



**U.S. Department of Education
Grant Performance Report (ED 524B)
Executive Summary**

OMB No. 1894-0003
Exp. 02/28/2011

PR/Award # (11 characters): U351C060032

(See Instructions)

The goal of the SPREAD Project is to develop a systemic professional development network that honors teachers and addresses their arts learning needs, where best practices in local professional development will surface, be shared, refined, and understood so that districts, schools and arts providers can appropriately coordinate professional development resources with teachers' arts learning needs.

The Arts Learning Anchor School Initiative began in year 1 with 16 schools, and by the third year it had expanded to 38 schools. Over these three years the project experienced substantial success in increasing the percent of teachers who had the resources, skills and knowledge to integrate the arts into their instruction on a regular basis. It also increased the percent of teachers who understood and could use important instructional frameworks which not only allowed them to integrate art in their instruction to support high quality arts learning, but it also supported improved instruction in all subject areas. Several teachers reflected that the project has not only changed teacher practice within the school but influenced the school design, organization and functioning as a whole.

"Our experience as an arts learning anchor school has been one of the most important keys to our successful development. The initiative has allowed us to realize many of the dreams we had when we envisioned and designed the school. Thank you!" (Arts and Humanities Academy-Berkeley)

"Our work as an arts learning anchor school is moving our school in a great direction. Although we have not reached our full potential for how we could be using the arts to teach all subjects, we are clearly on our way. We are developing as teachers and setting systems in place to encourage the use of arts to facilitate meaningful learning. I look forward to continuing this work next year!" (New Highland, Oakland)

Over the three years, an important source of data has come from teacher survey responses. In the first year we had 69 respondents from 18 schools (60% of schools), by year 3 we had 96 respondents representing 29 schools (85% of schools). Despite the increase in numbers of teachers responding and schools represented in those responses, the impact of the project remained relatively constant and strong over three years.

For example:

- 67% of respondents (61 teachers) in 2007 and 64% of respondents (90 teachers) in 2009 reported that ALAS helped them develop the skills to integrate arts with other subjects substantively to a great deal.
- 67% of respondents (61 teachers) in 2007 and 70% of respondents (90 teachers) in 2009 reported that ALAS provided them with the resources to support the integration of arts with other academic subjects substantively to a great deal.
- 74% of respondents (61 teachers) in 2007 and 75% of respondents (90 teachers) in 2009 reported that ALAS increased their likelihood of using resources (coaches, materials, workshops) to support their integration of the arts with other academic subjects substantively to a great deal.
- 82% of respondents (61 teachers) in 2007 and 80% of respondents (90 teachers) in 2009 reported that ALAS increased their desire to integrate the arts with other academic subjects substantively to a great deal.
- 72% of respondents (61 teachers) in 2007 and 76% of respondents (90 teachers) in 2009 reported that ALAS helped them understand what quality arts learning means substantively to a great deal.

A teacher from Kaiser Elementary in Oakland school shares what a difference the project has made in teacher practice:

"The Arts Anchor support at our school has been incredibly valuable, all the teachers are now able to integrate and pursue the arts during their instructional day with their students. I regularly see in the hallway displays examples of excellent results in the Kaiser students' ability to express themselves through the visual arts and at Kaiser lately these visual displays often include intriguing student written explanations of the students' intentions and feelings about the work."

By the end of the third year 68 teachers of 90 survey respondents identified specific lessons they did in which they integrated the arts. They ranged from teaching perspective, patterns of Islamic art, to using theater and dance, using mathematical grids in mural painting, use of observational drawing to study plant growth, studying art to understand historical periods. One example, came from a teacher from Anna Yates Elementary School in Emeryville.

"Just yesterday, a teacher who comes to do science two times a week with her students, ran with work we started---developing a pond at our school---in this case figuring out the volume of the pond to be able to determine how much water to add. To do this involved math

AND art. The teacher extended it and created a wonderful display that involved poetry, model building, measurement—math-science-art. This is becoming commonplace at our school."

In understanding of the instructional framework, Teaching for Understanding, from Harvard's Project Zero, teacher understanding increased over the three years even with more respondents. For example:

74% of respondents (28 teachers) in 2007 and 84% of respondents (43 teachers) in 2009 reported that they understood the Teaching for Understanding Framework at least somewhat.

The level of teacher understanding for Studio Habits dipped slightly but almost three times more teachers responded to this question. 73% of respondents (22 teachers) in 2007 and 61% of respondents (59 teachers) in 2009 reported that they understood the Studio Habits of Mind framework at least somewhat.

By 2009, many teachers' practice had changed in substantive ways. Most teachers were using the frameworks at least somewhat. Seventy-three percent of teachers were using the TFU framework at least somewhat and 30% were using it substantively to a great deal and 52% of teachers reported using the Studio Habits of Mind framework at least somewhat with 25% using substantively to a great deal. Furthermore, 47% of respondents (56 teachers) reported that the frameworks provided them with a common language to talk about instruction, which the vast majority did with more frequency. Seventy-nine percent of respondents (67 teachers) reported in and through the arts monthly, weekly or daily. For example, a teacher from the East Oakland School of the Arts High School reflected:

"I feel the arts leaning anchor school initiative has been absolutely invaluable for our school in helping our non-arts teachers to integrate the arts (often their students' best strengths) into their curriculum and planning, and to help the whole staff to communicate in a common language."

Another area of growth was the extent that teachers felt that the arts were essential to student learning. In 2007 53% of respondents (61 teachers) and in 2009 62% of respondents (89 teachers) felt that the arts were as important as core subjects to student learning

Teachers found that the project's approach of assigning arts learning coaches to work with classroom teachers and key to their success. In both the first and third years, 79% of respondents felt that the arts learning coaches introduced teachers to ideas and frameworks that supported and deepened their learning as teachers.

Finally, and most importantly, by the end of the project nearly all teachers felt the project was supporting student learning. Eighty percent of respondents (83 teachers) reported that ALAS was supporting student learning substantively to a great deal and an additional 18% reported that it was supporting student learning somewhat.

Through the Arts Learning Anchor School Initiative, we were able to connect with the ecology of arts providers and university networks that support schools with teaching artists and new teachers. Annual Summer Institutes created opportunities for Arts Learning Anchor School Teams to share their professional learning with new audiences of teachers and administrators.

The Arts Learning Specialist Certificate Program was not originally a part of the project design. The formalized organization of elective courses offered by local arts providers, along with a core set of courses that forge a shared set of skills and professional strategies between arts and non-arts educators has been met with unanticipated enthusiasm by arts organizations and school districts. The certificate program has provided an economy of scale for arts providers and professional developers to bring their expertise appropriately to school and district communities. The certificate opportunity speaks to a new level of professional practice where educators have demonstrated skills as curriculum developers engaged in ongoing inquiry and action research about student success across the curriculum.

As we move toward the future, we are planning with our partners:

- in higher education to offer courses in the Arts Learning Specialist Program for teacher educators
- in after school programs to offer a certificate for after school educators
- and in early child hood and special education, to offer customized certificates

In this way, we are creating a coherent regional network for supporting the lifelong learning of educators, and SPREADING quality arts learning and arts integration practice throughout our schools.



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

OMB No 1894-0003
Exp 02/28/2011

PR/Award # (11 characters): U351C060032

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

1. Project Objective | | Check if this is a status update for the previous budget period.

Situate the creation of a professional teaching and learning community squarely in the center of school and district reforms

I.a. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	Ratio	Raw Number	Ratio
Strategy 1: Develop a professional development model for training teaching and coaching artists at 10 Arts Learning Anchor Schools in Oakland Unified School District			/		/

I.b. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	Ratio	Raw Number	Ratio
Strategy 2: Form a Professional Development oversight, planning and coordination team from Alliance membership to oversee, coordinate and refine the professional development model.			/		/

Explanation of Progress (Include Qualitative Data and Data Collection Information)

I.a. Performance Measure-Develop a professional development model for training teaching and coaching artists at 10 Arts Learning Anchor Schools in Oakland Unified School District

There are 38 Arts Learning Anchor schools at the end of year 3 in Oakland, Berkeley and Emery School Districts. Arts Learning Coaches are developed through a monthly or bi-monthly coaches' clinic. Coaches convene to share school site practice using research based analytical frameworks. Coaches document their practice and support teachers in documenting classroom practice in an on-line environment. This professional development has been formalized into the Arts Integration Specialist Certificate Program. Participants complete a set of core courses in curriculum design, assessment and arts integration. Elective courses are chosen for deeper learning in technique and skills in artistic disciplines. Upon completion of the set of core and elective courses, amounting to 13 continuing education units from Cal State East Bay, applicants are awarded an Arts Learning Specialist Certificate through the Alameda County Office of Education.

I.b. Performance Measure- Form a Professional Development oversight, planning and coordination team from Alliance membership to oversee, coordinate and refine the professional development model.

The Teaching and Learning Oversight Committee has been established to oversee the professional development efforts of the Alameda County Alliance for Arts Learning Leadership.

Ann Wetrich, co-director of the Center for Art and Public Life at the California College of the Arts convenes the Teaching and Learning Oversight Committee. Committee members include:

- Sabrina Klein, Teaching Artists Organized
- Nancy Ng, California Dance Institute – Luna Kids Dance
- Julia Marshall, San Francisco State University
- Sue McGreevy, Alliance for ALL Professional Development Staff



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

OMB No. 1894-0003
Exp. 02/28/2011

PR/Award # (11 characters): U351CO60032

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

2. Project Objective | | Check if this is a status update for the previous budget period.

Create a common language through sharing of professional development models and consideration of school reform strategies, educational research and Project Zero ideas and teaching and learning frameworks

2.a. Performance Measure	Measure Type	Quantitative Data					
		Target		Actual Performance Data			
		Raw Number	Ratio	Raw Number	Ratio	Raw Number	Ratio
Strategy 1: Use frameworks for teaching, thinking and learning developed through educational research to create a common language for arts providers and teachers to improve student learning and develop deep understanding so that acquired knowledge can be applied in new and novel circumstances			/				/

2.b. Performance Measure	Measure Type	Quantitative Data					
		Target		Actual Performance Data			
		Raw Number	Ratio	Raw Number	Ratio	Raw Number	Ratio
Strategy 2: Create an Arts Learning Teaching and Coaching Exchange by convening Alliance artists, arts providers, Arts Education Initiative (UC Berkeley) representatives and BAYCES (Bay Area Coalition for Equitable Schools) coaches. The Exchange will meet monthly to share local coaching and instruction models, look at national models, consider school site and curriculum planning to make learning visible, and insure a shared accountability system for attending to improved student learning and development.			/				/

2.c. Performance Measure	Measure Type	Quantitative Data					
		Target		Actual Performance Data			
		Raw Number	Ratio	Raw Number	Ratio	Raw Number	Ratio
Strategy 3: Plan and implement professional development for principals, school leadership teams and arts education providers. Utilizing <i>Teaching for Understanding</i> framework, school leaders will create professional development plans that include preparing for effective school/teacher partnerships, curriculum development, assessment and shared accountability plans with arts education providers. Progress on plans will be reviewed in partnerships every other month for necessary revision. Leadership Accountability Seminars for all Arts Learning Anchor Schools will occur in February and June.			/				/

2.d. Performance Measure	Measure Type	Quantitative Data			
Strategy 4: Develop and deliver Intensive Workshops in the arts with a menu of workshops and classes for classroom teachers and arts specialists to choose from in order to meet teacher arts learning needs in alignment with district and school site arts plans.		Target		Actual Performance Data	
		Raw Number	%	Raw Number	%
		/		/	
2.e. Performance Measure	Strategy 5: Make professional development information available online at a secure website and through the development of a newsletter.	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	%	Raw Number	%
		/		/	

2.f. Performance Measure	Measure Type	Quantitative Data			
Strategy 6: Provide regular venues for student and teacher evaluation of the professional development model through on-going assessments and a formative evaluation process facilitated by an independent evaluator.		Target		Actual Performance Data	
		Raw Number	%	Raw Number	%
		/		/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

2.a. Performance Measure-Use frameworks for teaching, thinking and learning developed through educational research to create a common language for arts providers and teachers to improve student learning and develop deep understanding so that acquired knowledge can be applied in new and novel circumstances

There are four parts to the professional development model:

Summer Institutes:

Each summer, teachers (arts and non-arts) and teaching artists participate in a week long summer institute where they choose an artistic discipline to learn in. This provides arts teachers and teaching artists the opportunity to teach to others their discipline OR to learn in a new artistic discipline. For classroom and non-arts teachers, it is an opportunity to think and work and have the experience as an artist for a week.

Art IS Education Professional Development Program:

An array of courses and workshops offered by arts providers, throughout the school year, that provide opportunities to develop skills and techniques in the arts disciplines or in arts integration (such as arts and literacy, or arts and English Language Learning strategies), or in curriculum design and assessment using Studio Habits of Mind and Teaching for Understanding.

Arts Specialist Professional Development:

Credentialed Arts Teachers and Arts Specialists in Oakland, Berkeley and Emery School Districts have studied the Studio Habits of Mind during full day professional development throughout the school year. In this way, they have developed leadership at school sites and within their school districts. They have a common language for talking about how stu-

dents are learning to express themselves, observe what is, envision what is possible, take risks, engage and persist through problem, reflect, question and explain and develop skills and techniques in arts classrooms. They are becoming a resource to teachers across the curriculum for creating a fuller profile of students as learners and connecting the dispositions and skills they excel at in arts classrooms to learning across the subject areas.

Site based professional development:

Arts teachers, non-arts teachers and teaching artists come together regularly as a professional learning community within the school site and/or the school district to share curriculum design, students work and assessment. Individual teachers share their classroom practice, facilitated by an arts learning coach, for input from colleagues and the benefit of group learning. This involves regular, ongoing formative sharing of work in progress, as well as more formal, culminating Exhibitions and Performances of Learning that reveal classroom practice through the shared analytical lenses of SHoM, TTU and Making Learning Visible.

Through professional development opportunities (including summer institutes and site based PD) arts learning teachers were exposed to and trained in the use of the Teaching for Understanding and Studio Habits of Mind Instructional Frameworks from Harvard's Project Zero. These frameworks were used to support teacher arts integration, enhance student learning and to create a common language for arts providers and teachers to focus on improving student learning. As we have done for the past two years, we conducted a survey of teachers in Arts Learning Anchor Schools. Ninety six teachers responded from 29 schools (76% of schools). For most schools 2-3 teachers responded, however three schools 10 teachers responded.

In our survey we found that 88% understood the Teaching for Understanding and 81% understood the Studio Habits of Mind frameworks at least somewhat. Furthermore, 72% of teachers reported being able to use the Teaching for Understanding Framework and 53% reported being able to use the Studio Habits of Mind framework at least somewhat in their teaching.

Teachers and Teaching for Understanding	
How well do you understand the Teaching for Understanding framework?	Somewhat 40% Substantively and a great deal 44%
To what extent have you been able to use Teaching for Understanding in your teaching?	Somewhat 43% Substantively and a great deal 29%

N=43

Teachers and Studio Think and Studio Habits of Mind	
How well do you understand the Studio Thinking and Studio Habits of Mind frameworks?	Somewhat 19% Substantively and a great deal 42%
To what extent have you been able to use the Studio Thinking and Studio Habits of Mind frameworks in your teaching?	Somewhat 27% Substantively and a great deal 26%

N=59

Almost half of responding teachers indicate that the frameworks helped them have a common language to talk about instruction which 75% of them do at least weekly. Thirty three percent of teachers develop ideas and plan with colleagues about teaching and learning through the arts at least weekly and 79% have those conversations at least monthly.

Teachers and Frameworks	
To what extent have either/both frameworks provided you and your colleagues with a common language to talk about instruction?	Somewhat 27% Substantively and a great deal 20%

N=56

Teachers and Developing Ideas			
How often do you develop ideas and plans with colleagues about teaching and learning?	Monthly 18%	Weekly 60%	Daily 15%
How often do you develop ideas and plans with colleagues about teaching and learning?	Monthly 46%	Weekly 31%	Daily 2%

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2.b., Performance Measures— Create an Arts Learning Teaching and Coaching Exchange by convening Alliance artists, arts providers, Arts Education Initiative (UC Berkeley) representatives and BAYCES (Bay Area Coalition for Equitable Schools) coaches. The Exchange will meet monthly to share local coaching and instruction models, look at national models, consider school site and curriculum planning to make learning visible, and insure a shared accountability system for attending to improved student learning and development.

The original Arts Learning Teaching and Coaching Exchange evolved into two inter-related components:

Arts Integration Specialist Certificate Program:

This is a subset of the Art IS Education Professional Development Program to develop capacity and leadership for arts learning and arts integration at school sites and in school districts. Participants choose from three core courses in curriculum design, assessment and arts integration, along with a set of electives in arts skills and techniques for a total of 13 continuing education units from Cal State East Bay, and are awarded an Arts Learning Specialist Certificate through the Alameda County Office of Education.

Coaches' Clinic:

For highly qualified teaching artists and graduates of the Arts Integration Specialist Certificate Program, the clinic provides ongoing collegial support and learning through regular face to face convenings, sharing of practice and an on-line discussion/blog. Analytical frameworks are used as a common language to reflect as individuals share the work of teachers in their schools. There is rich exchange, reflection and group learning. Individuals document their learning in and on-line environment, as well as supporting teachers in their schools to document on-line. Coaches provide on-line as well as face to face coaching.

Each Arts Learning Anchor School was chosen because it had a partnership with a community arts provider, where learning for both the school community *and* the arts community, could be leveraged. Teaching artists from community arts organizations, participated in a monthly coaches clinic. In this way, we were able to reinvent and redefine the role of the teaching artist from one who comes into classrooms to teach arts to students, to one that builds the capacity of classroom teachers to teach in and through the arts.

Teaching artists learned through the Coaches Clinic to respond to the needs of teachers and schools. Based on the school level and readiness, teaching artists modeled arts lessons for classroom teachers, coached classroom teachers to teach the arts, provided after school professional development in arts skills and techniques, collaborative curriculum design and ongoing assessment.

This strategy developed the skill of teaching artists back within their arts organizations. Many teaching artists in the Arts LEarnign Anchor School Initiative provide professional development within their organizations, to growing numbers of teaching artists, on working effectively with schools today.

Essential to teachers' satisfaction and professional growth with the project was their work with coaches. 91% of teacher survey respondents worked with an arts learning coaches who introduced them to arts integration ideas and frameworks as well as scaffolded their art making skills. Seventy-nine percent of respondents felt that the coaches supported and deepened their learning as teachers a substantively to a great deal and an additional 14% felt the coaches supported their learning somewhat. Teachers describe the value of having an arts learning coach

- *"This is my second year with the Oakland Unified School District. Many of my colleagues have gone through the arts trainings and are familiar with the procedures and practices needed to integrate arts in the classroom. I feel that I can integrate art in my own way, and of course the challenge is trying to fit it in with everything else in my daily schedule. After working with an art coach this year, I feel ready to fully integrate art with other subjects next year. I can really see how art, especially the visual arts, can help enhance a student's learning in the classroom."* (elementary teacher)
- *"I plan to use the coaching even more next year. It was wonderful and very meaningful for my students, and to me as an educator."* (elementary teacher)
- *"Our coach has helped me plan integration of the arts into the final unit of the year. I have already made plans to integrate arts into all units next academic year."* (high school teacher)

2.C. Performance Measures— Plan and implement professional development for principals, school leadership teams and arts education providers. Utilizing Teaching for Understanding framework, school leaders will create professional development plans that include preparing for effective school/teacher partnerships, curriculum development, assessment and shared accountability plans with arts education providers. Progress on plans will be reviewed in partnerships every other month for necessary revision. Leadership Accountability Seminars for all Arts Learning Anchor Schools will occur in February and June.

Oakland Unified School District has established a group of arts learning facilitators that meet with principals at the beginning, middle and end of the school year to review school site plans and assess their ongoing progress. Facilitators have categorized schools into three groups – excellent, building and planning – and provide support customized to the needs of each. Berkeley Unified School District principals are convened by the Visual and Performing Arts Coordinator, Suzanne McCulloch, to review plans and assess their progress and next steps.

Fifty-one percent of survey teachers identified principal support as supporting and deepening their learning substantively to a great deal.

In addition to supporting principals, the Arts Learning Anchor School Initiative (ALAS) has worked to encourage school leadership teams and all school support for the Anchor School Initiative. In 2008-09 we collaborated with the Americans for the Arts to develop school and district level surveys for Alameda County that tackled support for arts and arts integrated instruction. Nineteen of our 38 Anchor Schools responded to the survey. They indicated that 68% of them have arts learning plans and 57% of teachers in the 19 schools have collaboration time with arts specialists and coaches. In 78% of the responding schools students receive instruction in arts integration, 62% of students receive instruction in music, 59% receive instruction in visual arts and 32% receive instruction in dance.

The ALAS has also collaborated with the three school districts within which the anchor schools reside. This has proven to be very successful. The Americans for the Arts survey revealed that all three Anchor School Districts, Berkeley, Emery and Oakland have an Arts Learning Plan and they all have a long-term arts learning professional development plan that supports the district's arts learning plan. For example, Berkeley School District has the following policy goals:

- 1) Implementing quality arts education programming that promotes a learning community that allows every child to succeed in meeting core academic standards, going beyond these standards in a way that honors multiple intelligences.
- 2) Making e arts learning visible by bringing Berkeley Unified school communities and constituencies together as an official sub-committee of the district Policy & Oversight Committee.
- 3) Developing an Arts Master Plan and work with arts resources in the community to foster opportunities for our children to develop and express their individual potential through Board and district approved arts partnerships.

Furthermore, Berkeley has set aside funding for increasing numbers of Arts Learning Anchor Schools each year. 1 in 05-06, 4 in 06-07, 10 in 07-08, 9 in 08-09
Furthermore, Oakland Unified School District (OUSD) has the following policy goals:

1) OUSD obtained a Board approved funding resolution for arts and music programming at the district. The present goal is to continue the mandate of this resolution into the future despite current fiscal environment.

2) OUSD has a Board approved Master Plan in place for the district. The current plan will be revised in April 2008 for Board adoption by Fall 2009 to further institutionalize the goals of the Arts Learning Anchor Schools Initiative.

3) OUSD provided policy and planning information to California State County Office Of Education Superintendents Association and California Alliance for Arts Education that were adopted as recommended tools in the usage of historic state arts funding

In addition, a local bond measure funding increased for the Arts Learning Anchor Schools Initiative from \$300,000 to \$600,000. Perhaps most remarkable is the launch, stability and growth of the program through a state takeover and three state administrators.

Further, the School Board approved the hire of a half-time Teacher-on-Special-Assignment, restoring the drastically cut Office of Visual and Performing Arts from one person to one and a half persons. Board has also approved a myriad of contracts for community arts providers through the Arts Learning Anchor Schools and Summer Institute, as well as approved a special partnership with the National Education Association for a Dance Initiative to increase dance programming in Oakland public schools.

All three ALAS districts have a designated staff person whose job description includes facilitating, planning or programming arts implementation through the district and maintaining an environment of support for arts education. All three districts report providing on-going professional development to teachers in arts integration, arts training for teachers, professional development for credentialed arts teachers, funding for credentialed arts teachers, funding for arts learning coaches (arts, non-arts teachers, or community teaching artists) with time to build professional learning communities, support partnerships with community based arts providers for in-school or after school programs, and funding for arts materials and resources.

2.d. Performance Measures- Develop and deliver Intensive Workshops in the arts with a menu of workshops and classes for classroom teachers and arts specialists to choose from in order to meet teacher arts learning needs in alignment with district and school site arts plans.

Many arts providers in the ALAS Initiative have formalized their profession development offerings to continue to serve teacher professional development needs, and to extend beyond the scope of this initiative. Luna Kids Dance has established the California Institute for Dance Learning, which provides teacher with a dance specialist certificate, and ongoing collegial support and learning. In collaboration with coordinators across the curriculum at the Alameda County Office of Education have developed professional development for teachers of English Learners, History, and other content areas, that is arts integrated.

In 2008-2009 the professional development from ALAS Summer Institutes, Coaches Clinic, and on-site professional development was formalized into a set of courses at the California College of the Arts, that has now become a permanent professional development program at the ACOE.

As a result of what was learned about the knowledge, skills and dispositions necessary to support school and district arts learning needs, a set of courses have been developed and formalized into a certificate program. The core courses offer study in arts integration, collaborative curriculum design and assessment in and through the arts using Studio Habits of Mind, Teaching for Understanding and Making Learning Visible as shared analytical frameworks across the grade levels and across the arts and non-arts subject areas. The first of its kind in the United States, the Arts Integration Specialist Program provides K-12 teachers and teaching artists in public schools the insight, understanding, and skills they require to provide engaging and effective art and arts-integrated lessons across all areas of curriculum and to advance professionally. Participants leave equipped with real classroom applications focused on achieving improved student and teacher learning across all subjects.

The Arts Integration Specialist Program offers core courses and mini-courses, with the option to acquire continuing education units through Cal State East Bay, and work toward an Arts Integration Specialist Certificate. The Arts Integration Specialist Certificate qualifies teaching artists, credentialed arts teachers, multiple subject and single subject credentialed teachers to provide leadership, as well as pedagogical and content knowledge to professional learning communities within their school and district contexts.

The Arts Integration Specialist curriculum gives participants experience in the following:

- working knowledge in their artistic discipline
- curriculum development using Teaching for Understanding frameworks and Visual and Performing Arts Standards as guides
- collaboration skills
- knowledge of contemporary art forms
- strategies for arts integration
- assessing student learning in the arts and making learning visible
- partnering with others for school accountability
- showing evidence of learning through public presentation

Certificate Requirements

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12 units of AIS coursework must be completed within a 2-year period.

MANDATORY COURSEWORK (80 hours) :

- Core Class A: Strategies and Resources for Arts Integration (30 hours; 3 units)
- Core Class B: Collaborative Curriculum Design (30 hours; 3 units)
- Core Class C: Ongoing Assessment Strategies and Applications: Making Learning Visible, Studio Habits of Mind, Rubrics and Portfolios (20 hours; 2 units)
- (All courses require formative or summative on-line documentation of classroom/school site applications and learning)

MINI COURSE ELECTIVES (Fall 2009 only, totaling 20 hours; 2 units): Participants may take arts courses of their choice, including:

- Performing Arts skill building classes
- Visual Arts skill building classes
- Teaching with Contemporary Art
- Teaching with Museums and Visual Thinking Strategies
- English Language Development in the Arts

*All courses must be completed with a passing grade; student work is graded pass or fail.

2.e. Performance Measures- Make professional development information available online at a secure website and through the development of a newsletter

The Art IS Education Professional Development Program and Arts Integration Specialist Program offerings are on-line at http://www.artiseducation.org/teaching-learning_palette-of-possibilities
In addition, plans are in place to offer the three core courses (1. collaborative curriculum development, 2. arts integration and 3. assessment strategies) on-line by fall of 2011.

2.f. Performance Measures- Provide regular venues for student and teacher evaluation of the professional development model through on-going assessments and a formative evaluation process facilitated by an independent evaluator.

Our external evaluator used multiple sources of data to assess teacher learning and changes in practice in the 2008-09 school year. The teacher survey data revealed that for most respondents the Arts Learning Anchor School Initiative helped them develop the skill, inclination and alertness of how to integrate the arts substantively to a great deal. As described in Performance Measure 2.a., most respondents learned about the Teaching for Understanding and Studio Habits of Mind frameworks and many used them in their practice at least somewhat and most teachers discussed and planned with their colleagues about teaching through the arts at least monthly. Teachers felt that the project was supporting student learning in substantive ways.

The following are descriptions of the survey data.

	Somewhat	Substantively and a great deal
Teacher's Development of Skill for Arts Integration How much did the Arts Learning Anchor Schools Initiative help you develop the skills to integrate art with other academic subjects?	23%	63%

N=90

Teacher's Development of Alertness for Arts Integration		
How much did the Arts Learning Anchor Schools Initiative help you increase your awareness of how and when to integrate the arts with academic subjects	Somewhat 23%	Substantively and a great deal 62%
How much did the Arts Learning Anchor Schools Initiative provide you with resources to support your integration of arts with other academic subjects	16%	70%

N=90

Teacher's Development of Inclination for Arts Integration		
How much did the Arts Learning Anchor Schools Initiative increase your likelihood of using resources (coaches, materials, workshops) to support your integration of the arts with other academic subjects	Somewhat 17%	Substantively and a great deal 74%
How much did the Arts Learning Anchor Schools Initiative increase your desire to integrate the arts with other academic subjects	14%	80%

N=90

As these survey results indicate the project had a tremendously strong impact in helping teachers develop the skills, alertness and inclination for arts integration. The surveyed teachers also strongly felt that the project helped them deepen their understanding of quality arts learning and felt that the project supported student learning. Seventy-six percent of teachers felt that the project helped them understand what quality arts learning means substantively or a great deal. An additional 13% felt the project helped them somewhat.

The vast majority of teacher respondents believed that the Arts Learning Anchor Schools initiative was substantively or more supporting of student learning.

Teachers Belief that the Arts Learning Anchor Schools initiative is supporting student learning		
To what extent is the Arts Learning Anchor School Initiative supporting student learning?	Somewhat 18%	Substantively and a great deal 80%

N=83

One of the ways teachers used the arts to support student learning was through the creation of exhibitions of student learning. Of the 80 teacher respondents who created an exhibition of learning, 65% felt it was a valuable or very valuable tool for documenting student learning. Of 80 teacher respondents, 40% documented their students' arts learning to make their classroom practice visible to others at least 10 times, while 35% documented it 5 or more times throughout the year.

Teachers also described the specific ways the arts support student learning.

- "Art has connected the student to subjects that they other wise would not be."
- "I regularly see hallway display examples of excellent results in the students' ability to express themselves through the visual arts."
- "The degree of student engagement, joy, confidence, buy-in goes up exponentially with arts integration. In short, arts integration creates an ideal learning environment for all learners."

3. Project Objective | | Check if this is a status update for the previous budget period.

Develop a professional network that can flexibly and appropriately respond to identified pre-service arts learning needs.

3.a. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
Strategy 1: Build on collaborations with California College of the Arts and Arts Education Initiative at UC Berkeley		Raw Number	%	Raw Number	%
				/	

3.b. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
Strategy 2: Address incorporation of arts learning and study of artistic disciplines of pre-professional programs by working with new institutions of higher education such as Peralta Community Colleges.		Raw Number	%	Raw Number	%
				/	

3.c. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
Strategy 3: Align resources and needs of higher education partners with K-12 districts, including coordinated placements of teacher credential candidates and service learning opportunities in K-12 schools for arts students.		Raw Number	%	Raw Number	%
				/	

3.a. Performance Measures:- Build on collaborations with California College of the Arts and Arts Education Initiative at UC Berkeley

The Alliance for Arts Learning Leadership presented at the Arts Education forum in Cambridge October 2009 about the developing collaboration between the ACOE, UC Berkeley, Cal State East Bay, Mills College and the California College of the Arts. Through an overview, the five institutions presented on how they are using shared, research based, analytical frameworks (SHoM, TFU and MLV) to support the coherent and lifelong professional learning of the educator. Teaching for Understanding provides an important inquiry frame for professional learning communities and teacher action research in pre-service and in-service teaching, teaching artists and arts learning coaches, and principals and administrators. In five break out sessions, each institution provided information on how teacher action research, partnerships, service learning, and arts methods were cross fertilizing teacher education programs across the Bay area landscape. Ann Wettrich, California College of the Arts and Eric Engdahl, Cal State East Bay, represent the Arts Education Initiative on the Alliance for ALL Steering committee. These collaborations and shared leadership roles are laying the framework for a new vision of seamless professional development for educators.

3.b. Performance Measure- Address incorporation of arts learning and study of artistic disciplines of pre-professional programs by working with new institutions of higher education such as Peralta Community Colleges

Linda Tredway, at UC Berkeley runs the Principal Leadership Institute there. Linda presented at our Regional Forum last year, and has developed a new approach to developing principal leadership called BRAVOE. Visual and Performing artists work with principals to explore issues of leadership and school design through theatre, the visual arts and work directly with professional artists in their pursuit. Julia Marshall at San Francisco State University, teaches in the Arts Integration Specialist Program and serves on the Teaching and Learning Oversight committee of the Alliance for ALL.

3.c. Performance Measure-: Align resources and needs of higher education partners with K-12 districts, including coordinated placements of teacher credential candidates and service learning opportunities in K-12 schools for arts students

Arts Learning Coaches such as Trena Noval (from Peralta Elementary which is a laboratory school), and Eduardo Pineda (the VALUES Project), are supervisors of teachers in the pre-service program at Mills College. Rita Davies, formerly a teacher at Oxford elementary (an ALAS school in Berkeley Unified School district), Valerie Gutwirth, a dance educator in Berkeley Unified School District are assisting Paul Ammon at UC Berkeley in designing arts integrated pre-service coursework for credential candidates. Graduates from the California College of the Arts and Mills College programs are playing arts learning coaches and leadership roles in schools. Formal systems are being developed to place pre-service teachers into arts rich schools and offer aligned professional development to pre-service and mentor teachers through week long shared summer intensive experiences. At the California College of the Arts, art students are receiving service learning along with core instruction and bringing arts expertise into partner public schools.



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

OMB No. 1894-0003
Exp. 02/28/2011

PR/Award # (11 characters): U351CO60032

SECTION B - Budget Information (See Instructions. Use as many pages as necessary.)

SECTION C - Additional Information (See Instructions. Use as many pages as necessary.)

1. Describe the success of the project and its impact

Overall the Arts Learning Anchor School project has been successful. One area of particular success is the partnership with the districts. We know that too often, reform efforts launched within schools are unsustainable with leadership change if they are not supported at the district level. Because of the ALAS Initiative's efforts connection to a larger

county wide effort to support student learning in and through the arts, we were able to garner significant support for sustaining the ALAS initiative over three years in urban schools facing tremendous budget cutbacks and staff turnover.

At the school level, teachers are becoming increasingly comfortable with the instructional frameworks and the process of making student learning visible through student exhibitions. In some schools, the ALAS Initiative has supported a school-wide commitment to the frameworks and the use of alternative assessment to document student learning. These schools have extended beyond the scope of this initiative to organize most of their collaboration time and professional development time to deepening their use of the frameworks and assessment approaches.

2. Describe any unanticipated outcomes or benefits and barriers encountered

The Arts Learning Specialist Certificate Program was not originally a part of the project design. The formalized organization of elective courses offered by local arts providers, along with a core set of courses that forge a shared set of skills and professional strategies between arts and non-arts educators has been met with unanticipated enthusiasm by arts organizations and school districts. The certificate program has provided an economy of scale for arts providers and professional developers to bring their expertise appropriately to school and district communities. The certificate opportunity speaks to a new level of professional practice where educators have demonstrated skills as curriculum developers engaged in ongoing inquiry and action research about student success across the curriculum.

Our plans for the future include crafting certificate programs that are designed specifically for teacher educators, early child hood educators, after school educators, etc.

3. Advice to other educators interested in our project

The most important aspect of this work is the shared analytical frameworks that ways to talk about:

- The real benefits of learning in the arts – Studio Habits
- Intentional arts instruction and arts integration that assures that important educational goals are met and understood well enough to be retained and advanced upon as students matriculate – Teaching for Understanding
- There are regular, ongoing and cumulative opportunities to see and share student and teacher learning for shared accountability and responsibility for the learning of every child – Making Learning Visible

Certainly there are many other tools to be drawn upon and that are constantly being developed. These three frames provide a lens for educators to talk across classrooms, schools and districts/regions. Our data and our experience bare out how important and useful these tools are because they are not prescriptive, they are not new programs, they are lenses that emerge out of the research based study of successful teacher practice.

It is difficult to introduce such frames across broad groups of educators and into school systems that have been beleaguered with the imposition of new educational approaches and scripted curriculum. Our experience tells us that it is important to persist through resistance, because as the tools are found to be useful in practice, educators eager to be successful use them and share them with others.

One of the most profound effects was how these tools allowed arts teachers, teaching artists, science teachers, language arts teachers, elementary teachers, high school teachers, teacher educators – up and down grade levels and across the curriculum, to collaborate and engage in serious reflective practice. The enthusiasm became contagious at school sites, in coaches' clinics and seminars, and at summer institutes.

4. How did our original ideas change as a result of conducting the project

In the course of the Arts Learning Anchor School Initiative, we came to more clearly articulate and understand the relationship between arts learning, differentiating instruction, and culturally responsive teaching strategies. We came to understand how the use of analytical frameworks can be most effective when applied in the context of professional learning communities within schools and school districts, and that we were able to overcome resource issues of time and money, when arts learning and arts integration strategies were directly aimed at the educational challenges of the students they serve.

5. Plans for continuing the project (sustainability; capacity building) and or disseminating results

We are documenting the practice of arts learning anchor schools in "Little Books" that become exemplars for other schools and administrators to learn from. We are providing on-line tools and face to face forums for more and more teachers and professional learning communities to tell the stories of how learning in and through the arts promotes engagement, creativity, imagination and entry points into learning across the curriculum. These on-line and hard copy books will be featured from our website and distributed at conferences and statewide and national convenings.

We have already adapted what we have learned from successful school wide arts learning implementation to the district wide unit in San Leandro School district. Through a US Department of Education Professional Development grant we are applying hands on learning in the arts with interaction with the work of contemporary artists, intentional arts integration, research based analytical frameworks (SHoM, TfU, MLV and CRT), teacher action research, collaboration and professional learning communities. This is an approach that we are working to refine so that it can be replicated district wide throughout our region and shared across our state and national networks. This will be launched in summer of 2011 at our first annual regional summer institute.

We are describing the real benefit of learning in the arts through the studio habits of mind, and connecting that learning to what the research tells us about the requirements for 21st century workforce and citizenship. In this way, we are aligning what we know about the need for students to communicate, create new ideas, take risks and collaborate, with the unique aspects of learning in the arts that provide important dispositions for engaging in learning across content areas and in life. Shared analytical frameworks can help educators ask the same questions about student outcomes and decisions for arriving at those outcomes, while designing strategies that are responsive to the local and individual learning needs of students, schools and school districts.