

Perpich Arts Integration

Project Goals:

1

Increase the capacity of teachers to design, implement and assess collaborative arts integration in Minnesota schools and the capacity of administrators to support this instructional strategy.

2

Improve standards-based student learning through collaborative arts integration, a strategy used by teachers and supported by administrators.

The strategies for reaching these goals include:

professional development for teachers and administrators on standards-based collaborative arts integration; aligned curriculum, instruction and evaluation; and leveraging technology as a space for professional development and dissemination of learning and examples.

“Aligning the standards, benchmarks, learning goals, instruction, assessments and evaluative criteria increase the likelihood of student proficiency.”
— Teacher

**Project at a Glance—
Year Two:**

- 806 students in elementary and secondary schools engaged in arts-integrated learning
- 41 K-12 teachers involved, 15 returning from the first year of the project with 26 new teachers
- Participating districts included Breckenridge, Hawley, Lake Park Audubon, Morris, New York Mills, Osakis, Perham and Rothsay

**Perpich Arts
Integration Project**

This project fosters collaborative arts integration in Minnesota through K-12 teacher professional development and funding to schools. Supported by Perpich facilitators, teacher teams develop and implement arts-integrated lessons that are student-centered and standards-based.

During the second year of the project, 96% of the teachers improved their ability to design arts integrated lessons and aligned student assessments.

Aligning standards, learning goals and assessments guided professional development activities such as teacher network meetings and onsite and virtual meetings with Perpich facilitators.

92% of the teachers improved their understanding of arts integration.

Integrating the arts in meaningful and engaging ways for students inspired teacher involvement and fueled their collaboration.

“I would sometimes forget to make sure my lessons are connecting with the standards. ... I now pay more attention to that which has only improved students’ learning.”
— Teacher

75% improved their skills for collaborating with colleagues.

Implementing co-teaching approaches moved teachers toward sharing more responsibilities for planning, teaching and assessing student progress.

83% of the teachers improved their ability to understand what students are learning.

Using a structured process for examining student work, teachers across different schools, grades and subjects served as peer reviewers for each other. Teachers began this process by recording individual observations about student work.

“The time to work together as a team is undervalued at our school. This project has given us the opportunity to see and experience the positive effects of working together.”
— Teacher

Then they shared their observations with others and responded to the question, “What student learning do we see in this sample of student work?” Next, teachers examined the alignment of benchmarks, classroom learning goals, assessment activities and evaluative criteria. The group then used the criteria to collectively score the student work. The presenting teacher shared his or her experience with the review process. Finally, teachers discussed the quality of the arts integrated lesson in terms of balance of content, rigor of learning, authenticity of instruction and richness of connections.



Perpich Arts Integration — Continued

Over 83% of the 806 students submitted work that was rated as “proficient” or “exceeds proficient” by their classroom teachers.

Student Learning

Teachers created arts integrated lessons and units that aligned the Minnesota Academic Standards, learning goals and curriculum with assessments of student learning. During professional development workshops, teachers practiced reviewing the quality of student work with their colleagues who taught at elementary and secondary levels, taught in different content areas and who represented multiple school districts involved in the project.

to improving the teaching and learning environment of the school. Yasse-Mintz (2010) describes student engagement as the “relationship between the student and school community, the student and school adults, the student and peers, the student and instruction and the student and the curriculum.”

“Creating an artistic expression requires a high level of intellectual and emotional rigor....our students reached much higher levels of learning through this project.”

— Teacher

setting. For example, the majority of students agreed with the following statements:

- 94%** I put effort into the class
- 86%** I felt proud of what I did
- 83%** I kept working even when stuck
- 80%** I was motivated to try new things
- 76%** The way I was taught helped me to learn

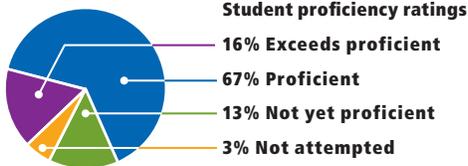
“It was a very fun experience and is much easier to learn hands on about other cultures.”

— High school student

“Regardless of the definition, research links higher levels of engagement in school with improved performance” (Klem and Connell, 2004).

Klem, A. M., & Connell, J. P. (2004). Relationships matter: Linking teacher support to student engagement and achievement. *Journal of School Health*, Vol. 74(7), 262-273.

Yazzie-Mintz, E. (2010). Charting the path from engagement to achievement: A report on the 2009 High School Survey of Student Engagement. Bloomington, IN: Center for Evaluation & Education Policy. Retrieved October 4, 2012, from www.indiana.edu/~ceep/hssse/images/HSSSE_2010_Report.pdf



Student proficiency ratings

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.

Student Engagement

Student engagement is a complex phenomenon. Educators often look to engage students as a means of strengthening student academic performance in addition

Engaging students while providing an arts-integrated learning experience is an important focus of the project. In order to measure engagement, 419 students in grades 5 through 12 completed a survey about their learning experiences. Questions focused on classroom environment (teachers and peers), various teaching strategies and student reactions toward the curriculum content and the arts-integrated experience. Results indicated that students across grade levels were engaged and motivated while learning in an arts-integrated

Project made possible by the Minnesota State Legislature through its Art and Cultural Heritage Fund.



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