

Arts & Humanities News



Kentucky Department of Education

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Program Reviews Pilot Results Going Through Analysis

With nature seemingly bound and determined to throw as many wrenches in the works, the Arts and Humanities Program Review Pilot was completed at the end of April. [Twenty-three schools](#) across Kentucky performed a whirl wind evaluation of their comprehensive school arts programs, collected evidence supporting their self evaluation, wrote a rationale backing their findings, completed a survey concerning the pilot process, and submitted their findings to KDE. WHEW!



50% of those respondents also made comments. This feedback, along with information gathered from the participating pilot schools, will help to inform KDE as to the draft revisions this summer.

Representatives from a group of the pilot schools will meet with KDE to discuss the evidence they found to support their ratings, and the draft writers will reconvene to begin the revision process. The end goal, of course, is to produce a strong document to guide schools in evaluating and planning the future of their school-wide arts programs.

Plans are to have the revisions ready for all Kentucky Schools to conduct a year-long study of their arts program prior to the Program Review coming into the school accountability model in the 2011-2012 school year.

KDE received 198 responses to the online public survey concerning the Arts and Humanities review drafts. Over

“I suspect that if American teachers devoted one hour each day to art or music, or even one hour two days a week, the proportion of youth who dropped out of high school might be reduced. Moreover, the child’s products would provide parents of failing children with an opportunity to praise children rather than criticize them for laziness”

- -Jerome Kagan, Ph. D.

2010-2011 Assessment Dates

FALL TESTING: September 13 - 24, 2010 EXPLORE, PLAN and 12th Grade ‘On Demand Writing’ tests

SPRING TESTING: April 18 - 29, 2011
KCCT - Grades 3-8, 10, & 11

ACT TESTING SCHEDULE:
March 15, 2011 - ACT Administration

March 29, 2011 - ACT Administration Make-up Day
March 15 - 29, 2011 - ACT Administration window for students with accommodations

NRT:
April 11 - 15, 2011
OR
May 2 - 6, 2011
District decision to administer the NRT one week prior or fol-

lowing the KCCT Spring Testing window. Additional information will be sent to the district regarding the administration. The NRT provided will be the *Iowa Test of Basic Skills*



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Highly Effective Teaching and Learning; Classroom Assessment and Reflection

The arts classroom assessment and reflection is one where the teacher and student collaboratively gather information and reflect on learning through a systematic process that informs instruction. To accomplish this, the highly effective teacher will address several characteristics.

First, the teacher must use multiple methods to continuously assess student understanding in the arts and ability to create and perform using both formative and summative assessments. Teachers should incorporate thoughtful questions and discussions of student works both individually and by sharing with the group as the normal routine for the class. The highly effective teacher will also provide students opportunities for written reflections about their art and the art of their peers. Students will soon learn to use reason, critique and analysis to bring meaningful reflections to their art and the art of others. This type of formative assessment will soon become daily routine. Culminating arts events such as individual critiques, public performances and displays as well as written assessments covering theory, history and critical analysis should be incorporated for summative assessments.

Second, the highly effective teacher uses feedback about arts performances and creations from the arts and school community to reflect, inform and improve teaching practices and instructional strategies. By utilizing multiple sources the teacher may revise instructional strategies based upon student achievement data. By uncovering the students' prior understanding of the concepts to be addressed and addresses students' misconceptions/incomplete conceptions the highly effective teacher can fur-

ther inform curriculum.

By discussing and reflecting on student work and performances, observations of instruction, assignments interactively with colleagues, the highly effective teacher can improve teaching practice. This collegial feedback about arts performances allows for ideas sharing that assists a teacher with an area of growth or can confirm a strong teaching practice.

The teacher and students are partners in the learning and assessment experience. Thoughtful guidance to students for applying rubrics to assess their performance will allow students to identify strengths and formulate improvement strategies. By providing regular and timely feedback to students and parents, learners will move forward. Further, the highly effective Teacher will allows students to use feedback to improve their work before a grade is assigned. Teacher facilitated self- and peer-assessments involves the students in authentic arts assessments.

All the while, the teacher reflects on instruction and makes adjustments as student learning occurs.

As a partner in a quality arts education, the student becomes aware of the



Photo by Amy Wallot

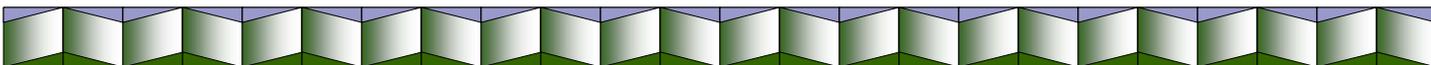
Art teacher Rick Harrison talks with first-grade students Shay Cobb and Sommer Hicks while they painted at Hickman County Elementary School (Hickman) Jan. 20, 2010.

various assessments of products and performances. Through high quality and authentic learning experiences, students recognize what proficient work looks like and determines steps necessary for improving his/her work.

The highly effective student takes ownership in his or her art form and reflects on products and performances, making informed adjustments as learning occurs. By using teacher and peer feedback as guidance for improvement, he or she becomes more confident.

Through thoughtful guidance by the teacher, students learn to develop and/or uses scoring guides periodically to assess his/her own work or that of peers. This assists the Student in self-monitoring progress toward reaching learning targets and to successfully create authentic performances and products.

The complete characteristics of Highly Effective Teaching and Learning for the [Arts and Humanities](#) may be located on the KDE website.



Arts & Humanities Research and Resources

As the Program Reviews continue to be refined and put into use and as arts teachers become more comfortable with using the characteristics of Highly Effective Teaching and Learning (HETL), it is imperative that classroom professionals stay current with arts education research.

A major report used in developing the Arts and Humanities characteristics of HETL is *The Qualities of Quality: Understanding Excellence in Arts Education* from The Wallace Foundation. Written in 2009 by Steve Seidel, S. Tishman, E. Winner, L. Hetland, and P. Palmer, this study addressed three core questions: (1) How do arts educators in the United States – including leading practitioners, theorists, and administrators – conceive of and define high quality arts learning and teaching? (2) What markers of excellence do educators and administrators look for in the actual activities of arts learning and teaching as they unfold in the classroom? (3) How do a program’s foundational decisions, as well as its ongoing day-to-day de-

isions, affect the pursuit and achievement of quality?

These questions were investigated through three strands of research: Interviews with leading arts practitioners, theorists and administrators; site visits to exemplary arts programs across a range of settings; and a review of published literature. Major findings were: (1) The drive for quality is personal, passionate, and persistent; (2) quality arts education serves multiple purposes simultaneously; (3) quality reveals itself “in the room” through four different lenses; (4) foundational decisions matter; (5) Decisions and decision makers at all levels affect quality; and (6) reflection and dialogue is important at all levels. The full report may be viewed and downloaded from the [Wallace Foundation](#).

Another main contributor to the characteristics was James Catterall’s 2009 study *Doing WELL and Doing GOOD by Doing Art*. It is the findings of a 12 year longitudinal study of more than

12,000 students and focused on children from low-income and high income families. Catterall was able to follow many of the participants well into their early adult years.

Briefly, the findings showed that intensive involvement in the arts in the middle and high school years associated with higher achievement and college attainment at all socio-economic levels. Further, they found many indications of pro-social behavior in the areas of volunteerism to the community and political participation. English language learners were also shown to greatly benefit from arts-rich education.

Doing WELL and Doing GOOD by Doing Art is available through the [Imagination Group/I-Group Books](#).



Arts Education Residency Samplers Tour Kentucky

Teachers and administrators across the state participated in the Arts Education Residency Samplers, a partnership of the Kentucky Arts Council, the Kentucky Department of Education (KDE), The Kentucky Historical Society (KHS), and the Kentucky Folklife Program (KFP).

The workshops, funded by a grant through (KAC), visited Manchester, Owensboro, Covington, Louisville, Bowling Green, Boston, and Danville. Over 100 teachers and administrators representing 23 districts attended.

Topics covered included Poetry Out Loud, a national program for the

recitation of poetry sponsored by KAC and the National Endowment for the Arts, and details on how to complete a Teacher Initiated Program (TIP) grant through KAC. Participants received an update on the progress of the Arts and Humanities Program Review along with Highly Effective Teaching and Learning and 21st Century Skills.

Representatives from the KHS and the KFP described valuable primary resources they have available virtually and at the Kentucky History Museum in Frankfort as well as programs they can bring to schools.

The highlight of each evening proved to be both informative and entertaining. Several KAC roster artists offered both a sample of their wonderful talents and how their in-school programs can enrich the classroom experience in arts and humanities. Samples of dance, music, visual art, traditional story telling, Native American culture, and new media and technology were demonstrated.

Contact Carrie Nath for more information on [KAC](#) offerings; for [KHS](#) offerings, Jody Blankenship or Mike Deetssch, and for [KFP](#), Bob Gates.

Need to Know News

These opportunities are compiled from various resources and are not sponsored by the Kentucky Department of Education. Please contact the sponsoring agency for more information.

KHS Teacher Advisory Committee

The Kentucky Historical Society is forming a Teacher Advisory Committee to help enhance programming in areas of professional development, field trips, Kentucky History Day, Kentucky Junior Historical Society, distance learning, and off-site classroom-based programs. Those interested should contact [Mike Deetsch](mailto:Mike.Deetsch@khs.org) at the Historical Society, 502-564-1792, ext. 4425.

HIS Youth Art Competition

In April 2011, experts from around the world will gather in Houston for the International Academy of Astronautics Humans in Space Symposium. As part of this event, students ages 10-17 are invited to express their ideas about the future of human space exploration through visual, literary, musical or digital art.

Artwork submissions will be judged on creativity, skill, and demonstration of meaning relevant to expressing "What is the future of human space exploration, and why is it important?" Bonus points will be awarded for artwork that does not break obvious scientific principles.

Winning art will be displayed in an online gallery, and winners will be invited to attend the symposium in person. Submissions must be received by **Sept. 30, 2010**.

For additional information and a complete list of guidelines, visit www.humansinspaceart.org.

Inquiries about this opportunity should be directed to info@dsls.usra.edu. Please include "HIS Youth Art Competition" in the subject line.

Participate in the National Endowment for the Arts Survey on Assessing Student Learning in the Arts (OMB 3135-0127)

WestEd, on behalf of the National Endowment for the Arts (NEA), requests your participation in a survey regarding assessment in the arts.

Through this project, the NEA seeks to collect and analyze information on current practices and trends in the assessment of student learning in the arts. Identifying needs is the first step in moving toward meeting these needs and to help advance the state of student assessment in the arts in this country.

Survey topics include:

- assessment tools you have used in the past and their usefulness
- what you consider to be the needs in the field
- what you need in terms of arts assessment

Responses will only be published in aggregate form. To access the survey, please click on the link below, or copy and paste the link into your web browser, and hit "start" to begin the survey.

<http://www.surveythrutheweb.com/nea/ccsso>

When you log into the survey, you will be assigned a unique access code so you can complete the survey in more than one sitting; you may return to the survey and resume where you left off at any time using this access code.

Please complete the survey by **June 30, 2010**.

FCC sets wireless microphone exit date from 700 MHz band

The Federal Communications Commission has issued a "vacate date" prohibiting the sale and use of wireless microphones operating in the 700 MHz frequency. The Commission stated that June 12, 2010 would be the final date for the use of wireless microphones in the bandwidth (specifically 698-806 MHz). Wireless microphones have been used without regulation in the bandwidth for more than thirty years. Future use of the band will be dedicated to emergency services and new, so-called TV band devices such as phones and personal computers.

Content Area Learning Workshop

Content Area Learning is important not only in the standards for each discipline, but also in communication & technology standards. Learn from and work with Social Studies, Science, Math, Art and English teachers who have been field testing research based instruction in their classrooms. The workshop will be held July 28, 2010 from 9:00-3:00 in the College of Business & Technology Building at Eastern Kentucky University. For more information, contact Dr. Sally Martin at Eastern Kentucky University, sally.martin@eku.edu.

