Mentors assessed individual teacher learning using the assessment worksheets from each lesson plan. Teachers were also asked to complete and submit their own self-assessment worksheets after each lesson, along with photos or copies of their created art, writing, or other evidence of learning. Artist Mentors checked for alignment by comparing their assessment worksheet with teacher self-assessments.

41 concepts and targets were taught and assessed over the ten Institute lessons. Disciplines included dance, theater, visual art, math, social-emotional learning, arts-infused math, arts-infused social-emotional learning, 21st century skills, early learning skills & thinking, and literacy.



Daily Institute Program

Monday, August 10, 2020

10:00-10:30	Welcome and Culturally Grounded Teaching	Beverly Harding Buehler
10:30-12:00	Theatre and Social Emotional Learning • <i>Focus and Mindfulness</i>	Dave Quicksall
1:30-3:00	Visual Arts and Social Emotional Learning • Cohort 1: 2nd – 5th Grade: <i>Inferring Emotions: Mining Clues from the Text and Yourself – Part One</i>	Carol Gould
1:30-3:00	Visual Arts and Social Emotional Learning • Cohort 2: Pre-K – 1st Grade: <i>Drawing How We Feel</i>	Beverly Harding Buehler

Theater and Social Emotional Learning Lesson: *Focus and Mindfulness*

Artist Mentor: Dave Quicksall

Authors: Rebecca Adams with Dave Quicksall

Grade Level: Primary

Enduring Understanding: Using Focus and Mindfulness can lead to controlled body movement.

Lesson Description: Students will apply focus and mindfulness to their body movements. They will begin to focus on their hands and then the focus will expand to their whole body and sustained movement throughout the room.



Performance Based Assessments

16 lesson participants

Artist Mentor Assessment

Discipline	Theater	Theater	21st Century Skill	Total 3
Concept	Focus	Mindfulness	Perseverance	
Criteria	Concentrates on hand for a sustained period of time (10 seconds)	Moves hands and body in a slow and controlled manner.	Persists in working through the challenges of sustained, controlled movement.	
Total	16	16	16	48
Percentage	100%	100%	100%	100%

Teacher Self Assessments

10 teachers completed self-assessment worksheets, with 100% alignment with artist mentor assessment

6 teachers did not submit self-assessments

3 teachers were absent

Note: Monday morning's lesson session originally included a second Theater and Social Emotional Learning lesson: *Modify My Action with Feelings*. However, the Welcome and Culturally Grounded Teaching presentation took up more time than planned to allow for individual introductions over Zoom, to replace the usual morning socializing and informal introductions during an in-person Institute.

Visual Arts, Reading, and Social Emotional Learning Infused Lesson: *Inferring Emotions: Mining Clues from the Text and Yourself, Part 1*

Artist Mentor: Carol Gould

Authors: Beverly Harding Buehler & Carol Gould

Grade Level: Intermediate

Enduring Understanding: Combining background knowledge with clues from the text leads to inference. Warm or cool colors, in texts and in works of art, can express a specific mood (emotional setting).



Lesson Description: Students combine background knowledge with text or picture clues to make inferences about story and artwork settings. Color is used for expressive impact in text and art is analyzed. Students sketch an emotionally charged personal event then refine their idea on watercolor paper. A warm or cool color palette is selected to express mood, and student images are developed using watercolor techniques. Last, students write an expressive title and an artist statement that convey the emotional setting of their art.

Note: This was a 2-part lesson, assessed on the second day (see Tuesday).

Early Learning: Visual Arts and SEL Infusion Lesson: *Drawing How We Feel*

Artist Mentor: Beverly Harding Buehler

Author: Gloria González García

Student Age Range: 4-5 years

Big Idea: Emotions can be expressed by using different LINE TYPES, LINE DIRECTIONS, and COLORS in drawing.

Lesson Description: Early Learners read the book, *The Way I Feel* by Janan Cain to help them recognize and name different feelings. They talk about how different lines and colors can express a variety of feelings in the book. Next, students look at the art of Latinx artists José Parlá and Retna and explore drawing expressive line by mirroring line type, direction and color of lines created by Teaching Artist/Teacher. Students reflect on their own feelings using the illustrated mood meter with emojis, then make art that expresses a feeling using line and color.

Performance Based Assessments

6 lesson participants

Artist Mentor Assessment

Disciplines	Skills and Thinking Informed by Relevant Benchmark/Standards		SEL and Visual Arts Analysis		Total 4
Concept	What We See and Hear		Social Emotional Learning		
Criteria	Recognizes and names different feelings from a story.	Draws a variety of line types (straight, curved, wavy, zigzag), and directions (vertical, horizontal and diagonal)	Identifies own emotions. Shows and describes what an emotion looks like.	Makes an expressive drawing about an emotion. Shares thinking behind artistic choices.	
Total	6	6	6	6	24
Percentage	100	100	100	100	100

Teacher Self Assessments

5 teachers submitted artwork and completed self-assessment worksheets, with 100% alignment with artist mentor assessment

1 teacher submitted artwork but no self-assessment worksheet

August 10 Teacher Responses to Daily Survey Questions

15 survey responses

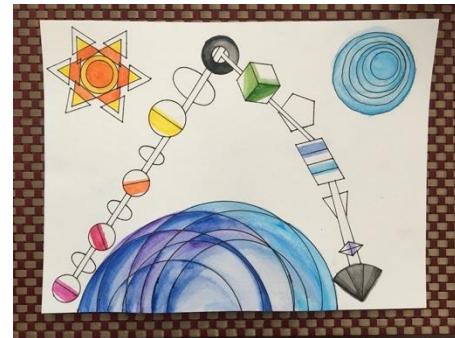
Teachers rated their learning experience by responding to the following statements on a 5-point scale ranging from Strongly Agree to Strongly Disagree.

The training today deepened my understanding of arts infusion.

Agree	46.67%	7
Strongly agree	53.33%	8

The training today was culturally grounded.

Neutral	6.67%	1
Agree	26.67%	4
Strongly agree	66.67%	10



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

- To be more attentive to the way children express themselves in the lesson or during specific activities.
- Show up on time and be ready to go.
- Use “draw how you feel” after a morning meeting.
- It is so important to connect with our kiddos during distant learning, and through the arts is very engaging!
- To do MORE art!!! With students and on my own!!!
- Include in my curriculum what I learn this week.
- Teach with more meaning... more mindfulness
- Work on a lesson for SEL and mindful moment each day with my students.
- Incorporate more mindful movement and give students more time to create at home.
- Use the focusing strategies during online learning sessions this fall.
- Be more purposeful with teaching about the colors/color wheel.

Learning: What was most engaging today? Why?

- The physical activity. It's a breath of fresh air to be able to get up and move
- Hands on approach to expressing feelings!
- Beverly-stretched my thinking about philosophy and pedagogy; Dave-modeling the potential; Carol-reawakening my creative heart
- PM session: hands-on & within my comfort zone
- Getting up and moving my body during the Focus and Mindfulness lesson. Actually painting and doing art during the Inferring Emotions lesson! Hands on is engaging!
- Doing the watercolor painting--not to just talk about it OR look at pictures of other people's art, but actually create and play.
- Drawing how we feel, to see how different people portray their feelings
- I loved the movement for acting out emotions and drawing our emotions. It was engaging because my brain and body were connected.
- Being able to play with the watercolors and explore warm and cool colors with guidance



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

- The introduction at the start of the meeting was sensitive to cultural backgrounds and provided an entry point to not only connect with students but also families with intention
- I was struggling with how interactive learning would look. This provided me with the experience, now I can see it, and how to adjust my current practice.
- I'm learning to focus more on the way children relate art to how they feel. It'll give me the opportunity to understand them through a medium I am learning to understand more myself.
- Anticipating more of the unknown with my younger students - that way I can be better prepared for when the unexpected comes up.
- Being able to physically do something while working through a virtual lesson made the time feel more enjoyable. I will definitely try to incorporate something that requires students to use their hands and create or physically participate during my online lessons this fall!
- I am going to incorporate more acting out (movement) and drawing with lessons. So much more engaging for students and I think it helps them remember more.
- Using the illustrations (setting, colors) to infer meaning in texts!
- Analyzing art together and talking about themes.
- The FOCUS exercise: having students STOP and focus for 10 seconds is so DOable and positive.

What was most effective in the training today?

- Linking art to social emotional learning was the big lightbulb in my brain, making me realize I need to do this for my students as much as possible. We will be a stronger community because of it.
- Explicit instruction, modeling and hands on activities
- Having us be "students" while also having the lesson plans to see the progression as we are learning.
- Timing/pacing
- Connecting my culture to teaching
- Having the resources to participate.
- Physical activities (brain dances)
- Smaller break out groups with time to work and interact.
- Interaction- it was nice to see what others were doing and compare it to how I did things.
- The 1.5-hour break was really helpful/nice for a break from screen time.
- You listened to me and you are so responsive. Thank you for caring so deeply about the arts and kids!

What could Arts Impact improve on?

- The downside of this year's training was of no fault to Arts Impact.
- Even with the limitations of doing this virtually, it was still well done and a good model of how we can all move forward in this new way of interacting and engaging.
- Having all the student self-assessment in the packets so we don't have to print them out before the meetings start
- Having the packet assignments in order of what we are taking about.
- More explicit ways you teach art with students via video conferencing, what works/what doesn't work.

Tuesday, August 11, 2020

10:00-10:30	Arts Infusion	Beverly Harding Buehler
10:30-12:00	Dance and Social Emotional Learning • <i>Conflict Resolution through Dance</i>	Gary Reed
1:30-3:00	Visual Arts and Social Emotional Learning • <i>Cohort 1: 2nd – 5th Grade: Inferring Emotions: Mining Clues from the Text and Yourself – Part Two</i>	Carol Gould
1:30-3:00	Theater and Social Emotional Learning • Cohort 2: Pre-K – 1st Grade: <i>What is Sharing</i>	Dave Quicksall

Dance and Social Emotional Learning Infused Lesson: *Conflict Resolution through Dance*

Artist Mentor: Gary Reed

Author: Debbie Gilbert

Grade Level: Intermediate

Enduring Understanding: Movement can be used to identify, explore and resolve conflicts.

Lesson Description: Students use body shape and movement to identify and express what they are feeling and ways to respond to the feelings of others. They explore how to respectfully use movement to understand and resolve conflict by creating a mirror exploration with emotions, an anger management dance, a conversation in movement, and a conflict resolution dance.

Performance Based Assessments

15 lesson participants



Artist Mentor Assessment

Disciplines	DANCE & SEL	DANCE & SEL	DANCE & SEL	Total 4
Concept	Mirroring Emotions	Anger Management	Nonverbal Conversations	
Criteria	Initiates and mirrors movements that express feelings.	Dances an angry feeling, freezes, expresses the feeling verbally, dances calming down.	Communicates through dance, alternating with a partner by moving and then freezing in a shape.	
Total	13	13	12	38
Percentage	87%	87%	80%	84%

Note: Artist Mentor was unable to assess 2 participants because they were in breakout rooms. These teachers also did not submit self-assessment worksheets. One teacher was unable to meet criteria due to internet problems.

Teacher Self Assessments

13 teachers completed self-assessment worksheets, with 100% alignment with artist mentor assessment

2 teachers did not submit self-assessments

4 teachers were absent

Visual Arts, Reading, and Social Emotional Learning Infused Lesson: *Inferring Emotions: Mining Clues from the Text and Yourself, Part 2*

Artist Mentor: Carol Gould

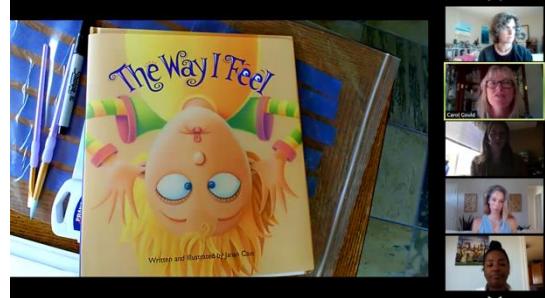
Authors: Beverly Harding Buehler & Carol Gould

Grade Level: Intermediate

Performance Based Assessments

9 lesson participants

Artist Mentor Assessment



Disciplines	SEL and Visual Arts		Reading, SEL, and Visual Arts Analysis		Total 4
Concept	Abstraction and Watercolor		Emotional Setting		
Criteria	Chooses and uses predominately cool or warm colors to symbolize a specific mood and feeling.	Creates soft washes and crisp-edged marks with watercolor paint.	Writes & categorizes observations cued by the story into three columns: Background Knowledge (BK), Text Clues (TC), and Inference (I).	Writes an expressive title (with a noun & an adjective). Writes an artist statement which includes background knowledge, choice of warm or cool colors, and visual clues that express a feeling.	
Total	9	9	8	8	34
Percentage	100	100	89%	89%	95%



Teacher Self Assessments

7 teachers submitted artwork and completed self-assessment worksheets.

3 teacher self-assessments did not fully align with the artist mentor; all others were in alignment.

2 teachers did not submit art or self-assessments

3 teachers were absent (2 for Part 1 on Monday & 3 for Part 2 on Tuesday)

Theater and Social Emotional Learning Lesson: *What Is Sharing?*

Authors: Zophia Olson and Dave Quicksall

Learning Setting: Pre-K through Kindergarten

Student Age Range: 3-6 years old

Big Ideas: Acting out a series of events can demonstrate a sequence. Sharing a toy or other object can demonstrate how we show respect for others. Taking on the role of a teacher can deepen understanding and respect.

Lesson Description: Students will explore the meaning and actions of sharing. Working with a partner, the student will take turns sharing a toy and reflect on the benefits and challenges of sharing. In pairs, students will link the concept of sharing with the concept of cooperation by talking turns pretending to be a teacher and a student.



Performance Based Assessments
6 lesson participants

Artist Mentor Assessment

Disciplines	Skills and Thinking Informed by Relevant Benchmark/Standards		SEL and Theater Analysis	Total 3
Concept	What We See and Hear		Social Emotional Learning	
Criteria	Re-enacts the series of events from waking up to arriving at school.	Instructs a fellow student in a simple task.	Shares a toy with another student.	
Total	6	6	6	18
Percentage	100%	100%	100%	100%

Teacher Self Assessments

6 teachers completed self-assessment worksheets, with 100% alignment with artist mentor assessment

August 11 Teacher Responses to Daily Survey Questions

11 responses

Teachers rated their learning experience by responding to the following statements on a 5-point scale ranging from Strongly Agree to Strongly Disagree.

The training today deepened my understanding of arts infusion.

Agree	27.27%	3
Strongly agree	63.63%	7
No response	.1%	1



The training today was culturally responsive.

Agree	27.27%	3
Strongly agree	72.73%	8



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

- Helping my kiddos with traumas and stressors through the arts. Provide them with opportunities to express themselves and respond to others through dance, theater and drawing/painting/coloring/creating. I would love to supply them with a sketch book that we will use throughout the year, a space where they can share and be themselves.
- Use performing arts to practice sharing and modeling how to share with my kindergarteners.
- Express feelings and emotions through dance with my students. Make movement a priority.
- Have my students do painting or drawing at least once a week.
- Have students get up and move more!
- Spend more time doing the arts as a self-practice.
- Studying dance as a form of expression to expand the art experiences in my learning space.
- Do more dance and movement even though it makes me uncomfortable myself.

Learning: What was most engaging today? Why?

- Water coloring: I loved being able to create with others in a virtual space.
- I appreciated the way I could try painting while the teacher also painted. She gave tips while we worked instead of trying to tell us everything before we started. It was a bit challenging, while also relaxing and fun.
- Performing arts was the most engaging because it's a whole-body thing. I can talk, I can move freely, I can pretend, and I can laugh and watch others.
- The time to draw and paint with watercolors- just nice to create and reflect on a memory.
- The mirroring activity- it was funny to see different expressions and watch people relax/enjoy themselves
- Hands on learning!

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

- I learned that you shouldn't show what a final product of art should look like at the beginning. It was amazing how different all our pieces were when given a similar set of instructions.
- Use break-out groups for pair share. It was a neat way to work with a partner.
- Conflict Resolution with Dance! Putting movement with emotions and feelings was very powerful, especially the mirrored movements and the conversation in movement.
- Communicating without words and through movement will impact so many of my kiddos, especially those that may not be able to verbalize their feelings.
- Seeing the percentage of how art and movement can affect the learning of the children.
- The breakout session where we had to communicate our thoughts & feelings through our expressions and movements and have that back and forth "dialogue" with someone. We were amazed by how much we understood without words! I think kids would really benefit from that experience!

What was most effective in the training today?

- I appreciated having time to try dance movements in small groups. It gave us time to explore in a safe space before rejoining the whole group.
- Interaction with the brain dance
- Carol having us show our artwork-in-progress was effective to help me loosen up about the fact that students work at different paces.
- I really loved getting to practice performing arts in breakout sessions. This helped me experience what I wanted my students to learn and how to do it.
- Whenever we have breakout rooms and the chance to talk to one or two other people. I like to hear other people's ideas and share my own thoughts as a way to process and have a deeper, more personal understanding.
- The ability to look at lesson plan as a teacher but engage in the activities as a learner.
- Doing this virtually shows me how I can do these activities virtually with my students.
- The encouragement and kindness from the Arts Impact folks.

What could Arts Impact improve on?

- Be sure to end and start on time.
- Is it possible you could provide hotspots for the Multi-Cultural Family Center? We had some video freezes and folks didn't get to fully participate.
- Clearly out of our control, but movement/dance would work better in person.
- I think we are learning ways to do "virtual" learning in a better, more engaging way!!
- I'm having a difficult time thinking how anything could be any better! You are all so awesome.

Wednesday, August 12, 2020

10:00-10:30	The Big Idea	Beverly Harding Buehler
10:30-12:00	Theatre and Social Emotional Learning • <i>How Emotions Affect What We Do</i>	Dave Quicksall
1:30-3:00	Visual Arts and Math • Cohort 1: 2 nd – 5 th Grade: <i>Fractions in Informal Balance</i>	Carol Gould
1:30-3:00	Visual Arts and Math • Cohort 2: Pre-K – 1 st Grade: <i>Round and Round</i>	Beverly Harding Buehler

Theater and Social Emotional Learning Infused Lesson: *How Emotions Affect What We Do*

Artist Mentor: Dave Quicksall

Author: Dave Quicksall

Grade Level: Primary

Enduring Understanding: How we are feeling is expressed through facial expression, gestures and body language.

Lesson Description: Students will explore the different ways that we express feelings and how our feelings often determine our actions. Each student will mirror the feelings of a partner, focusing on facial expressions and gestures to communicate that they understand. With a partner, the student will perform a simple action (handing off a piece of paper) while expressing a specific emotion or state of being. The partners will take turns playing the “Guess What I’m Feeling” game, in which a secret feeling is acted out and the receiving partner has to discern what the feeling is through visual cues.

Performance Based Assessments

16 lesson participants

Artist Mentor Assessment

Disciplines	Theater	Theater/SEL	Theater/SEL	21 st Century Skills	Total 4
Concept	Statuses	Mirroring	Action/Behavior	Communication	
Criteria	Uses facial expressions, body posture, and/or movements to communicate specific emotions or states of being.	Mirrors the facial expressions and gestures of a partner.	Uses evidence of facial expressions, gestures, actions and “body language” to identify a specific emotion or state of being in another person.	Actively listens and watches; expresses ideas-- visually/ physically/ verbally responds to another person.	
Total	16	16	16	16	64
Percentage	100%	100%	100%	100%	100%

Teacher Self Assessments

13 teachers completed self-assessment worksheets, with 100% alignment with artist mentor assessment

3 teachers did not submit self-assessments

3 teachers were absent

Visual Arts and Math Infused Lesson: Fractions in Informal Balance

Artist Mentor: Carol Gould

Author: Meredith Essex

Grade Level: Intermediate

Enduring Understanding: Equal number and area of shapes can be arranged asymmetrically on either side of a centerline to create informal balance in composition. Pairing complementary colors can create contrast.



Lesson Description: Students explore dividing equal area rectangles into equal shares through folding and cutting paper in different ways. Artworks are analyzed with emphasis on arrangement of shapes for informal balance and combination of complementary colors for contrast. Students then select a complementary color pair for collage and divide rectangles into equal but differently shaped quarters. Compositions are arranged to create informal balance with equal area on either side of a center line and glued using craftsmanship.

Performance Based Assessments

8 lesson participants

Artist Mentor Assessment

Disciplines	VISUAL ARTS AND MATH			VISUAL ARTS		Total 6
Concept	Shape/Fractions		Informal Balance	Contrast	Craftsmanship	
Criteria	Folds vertically, to make rectangles into fourths.	Folds horizontally, to make rectangles into fourths.	Folds in both directions to make rectangles into fourths.	Arranges equal area of shapes asymmetrically on either side of a center line (without overlapping).	Pairs complementary colors in collage (red/green, violet/yellow, orange/blue).	Folds, smoothly, cuts, and glues shapes flat and securely.
Total	8	8	8	8	8	48
Percentage	100	100	100	100	100	100



Teacher Self Assessments

7 teachers submitted artwork and completed self-assessment worksheets, with 100% alignment with artist mentor assessment
1 teacher did not submit self-assessment

Early Learning: Visual Arts and Math Infused Lesson: Going Round and Round

Artist Mentor: Beverly Harding Buehler

Author: Gloria González García

Learning Setting: Early Learning

Student Age Range: 4-5 years

Big Idea: Shapes can be defined by the NEGATIVE SPACE that surrounds them.

Lesson Description: Early Learners view the collages of Latinx artist Beatriz Milhazes then explore negative and positive space by using circles to create their own collage composition. After learning about the artist, students develop scissor skills by cutting lines and circles from pre-printed bright colored papers. Next, they arrange these shapes on bright colored background paper by placing circles near or inside each other. Last, they securely glue down their shapes. Students reflect on the Math and Art of their compositions by accurately counting circles that may vary in size and may be placed on the inside of another circle.

Performance Based Assessments

6 lesson participants

Artist Mentor Assessment

Disciplines	Skills and Thinking Informed by Relevant Benchmark/Standards			Math and Visual Arts Analysis	Total 4
Concept	What We See and Hear			Math Learning	
Criteria	Practices cutting techniques, cuts designated shapes.	Makes compositions with circles that do not touch or are inside of other circles.	Glues shapes down securely in collages.	Accurately counts shapes, recognizing each regardless of size and placement.	
Total	6	6	6	6	24
Percentage	100	100	100	100	100

Teacher Self Assessments

6 teachers submitted artwork and completed self-assessment worksheets, with 100% alignment with artist mentor assessment

1 teacher was absent

August 12 Teacher Responses to Daily Survey Questions

12 Responses

Teachers rated their learning experience by responding to the following statements on a 5-point scale ranging from Strongly Agree to Strongly Disagree.

The training today deepened my understanding of arts infusion.

Agree	41.67%	5
Strongly agree	58.33%	7

The training today was culturally responsive.

Agree	41.67%	5
Strongly agree	58.33%	7



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

- I put the lessons in a binder with a table of contents to scan my curriculum maps to see when the lessons we have done will fit in my school year.
- Utilize the website and resources for Tacoma Arts Live.
- Use art to help teach and build understanding with math much more often.
- Use the negative space concept.
- Incorporate mirroring feelings and emotions into my SEL lessons.
- Support students in using everyday materials at home to experiment with collage

Learning: What was most engaging today? Why?

- Creating the fraction art because it was hands on and fun and I could totally see my class being into it. It made me wish I could be in a classroom with students tomorrow, just to do this lesson!
- I learned how to cut much better than ever!
- I love collage and that it was concretely tied to my math curriculum
- Cutting and creating mathematical art using fourths and symmetry.
- I loved when we practiced showing our emotions and when we were cutting and gluing circles because I was moving my body.
- Mirroring emotions forced us to interact and examine others
- Being able to see others' experiences with art and theater!

**Teaching: What is one experience you had today that will change your teaching practice? How?**

- Reviewing basic skills like cutting was an a-ha moment for me and will be one that I do now.
- The gluing and cutting activity taught me to slow down and pay attention to finer details.
- Cutting with the paper and not with the scissors
- Use the website to help me implement the lessons into my teaching
- Use more modeling and theater practice in SEL lessons about emotions

What was most effective in the training today?

- Small groups and partner breakouts
- Working with the early learning teachers and learning from their perspectives
- Carol's pacing today was superb. I didn't feel rushed, but she fit a lot of information, practice and sharing in a short time. I enjoyed the way we students could do art and she was still teaching and modeling by doing her own.
- Carol is great at explaining the art lessons. What seems obvious to me is not to a fourth grader.
- Moving and creating with the facilitators helps make the information stick.
- Compared to last year, I like how we are broken into age groups for some activities.

What could Arts Impact improve on?

- I would prefer more literacy lessons in place of the social emotional work
- If we do a visual arts mentorship, would there be supplies available? Or the lessons could be adjusted with home materials.

Thursday, August 13, 2020

10:00-10:30	Assessment and Reflection	Beverly Harding Buehler
10:30-12:00	Dance and Math • <i>Greater Than, Less Than, and Equal to Dance</i>	Beverly Harding Buehler
1:30-3:00	Visual Arts and Math • <i>Geometric Shapes in Action</i>	Carol Gould / Beverly Harding Buehler
	Closing • Mentorship • Principal and Teacher Leader Arts Leadership	Beverly Harding Buehler

Dance and Math Infused Lesson: *Greater Than, Less Than, and Equal to Dance*

Artist Mentor: Beverly Harding Buehler

Author: Debbie Gilbert

Grade Level: Primary

Enduring Understanding: Numbers, movements, and objects can be compared using the terms: greater than, less than, and equal to, and the symbols: $>$, $<$, $=$.

Lesson Description: In this math and dance lesson, students think about how the symbols: $>$, $<$, $=$ can be used to compare two numbers. They practice moving and counting simultaneously. They perform movements that correspond to a number, followed by a shape that shows the symbol that describes the comparison ($>$, $<$, $=$), and end with movements that correspond to a second number. In a trio, they write and dance a comparison.

Note: Gary Reed was scheduled but unable to teach due to internet problems. Beverly Harding Buehler served as substitute.

Performance Based Assessments

14 lesson participants

Artist Mentor Assessment

Disciplines	DANCE/MATH	MATH	Total 2
Concept	Movement, Shape, Comparison ($>$, $<$, or $=$)	Comparison ($>$, $<$, or $=$)	
Criteria	Repeats a movement to correspond with the first or second number in the comparison or makes a shape to show the symbol that compares the two numbers ($>$, $<$, or $=$).	Writes a number, a symbol that shows the relationship between the numbers ($>$, $<$, or $=$), and another number.	
Total	14	14	28
Percentage	100	100	100

Artist Mentor Notes:

What was effective in the lesson?

The one group (MCFHC) who could actually be in person to plan their choreography reminded us of the power of in-person learning—such a range of creative choices, using full space and body.

What do I want to consider for the next time I teach this lesson?

Practice more ways to show $<$, $>$, $=$. Maybe split screen $\frac{1}{2}$, 2 different quantities of movement, then all show whether they think it is $<$, $>$, or $=$.

Teacher Self Assessments

14 teachers completed self-assessment worksheets, with 100% alignment with artist mentor assessment
5 teachers were absent

Visual Arts and Math Infused Lesson: *Geometric Shapes in Action*

Artist Mentor: Carol Gould (Cohort 1)

Artist Mentor: Beverly Harding Buehler (Cohort 2)

Author: Meredith Essex

Grade Level: Elementary



Enduring Understanding: Geometric shapes have specific attributes and can be partitioned into parts. Combining and orienting shapes and lines in different directions can create movement in composition.

Lesson Description: Students identify attributes of shapes and parts of shapes in pattern blocks and in art. Students then draw and cut out triangles, quadrilaterals, and irregular pentagons and hexagons to use as drawing templates. Templates are then traced in pen for a final composition. Direction of line and shape are arranged to create movement in composition. Students also partition shapes into halves, quarters, and thirds. Compositions are refined by adding linear details in pen and areas of color within shapes using watercolor pencil.

Performance Based Assessments: Cohort 1

8 lesson participants

Artist Mentor Assessment

Disciplines	VISUAL ARTS AND MATH	VISUAL ARTS	VISUAL ARTS AND MATH	VISUAL ARTS	Total 4
Concept	Shapes	Line Direction	Fractions	Composition	
Criteria	Uses a ruler to draw quadrilaterals, triangles and irregular pentagons and hexagons.	Orients shapes and lines in vertical, horizontal and diagonal directions.	Uses a ruler to divide circles into halves, and squares/rectangles into quarters and thirds.	Adds details with line and emphasizes shapes with color using watercolor pencil techniques.	
Total	8	8	8	8	32
Percentage	100	100	100	100	100

Teacher Self Assessments

7 teachers submitted artwork and completed self-assessment worksheets, with 100% alignment with artist mentor assessment

1 teacher did not submit self-assessment

2 teachers were absent

Performance Based Assessments: Cohort 2

6 lesson participants

Artist Mentor Assessment

Disciplines	VISUAL ARTS AND MATH	VISUAL ARTS	VISUAL ARTS AND MATH	VISUAL ARTS	Total 4
Concept	Shapes	Line Direction	Fractions	Composition	
Criteria	Uses a ruler to draw quadrilaterals, triangles and irregular pentagons and hexagons.	Orients shapes and lines in vertical, horizontal and diagonal directions.	Uses a ruler to divide circles into halves, and squares/ rectangles into quarters and thirds.	Adds details with line and emphasizes shapes with color using watercolor pencil techniques.	
Total	6	6	5	6	23
Percentage	100	100	83	100	96

Artist Mentor Notes:

What was effective in the lesson?

Adapting this for early learning, we chose to just show 1/2s in cutting shapes. Also, several chose to make representational images (rocket, house, car) with their geometric shapes as their kids would. We also used larger easily gripped shapes to trace—blocks, juice lids—for smaller, less dexterous hands.

Teacher Self Assessments

6 teachers submitted artwork and completed self-assessment worksheets. 1 teacher self-assessment did not fully align with the artist mentor; all others were in alignment.

1 teacher was absent

August 13 Teacher Responses to Post-Institute Survey

14 responses

Teachers rated their learning experience by responding to the following statements on a 5-point scale ranging from Strongly Agree to Strongly Disagree.

The lesson plans, materials and resources provided, well supported my learning in the Virtual Institute.

Agree	14.29%	2
Strongly agree	85.71%	12

- Excellent work setting us up for success with all the great supplies
- Very impressed with the organization of supplies and lesson plans!
- I can't thank you enough for hearing me and for your support.

The Virtual Institute schedule allowed enough time for each lesson.

Neutral	7.14%	1
Agree	78.57%	11
Strongly agree	14.29%	2

- The afternoon session could have been 30 minutes longer.
- Arts Impact did an amazing job of scheduling and fitting long lessons into the time we had...however, I always like more time to do art!
- Although part of me says spend more time to complete projects, we can do that on our own, and I think it is important to have time to experience more lessons.

The artist mentors and staff were well prepared and responsive.

Agree	21.43%	3
Strongly agree	78.57%	11

- They are all so wonderful!
- You guys are my favorite arts organization ever!
- All the mentor artist and teachers are open and encouraging. I never feel judgement. Each individual is heard and valued.
- They were very knowledgeable and passionate about what they were teaching, and it made it fun and enjoyable.

The structure and format of online learning for the Virtual Institute was effective.

Agree	57.14%	8
Strongly agree	42.86%	6

- Effective to the best of our abilities. I do miss the in-person experience.
- Other than the few technical things, I really think everything worked out great virtually!
- It was difficult to do things virtually and I don't think it was as fulfilling as the in-person experience. But overall, the concepts were clear and enjoyable.

I feel prepared to teach lessons or parts of lessons from the Virtual Institute in my classroom. (Art supplies will be provided by Arts Impact.)

Neutral	7.14%	1
Agree	57.14%	8
Strongly agree	35.71%	5

- Definitely in-person, a little unsure of virtually
- Yes! This is totally crazy and that's why I feel like I can do this!

In reflecting on your experience at the close of the Virtual Institute, did you gain what you were hoping to? Please describe.

- I gained so much more than I could have imagined.
- I experienced one version of what art instruction can look like remotely.
- I was able to pull some great SEL vocab to help advocate for the arts with my principal.
- I felt connected to others and the content. I loved the use of the break-out rooms and plan to work with a co-teacher like you.
- The lesson on Focus and Mindfulness will be great to help students calm and re-center themselves. Putting a dance movement with an emotion can help students who may not be able to verbalize their feeling have an opportunity to share/show what they are feeling.
- It was so much more than I was thinking it might be. I did not know it was a full year thing. I am excited about all the possibilities, but nervous and unsure about how this will work in our new VIRTUAL world.
- I stepped out of my comfort zone, especially with dance and theater, and have definitely learned how to integrate art into different subject areas.
- I learned how to combine multiple modalities in the arts to increase learning and retention for my students. I learned that through repetition my kids' brains will make strong neural connections and that will help set them up to be lifelong learners.
- The virtual setting helped me to envision how to be flexible.
- I loved learning methods to slow down and help kids build fine motor skills.
- I gained a better concept on how to better assess students.
- I love and continue to be inspired by Arts Impact.

What helped you most to build an understanding of arts infusion throughout the Virtual Institute?

What created shifts in your thinking or was most impactful?

- Social emotional learning and the arts reduces stress through movement, breathing, and helps students cultivate empathy through mirroring and read emotions better.
- Art gives students choice and control, some things many children don't experience at home.
- The more you explained what we were doing and the more visuals you gave, the more I understood the expectation!
- The SEL lessons deepened my knowledge base. The visual arts lesson had the greatest impact on how to get to know my students early in the year.
- Beverly's morning insight and guidance with breakout discussions helped "frame" the day for me and gave me a specific lens to view and experience the lessons.
- Being able to walk through the lessons with the art mentors: to engage with the lesson step by step and think about how my students would feel and what they would experience.
- Beverly's presentation about the brain shifted my thinking about learning targets.
- This institute has filled my toolbox with lessons/ideas on how to get students involved and engaged through dance and music. Not all students have art supplies, but all students can move their bodies!
- Seeing the detailed Lesson Plans and how so many "standards" are hit with an integrated Arts lesson. Nearly anything could be integrated with arts, making it more effective and meaningful, with higher engagement.
- Being able to practice what we were learning and having all the supplies in my home.
- I need to design instruction to be as engaging and dynamic as possible. I had to try hard to focus at times because there were many distractions in my house. This will probably be the case for my students too.

- I still think about the negative and positive shapes project. I love how that stuck with me. I want to build projects around it to see how they grasp the concept.
- The opportunity to be in the role of the student.
- The personal assessments.
- All the hands-on learning!

How will you use arts-infused teaching to support Math and Social Emotional Learning in your classroom?

- I am looking forward to using art to teach symmetry, geometric shapes, balance, and fractions to support math learning. I intend to use and expand upon the visual arts lessons. I also like the idea of mirroring to name and identify feelings to support SEL instruction.
- Follow these well-crafted lesson plans and hopefully learn more as I work with my mentor.
- Math and Art are closely connected and being able to create and use art to help students understand concepts and make meaning is critical. I will use art even more now that I have more ideas and support. I have not used art much with SEL, but now have more ideas about how to fuse the two.
- Drawing feelings after my morning meeting. I am going to use a lot more dance and theater to help students learn their math facts.
- Connect with how students are feeling about online learning and COVID experience; try to integrate outdoor learning.
- We will practice cutting out, gluing, and counting shapes. We will talk about how we are just practicing and don't need to be perfect. We will read the books and talk about our feelings daily as well as check in with a mood meter.
- For this year, especially virtually, I really like the theater and dance to express and explore emotions in a healthy way and the kids can still do that online. Also, using colors to show emotions - art can be a release.
- Using everyday math concepts with our bodies.

Culturally Responsive Teaching: What shifts in your thinking about culturally responsive teaching and learning occurred as a result of the Virtual Institute?

- Being culturally responsive means listening and sharing and providing opportunity for honest dialogue and part of that is sharing stories, music, theater, dance, art from a variety of cultures and appreciating the beauty and unique nature of the experience.
- The activity in which we shared our family/cultural greeting left a lasting impression. I intend to explore ways to interact with my students on this level.
- Brains need safe and predictable environments to survive. Having expectations through rubrics is important. I REALLY appreciated how Beverly emphasized students need criteria-based responses within feedback and LOTS of opportunities to practice.
- I loved the idea of giving students guidelines to follow, then allowing them to create their own piece instead of showing them the final product. This allows individuals to create in ways that are representative of themselves and their cultures.
- I am more dedicated to share artworks by diverse artists and know how to access the collections from TAM and SAM.
- Include showing/recognizing art from all my students' cultural backgrounds. Ask them to share art from their families/culture/community. Make it meaningful and relevant to them by including their culture, likes and interests.

- I loved the visual examples of art from a variety of cultures. The arts provide a natural/organic method to share cultures, provide an outlet for meaningful conversations, and create our own art inspired by other cultures.
- How important it is to bring different cultures into my classroom through their families.
- Clear, attainable criteria allow students to find flexibility in their own successes.
- Getting to know my kids and their families is how my kindergartners will be successful. I am thinking about how to start relationships before the school year begins.
- Arts being a connection to teach culturally responsively -- natural to us and to community. Seeing representations of ourselves and human emotions/stories.
- Using some of my cultural background (song, dance, meditation) to connect with my students
- That learning comes in all forms for music, art and dance.

What culturally responsive teaching practices and strategies from the Virtual Institute will you bring into your classroom?

- I will stop showing students the end product and start giving them more creative freedom to express themselves by providing overall guidance and self-assessment rubrics.
- Slowing down instruction and "production" timelines (not rushing kids to finish their art) as well as giving clear, concise instruction will support all learners, esp. kids with ACES.
- Clear and attainable rubrics for students to see.
- Having families come in to share their culture in whatever way they like so we can learn about the different cultures that make up our classroom
- I will learn how to pronounce my kids' names and greet them by their names when they sign on in the morning. I will ask them how they say hello or greet each other in their families and then I will model for the class how to do that for each child. I will ask for parent volunteers to help kids in breakout rooms so they can learn from each other.
- Connecting through the arts to our shared and different lived experiences and community.

Fostering a Place of Learning: What did you learn in the Virtual Institute that you think will benefit your daily teaching practice the most?

- How to model and teach integrated art lessons. I have a bachelors and master's degree and neither taught me how to bring art into the classroom. The Virtual Institute is helping me bring in a critical learning piece that has been lacking.
- I will incorporate mindfulness activities to help center and focus my students, especially while teaching remotely.
- You can create a space, even virtually, that is open and welcoming to your students.
- Assess what you teach and teach what you assess.
- Giving students the time to sketch daily!
- The idea that art comes in a variety of forms and that there are many ways to make it a part of our everyday learning experience... not all art has to be a long planned out lesson involving supplies! It can mean taking the time to do a Brain Dance! Or using our expressions to share a thought, feeling or action.
- Infusing art into as many lessons as I can is the biggest benefit to my daily teaching practice.
- Having a clear big idea and success criteria
- Art can be simple.
- Practicing thinking and talking about art, especially within a virtual environment.
- I can implement routines and habits of mind now- virtually!
- Slow down and emphasize the main idea/method so it's easily understood.

- Where to get all the resources
- Breakout sessions—curious how I could partner with a mentor, coach or specialist to accomplish this approach.

What did you learn in the Virtual Institute that will help you build a community in your virtual or traditional classroom setting?

- More student voice and sharing of cultural backgrounds
- Encourage risk takers, scaffold lessons and concepts, provide plenty of arts opportunity and experiences for students
- Movement can be used for warm greetings to start our activities.
- Virtual gallery walks allow students to see each other's artwork and share their creativity within the virtual platform.
- The sense of play and connection generated by mirroring each other's movements
- Taking risks like practicing performing arts together creates an unbreakable community.
- How to make art lessons possible virtually- ex. displaying art on the screen for discussion, holding art to the screen, using projectors.
- The social emotional components of being honest and open with one another, exploring memories, expression, etc. through arts.
- Discipline needs to be practiced- it's difficult to remain focused virtually
- Welcoming all cultural backgrounds (including my own) and learning from them
- Breakout rooms
- Practice saying hello and greeting each other how we greet our families
- Patience, understanding

Engagement: Based on your own learning in the Virtual Institute, what were the key experiences that engaged you in learning?

- It was neat to see what everyone created: the movements that told their story and represented themselves and their own unique experiences.
- Small group discussion and breakout sessions.
- Seeing how calm and engaged I was moving with the group or creating visual art as an adult learner made me realize how much our students need these experiences.
- I realized how much I enjoyed choice and freedom of expression in my art. It felt much more enjoyable to create pieces that were inspired by my own experiences or imagination than if we had just been creating the same piece together.
- Making a short dance with a small group.
- Feeling connected to our facilitators and cohort.
- Getting up to dance and move around, creating art together, going into small groups to talk or create a dance & then coming back together to share... a combination of all those things creates engagement. Sitting, staring at a screen is NOT engaging for anyone (regardless of age)!
- When I am moving and laughing and making a fool of myself, I really am having a good time and learning.
- Switching between the role of teacher and student, hands-on experiences and materials

21st Century Skills: How did learning in the arts teach you about perseverance, collaboration, and cultivating a growth mindset?

- This was a team effort: working alongside other teachers helped me see what my kids need to be successful in higher grade levels

- As a third-year student I feel so much more at ease with the program, more comfortable asking questions, failing, and working in small teams and performing. Practice and repetition were key to my growth. The arts need to be experienced daily, when you know you'll get repeated chances to get better. I will take more risks and persevere.
- Dance and theater push me out of my comfort zone. Keeping my webcam on during the whole group and small group movement pieces took a lot of growth mindset! I had to realize that I may not be doing it well yet, but I wouldn't give up and shut off my camera.
- Working in small groups to create movements together pushed us to work collaboratively even when we felt shy or embarrassed about our dance moves
- Mirroring emotions with Dave, I had to hang in and keep trying. I didn't feel good at it, so I practiced preserving and had empathy for kids who may struggle with that kind of task.
- I was having an emotionally hard morning. Our mindful breathing exercise, moving our bodies and collaborating with cohort members changed my mindset to a positive place.
- Art is all about believing you can and to keep going again... and again... and again...
- Even if something makes you uncomfortable and it's not in your comfort zone to push yourself to at least try it once.
- It will be difficult for our students to begin the year virtually and have a sense of collaboration and trust with me and their classmates. As a latecomer, I felt a bit of discomfort in my breakout group with 2 teachers who had been here all week, working together. This is a good reminder of setting up how collaboration should look and feel in a virtual platform.
- I learned that art is not about perfection or talent. It's about practice and the more you practice the better you get at something.
- How we can support students in not giving up, working together and having meaningful discussion, learning mistakes help us grow-- these can be modeled through arts practices
- Communication was a key factor in being successful because without it, it is difficult to complete things effectively and correctly.
- Keeping an open mind while working and staying focused/minding the space of others.
- You can't make a mistake if you don't try.

Engaging Family and Community: Share an idea for connecting your student's families with arts infused learning through distance learning.

- Asking siblings or adults at home to join in as we dance or mirror facial expressions could be a fun way to engage our classroom community.
- Have the families engage in movement together. Not all students/families will have art supplies, but all will be able to move their bodies and share in dance and music.
- Record myself teaching for an asynchronous learning experience.
- Show the TAM art at-home resource
- I love the idea of students and family members creating together! My daughter and I used to draw and color together, or sew, or make little animals out of clay, and those are some happy memories we share! I would love to help families create those moments!
- Make a family crest
- Students and families create a tableau about their COVID experience as an introduction to the school year
- Invite families to retell classic fairy tales by performing a scene together and sharing a video.
- Prep parents to save cereal boxes to cut out shapes that we can use to trace or glue. I will need to be open to hearing from them if this is not something they can do.
- Provide a bag of art supplies/resources.

- Supporting students and families with supplies, but also modeling how arts can happen/what it looks like at home.
- Email or print out our lesson or curriculum.

What more would you need to effectively engage your students, while meeting their needs, in an art infused learning virtual classroom?

- With younger students, we would need parent involvement to make this a success.
- It's hard to say because we don't have any information about platforms, resources, etc. I also don't know my students and families.
- I like the idea of meeting as a cohort and sharing ideas about what's working/not working virtually.
- Before we could really start dancing or acting together, we would need to build a strong sense of safety and community. It is new territory for all of us.
- Guidance for parents to keep their supplies in a safe place and not used up too quickly.
- I worry about their lack of supplies at home.
- Open dialogue and sharing of ideas and resources
- The best way I can effectively engage my students is to record my lessons so they can play them back in case the timing of when I am live does not work for them. Then I need to set reminders for myself to summarize or restate what we just learned and check in with them.
- Look for ways to infuse art into subject lessons, especially with less "live" teaching time, as well as take advantage of building the asynchronous lessons for students with arts infusion.
- A solid internet connection and reliable electronic device.
- I feel like I am driving in a BIG 'ol BLIZZARD. I am a great driver, and I love the snow, but I can't see the road! I am hoping that will become more clear as we move forward. We are all in this together and trying to figure this out...and we will help each other along!

What would you have liked to have more of or less of in the Virtual Institute?

- More time when we broke into small groups (not everyone had time to share)
- Less social emotional lessons and more literacy lessons.
- More time to create... and then share
- More stretching reminders
- It was a good balance-timing and breaks for allowing time in between lessons, whole and small groups, and breaking into developmental bands.
- It would be neat to have time to plan in small groups or talk about the status of art in our schools or district to share resources and ideas that fit our pacing/provisions.
- More time to go into more detail on some sections (like the shapes and geometry)

Additional Feedback

- You guys are the real deal. You are such a professional and wonderful bunch of people. You love kids and are so passionate about the arts and it shows. I am so grateful for your support, enthusiasm and all of the research you do to bring the arts into schools and teachers' practices. I felt like I had celebrities at my door each time I got to see you.
- Some of the best virtual learning I have experienced so far! It felt like a great use of time.
- Math was especially fun. It lifted my mood tremendously and got me moving after too much sitting these last few months!
- If the virtual institute exists next summer, maybe 8-12pm would be nice. I might be able to convince more colleagues to join. Having an AM and PM session deterred a few folks.
- Thank you for this week, the time spent in preparing and presenting, and the supplies!!

Example of Culturally Grounded Teaching

A situation during the Institute provided opportunity for a teachable moment and for Arts Impact to effectively practice and model culturally grounded teaching in action.

Tuesday, August 11

One teacher commented on the daily survey:

- I felt uncomfortable in the first session when Beverly said something like, "You go girl!" to one of the African American teachers. I'm not sure why or if it's even a problem, but I had a hard time imaging Beverly saying that to me, so it felt a little off. I'm sorry I am not more clear, but if you want to talk it over I can.

In response, Beverly adjusted the Wednesday, August 12 morning presentation to address the comment with both the whole group and in small group breakout rooms, including sharing Chescaleigh's YouTube video [Getting Called Out: How to Apologize](#). Although none of the African American teachers reported feeling that the comment was disrespectful, the discussion and event had significant positive impact on the group, evidenced in multiple responses to survey questions both on Wednesday and Thursday:

Wednesday, August 12

What is one experience you had today that will change your teaching practice? How?

- I really enjoyed the "you go girl" chat. Some great points were brought up.
- The video about how to apologize was amazing! Sincere and meaningful apologies are something I work on with my students and this will serve as a great tool. It will also help with my upcoming equity building discussions.
- I hope I will be more brave to talk to my students about difficult topics, like Beverly modeled.

What was most effective in the training today?

- Thinking about how to respond appropriately with a heartfelt/ sincere apology. To listen and be empathetic. Hearing the feedback, the apology, watching the video, having the discussion with a small breakout group. I realized, first, how important it is to ROLL with teachable moments (!!!) AND how ALL of us, regardless of age, can benefit from learning how to apologize and to truly LISTEN to one another.

Thursday, August 13

What shifts in your thinking about culturally responsive teaching and learning occurred as a result of the Virtual Institute?

- I learned how to apologize!

August 13 Artist Mentor Responses to Post-Institute Survey

4 responses

Describe the Challenges of Online Teaching.

- Lack of immediate feedback from the students. Oftentimes, teaching virtually feels like you're alone and talking to yourself. It is hard to tell how the students are engaging or assess how it is going.
- It is hard to know if I am reaching and teaching all students/teachers when they are just boxes on the screen
- Dealing with the vagaries of internet connections.
- Not being able to observe the creative process in breakout rooms made assessing difficult
- Not having opportunity to share out in small groups with the whole class.

- Turning off camera and sound was good, but it took up precious time getting everyone back together, the same challenge when working in breakout rooms
- Not being able to see people's work while they were creating it. In person, this is when I would be circulating, giving one-on-one criteria-based feedback, so teachers both didn't receive that feedback while they were working as learners, nor did they get to see me model that in-the-moment feedback loop to replicate with their students. Without that dialogue, I also couldn't see if students were not "getting it." This would be a challenge working with littles.
- I experienced a challenge both modeling and then watching students' movements when I was teaching the dance lesson. The teachers did an amazing job creating choreography with each other online, but the energy difference was palpable in the one group (MCFHC) who got to create together in person: higher energy, more coordinated and creative because they could move together physically in space. It made me wonder what we could do to maximize space for students to move in front of their cameras.

How did you solve the problem?

- It wasn't really a problem to solve as much as one to recognize and offer more opportunities for interaction with the students.
- I tried to call on each one of them - I allowed for short sharing moments.
- Tried to visit chat rooms, but with limited time it was not possible to visit everyone.
- In visual arts, we took breaks where we all held up our work to our cameras to share where we were in process and get ideas from each other. This helped me both formatively assess and gave the opportunities we have in in-person gallery walks for shared inspiration. I also asked teachers to leave their mikes on so we could have conversations while we were working. In an ideal world, I would see double camera set ups or go pros so we could see each other's work as we progress.

What were your most effective strategies in teaching the lessons online?

- Having students do more with less talking from me. Breakout rooms are effective but limited. I felt the most connected to the students when they were doing/talking.
- Breaking it into small parts, sharing the screen
- Letting participants create and work together in smaller groups in the breakout rooms.
- Communicating with Meg and Grace beforehand to organize their invaluable assistance with Zoom tech support.
- When we are teaching virtually... less is more.
- Sharing multiple works of art to give a broader cultural context.
- Keeping dialogue going while we were working to encourage learners to share their creative process with each other.
- Periodically breaking for virtual gallery walks.
- Engaging teachers privately in the chat, especially around racial equity and justice issues, as they reached out.

How did they differ from working with teachers in person?

- I was talking/instructing as much (or less) than I do in person—but the balance is still in need of adjustments.
- In person allows for more connection and teachable moments. Online has to be planned (for me) much more carefully.
- Felt less connected. It was harder to gauge their levels of understanding. Not being able to see their creative work or activities made it inaccurate/difficult to assess.

- One of the good unintended consequences was that it made it possible for more teachers to attend and support each other. Many teachers expressed feeling encouraged through the online community.

Are there key elements from the prior Institutes that we did not include which would have been beneficial?

- Not sure how we can have them create something on the final day. I really miss that.
- Walking through the lesson plan to introduce newcomers to the structures of the lessons and remind the others.
- Teachers might have enjoyed a Creative Process workshop, to go deep into an arts discipline.

How would you describe the teacher cohort this year?

- Engaged. Enthusiastic.
- Motivated to explore new modalities of teaching in the current pandemic isolation.
- Hard working
- Amazingly adaptive and supportive, seeking and generously giving each other kudos, strategies, and emotional support.
- The early learning cohort really gelled during the Institute, stepping into a leadership role, sharing their deep experience integrating the arts with early learners.

What impacts did you see in having a mix of returning teachers (with varying years of experience) and new teachers?

- The impact of teaching virtually made this difficult to assess.
- I always love people learning from one another and giving each other confidence.
- I appreciate the mix. New eyes mixed in with the returning folk keeps the experience fresh.
- As is often true in-person, the returning, more experienced teachers were often more vocal in full group conversations, which is both a gift, in that they share their stories from applying arts infusion in the classroom, and a challenge, in that they can dominate the conversation.
- The richest dialogue often happens when we have experienced educators encountering arts infusion in a mixed setting.

Do you feel the structure/format/scheduling of the presentations/lessons online were effective?

- Structure felt okay. Format seemed to work. No timing was off for scheduling.
- The art kits were so great; everything was well organized, and the lessons do translate virtually.
- Four days/twice a day was the perfect length of time, given all the other demands on teachers.
- I liked the short pedagogy discussions at the beginnings of the AM sessions, and the focus that gave the day.

What should be different next time?

- Teaching to smaller groups would be extremely helpful.
- Mini dance lessons sprinkled in to get us up and out of our chairs
- More time for welcoming and intro activities. Schedule them and make them organic to the process and introduce concept of the day.
- Finding a way to give more time (about 30 minutes, maybe even offline) for Visual Art lessons would be good.

How can Arts Impact better support you in doing this work in the future?

- You all are doing a great job as we continue to figure this all out and experiment.
- I feel very well supported

- Keep an assistant to help support tech requirements of online presentations. Having a facilitator who is not teaching to control breakout rooms and other technical needs is a plus.
- AMAZING job with the materials prep and tech facilitating!

August 13 Reflection & Recommendations

In addition to the survey, Arts Impact staff and available Artist Mentors debriefed immediately following the Institute via Zoom. One artist mentor responded later via email. Staff continued to evaluate and reflect after the meeting. In response to the Institute experience, feedback and ongoing discussion, Arts Impact is considering the following adjustments and ideas for upcoming virtual mentorships and potential future Virtual Institutes.

Virtual Mentorships

- Consider platform options
 - Tacoma Public Schools uses an integrated system of Schoology, Flip Grid and TEAMS (not Zoom). MCFHC has no Zoom in classrooms.
- Limit content
- Limit group size (8-9 students maximum)
- Shorter time periods: length of lesson time should be grade specific
 - MCFHC mentorships: 20-minute sessions, up to 4 students per group
- If budget allows, mentors create short (10 minute) videos or record sessions, which teachers can view with class.
 - Embedded videos from existing lessons could also be used.
 - Examples: [Mystery Science Free Lessons](#); [ArtsWA Creative Start Studio](#); [Creative Advantage Online Arts](#)
- Encourage students to finish artwork during asynchronous learning time and share in separate sessions
- Lesson writing:
 - Shorten time from 3 hours to 1-1.5 hour
 - Instead of writing a brand-new lesson, teacher and mentors could re-write an existing lesson for virtual use or create a new pre-teach component

Virtual Institute

- Add an extra half hour to the opening session to include a personal welcome/introduction for all participants
- Add an extra half hour to the final session for closing and mentorship discussion
- Teach shorter lessons for first morning and last afternoon sessions (to accommodate the above)
- Adjust balance of content and time
 - Ask participants to finish artwork during asynchronous learning time and share later or separately
 - Provide more time for practical coaching and problem solving
- Limit/decrease group size
- Review and revise assessment strategies
- Create structured breaks

Arts Impact Artist Mentors & Staff

Beverly Harding Buehler is Executive Director of Arts Impact. She manages the implementation of all programs including Core (K-8), Early Childhood, Migrant and Native youth programs, and U.S. Dept. of Ed. Arts in Education grants. She is an experienced curriculum specialist and oversees curriculum development and assessments. Culturally responsive, anti-racist teaching has been a career focus from her graduate work in African art history to leading Arts Impact's work in embedding cross-cultural works of art in all lessons, translating curriculum into Spanish, and actively recruiting and hiring artists of color. She is also a printmaker, installation artist and author and illustrator of children's books. She worked as a museum educator, teaching artist and artist mentor for over 25 years. She joined Arts Impact as an Artist Mentor in 2002. The National Art Education Association honored her with the Pacific Region Museum Educator of the Year in 2005.

Carol Gould has been a teaching artist in the Snoqualmie Valley for 30 years and a Visual Arts and Theater Mentor for Arts Impact for the past 15 years. She is a graduate of Scripps College with a double degree in Visual Art and Theatre Directing/Design. She completed her teaching credential and MA in Education at Claremont Graduate University. She is a classroom teacher in the Riverview School District and at Forest Ridge, the Sacred Heart School of Seattle where she shares her joy of the arts with K-12 students. In addition to teaching VA, Theatre and ELA, she is the owner/artist of Terra Nova Pottery Studio where she teaches the "madness of mud."

Meg Hannan has worked for Arts Impact since 2005 and has held several positions. As of July 2020, Meg is Executive Assistant for all programming. Prior to this position, Meg was Program Manager for the Core and Voices from the Field teacher professional learning programs. As a volunteer (2008-2019), she coordinated the Regional High School Art Show at Puget Sound Educational Service District, Renton, WA. This annual art event showcases over 150 pieces of high school artwork from the Puget Sound region. Meg holds a bachelor's degree in Psychology and Education from the University of Washington as well as a K-8 teaching certificate. In her spare time, Meg completed the 93-mile hike around Mount Rainier (Wonderland Trail), the 500-mile Camino Frances pilgrimage in Spain, and is halfway through Washington's Pacific Crest Trail.

Dave Quicksall received a BA in Theater at the University of California at Santa Cruz and went on to receive an MFA in acting at UCLA. In Seattle, Dave has worked in the professional theater as an actor, director, and writer for ACT, Seattle Repertory Theater, the 5th Avenue, Intiman, Seattle Children's Theatre, Seattle Shakespeare Company, and Book-It Repertory Theatre. In 2015, Dave performed in *Robin Hood* (originally produced by Seattle Children's Theatre) at the New Victory Theater in New York City. As a Teaching Artist, Dave has worked all over the country, including Seattle Children's Theatre, the Wolftrap Institute, the Nashville Institute for the Arts, and the Lawrence Hall of Science at UC Berkeley. Dave has been with Arts Impact since 2002.

Gary Reed is a dancer and creative movement specialist. He has been dancing, teaching, and choreographing in the Pacific Northwest since 1980. He has been a teaching artist and artist mentor for Arts Impact for 11 years. He has also been on the staff at the Bertschi School, an independent elementary school, for 7 years and he continues to teach ongoing dance technique and creative dance at the Bainbridge Dance Center, where he has been for 17 years. Gary choreographs for the Lakeside School and also teaches movement for actor's workshops. He is one of the producers of the Men In Dance Festival and has been involved with their productions for 20 years. Gary has been with Arts Impact since 2008.

Grace A. Washington has been a professional artist for 25 years and has taught art to infants, children, and adults. She worked with at-risk youth in building confidence and self-esteem through art; taught life drawing at a Seattle's Cancer Lifeline and collaborated with 397 Northeast Tacoma Elementary students on a special diversity art project she wrote and taught, "Together We Rise." Tacoma Art Museum featured the project before it was permanently installed in the school's Michael T. Washington Library, named after Grace's son, a former student killed in Afghanistan in 2008 while serving as a Sgt. in Operation Enduring Freedom for the Marine Corp. Grace has a degree in Child and Family Development, a certificate in computer graphics, and is a graduate of the WA State Teaching Artist Training Lab. As a teacher, Grace worked with Tacoma Public Schools as a Learning Assistant Program Reading Tutor for elementary students and K-8 Emergency Substitute Teacher. Grace worked as an Atelierista (studio teaching art teacher), Interim Co-Assistant Director and Interim School Director at Seattle Reggio Emilia inspired preschool. Grace's art has been exhibited in Washington, California, Oregon, and Pennsylvania. Grace has been with Arts Impact since 2015, first as a Teaching Artist Mentor and currently as the Program Manager for Voices from the Field and Core Programs.

Full Institute Schedule

Monday, August 10, 2020

10:00-10:30	Welcome and Culturally Grounded Teaching	Beverly Harding Buehler
10:30-12:00	Theatre and Social Emotional Learning <ul style="list-style-type: none">• <i>Focus and Mindfulness</i>• <i>Modify My Action with Feelings (planned but not taught)</i>	Dave Quicksall
1:30-3:00	Visual Arts and Social Emotional Learning <ul style="list-style-type: none">• 2nd – 5th Grade: <i>Inferring Emotions: Mining Clues from the Text and Yourself – Part One</i>	Carol Gould
1:30-3:00	Visual Arts and Social Emotional Learning <ul style="list-style-type: none">• Pre-K – 1st Grade: <i>Drawing How We Feel</i>	Beverly Harding Buehler

Tuesday, August 11, 2020

10:00-10:30	Arts Infusion	Beverly Harding Buehler
10:30-12:00	Dance and Social Emotional Learning <ul style="list-style-type: none">• <i>Conflict Resolution through Dance</i>	Gary Reed
1:30-3:00	Visual Arts and Social Emotional Learning <ul style="list-style-type: none">• 2nd – 5th Grade: <i>Inferring Emotions: Mining Clues from the Text and Yourself – Part Two</i>	Carol Gould
1:30-3:00	Theater and Social Emotional Learning <ul style="list-style-type: none">• Pre-K – 1st Grade: <i>What is Sharing</i>	Dave Quicksall

Wednesday, August 12, 2020

10:00-10:30	The Big Idea	Beverly Harding Buehler
10:30-12:00	Theatre and Social Emotional Learning <ul style="list-style-type: none">• <i>How Emotions Affect What We Do</i>	Dave Quicksall
1:30-3:00	Visual Arts and Math <ul style="list-style-type: none">• 2nd – 5th Grade: <i>Fractions in Informal Balance</i>	Carol Gould
1:30-3:00	Visual Arts and Math <ul style="list-style-type: none">• Pre-K – 1st Grade: <i>Round and Round</i>	Beverly Harding Buehler

Thursday, August 13, 2020

10:00-10:30	Assessment and Reflection	Beverly Harding Buehler
10:30-12:00	Dance and Math • <i>Greater Than, Less Than, & Equal to Dance.</i>	Beverly Harding Buehler (substitute for Gary Reed)
1:30-3:00	Visual Arts and Math • <i>Geometric Shapes in Action (2 sections)</i>	Carol Gould / Beverly Harding Buehler
	Closing • Mentorships • Principal and Teacher Leader Arts Leadership	Beverly Harding Buehler

Report prepared by Rachel Atkins for Arts Impact