

## Beverley Taylor Sorenson Arts Learning Program—Year 4

### **Performance Measures**

#### Metric #1:

Better behavior, engagement, and enthusiasm for learning as measured by:

- Degree of change in student engagement noticed by classroom teachers from the first year of BTSALP implementation
- Reported changes in student behavior, attendance, enthusiasm, or enjoyment

#### Metric #2:

Increase in twenty-first century skills, creativity and critical thinking as measured by:

- Example lesson plans
- CRT proficiency rate in BTSALP vs. non-BTSALP schools (still to be completed)
- Reported changes in student work and academic abilities

#### Metric #3:

Improved school and classroom climate, including community engagement as measured by:

- Number of parents and community members who attend informances and performances
- Number of informances and performances
- Number of performances in the community

#### Metric #4:

Access to arts and performance experiences as measured by:

- Number of schools that participate in BTSALP
- Number of students served by BTSALP schools
- Percentage of BTSALP schools that are Title I schools serving high-need communities
- Number of arts integrated lessons per month per grade level

#### Metric #5:

Learning, achievement and proficiency as measured by:

- CRT proficiency levels in BTSALP schools vs. non-BTSALP schools by subject area and grade level\*
- CRT proficiency levels in BTSALP schools by degree of implementation fidelity\*
- Classroom teachers' perceptions of students' opportunities to learn academic core concepts through the arts
- Example action research projects and findings

\*Results still pending due to late release of CRT data

#### Metric #6:

Professional Learning for teachers and arts specialists as measured by:

- Number of hours of observation or arts integrated lessons and side-by-side teaching (by PDPs)
- Number of hours of arts education professional development for arts specialists
- Number of hours of side-by-side teaching
- Number of hours of collaborative planning between arts specialists and classroom teachers
- Number of new arts education endorsements by classroom teachers in BTSALP schools
- Action research projects and findings
- Observations of arts integrated lessons and side-by-side teaching by PDPs

- Frequency of side-by-side teaching

Summary of effectiveness and progress for each metric:

**Metric #1:**

Teachers reported increases in:

- Student engagement in learning activities, on-task behavior, and peer collaboration
- Student motivation for academic achievement
- Joy and pride in student work
- Anecdotes of reduction in bullying
- Experiences of success for all students

“...One of my 4<sup>th</sup> grade students came to me in the fall reading on a kindergarten level. She has worked hard to read with expression this year to be able to participate in drama activities. She has made progress (one whole year’s worth) in reading for the first time in 4 years.” (Teacher)

**Metric #2:**

Teachers reported increases in:

- Creativity in problem solving
- Conceptual understanding of academic core content
- Connections across curricular areas and to the real world
- Greater peer collaboration and communication skills among students
- Using arts integration to teach rigorous new Utah Core Standards

**Metric #3:**

Across the board, teachers, school administrators, arts specialists, professional development partners and university coordinators reported changes in:

- Sharing student learning with parents through informances (performances, displays, and demonstrations of student learning from arts integrated lessons)
- Soaring attendance at informances
- Energizing and motivating teachers and students
- Pride in achieving school-wide goals
- Performances, productions, and displays in the broader community
- Positive physical environment

“Our class was extremely unmotivated with behavioral issues earlier in the year. Dance has provided a way for our class to bond and work toward a common performing arts goal.” (Teacher)

**Metric #4:**

Teachers and school administrators valued the BTSALP experience for their students for its inclusive mission, such as:

- Arts opportunities for students in Title I schools
- Exposure to multiple art forms, media, performances, and multicultural arts

- Field trips to connect academic concepts to the real world by integrating arts, sciences, social studies, language arts, mathematics and more

“..I have also greatly appreciated the opportunities for students that these [arts] specialists bring with them. Many students have had the opportunity to share abilities, talents, and skills that they may get little opportunity to share in a mainly academic environment. We also have two classrooms in our building for students with severe disabilities. These students have participated in the arts classes and programs with their non-disable peers. It provides a wonderful inclusion opportunity...” (Teacher)

**Metric #5:**

Teachers, arts specialists, and school administrators reported changes in:

- Progress in quality and consistency of arts integrated lessons
- Reading, writing, and speaking skills for all students, including English learners (based on action research projects)
- Retention and recall of information through arts integration strategies, e.g., the use of movement and song during CRTs

**Metric #6:**

Teachers, arts specialists, and school administrators reported learning from each other by means of:

- Improved collaborative planning for arts integration and side-by-side teaching
- Improved side-by-side teaching and active teacher participation in teaching academic core concepts during arts integrated lessons
- Collaborative action research projects conducted by arts specialists and classroom teachers (supported by PDPs) that used assessments to measure student learning through arts integrated lessons
- Networking arrange by PDPs for BTSALP arts specialists who taught in the same art form to learn from each other and collaborate
- Greater focus on aligning arts integration to the new Utah Core Standards and its rigorous expectations for student learning
- Individualized PDP support for BTSALP arts specialists (site visits to other BTS schools and specialists, connections to grant opportunities, lesson ideas, etc.)
- Modeling of arts integration and BTSALP practices for school faculty by PDPs and arts specialists
- Valuable workshops and trainings from university partners and local arts organizations

“When we have difficult concepts to teach, we work with the movement teacher and usually come up with physical ways to represent or ‘move to’ or dance the concept to re-teach or cement prior learning. Some things I remember off-hand are using movement to teach geometry (shapes & angles), transformations (rotation, reflection, translation), rotation of the Earth and moon, measurement and adverbs. It is not unusual to see a group of teachers dancing a concept in PLC’s!” (Teacher)