



Arts Impact
Voices from the Field Arts-Infused

Summative Report 2022-2023

www.arts-impact.org

OVERVIEW

The Office of Superintendent Public Instruction's (OSPI) Migrant Education has partnered with Arts Impact to create and manage the Voices from the Field (VFTF) program since 2016. VFTF works to empower teachers to culturally 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. One major element in the VFTF Program's systematic approach is culturally sustaining arts-infused instruction for classroom teachers with Artist Mentors working with teachers one-on-one and with their students in the classroom. One new element is the addition of the Family Engagement events to connect classroom learning to the home environment and families through interactive arts-infused gatherings that celebrate the community, students, the arts and learning.



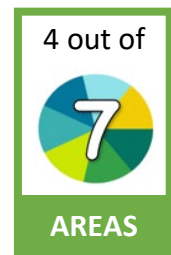
VOICES FROM THE FIELD MISSION

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 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 strengths and needs of our migratory students by providing arts infused pathways to empowering student voice and learning in all subjects.


WHY USE THE ARTS TO TEACH ENGLISH LANGUAGE ARTS (ELA) AND MATHMATETICS?

Arts Infusion

The Arts Impact model of arts infusion addresses the Washington State Learning Standards and 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 produces new, innovative lessons to explore concepts or practices that the arts share with other academic content areas. Teachers develop lessons specifically tailored to their individual student and classroom community learning needs. The benefits of infusing the arts (Dance, Theater and Visual Arts) with ELA and Math achieves 4 out of the 7 areas



of opportunity identified in Migrant Education. These areas are Educational Continuity, Time for Instruction, School Engagement and English Language Development.

4 out of

AREAS

Dance Infused Learning


Dance and ELA infused teaching and learning supports students in collaborative group learning while encouraging self-confidence and a mutual respect for self and others. When students are asked to analyze and communicate their choreography, both verbally and in written format, they strengthen their English vocabulary through engaging real-world experiences. The Washington State K-12 Arts Learning Standards for Dance focus on the artistic process of creating; performing, presenting, producing; responding and connecting. Kearney (2020) stated “Creating, Performing, Responding, and Connecting. . . requires the ability to communicate through the English language, whether it is through listening, reading, speaking, or writing.” (p. 13).

Kearney, B. (2020). English Language Learners in the Dance Classroom: Building Bridges to Rigorous Language Acquisition

Dance is a natural partner when teaching math concepts. In understanding the natural partnership of dance and math, Dr. Karl Schaffer stated “embodying the problem is memorable, it’s sociable, it’s creative. It makes the mathematical ideas assessable” (Schaffer, n.d.). Dance and math infused learning supports student collaborative group learning while encouraging safe cognitive and physical risk taking, which creates self and mutual respect. Combining the body with learning helps to connect the abstract with the real. Dance as a math manipulative allows for developmentally appropriate full body experience, while increasing mathematical vocabulary, which is essential for English Language Learners. Dance as a math manipulative also increases classroom time for instruction. There is no need for distribution and set up of objects because the body is the skillful means to teach math.



Schaffer, K., & Stern, E. (n.d.). *TEDxManhattanBeach*. *TEDxManhattanBeach*. Retrieved from https://www.youtube.com/watch?v=Ws2y-cGoWqQ&feature=emb_logo

4 out of

AREAS

Theater Infused Learning

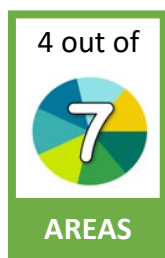
Theater infused ELA teaching and learning supports students in collaborative group learning while encouraging a mutual respect for self and others, relating knowledge and personal experience, and developing and strengthening English Language Development. Theater defines success as group success, focusing on building individual confidence, comfort in speaking in front of others, and multiple opportunities to work cooperatively and effectively with different types of people. Theater outcomes include social acceptance, participation in a safe creative environment, supporting each other’s individual unique contributions while working cooperatively together. There are multiple opportunities for communication in language accompanied with developing effective physical expressions (action, movement, gesture, and/or facial expressions) for clear

understanding in simple and complex exchange of ideas and/or information. Theater celebrates and encourages creative and critical problem-solving skills, initiative, and perseverance which are also strengths of Migrant Education students. These strengths are brought to the forefront of the classroom and education through culturally responsive theater infused teaching and learning. Theater is a natural way to strengthen and support ELA development and communication skills.

Math concepts typically are not associated with theater, but math and theater are natural partners in the professions of theatrical design (set, lighting, costume). The professions of theater design use math concepts to help create the look and mood of the world imagined by the directors, playwrights, and producers. “Set designers make frequent use of geometry to calculate angles, lengths, and area of common shapes, which are then translated into large scale painted or constructed components of the stage” (Seamster, 2020). Actors use language and physical expressions to communicate clear understanding in simple and complex exchange of ideas and/or information. Lighting, angles, and positioning of objects on stage can communicate tension, contrast, and the mood of a theatrical piece. Set designers also use math when building sets. Theater set designers celebrate and encourage creative and critical problem-solving skills, initiative, communication, collaboration and perseverance which are also strengths of Migrant Ed students. When students get opportunities to create their own theatrical designs, they can design production elements that speak to and represent their own cultures. Teaching and learning theatrical design in a culturally responsive environment also allow students to celebrate their own cultures.

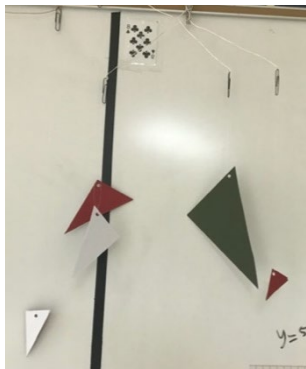


Seamster, J. (2020, April 16). *Theatrical Math. Metaphoric Math Life Lessons Through a Mathematical Lens*. Retrieved from <https://metaphoricmath.com/theatrical-math/>.



Visual Arts Infused Learning

Visual Arts infused English Language Arts teaching and learning encourages student engagement in both subjects. Art is a universal language that expresses culture, identity and promotes self-expression with personal meaning. Visual arts give students opportunities to show and demonstrate what they know, while expanding and developing a deeper vocabulary when interpreting, critiquing, demonstrating comprehension, and presenting artistic choices and ideas. Culturally responsive, student-centered visual arts infused ELA assessments based on specific concepts and not aesthetics promote risk taking, confidence, deeper learning, and engagement. Each of these outcomes promotes a student’s feeling of belonging and their voice being heard. Visual arts infused ELA lessons, taught with high quality art materials, gives students access to equitable and meaningful art experiences. Students make connections and strengthen understanding of new ideas, situations, and learning experiences as they develop deeper understandings of learned concepts.



Visual Arts infused Math is a genuine teaching model that supports student learning in both math and visual art concepts, critical and creative thinking, and perseverance, while engaging both students and teachers. Visual arts and math aim to make sense of the work with creative and critical thinking skills. Visual arts authentically help students to visualize math concepts and arrive at math conclusions by solving math problems in different ways. Infusing visual arts with math also strengthens and expands students' vocabulary. Students learning visual arts and math infused concept connections are empowered in their learning while building math perseverance. Erickson stated

“Concept-based curricula are more effective than topic-based curricula, for the world of today and tomorrow, because they take teaching and learning to a higher level as students analyze, synthesize, and generalize from facts to deeper understanding.” (pg. x)

Erickson, H. L. (2008). *Stirring the Head, Heart, and Soul Redefining Curriculum, Instruction, and Concept-Based Learning*. Thousand Oaks, CA: Corwin Press.

Fostering a Place of Learning

Arts concepts, skills, and vocabulary support effective ongoing teaching practices throughout the Summer Educator Academy, school year workshops and classroom mentorships. Teachers and Artist Mentors work together to develop new approaches for student learning and success. Existing methods for content-focused peer and group dialogue help bring art concepts to life. Teachers recognize and engage 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 model perseverance, flexibility, and resilience, and cultivate a growth mindset in students, partnering with Artist Mentors to foster a safe, brave, and connected space for their students. Migrant Education enrolled students and their peers are given multiple opportunities to develop, practice, and strengthen learning strategies and skills for success, to turn five of the Seven Areas of Concern into effective Areas of Opportunity. These Five Areas of ~~Concern~~ Opportunity are: Educational Continuity; Time for Instruction; School Engagement; English Language Development and Educational Support in the Home.

Student Engagement



Students explored and connected with new and varied approaches to academic content through the arts, 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. 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.



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. The goal is for students to achieve an average of at least 80% success on PBA's.



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. A target of 80% of teachers demonstrating each item on the ART at a level 3 or 4 is the goal. In 2022-23, this was achieved in the Dance and Theater infused lesson and in three of the seven Visual Arts lessons. (*Figure 1 on page 12 and Figure 2 on page 13*).

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 2022-23, students achieved an average of 82.3% on Performance Based Assessments (PBAs) of arts-infused learning, exceeding the 80% target by 2.3%. (*Figure 3 on page 13*).



2022-23 CLASSROOM MENTORSHIP RESULTS

14 teachers completed mentorships during the 2022-23 school year. Note: two ELA teachers combined classes for their mentorship. Partnering teachers were from the following school districts: 3 teachers from Eastmont; 1 from Wenatchee; 2 from Mt. Vernon; 4 from Yakima; 1 from Prosser and 2 from Grandview. There were 9 ELA teachers (one also taught History, another also taught Adulting) and there were 5 Math teachers.

Mentorships consisted of a teacher and Artist Mentor meeting 7-9 times throughout the school year. The one-on-one meetings (without students) consisted of a Consultation meeting, a three-hour Lesson Writing session, and a one-and-a-half-hour Assessment meeting to assess the mentorship, co-written lesson, and student learning from the co-written lesson. The classroom visits, when the Artist Mentor and teacher collaborated in teaching students, included the Model Teach, Co-Teach, and at least two visits to teach their co-written arts infused lesson.

Importance of Lesson's Enduring Understanding

The Enduring Understanding is the big idea of the lesson that links the learning to the students' lives. It is a relationship between two concepts that makes meaning through time, across cultures, and beyond a single example. ART CONCEPT (Dance, Theater or Visual Arts) + OTHER CORE SUBJECT CONCEPT (ELA, Math, History) = ENDURING UNDERSTANDING.

Learning Targets and Criteria

The Learning Target tells the teacher and student what students need to *know* or *be able to do*. Learning Targets are determined by Washington State Learning Standards and Common Core

State Standards. The Criterion in each lesson describes the observable and audible observations telling what the student knows and the dimension of their knowledge. Every VFTF lesson has an Enduring Understanding connecting student art learning with student ELA, Math, or History learning.

Performance Based Assessment (PBA) and Results

The components of the Performance Based Assessment (PBA) are determined by the lesson’s Targets and Criteria, which are determined by Washington State Learning Standards and how the learning has a real and meaningful impact in the student’s life today, tomorrow and in the distant future (Enduring Understanding).

247 students experienced the classroom mentorships. Voices from the Field strives to achieve a student Performance Based Assessment benchmark of 80% or higher.

# Students	Grade	Art	Subject	Concepts	Overall PBA
18	6th	Dance	Math	3	100%
11	7th	Dance	ELA	3	100%
19	7th	Theater	ELA	3	96%
21	8th	Theater	ELA/History	3	98%
18	6th	Theater	ELA	4	89%
7	6th	Theater	ELA	3	100%
20	7th	Visual Arts	ELA	3	83%
17	7th	Visual Arts	ELA	3	88%
17	9 th (Jr High)	Visual Arts	ELA/Adulting	4	76%
30	8th	Visual Arts	Math	4	75%
24	7th	Visual Arts	Math	4	68%
20	9 th (Jr High)	Visual Arts	Math	4	78%
25	7th	Visual Arts	Math	3	83%

All lessons met the desired Performance Based Assessment benchmark of 80% or higher except for four visual art lessons which assessed between 78% and 68%. These four lessons were analyzed to determine each lesson’s challenges and what areas needed strengthening for future teaching. Every lesson met three or more Washington State Learning Standards and Common Core State Standards in each of the infused subjects (Dance, ELA, History, Math, Theater and Visual Arts). Below are the results of each lesson’s analysis:

Visual Arts Infused ELA and Adulting Lesson Analysis and Determination

# Students	Grade	Art	Subject	Concepts	Overall PBA
17	9 th (Jr High)	Visual Arts	ELA/Adulting	4	76%

Adulting class teaches basic life skills to students needing extra preparation and who are overwhelmed by everyday challenges. The lesson’s pre-teach required students to select three life goals they wished to pursue. Students struggled with meeting this criterion. Five students met the criteria, twelve students did not (29%). There was no indication on how many students selected one or two goals. Overall student achievement when artist mentor was present was 94%, 88% and 94%. There was no time for students to present their accordion books.

Analysis Determination: More time in the pre-teach is needed for the Planning criteria. Consideration should be given on fewer goals, focusing in depth on one or two goals. This would consider the students' needs and set them up for success.

Visual Arts Infused Math Lesson Analysis and Determination

# Students	Grade	Art	Subject	Concepts	Overall PBA
30	8th	Visual Arts	Math	4	75%

The class was not able to finish their projects while artist mentors were in Mt. Vernon. A partial in person assessment visit was done with the understanding that the teacher would continue the lesson with their class and later meet virtually to complete the assessment visit with the artist mentor. 30% of students struggled with the math relationships with their mobiles but on paper only 7% struggled, this is a significant difference. 60% struggled with creating balance in their mobile kinetic sculpture. Looking at the data, this suggests that students did not struggle with the math and visual arts concepts but were not able to complete the assignment (60%) due to lack of time. There was no indication on how much time was spent on the lesson step assembling the mobile kinetic sculpture after the artist mentor's classroom visit.

Analysis Determination: Students needed more time to analyze and construct their slope triangle relationships to grasp a better understanding of the concepts of slope proportional relationship and balance. Overall, Jim's class met 75%. A lot of time on the first day was spent learning the math on paper. The second day was spent working on the mobiles. More time is needed on students making the connection from 2D to 3D. Students also needed more time to construct their abstract mobile sculptures and time to adjust mobile balance.

Visual Arts Infused Math Lesson Analysis and Determination

# Students	Grade	Art	Subject	Concepts	Overall PBA
24	7th	Visual Arts	Math	4	68%

Overall PBA percentage was 68%. The students scored lowest on the math linear equation when plotting four points (50%) but did better (83%) when drawing the slope line to show positive or negative slope dependent on their linear equation. Their understanding was challenged when transferring their knowledge into a landscape (71%). Students struggled with the concept of warm and cool colors. In the lesson, the math was covered in the pre-teach and reviewed in the first part of the lesson being taught to the classroom.

Analysis Determination: More time was needed on the math equations and in identifying slopes in art and within the classroom. More time and/or a knowledge check on warm and cool colors was also needed (67% met the criteria). New artist mentor did not have an experienced artist mentor assisting with this lesson.

Visual Arts Infused Math Lesson Analysis and Determination

# Students	Grade	Art	Subject	Concepts	Overall PBA
20	9 th (Jr High)	Visual Arts	Math	4	78%

45% of the class struggled with identifying linear equations and writing an equation in slope intercept form (11 out of 20 students). During the assessment meeting, both teachers and artist mentor agreed that students were super engaged in finding their favorite homes and places on the map, and collaging. There was 100% agreement that the pre-teach should have been

identified in the lesson plan for teaching the math steps. Reviewing math steps before artist mentor arrived was also identified.

Analysis Determination: Pre-teaching should be more specific and intentional in preparing students for assignment.

CLASSROOM CULTURAL STUDY TRIPS

Out of the 7 schools that participated in the 2022-2023 mentorship, only 2 schools opted to schedule their cultural study trip or experience. Jana Hoberg, a veteran VFTF teacher, was instrumental in helping to arrange Arts Impact’s purchase of 85 tickets for Washington Middle School student and chaperone’s field trip to see *Bilingual Cinderella* at the Historic Capital Theater in Yakima.

Bertha Montana, another VFTF veteran teacher, took the lead to help schedule Living Voices *La Causa* performance, featuring Rosslyn Cornejo, at Housel Middle School, Prosser School District. Living Voices is a long-time cultural partner of VFTF and Arts Impact.



VFTF LEADERSHIP TEAM

The mission of the VFTF Leadership Team is to plan, implement, evaluate, and continue to provide quality arts, arts infused engagement opportunities to increase migratory student learning and art events for migratory students and their families within their school district. VFTF leadership team meets once a month, more times as needed when art opportunities and events are being planned and put into action within that VFTF leadership member’s district. Additional time for leadership members district may require more commitment time. The leadership team is compensated \$50 per hour. Spanish interpreters were contracted to eliminate language barriers.

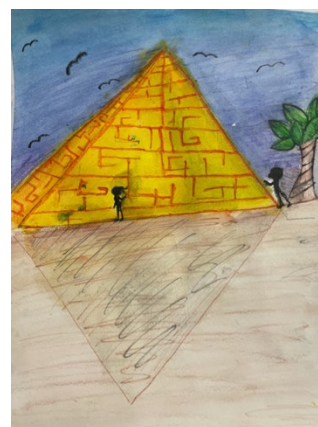
Family Engagement Events

2022-23 was the pilot year of the VFTF Family Engagements. The VFTF Leadership team was responsible for planning and co-hosting Family Engagements with Arts Impact, local District Parent Advisory Council (PAC) and VFTF Middle Schools with teachers participating in the program. Prosser, Grandview, and Mt. Vernon (each with participating VFTF Leadership members) were the districts chosen for the first year Family Engagement Events. It was important that the planning each event be led by individuals from that district (parents and teachers). 2022-23 Events included:



Prosser School District: Housel Middle School, Prosser PAC and Arts Impact had approximately 65-70 families participating in a Dance Math infused mini lesson led by a VFTF Dance Artist Mentor Jo Petroff and a Visual Arts ELA infused mini lesson led by a VFTF Visual Arts Artist Mentor Claudia Villalobos. Every person received an arts-infused art kit to take home. *“The event fostered a strong sense of community engagement leaving everyone excited about art.”* Prosser participant.

Grandview School District: Grandview Middle School, Grandview PAC and Arts Impact had approximately 15 families participating in a Visual Arts Math infused mini lesson, led by a veteran VFTF Math Grandview



teacher Vicky Benitez, VFTF Visual Artist Mentor Claudia Villalobos and VFTF Theater Artist Mentor Ana María Campoy. Every person received an arts-infused art kit to take home.



Mt Vernon School District: LaVenture Middle School, Mt Vernon PAC and Arts Impact had approximately 40 families participating in a Visual Arts ELA infused mini lesson, led by a veteran VFTF LaVenture ELA teacher, VFTF Visual Artist Mentor Claudia Villalobos and VFTF Theater Artist Mentor Ana María Campoy. Every person received an arts-infused art kit to take home. *“Nora had some examples that she did with her students in the past and that was a great way to inspire the attendees. She is such a great teacher. I can tell she is really passionate about her work.”* Claudia Villalobos, VFTF Visual Artist Mentor.



Grandview Parent Account: My name is Gricelda (Patty) Mendoza, I am part of the VFTF leadership team, and I represent the Grandview school district parents. This is the first year the Grandview Middle school was able to host a Family engagement night event through VFTF. I really enjoyed the Art infused Math lesson that was taught to the families. We were able to take some math supplies home to do the activity as a family. I felt very welcome, and we were able to share our work with others. We had a delicious dinner that was provided to the families. With gratitude, Patty Mendoza.



VFTF NEW CONTRACTORS, LEADERSHIP and STAFF

2022-23 VFTF welcomed teaching artist contractors Theater Artist Mentor Rachel Atkins, Dance Artist Mentor Teal Farias, and Visual Artist Mentor Sabrina Chacon-Barajas. VFTF and Arts Impact were thrilled to announce and welcome our newest staff member, Sabrina Chacon-Barajas as the new VFTF Program Manager for the upcoming 2023-24 school year. VFTF also welcomed Spanish interpreter José Chávez (CenterPoint Language Services). VFTF added three new Spanish translators to the previous team of two. In 2023-24, VFTF will be hiring additional interpreters and translators to meet the need of districts with Migrant Ed students and families whose primary language is different than English and Spanish. The most celebrated welcoming was the

addition of three PAC parents to the VFTF Leadership team: Briseida Chávez of Prosser, Gricelda “Patty” Mendoza of Grandview, and Isabel Salazar of Mt. Vernon. All three have been instrumental voices in planning the Family Engagements, and the future program plans of the VFTF Leadership Team.

VFTF TEACHER RECRUITMENT AND RETAINMENT

2023 January Workshop

2023 was the third year of the virtual January Workshop to recruit new teachers to the program. The workshop is an introduction of arts-infused teaching, giving teachers a firsthand experience of the program. Recruitment is usually focused on ELA and Math teachers. This year the workshop introduced thirteen new teachers to VFTF: two teachers from Walla Walla; three teachers from Pasco; two teachers from Yakima; one from Mt. Vernon; three from Kennewick; and two from Wenatchee. Only two teachers, (Yakima and Kennewick) participated in the 2023 VFTF Educator Academy.

On October 26, 2022, Beverly Harding Buehler, Arts Impact Executive Director and Grace Washington, Arts Impact Director of Programs, met with Kennewick school district’s Sarah Del Toro (Migrant Ed Program Director), Alyssa St Hilaire (Assistant Superintendent of Teaching and Learning), and Blanca Harvey (Dual Language Coach Middle School) to introduce VFTF to Kennewick. The initial introduction to Kennewick came from 2022 VFTF Academy participant, Samantha Rivera, a Prosser teacher who transferred to Kennewick school district. The meeting resulted with three Kennewick teachers participating in the January Workshop with one of the teachers participating in the 2023 VFTF Academy along with Samantha Rivera.

2023 Educator Gathering

The purpose of the Educator Gathering is for teachers new to VFTF to interact with current teachers in the program. Current teachers use the time as a mid-year refresher in arts infusion, learning new strategies to use in their classroom and to share celebrations and challenges. Nine teachers participated in the Educator Gathering. Three of the teachers were new to the program and participated in the January Workshop. Only two of the teachers participated in the 2023 Academy (Kennewick and Yakima).



January Workshop and Educator Gathering Recruitment Results

Thirteen of the Seventeen teachers participating in the January Workshop were new to VFTF (76%). Only three of these teachers participated in the Educator Gathering (23%). Out of the 13 new January Workshop teachers, only three registered and attended the 2023 Academy (23%). Two of these three teachers also attended both the January Workshop and Educator Gathering. Nineteen teachers attended the 2023 Academy, with eighteen to receive mentorships in the 2023-24 school year. (Note: one of the nineteen teachers accepted an elementary teaching position during the summer.) Out of the eighteen teachers who will receive mentorships, eight were first time Academy participants (45%). Two participated in both the 2023 January Workshop and Educator Gathering (11%). Six teachers were recruited through an extensive email recruitment campaign, veteran teacher word of mouth, and Arts Impact meeting with Kennewick school district (75%). Note: teachers who

participated in both the January Workshop and Educator Gathering were given free art materials, clock hours and a stipend of \$75 (\$50 per hour).

2023-2024 New VFTF Recruitment Campaign

Districts participating in the 2022-2023 school year were Eastmont, Wenatchee, Mt Vernon, Yakima, Prosser, and Grandview. Teachers in these six districts along with Kennewick, Pasco, and Walla Walla were heavily recruited for the 2023 Academy. Arts Impact attempted to recruit in Sunnyside but received no responses from multiple communications. The new recruitment campaign will include a 90-minute in-person culturally responsive arts-infused pedagogy session as well as an interactive arts-infused ELA and Math condensed lesson including a strong emphasis on Washington State Learning Standards and Common Core State Standards. This recruitment plan will include districts with three or fewer 2023-24 enrolled teachers (Kennewick, Mt. Vernon, Pasco, and Prosser). District Migrant Ed Program Managers and school leadership will be invited to participate. The interactive arts-infused ELA and Math condensed lessons will be taught at the districts' Family Engagement events. This will give teachers, school leadership and District Migrant Ed Program Managers an opportunity to experience and witness the engagement and learning of arts infusion. Teachers participating in the 90-minute pedagogy and 2-hour Family Engagement will receive clock hours for their participation. Teachers will also have the opportunity to pre-register for the 2024 Academy at these events.

Eastmont, Wenatchee and Walla Walla, districts with no VFTF enrolled teachers, will receive an in-person 3-hour VFTF arts-infused teaching and learning introduction. During the 3-hour event, educators, principals, and Migrant Ed Directors will experience an arts infused pedagogy session followed by an interactive arts-infused mini lesson. Teachers will receive clock hours for their participation and an opportunity to pre-register for the 2024 Academy.



CONCLUSION

In the past year, VFTF welcomed new staff, teaching artists, Spanish interpreters and translators, and Family Engagement events to better serve the needs of participating Migrant Ed students, teachers, schools, and families. Students in the classroom mentorships achieved an average of 82.3% on Performance Based Assessments of arts-infused learning, still exceeding the VFTF self-imposed benchmark of 80%. In 2023-24 VFTF plans to expand the Family Engagements to each partner district and increase arts-infused professional development for teachers and Artist Mentors.

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

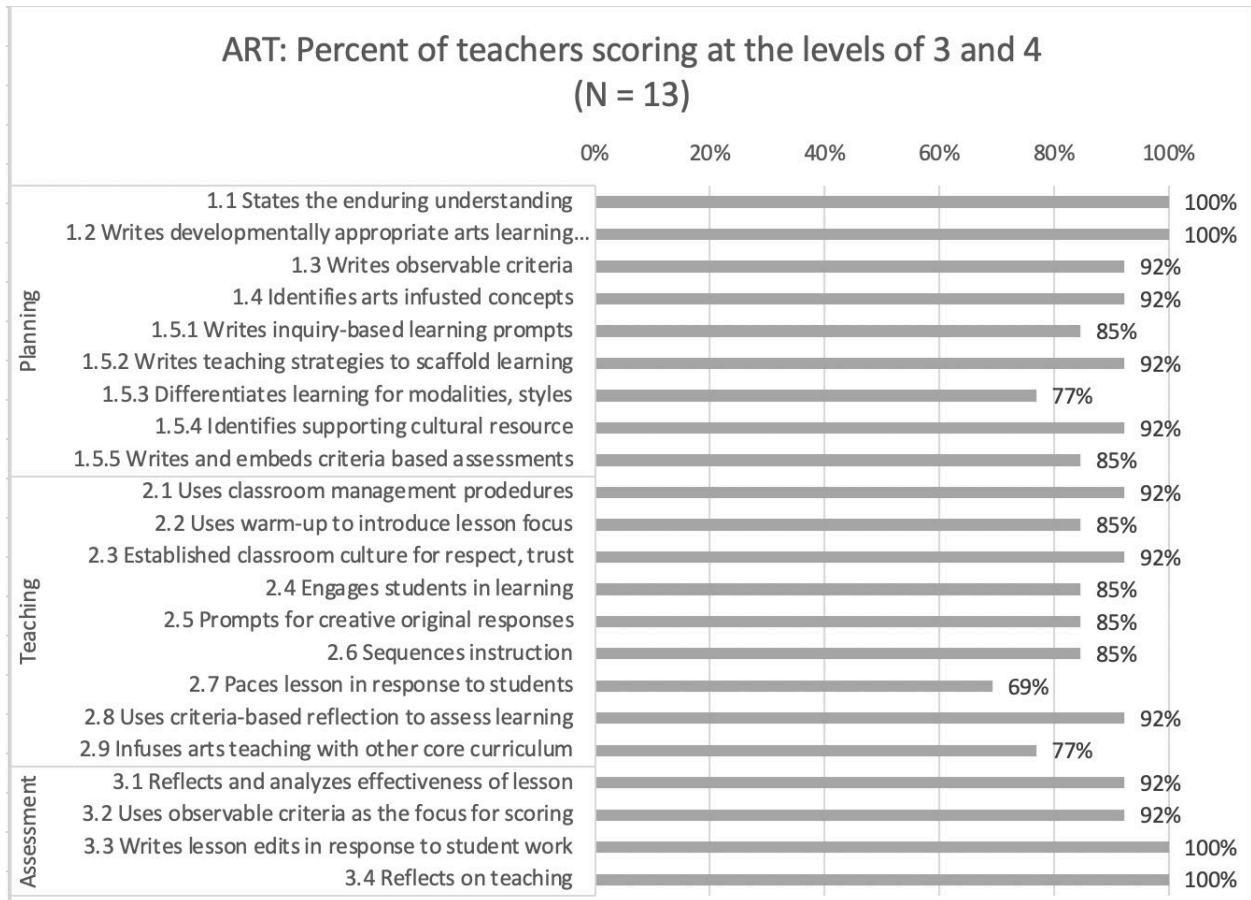


Figure 2. Percentage of Teachers Scoring Levels 4 (Distinguished) on Autonomy Rubric for Teaching the Arts (ART)

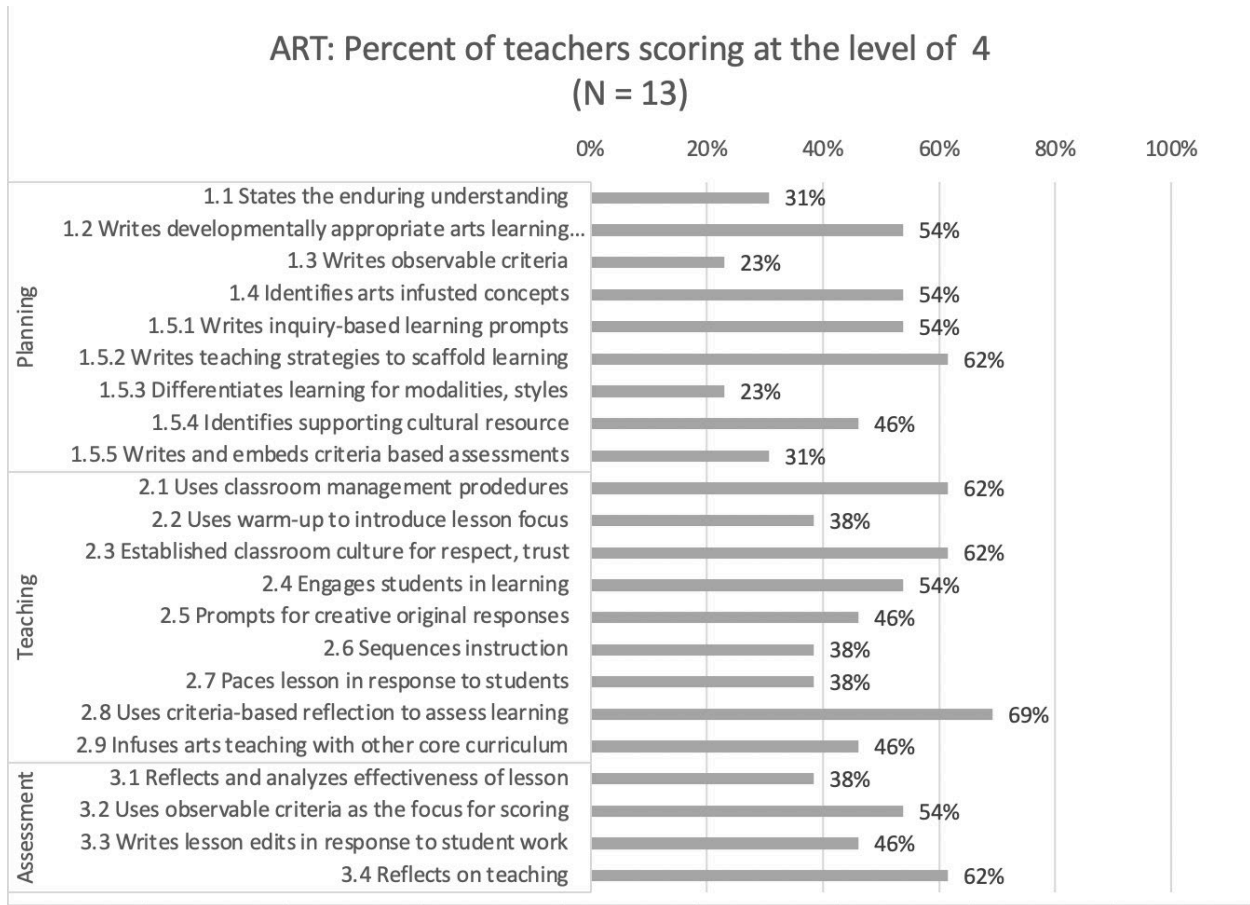


Figure 3. Percentage Based Student Assessments – Arts-Infused Learning 2022-23

In thirteen lessons, students had the opportunity to demonstrate 33 concepts or skills 847 times, which they did successfully 697 times. This indicates an overall rate of demonstrating arts concepts and skills of 82.3%. The target is for students to demonstrate arts concepts and skills at the rate of 80%, which was met for all Dance and Theater arts disciplines and 74.8% in Visual Arts.

Discipline	Students	Lessons	Lessons % > 80%	Concepts	Concepts % > 80%	Times attempted	Times met	Times met/times attempted – rate of demonstrating concept or skill
Dance	29	2	2	6	6	87	78	100%
Theater	65	4	4	13	13	213	201	94.4%
Visual Arts	153	7	2	25	14	547	409	74.8%
All Disciplines	247	13	8	44	33	847	697	82.3%