

**Arts Integration Partnership (AIP)
2010-2011
Logic Model**

Program Capacity Strategies

Program Context

Environment
Need for quality arts educational programming that will:

- Align with district Arts for All plan
- Address Visual and Performing Arts (VAPA) standards and core curricula
- Build student learning in a developmental sequence
- Be sustainable at the school and district levels
- Provide professional development (PD) that builds teacher competency and capacity to teach through the arts

Inputs

- District commitment to standards-based arts education with arts policy and plan
- The Boeing Company and NEA Funding
- District level funding
- Individual school site plans
- Music Center (MC) staff
- Culver City Unified School District (CCUSD) staff
- Teaching Artists (TAs)
- Participating teachers Cohorts 1 and 2
- Participating schools and classrooms (elementary and middle)
- Anchor work-based Model Lessons addressing VAPA and core curriculum standards:
 - “On the Pulse of Morning” by Maya Angelou
 - Selected poems of Langston Hughes
 - “Revelations” by Alvin Ailey
- Model Lesson assessment strategies
- Core curriculum integration strategies/practices

Program Capacity Goals

- Advance the Music Center’s capacity
- Advance district capacity
- Advance school capacity
- Advance teacher capacity and engagement
- Advance student achievement and engagement

Music Center Strategies

- MC staff facilitates annual orientation PD:
 - 30 hour intensive Institute for Educators
 - 6 hour PD for new and returning educators
- MC staff and District Arts Coordinator (DAC) facilitate Arts Education Leadership Strand:
 - Principals’ annual orientation PD
 - Principal meeting series
 - Lead Teacher advanced PD sessions
- MC staff and DAC provide ongoing PD and support for all AIP partners:
 - District-wide Reconvenings
- MC staff and DAC facilitate continuous program feedback and revision loop with AIP partners

District Strategies

- Principals and Lead Teachers participate in Arts Education Leadership Strand
- All AIP partners participate in District-wide Reconvenings
- DAC and MC staff collaborate on an ongoing basis for:
 - Planning
 - Facilitation of PD
 - Communication and outreach
 - Program revision
 - Expansion across grade levels and classrooms
- Assistant Superintendent Educational Services provides leadership, oversight, and support for AIP

School Strategies

- Principals participate in Arts Education Leadership Strand
- Principals engage in classroom observations and appraisal of teaching and learning
- School teams meet at District-wide Reconvenings and at school sites
- Two Lead Teachers per school are designated to sustain AIP
- Schools incorporate AIP into classrooms while meeting other curricular requirements

Teacher Strategies

- New and returning teacher cohorts participate in Annual Orientation PD
- Grade level teams develop curriculum integration strategies to help guide anchor work approach across the curriculum
- School teams develop essential questions to help guide documentation of student learning
- Teachers participate in series of TA support visits that include:
 - Artist modeling
 - Co-planning
 - Observation
 - Co-teaching
 - Coaching/Debriefing
- Returning teachers teach lessons independently and debrief with TAs
- Teachers use assessment rubric as framework to understand quality, arts learning
- Teachers participate in system of teacher mentorship and support:
 - Multi-tiered cohort system
 - Lead Teacher advanced PD sessions
 - School-based grade level support meetings

Student Strategies

- Teachers actively engage students in learning
- TAs actively engage students in learning
- Students participate in anchor work lesson-based sequence of learning to include:
 - Discussion of prior knowledge
 - Experience and discussion of VAPA concepts
 - Participation in creative and/or performance-based tasks
 - Reflection and making connections about lesson concepts
 - Formal and/or informal assessment of lesson concepts

Phase One Outcomes (Years 1-2)

Music Center Outcomes

- MC and DAC play integral role in PD that motivates and prepares teachers to:
 - Teach VAPA content and skills
 - Integrate teaching strategies into core curricular areas
- MC and DAC provide ongoing leadership and strategic support at all district levels to increase understanding and ownership of AIP
- MC and District Arts Coordinator revise AIP on an ongoing basis to:
 - Meet needs and goals of AIP partners
 - Deepen program content and approach



District Outcomes

- Principals have understanding of the AIP conceptual framework:
 - Curriculum integration
 - Student learning processes that enhance student academic and social/personal development
- District-wide Reconvenings serve as a platform for AIP partners to:
 - Discuss best practices for integrating the arts into the curriculum and content standards
 - Study samples of student work to gauge effectiveness of arts-integrated teaching on student learning and growth
 - Discuss accomplishments and challenges of the AIP
- AIP partners begin to build learning communities across elementary and middle schools
- District increases number of elementary classrooms participating in AIP
- District expands AIP into middle school classrooms
- DAC and MC staff explore expansion of AIP into high school
- DAC and MC staff begin to create sustainable infrastructure for quality, sequential, integrated arts programming across district



School Outcomes

- Principals develop understanding of AIP curriculum
- Principals develop sense of ownership for AIP
- Principals begin to provide support necessary to make AIP successful
- Teachers begin to develop learning communities at schools dedicated to supporting teacher growth and effectiveness for AIP
- A cultural shift toward support for integrated arts learning begins to occur at school



Teacher Outcomes

- Teachers are inspired by AIP teaching strategies and anchor work content
- Teacher engagement is increased by AIP teaching strategies and anchor work content
- Teachers gain confidence to teach creative tasks in Model Lessons
- Teachers gain ability to teach creative tasks in Model Lessons
- Teachers gain ability to assess quality arts learning in alignment with VAPA standards
- Teachers gain skills in facilitating student exploration of arts content
- Teachers generate shared enthusiasm with students through AIP experience
- Teachers gain new teaching strategies that can be applied to other curricular areas
- Teachers value authentic integration of the arts
- Teachers share AIP teaching challenges and strategies with colleagues
- Lead teachers strengthen leadership for AIP at schools
- Teachers develop an appreciation of the importance of arts education for student learning and social/personal development



Student Outcomes

- Students develop:
- Heightened ability to work in teams and communicate with others
 - VAPA content knowledge
 - VAPA-related skills
 - Critical thinking and problem-solving skills
 - Heightened ability to read and interpret literature
 - Confidence in their ability to learn that extends to other curricular areas
 - Excitement about learning that extends to other curricular areas



Phase Two Outcomes (Years 3+)

Music Center Outcomes

- MC and DAC play integral role in PD that motivates and prepares teachers to:
 - Teach VAPA content and skills
 - Work toward authentic integration of the arts into core curricular areas
- MC and DAC continue to provide leadership and ongoing strategic support to strengthen the arts education infrastructure at the school and district levels
- MC and DAC continue to revise AIP on ongoing basis to:
 - Meet needs and goals of AIP participants
 - Deepen program content and approach

District Outcomes

- Principals work to support the conceptual framework surrounding the AIP
- AIP partners continue to build learning communities across elementary and middle schools
- District continues to expand AIP into new elementary classrooms
- District continues to expand AIP into new middle school classrooms
- District begins expansion of AIP into high schools
- MC and DAC continue to build a sustainable infrastructure for quality, sequential, integrated arts education across the district

School Outcomes

- Principals extend understanding and ownership of AIP
- Principals continue to provide support to make AIP successful
- Schools sustain learning communities dedicated to supporting classroom growth and effectiveness for AIP
- Principals develop an appreciation of the importance of quality arts education for student learning and social/personal development
- A cultural shift toward support for integrated arts learning continues to gain traction at schools

Teacher Outcomes

- Teachers continue to participate in AIP beyond Phase One
- Teachers who continue to participate in AIP in Phase Two:
 - Successfully implement creative tasks and assessment strategies in Model Lessons
 - Incorporate AIP teaching strategies throughout the curriculum
 - Authentically integrate the arts within the curriculum
- Continuing and new AIP teachers participate in learning communities dedicated to supporting classroom growth and effectiveness of AIP
- Teachers develop a deeper appreciation of the importance of arts education for student learning and social/personal development

Student Outcomes*

- As a result of cultivating students' appreciation for the arts and art-related skills through AIP, students approach learning in the arts and other areas with an increased receptivity toward learning new concepts and skills and capacity for self-expression and inquiry-based learning.

*Since student participation in the AIP is not certain beyond one year, student outcomes for Phase Two are based on only one year of program participation

Long Term District Vision

Music Center Outcomes

- MC maintains solid collaborative partnership with CCUSD to promote an infrastructure that supports quality, sequential arts education in grades K-12
- MC and DAC play integral role in providing PD to promote mastery and sustainable integrated arts education
- MC serves as resource to meet evolving arts educational needs of CCUSD
- MC and DAC provide ongoing strategic leadership and support for quality arts education in the district

District Outcomes

- CCUSD offers quality, sequential arts education that meets the VAPA standards and aligns to other core curriculum standards
- CCUSD successfully fulfills expectation of Arts for All District plan
- CCUSD offers K-12 quality, sequential arts education in a substantial number of elementary classrooms, middle, and high school classrooms
- CCUSD leadership recognizes AIP as integral part of student learning and social/personal development
- CCUSD supports and sustains a culture where quality arts education is integrated and valued

School Outcomes

- Principals are strong advocates for quality arts education at their schools
- Principals provide the necessary support and guidance to create and sustain a school culture where quality arts education is integrated and valued
- Schools have learning communities dedicated to sustaining quality arts education
- Quality arts education is an integral part of the school's curriculum and authentically connects with other core areas of learning

Teacher Outcomes

- AIP teachers continue to engage in teaching quality, sequential, arts lessons
- New teachers are continuously recruited to teach quality, sequential arts lessons
- AIP teachers regularly share AIP strategies with colleagues
- AIP teachers regularly incorporate "higher level learning" teaching strategies across the curriculum
- AIP teachers have internalized an inquiry-based approach to teaching
- AIP teachers have embedded authentic arts integration strategies into their regular practice

Student Outcomes

- As a result of participating in continuous, sequential, standards-based arts education, students increase their:
- Overall readiness to learn
 - Confidence toward learning that extends to other curricular areas and classes
 - Capacity for self expression
 - Academic skills that extend to other curricular areas and classes
 - Literacy skills
 - Motor skills
 - Knowledge of arts concepts
 - Critical thinking and problem-solving skills
 - Level of engagement
 - Overall student achievement