

Perpich Arts Integration

Project Goals:

1
Improve student achievement across content areas through arts integration

2
Improve the quality and scope of standards-based arts education for students

3
Design and implement a collaborative approach to teaching and learning

4
Apply technology to support professional development and dissemination of results

Background

Teachers in the arts and in other core content areas engaged in professional development for best practices in arts integration in order to increase student learning.

When the project began, 55% of the teachers involved reported no previous professional development in arts integration and 48% had never delivered any arts integrated instruction in the classroom.

"Know that understanding the 'whys' behind projects is important for the final outcome. I need to look deeper into why I am having the student make a particular project."
 — Teacher

Professional development occurred in workshops (about 60 hours), via on-site coaching (about 10 hours), and when teachers collaborated with colleagues to plan and deliver arts integrated lessons.

School districts involved include: Hawley, Lake Park Audubon, Moorhead, Morris, New York Mills, Osakis, Perham, Rothsay, and Wheaton.

"Honestly, this is difficult stuff and I'm not sure we could do it without them [Perpich facilitators]... This one-on-one help is essential. I have had many aha! moments with the Perpich team."
 — Teacher

Teachers learned to:

- Integrate the arts with other content areas in meaningful and engaging ways for students
- Create lesson plans that aligned standards, learning goals, and assessments for teaching in K-12 classrooms
- Reflect on and learn from student work

Greatest gains were seen in increased understanding of arts integration; learning to collaborate with colleagues; and in designing assessments that aligned with standards, benchmarks, and learning goals.

Teachers report that they will sustain their collaboration skills, abilities to create arts integrated lessons, and capacity to reflect on student work.

Student Evaluation

Teachers created aligned assessments for their arts integrated lessons with support from the Perpich team.

During professional development workshops, teachers then practiced reviewing the quality of student work with their colleagues who taught at primary and secondary levels, taught in different content areas, and who represented multiple school districts involved in the project.

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).

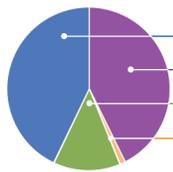
"Students enjoyed the learning process. They jumped in, worked efficiently and cooperatively, completed high quality work, and showed their understanding of new information in a new way."
 — Teacher



Perpich Arts Integration — Continued

Results

Over 86% of the 1,268 students submitted work that was rated “proficient” or “exceeds proficient” by their classroom teachers.



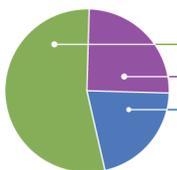
Student proficiency ratings

- 43% Exceeds proficient
- 43% Proficient
- 13% Not yet proficient
- 1% Not attempted

81%
of students felt the way they were taught through arts integration helped them learn.

How the results compare

In order to provide a frame of reference for understanding the ratings, teachers were asked to compare their results to other times they had taught similar content. According to the teachers, the majority of students (79%) learned “more” or “about the same” in the arts-integrated setting compared to their other teaching experiences.



Teacher comparison of learning

- 54% Learned more
- 25% About the same
- 21% Not sure, hadn't taught content before
- 0% Not as much

Student results:

Engagement and motivation

Students in grades 5 through 12 completed a survey about their engagement and motivation in arts integrated classroom settings.

Engagement increased with the age of students surveyed. Older students were increasingly curious, enthusiastic, and motivated to learn more outside of the classroom.

“Fantastic project! I learned so much more than I would have learned writing a paper.”

— Student

The 856 students representing the nine participating districts were asked if they agree with a series of statements. The top five statements are listed below with the percentages of students who agreed:

- 92%** I put effort into the class
- 89%** I felt proud of what I did
- 87%** I kept working even when stuck
- 84%** I was motivated to try new things
- 81%** The way I was taught helped me to learn

“This learning style needs to be implemented more often because most students do not learn from the standard teaching styles. This type of teaching is a good start to improving our education system.”

— Student

Why this matters

Research shows that motivated and engaged students earn higher grades and standardized test scores compared to students who are motivated only by getting good grades or avoiding consequences.^{1,3}

Engaged students take pride in what they learn, and want to understand the material and apply it to their lives.² Motivated students work on the edge of their competencies; show initiative and focus; and demonstrate enthusiasm, optimism, curiosity, and interest.³ These students are also likely to become lifelong learners.¹

¹ Dev, P.C. (1997). Intrinsic motivation and academic achievement: What does their relationship imply for the classroom teacher? *Remedial and Special Education*, 18(1), 12-19.

² Neumann, F. (1992). Student engagement and achievement in American secondary schools. Teachers College Press: New York, NY.

³ Skinner, E. & Belmont, M. (1991). A longitudinal study of motivation in school: Reciprocal effects of teacher behavior and student engagement. Unpublished manuscript, University of Rochester, NY.

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