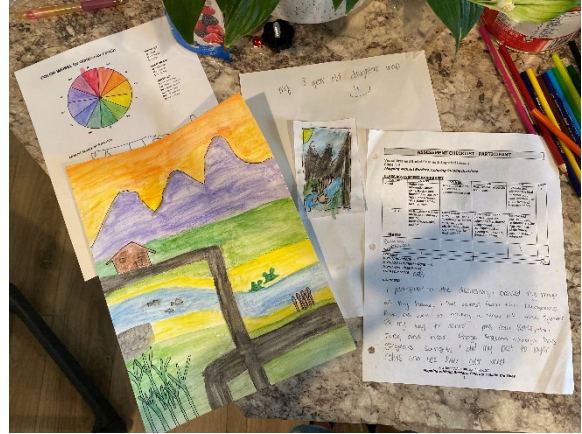




**Arts Impact**  
**Creative Impact Teacher Institutes 2021**  
[www.arts-impact.org](http://www.arts-impact.org)

### Overview

The 2021 Creative Impact Summer Institutes provided culturally grounded training in Arts Infusion and Social Studies for early learning and elementary teachers. The goals of this collaborative learning project are to empower educators as confident leaders in standards-based art lessons, and to increase equity and access to quality arts instruction infused within the core curriculum. Arts Impact works to enable teachers to teach and infuse the arts so each child can discover their strengths and thrive. When we do this systemically with a racial equity lens, we eliminate opportunity gaps, and every child can achieve at the highest levels.



35 educators from 16 elementary schools in the Bremerton, Kent, Prosser, Seattle, Sequim, and Tacoma School Districts and the Multi-Cultural Child and Family Hope Center attended 2 separate 5-day Institutes. 16 educators attended in-person at the Dumas Bay Centre in Federal Way, August 9-13. 19 educators attended virtually on Zoom, August 16-20.

*“I love the pedagogy that goes with art integration. This is a conceptual shift in my thinking. I am excited to use art to assist my students in thinking differently about expressing themselves,” - Leah Witherell, 2<sup>nd</sup> grade, Crownhill Elementary, virtual.*

### Curriculum

8 new arts-infused Social Studies lessons were developed specifically for this program, with content reflecting the diverse students who will experience these lessons in the upcoming school year: Dance Infused Native American and Latinx & African lessons, Visual Arts Infused Native American, Latinx, African American and Asian American lessons, and Theater/Media Arts Infused Native American and African American lessons. All Native American lessons are aligned with OSPI’s Since Time Immemorial curriculum. 13 Artist Mentors and 2 classroom teachers wrote these lessons in teams; each team included at least one member with the racial/ethnic/cultural ancestry addressed in the lesson.

Arts Impact Executive Director Beverly Harding Buehler led pedagogical presentations to start each day: Arts Infusion Pedagogy, Anti-Racist Culturally Grounded Arts Learning, Healing & Trauma Informed Practices through the Arts, and Authentic Assessments & Growth Mindset.

*“The presentations to start each day were break-through moments. I have attended trainings on all these concepts. They were cloudy and muddy. Now they make sense!” - Sue Alter, 5<sup>th</sup> grade, Prosser Heights, virtual.*

The final day offered a multidisciplinary Creative Process workshop. Educators completed surveys at the end of each day to provide ongoing program feedback, incentivized by a daily prize raffle.

During the school year, each participant will partner with an Arts Impact Artist Mentor for an individualized one-on-one mentorship to incorporate and build on Institute lessons with their students. The mentorship is one of the hallmarks of any Arts Impact professional development program. Educators ranked their preferred artistic disciplines (Dance, Theater or Visual Arts) for their mentorship. This year, mentorships may be conducted virtually or in-person.

*“My eyes have been opened. I am experiencing how arts-based learning can develop & support student growth across content areas. I’m rewriting my first week of plans to integrate these lessons into creating a classroom culture,” - Eileen Fagan, 2<sup>nd</sup> grade, Sheridan, virtual.*



### **In-Person Learning**

Educators participated in 2 lessons per day as a single cohort. In addition to curricular programming, Cultural Partners Northwest Tap Connection performed and Tacoma Arts Live made a presentation on Friday. Lunch was provided daily, and COVID safety protocols followed.

*“The director of Northwest Tap Connection shifted my thinking when she gave younger ed teachers a reminder that most children are experiencing their first long-term relationship with a person of opposite race,” - Sue Grote, 1<sup>st</sup> grade, Grant.*

### **Virtual Learning**

Arts Impact built on experiences with other virtual programs throughout 2020-21 to effectively use a remote learning format. Participants received an art supply kit and supporting printed materials, delivered to their homes by Arts Impact before the training. Leaders and Artist Mentors continue to develop their virtual skills through teaching strategies and practice with available technologies. Modeling these methods for educators, such as the use of chat, breakout rooms for small group collaboration, and sharing artistic work electronically, was an essential component of the Institute. To target the developmental needs of students in primary and intermediate grades, participants were divided into 2 grade-band cohorts, PreK- 2<sup>nd</sup> and 3<sup>rd</sup> -5<sup>th</sup> grade, with each cohort participating in 1 lesson per day.

*“It was valuable to think deeply about how I can incorporate SEL, Social Studies, STI, community-building...all relevant in pushing through a pandemic, honoring differences in a tumultuous time,” - Sarah Lane, 2<sup>nd</sup> grade, Tacoma Online.*

### **Educator Cohort**

The cohort included a mix of new and returning PreK-5<sup>th</sup> grade teachers and specialists. Half the participants were Year 1, and the other half Years 2-6, representing 6 new and 10 returning schools from 3 new and 3 returning districts. 14 of these schools are Title 1, which receive a subsidy for participation. The Multicultural Child and Family Hope Center is certified in Early Achievers and funded by Head Start, the Early Childhood Education and Assistance Program (ECEAP) and the USDA Childcare Food Program. The high multi-year return rate indicates educators’ strong interest and commitment to the program.

## Participating Schools & Districts

**Bremerton School District:** Crownhill Elementary, View Ridge Arts Academy

**Kent School District:** Glenridge Elementary (*in-person only*)

**Prosser School District:** Prosser Heights Elementary

**Seattle School District:** Highland Park Elementary, Kimball Elementary, Louisa Boren STEM, Roxhill Elementary

**Sequim School District:** Helen Haller Elementary (*virtual only*)

**Tacoma School District:** Franklin Elementary, Grant Center for the Expressive Arts, Sheridan Elementary, Stafford Elementary, Tacoma Online (TOL), Whitman Elementary, Multicultural Child & Family Hope Center (MCFHC)

## Teacher Expectations: Pre-Institute Survey

### What skills and knowledge do you hope to gain?

*“Preparing and getting in the mindset to teach this year using new methods and collaborating with other educators”- Susan Isaacs, 4<sup>th</sup> grade, Franklin, in-person.*

*“Exciting ways to infuse art into nearly every aspect of my pedagogy, to engage and immerse my students,”- Aquilla Jackson, 3<sup>rd</sup> grade, Franklin, virtual.*

*“Ideas and strategies I can use not only for Social Studies but other subjects,”- Sherie Kalista, 4<sup>th</sup> grade, Stafford, in-person.*

*“Art! I have never taught it and need skills in my back pocket,”- Brittney Rothwell, 5<sup>th</sup> grade, Helen Haller, virtual.*

## Artist Mentors

Beverly Harding Buehler, Visual Arts, Arts Impact Executive Director

Hiawatha “D” Davis, Visual Arts

Carol Gould, Visual Arts

Gloria Gonzáles García, Visual Arts

Luna Garcia, Dance

Shameka Gagnier, Visual Arts

Mysten Huggins, Visual Arts

LoVina Louie, Dance

Michael B. Maine, Media Arts

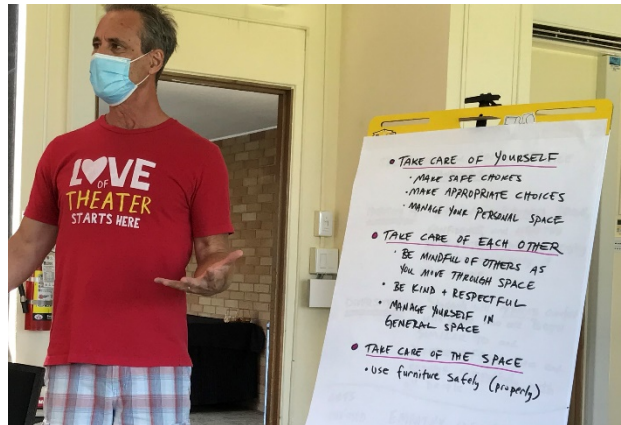
Sabian T. Pleasant, Dance

Dave Quicksall, Theater

Gary Reed, Dance

Eric D. Salisbury, Sr., Visual Arts

Erin Sand, Elementary School Teacher



*“I loved that there was continuity with teaching artists through the week and some artists who came for just 1 lesson. I appreciated that some artists taught more than 1 art form!”- Rachael LeValley, 3<sup>rd</sup> grade, Kimball, in-person.*

## Assessing Learning

Arts Impact assesses educator learning in the Institute through performance-based assessments (PBAs), rubrics, and self & peer reflection. Artist Mentors assessed teacher learning for each lesson. Participants completed self-assessments daily, submitting photos of their art, writing, or

other evidence of learning. Artist Mentors checked for alignment by comparing their PBAs with teacher self-assessments. 31 art and arts-infused concepts were taught across 8 Institute lessons.

**Dance:** 100% mastered 7 concepts

**Theater:** 100% mastered 9 concepts

**Visual Arts:** 100% mastered 10 concepts; 85% mastered 5 concepts (75-93% per concept)

## 2021 Creative Impact Lessons

Dance & Social Studies Infused Lesson:

### *Cultural Dance Map*

**Authors:** Luna Garcia, Debbie Gilbert, Erica Merritt

#### **Enduring Understanding:**

Movement can express and share my culture, community, and who I am.

**Lesson Description:** Students consider how cultures work together. They learn a Mexican folkloric dance from Veracruz that has its roots in Hispanic, African, and Indigenous cultures. They research their own cultures and create dances with partners that combine movements from their cultures and personal identities.



#### **Performance Based Assessments**

### **Monday, August 9 In-Person Artist Mentor Assessment Overview**

Disciplines	DANCE AND SS	DANCE AND SS	DANCE AND SS	Total 3
Concept	<b>Fandango Dance Steps</b>	<b>Choreography, Cultural Identity</b>	<b>Collaboration</b>	
Criteria	Dances 3 simple steps from Fandango. Uses steps in chosen combination.	Creates 3 movements to represent self and community or culture.	Shares 3 movements with a partner and participates in a cultural exchange.	
Total	17/17	17/17	17/17	51/51
Percentage	100%	100%	100%	100%

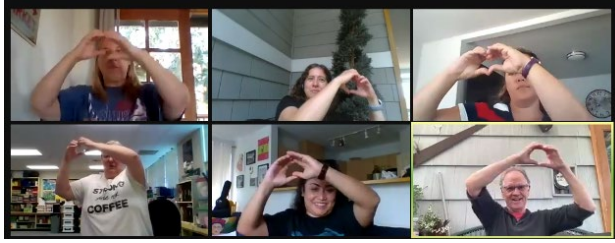
#### **Teacher Self-Assessment**

17 teachers submitted self-assessments: 100% alignment with Artist Mentor assessment.

*“Dancing was awkward at first, but fun to try!” - Hannah Bauer, 3<sup>rd</sup> grade, Glenridge.*

### **Monday, August 16 Virtual Cohort #1 (PreK-2<sup>nd</sup>) Artist Mentor Assessment Overview**

Disciplines	DANCE AND SS	DANCE AND SS	DANCE AND SS	Total 3
Concept	<b>Fandango Dance Steps</b>	<b>Choreography, Cultural Identity</b>	<b>Collaboration</b>	
Criteria	Dances 3 simple steps from Fandango. Uses steps in chosen combination.	Creates 3 movements to represent self and community or culture.	Shares 3 movements with a partner and participates in a cultural exchange.	
Total	7/7	7/7	7/7	21/21
Percentage	100%	100%	100%	100%



*“I loved working as a team with each of us coming together with our individual pieces to make a dance,” - Stacie Bullinger, 1<sup>st</sup> grade, Sheridan.*

**Dance & Social Studies Infused Lesson: *Dancing our Connections***

**Authors:** Debbie Gilbert, LoVina Louie, Erin Sand, Toby Syrett

**Enduring Understanding:**

Movement can communicate connection to the environment and our place in the community.

**Lesson Description:** Students create dances based on LoVina Louie’s artwork *All My Relations*. Communicating nonverbally, students show the human community connecting with plants, animals & the environment, and how all are connected through nature.



**Performance Based Assessments**

**Wednesday, August 11 In-Person Artist Mentor**

**Assessment Overview**

Disciplines	DANCE	DANCE & SS	DANCE	DANCE & SS	Total
Concept	<b>Expression of Connection through Movement</b>	<b>Communication</b>	<b>Collaboration, Choreography, Performance</b>	<b>Reflection</b>	4
Criteria	Makes shapes or movements to represent Father Sky, Mother Earth, Seven Red Hands, the Peoples of the Circle of Life, Grandmother Moon, Grandfather Sun, the 4 elements (Air, Water, Fire, and Land).	Actively listens; expresses ideas nonverbally; responds to others.	Works with a group to create a dance to represent the 7 components of the artwork.	Considers the lesson and its personal meaning.	
Total	17/17	17/17	17/17	17/17	68/68
Percentage	100%	100%	100%	100%	100%

*“The dancing was full of stories, history, and passion,” - Hannah Bauer, 3<sup>rd</sup> grade, Glenridge.*

**Wednesday, August 18 Virtual Cohort #2 (3<sup>rd</sup>-5<sup>th</sup>) Artist Mentor Assessment Overview**

Disciplines	DANCE	DANCE & SS	DANCE	DANCE & SS	Total
Concept	<b>Expression of Connection through Movement</b>	<b>Communication</b>	<b>Collaboration, Choreography, Performance</b>	<b>Reflection</b>	4
Criteria	Makes shapes or movements to represent Father Sky, Mother Earth, Seven Red Hands, the Peoples of the Circle of Life, Grandmother Moon, Grandfather Sun, the 4 elements (Air, Water, Fire, and Land).	Actively listens; expresses ideas nonverbally; responds to others.	Works with a group to create a dance to represent the 7 components of the artwork.	Considers the lesson and its personal meaning.	
Total	10/10	10/10	10/10	10/10	40/40
Percentage	100%	100%	100%	100%	100%

**Teacher Self-Assessment**

10 teachers submitted self-assessments: 100% alignment with Artist Mentor assessment.



*“Hearing the speaker talk about her tribe’s experience and the trauma that has affected her community. Extremely moving,”- Jordan Ross, 3<sup>rd</sup> grade, Stafford.*

*“Collaborating, creating a meaningful & symbolic dance (something) out of an idea on paper (nothing). This lesson helps ascribe meaning toward honoring the lands we live on,”- Aquilla Jackson, 3<sup>rd</sup> grade, Franklin.*

Theater/Media Arts & Social Justice Infused Lesson: *Sense of Self: The Three Act Play*

**Authors:** Olisa Enrico, Michael B. Maine, David Quicksall

**Enduring Understanding:**

One can understand and celebrate one’s own identity while understanding and celebrating the uniqueness of others.

**Lesson Description:** By expressing themselves through art, students better understand who they are and how they identify in context with other students and society. Through mirroring activities and creating statues of themselves to be embodied by others, students learn about various social structures, identities, and have opportunities to develop empathy through interactive activities.



**Performance Based Assessments**

**Thursday, August 12 In-Person Artist Mentor Assessment Overview**

Disciplines	THEATER & SOCIAL JUSTICE	THEATER	THEATER & SOCIAL JUSTICE	THEATER & SOCIAL JUSTICE	Total
Concept	<b>Statues</b>	<b>Mirrored Statues</b>	<b>Three Act Plays</b>	<b>Three Act Plays</b>	4
Criteria	Uses gesture, posture, and/or facial expressions in a freeze embodying a word’s meaning.	Uses gesture, posture and/or facial expressions to reflect a partner’s statue.	Selects a word and develops a physical expression (statue) to represent a word.	Creates individual statues while embodying the statues of classmates.	
Total	17/17	17/17	17/17	17/17	68/68
Percentage	100%	100%	100%	100%	100%

*“Everyone in my group was open to expressing my ideas,”- Sue Grote, 1<sup>st</sup> grade, Grant.*

*“Loved the theatre warm up—easy and fun!”- Hannah Bauer, 3<sup>rd</sup> grade, Glenridge.*

**Tuesday, August 17 Virtual Cohort #2 (3<sup>rd</sup>-5<sup>th</sup>) Artist Mentor Assessment Overview**

Disciplines	THEATER & SOCIAL JUSTICE	THEATER	THEATER & SOCIAL JUSTICE	THEATER & SOCIAL JUSTICE	Total
Concept	<b>Statues</b>	<b>Mirrored Statues</b>	<b>Three Act Plays</b>	<b>Three Act Plays</b>	4
Criteria	Uses gesture, posture, and/or facial expressions in a freeze embodying a word’s meaning.	Uses gesture, posture and/or facial expressions to reflect a partner’s statue.	Selects a word and develops a physical expression (statue) to represent a word.	Creates own individual statues while embodying the statues of classmates.	
Total	11/11	11/11	11/11	11/11	44/44
Percentage	100%	100%	100%	100%	100%



### Teacher Self-Assessment

11 teachers submitted self-assessments: 100% alignment with Artist Mentor assessment.

*“I enjoyed creating 3-act plays with my team. One teammate mentioned this type of activity is painful for her, but she really shined,”-Chris Robert, Librarian, Highland Park & Roxhill.*

*“Interactive statues—I liked being part of the learning, not just watching,”- Kathryn Lanzillo, Instructional Coach, Stafford.*

### Theater & Social Studies Infused Lesson: *We the People: The Power of Collective Action*

**Authors:** Shameka Gagnier, Dave Quicksall, Erin Sand

#### Enduring Understanding:

A group deciding & acting collectively is more effective than individuals deciding & acting alone.

**Lesson Description:** Students learn the real history of the Constitution and how the co-opting of the Haudenosaunee Confederacy led to the Constitution we have today. The learning community learns how to work as a true democracy, engaging the spirit of collectivism in theater exercises.



#### Performance Based Assessments

#### Tuesday, August 10 In-Person Artist Mentor Assessment Overview

Disciplines	THEATER & SOCIAL STUDIES	THEATER & SS	THEATER & SOCIAL STUDIES	THEATER & SOCIAL STUDIES	Total 4
Concept	<b>Sensory Qualities</b>	<b>Collaboration</b>	<b>Mirror</b>	<b>Collective Action</b>	
Criteria	Uses gesture, movement, and facial expressions to reflect sensory qualities of specific balls and objects.	Uses gestures and movement to receive and send information.	Uses gesture, movement, and facial expressions to reflect the qualities of a partner’s movement.	Communicates, collaborates, and cooperates with a group to successfully achieve a specific task.	
Total	17/17	17/17	17/17	17/17	68/68
Percentage	100%	100%	100%	100%	100%

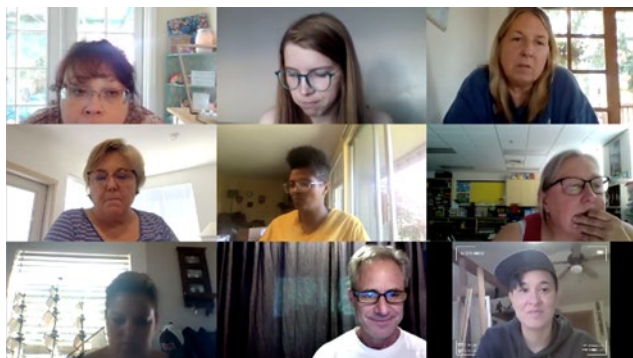
### Teacher Self-Assessment

17 teachers submitted self-assessments: 100% alignment with Artist Mentor assessment.

*“Activities were appropriate to engage students to reflect,”- Dora Kemp, Kindergarten, Sheridan.*

#### Thursday, August 19 Virtual Cohort #1 (PreK-2<sup>nd</sup>) Artist Mentor Assessment Overview

Disciplines	THEATER & SOCIAL STUDIES	THEATER & SOCIAL STUDIES	THEATER & SOCIAL STUDIES	THEATER & SOCIAL STUDIES	Total 4
Concept	<b>Sensory Qualities</b>	<b>Mirror</b>	<b>Collective Action</b>	<b>Rules</b>	
Criteria	Uses gesture, movement & facial expressions to reflect sensory qualities of specific balls & objects.	Uses gesture, movement, and facial expressions to reflect the qualities of a partner’s movement.	Communicates, collaborates, and cooperates with a group to successfully achieve a specific task.	Through collaboration, agrees to prescribed rules of interaction in the classroom and on the playground.	
Total	7/7	7/7	7/7	7/7	28/28
Percentage	100%	100%	100%	100%	100%



*“It was interesting to use tribal nation government structure in decision making. We learn through doing, and this helps adults and kids better understand the systems,”- Sarah Lane, 2<sup>nd</sup> grade, TOL.*

*“When we had to do a move that showed who we were and everyone else held up the I See You signs—great activity to connect,”- Stacie Bullinger, 1<sup>st</sup> grade, Sheridan.*

Visual Arts & African American Social Studies Integrated

Lesson: *Headlines: Portraits of Heroes and Sheroes*

Authors: Hiawatha D., Carol Gould, Eric Salisbury

**Enduring Understanding:**

Lines and shapes combine to represent a person in a portrait. Artists create portraits using a variety of techniques and styles. African American women are brilliant contributors to our society. People and portraits of them come in all shapes and sizes and are beautiful.

**Lesson Description:** Students research the contributions of important Pacific Northwest Black American women, reading various resources. Portraits are viewed and discussed. Students practice drawing mini portraits and create a final portrait of their chosen “shero.” Compositions could be displayed together in a Unity quilt/mural.



**Performance Based Assessments**

**Wednesday, August 11 In-Person Artist Mentor Assessment Overview**

Disciplines	VISUAL ARTS & SOCIAL STUDIES	VISUAL ARTS	VISUAL ARTS & SOCIAL STUDIES	Total
Concept	<b>Art Analysis</b>	<b>Portraits</b>	<b>Presentation</b>	3
Criteria	Views portraits & participates in discussion about similarities, differences & styles.	Creates mini portraits & a final larger one using shapes, line & develops details by adding light & dark tones/texture (crosshatch, wash, hard/soft lines).	Creates a Unity quilt/mural to exhibit portraits of the Sheroes.	
Total	18/18	18/18	18/18	
Percentage	100%	100%	100%	100%



**Teacher Self-Assessment**

18 teachers submitted self-assessments: 100% alignment with Artist Mentor assessment.

*“Using stories to connect kids to their roots and art,”- Hannah Bauer, 3<sup>rd</sup> grade, Glenridge.*

*“This lesson was a blessing and inspiring,”- Gia Hall, PreK Administrator, MCFHC.*

### Wednesday, August 18 Virtual Cohort #1 (PreK-2<sup>nd</sup>) Artist Mentor Assessment Overview

Disciplines	VISUAL ARTS & SS	VISUAL ARTS	VISUAL ARTS & SS	Total
Concept	<b>Art Analysis</b>	<b>Portraits</b>	<b>Presentation</b>	3
Criteria	Views portraits & participates in discussion about similarities, differences & styles.	Creates mini portraits & a final larger one using shapes, line & develops details by adding light & dark tones/texture (crosshatch, wash, hard/soft lines).	Creates a Unity quilt/mural to exhibit portraits of the Sheroes.	
Total	6/6	6/6	6/6	18/18
Percentage	100%	100%	100%	100%

*“Taking pride in learning about and drawing a “shero” of your choice,”- Sue Alter, 5<sup>th</sup> grade, Prosser Heights.*

Visual Arts & Social Studies Integrated Lesson:

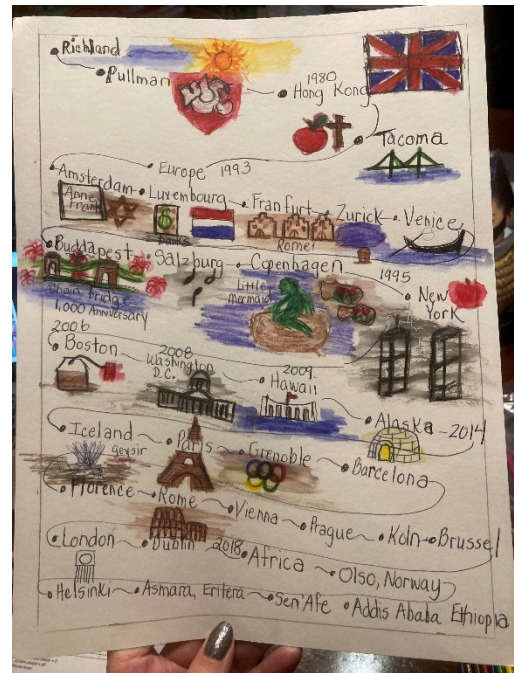
#### *Mapping without Borders: Coloring Outside the Lines*

**Authors:** Shameka Gagnier, Gloria Gonzáles García, and Erin Sand

#### **Enduring Understanding:**

Through artmaking, a clearer understanding of geography from a personal point of reference can help gain an understanding of borders and our ‘personal region’.

**Lesson Description:** After viewing a video created for this lesson, a variety of maps (local and global) and works of art by inspirational artists, students depict their world through a watercolor pencil map showing what they see, hear, think, and feel. Students learn geographic terms, discuss the idea of boundaries, and the impact of borders. Students reflect on their own maps and how they shape their lives and lived experience.



#### **Performance Based Assessments**

#### **Monday, August 9 In-Person**

#### **Artist Mentor Assessment Overview**

Disciplines	SOCIAL STUDIES & VISUAL ARTS	SOCIAL STUDIES & VISUAL ARTS	VISUAL ARTS	SOCIAL STUDIES	Total
Concept	<b>Reflection</b>	<b>Point of View</b>	<b>Pencil Technique</b>	<b>Evaluation &amp; Reflection</b>	4
Criteria	Participates in a group discussion about map making, borders/ boundaries, and art	Draws a map of surroundings using a frontal or overhead view; includes physical and cultural characteristics	Uses color wheel & colors final map drawing using colored pencil techniques (layering to mix colors, gradation, or wash)	Observes and discusses borders, landmarks & map artwork as a whole from a personal point of reference	
Total	17/17	17/17	17/17	17/17	68/68
Percentage	100%	100%	100%	100%	100%

*“The map making [was most engaging] because we were able to create something about ourselves,”- Kaylin Gasparach, 1<sup>st</sup> grade, Grant.*

## Monday, August 16 Virtual Cohort #2 (3<sup>rd</sup>-5<sup>th</sup>) Artist Mentor Assessment Overview

Disciplines	SOCIAL STUDIES & VISUAL ARTS	SOCIAL STUDIES & VISUAL ARTS	VISUAL ARTS	SOCIAL STUDIES	Total 4
Concept	Reflection	Point of View	Pencil Technique	Evaluation & Reflection	
Criteria	Participates in a group discussion about map making, borders/ boundaries, and art	Draws a map of surroundings using a frontal or overhead view; includes physical and cultural characteristics	Uses color wheel & colors final map drawing using colored pencil techniques (layering to mix colors, gradation, or wash)	Observes and discusses borders, landmarks & map artwork as a whole from a personal point of reference	
Total	11/11	11/11	6/11	4/11	32/44
Percentage	100%	100%	55%	36%	77%

*“[I commit to] have my students critically think about maps & borders based on society & culture,”- Kathryn Lanzillo, Instructional Coach, Stafford.*

*“[Most engaging was] looking at the work of artists that were unknown to me and are representative of the population I teach,”- Chris Robert, Librarian, Highland Park & Roxhill.*

Visual Arts & Social Studies Infused Lesson:

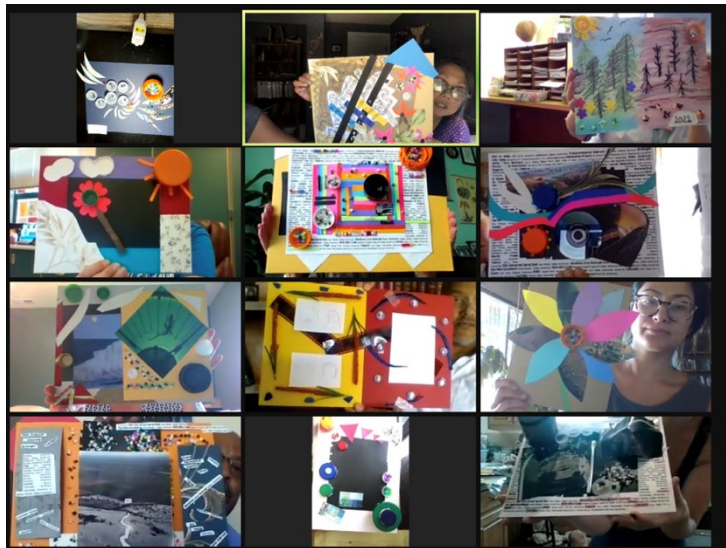
### ***Motherboard Assemblages: Contrast in Technology***

**Authors:** Beverly Harding Buehler, Mylen Tumaliuan-Huggins, Erin Sand

#### **Enduring Understanding:**

Contrasting experiences can draw our attention to inequities in a system. Contrasting colors, textures, or shapes can draw our attention to an area of a composition.

**Lesson Description:** Students explore contrast through analyzing works of art and reflecting on different and contrasting roles, access, and engagement with technology. Students play games to enhance understanding of contrast, watch videos to learn about historical Asian American contributors and contributions to innovation, art, and technology; identify contrasting types of work & workers in socioeconomic culture (creators, consumers, innovators, and producers). Students create an assemblage using mixed media, recycled, and found objects that expresses one of the contrasts, using both contrast (colors, shapes, sizes, textures, words) and unity (through repetition).



## Performance Based Assessments

### Tuesday, August 10 In-Person Artist Mentor Assessment Overview

Disciplines	SOCIAL STUDIES	SOCIAL STUDIES	VISUAL ARTS	VISUAL ARTS	SOCIAL STUDIES & VISUAL ARTS	Total 5
Concept	Contrast	Contrast	Contrast	Unity	Symbolism	
Criteria	Identifies & describes disparate ways people consume technology.	Compares and contrasts pieceworkers with designers of technology.	Identifies and uses opposite colors, textures, values, or images in a work of art.	Combines repeated 2-D and 3-D materials into one image.	Titles work and writes an artist statement that describes how the assemblage expresses an economic, social, or personal difference between people's relationships with technology.	
Total	17/17	17/17	17/17	17/17	17/17	68/68
Percentage	100%	100%	100%	100%	100%	100%

*"I was able to connect the learning to my own knowledge," - Joyce Winfrey, 2<sup>nd</sup> grade, Grant.*

### Thursday, August 19 Virtual Cohort #2 (3<sup>rd</sup>-5<sup>th</sup>) Artist Mentor Assessment Overview

Disciplines	SOCIAL STUDIES	SOCIAL STUDIES	VISUAL ARTS	VISUAL ARTS	SOCIAL STUDIES & VISUAL ARTS	Total 5
Concept	Contrast	Contrast	Contrast	Unity	Symbolism	
Criteria	Identifies & describes disparate ways people consume technology.	Compares and contrasts pieceworkers with designers of technology.	Identifies and uses opposite colors, textures, values, or images in a work of art.	Combines repeated 2-D and 3-D materials into one image.	Titles work and writes artist statement that describes how the assemblage expresses an economic, social, or personal difference between people's relationships with technology.	
Total	7/10	8/10	10/10	10/10	10/10	45/50
Percentage	70%	80%	100%	100%	100%	90%

## Teacher Self-Assessment

9 teachers submitted self-assessments: 90% alignment with Artist Mentor assessment.

*"This lesson can extend to other concepts or topics that provide students a greater opportunity to express their thinking than traditional written words," - Aquilla Jackson, 3<sup>rd</sup> grade, Franklin.*

Visual Arts & Native American Social Studies Integrated Lesson: ***Teamwork Makes Our Dream Work; Together We Are Mighty***

**Authors:** Shameka Gagnier, Carol Gould, Toby Syrett

### Enduring Understanding

People can work together to create a better, more positive world that meets everyone's needs. Meaningful change takes everyone's participation. Communication across differences and ability to appreciate others' viewpoints is necessary to create change that benefits everyone.

**Lesson Description:** Students create a mural with cut-out gestural drawings of themselves and each other, representing three parts of a Snoqualmie legend that teaches the importance of civic responsibility, interdependence, and teamwork.



## Performance Based Assessments

### Thursday, August 12 In-Person Artist Mentor Assessment Overview

Disciplines	SOCIAL STUDIES	VISUAL ARTS	Total
Concept	<b>Story</b>	<b>Gesture Drawing</b>	2
Criteria	Makes connections between own life experience, and life lessons in the foundational story and videos through group discussion.	Makes quick line drawings with body proportions and an extended limb to convey motion. Drawings may show emotion.	
Total	17/17	17/17	34/34
Percentage	100%	100%	100%

*“Repetition allows time to practice with materials,”- Rachael LeValley, 3<sup>rd</sup> grade, Kimball.*

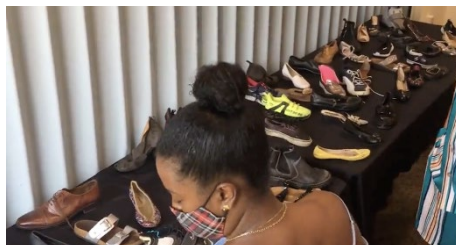
### Tuesday, August 17 Virtual Cohort #1 (PreK-2<sup>nd</sup>) Artist Mentor Assessment Overview

Disciplines	SOCIAL STUDIES	VISUAL ARTS	VISUAL ARTS & SOCIAL STUDIES	Total
Concept	<b>Story</b>	<b>Gesture Drawing</b>	<b>Mural</b>	3
Criteria	Makes connections between own life experience, and life lessons in the foundational story and videos through group discussion.	Makes quick line drawings with body proportions and an extended limb to convey motion. Drawings may show emotion.	Collaboratively creates a mural or display using individually created drawings of people in motion.	
Total	7/7	7/7	6/7 (1 absent)	20/21
Percentage	100%	100%	86%	95%



*“Diverse visual art materials within projects—loved the options of resources in collage making. I plan to incorporate problem-solving/overcoming through Native American storytelling,”- Sarah Lane, 2<sup>nd</sup> grade, TOL.*

*“Gesture drawing opens my mind how to engage students in reading and writing,”- Eileen Fagan, 2<sup>nd</sup> grade, Sheridan.*



## In Person Institute

Disciplines	Dance		Theater		Visual Arts			
	Cultural Dance Map	Dancing Our Connections	We the People: Power of Collective Action	K-5: Sense of Self: The Three-Act Play	Mapping without Borders: Coloring Outside the Lines	Motherboard Assemblages: Contrast in Technology	Headlines: Portraits of Heroes and Sheroes	Teamwork Makes our Dream work
Lessons								
Number of concepts in lesson	3	4	4	4	4	5	3	2
Number of participants	16	16	16	16	16	16	16	16
Number of concepts demonstrated	48	64	64	64	64	80	48	32
Percentage of concepts demonstrated	100%	100%	100%	100%	100%	100%	100%	100%

All of the teachers who were present for the lessons demonstrated all the concepts and skills in the Dance, Theater, and Visual Arts lessons

Three teachers were absent for all of the lessons.

## Virtual Institute

Because of splitting the group into two cohorts by grade band, and the shorter number of hours for the virtual institute, each cohort received 4 of the 8 lessons.

Disciplines	Dance		Theater		Visual Arts			
	Cultural Dance Map	K-5: Dancing Our Connections	We the People: Power of Collective Action	K-5: Sense of Self: The Three-Act Play	Mapping without Borders: Coloring Outside the Lines	K-5: Motherboard Assemblages: Contrast in Technology	Headlines: Portraits of Heroes and Sheroes	Teamwork Makes our Dream work
Lessons								
Number of concepts in lesson	3	4	4	4	4	5	3	3
Number of participants	7	10	7	11	11	10	6	7
Number of concepts demonstrated	21	40	28	44	28	45	18	20
Percentage of concepts demonstrated	100%	100%	100%	100%	66%	90%	100%	95%

For teachers who were present for all the lessons, all of these teachers demonstrated at least 80% of the concepts and skills

For teachers who were absent for one or more lessons, none of these teachers demonstrated 80% of the concepts and skills

4 teachers missed one lesson

1 teacher missed three lessons

Teachers demonstrated all the concepts and skills in the Dance and Theater lessons

Some teachers did not demonstrate all the concepts and skills in three of the four Visual Arts lessons, which was likely due to there not being enough time to complete all the lesson criteria.

---

## Responses to Learning

### In-Person Daily Survey Teacher Reflections

#### Monday, August 9

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

*“Embrace art, be confident demonstrating for students,”- Jennifer Saurer, 4<sup>th</sup> grade, View Ridge.*

*“Complete the culture lesson at the beginning of the year to build community,”- Breanna Haynes, 3<sup>rd</sup> grade, Stafford.*



What was most engaging today? Why?

*“We don’t know what we don’t know. Lots of new thinking happening!”- Sue Grote, 1<sup>st</sup> grade, Grant.*

**The training deepened my understanding of arts infusion:** 69% Strongly Agree / 31% Agree

**The training was culturally grounded:** 94% Strongly Agree / 6% Agree

#### Tuesday, August 10

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

*“Seeking information about artists that represent the identities & cultural backgrounds of my students to show their work and teach different concepts,”-Rachael LeValley, 3<sup>rd</sup> grade, Kimball.*

*“Building community and trust, crucial to deep conversation,”-Sherie Kalista, 4<sup>th</sup> grade, Stafford.*

What was most engaging today? Why?

*“The whole group activities and the reflection on art were personal and powerful,”-Hannah Bauer, 3<sup>rd</sup> grade, Glenridge.*

**The training deepened my understanding of arts infusion:** 82% Strongly Agree / 18% Agree

**The training was culturally grounded:** 82% Strongly Agree / 18% Agree

#### Wednesday, August 11

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

*“Using art to help heal trauma,” - Kaylin Gasparach, 1<sup>st</sup> grade, Grant.*

*“Educate myself deeply on issues I am teaching, teach what is developmentally appropriate, be aware of the impact & pain students might experience,”- Rachael LeValley, 3<sup>rd</sup> grade, Kimball.*

What was most engaging today? Why?

*"My favorite day... so far. But I feel that way at the end of every day!"- Theresa Hedwall, Kindergarten, Grant.*

**The training deepened my understanding of arts infusion:** 93% Strongly Agree / 7% Agree

**The training was culturally grounded:** 93% Strongly Agree / 7% Agree



**Thursday, August 12**

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

*"Rubrics that show learning, while not stifling creativity,"- Breanna Haynes, 3<sup>rd</sup> grade, Stafford.*

*"Feel open to make mistakes,"- Deka Westcott, Kindergarten, Grant.*

What was most engaging today? Why?

*"Directing my group to represent me,"- Mandy Stephens, Arts Specialist, Prosser Heights.*

*"End of the day visual arts project. I was sure I wasn't going to complete it AND we did... YES it was satisfying,"- Theresa Hedwall, Kindergarten, Grant.*

What else you would like us to know?

*"Thanks for the opportunity to express ourselves in a safe place,"- Sherie Kalista, 4<sup>th</sup> grade, Stafford.*

**The training deepened my understanding of arts infusion:** 93% Strongly Agree / 7% Agree

**The training was culturally grounded:** 93% Strongly Agree / 7% Agree

## Virtual Daily Survey Teacher Reflections

**Monday, August 16**

**What lesson did you participate in?**

Dance: *Cultural Dance Map* 39%

Visual Arts: *Mapping without Borders: Coloring Outside the Lines* 61%



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

*"Push myself to teach what I was taught today— art techniques & vocabulary that aligns,"- Marie Clevering, 4<sup>th</sup> & 5<sup>th</sup> grade, Louisa Boren STEM.*

*"Culturally ground my teaching by having students tell stories about themselves/families,"- Amanda DeFiglia, 5<sup>th</sup> grade, Sheridan.*

What was most engaging today? Why?

*"Doing the art because it was meditative and hands on,"- Amber Wirth, 5<sup>th</sup> grade, Sheridan.*

*"The ability to work with each other and use our cultures,"- Kelly Murphy, PreK, MCFHC.*

*“Practicing the activity so I can get a true understanding how to implement in my classroom. I am more apt to recall the lesson than just hearing about it,”- Leah Witherell, 2<sup>nd</sup> grade, Crownhill.*

**The training deepened my understanding of arts infusion:** 55% Strongly Agree / 39% Agree / 6% Strongly Disagree

**The training was culturally grounded:** 83% Strongly Agree / 11% Agree / 6% Strongly Disagree

**Tuesday, August 17**

**What lesson did you participate in?**

Theater/Media Arts: *Sense of Self: The Three Act Play* 53%

Visual Arts: *Teamwork Makes Our Dream Work; Together We Are Mighty* 47%



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

*“Remember that theater requires letting oneself be vulnerable, which may be challenging for some,”- Chris Robert, Librarian, Highland Park & Roxhill.*

What was most engaging today? Why?

*“Hands-on practice with the art skills gave me confidence in my ability as an artist,”- Madeline Trotter, Kindergarten, Whitman.*

**The training deepened my understanding of arts infusion:** 56% Strongly Agree / 31% Agree / 13% Neutral

**The training was culturally grounded:** 67% Strongly Agree / 20% Agree / 13% Strongly Disagree

**Wednesday, August 18**

**What lesson did you participate in?**

Dance: *Dancing Our Connections* 64%

Visual Arts: *Headlines: Portraits of Heroes and Sheroes* 36%

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

*“Trying this lesson—which is out of my comfort zone!”- Jordan Ross, 3<sup>rd</sup> grade, Stafford.*

What was most engaging today? Why?



*“Listening to LoVina Louie talk about the terrible treatment of native people opened my eyes and makes me want to do more to support all children to feel connected to themselves and their culture,”- Amanda DeFiglia, 5<sup>th</sup> grade, Sheridan.*

**The training deepened my understanding of arts infusion:** 84% Strongly Agree / 8% Agree / 8% Strongly Disagree

**The training was culturally grounded:** 75% Strongly Agree / 25% Agree

**Thursday, August 19**

**What lesson did you participate in?**

Theater: *We the People: The Power of Collective Action* 47%

Visual Arts: *Motherboard Assemblages: Contrast in Technology* 53%

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

*“Students having a say in classroom commitments,”- Madeline Trotter, Kindergarten, Whitman.*

*“Power of collective action & using those skills in class,”- Jennifer Dixon, 2<sup>nd</sup> grade, Sheridan.*

What was most engaging today? Why?

*“Doing the ARTWORK because of the mental hurdles I had to clear for my process before I could make the art happen and become alive,”- Aquilla Jackson, 3<sup>rd</sup> grade, Franklin.*

*“Time to create our art! It makes me sit down and create something on my own,”- Kathryn Lanzillo, Instructional Coach, Stafford.*



What could Arts Impact improve on? What else you would like us to know?

*“This program is expanding and changing how I perceive the world. These new perceptions are informing and changing my teacher practice!”- Eileen Fagan, 2<sup>nd</sup> grade, Sheridan.*

**The training deepened my understanding of arts infusion:** 73% Strongly Agree / 20% Agree / 7% Strongly Disagree

**The training was culturally grounded:** 80% Strongly Agree / 20% Agree

---

## **In-Person & Virtual Post-Institute Survey Teacher Reflections**

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

**In-Person Institute:**

*“Yes! It also expanded my artistic imagination!”- Matt Wood, Health & PE, Stafford.*

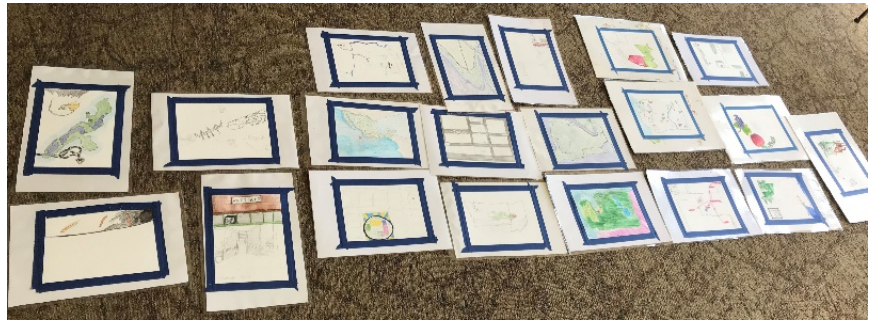
*“Learned so much about arts integration and how to make these lessons impactful and kid appropriate!”- Hannah Bauer, 3<sup>rd</sup> grade, Glenridge.*

**Virtual Institute:**

*“I wasn’t sure what I hoped to gain, but this was amazing! It gave me a variety of arts to use while incorporating science and being culturally inclusive,”- Brittney Rothwell, 5<sup>th</sup> grade, Helen Haller.*

*“I have no art background or training. I am starting at the ground floor. The arts do not seem so intimidating to me now,”- Sue Alter, 5<sup>th</sup> grade, Prosser Heights.*

*“Great ideas to use in my class. Confidence to do dance, theatre and visual arts myself,”- Tina Bowers, 2<sup>nd</sup> grade, Crownhill.*



**What helped you build understanding of arts infusion/integration? What had the most impact?**

**In-Person Institute:**

*“Hands-on activities build a better understanding. Personal stories had the most impact,”- Sue Grote, 1<sup>st</sup> grade, Grant.*

*“The stories to match each lesson. I love having a reason for making art and kids will react well to these stories,”- Hannah Bauer, 3<sup>rd</sup> grade, Glenridge.*

**Virtual Institute:**

*“It is powerful to experience lessons as both teacher and student, having the lesson plan but also engaging in the learning with a community,”- Sarah Lane, 2<sup>nd</sup> grade, TOL.*

**What shifts in your thinking about culturally responsive teaching occurred?**

**In-Person Institute:**

*“Giving back the voices to our students,”- Matt Wood, Health & PE, Stafford.*

*“I always thought it was difficult to find lessons for elementary kids that share a social justice message. I’m leaving with a ton of ideas and knowledge,”- Hannah Bauer, 3<sup>rd</sup> grade, Glenridge.*

**Virtual Institute:**

*“To give more choices to students, letting them pull from their own life,”- Madeline Trotter, Kindergarten, Whitman.*

*“I learned ways to teach art through a lens and allow kids to create their own pieces reflecting their cultures,”- Brittney Rothwell, 5<sup>th</sup> grade, Helen Haller.*

**What culturally responsive teaching practices will you bring to your classroom?**

**In-Person Institute:**

*“Making opportunities for students to bring their whole selves: working themes of culture and identity into other subjects, not just social studies, thinking beyond things we can see,”- Rachael LeValley, 3<sup>rd</sup> grade, Kimball.*



*“Dance, story, listening, learning from and with my students,” - Matt Wood, Health & PE, Stafford.*

**Virtual Institute:**

*“Bring in more art, stories from voices that are not heard,” - Sarah Lane, 2<sup>nd</sup> grade, TOL.*

*“I am excited to help students use their identity and tap into their feelings and family history to tell a story through art,” - Leah Witherell, 2<sup>nd</sup> grade, Crownhill.*

*“Incorporate from all backgrounds, having authentic examples and student voice,” - Sierra Skibowski, 4<sup>th</sup> grade, Sheridan.*

**What did you learn in the Institute that will help you build community in your classroom?**

**In-Person Institute:**

*“Starting with low stakes and building to more personal. The power of storytelling and sharing oneself to build trust & encourage students to share,” - Rachael LeValley, 3<sup>rd</sup> grade, Kimball.*

*“Giving more think time,” - Sue Grote, 1<sup>st</sup> grade, Grant.*

*“Freedom to express oneself without judgment,” - Sherie Kalista, 4<sup>th</sup> grade, Stafford.*

**Virtual Institute:**

*“Ways to create confidence and offer feedback,” - Brittney Rothwell, 5<sup>th</sup> grade, Helen Haller.*

*“Respecting everyone’s background and what they bring to the table,” - Madeline Trotter, Kindergarten, Whitman.*

*“Building relationships is the most important foundation,” - Amanda DeFiglia, 5<sup>th</sup> grade, Sheridan.*

*“It will help me create a safer place to take risks. I am always looking for ways to do that, but never thought art could be a solution,” - Leah Witherell, 2<sup>nd</sup> grade, Crownhill.*

**What were the key experiences that engaged you in learning?**

**In-Person Institute:**

*“Movement and taking me out of my comfort zone by coming up with solutions I’ve never thought of,” - Matt Wood, Health & PE, Stafford.*

*“Small group collaboration, reflection, time to think,” - Sherie Kalista, 4<sup>th</sup> grade, Stafford.*

*“Listening to the stories & experiences of others,” - Jennifer Saurer, 4<sup>th</sup> grade, View Ridge.*

**Virtual Institute:**

*“The instructors, relaxed atmosphere, provided supplies, collaboration with other teachers, relationships,” - Sue Alter, 5<sup>th</sup> grade, Prosser Heights.*

*“Choice within structure. I needed this,” - Kathryn Lanzillo, Instructional Coach, Stafford.*



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

**In-Person Institute:**

*“Forget my assumptions,” - Sue Grote, 1<sup>st</sup> grade, Grant.*

*“Collaboration can help me overcome my inner critic. We need to give ourselves time and space to experiment,”- Rachael LeValley, 3<sup>rd</sup> grade, Kimball.*

*“We can’t make it alone and blind. Learning together and sharing experiences guides us,”- Matt Wood, Health & PE, Stafford.*

**Virtual Institute:**

*“Students persevere through things that may not feel easy, problem solve together, collaborate around shared goals. The arts are perfect for developing a growth mindset, and growing past goals of perfection,”- Sarah Lane, 2<sup>nd</sup> grade, TOL.*

*“Re-emphasized the value of doing things I thought I couldn't and the idea of ‘I can't do it... yet!’”- Madeline Trotter, Kindergarten, Whitman.*

*“The arts taught me to go outside my comfort zone and keep trying. I felt safe to share my creations,”- Jennifer Dixon, 2<sup>nd</sup> grade, Sheridan.*

*“Art is subjective, so there is no right or wrong. This allows students to take risks and collaborate at a different level,”- Kathryn Lanzillo, Instructional Coach, Stafford.*

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

**In-Person Institute:**

*“Practice talking about our art with classmates, then having students take work home, share with families and ask or be asked specific questions,”- Rachael LeValley, 3<sup>rd</sup> grade, Kimball.*

*“Using my newsletter for a virtual display of their art and the stories behind them,”-Hannah Bauer, 3<sup>rd</sup> grade, Glenridge.*

*“Posting the rubric with the artwork,”- Jennifer Saurer, 4<sup>th</sup> grade, View Ridge.*

**Virtual Institute:**

*“Tap into students' family history and background. When children learn about their families, it helps us find common ground, learn about differences, and realize it's okay to have similarities and differences in our friendships,”-Leah Witherell, 2<sup>nd</sup> grade, Crownhill.*

*“Sending the family letters or creating my own, taking pictures of art to send families, encouraging parents to ask questions, displaying student work in class,”- Sue Alter, 5<sup>th</sup> grade, Prosser Heights.*

*“In the past I had students research their cultures. I could integrate art by having them create an authentic example that represents them,”- Sierra Skibowski, 4<sup>th</sup> grade, Sheridan.*

**What will you share about the Institute with colleagues?**

**In-Person Institute:**

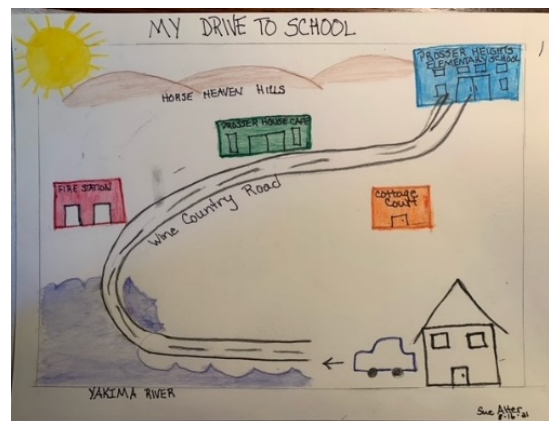
*“As much as they will listen to,”-Jennifer Saurer, 4<sup>th</sup> grade, View Ridge.*

*“Ideas, strategies and lessons that could be used as a grade level,”- Sherie Kalista, 4<sup>th</sup> grade, Stafford.*

*“Everyone was thoughtful and brought their own unique lens to the process. It is an amazing resource and learning experience/community to be part of, both as a teacher and a human being,”- Rachael LeValley, 3<sup>rd</sup> grade, Kimball.*

**Virtual Institute:**

*“How art can help all students, especially dealing with stress and trauma after/during this COVID-19 pandemic,”- Amanda DeFiglia, 5<sup>th</sup> grade, Sheridan.*



*“This training provides a great pathway to integrate learning and project-based learning. After the past year and a half of virtual learning, these lessons will keep students engaged. I will highly recommend it!”- Sue Alter, 5<sup>th</sup> grade, Prosser Heights.*

**What additional feedback would you like to share?**

*“This week had a huge impact on me. I am still processing the conversations/performances/lessons/experience. I am grateful to everyone for being vulnerable and sharing so much of themselves! I appreciate that we are so supported by this program: paying for us to attend, feeding us, gifting us an arts experience! This was life-changing,”- Rachael LeValley, 3<sup>rd</sup> grade, Kimball.*

**Communication about the structure of the Institute was clear.**

**In-Person Institute:** 100% Strongly Agree

**Virtual Institute:** 60% Strongly Agree / 40% Agree

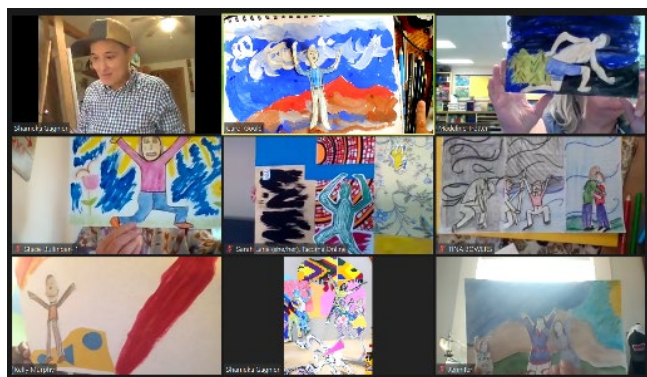
**The Institute schedule allowed enough time for each lesson.**

**In-Person Institute:** 43% Strongly Agree / 43% Agree / 14% Disagree

**Virtual Institute:** 53% Strongly Agree / 40% Agree / 7% Other

*“I had to finish my artwork after the time allotted, but that’s one of the hazards of this virtual environment and time limitations,”- Chris Robert, Librarian, Highland Park & Roxhill.*

*“The pacing was hard, waiting for other groups to finish,”- Sierra Skibowski, 4<sup>th</sup> grade, Sheridan.*



**The materials and resources provided well supported my learning in the Institute.**

**In-Person Institute:** 100% Strongly Agree

**Virtual Institute:** 86% Strongly Agree / 7% Agree / 7% Neutral

*“Assessment sheets keep me focused,”- Chris Robert, Librarian, Highland Park & Roxhill.*

*“The projects and slideshows/videos offer ideas, insight and background to the cultures,”- Brittney Rothwell, 5<sup>th</sup> grade, Helen Haller.*

**The artist mentors and staff were well prepared and responsive.**

**In-Person Institute:** 100% Strongly Agree

**Virtual Institute:** 80% Strongly Agree / 20% Agree

*“Your passion for your art and teaching was felt from every interaction. I feel enriched from my time with you and excited for our continued collaboration!”- Eileen Fagan, 2<sup>nd</sup> grade, Sheridan.*

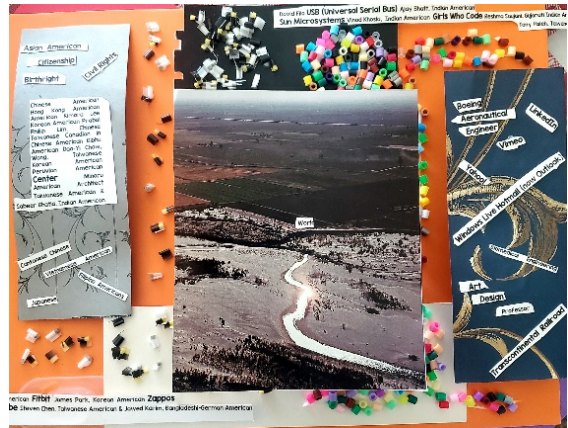
**I feel prepared to teach lessons from the Institute in my classroom. (Art supplies will be provided.)**

**In-Person Institute:** 57% Strongly Agree / 43% Agree

**Virtual Institute:** 40% Strongly Agree / 53% Agree / 7% Neutral

*“Going through the activities made me feel comfortable and confident to use the ideas with my students. I am the first in my building to do this program and I know my colleagues have never heard of it. I am excited to show them how academics and art can be infused in a culturally responsive way for the students’ benefit,”- Leah Witherell, 2<sup>nd</sup> grade, Crownhill.*

*“I’d love to model at least one lesson with each class over the course of a month so teachers could see an AI lesson in action,”- Chris Robert, Librarian, Highland Park & Roxhill.*



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

**Virtual Institute:** 53% Strongly Agree / 40% Agree / 7% Disagree

*“I hope I can encourage more colleagues to engage in this work. I want them to know it is possible and critical for engagement (where online learning can struggle to be engaging, it makes perfect sense!),”- Sarah Lane, 2<sup>nd</sup> grade, TOL.*

*“Pretending to send a ball to our peers via Zoom was amazing!”- Kelly Murphy, PreK, MCFHC.*

**Recommendations:**

**Time**

*“More time to work on the projects. I know I won't finish outside of class,”- Sue Grote, 1<sup>st</sup> grade, Grant.*

*“Less time explaining the activity, more time doing and reflecting after. We need the background info, but it could be provided briefly and then the resources given to us with the understanding that we will figure out what to use based on our students,”- Rachael LeValley, 3<sup>rd</sup> grade, Kimball.*

**Structure**

*“I wonder if the movement activities should be after lunch? We get so sleepy!”- Hannah Bauer, 3<sup>rd</sup> grade, Glenridge.*

*“How to integrate into classes that only see kids for small amounts of time, incorporate non-classroom teachers,”- Matt Wood, Health & PE, Stafford.*

**Materials**

*“I’m moved by the videos but wonder if there are others that get to the trauma of native people but not as graphic? I’m not sure how emotional 4th graders would react,”- Marie Clevering, 4<sup>th</sup> & 5<sup>th</sup> grade, Louisa Boren STEM.*

*“I would like to have the PowerPoints ahead of time. Today we needed music and it would be helpful to have the link,”- Sierra Skibowski, 4<sup>th</sup> grade, Sheridan.*

*“Multicultural watercolor pencil options,”- Theresa Hedwall, Kindergarten, Grant.*

**Artist Mentor Reflections** This first teaching of the new Social Studies lessons was deep and rich.



Mentors appreciated having both cultural experts and classroom teachers participating in lesson development. Lessons were easily adaptable to different grade levels.

*“The fact that we were literally interacting with technology was so telling how most of us could connect with it. Teachers got the idea that they can expand many areas within this subject in their curriculum. The concept of connectivity, history, contrast and unity brings out many metaphors in our interactive lives,”- Mylen Huggins.*

*“Something open, curious & vulnerable came up in the lessons with theater elements that were familiar,”- Dave Quicksall.*

Artist Mentors felt supported, empowered, and challenged in positive ways through both Institutes, especially those newer to Arts Impact.

*“Engaged educators, deep conversation and reflection pushed me as a facilitator in my accountability and responsibility. I want more training to learn how to shift power dynamics in groups, how to come at the work with more foundation and thought about impact in a way that is not glossing over structural racism and white supremacy,”- Shameka Gagnier.*

*“The whole program feels robust. I’m always given ample time/resources,”- Luna Garcia.*

*“My experimental side was in the forefront, more than previous academies. I felt less like teacher but fellow traveler,”- Dave Quicksall.*

Virtual and in-person teaching each offer different, unique advantages.

*“Paying attention leads to more inclusive design and the ability to better deliver on our mission,”- Michael B. Maine.*

*“Being virtual gave more time to dive deeper than being in-person does,”- Gary Reed.*

*“In-person was more of an experience. Virtual was more rich conversation,”- Dave Quicksall.*

Participants were engaged and excited to collaborate after a year of remote learning and teaching.

*“I appreciate the different styles and needs present in the group,”- Michael B. Maine.*

*“Watching educators being humble, generous, playful around learning,”- Shameka Gagnier.*

*“Teachers were determined to finish their art,”- Gloria González García.*

#### **Artist Mentor Recommendations:**

- Longer lesson writing sessions.
- More time to teach.
- More depth and background for introducing BIPOC art and artists through the appropriate and relevant cultural lenses.
- Increase accessibility in the virtual space for fuller participation; for example: automated Zoom captions, video transcripts, providing easy-to-use templates for art projects.

- Consider a different mentorship approach, as intentionally focusing on social justice will require more time for students.



*“Arts Impact continues to be my favorite PD ever,”- Chris Robert, Librarian, Highland Park & Roxhill.*