

Abstract

Strengthening the Foundation is a strategy for [REDACTED] to continue to build a high-quality instructional program that can serve as a model for other schools. We are requesting \$10,000 to provide artists-in-residence and training for our Arts teachers. This project will benefit all 360 students at the school, as well as two Arts teachers and three administrators, with the results flowing into the community of [REDACTED] and Arts teachers across the state as we begin to compile a bank of data and resources to share. We expect to see a minimum improvement of 15% in pre-and post-testing data acquired through the use of summative assessments to gauge the effectiveness of both instruction and student learning. We intend to use the artists in residence to provide instruction in Arts areas not offered at our school, namely Theatre and Dance. We will be creating and testing various assessment tools designed to provide quantitative data on instructional methods and student learning. Funds are also requested to send teachers to state level conferences and professional development opportunities in order to foster teacher efficacy and improve student achievement through improved teaching.

Standards Implementation/Goals and Objectives

The goal of the project is to significantly improve student achievement in the Arts through curriculum, instruction, and assessment as defined by the 2017 Academic Standards for the Visual and Performing Arts. To reach this goal, we have created the following objectives:

1. Provide instruction in Dance and Theatre through the use of specialist artists in residence.
2. Provide Professional Development for arts instructors in Music and Visual Art to improve instruction and assessment skills.
3. Provide professional development for administrators and teachers in Arts instruction and Arts Integration.

Objective 1:

██████████ does not have a teacher in either Theatre or Dance. In order to provide quality instruction in these arts areas, we will contract with artists in residence who are listed on the South Carolina Arts Commission's Approved Artists roster.

Students will receive instruction in dance to meet the following SCVPA academic standard: **Anchor Standard 3: I can perform movements using the dance elements.**

Benchmark D.P NH.3: I can perform movements using the dance elements. *Indicator*

D.P NH.3.1: I can perform transitions between shapes on different levels and in different directions.

For Theatre, students will receive a one-week residency in Theatre to meet the following standard: **Anchor Standard 3: I can act in improvised scenes and written scripts**, Benchmark T.P IL.3: I can experiment with physical and vocal characterization choices in a simple theatrical work, *Indicator T.P IL.3.1: I can portray a character within the context of a story using my body (i.e. pantomime) and voice (i.e. projection, tone, diction, rate, pitch).*

By receiving specialized instruction, students will participate in project based learning with an anticipated outcome of a deeper understanding of performance standards. Teachers will participate in lesson planning and assessment, increasing their skill level in both areas.

Objective 2:

The General Music and Visual Art teacher will attend professional development offered by their respective associations in order to improve the level of instruction offered. Additionally, these teachers will participate in the Summer Institutes offered by the South Carolina Department of Education. This tailored professional development will lead to a greater mastery and comfort level with lesson design and planning, assessment tools, and long range planning necessary to become a proficient teacher.

3. Strategies and Action Steps/ Activities

The action steps to accompany each objective are designed to provide the support necessary to achieve each objective and provide a means of assessment to gauge the effectiveness of the activity.

Objective 1:

First and third grade students will receive instruction in Dance by teaching artist [REDACTED] during a one week residency, to include instruction, modeling and practice in the elements of dance. Students will demonstrate their level of proficiency in Dance Standard 3 by performing a dance in a live performance at the school. Second and fifth grade students will receive instruction in Theatre during a week-long residency by [REDACTED]. Students will demonstrate their proficiency in Theatre Standard 3 by presenting a musical to the school and community.

- a. By providing instruction by certified and specialist instructors in Dance and Theatre, students will receive quality instruction in Arts areas that are not normally offered at the school. Instructors that are knowledgeable about the standards will work with teachers to design and implement standards-based lessons that focus upon meeting specific objectives drawn from the benchmark and indicators of Standard 3.
- b. Students participating in both residencies will receive project-based instruction with a performance assessment rubric to complete the unit. Students will also receive real-time feedback from both the teaching artists and teachers in order to progress as quickly as possible.

- c. The budget request will provide for the teaching artists in residence. These artists will provide instruction, help with assessment, and coach the teachers in the understanding and implementation of the standards in the classroom.

Objective 2:

Music and Visual Arts teachers will attend their respective state level conferences to receive professional development in their Arts area.

- a. The teachers will attend presentations and workshops provided by acknowledged leaders in the fields of music and art education, receiving high-quality professional development that will lead to increased educator effectiveness in creating and presenting lessons, increased skill in assessment, and coaching in effective implementation of the 2017 SCVPA standards. As teacher proficiency grows, student instruction will improve, and student achievement will also improve. (Svendson, 2020)
- b. By attending state-level conferences as well as the Summer Institutes, the teachers will observe a wide variety of best practices. They will be able to add new insights, practices and observations to their teaching repertoire. They will also have the opportunity to network and collaborate with their peers, providing a support platform that will underpin the teachers throughout the year and in specific circumstances. The Summer Institute SCALSA will provide the music teacher will the guidance necessary to establish herself as a successful music educator, help her through her induction years as a teacher, and to set and achieve goals for herself as an educator. The Arts Assessment I Summer Institute will provide the Visual Arts teacher will the

- necessary assessment best practices to be able to gauge the effectiveness of instruction and levels of student achievement.
- c. The budget requests funding for conference registrations, accommodations, [REDACTED] This funding will allow teachers to attend the professional development offered by the Arts organizations and allow teachers to attend workshops designed to increase their efficacy at delivering standards-based lessons.

Project Evaluation and Dissemination

[REDACTED] will use the following measures to evaluate the success of the objectives: rubrics, teacher and student surveys and summative assessments provided by South Carolina Arts Assessment Program. The rubrics will be a combination of teacher and teacher/resident artist- created scoring rubrics, and ones downloaded from the South Carolina Arts Assessment Program's library. These rubrics will allow us to measure student achievement in varying categories, but will also provide data for growth measurements and future goal setting. Teacher and student surveys, administered through Google Forms, will provide data on the efficacy of instructional strategies and practice, as well as feedback on the quality of instruction provided by the artists in residence, and administrative observations will serve to hone teaching strategies. Using a summative assessment from SCAAP for each arts area provides a peer-reviewed, vetted and approved method of analyzing student success in our objectives. In order to make our objectives measurable, we intend to pre- and post-test our students, and use data gleaned from pre-testing to set goals for

student growth. Our district-set goal for student growth in the Arts is 15-20%; this figure is derived from the district-wide Student Learning Objectives testing administered annually. We are setting a 15% goal for Theater, also using the pre- and post- test evaluation of the SCAAP “Performing a Monologue” assessment, raising the goal to 20% in the following year. For Dance, we will be administering the SCAAP assessment *Choreographing and Performing a Movement Phrase* (novice) that includes dance elements and vocabulary. This assessment will be re-administered following the residency to test student retention of the dance elements and vocabulary terms. Students will also be assessed on choreography performance using a rubric created by artist in residence [REDACTED].

Performances will be recorded and students will use the recordings to self-score performances.

We intend to implement a healthy and vigorous dissemination plan for this project. Student artwork and performances will be shared on the school’s social media sites, with pictures and articles provided to the school’s parent newsletter [REDACTED], the Arts newsletter, and on the school’s website. Articles and pictures will be provided to the district’s newsletter and weekly community newspaper.

We will continue to work with SCAAP this year on a means of providing more assessments. We will share our created rubrics with them and pilot another assessment. We will be publicizing our events in the community more this year.

Invitations will be sent to city and county officials, parents and district officials.

We will hold more events at the district’s [REDACTED], which allows for a greater number of people to attend. Additionally, our work needs to be shared

with our colleagues in the Arts. The music teacher will propose a presentation at the PSAE conference entitled [REDACTED]. This presentation will cover [REDACTED]. [REDACTED]. She will also lead a seminar at the district's Arts Professional Development day on assessment, and the creation of data-gathering rubrics. The products created by this project will also provide assessment tools for the future. Standards-based scoring rubrics will be implemented in all arts areas as assessments for grades. These tools will also provide accountability, as well as data for measuring student growth and achievement. We will share our assessments and scoring tools within our district, at state-level conferences, and with the South Carolina Department of Education through SCAAP. As more longitudinal data is accumulated, we hope to write research articles and publish these as well.

a. The goal of this project is to significantly improve student achievement in the Arts through curriculum, instruction and assessment using the 2017 SCVPA academic standards. We can gather quantitative data by administering assessments from the SCAAP website, by creating and utilizing rubrics, and by involving our arts community in the scoring process, including representatives from the [REDACTED] Arts Council. We intend to use the SCAAP assessments "Performing a Movement Phrase" and "Performing a Monologue" to address the Dance and Theater components. For accountability purposes, we plan to have random samples of scored assessments peer reviewed by professional Arts teachers. Students will participate in pre- and post-

assessments of dance, theatre and visual art vocabulary words to document progress. Another essential element in ensuring the success of our goal is to monitor teacher instruction. We plan to use the ADEPT 4.0 and ELEOT observation tools to observe and document teacher instruction, student engagement, and standards implementation. These observations will be discussed with the teachers, and suggestions for improvement (as necessary) incorporated into the teacher's goals.

B. Results will be collected from assessments, artwork created, and observation records. We will exhibit student artwork in the school, at community areas such as nursing homes and hospitals, and in the district Art Show and the school's Arts Showcase in March. Photos of artwork will be displayed on the school's Facebook page and website, placed in the school's Arts newsletter, and shared on the school news program. Recordings of dance and theater performances will be shared the same way.

c. By creating scoring rubrics and other assessments, by gathering and analyzing data, and by refining our methods, [REDACTED] seeks to create a resource bank that can be utilized by other schools. We will be measuring the effectiveness of instructional methods on student engagement, student concept retention, and student performance in the standards. We will have assessments, assessment data, rubrics, lesson plans and sample works available. This resource bank will be open to other schools, paving the way for the entire Arts community to support each other and improve the quality of instruction in our state.

Works Cited

- Megan Tschannen-Moran, M. B. (2004). Fostering Student Learning: The Relationship of Collective Teacher Efficacy and Student Achievement. *Leadership and Policy in Schools*, 189-209.
- Svendson, B. (2020, March 15). Inquiries into Teacher Professional Development—What Matters? *Education*, pp. 111-130.
- Todd A. Glover, L. R. (2023, February). Instructional coaching actions that predict teacher classroom practices and student achievement. *Journal of School Psychology*, pp. 1-11.