

Report to the State of Minnesota and the Minnesota Legislature

Perpich Center for Arts Education
January 12, 2012

*Status of projects supported by funds from
the Minnesota Legislature's Arts and Cultural Heritage Fund
in 2011*



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Project Overview and Background

As the non-regulatory state agency dedicated to K-12 education in and through the arts since 1985, the Perpich Center has the expertise, tools and infrastructure to design effective programs to meet the learning needs of students statewide. The Center is comprised of an Arts High School, Professional Development & Research, and a state Library. More information can be found at <http://www.pcae.k12.mn.us/>

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. 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. For the period of July 1, 2009 through June 30, 2011, the Minnesota Legislature approved a bill that allocated \$1 million to the Perpich Center to fund two new initiatives with Arts and Cultural Heritage funds over the biennium: 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 neutral educational experts.

Due to initial successes, the Minnesota Legislature asked the Perpich Center to continue and expand its Legacy Project in arts integration, and appropriated \$1.7 million over the fiscal year 2012-2013 biennium for that purpose.

The following budget indicates the way in which the center plans to make the best use of these funds from July 1, 2011 through June 30, 2013.

Perpich Arts Integration Network of Teachers Fiscal Year 2012-2013 Activity	Budgeted Funds
Technology Integration & Program Development	450,500
Lakes Country region: Teacher Professional Development, Network of Teachers, and Implementation at School Sites	536,000
Southeast region: Teacher Professional Development, Network of Teachers, and Implementation at School Sites (primarily in fiscal year 2013 only)	519,000
Curriculum Documentation, Project Dissemination, and Accountability	222,000
Legacy Project Administration (2.5%)	\$ 42,500
TOTAL	\$ 1,700,000

Perpich Arts Integration Project

Background & Objectives

Arts Integration involves teaching the content and processes of two or more subject areas, including the arts, in combination to increase and deepen student learning, thinking, and inquiry. In the Perpich Arts Integration Project, teachers in the arts and in other core content areas engage in professional development for best practices in arts education and integration in order to:

- Improve student achievement across content areas through arts integration
- Improve the quality and scope of standards-based arts education for students
- Design and implement a collaborative approach to teaching and learning
- Apply technology to support professional development and dissemination of results

First Year of Arts Integration Project

West-central Minnesota was selected as the first region to benefit from this project. Nine sites in the Lakes Country region (Clay, Becker, Wilkin, Otter Tail, Traverse, Grant, Douglas, Stevens, and Pope counties) participated in the Perpich Arts Integration Project in academic year 2010-11:

School	Grades	Percent Free/ Reduced Lunch
Hawley Secondary School	7-12	13%
Lake Park Audubon Elementary School	K-6	42%
Moorhead High School	9-12	33%*
Morris Secondary School	7-12	21%
New York Mills Secondary School	7-12	42%
Osakis Elementary School	K-6	48%
Perham Prairie Wind Middle School	5-8	43%*
Rothsay Elementary and Secondary School	K-12	45%
Wheaton Elementary and Secondary School	K-12	31%

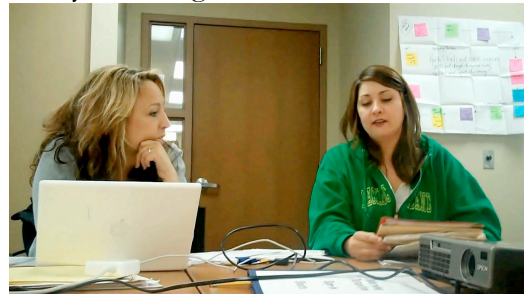
* = *district-level data*

The content areas involved in arts integrated lessons in the 2010-11 academic year include Visual Art, Music, Media Art, Theater, History, Social Studies, AP Psychology, Science, Math, English & Language Arts, Family & Consumer Sciences, and Technology.

Please see Appendix 1 for the Year One Logic Model developed for evaluation of the project. This document identifies the short-term and intermediate changes that were expected to occur as a result of the project. These changes link project activities to the long-term vision statements and served as ways to measure whether the project is moving toward achieving its goals (note that the italicized changes in the logic model were measured as part of the evaluation of Year 1).

Teacher Development

When the project began, 55% of the teachers involved reported no previous professional development in arts integration and 48% had never delivered any arts integrated instruction in the classroom. Throughout the 2010-2011 school year, 40 Lakes Country teachers in the arts and in other core content areas engaged in intensive, job embedded professional development to build capacity for standards-based arts integration and curriculum development. This teacher professional development directly impacted 1,268 students that school year.

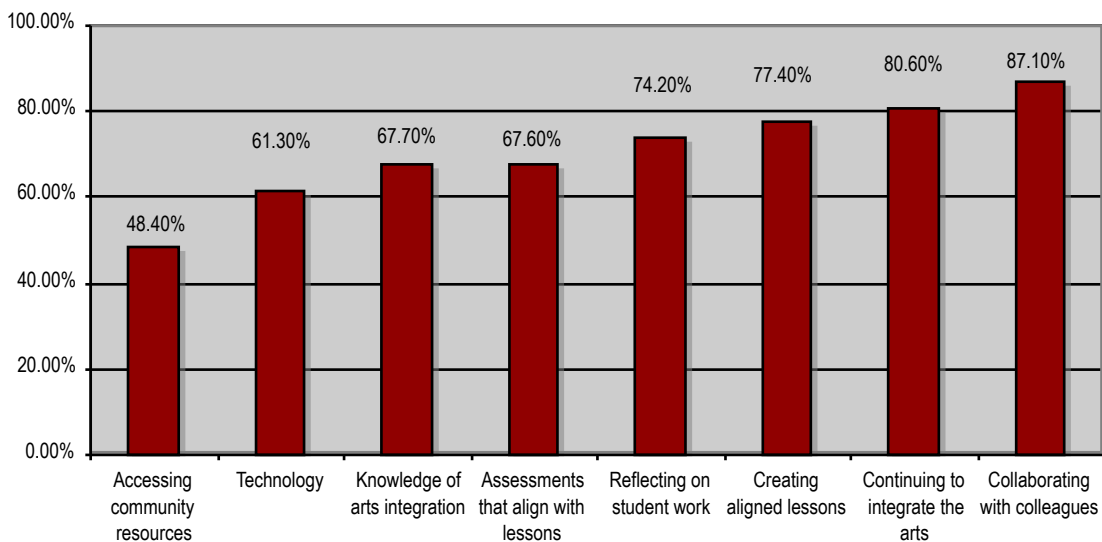


Professional development occurred in workshops (about 60 hours), via on-site coaching, (about 10 hours) and when teachers collaborated with colleagues to plan and deliver arts integrated lessons. Teams of three to six teachers at each school site developed and implemented arts integrated lessons and 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. Through these efforts, teachers learned to:

- Integrate the arts with other content areas in meaningful and engaging ways for students
- Create lesson plans that align standards, learning goals, and assessments
- Reflect on and learn from student work

Greatest gains were seen in increased understanding of arts integration; learning to collaborate with colleagues; and in designing assessments that aligned with standards, benchmarks, and learning goals. Teachers report that they will sustain their collaboration skills, abilities to create arts integrated lessons, and capacity to reflect on student work; see the figure below for more details.

Teacher perceptions of what will be sustained in their professional life as a result of the Perpich Arts Integration Project.



Student Results: Learning

With support from the Perpich team, teachers created aligned assessments for their students as part of their arts integrated lessons. During professional development workshops, teachers then practiced reviewing the quality of their students' work with their colleagues. After delivering arts integrated lessons in their classrooms, teachers graded their students' work and rated achievement of learning evident in student products (based on three different levels of proficiency). Over 86% of the 1,268 students submitted work that was rated "proficient" or "exceeds proficient" by their classroom teacher.

"Students enjoyed the learning process. They jumped in, worked efficiently and cooperatively, completed high quality work, and showed their understanding of new information in a new way."

— Lakes Country Teacher

In order to provide a frame of reference for understanding the ratings, teachers were asked to compare their results to other times they had taught similar content. According to the teachers, the majority of students (54%) learned "more" in the arts integrated setting compared to their other teaching experiences.

Comparison of student learning to other times teachers taught similar content

Students learned more	54%
Students learned about the same	25%
Students didn't seem to learn as much	0%
Teacher unsure, hadn't taught this content before	21%

Student Results: Engagement and Motivation

Research shows that motivated and engaged students earn higher grades and standardized test scores compared to students who are motivated only by getting good grades or avoiding consequences.^{1,3}

"This learning style needs to be implemented more often because most students do not learn from the standard teaching styles. This type of teaching is a good start to improving our education system."

— Lakes Country Student

Engaged students take pride in what they learn, and want to understand the material and apply it to their lives.² Motivated students work on the edge of their competencies; show initiative and focus; and demonstrate enthusiasm, optimism, curiosity, and interest.³ These students are also likely to become lifelong learners.¹

Students in grades 5 through 12 completed a survey about their engagement and motivation in the arts integrated classroom settings. The top five responses from 856 students representing the nine participating districts were:

¹ Dev, P.C. (1997). Intrinsic motivation and academic achievement: What does their relationship imply for the classroom teacher? Remedial and Special Education, 18(1), 12-19.

² Neumann, F. (1992). Student engagement and achievement in American secondary schools. Teachers College Press: New York, NY.

³ Skinner, E., & Belmont, M. (1991). A longitudinal study of motivation in school: Reciprocal effects of teacher behavior and student engagement. Unpublished manuscript, University of Rochester, Rochester, NY

- 1) I put effort into the class (92% of students agreed)
- 2) I felt proud of what I did (89%)
- 3) I kept working even when stuck (87%)
- 4) I was motivated to try new things (84%)
- 5) The way I was taught helped me to learn (81%)

Note that a high percentage of students (81%) said that “how they were taught” helped them to learn. In part, these findings speak to the success of the arts integration approach used in this project.

Evaluation and Dissemination

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 several schools have been created to demonstrate key aspects of arts integration and student engagement, for use in professional development settings and in professional learning communities of teachers. To view these videos, please visit <https://sites.google.com/a/pcae.k12.mn.us/legacy/>

A summary of the external evaluator’s findings have been shared above, and a full report on the first year of the project’s evaluation findings will be released in the winter of 2012.

Second Year of Arts Integration Project, 2011-2012

The Perpich Arts Integration Project, now known as Perpich Arts Integration Network of Teachers (PAINT), is continuing in the 2011-12 school year. The external evaluator is continuing to collect data for this school year, as the teams work with the Perpich Center toward the same project goals of improving teacher and student learning.

2011-12 Participating Schools

Breckenridge High School
Hawley Secondary School
Lake Park Audubon Elementary School
Morris Elementary School
Morris Secondary School
New York Mills Secondary School
Osakis Elementary School
Perham Elementary School
Rothsay Elementary & Secondary School



The content areas involved in arts integrated lessons in the 2011-12 academic year include Visual Art, Music, Media Art, Theater, History, Social Studies, Science, Math, Geography, English & Language Arts, Family & Consumer Sciences, and Technology.

Southeast Region Expansion

In November 2011, five one-day arts integration workshops were held in the Southeast region, serving a total of 95 educators. In mid-December, the application was made available for teams of teachers to apply to participate in Southeast PAINT, which will kick off in August 2012.

Arts Education in Minnesota Schools Research Project

Background & Objectives

The Perpich Center is studying the status of arts education in Minnesota, 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 schools to collect baseline data on the status of arts education statewide.

A national research and evaluation company, Quadrant Arts Education Research, is conducting the statewide study on the status of arts education.

Statewide Survey at a Glance

Guiding question: What is the status of arts education for every child in every school in Minnesota?

Between November 2010 and June 2011, the Minnesota Arts Education Survey surveyed public and charter schools to collect baseline data on the status of arts education statewide.

1,599 public schools (non-charter and charter) received the survey.

Response rate of public schools: 44%

Response rate of charter schools: 20%

Organizations and groups involved in spreading the word about the survey:

- *Administrator associations:* Minnesota Elementary School Principals' Association (MESPA), Minnesota Association of Secondary School Principals (MASSP), Minnesota Association of School Administrators (MASA), and Minnesota ASCD
- *Educator associations:* Minnesota Music Educators Association (MMEA), Art Educators of Minnesota (AEM), Communication and Theater Association of Minnesota (CTAM), and Dance Educators Consortium (DEC)
- *Others:* Minnesota Education Commissioner's office, local superintendents and arts curriculum coordinators, Perpich Center Board of Directors, Perpich Center staff

Categories of data

- 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
- 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

Timeline

Data collection completed: June 15, 2011.

In-depth analysis of data completed: February 15, 2012.

Final report published and available: Late spring 2012.

Perpich Legacy Project Oversight

To ensure transparency and broad public participation in the Legacy projects, the Perpich Center has an advisory group of volunteer representatives knowledgeable about 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 three times: January 29, 2010, and August 25, 2010, and March 4, 2011.

The advisory group will be reconvened in May 2012 when the final report is released on the statewide survey, to review the data and assist with development of an action plan to increase the quantity and quality of arts education in Minnesota.

Appendix 1: Perpich Arts Integration Project Logic Model (Year One)

Project Activities Activities which are expected to bring about desired changes	Short-term Change <i>Participant engagement, and changes in knowledge, attitudes, aspirations necessary for taking action and achieving intermediate change</i>	Intermediate Change Practice changes or behavior adoption necessary to change conditions and achieve long-term change <i>Italics indicated Goals to be Measured</i>		Long-term Vision
<p>Develop and provide professional development and coaching for teachers in assessment of student learning, standards-based arts integration, collaboration, best practice, community resources, and technology. (Project Goal 4)</p> <p>Engage teachers in collaborative professional inquiry about teaching and learning in and through the arts and other core content areas. (Project Goal 3)</p>	<p>Teachers learn about standards-based arts integration in and through the arts and make disciplinary connections (thematic/topic, based on a skills, using one or more processes).</p> <p>Teachers learn the fundamentals of assessing student learning (benchmarks, classroom level learning goals, assessment activities, and evaluative criteria) for accountability and professional learning.</p> <p>Teachers learn about best practices for professional inquiry and for collaborative development of arts integrated lessons.</p> <p>Teachers explore community resources for instructional support.</p> <p>Teachers learn about technology appropriate to document teacher and student learning.</p>	<p><i>Teachers design standards-based arts integrated lessons across content areas.</i></p> <p>Teachers design and adapt assessment activities aligned with standards, benchmarks and classroom learning goals.</p> <p>Teachers engage in professional inquiry while developing arts integrated lessons in collaboration with colleagues.</p> <p>Teachers connect with community resources.</p> <p>Teachers practice using technology.</p>	<p>Teachers implement standards-based arts integrated lessons across content areas. Student learning occurs in a setting where teachers use a standards-based arts integrated approach.</p> <p><i>Teachers reflect on quality evidence of student learning. Students achieve academic learning goals. Students experience non-academic outcomes.</i></p> <p><i>Teachers reflect on their professional inquiry and the quality of collaborative arts integrated teaching and learning.</i></p> <p><i>Teachers partner with community resources while delivering instruction.</i></p> <p><i>Teachers use technology to document teacher and student learning.</i></p>	<p>In the Lakes Country Service Cooperative Region:</p> <p>-Improve the quality and scope of standards-based arts education for students. (Project Goal 2)</p> <p>-Improve student achievement in standards-based education across content areas and in and through the arts. (Project Goal 1)</p> <p>-Identify high quality examples of arts integrated curriculum and professional learning with potential for sharing and dissemination. (Project Goal 5)</p> <p>-Sustain arts integrated and standards-based education.</p>