

IGNITING PASSION THROUGH ARTS INTEGRATION



Implementation: The Leadership Perspective

Implementing a Pedagogical Change in an
Elementary School



PATTY HOSFELT

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Principal: Spring Ridge Elementary
Frederick, MD

WHAT WILL YOU LEARN TODAY ?

- **Overview of the Implementation of an Arts Integrated/STEAM approach to instruction**
- **Examples from Spring Ridge Elementary**
- **Next Steps**

ARTS Integration at Spring Ridge Elementary

SRES ignites **S**uccess **T**hrough a
Creative **E**nvironment with an
Achievement **M**indset!





OUR DIVERSE POPULATION

TOTAL ENROLLMENT: 468

BLACK OR AFRICAN AMERICAN: 19.23%

WHITE: 54.49%

SPECIAL EDUCATION: 14.5% (n=68)

FARMS: 45.51%

ELL: 5.12%

HOMELESS: 10%



BEGINNING THOUGHTS...

- It doesn't happen overnight
- Commitment is key—don't give up when pressure is on
- It takes Time, Clear Vision, Dedication, and Perseverance





PLANNING FOR IGNITION! FULL STEAM AHEAD!

What does it take to turn on the engine?

- **Alignment with key staff thinking**
- **Unveiling the unknown**
- **Planning with the future in mind**
- **Focus**

A compelling mission and vision equals a significant purpose, a picture of the future, and clear values.





SRES ignites

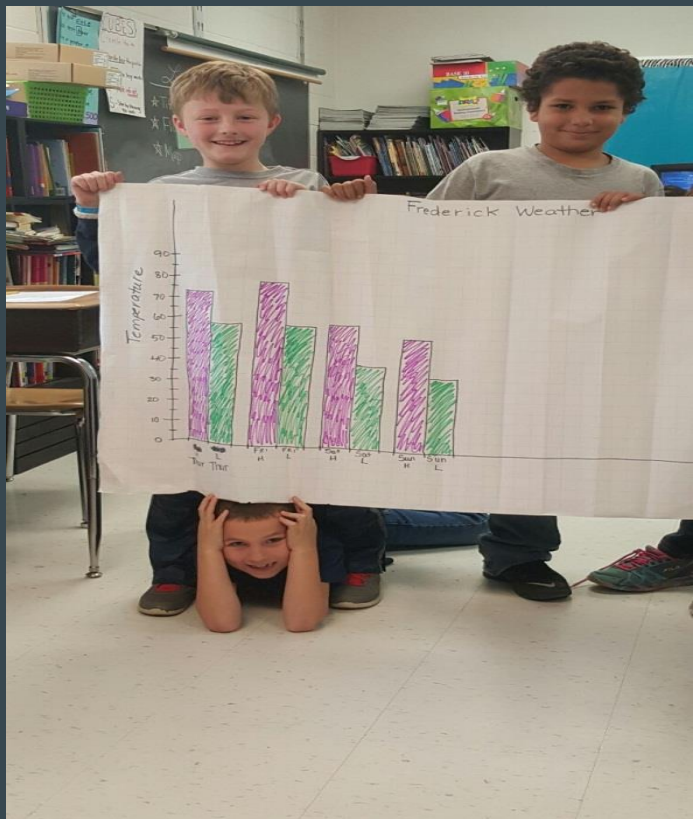
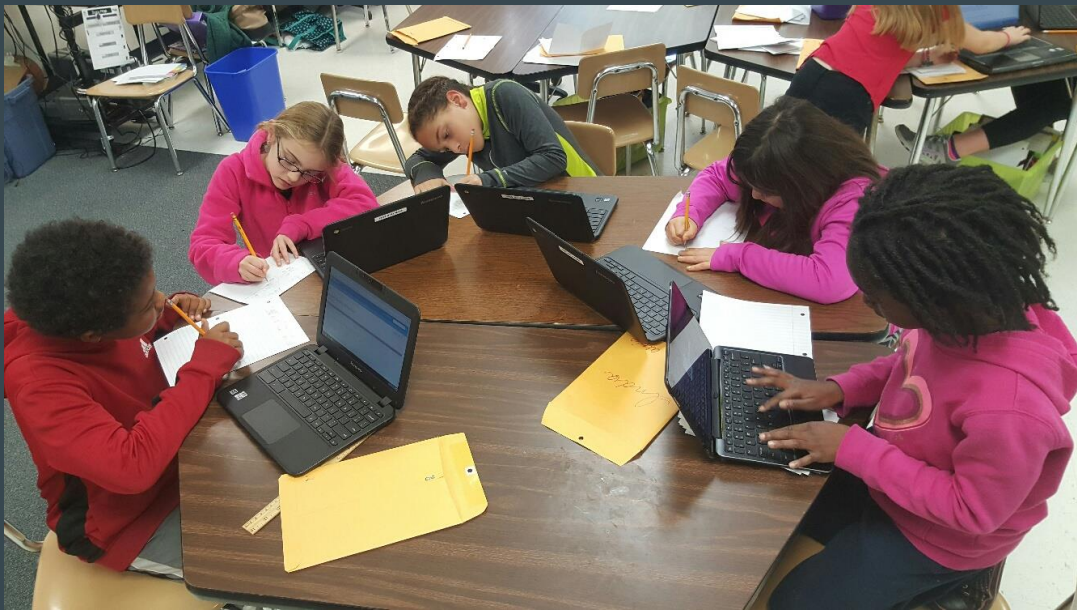
Success

Through a creative

Environment with an

Achievement

Mindset!



WHAT DOES ARTS INTEGRATION DO ?

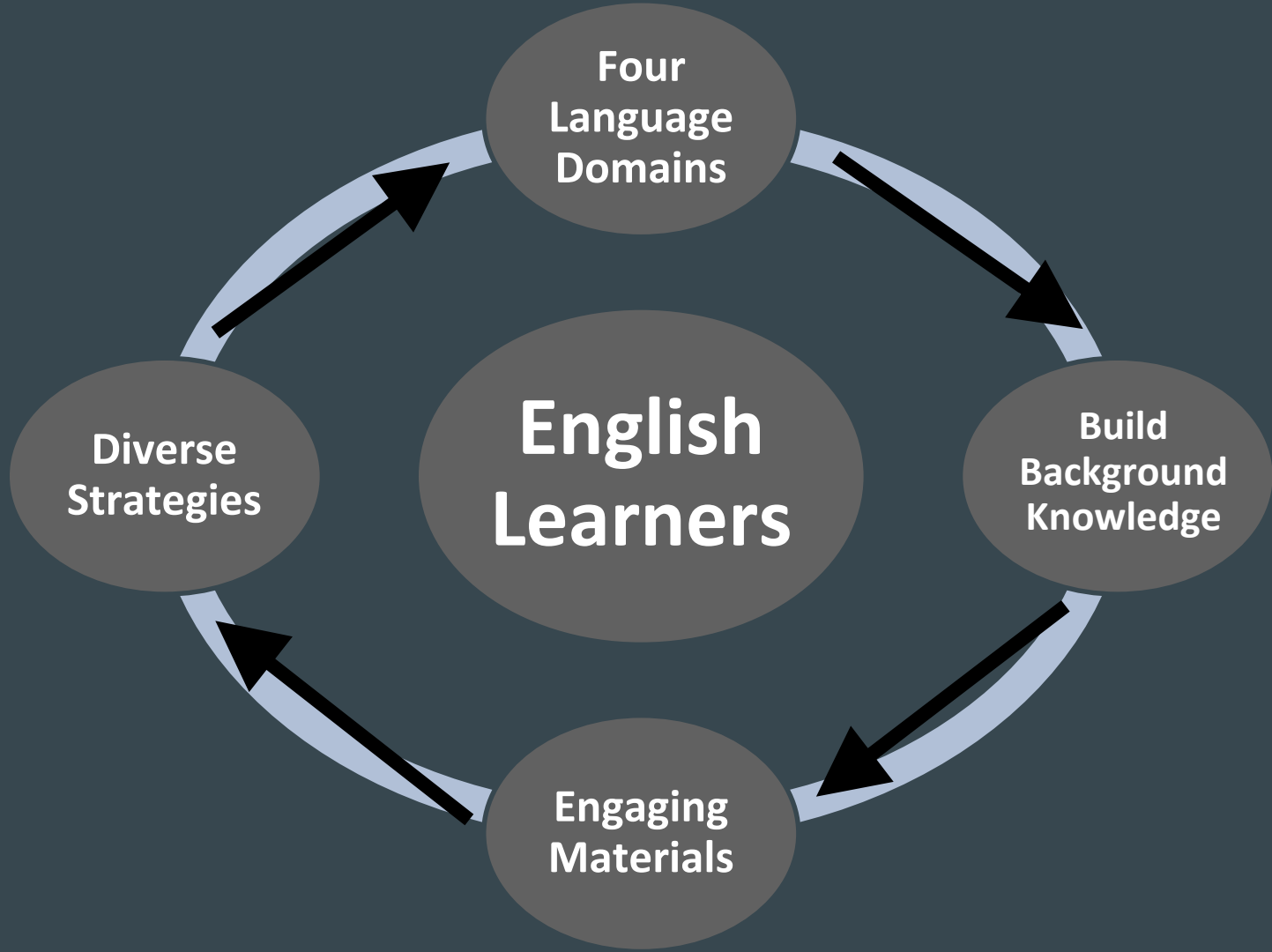
- Creates space for all learners
- Facilitates real dialogue between teachers and students
- Engages students and teachers in the learning process
- Deepens learning relationships
- Builds bridges to parents and the community
- Fosters 21st Century skills of collaboration, communication, critical thinking, and cross- cultural understanding
- Assists students with diverse learning styles to relate to the curriculum whether they are visual learners, kinesthetic learners, or auditory learners

WHY ARTS INTEGRATION?

- Students become part of the learning experience rather than being passive recipients sitting on the sidelines.
- Profound and lasting impact on diverse population of students and classroom educators
- Students connect to core curricula concepts through the arts in ways that have amazed their teachers, peers and themselves
- Not limited to communities of students who are performing below the desired national norms- all students are able to build more sophisticated inductive reasoning capacity, resilience, persistence and understanding of the world beyond their own

WHAT WE'VE ALSO FOUND

- Motivation to learn becomes intrinsic rather than driven by punitive consequences or the promise of good grades.
- Excited and engaged students tend to have better attendance figures and more positive behaviors at school.
- Teachers are also helped by engaging in such a process. Just as students are required to bring themselves and their experiences to the content, so too must teachers be willing to take risks in their classrooms and learn alongside their students.



WHAT DOES THE research say? A LOT!

Ruppert (2006), in her review of numerous studies, found that six types of benefits are associated with arts:

- better reading and language skills,
- mathematics skills,
- thinking skills,
- social skills,
- motivation to learn,
- and a positive school environment.

Reif and Grant, 2010,

Culturally responsive classrooms through art integration



Hands on experiences with realia creates authentic opportunities to speak, listen, read and write.

Inquiry based learning with an arts integration approach also creates an engaging environment where the focus changes from teacher directed to student centered learning.



QUESTIONS DRIVE THE EXPLORATION AND DISCOVERY THROUGH ART THROUGH EL STEAM CLUB!

Art: How did Jackson Pollock create his art?



Science: What is the effect of gravity on liquid?

Language: Read your STEAM journal about your art piece and underline the adjectives.

Language: Write your hypothesis about how the art was created.



Language: Discuss your hypothesis with a partner. Be a good listener!

ARE YOU READY?



Are you WILLING TO Take a risk?

Are you WILLING TO DeLEGate?

An Arts Integrated/STEAM school must be led by a principal who believes in the process and who is dedicated to helping teachers devise strategies for students to learn with and through the arts

- Staff aligning their values and beliefs about instruction and the way students learn**
- Everyone must be on board—may be at different places, but are willing to take a risk and try**
- Principal serves as model**

Are you WILLING TO COMMIT?

Any change in teaching practice, as you know, is not an easy process—Arts Integrated instruction is no exception



Are you WILLING TO create THE culture?

- Visual Thinking Strategies (VTS), a pedagogical practice designed to facilitate and encourage aesthetic development; higher-order thinking skills such as critical thinking, analysis, and problem solving; and verbal and written communication.
- Arts integration pedagogical practice through a series of phases beginning with teacher training and progressing to peer coaches training teachers in other schools.

WHERE TO START?

Questioning your motive and commitment

- What are you willing to invest to make this change in pedagogical practice?

Think about your leadership style and your vision for achievement

- What kind of leader are you? What is your style?
- Are you willing to take a risk? Are you willing to delegate?
- Are you willing to commit?
- What do you believe about the way students learn?
- What do you believe about professional development for teachers?

Year 1: February 2015-June 2015

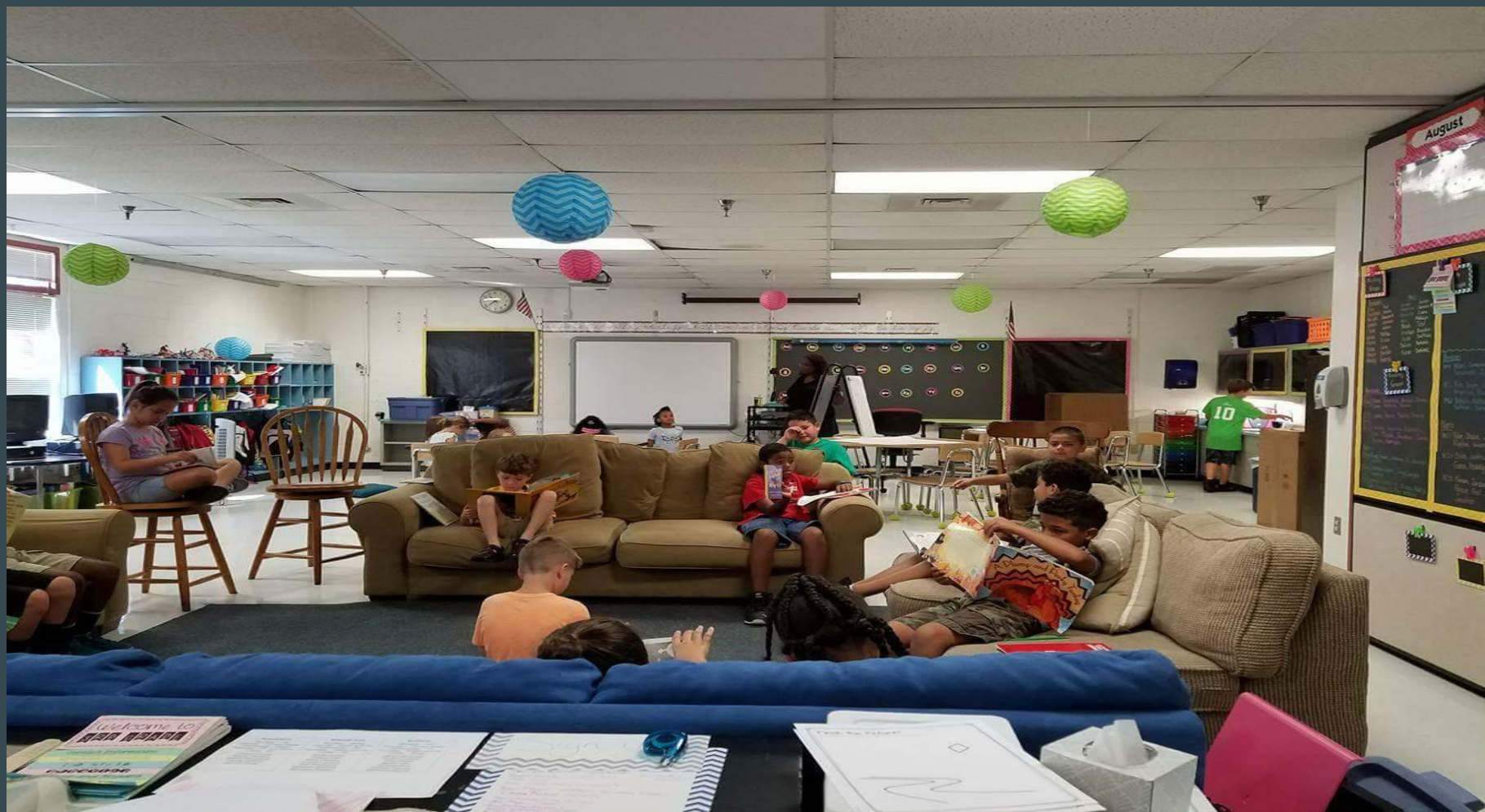
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Our Year in Review

YEAR 1 and Prior

Exploration of AI practices with teachers in grades 3-5

- o Defining
- o Understanding pedagogical thinking
- o Aligning a common definition



WHAT IS ARTS INTEGRATION?

HOW IS STEAM DIFFERENT?

Arts integration can best be understood, because of the lack of consensus on any one definition, as being defined by three categories: arts integration as learning through and with the arts, arts integration as a curricular connection process, and arts integration as a collaborative engagement (Burnaford et al. 2007).

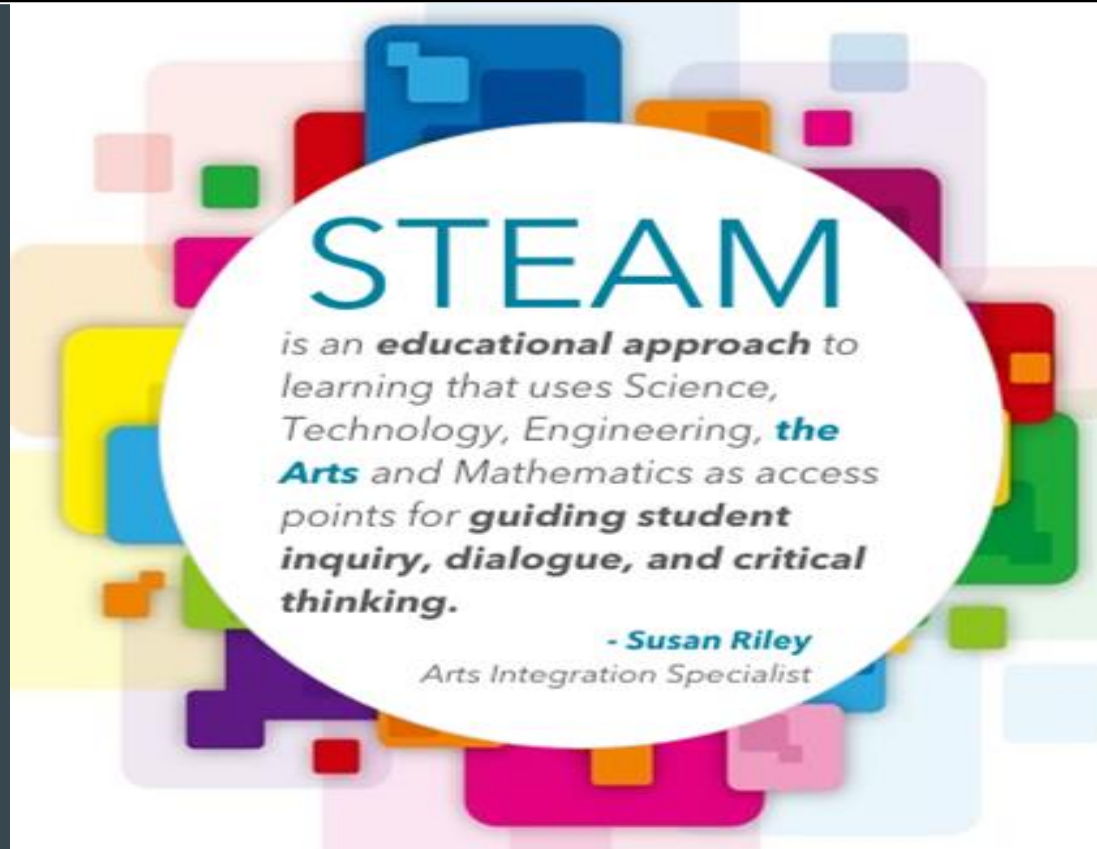
THE KENNEDY CENTER

ARTS INTEGRATION is...

an **APPROACH** to **TEACHING**
in which students construct and demonstrate
UNDERSTANDING through an **ART FORM**.

Students engage in a **CREATIVE PROCESS**
which **CONNECTS** an art form
and another subject area and meets
EVOLVING OBJECTIVES in both.

SUSAN RILEY, ARTS INTEGRATION SPECIALIST



WHAT DO YOUR TEACHERS KNOW AND BELIEVE ABOUT TEACHING AND LEARNING?

- Building capacity
- Count on Key players and invest the time
- Let them see it in action
- Early initiators
- Others will follow if they champion the cause

LeadersHIP ALIGNment

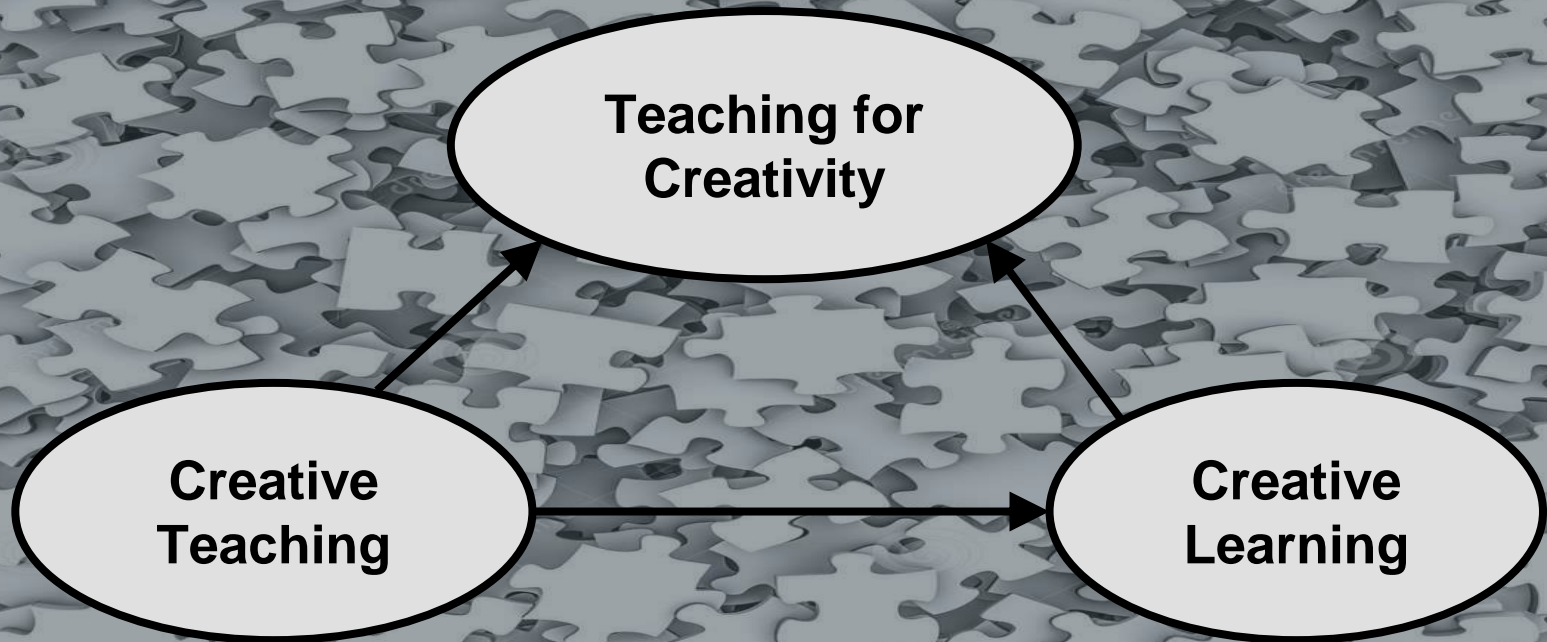
- Common definitions for AI, STEAM
- 21st Century—4C's
 - Creating a sense of urgency
- School created teaching philosophy
- Seeing it in action—other successful school visits
- Scheduling

our Framework: creative PedagOGY

Instead of traditional teacher to learner...



IMPLEMENTATION THROUGH A CREATIVE PEDAGOGY



THE BEGINNING OF CHANGE



INSTRUCTIONAL PLANNING

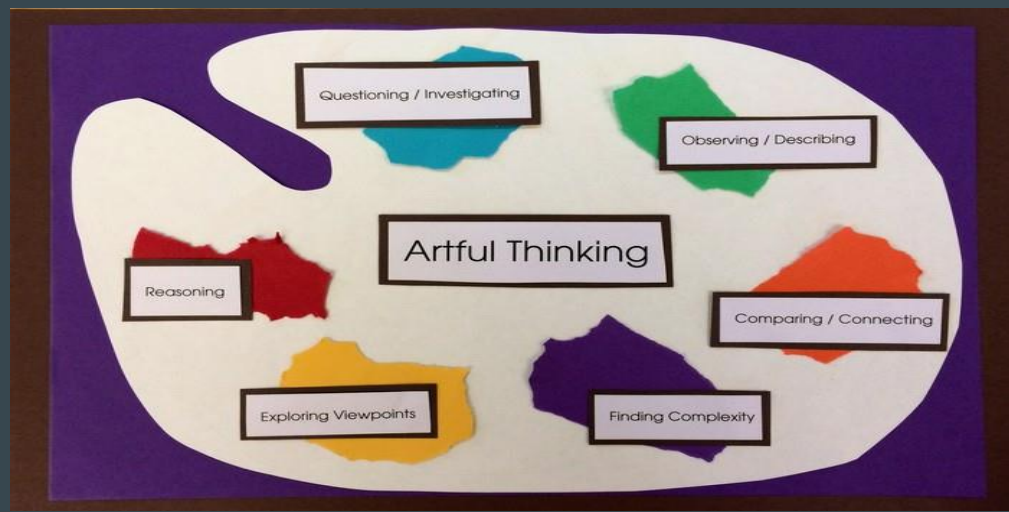
- Professional development
 - focusing on AI definitions and practices such as Artful Thinking Routines
 - 4 C's (critical thinking, communication, collaboration and creativity)
- Give teachers scripted arts integration lesson plans as models to all teachers in order to give teachers hands-on experience
- Review district and national curriculum standards for STEM, VPA, Science, ELA and Math and develop lesson plans that align

ARTS INTEGRATION IN THE CLASSROOM



conTRACT SPECIALIST

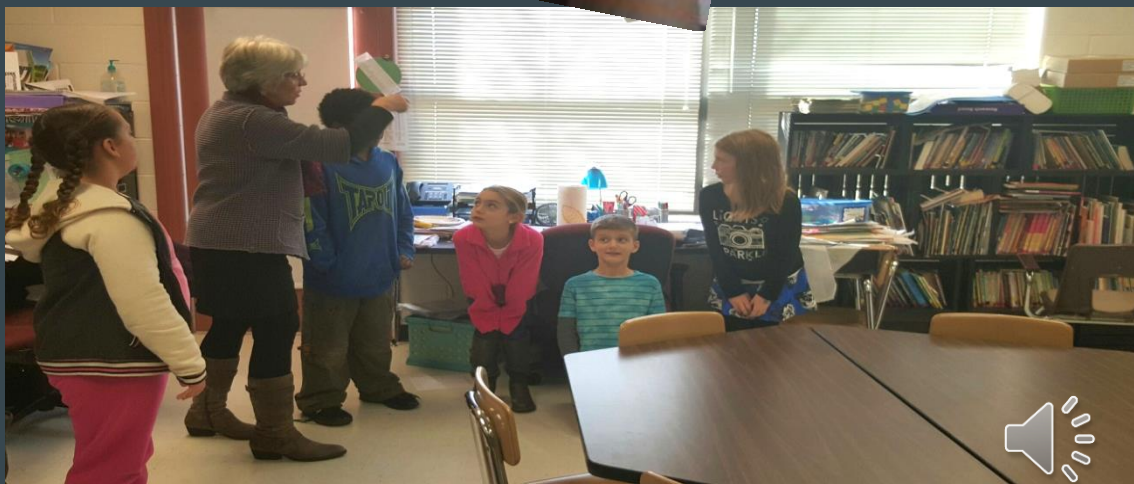
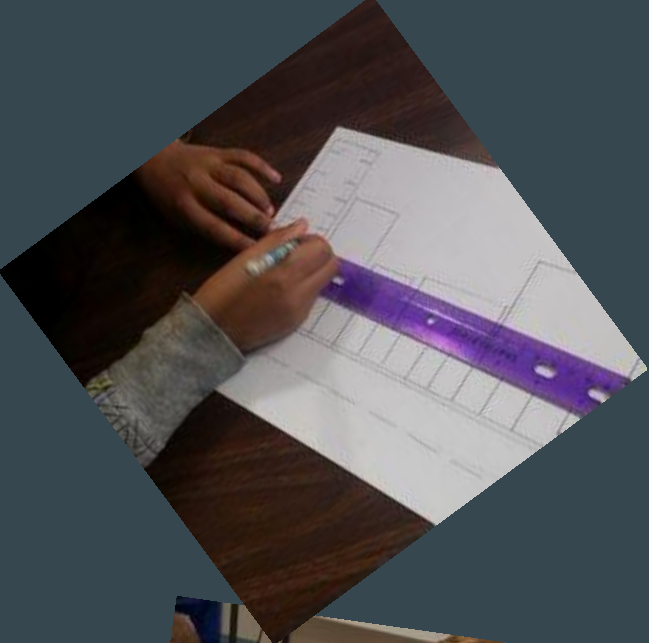
- Bring in Professional Development Consultants

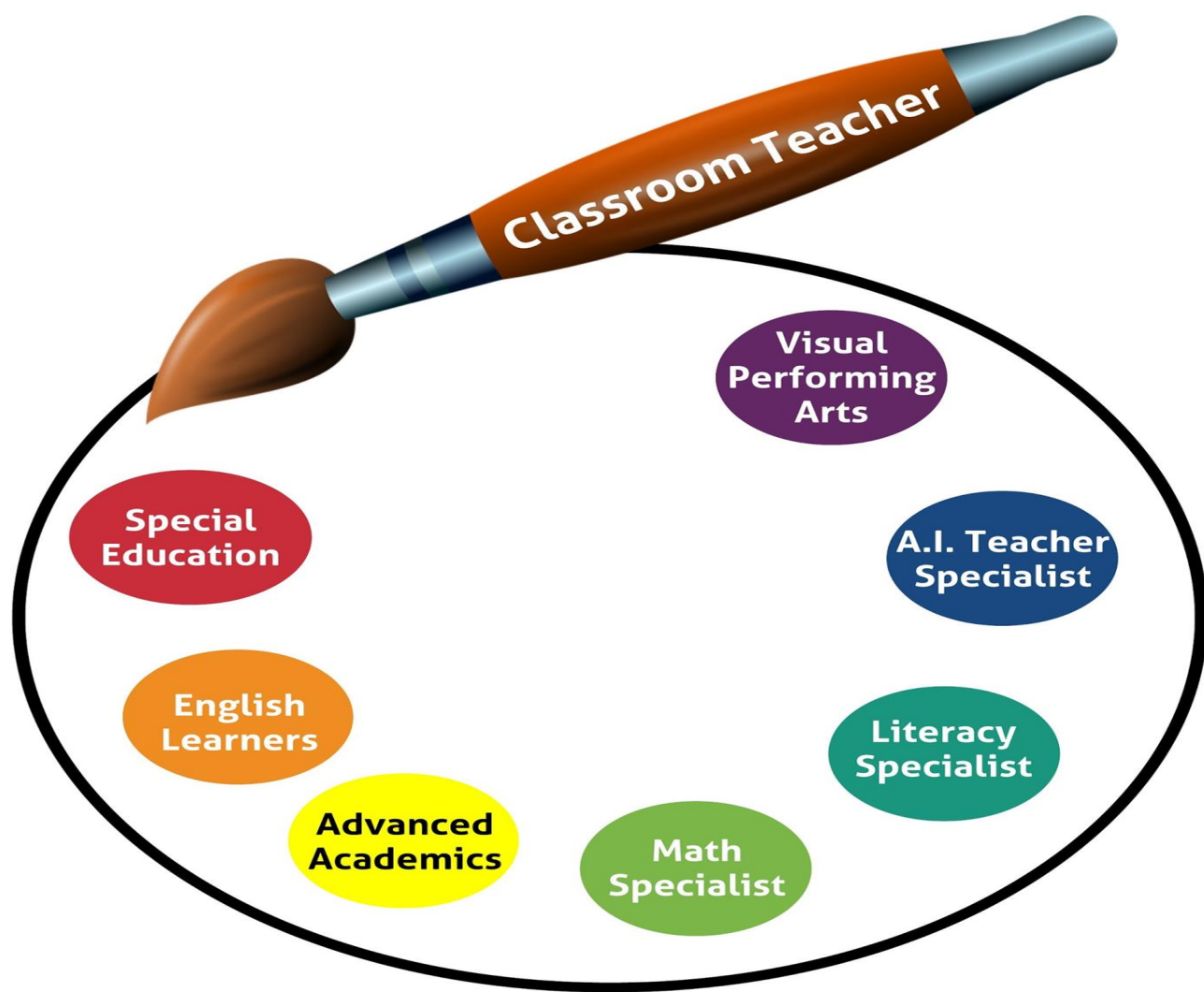


Teaching Artists

Teaching Artists work with teachers and students with a result of series of arts integrated lessons focusing on standards through VPA







Data Teaming Process

- Continue progress with Data Teaming
 - What is Data Teaming and how does it include Arts Integrated instruction?

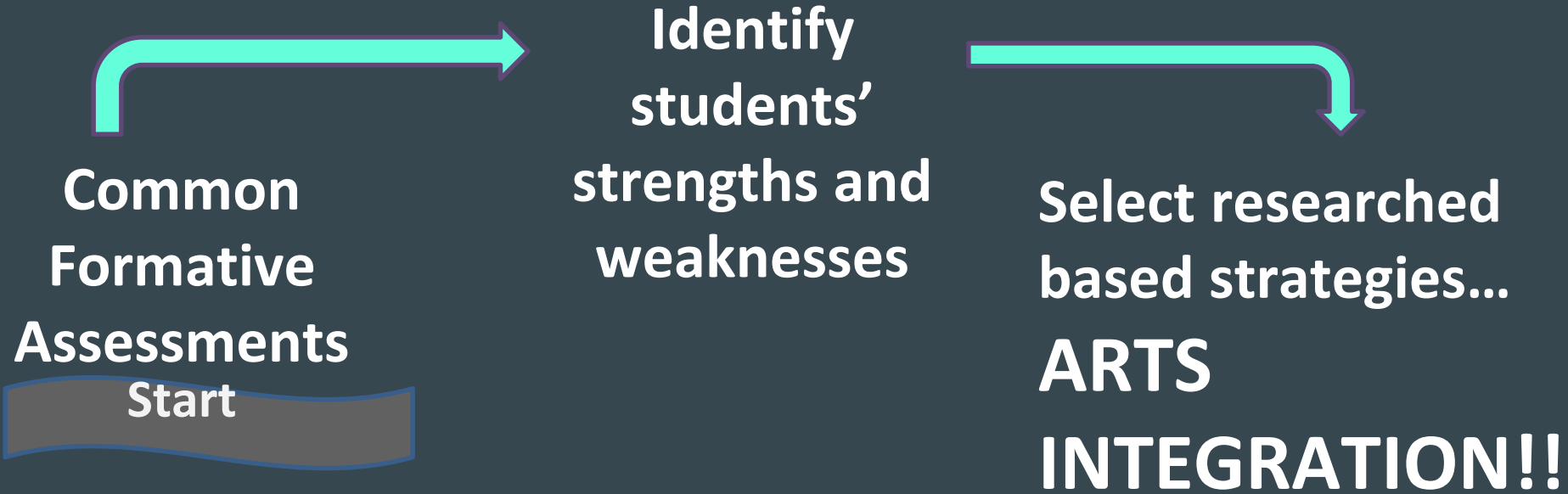
DATA TEAMS DEFINITIONS:

- Data Teams use common standards, generate common formative assessments (CFAs), and use common scoring guides to monitor and analyze student performance.
- Data Teams are small, grade-level, department, course, content, or organizational teams that examine work generated from a common formative assessment (CFA) in order to drive instruction and improve professional practice.
- Data Teams have scheduled, collaborative, structured meetings that concentrate on the effectiveness of teaching and learning.

THE DATA TEAM PROCESS

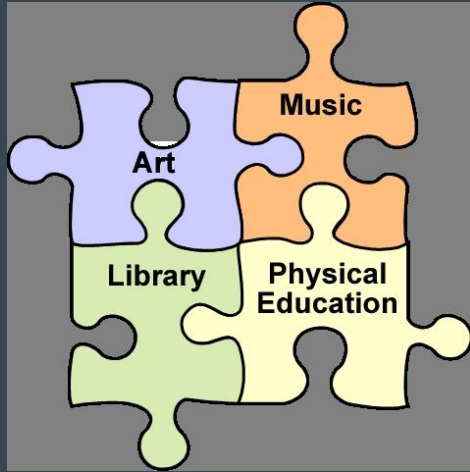
- Step 1—Collect and chart data
- Step 2—Analyze strengths and obstacles
- Step 3—Establish goals: set, review, revise
- Step 4—Select instructional strategies
- Step 5—Determine results indicators

MATH DATA TEAMS





KEYS TO EFFECTIVE IMPLEMENTATION



NEXT STEPS



Where are we now?

SUSTAINING THE IMPLEMENTATION

- School Wide Implementation
- AI Timeline
 - Create short-term wins-Design plans in the spring and summer that will produce short-term wins within the first few weeks of school
 - Recognize effective practices simply and clearly throughout the year.
 - Emphasize effectiveness, not popularity. Too many change efforts fail because leaders have underestimated the power of the prevailing culture in undermining change. To challenge that culture, leaders must be prepared to stand up for effective practice even if changes are initially unpopular.

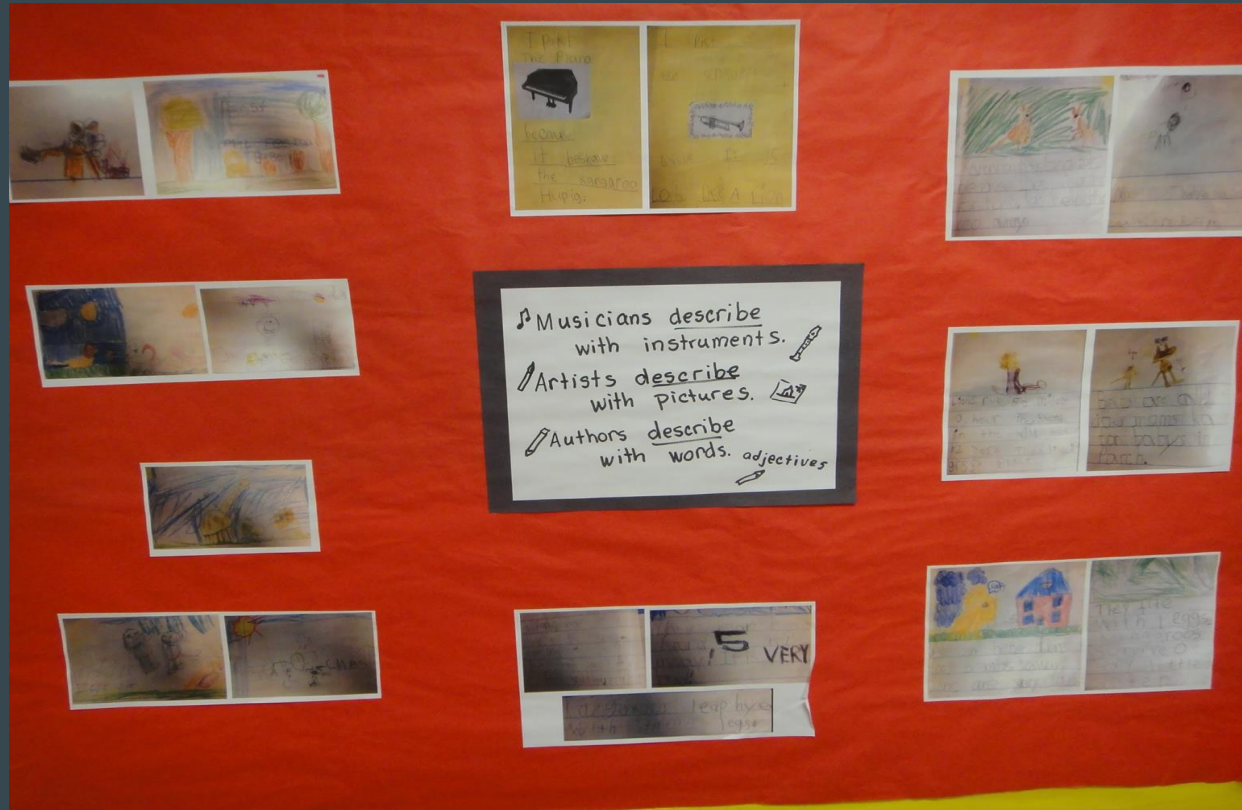
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- Make the case for change compelling, and associate it with moral imperatives rather than compliance with authority. An announcement that “We have to do this to comply with district requirements” will never arouse the emotional engagement of the school staff.
- Instead of citing administrative requirements, inspire staff members with a call for their best: Learning with and through the arts is exciting and motivating.

celebrate

Cultivate the Culture

- Show off your accomplishments
- Make the walls talk





WHAT are your next STEPS??

Make a PLAN:

- Will you have an area of focus?
- What will the schedule look like?
- What is your vision--separate or integrated or, or, ...?
- Budget? Grants?
- Where will you take your team to visit?
- Personnel/Staffing
- Professional development
- Parent Involvement



“One Band--One Sound”

Together
Everyone
Achieves
More



QUESTIONS ?

...



***School doesn't have to be a place, but
rather a frame of mind that uses the
Arts as a lever to explosive growth,
social-emotional connections, and the
foundation for the innovators of
tomorrow...today!***

-Susan

Riley