



# **Report to the State of Minnesota and the Minnesota Legislature**

Perpich Center for Arts Education  
January 13, 2011

*Status of projects supported by funds from  
the Minnesota Legislature's Arts and Cultural Heritage Fund*

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## Project Overview and Background

In November 2008, Minnesota voters approved a constitutional amendment to create a dedicated sales tax to fund work related to clean water, land, habitat, parks, trails, arts, and cultural heritage. This is commonly referred to as the Legacy Amendment, and the tax will be in effect for twenty-five years. The Minnesota Constitution states that the arts and cultural heritage funds may be “spent only on arts, arts education, and arts access and to preserve Minnesota’s history and cultural heritage.”

In May 2009 the Senate Sub-committee on Arts Education described parameters of high quality educational projects it wanted the Perpich Center for Arts Education to design and implement. As the non-regulatory state agency for arts education, the Perpich Center has the expertise, tools and infrastructure to design effective programs to meet the learning needs of students statewide. The Center includes a Professional Development & Research institute, an Arts High School, and state Library. The Perpich Center was created by the Minnesota Legislature in 1985 to provide all Minnesota students the opportunity to develop and integrate their artistic and academic abilities to their highest potential. More information can be found at <http://www.pcae.k12.mn.us/>

The Perpich Center is conducting two ambitious projects with funding from the Legacy Amendment: the *Perpich Arts Integration Project* and the *Arts Education in Minnesota Schools Research Project*. Both are guided by mission-driven goals and an Advisory Group of educational experts.

The Minnesota Legislature approved a bill that allocated \$1 million to the Perpich Center to develop these new initiatives with Legacy Amendment funds over the biennium. The following budget indicates the way in which the center plans to make the best use of these funds.

Activity	Budgeted Funds
Arts Education in Minnesota Research Project	\$ 241,500
Perpich Arts Integration Project	
• Technology Integration & Program Development	\$ 108,692
• Teacher Professional Development	\$ 242,841
• Network of Teachers & Implementation at School Sites	\$ 224,733
• Curriculum Documentation & Project Dissemination	\$ 64,199
• Evaluation	\$ 70,000
Legacy Project Administration	\$ 48,035
<b>TOTAL</b>	<b>\$ 1,000,000</b>

## Perpich Arts Integration Project

### Background & Objectives

The Perpich Arts Integration Project is a new initiative to increase student achievement in and through the arts. *Arts integration* is an instructional approach used by teachers when they work collaboratively to teach the content and processes of two or more subject areas, including one or more arts areas, to

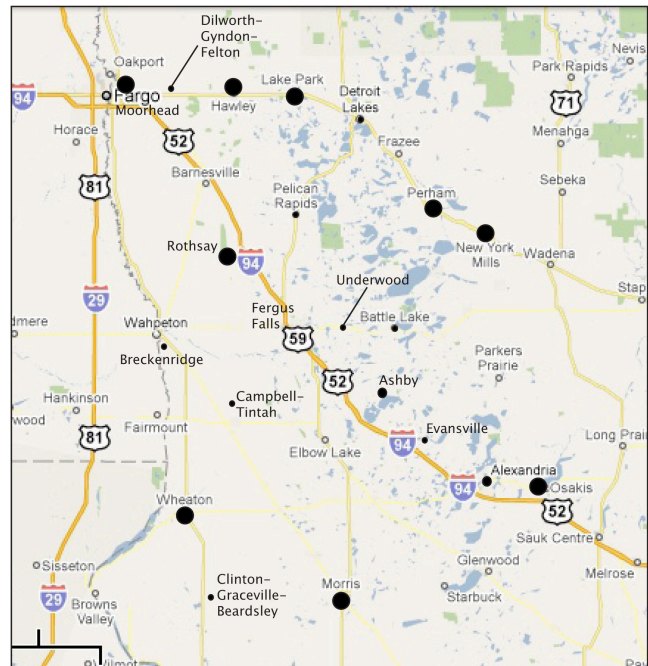
increase learning by students to identify, create and apply authentic learning connections. The Lakes Country Region in west-central Minnesota was selected as the first region to benefit from this project.

Since the summer of 2010, 40 Lakes Country teachers in the arts and in other core content areas have been engaged in intensive, job embedded professional development to build capacity for standards-based arts integration and curriculum development. This teacher professional development will directly impact approximately 1,500 students this school year. Throughout the 2010-2011 school year, teams of three to six teachers at each school site are developing and implementing arts integrated lessons and units based on the Minnesota Academic Standards in each subject area as well as student needs. Teacher professional development also focuses on assessment literacy and professional inquiry as strategies to examine and improve teaching. These teacher teams are collaborating with Perpich Center staff and contracted facilitators to accomplish the following project goals:

- Improve standards-based student achievement across content areas in and through the arts
- Improve the quality and scope of standards-based arts education (including school and community resources) for students in the Lakes Country Service Cooperative region
- Design and implement a collaborative and integrative approach to teaching and learning based on research and models in and through the arts
- Develop and provide sustainable Professional Development for best practice in arts integration for teachers, administrators and other selected educational stakeholders
- Apply technology to support Professional Development and the statewide dissemination of project results, examples, and practices for the benefit of Minnesota students, schools, and teachers, and to add to the broader conversation about arts integration in public education

Nine sites in the Lakes Country region (Clay, Becker, Wilkin, Otter Tail, Traverse, Grant, Douglas, Stevens, and Pope counties) are participating in the Perpich Arts Integration Project:

- Hawley Secondary School
- Lake Park Audubon Elementary School
- Moorhead High School
- Morris Secondary School
- New York Mills Secondary School
- Osakis Elementary School
- Perham Prairie Wind Middle School
- Rothsay Elementary and Secondary School
- Wheaton Elementary and Secondary School



These schools were chosen based on the following criteria:

- Interest of site (administrators and teachers) in project
- Number of arts areas school provides and enrollment in arts courses
- Arts instruction provided by licensed arts specialists
- Arts education support in community
- Administrative commitment
- Range of sizes of schools
- Range of geographical locations
- Range of percentage of students receiving free or reduced lunch

### Progress to date

#### Summer Workshops

In August 2010, 55 teachers attended two professional development arts integration workshops titled *Forging Bonds Across Disciplines Through the Arts* in New York Mills and Wadena, MN. These teachers represent grades K-12 and 12 subject areas, including Visual Art, Music, Media Art, History, Social Studies, Science, English and Language Arts, Family and Consumer Sciences, and Business.



This was the foundational experience for teachers involved in the Perpich Arts Integration Project. As such, the workshop focused on helping participants practice skillful collaboration, develop interdisciplinary connections, use academic standards and aligned assessments, and make artistic sculptures through metal working techniques.

Since the summer workshops, project facilitators and staff have been in regular contact with the teacher teams, both remotely and in person at their schools, to support and further their arts integrated curriculum development and student learning assessment.

#### Regional Teacher Network

The first Perpich Arts Integration Network of Teachers (PAINT) meetings were held October 13 and December 8, 2010 in Fergus Falls. All 40 teachers working on the project came together to share progress on their lessons and professional inquiry questions. Two more PAINT meetings will be held in 2011. A culminating event is scheduled for June.

With the ultimate goal of positively impacting the learning of an estimated 1,500 students this year in the region, the PAINT meetings and on-site facilitation are aimed at helping teachers

- Build arts-integrated curricula to teach in their classrooms and ultimately share with colleagues across the state
- Learn and practice standards-based, student-centered teaching and learning, in and through the arts by:
  - aligning lessons using appropriate content area standards/benchmarks



- scaffolding lessons using authentic processes in the arts and other content areas
- Use professional inquiry to develop and adapt learning tools and teaching strategies
- Think creatively about and be open to implementing different strategies for meaningfully integrating the arts with other subjects, including collaborative planning and teaching practices
- Practice the skills of professional learning communities
- Examine student work and the results of teaching to understand the impact of curriculum and instruction
- Electronically document project process and products



The results and knowledge generated by the work of these teachers will be shared with other educators across the state in several ways. The arts-integrated curricula developed and tested by these teachers will be made easily accessible through the Web. Videos of the projects at up to three schools will be created to be used in professional development settings and in professional learning communities of teachers. Also, a publication detailing the process and some examples of the Perpich Arts Integration Project will be produced for use by teacher teams and released in 2012.

An external evaluator was selected through an open bidding process and has built an evaluation framework and begun gathering data for the Perpich Arts Integration Project. A report on this project's evaluation findings will be released in the winter of 2011/2012.

## Arts Education in Minnesota Schools Research Project

### Background & Objectives

The Perpich Center is studying the status of arts education to inform program design and evaluation, meeting the Legislature's request of clearly documented and reliable measures of project effectiveness. Similar initiatives in other states (including Arizona, Colorado, Illinois, New Jersey, and Wisconsin) have been adding to a picture of the current status of arts education nationally. The overall goal of the *Arts Education in Minnesota Schools Research Project* is to survey all public and private schools to collect baseline data on the status of arts education statewide, including information on arts integration.

A national research and evaluation company, Quadrant Arts Education Research, is conducting the statewide study on the status of arts education. This research project is comprised of three key elements, which have begun and will continue to provide useful, robust data:

- Element One: Arts Integration Survey
- Element Two: Survey of Perpich Center Impact/Program Evaluation
- Element Three: Statewide Minnesota Arts Education Survey

## Element One | Arts Integration Survey

### A. Focus Groups

#### Background & Objectives

As part of a multi-year examination of the scope and type of arts education in public and private schools of the State of Minnesota, focus groups were needed as exploratory research into the practice of arts integration. Previous studies on arts education in the schools have essentially defined the field in a traditional sense: arts teachers teaching the arts. In order to properly define and therefore measure arts integration in the overall study, exploratory research was needed to develop a common language, specifically define practices, and determine exactly what needed to be measured in a school in order to assess 'arts integration' in the curriculum.

#### Major Findings

*What are the components of successful arts integration?*

- First and foremost, combining the arts with other subjects has to 'make sense.'
- The arts component needs to be high quality – the instruction needs to be given, or at least planned, in conjunction with an artist or an arts teacher.
- There must be careful coordination and lesson planning between the arts specialist and the classroom teacher.
- All of the instructional components – for both arts and other core curriculum subjects – must be tied back to explicit educational standards.

*Benefits of Arts Integration as an Educational Strategy*

- When the arts are used during instruction, learning is 'deeper,' 'broader' and 'sticks better.' Students learn more easily and they remember more of what they learned.
- Most participants reported that test scores at their schools could demonstrate that an arts integrated approach to instruction improves student performance.
- Other benefits of arts integration, which naturally feed into a better learning environment for students, include:
  - Students are engaged in learning.
  - More students are able to express themselves, and confidence increases.
  - Students are less judgmental of each other, and tend to learn to appreciate the viewpoints of others more.
  - Students who do not succeed very often through traditional learning modes have an opportunity to succeed in class.
  - Students are more likely to take risks, learn that failure is part of the learning process, and keep trying. Problem-solving skills are also nurtured.
  - Students help and teach each other more.

*Common barriers to arts integration*

- Lack of time for planning.
- A trusting relationship between the artist/art teacher and the classroom teacher is absent or weak.

- Classroom teachers who are intimidated by the concept of arts education will likely be impeded from attempting arts integration lessons in their classroom.
- While typically administrators are supportive of arts integration, they sometimes can revert back to a ‘how many minutes did you spend on math today?’ mentality, which is a difficult standard to meet and somewhat anathema to the proper use of arts integration.

## **B. Survey of Schools**

### **Background & Objectives**

A survey was conducted to provide preliminary baseline quantitative and qualitative data regarding the status of arts education in a select number of schools in the Lakes Country Service Cooperative Region. This survey also served as a pilot for the 2011 statewide Minnesota Arts Education Survey (Element Three).

### **Impact**

This survey was completed at the end of May 2010. It provided information about arts education and arts integration in Lakes Country schools for the Perpich Arts Integration Project selection process. In addition, significant adjustments to the statewide survey’s content and dissemination process were made based on responses to and feedback on this pilot survey. For example, the length of the survey was decreased in order to reduce the time commitment for data-gathering. Also, an ongoing and multi-pronged communications approach was developed in order to ensure information about the survey reaches administrators, and that they are able to complete the survey.

## **Element Two | Survey of Perpich Center Impact/Program Evaluation**

### **Background & Objectives**

This element evaluates the impact of Perpich Center professional development programs and partnerships on teachers, schools, and districts. It also examines their satisfaction with involvement in Perpich Center professional development programs and support.

### **Progress to date**

An online survey of teachers engaging with Perpich Center programs was conducted in spring of 2010. The questions in this survey focused on assessing the degree of satisfaction with professional development offered by the Perpich Center. In addition, interviews were conducted with Perpich Center staff, leadership, and stakeholders in the spring and summer of 2010. A final report is forthcoming, and preliminary findings include:

- Participants in Perpich Center professional development programs have an extremely high rate of satisfaction with the quality of programs.
- One challenge is that the Perpich Center does not have the necessary resources (human and financial) to meet the professional development demand across the state.
- Another challenge is that the general public is often not aware of the professional development work that the Perpich Center conducts.



## **Element Three | Minnesota Arts Education Survey** ***A Census of the Status of Arts Education in Minnesota Public and Private Schools***

### **Background & Objectives**

This survey's guiding question is *What is the status of arts education for every child in every school in Minnesota?* Quadrant Arts Education Research, in partnership with the Perpich Center, has developed and sent an online survey to 1,787 public schools and 177 charter schools in 336 school districts. The aim is to produce baseline data about arts education access, equity and quantity of arts education and arts integration.

### **Progress to date**

The survey was finalized in September 2010 and opened for data input on November 8, 2010. This initiative is supported by an intensive communications plan that involves raising awareness and encouraging completion of the survey. The survey is designed to measure the status of arts education in our schools, including information on:

- Basic student and teacher data as well as data specific to each arts area
- Policy
- Implementation of the Minnesota Academic Arts Standards
- Funding for arts education
- Collaboration with artists and arts organizations for instruction
- Arts integration

Collaborations between the Perpich Center and the Minnesota Department of Education (MDE) as well as Quadrant's investigations have yielded a wealth of information and data to support this work. The following data sets have been acquired for use in analyzing the data collected in this project:

- Minnesota Staff Development Survey
- Minnesota school data sets with complete enrollment by grade, gender and ethnicity
- Minnesota district data sets with complete district profile information
- Minnesota school/district classification codes
- Minnesota teacher certification data
- Minnesota Economic Development classifications
- National Center for Education Statistics comprehensive Minnesota data file
- Minnesota district shape files for use with mapping programs
- Minnesota wealth and locale codes
- MDE Arts Standards Implementation Data Report

Data collection will be completed in Spring 2011. In-depth data analysis will be conducted through the remainder of 2011 and a final report will be published and available Spring 2012.

## **Perpich Legacy Project Oversight**

To ensure transparency and broad public participation in the Legacy projects, the Perpich Center has formed an advisory group of volunteer representatives committed to arts education. They represent arts education professional service organizations, elementary and secondary school leadership organizations, the Minnesota Legislature, Lakes Country Service Cooperative, the Minnesota Department of Education, and arts education teacher preparation programs at the University of Minnesota, Twin Cities Campus, and St. Cloud State University. This group assembled on January 29 and August 25, 2010 with the following charge:

*To think through and process the project design and implementation as well as to come to clear understandings of results and their implications for teaching and learning in the arts and other core subjects. The Advisory Group is invited to communicate about these projects with their constituents, board members, and colleagues to construct the best understanding and programming for students and teachers throughout Minnesota. This is an opportunity for Project Leaders to share information about these new initiatives, as well as for Advisory Group members to engage in development of this work as it is implemented and designed for the future.*