



Arts for
Learning
Lessons

i3 and the Arts: Arts Achieve and Arts 4 Learning



Arts for
Learning
Lessons

Arts 4 Learning Lessons (A4L)

Beaverton School District, OR

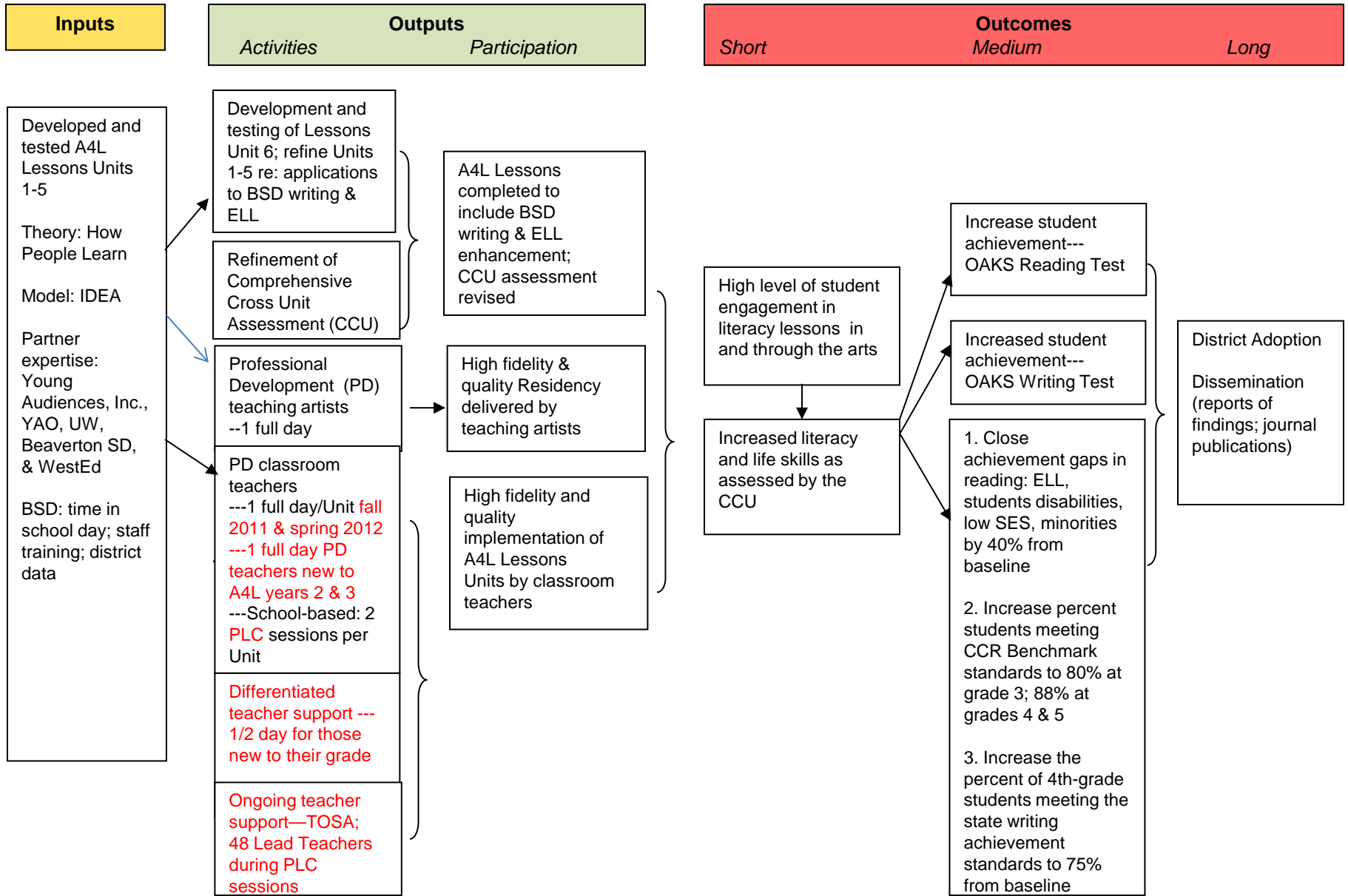
Young Audiences Arts for Learning
WestEd

Young Audiences of Oregon & SW Washington

An innovative research-based literacy program, proven to be effective in helping students develop and improve important skills in reading and writing through integration of the arts.

Program: Beaverton Arts for Learning (A4L) Lessons Project Logic Model

Situation:



Assumptions: BSD support and commitment to the arts for all students; BSD Strategic Plan Literacy Initiative

External Factors: Adequate district resources for full program implementation; availability of teaching artists



Evaluation Overview

Formative and summative components & multi-method approach

Formative evaluation

- To inform the further development of the A4L Lessons, professional development model, & enhance program outcomes
- Date to be collected and analyzed include:
 - Student achievement data (annual)
 - Classroom observations (annual)
 - Online teacher survey including A4L Lessons implementation log (biannual)
 - PD participant surveys & ratings of PD sessions (biannual)

Summative evaluation

- A three-year, cluster-randomized trial in 32 elementary schools in the Beaverton School District (OR)
 - 16 schools randomly assigned to the treatment and control conditions
 - Grades 3-5
- Primary outcomes of interest:
 - Student achievement as measured on the Oregon Assessment of Knowledge and Skills (OAKS) Reading and Writing Tests
 - Student literacy and life skills as assessed by the Comprehensive Cross Unit (CCU) Assessment developed by researchers at the University of Washington
- Embedded case study: to tell the story behind the numbers

Guiding Research Questions

1. What is the impact of A4L on students' reading and writing achievement as measured by the Oregon Assessment of Knowledge and Skills (OAKS) and the CCU?
2. Do the impacts of A4L on students' reading and writing achievement vary by students' ELL status, below grade level reading status, or eligibility for free or reduced-price meals?
3. What is the A4L program model as it is being implemented under i3?
4. To what extent has the implementation of the A4L program model been achieved with fidelity to the model?
5. What factors facilitate or constrain model adoption and sustainability?

*Research Results

2006 – 2012 School Year

- Arts for Learning Works
 - A4L improves student literacy learning, across grades and reading levels
 - National studies conducted by WestEd for 5 consecutive years showed a reliable pattern of statistically significant gains in literacy learning
- Effectiveness of A4L Lessons increased with greater “Strength of Treatment”
 - Extending a Unit with a Residency, or receiving more Units, contributes to greater gains
- Students Reading Below Grade Level made statistically significant literacy gains, including Title 1 & English Language Learners
- A4L Lessons teaches 21st Century Learning and Life Skills
- Students Showed Engagement & Interest in A4L Lessons
- Students liked A4L more than regular reading lessons, say it was easier while making significantly greater gains in literacy



Arts for Learning Lessons

***Research Studies & Reports**
Fall 2006

Fall 2007 – Spring 2008

Fall 2008 – Spring 2009

Fall 2009 – Spring 2010

Fall 2010 – Spring 2011

Fall 2011 – Spring 2012

Fall 2012 – Spring 2013 In Progress

*** Conducted by WestEd & University of Washington
with coordination from National Young Audiences and YA Affiliate
Sites and Partnering Universities and School Districts**



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the

U.S. Department of Education
Investing in Innovation (i3)
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**NYC DOE Office of Arts and Special
Projects**

ArtsConnection

**Cooper-Hewitt National Design
Museum**

**92nd Street Y, Harkness Ctr for Dance
Dance Education Lab (DEL)**

Weill Music Institute at Carnegie Hall

Arts Achieve Goals


- Goal 1: To improve student achievement in the arts through the development and implementation of balanced (formative and summative) arts assessments that are aligned to high arts content and academic achievement standards
- Goal 2: To translate the standards and information from assessments into classroom practices that support improved arts achievement for all students
- Goal 3: To promote innovations in student and teacher access to content and assessment feedback through the use of technology

Examples of Technology in Practice

- Teachers reflect on their new technology and share initial ideas for incorporating technology in their classrooms

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 **Juan Morel Campos Explains Everything 1**
 Added by Josh Millis on December 15, 2012 at 1:07pm [Send Message](#) [View](#)

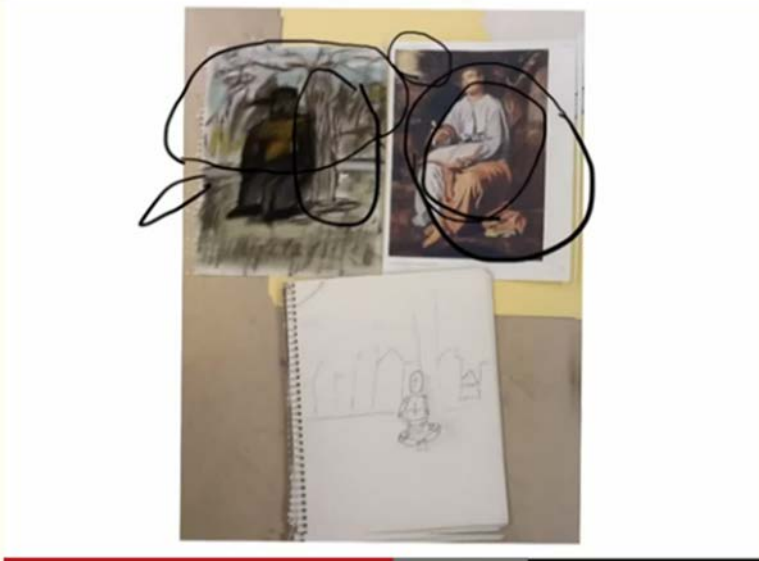
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A student at Juan Morel Campos explains the evolution of his drawing project, using Explain Everything on the iPad.

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Related



High school students used the app Explain Everything to make comments and share feedback directly on to student work. Digital notes can be shared and stored for review.




Using an iPad, a student takes a photo of a peer's work while recording their answers to inquiry and reflection questions provided by their teacher.

Music



Students use the iPad app Tenuto to test their accuracy of note recognition

 **Symphony Pro 1**
Added by Gregory Belmonte on November 9, 2012 at 1:19pm
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Due to classroom displacement from hurricane Sandy, string students work in the piano lab arranging duets for their main instrument and another string instrument of a different clef.

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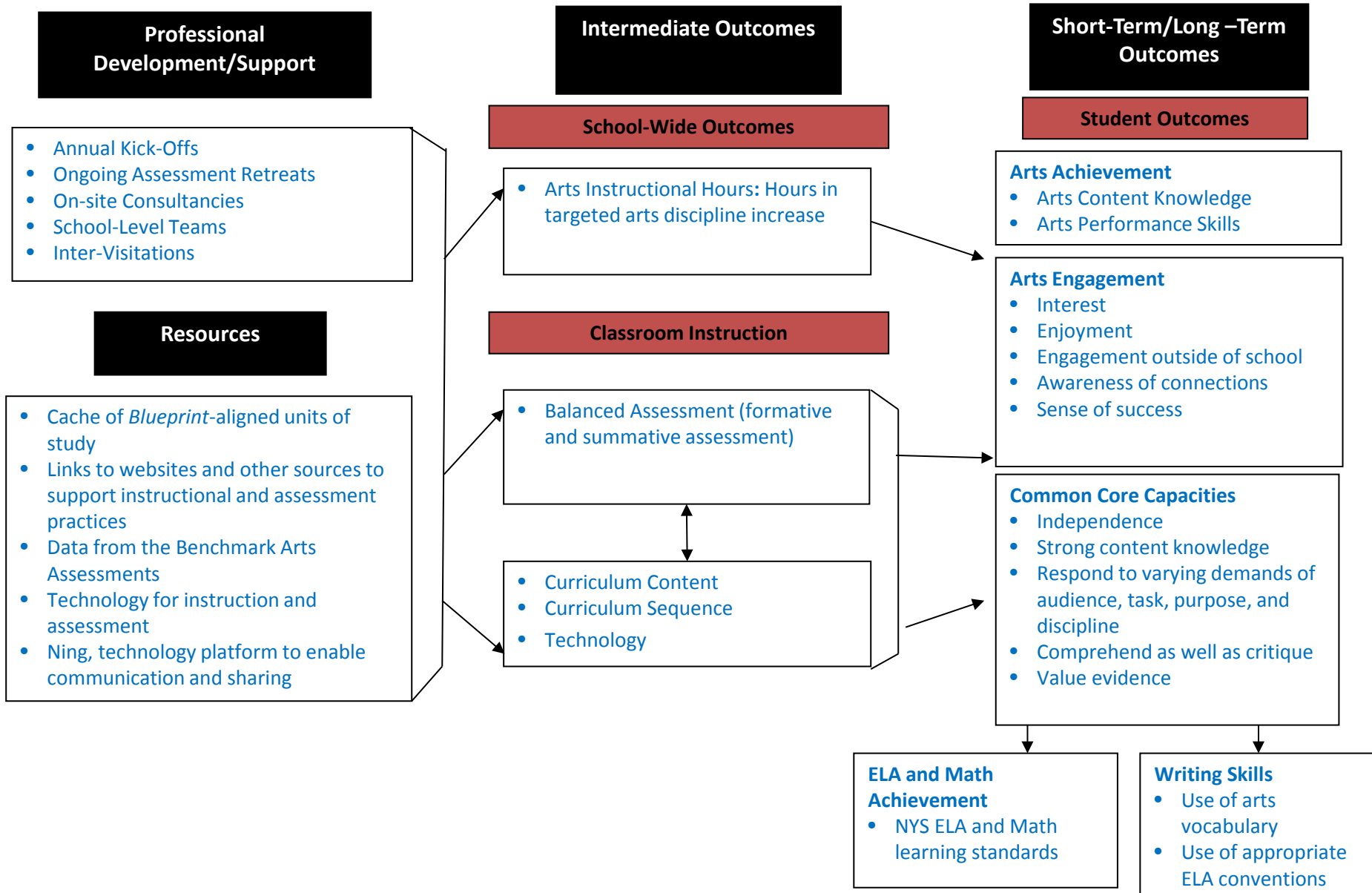
A music student uses the iPad to arrange duets for their main instrument and another instrument in a different clef.

Technology in Assessment Process

- A teacher or peer can record feedback for a student directly onto their work using the iPad
- Students have a record of comments they can look back on
- Archive of work over time that allows student and teacher to chart progress
- This process of providing feedback in the formative assessment practice be used over and over

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Measuring the Impact of *Arts Achieve*

- Experimental Design

- Schools were **randomly assigned** into the treatment or control group by school level and arts discipline.

- 81 study schools

- 46 treatment schools
 - 35 control schools

- The experimental design allows for comparisons of outcomes in schools that participate compared to those schools that do not participate.

Arts Achieve Activities	Treatment Schools	Control Schools
Benchmark Assessments (pre/post each year)	Yes	Yes
Annual Kick-Offs	Yes	No
Assessment Retreats	Yes	No
On-Site Coaching/Consultancies	Yes	No
School Teams	Yes	No
Inter-Visitations	Yes	No
Resources (e.g., Blueprint-aligned units, sources to support instructional and assessment practices, and technology platform)	Yes	No
Surveys (pre/post each year)	Yes	Yes

Analysis of Covariance (ANCOVA) Results: Students' Pre/Post Arts Achievement

Study Group	Total N	Pre	Post	Mean Difference	F	Effect Size Hedge's <i>g</i>
		Mean Score (SD)	Mean Score (SD)			
Treatment	1,466	53.45 (15.50)	63.11 (15.58)	9.66	13.03	0.08
Control	1,411	55.03 (16.93)	61.93 (16.96)	6.90		

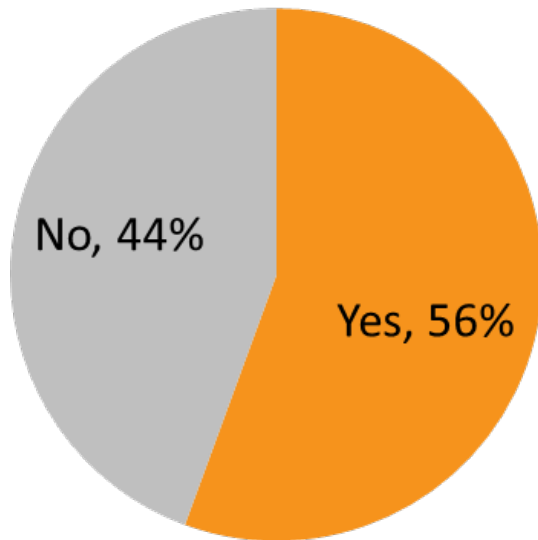
During the 2011-12 program Year, arts teachers reported improved knowledge and skills:

- 58% of arts teachers reported more confidence in teaching elements of the Blueprint.
- 74% report using more formative assessment strategies.
- 82% have better understanding of arts needs at their school.

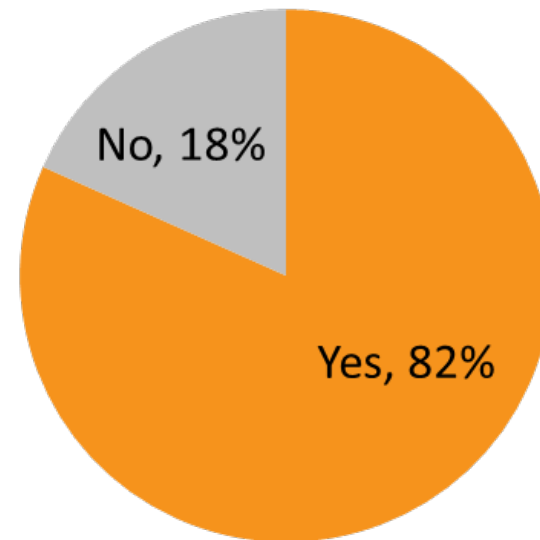
Arts Achieve Art Specialists Reported Increased Technology Usage in Their Practice:

Do you use technology in your instruction or assessment of your students?

Fall 2011



Spring 2012



Among the 82% of art specialists who reported using technology, 66% reported using iPads and 45% reported using video cameras.

Teachers reflect on their new technology
and share initial ideas for incorporating
technology in their classrooms

http://www.youtube.com/watch?v=v8Dv_sPfK_E