



# Arts Integration User Guide for Missouri Educators

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## INTRODUCTION

Educators share a common desire to create and implement engaging and effective instructional programs for students. They want their students to do well in school, be socially well-adjusted, happy, and graduate from high school, college, career and success ready. Educators want students to understand their role in an increasingly global culture and be able to adapt themselves to the quickly changing demands of the 21st century cultural and economic environment.

Many educators have become increasingly aware that the current school model is based on the concept that subject areas are taught separately, learners are typically grouped by age and teaching practices are often designed to focus on achievement on a standardized test.

**Many educators have discovered that one solution to moving beyond the traditional approach to education is to embrace the concept of arts centered schools through arts integration. MAAE is committed to advocating for arts integration as evidence-based practice where the arts can be leveraged to increase student learning, engagement and learner satisfaction with the school experience.**

This user guide is highly influenced by the User Guide that was created by the New Jersey Department of Education. Here, it is adapted for Missouri users. There are common goals among arts integration advocates throughout the country and in Missouri. **Together, we aim to:**

-  Align local and state-wide initiative pursuing arts integration
-  Create and oversee a state-wide network of arts integration professional development providers
-  Communicate information to stakeholders regarding arts integration as an innovative, research-based intervention to support the objectives of Title programs in Missouri's ESSA plan
-  Seek to impact Missouri Department of Elementary and Secondary Education policy to create a cultural shift among educators in our state around arts integration attitudes
-  Create a library of open source arts integration unit plans, curriculum, and assessments



## WHAT IS ARTS INTEGRATION?

Arts integration is an approach to teaching in which students construct and demonstrate understanding through one or more art forms. Key partners in the delivery system for arts integration include the coordinated involvement of certified arts educators, certified non-arts educators, and professional and/or teaching artists, supported by school administrators. Students engage in a creative process which connects art forms and other subject areas and meets evolving objectives in both. (MAAE 1/16/16)



## WHY ARTS INTEGRATION?

There is much evidence to support the essential role of the arts in K-12 education (see [moaae.org](http://moaae.org) for more information). Within the past twenty years there has been increasing evidence that supports the efficacy of arts integration as an intervention to leverage and support increased learning across all subject areas. Evidence falls within four categories:

- 1 Student academic and emotional learning
- 2 Student and teacher engagement
- 3 Classroom and school climate
- 4 Parent and community relationships with schools



## Leadership Support

**Secure Leadership Approval and Support:** It is essential that school leadership be fully engaged with, knowledgeable about, and supportive of arts integration. District leadership also needs to be supportive of the program in order to provide the necessary resources and administrative freedom at the building level to make the program a success.

Key partners identified in the MAAE Arts Integration Definition (1/16/16) include; "certified arts educators, certified non-arts educators, and professional and/or teaching artists, supported by school administrators." All are necessary for the success of the program.

## Arts Integration Leadership Team

**Establish an Arts Integration Leadership Team:** We have identified eight essential elements for a cohesive, sustainable, and rigorous arts integration initiative:



1. Secure leadership approval and support
2. Establish an arts integration leadership team with defined roles and responsibilities
3. Establish an arts integration vision and action plan

4. Curriculum Development: balance arts standards with other content standards
5. Provide ongoing, job-embedded professional learning and coaching
6. Document progress and collect data on a variety of indicators
7. Develop a variety of formative and summative assessments based on arts and other content area standards
8. Practice inclusion and equity to ensure sustainability



## Integrated Instruction



**Design/identify instruction that integrates arts standards with other content area standards:** A key to designing arts integrated curricula is a shared commitment to high quality- standards based instruction among teacher learning communities and administration. With a shared sense of purpose, teaching teams are guided in identifying natural points of integration and the development of curricula. The strength of the instructional design is related to the clarity of the connection between the points of integration (arts standards and content area standards). This instructional design is part of a continual spiral of planning instruction, process/progress evaluation and examination of assessment results to inform the next round of planning and professional development.

## Professional learning and collaboration

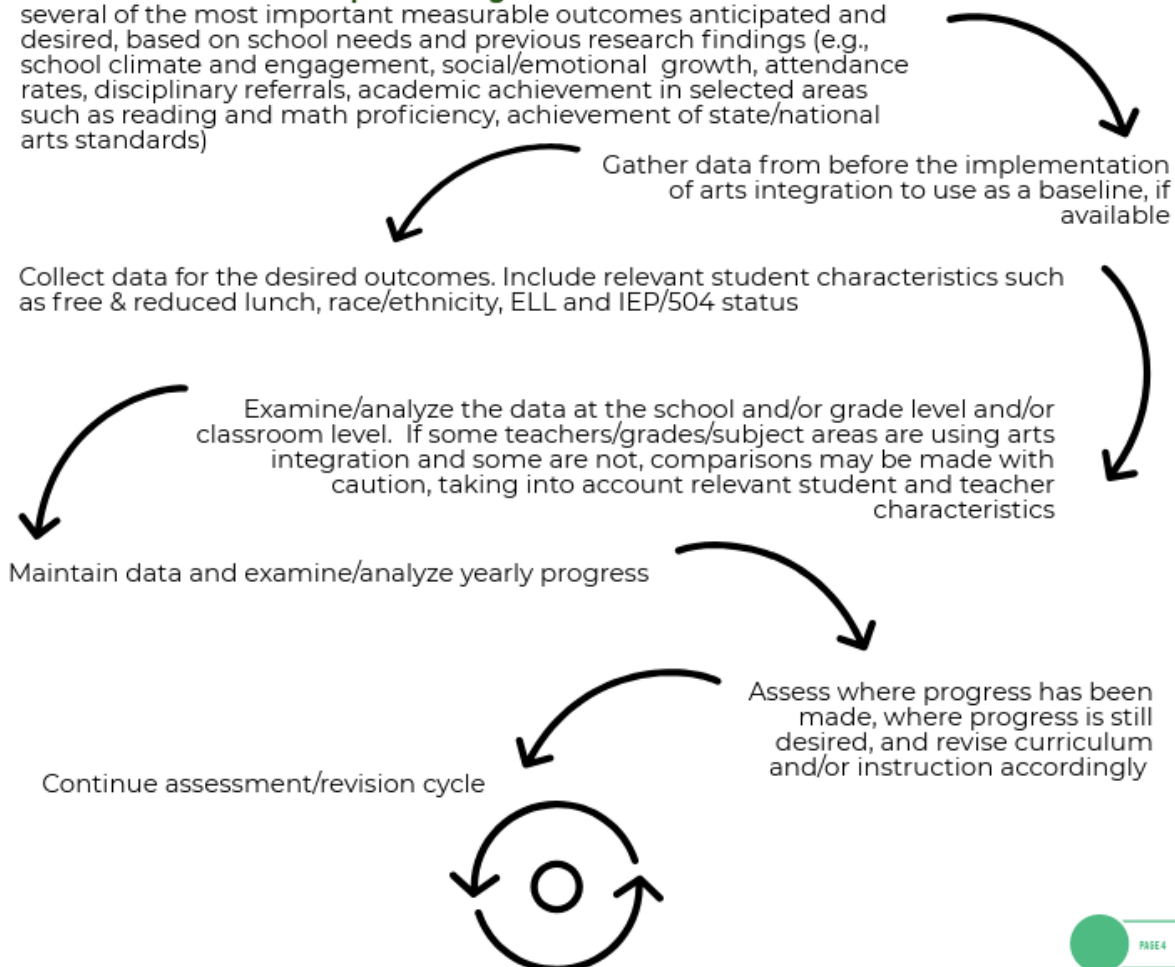
**Provide ongoing, sustainable, job-embedded opportunities for professional learning and collaboration:** Arts integrated learning requires continuous, sustained professional development due to the interdisciplinary and collaborative processes at work. Teachers must be supported and guided through the process of arts integration even if they have prior arts education knowledge. Educators evolve throughout implementation, ultimately embodying the roles of researcher, scientist, artist, designer, co-constructor, and advocate for and purveyor of collaborative teaching and learning.

The range of professional development includes training in topic areas such as:



## Action Research

**Document and assess impact through action research:** Choose several of the most important measurable outcomes anticipated and desired, based on school needs and previous research findings (e.g., school climate and engagement, social/emotional growth, attendance rates, disciplinary referrals, academic achievement in selected areas such as reading and math proficiency, achievement of state/national arts standards)



## Ensure Sustainability

Identify, inform and involve local stakeholders throughout the entire process

Develop a process of continually revising pedagogical and implementation strategies based upon research-based knowledge and collected local student data



Constantly review and synthesize proven, as well as promising, practices in arts integration

Maintain the goal of assimilating arts integration practices into the culture of each school and the school district as a whole