



Arts Impact

Voices from the Field Arts-Infused Mentorship Report 2021-22

www.arts-impact.org



OUTCOMES

Arts Impact works to empower 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.

Voices from the Field mission

We recognize and lift-up the migratory lifestyles and work in the fields, orchards, fishing, and forestry. Work that takes the families we serve across many regions. Voices from the Field (VFTF) is engaged in the ongoing work of supporting students whose families pursue these activities for their personal livelihood. VFTF is designed to address the identified needs of our migratory students by providing arts infused pathways to empowering student voice and learning in all subjects.

VFTF 2021 Summer Educator Academy

20 teachers from 9 Washington middle schools attended the 2021 Summer Educator Academy, taught live via Zoom from June 21-29. The cohort included a mix of new and returning (Years 1-6) ELA, Math, Science, Social Studies, Literacy, and ELL teachers. Arts Impact delivered an art supply kit and supporting printed materials to all participants' homes before the training. Teachers explored arts-infused English Language Arts (ELA) and Math learning through 6 culturally grounded infused Dance, Theater and Visual Arts lessons. Each lesson was developed and co-written by participating VFTF teachers with Arts Impact Artist Mentors, artists, and teachers from local Latinx communities. 6 teachers also co-taught Academy lessons.



January 2022 Workshop

For the first time, Arts Impact implemented a school year preview session to recruit new teachers by giving them a firsthand experience of the program, with a particular focus on math teachers and eastern WA schools and districts not currently represented in VFTF. 10 new teachers from 7 schools attended via Zoom on January 8 from 10am-12pm. The agenda included an introduction to Voices from the Field and culturally grounded teaching, Dance and Math Infused Lesson: Graphing Slope-Intercept Challenge, and Visual Arts and Literacy Infused Lesson: Layers of Wisdom. Veteran teachers Angel Almaguer, Jana Hoberg, and Vicky Ramirez

shared their classroom experiences. Teachers received paid compensation, clock & equity hours, and art supplies.

"This was fantastic! Thank you so much for providing this wonderful program." - Jenessa Markland, teacher, Washington.

February 2022 Educator Gathering

Current VFTF teachers and January Workshop attendees were invited to a virtual mid-year refresher on February 11 from 3:30-5:30pm. 16 teachers attended via Zoom: 8 new and 8 returning, from 7 different schools. One of the new teachers who participated in the January workshop, recruited a teacher from their school to participate in the February Gathering. Teachers received clock & equity hours, and art supplies. Activities focused on the theme of empowerment consisting of an:

- Arts Infused Round Robin
- Whole Group Share-Out of School Year Experiences



“Even though we are ALL busy, I’m so glad I was able to attend tonight. Thank you again for your knowledge and wisdom.” - Nora Nuñez González, teacher, LaVenture.

2021-22 Mentorships

21 teachers participated in the 2021 Summer Educator Academy. Two teachers transferred to schools that did not qualify for migrant education; COVID restrictions prevented one teacher from returning, Eastmont experienced a district wide reorganization which contributed to additional overwhelm for four teachers, and two teachers struggling with work life balance and cut back on their commitments. Each circumstance prevented nine teachers from continuing with classroom mentorships.

One 5-year VFTF teacher veteran, was not able to participate in the Summer Educator Academy due to a family tragedy, returned to VFTF for a classroom mentorship. A total of 12 teachers participated in mentorships with a Dance, Theater or Visual Arts Artist Mentor during the 2021-22 school year.

During these 9-hour mentorships, teachers chose a Summer Educator Academy lesson for their Artist Mentor to model teach and co-teach with them in their classrooms, and then wrote, developed, and taught an independent arts-infused lesson with support from their Artist Mentor. An Arts Impact arts-infused curriculum liaison reviewed and edited final lessons. Artist Mentor and teacher concluded mentorship with an assessment meeting to assess student learning, reflect on challenges, successes, and lesson revisions for future teaching. 234 students received arts instruction through the mentorship program, including at least 23 identified as Migrant Education or English Language Learners (ELL).

This year, mentorships were assigned by school district: all teachers within a district worked with the same Artist Mentor and artistic discipline. Artist Mentors and teachers determined the best mentorship format, taking into consideration everyone’s health concerns. Dance and Theater met in-person and Visual Arts met virtually. COVID created obstacles once again this year, with varying levels of impact on different communities, schools, and classrooms. Although no schools were shut down due to COVID, some classrooms were, and attendance often fluctuated. Despite both new and continuing stresses presented by the ongoing pandemic, teachers expressed appreciation for all steps of the collaborative mentorship process and stayed committed to the program and the completion of their mentorships.

“Every new lesson learned or written is added to the previous infused art lessons taught in my class.” - Vicky Ramirez teacher, Grandview.



Alexa M.

Fostering a Place of Learning

Arts concepts, skills, and vocabulary supported effective ongoing teaching practices throughout the Summer Educator Academy, school year workshops and mentorships. Teachers and Artist Mentors worked together to develop new approaches for reaching students adjusting to the return to in-person classes, as well as to refine integrated online strategies for remote learners created during the

previous school year. Existing methods for content-focused peer and group dialogue helped bring art concepts to life. Teachers recognized and engaged in the arts as a leveler and confidence builder for their students, strengthening cultural responsiveness, community building, classroom management, and student engagement and participation. Teachers modeled perseverance, flexibility, and resilience, and cultivated a growth mindset in students, partnering with Artist Mentors to foster a safe, brave, and connected space for their students, both in-person and virtually.

“We worked in collaborative groups to accomplish our task. Students were able to aid and encourage one another.” - Anthony Perez, teacher, Grandview.

“Even students NOT in my classes come to learn these art techniques and wanted to be a part of the Social Justice unit. Some art was featured in the Larsen Gallery here in Yakima for the exceptional work it represented.” - Jana Hoberg, teacher, Washington.



Student Engagement

Students explored and connected with new and varied approaches to academic content through arts infusion and the creative process. During each mentorship, students discovered diverse ways of learning, responded to clear modeled expectations, worked independently and/or collaboratively, experienced emotional and intellectual safety in taking creative risks, shared their learning with class, school, home and/or community audiences, made authentic real-world connections, and sustained respectful academic conversations, even with the continuing challenges of communicating through online platforms. Students’ artistic responses helped them develop and support critical thinking skills, along with a rich academic vocabulary. By exploring artistic choices through personal expression and creative vision, students gained a stronger sense of identity, autonomy, and self-worth through art and arts infusion.

“Students were engaged in learning more about their topic because they had choice. They created PSAs working with WeVideo to illustrate the Social Justice issues.” - Pam Aguilar, teacher, LaVenture.



“Reviewing other artist's work. Using manipulatives like tape, sketch pencils, paint brushes, etc. (knowing they were just for them was special). Collaborative conversations about the book. Seeing what their peers were creating.” - Chloe Peterson, teacher, Washington.

“Being able to see math in a different way and express their knowledge through creation versus traditional work on paper

had students fully engaged.” - Vicky Ramirez, teacher, Grandview.

Arts Infusion

The Arts Impact model of arts infusion addresses Common Core State Standards through Dance, Theater, and Visual Arts. Arts-infused learning offers multiple viewpoints and examples, and complementary ways of understanding shared concepts across artistic and academic disciplines. The Arts Impact model also incorporates Social Emotional Learning (SEL) and the vital 21st Century skills of creative and critical thinking, collaboration, communication, growth mindset and perseverance. The lesson writing collaboration between teachers and Artist Mentors produced new, innovative lessons to explore concepts or practices that the arts share with other academic content areas. Teachers developed lessons specifically tailored to their own student, classroom, community, and learning needs.



The next section details the mentorships at each school, including teacher name, grade level, teacher-designed lesson title and description, enduring understanding, assessment overview, student statistics, art examples, and reflective comments.

“I can't wait to teach this next year and use the techniques and integrated skill set I learned in an even more effective way.” - Jana Hoberg, teacher, Washington.



Assessment of Student and Teacher Learning

Arts Impact assesses student learning with performance-based assessments (PBAs), rubrics, and self and peer reflection. Evidence is collected via checklists, photos, video, and online platforms. Artist Mentors and teachers review student assessments together to determine the success of the lesson for individual students, the class, and to inform next instructional steps.

In addition to PBAs, Arts Impact measures teacher growth in teaching and infusing the arts

with the 4-point Autonomy Rubric for Teachers (ART). The ART rates teacher skills in the areas of planning, teaching, and assessing the arts. Ratings of 3 or 4 correlate with Proficient and Distinguished levels on Washington State teacher evaluation frameworks. The target of 80% of teachers demonstrating each item on the ART at a level 3 or 4 was achieved in 2021-22. (Figure 1, page 17 and Figure 2, page 18)

Assessments of teacher and student learning are reviewed, analyzed for trends, and used to adjust program implementation. Arts Impact reports student assessment data back to participating schools, teachers, and funders. In 2021-22, students achieved an average of 94.8% on performance-based assessments (PBAs) of arts-infused learning, far exceeding the 80% target in all 3 artistic disciplines. Co-rater reliability, indicating how often Artist Mentors and teachers agreed on the assessments, was 100%. (Figure 3, page 18)

2021-22 MENTORSHIPS BY SCHOOL

GRANDVIEW MIDDLE SCHOOL, GRANDVIEW SCHOOL DISTRICT
Theater with Artist Mentor Ana María Campoy

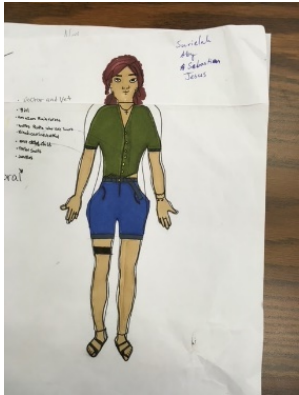
Angel Almaguer
 8th Grade Theater and Math Infused Lesson: *“Real” Characters*

Enduring Understanding

Students can strengthen their math vocabulary through generating characters based on the attributes of a mathematical term.

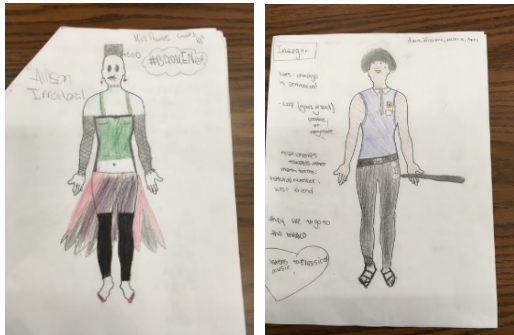
Lesson Description

Students explore collaboration and creative choices through improv, writing, and costume design. They develop a deeper understanding of mathematical terms through creating characters based on them, write character descriptions as a group, and then create costume designs based on those character descriptions.



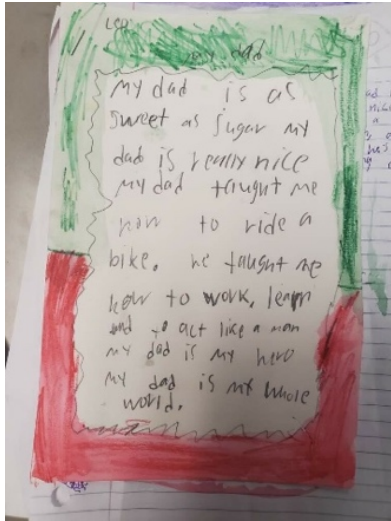
Student Assessment Overview

Disciplines	THEATER & MATH		THEATER & MATH	
Concept	Character	Collaboration	Design	Total 3
Criteria	Creates a character that shares attributes with the mathematical term.	In groups, learns the definition and attributes to mathematical terms and generates imagined characters based on those words. Writes character description.	Creates costume design based on the character descriptions.	
Total	8/8	8/8	8/8	
Percentage	100%	100%	100%	100%



“Math was no longer just a worksheet with words and equations. Now, math was being taught in a way they had to explore and be creative to demonstrate their understanding of the mathematical terms they have been using. Theater is an art that not many students at this level learn or try. By using parts of the theater art, students were able to feel more comfortable exploring other areas.” - Angel Almaguer, teacher, Grandview.

[Teacher Impact: Angel Almaguer \(arts-impact.org\)](https://arts-impact.org)



Jackie Mendoza

6th Grade Theater and ELA/ELL Infused Lesson:

My Learning Is a Poem

Enduring Understanding

Students can deepen understanding about themselves through writing poems and exploring expressive body and voice. Confidence in creative choices and expression comes through practice.

Lesson Description

Students read/watch three poems about identity and learning. Students write a poem about someone they admire and their own learning journeys. They write descriptively through use of verbs, vocabulary words, metaphor, and simile. They explore a variety of creative choices when reading their poems aloud through the

Creative Choices Circle Game.

Student Assessment Overview

Disciplines	ELL/ELA	THEATER & ELL/ELA	THEATER & ELL/ELA	Total
Concept	Descriptive Writing	Artistic Choices	Communication	3
Criteria	Uses vocabulary words, powerful verbs that describe, metaphors, and similes.	Participates in discussion, writes a poem, and participates in Creative Choices Circle Game.	Participates in peer discussion and provides peer feedback via student peer editing form.	
Total	13/13	13/13	13/13	39/39
Percentage	100%	100%	100%	100%

Migrant Education and/or ELL students: 14

“This was one of the best weeks of teaching I had this year! The students were very engaged writing, speaking, and discussing our lesson outcomes. This lesson was so great that I did the lesson with all my five classes.” - Jackie Mendoza, teacher, Grandview.

Vicky Ramirez

8th Grade Theatre and Math Infused Lesson:

There’s Story in the Symbols

Enduring Understanding

Through books and theatrical puppetry, students can better understand the math language of mathematical symbols.

Lesson Description

Students read "Secrets, Lies, and Algebra" by Wendy Lichtman.

Through selected passages from the book, students discuss personal strengths and needs. In personifying mathematical language and symbols, students create puppet versions of themselves.



Student Assessment Overview

Disciplines	MATH	THEATER & MATH	THEATER & MATH	Total
Concept	Growth Mindset	Character	Puppet	3
Criteria	Participates in discussion about having a growth mindset/ contributing to a growth mindset environment.	Participates in book discussion and reflection. Designs a puppet that shows their superpower by using mathematical symbols and language.	Constructs and performs with puppet based on their reflections using mathematical symbols and math language. Uses expressive body and voice when bringing their puppet to life.	
Total	20/21	7/21	18/21	48/84
Percentage	95%	33%	86%	57%

“Being able to see math in different ways and express their knowledge through creation versus traditional work on paper had students fully engaged.” - Vicky Ramirez, teacher, Grandview.



Hidie Barrera

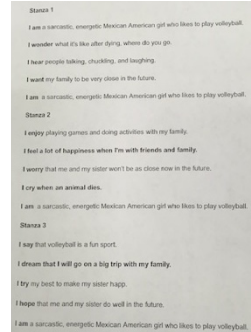
Theater & ELA Infused Lesson: *I Am, I Learn*

Enduring Understanding

We learn who we are through the places we live and the wisdom of the community around us. Writing and performing poetry provides the opportunity to look at oneself more deeply.

Lesson Description

In response to reading Gary Soto’s short story “Identity Theft,” students reflect on identity and wisdom. They interview community elders (or research an elder that inspires them) and write a poem in response to what they have learned from them and about themselves. Students explore performance and creative choices through sharing their poems in small groups.



Student Assessment Overview

Disciplines	THEATER & ELA	THEATER	THEATER & ELA	THEATER & ELA	THEATER & ELA	Total
Concept	Collaboration	Vocal Expression	Connections & Community	Connection & Community	Connection & Community	5
Criteria	Shares reading of poems in small groups. Listens & gives feedback via rubric. Takes feedback & makes edits or changes.	Reads aloud & tries various artistic choices in “All Rehearse, All Play.”	Makes connections with similarities & differences with elders during Cross the Line. Shares new knowledge with peers.	Writes ‘I am, I learn’ poem.	Completes student peer & self-assessment.	
Total	13/14	13/14	12/14	14/14	14/14	66/70
Percentage	93%	93%	85%	100%	100%	94%

“Students that had not worked with each other partnered up with different peers to share their poems. The arts pushed me and my students out of our element. It was fun learning about theatre and imbedding poetry. I gave the art kits to students, and they were so excited. My students will remember this lesson.” - Hidie Barrera, teacher, Grandview.



Anthony Perez

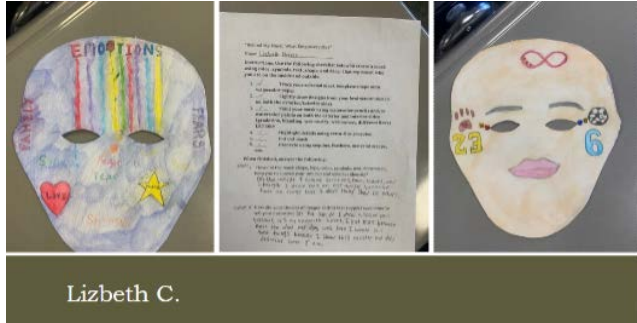
8th Grade Theater and Science Infused Lesson: *A Light to Remember*

Enduring Understanding

By creating a model from light that demonstrates how light travels, students can understand how visible light is transmitted, absorbed, refracted, and reflected.

Lesson Description

Students explain and describe how light travels by creating lighting theatrical tableaux and a lighting design that culminates in a self-portrait.



Lizabeth C.

Lesson Description

Students understand and create artistic narratives reflecting personal identity and strengths to begin to recognize the power within themselves. Students create a mask that describes the narrative connecting their identity to “culture, gender, and other facets” of who they are. Students share the interior, who they are behind the mask, their authentic

self, and the exterior of a mask, representing who they are for others to see. Students create an artist statement that describes both the interior and exterior components of the mask.

Student Assessment Overview

Disciplines	VISUAL ART	SEL	VISUAL ART	Total
Concept	Mask/Identity	Identity/Empowerment	Color, Representation	3
Criteria	Participates in a discussion about artwork that relates to identity and/or mask artistry	Brainstorms verbally and on paper the meaning of Empowerment and the Identity that is seen by others as well as what is on the inside, including thoughts, feelings, and hidden traits	Creates a mask using color, symbols, text, shape, and décor that represent “Identity,” who we are on the inside and outside.	
Total	16/17	16/17	15/17	47/51
Percentage	94%	94%	88%	92%

“High student engagement, reflective personal thinking about their identity, ownership over their design and product, and pride in the final mask. The art the color/design/shapes, etc. were tied directly to the students’ personal self.” - Wendy Rodriguez, teacher, Housel.

LAVENTURE MIDDLE SCHOOL, MOUNT VERNON SCHOOL DISTRICT

Dance with Artist Mentor Jo Petroff

Pam Aguilar

7th Grade Dance & ELA Infused Lesson:

Illustrating Social Justice Issues with Movement

Enduring Understanding

Movement can be used to show the premise, action, and outcomes of a social justice cause.



Lesson Description

Students choose a social justice topic giving an example and providing possible solution(s). They use self and general space to create a dance that shows the topic, example, and possible solution.

Student Assessment Overview

Disciplines	ELA	DANCE & ELA	DANCE & ELA	Total
Concept	Social Justice	Choreography	Performance	3
Criteria	Articulates and writes a social justice topic along with premise, reason/situation, and possible solutions.	Choreographs movements that demonstrate (A) a social justice topic (B) the issue/problem/example (C) the remedy/options/solutions. (A), (B) and (C) use self and/or general space.	Performs a presentation that illustrates/verbalizes the social justice topic along with supporting the movements created.	
Total	23/23	23/23	21/23	67/69
Percentage	100%	100%	91%	97%

“Students were given the freedom to pick their own Social Justice topic. I used Teaching Tolerance as a resource. Students were responsible for marking the text and did tons of partner reads. Dance is another way for students to see how Social Justice can fit into other mediums. Students had a chance to collaborate and bounce ideas off each other and put the motions on their feet.” - Pam Aguilar, teacher, LaVenture.

Nora Nuñez González

7th Grade Dance & Heritage/Herencia Infused Lesson (SLA & ELA): *Heritage Cinquains*



Enduring Understanding

Expressing traditions through movement can enhance cultural understanding and appreciation.

Lesson Description

Students identify a family or cultural tradition and list nouns, adjectives, and verbs to describe the tradition or celebration. Then, write a cinquain about it. They create a dance about the cinquain.

Student Assessment Overview

Disciplines	SLA & ELA	SLA & ELA	DANCE & SLA & ELA	DANCE & SLA	Total
Concept	Tradition	Cinquain	Choreography	Performance	4
Criteria	Writes about a specific cultural or family celebration using a graphic organizer.	Composes a cinquain in Spanish about chosen tradition that uses nouns, adjectives, verbs and a 4-word sentence or phrase.	Uses a shape for the noun, self-space for the adjectives, general space for the verbs and free choice for a 4-word sentence or phrase.	Performs their poem by including their voice and movement.	
Total	10/10	10/10	10/10	10/10	40/40
Percentage	100%	100%	100%	100%	100%

Migrant Education and/or ELL students: 6

“The lesson was fun, engaging, had identity findings, and was culturally relevant. Students were able to use their prior knowledge/barrio knowledge, current knowledge and brought out community awareness.” - Nora Nuñez González, teacher, LaVenture.

MOUNT BAKER MIDDLE SCHOOL, MOUNT VERNON SCHOOL DISTRICT

Dance with Artist Mentor Jo Petroff

Bergitte Olsen

6th Grade Dance & ELA Infused Lesson: *Dance Your Variation*



Enduring Understanding

Writers and dancers can communicate a central idea and show emphasis in their works by repeating important phrases. They make their works more interesting by paraphrasing those important ideas rather than simply repeating the exact same words and movements.

Lesson Description

Students look at how creating variations in dance is like paraphrasing in writing. They create a 4-part movement phrase as the central idea for the dance. They develop movement variations of the central idea by changing the speed, rhythm, emphasis, size, body part, repetition, order/sequence

of the original phrase. Students dance the original 4-part movement phrase and alternate it with the variations they create. They use the same technique in writing when they paraphrase a big idea by retelling it using different words and phrases.

Student Assessment Overview

Disciplines	DANCE	DANCE	DANCE	ELA	Total 4
Concept	Theme	Variation	Performance	Paraphrase	
Criteria	Collaboratively choreographs a movement phrase consisting of 4 parts.	Choreographs a movement phrase that is a variation of the original phrase.	Performs a 4-part variation of the central idea movement phrase.	In writing, paraphrases a sentence using synonyms, different examples, and/or changing the order.	
Total	12/14	12/14	12/14	X	36/42
Percentage	86%	86%	86%	X	86%

Migrant Education and/or ELL students: 3



WASHINGTON MIDDLE SCHOOL, YAKIMA SCHOOL DISTRICT

Visual Arts with Artist Mentor Gloria Gonzales Garcia

Jana Hoberg

8th grade Visual Arts and U.S. History Infused Lesson: *Representing Our First Amendment Freedoms through Visual Arts*

Enduring Understanding

The Bill of Rights serves to protect freedoms and liberties for those who live in the United States, and it is important for all of us to know our rights so that we can actively protect them. We can use visual arts to help us remember the concepts that we are learning in U.S. History.

Lesson Description

Students demonstrate their understanding of the First Amendment by “showing what they know” through creating a graphic visual representation of a scene representing one of the 5 Freedoms protected by the First Amendment: 1. Freedom of Speech, 2. Freedom of Religion, 3. Freedom of the Press, 4. Freedom of Assembly, 5. Freedom to Petition government for grievances.



Student Assessment Overview

Disciplines	VISUAL ARTS & SOCIAL STUDIES	VISUAL ARTS	VISUAL ARTS & SOCIAL STUDIES	VISUAL ARTS & SOCIAL STUDIES	Total 4
Concept	Images	Pattern/Texture	Illustration	Reflection	
Criteria	Selects 3 images that represent their inspiration for their 1st Amendment scene.	Uses fill-in or hatching/cross-hatching, scumbling or stippling techniques.	Creates a “postcard” about a freedom from the 1st Amendment. Explains how their 3 areas of focus clarify their 1st Amendment freedom.	Completes a reflection about the process of creating an artwork that represents a freedom from the 1st Amendment.	
Total	28/30	30/30	28/30	28/30	114/120
Percentage	93%	100%	93%	93%	95%

“The students were primed for the actual lessons with pre-teaching that got them excited. Social Justice and the Bill of Rights are conceptual Social Studies/ELA themes that lend themselves to visual representation. It makes the learning understandable, far more than words alone.” - Jana Hoberg, teacher, Washington.

Chloe Peterson

6th Grade Visual Arts and ELA Infused Lesson: *Loteria*

Enduring Understanding

I can represent the theme of a book artistically.

Lesson Description

Students determine a theme or central idea of a text and how it is conveyed through particular details. Students create an inspirational quote based on the theme from the book. Using mixed media, they create illustrations in the Loteria style depicting their inspirational quote/advice.

Student Assessment Overview

Disciplines	ELA	VISUAL ARTS & ELA	VISUAL ARTS	Total 3
Concept	Advice/Quote	Composition	Drawing Techniques	
Criteria	Presents a piece of advice or a quote from the book along with their response.	Creates artwork in the style of Loteria cards that depict a meaning that can be inferred.	Draws lightly with graphite pencil and colors with watercolor pencils using at least one of the following: gradation, hatching, cross-hatching, stippling, scumbling, with a wash.	
Total	22/27	24/27	24/27	70/81
Percentage	75%	82%	82%	80%

“Many things in the plan were pre-work to anything an ELA teacher would already be doing. That made it simpler because students were already exposed to the vocabulary, etc. Many speaking and listening standards were hit during this assignment. Students were able to be hands on and I was able to see a different talent of theirs one way or another. Either through their actual art or through the conversations we had.” - Chloe Peterson, teacher, Washington.



PARTNERSHIPS

Cultural Partners



Community cultural partners are an integral part of the Voices from the Field program. Local performing arts organizations provide performances for Arts Impact teachers and students to attend. Regional museum partners sponsor student tours and art making. While COVID continued to restrict cultural activities this year, Seattle Shakespeare Company presented their touring bilingual production of *Romeo y Julieta* to students and families in Grandview and Yakima. On May 3, Grandview and Yakima migrant families were invited to an evening community performance at the Grandview High School's new theater. On May 4, 2 performances were offered during the school day for

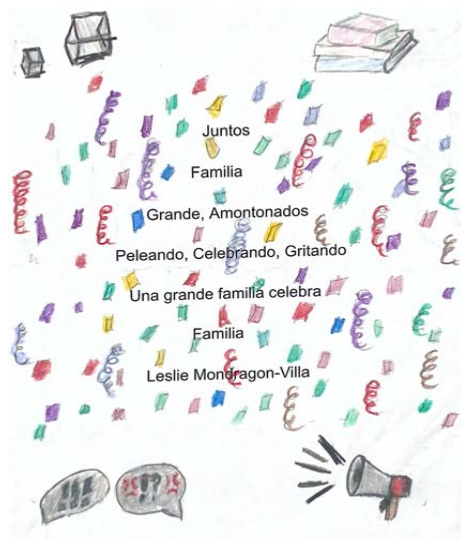
Grandview Middle School students and staff. Every student and staff member at Grandview Middle School had the opportunity to see the show.

Engaging Family and Community

Family letters are an established element of the Arts Impact lesson plan format, through which teachers communicate with families about student learning. Family letters are used as interpretive text and translated into Spanish for Spanish-speaking communities. Family letters also suggest at-home steps to connect and build on student learning. This year, Arts Impact continued to provide support to address the needs of students, teachers, families, and communities still impacted by COVID, such as supplying home art kits. VFTF teachers incorporated shared art events and showcases of student work, both in-person (when safe and possible) and virtually.



"Student-led conferences are coming up. Some students have asked for their projects so they can share out during conferences." - Angel Almaguer, teacher, Grandview.



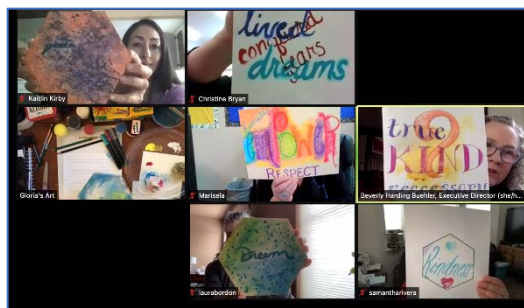
"I had students interview elders in the community. The majority chose a family member and that brought students closer to their families. I learned I need to get parents involved in the process. Having them encourage their children to participate and come in to watch the final poetry read." - Hidir Barrera, teacher, Grandview.

"We have a platform called Parent Square where I can send out messages and everything is translated as needed. If a parent does not have email, the message is sent by robo call. I was able to keep parents and students informed of upcoming lessons and expectations." - Jana Hoberg, teacher, Washington.

LOOKING AHEAD

Ongoing COVID Impact

The 2022-23 school year is likely to continue to present old and new COVID-related challenges for schools, teachers, and students. Arts Impact will build on knowledge gained through the past 2 years while also exploring new approaches in the next “new normal” to use the arts to differentiate content and meet the needs of a wide range of teachers and learners across all levels and circumstances.



“A lot of students missed class because of COVID. This was hard because the in-person activities were not available to them if they missed. Being creative in this aspect was challenging but it was done.” - Nora Nuñez González, teacher, LaVenture.

“The challenge was mixing the technology of Zoom with the in-person learners. Some were learning from home through Google Meet which made it a triple challenge. I can't wait to teach this next year and use the techniques and integrated skill set that I learned in a more effective way.” - Jana Hoberg, teacher, Washington.



2022 Hybrid In-Person/Virtual Summer Academy

The in-person 2022 Educator Academy was held in residence at Centrum at Fort Worden June 21-24, in coordination with the student summer program. In addition to their own programming, teachers attended student one student class and student presentations. The Educator Academy then continued online via Zoom June 27-28. The full curriculum consisted of pedagogical training in culturally responsive teaching in the arts, and 6 culturally grounded arts-infused Dance, Theater and Visual Arts lessons. 20 teachers attended, representing 6 returning Washington middle schools from the Eastmont, Grandview, Mount Vernon, Prosser, and Yakima School Districts and new to VFTF, Wenatchee school district. The cohort ELA, Math, Science, Social Studies, Special Education and ELL teachers, with three returning teachers and 17 new teachers to VFTF.

SUSTAINABILITY

Arts Impact defines sustainability in many ways, including fiscal stability, investing in a culture of continuous improvement, and sharing our learning.

Knowledge Sharing

Arts Impact shares its collective knowledge and long history of arts-infused curriculum development on our website:

[Arts Impact – Supporting Culturally Responsive, Arts-Infused Education \(arts-impact.org\)](https://arts-impact.org).

Extensive arts and arts-infused lesson plans for PreK through grade 8 are publicly available at no cost through the online database. Infused subjects include Literacy, Reading, Writing, Math, Science, STEM, Social Studies, Environmental Sustainability, Project Based Learning, Social

Emotional Learning, and 21st Century Skills. Many lessons are enriched with instructional videos. VFTF lessons are available in both Spanish and English.

Up-to-date information is available about opportunities for future teacher professional development, classroom residencies, and youth academies, as well as reporting on past programs. An active blog, instituted in September 2020 as another way to reach the Arts Impact community and beyond virtually, highlights individual teachers and lessons throughout the year.

Funding

OSPI provided funding for Voices from the Field 2021-22.

RECOMMENDATIONS

Integrate Culturally Responsive Practices

“The lesson was based on reflecting on the students' individual culture and traditions within their own families.” - B. Charlie Diaz, teacher, Grandview.

“The videos of the poems "brown girl" and "Chicanismo" were definitely ways to bring in culture and the conversation of culture and feeling of who you are into the classroom.” - Jackie Mendoza, teacher, Grandview.

“Gloria and I chose our exemplars to represent a diverse group of artists that would resonate with my students. Plus, Gloria IS ONE OF OUR STUDENTS. She was recently honored as an important alumni of Washington Middle School. What a blessing. She gets our students. She understands their background and struggles and is culturally sensitive and helped guide me to appropriate exemplars.” - Jana Hoberg, teacher, Washington.



Deepen Community Building

“Students learned about each other...both what they see on the outside and what they hide from others.”-Wendy Rodriguez, teacher, Housel.

“In my classroom we have a poem we chant, In Lak'ech by Luis Valdez. This poem is the foundation for building our classroom learning environment. My students know we chant this poem to humanize our space and to demonstrate respect and value of one another.” - Nora Nuñez González, teacher, LaVenture.

“Students could pick their own group. This allows students to have trust with one another and gives them more buy-in and connects with social emotional learning. It's helpful to foster a place of learning when you are given the freedom to work with someone you feel comfortable with.” - Pam Aguilar, teacher, LaVenture.



Strengthen Evaluation

“The assessment process can be a challenge. Many times, the outcome of the project doesn't match the expectations we originally set. The lesson almost needs to be completed twice before you can truly assess.” - Wendy Rodriguez, teacher, Housel.

“The assessment process was easier to complete having students written reflections and puppets and the criteria assessment page. The collaboration between the teaching artist and I on evaluating each criteria for the students made it easier to determine if the criteria was met or not.” - Vicky Ramirez, teacher, Grandview.

“The assessment process was easy because we were able to ask students questions, video tape and reflect on the students work and actions.” - Jackie Mendoza, teacher, Grandview.

Extend/Adapt Professional Development

“The more years of experience I get, the better I understand and more comfortable I get to implement in the classroom. Please allow Ana Maria to incorporate more of the different areas of the theater arts at the summer meeting and have the mentors show us the connections they have with each other. This will help us to find those connections with other concepts and collaborate more across contents.” - Angel Almaguer, teacher, Grandview.

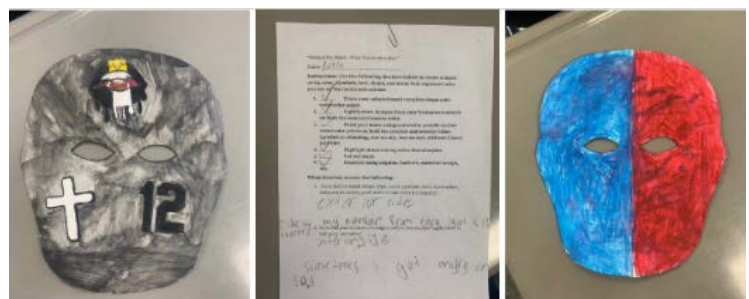
“The process, although time-consuming, is a rewarding experience that ultimately benefits all students.” - B. Charlie Diaz, teacher, Grandview.

“Ana Maria took me out of my comfort zone and challenged me to do something new. I had the best time! We had lots of fun! I would 10/10 recommend this to a colleague.” - Anthony Perez, teacher, Grandview.

“Keep doing what you are doing. It is making a difference in the lives of teachers and students. I am proud to be a part of this and I represent this program well to our staff and community.” - Jana Hoberg, teacher, Washington.



Roxy S.



Austen F.

Figure 1. Percentage of Teachers Scoring Levels 3 and 4 (Proficient and Distinguished) on Autonomy Rubric for Teaching the Arts (ART)

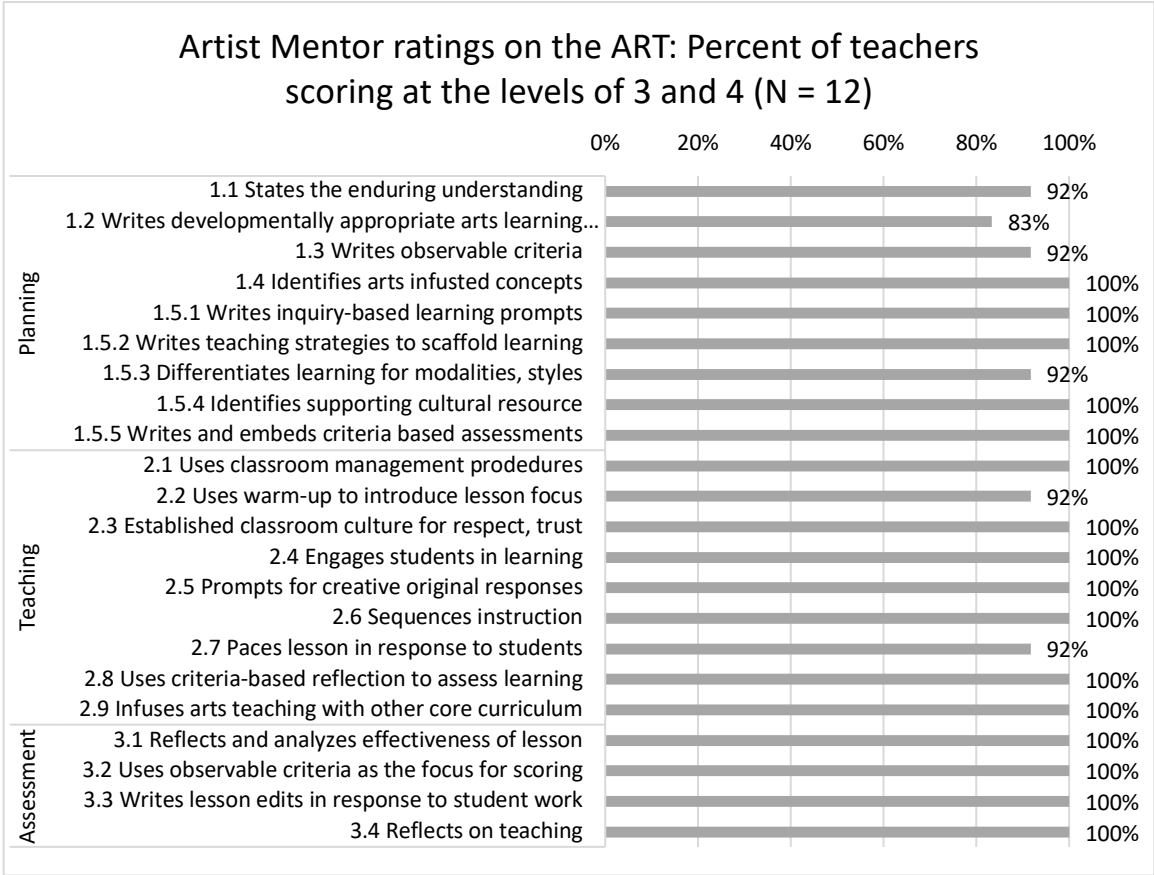


Figure 2. Percentage of Teachers Scoring Levels 4 (Distinguished) on Autonomy Rubric for Teaching the Arts (ART)

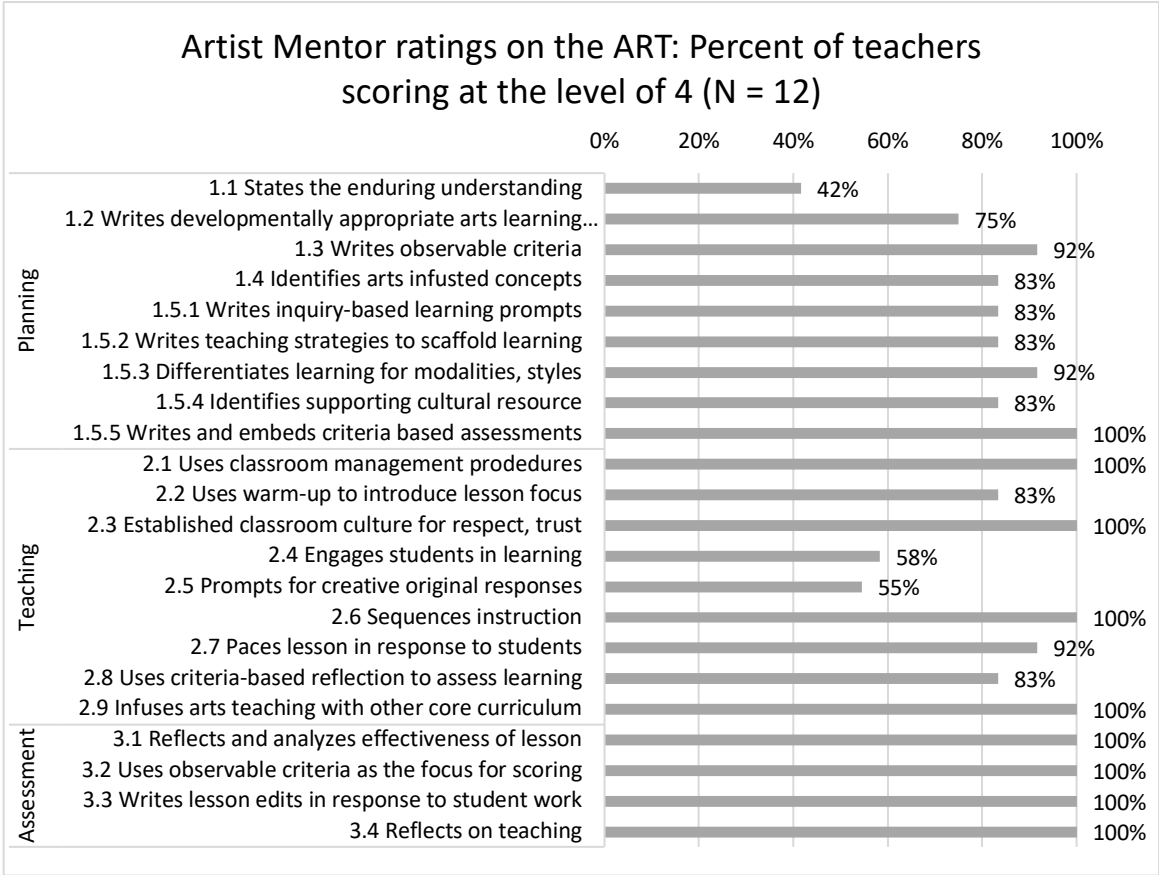


Figure 3. Percentage Based Student Assessments – Arts-Infused Learning 2021-22

In twelve lessons, students had the opportunity to demonstrate 40 concepts or skills 770 times, which they did successfully 730 times. This indicates an overall rate of demonstrating arts concepts and skills of 94.8%. The target is for students to demonstrate arts concepts and skills at the rate of 80%, which was met for all three arts disciplines.

Discipline	Students	Lessons	Lessons % > 80%	Concepts	Concepts % > 80%	Times attempted	Times met	Times met/times attempted - rate of demonstrating concept or skill
Dance	46	3	3	10	10	148	143	96.6%
Theater	115	6	6	20	19	373	356	95.4%
Visual Arts	73	3	3	10	10	249	231	92.8%
All Disciplines	234	12	12	40	39	770	730	94.8%