

The Journey of Bates Middle School as it SAILSS through

Arts Integration: A Model for Success

By

Pat Klos, Arts Integration Specialist,
Lori Snyder, Senior Manager Performing & Visual Arts Magnet, Advanced Studies and Programs
Anne Arundel County Public Schools, MD
February, 2013

©2013 Patricia M. Klos and Lori F. Snyder All rights reserved. These materials may not be reproduced without written permission from Patricia M. Klos or Lori F. Snyder.

The SAILSS model, *Supporting Arts Integrated Learning for Student Success (SAILSS)*—was designed and implemented in Anne Arundel County Public School's Bates Middle School, Annapolis MD starting in 2008. The model included a comprehensive cross-curricular, arts-integrated approach for middle school students in a high poverty, high mobility area. Believing that the arts have the potential to improve the learning process for *all* students, the administration set out on a journey to integrate the arts across all content areas and provide a model for other schools in the county to replicate.

2010 snapshot of the school: Wiley H. Bates Middle School in Annapolis Maryland and is part of the Annapolis High School feeder system. The school serves students in grades 6-8 from diverse populations and includes children that live in one of 5 nearby federal housing project communities. In 2010, for example, 47% of students are African American, 29% Caucasian, 21% Hispanic and 3% Asian. Almost half of these students (45.1%) qualified for Free and Reduced Lunch. Approximately 17% of students are served through special education (13.4%) or 504 support (4%). Four out of the five feeder elementary schools for Wiley H. Bates are designated as Title I schools.

The arts integration (AI) model used in SAILSS includes the following key components: 1) intensive and ongoing professional development to build teacher's buy-in, knowledge and skills, 2) commitment by the school administration to implement arts integration and use high quality arts education as the central focus of school reform 3) targeted support for arts integration by a school based arts integration specialist and arts integration team, 4) collaborative planning and curriculum mapping focusing on opportunities to integrate the arts as well as data analysis of student performance to identify where students have the greatest challenges and target standards for arts integration, 5) collegial co-teaching (arts teachers and artists in residence working side-by side with core content area teachers), 6) and sharing/community involvement through celebration of student work and success.

Professional Development

Key to the success of the model is the ongoing, differentiated teacher professional development experiences and opportunities for staff. In Year 1 Bates administration concentrated on professional development (PD) activities that would build buy-in for AI. Although the Bates teaching staff was excited about arts integration, more than excitement was needed for this program to flourish. Experimentation was encouraged and implementation was voluntary. A cohort of 12 motivated teachers began the process by attending a weeklong summer institute run by the Maryland State Department of Education, the Maryland Artist Teacher Institute. These teachers presented to their colleagues, implemented AI in their classrooms and created interest in AI strategies with their colleagues. High quality trainers and workshops were brought in from programs and institutions such as CETA (Kennedy Center) and AEMS (Arts Education Alliance for Maryland Schools) which were part of regular faculty meetings and voluntary afterschool workshops. Saturday workshops, such *Math in the Art Museum* at the Baltimore Museum of Art, were attended by interested teachers. Additionally a new approach to employing artists in residence at the school was introduced. Instead of an artist working with a few classes and one teacher for a short period of time, artist-in-residence musician Rob Levit, met with math teachers on a regular basis throughout the year. The teachers identified concepts in the math curriculum where students were struggling and together the artist and teachers develop and implement music arts integrated experiences.

In years two through five, professional development opportunities became the keystone of implementation. Arts Integration PD was designed to build teacher's repertoire in all four art forms as well as provide hands-on experience with AI practices. A minimum of one faculty meeting per month was dedicated to AI training. (See attached list). After year two, many sessions were differentiated for new to Arts Integration and experienced teachers. Additionally, one collaborative planning period per grade per month was earmarked for Arts Integration presentations and activities. A *Professional Development Opportunities in AI Calendar* was created and posted on to inform interested teachers about museum workshops, summer workshops and conferences. Teachers who attended non in-house sessions were encouraged to post lesson seeds on the school's shared drive and/or prepare presentations for embedded PD sessions to share new ideas and strategies.

Extra effort and available funds were put into funding Teaching Artists/Artists in Residence as a staff development strategy whenever possible. The goal is for these artists to design a residency that allowed the content teacher to team teach with the artist. This became strong hands-on embedded professional development.

Whole School Commitment

Bates adopted Arts Integration as a major focus in 2008 when it received the AEMDD grant. The following year it became a Visual and Performing Arts (PVA) Magnet school. The administration committed to infusing the arts into all aspects of teaching and learning and in all content areas. The Bates Middle School Mission Statement was written that year to reflect this commitment:

INSPIRE – ENCOURAGE – CONNECT

Together at Wiley H. Bates Middle School, we **inspire** students, through a rigorous arts-infused curriculum, to believe in themselves and reach beyond their expectations; **encourage** students to take an active part in their learning and to develop life-long learning goals and appreciation for the performing and visual arts; and **create** connections with the wider world through technology and the arts.

In 2010, as part of *Corrective Action* status (failure to meet *Adequate Yearly Progress* as measured by the State of Maryland), Bates Middle School's administration elected to restructure the school around Arts Integration as its school improvement/school reform approach. Arts Integration was written into the School Improvement Plan (SIP) as the primary monitored strategy. (See below). Additionally, all teachers and staff had to commit in writing that they would pledge to implement AI and attend an additional 3-day mini conference in August on Arts Integration practices. Every new teacher hired at the school is made aware that arts integration was expected and training would be provided. All teachers were required to submit documentation at least one arts integration lesson (formal lesson plan or visual display for the classroom or the Quarterly Arts Showcase) and a weekly log of arts integration activities each quarterly marking period.

Arts Integration Specialist and Support

In year two, a full time Arts Integration Specialist was hired to support teachers and coordinate all AI staff development, documentation and events. This individual, although not formally trained in the arts, was an *integration* specialist with a Post-baccalaureate Certificate in Arts Integration. She came with a strong background in staff development, instruction and school improvement experience at Bates and a total commitment to improving teacher and student learning through AI. She became the voice of Arts Integration at the school working closely with administration and participating as a member of the *School Improvement Team* and the *School Leadership Team*. She worked with teachers to map the curriculum for AI, participated in collaborative planning meetings to brainstorm, plan and implement lessons, co-taught and modeled lessons, planned and provided staff development, located and coordinated resources, created and maintained an AI Toolkit (digital resources) and planned events such as the Quarterly Arts Showcase, International Arts Festivals and frequent school visits from other schools, including the filming by Edutopia (see *Schools That Work* www.edutopia.org.) She also applied for and received additional grants to fund AI lessons and projects.

Collaborative planning

Collaborative planning is the cornerstone of the AI process at Bates. The teachers participate in curriculum mapping to identify opportunities to implement AI strategies into lessons. Bates follows an intervention model which includes in-depth analyses of student performance data at the content area and grade level. Based on these analyses, teachers have embedded collaborative planning time and are given support to plan and implement arts integration lessons that target the standards where students show the greatest challenges. They use formative and summative assessment data to determine which standards students are struggling with and then target these with AI. Content teachers meet three times a week to collaboratively plan with support personnel. The Arts Integration Specialist and the Arts Integration Team are frequent participants at these meetings. Arts teachers and any Artists in Residence working in the building are invited to participate during the planning period. They co-teach the lessons with the objective of increasing teachers' capacity to integrate arts. The lesson planning sheet includes an area for Arts Integration. All department chairs are trained and committed to Arts Integration and make it a regular and expected part of the conversation at every collaborative planning session.

From the beginning, administration provided for an art teacher to have a released period for arts integration planning and support. She worked with the AI specialist in brainstorming, planning and modeling lessons for content teachers.

Collegial Teaching

For the first three years, the AI specialist functioned as a liaison between the arts teachers and content teachers when scheduling did not allow for the school's arts specialists/teachers to attend core content planning. (Most content planning occurs when students are in the arts classes!) Whenever possible, the arts teachers were invited to plan and model lessons in the content classroom. If released time was not available for an arts teacher to do this, she would meet with the teacher for a mini in-service or funding was found so that the arts teacher could have a substitute and model the lesson. On occasion a video tape was made of the arts teacher modeling the strategy. In any case, the content teacher would then teach the lesson the subsequent periods.

In year five, when the previous Arts Integration Specialist was hired at the county level (to support teachers in the six elementary schools that had become Arts Integration schools as a result of the success of the model at Bates), two additional arts teachers, a music and a dance teacher, were given extra released planning periods and formed an Arts Integration Team with the visual arts teacher. The Visual Arts teacher became team leader subsequently given full release to take on the duties of the Arts Integration Specialist. The team instituted an arts integration request system (see attached) by which teachers could submit curriculum targets and needs for the team to develop Arts Integration ideas and plans. The team meets with content teachers and department chairpersons weekly to brainstorm and plan.

Sharing

Another important element of the SAILSS model is sharing successes and making learning visible. During Year 2, Bates implemented a Quarterly Arts Showcase. This is a selected day where parents and community members are invited to could have lunch with the students and see displays from Arts Integration lessons and performances from both AI classrooms and PVA classes. During the 2010 school year, more than 100 Arts Integration Lessons were showcased. In Year 5, the performances during the showcase were moved to the gymnasium in order to use the stage. In January of 2013, the Quarterly Arts Showcase involved 326 students performing from AI classes and Arts classes. This is nearly 50% of the total school population.

Time line

Year 1: 2008-2009

- Selected teachers attended the *Maryland Artist Teacher Institute* (summer) and as a team created an action plan for AI. This team provided a series of faculty in-services to introduce AI and implemented AI into their lesson plans.
- Students and teachers were surveyed.

- Scripted arts integration lesson plans for weekly *Advisory* periods were provided to all teachers in order to give teachers hands-on experience.
- Teaching Artist worked with a cohort of math teachers for the entire school year. The prolonged residency allowed teachers to build a rapport with the artist. The result was a series of arts integrated lessons focusing instruction on Math standards through music.
- Professional development focusing on AI definitions and practices were provided during faculty meetings by Rob Levit and CETA (Kennedy Center) for all teachers.
- MOI purchases for basic visual arts supplies, musical recordings, band in boxes, cameras

Year 2: 2009-2010

- Selected teachers attend AACPS 21st Schools Arts Integration Institute
- Full time, school based arts integration specialist hired to collaborate with teachers, model and co-teach AI lessons and coordinate all AI efforts and activities.
- Embedded (required) Professional Development period dedicated 1-2 times monthly provided by AI specialist, artists in residency or arts teachers as well as voluntary participation in outside workshops.
- AI written into the school improvement plan resulting in increased implementation of AI across all contents. Teachers required to keep an Arts Integration Log.
- Field trips implemented with AI focus: i.e. 6th graders participated in Math in the Museum tours and studios at the Walters Art Museum
- Quarterly Arts Showcases (including an International Arts Fair) instituted to showcase AI lessons, student work and performance.
- Ten teachers enroll in the AI cohort with Towson University to complete an 18 credit *Post-Baccalaureate Certificate in Arts Integration*

Year: 2010-2011

- Bates Middle School's administration restructured the school around the concept of infusing Arts Integration strategies in all courses and classes as well as committing to focusing on high quality arts. All teachers and staff had to commit to implement AI and attend additional AI training.
- Full time arts integration specialist hired.
- Embedded and differentiated professional development (experienced in AI or new to AI) period provided bi-monthly with a focus on Artful Thinking routines from Project Zero. (see attached)
- AI became a major strategy in School Improvement plan
- All teachers submit 1 formal lesson plan documenting an arts integration lesson plan per marking to the arts integration specialist in addition to weekly AI logs. The lessons become part of the AI Toolkit available with a variety of other resources to all teachers.

Year 4: 2011-2012

- Full time arts integration specialist
- Continued embedded and differentiated professional development (experienced in AI or new to AI) period provided monthly or bi-monthly by specialist, AI colleagues, arts teachers, artists in residences, museum reps.
- Continued documentation Arts Integration: choice of formal lesson plan or visual display documenting at least one arts integration lesson plan per marking in addition to weekly AI logs.

Year 5: 2012-2013 *current years*

- Full time arts integration specialist plus released arts teachers (1 Dance, 1 Music, 1 Visual Arts) who serve as the Arts Integration Resource team (see AI request form attached).
- Continued embedded and differentiated professional development (experienced in AI or new to AI) period provided monthly or bi-monthly by specialist, AI colleagues, arts teachers, artists in residences, museum reps.
- Continued documentation Arts Integration: visual display documenting at least one arts integration lesson plan per marking for the Quarterly Arts Showcase in addition to weekly AI logs.
- Quarterly Arts Showcases for each grade level includes student performances from arts integration lessons and Fine Arts classes. Over 300 students performed on the Bates stage during quarter 2 presentation.

Appendix:

Wiley H. Bates Middle School SCHOOL IMPROVEMENT PLAN 2010-2011

Whereas we have made some gains in reducing the achievement gap in the past two years, the achievement gap at Wiley H. Bates Middle School remains a challenge to work on. Our faculty is committed to closing the gap. In mathematics, for example, there is a 37.4% (down from 40%) difference in proficiency between African-American and White students. (African-American 52.8 % proficient, White 90.2 % proficient). In Reading the difference in proficiency between African-American and White students is 20.9 % (African-American 69.9 % proficient, White 90.8%) (down from 35%). Bates will be using Arts Integration strategies as the primary focus of instruction. We believe that our efforts in grade level collaboration, pre-AP strategies, identification and support of any and all students with a potential for higher level coursework, Thinking Maps, Arts Integration, continuous data analysis, and targeted intervention will help us eliminate the achievement gap at Bates.

Objective: For each school year (2010-2011), all students in grades 6, 7, and 8 will have an annual growth target of decreasing basic by 15% in Reading and Math as well as increasing the number of students in advanced level courses by 5%, and decreasing disproportionality in Special Education. (See above chart).

Action Steps	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedures/Evidence	End Date
<p>1. All teachers will integrate the arts into lesson plans.</p> <ul style="list-style-type: none"> Participate in monthly professional development for Arts Integration (AI) Incorporate AI into weekly lesson plans <ul style="list-style-type: none"> Plan with AI Specialist Team teach with AI Specialist Record all AI activities on an Arts Integration Activity Log and submit it quarterly. Document one AI lesson per quarter using an AI lesson plan or display template. Monitor student achievement of content standards with regards to the AI standards used to teach specific content standards Showcase student work related to AI <ul style="list-style-type: none"> Designate an AI area inside and outside of the classroom. Display current student work including documentation of connected objectives, process and product. 	<p>Department Chairs</p> <p>Arts Integration Specialist</p> <p>Administration</p>	All Teachers and teams	<p>AI Professional development calendar</p> <p>Arts Integration Center</p> <p>AI Activity Log template</p> <p>AI lesson plan templates</p> <p>AI display templates</p> <p>Quarterly Showcases</p> <p>Curriculum Maps</p>	<p>Teachers will sign-in for each AI focused PD</p> <p>Teachers will maintain and turn-in AI Activity Logs at the end of each month</p> <p>Quarterly lesson plans and displays are collected by AI Specialist and shared electronically with whole faculty</p> <p>Administrators will observe lessons for effective use and evidence of AI as it supports content standards</p> <p>Department Chairs will use Achievement Series data to analyze effective use of AI on targeted content standards</p> <p>Current displays of AI in classrooms and hallways</p>	JUNE 2011

EXAMPLE OF Professional Development Participation

Professional Development Activities (2010-2011)	Attendees (N)
Arts Integration Certification, Towson University	6
In-House	
Three day mini conference in AI (24 hours)	75
Teacher week (1 hour)	75
<i>Building our Repertoire</i> In-house conference (4 hours)	64
Monthly Professional Development (1 hour each)	
Introduction to Arts Integration resources – AI Specialist	60
Digital documentation basic AI Specialist	34
Digital documentation advanced AI Specialist	12
Arts Integration for Differentiated instruction- AI Specialist/SPED Department Chair	53
Drama games Teaching Artist: Interact Story Theatre	44
Music in your classroom: Chorus/Music Teacher	42
Photography and resources: Digital Palette (Art) Teacher	46
Arts and drama in the classroom LA Teacher	41

Artful thinking: Beyond I see, I think, I wonder AI Specialist	42
Islamic art and culture: Islamic Culture Institute	39
Introduction to 20th Century Art : AI Specialist/Art Teacher	37
Reflection	42

Outside Conferences & Workshops

Baltimore Museum of Art – Math in Art Workshop	7
The Walters Art Museum, Baltimore, MD: Literacy	2
Smithsonian Art Museum Teacher Workshop, Washington, DC : Writing in the Museum	5
Tri-County Arts Integration Conference	3
Philadelphia Museum of Art Teacher Workshops: Picturing America	3
Re-envisioning Education AI Conference, UMBC	3

In-House Professional Development 2011-12	Attendees (N)
Arts Integration Refresh – AI Specialist	70
Music and Movement – Dance Teachers	59
Interpreting Text through Pottery – Artist in Residence	56
Principles of Design – AI Specialist & Art Teacher	55
Brain Dance in Classroom- Dance teachers	55
Looking to Write: Visual Arts Inspires Writing - AI Specialist & LA Teacher	54
Digital Cameras in the Classroom for Arts Integration – Art Teacher	52
Process Drama Techniques – Artist in Residence	49
Summary Songs- Artist in Residence	46
Arts Integration with Technology – AI Specialist and Tech Liaison	38
Artful Thinking for New Staff to Bates - AI Specialist	20
Arts Integration Strategies for Science - AI Specialist	13
Arts Integration Strategies for Math - AI Specialist	12
Arts Integration Strategies for LA - AI Specialist	12
Arts Integration Strategies for Social Studies - AI Specialist	11
Process Drama for LA Novel Units – LA Teacher	8
Conferences & Workshops	
Social Studies, Corcoran Gallery of Art	21

Science, American Art Museum	20
Language Arts, Walters Art Museum	19
Mathematics, Baltimore Museum of Art	17
Arts Integration Conference, University of Maryland, Baltimore Campus	14
Motivating and Engaging with AI, CB Conference	8
Crossing Borders Art Institute, Freer Gallery, UMD	5
From Image to Writing, National Gallery of Art	4
Writing Through Art, Smithsonian American Art	3
The Artist in the Museum, National Gallery of Art	3
For Teachers by Teachers, National Portrait Gallery	2
African American Artists, Smithsonian Art Museum	2
Digital Viewing, National Postal Museum	1
Anne Arundel Arts Educamp, BPMS	7
African Americans in the NPG, National Portrait Gallery	1

Towson University Arts Integration Institute Post-Baccalaureate Certificate

<http://grad.towson.edu/program/certificate/aii-pbc.asp>

Towson University's Arts Integration Institute offers the Post-Baccalaureate Certificate in Arts Integration (PBC-AI) in partnership with the University of Maryland, College Park, UMBC and Johns Hopkins University. This program works cooperatively with Arts Education in Maryland Schools Alliance (AEMS) to provide opportunities for teaching and learning in and through the arts at all Maryland schools.

The Arts Integration Certificate program is an interdisciplinary approach to arts education incorporating a variety of art forms (art, theatre, dance, music) as they apply to teaching across the curriculum in Maryland's schools, K-12. This certificate supports Towson University's mission to provide programs that enhance the teaching skills and professional development of educators and teaching-artists.

Students apply to the program through Towson University. A minimum of 9 of the 18 units for the certificate must be taken through the Arts Integration Institute. The program is designed for flexible delivery to teachers, with courses often taught on-site in local school districts.

Our partnering institutions provide additional experiences in arts integration methodology to complete the certificate program:

The Maryland Artist/Teacher Institute (MATI) and Crossing Borders/Breaking Boundaries programs, offered through the University of Maryland, each afford participants a week-long summer residence program in arts integration and long-range strategic planning for their classrooms.

Course work through UMBC is focused on incorporating the arts with non-arts disciplines and evaluating student progress through the creation of electronic portfolios.

Course work through Johns Hopkins University focuses on how themes in the neurological and cognitive sciences intersect with research-based instruction and meaningful integration of the arts.

Admission Requirements

- Completion of a bachelor's degree from an accredited institution of higher education.
- Teaching experience is preferred, but not required.
- Applicants must submit a graduate application to the Graduate School Office.

For information on all matters related to admissions, fees, or registration, please contact the Graduate School at 410-704-2501.

Certificate Requirements

The Post-Baccalaureate Certificate in Arts Integration comprises six courses of 3 units each, totaling 18 graduate units. The recommended course matrix includes a required core of 12 units and two electives equaling an additional 6 units. A minimum of 9 units must be awarded through Towson University's Arts Integration Institute

Arts Integration Request

<i>Teacher Name:</i>	<i>Grade Level:</i>	<i>Subject:</i>
<i>Unit/Standard to be taught</i>		
<i>Dates for lesson:</i>	<i>Length of Lesson:</i>	

Completed by teacher ↑

.....
Completed by AI Teacher Specialist/Arts Teacher ↓

<i>Art Discipline:</i>	<i>AI Teacher Specialist:</i>
<i>Fine Arts Standard:</i>	<i>Content Standard:</i>
<i>Materials:</i>	
<i>Warm-Up/Artful Thinking Technique:</i>	
<i>Activity:</i>	
<i>Closure:</i>	
<i>Reflection: What worked? What didn't?</i>	

6th Grade Team Ed
CURRICULUM MAPPING

Month of: November

Department:

<p>Content Standards/ Skills / Topics <i>Identify big rocks or areas where students typically struggle</i></p>	<p>Opportunities for IDT Integration <i>Identify common language &/or thinking for horizontal articulation</i></p>	<p>Opportunities for Arts Integration <i>Give attention to spiral curriculum for omissions or repetition of AI; include arts standards</i></p>	<p>Assessment/ Reflection <i>Include teacher reflections & documentation</i></p>
<p><u>Big Idea:</u> The Engineering Design Process is a method that is used to solve technological challenges & change and improve products for the way we live.</p> <p><u>Standards:</u></p> <p>9) Understanding engineering design</p> <ul style="list-style-type: none"> expressing ideas through sketches & models brainstorming <p>11) Abilities to apply the design process</p> <ul style="list-style-type: none"> specify criteria and constraints for the design Make two-dimensional and three-dimensional 	<p><u>Math:</u></p> <ul style="list-style-type: none"> Draw geometric objects with specified properties Measurement Apply appropriate techniques, tools and formulas to determine measurement Ratio / Proportion / Symmetry Mathematical Problem Solving <p><u>Science:</u></p> <ul style="list-style-type: none"> Scientific Inquiry Systems Electromagnetic Force <p><u>Language Arts:</u></p> <ul style="list-style-type: none"> Maglev Vocabulary 	<ul style="list-style-type: none"> The cars the students design must be symmetrical. Students will examine the work of symmetrical artist Stephen Pitts. This will be followed by an activity where students complete the second half of a symmetrical drawing Create Comparisons - transportation vehicles 	<p>Unit Rubric</p> <p>Project Completion</p> <p>Engineering Design Process Drawing</p> <p>Cooperation w/ other students</p> <p>BCR - Design Process</p> <p>Double bubble</p> <p>Thinking Map:</p> <p>Compare/Contrast Eng. Des. Process</p> <p>Magnetic Levitation</p> <p>Vocabulary Test</p>

reading
 communication skills
 MAPS
 Vocabulary