

# A4L Supplemental Narrative



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## SUMMARY OF A4L ACTIVITIES

**Goal 1: ELA** – Many students in K-12 participated in arts-integrated lessons. Over 50 classroom teachers working with 12 teaching artists delivered over 400 arts integrated lessons. Additionally, teachers spent an average of 1 hour planning each of these arts integrated lessons with a teaching artist and coach. Much effort occurred to curate these lesson plans along with the lesson demonstrations. Shared Google Drive folders were created for all grade level teams at each site (Silver Strand Elementary School, Village Elementary School, Coronado Middle School, and Coronado High School) for arts-integrated lessons. Classroom teachers are able to edit the files directly. Other documents in the repository include the arts integration planning template, planning meeting agenda, co-teaching rubric, and roles & expectations. Program developers re-designed the repository from last year to improve organization. Current lesson plans in the repository include greater detail so many lessons can be delivered independent of the artist once grant funding expires. Program developers also began taking video of the actual lessons and captured student demonstrations and product samples. Additional planning support through coaching allowed teachers and artists to design higher quality, more engaging lessons.

**Goal 2: Engagement** – Student engagement was flat in 2019 with 62% of military connected students indicated they were engaged in school. Many students indicated how the arts integrated lessons supported their understanding of ELA standards in end of year surveys. Much effort went into the planning process this year to ensure high quality, engaging lessons. Program developers designed coaching protocols and templates to ensure the planning process focused on both ELA and arts content standards. Program developers focused their efforts on helping artists and teachers to see each other's perspectives during lesson design. The support of Deidre and Karrie as arts integration coaches ensured the two (artist and teacher) were working together instead of separate. Furthermore, program developers realized that by having one to two discrete art lessons at the beginning of the residency increased the quality of the arts integrated lessons. Finally, more teachers this year brought the arts lesson back into their ELA time and re-engaged students around that content, which is a significant development in terms of teachers finding greater value in the art content.

## LESSONS LEARNED

One lesson that would be important to share with others is doing the work to understand the system prior to engaging in any work. For example, survey teachers to find out what is most helpful and what is

already implemented. Do an environmental scan of what is out there. Understanding the system provides greater clarity around what the problems are, how to solve them, and it builds buy-in around the work. For sustainability purposes, understanding the system is also incredibly important. Knowing what is already happening before bringing in another organization into a school decreases the chances of doing redundant work.

Another key learning in this process has been around relationship building. A process for building relationships between artists and teachers is critical. Coronado spent a lot of energy on repairing relationships and re-creating value in the arts, which teachers had prior to this work. Having an unproductive relationship between teachers and artists can create a lot of resistance in any initiative.

Program developers realized many lessons in the planning process. Teachers, artists, and coaches must review the standards ahead of the planning meeting. Teachers must choose standards students were weak in then look at the arts standards that naturally work well with those ELA content standards. It saves time and keeps the creative energy flowing in the process when the prep work is completed and everyone in the process has a clear focus.

Finally, the complimentary aspects of art and ELA are critical to understand. For example, most of the education system is directed toward a specific end result. Art in itself is very open ended. Art provides the self-directedness that many core classes lack. In ELA, teachers are driven to teach very discrete skills whereas an arts project may deal with a larger concept that can be expressed in various ways. Therefore, designing lessons that focus on multiple intelligences, creative thinking, and differentiation are the most important factors in any teaching and learning system and the arts addresses these factors in ways that ELA often does not.

## **SUSTAINABILITY**

A number of efforts are going into sustainability this year. For instance, program developers are designing and building an accessible repository of lessons for teachers. They are working with site administrators to build in planning time during the school day for grade levels to meet and decide on yearly arts integration lessons. Program developers will provide the necessary materials for what teachers will need to teach those lessons; school budgets are being consulted to determine how and where these funds will be directed. Additional ongoing discussions with the Assistant Superintendent are occurring to calendar arts integrated activities. Finally, Coronado is undergoing a 5-year review of its art strategic plan. Currently, every site, community members, Arts Empower, and others are involved in the plan re-design and arts integration is one of the foci of this work.