

TEACHER CAPACITY

Results suggest that teacher capacity and student learning are connected in fundamental ways. For students to learn from arts integrated units, teachers must have the capacity to collaboratively design, implement, and assess them. The project builds teacher capacity in eight key skills for arts integration.

Teachers practice eight key skills to implement arts integration and improve student learning

- 1** Collaborating with colleagues for professional learning
- 2** Creating arts integrated units
- 3** Aligning learning goals with assessment activities and evaluative criteria
- 4** Reflecting on student work
- 5** Modifying instruction in response to student evidence of learning
- 6** Improving assessment design and application
- 7** Increasing knowledge of arts integration
- 8** Using technology and intensive project support

“

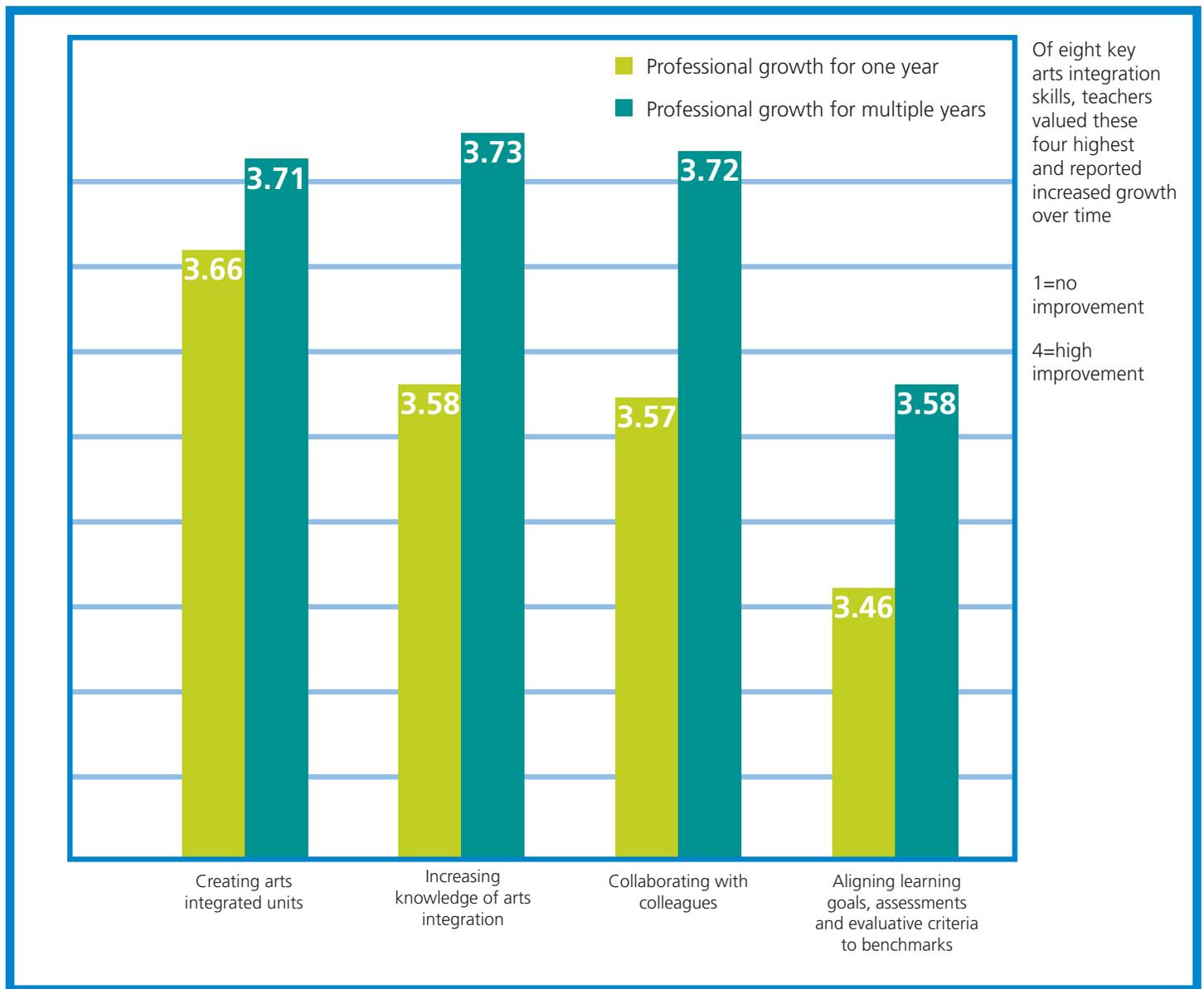
We are trying to do something different this year with Perpich. The kids are grasping the content far better than they did when we taught standards before working with the Perpich Center.

- Teacher Participant

Plainview-Elgin-Millville visual arts teacher Mary Chick displays a piece of student artwork created in an arts integrated unit that she, English language arts teacher Tracy Olson, and social studies teacher Joe Cerar created and taught.



Teacher capacity growth - Table 3



Teachers were asked about the growth of their newly acquired skills over time.

Teachers felt their capacities grew in 2013 and continued to improve in 2014.

Teachers were also asked to assess the importance of each of these eight key skills and the likelihood that they would be sustained. Those areas that they judged most important for sustainability and most likely to be sustained were:

- collaborating with colleagues
- creating arts integrated units, and
- aligning learning goals, assessment, and evaluative criteria to benchmarks.