

SPRINT 3 TRANSCRIPT

Lesson 2: Implementation Framework

Hello hello friend! Today we're moving from connections to implementation. This lesson is about how to implement an arts integration initiative in your school or district. Now that you know all about lesson and assessment design, arts integrated strategies, curriculum mapping and how to connect arts integration with other initiatives, it's time to take a look at the sequence for putting this all together. This is a very tactical lesson, so for today, we're just covering:

- The five step implementation framework for bring arts integration into your school or district and
- How to use one of these areas as a focus for your final sprint project

Let's get started. Now, the arts integration implementation framework happens in 5 stages: strategies, standards alignment, lesson delivery, assessment and extension. This is actually very similar to a lesson design, right? You'd start with some strategies, you look at the standards you're working with, you create and deliver the lesson, you assess the learning and then you look for extension opportunities for students. This framework is meant to parallel that process, but in more of a professional development way.

You're looking at each of these components as a separate component of a professional development sequence. You'll start by teaching your staff some strategies. Then, you'll move them through the standards alignment process through curriculum mapping. Next, you'll work through how to design and deliver a lesson and then you might do a whole PD session on arts integrated assessments. Finally, you'll look for ways to celebrate or extend the success of arts integration with your staff.

This kind of professional development framework leads teachers sequentially through the process themselves so they can easily replicate it in their own classrooms. Let's look at what you would cover in each component of this kind of professional development framework.

1. Strategies

I'm a big advocate for starting with strategies first. As we've already discussed these provide a "quick win" for teachers and students. They're also easy to use as a way dip your toe into integrating the arts. Here are some key ideas to keep in mind:

- Explore various strategies in visual art, music, dance and theater.
- Select 2-3 strategies you would like teachers to try - don't overwhelm them!
- Ask teachers to implement the strategies as warm-ups or at specific points in their regular lessons where they make sense.
- Monitor the use of selected strategies consistently.

2. Standards Alignment

Standards alignment is what separates a true, authentic arts integration or STEAM lesson apart from arts enhancement. Furthermore, it's being intentional about looking for standards across content areas that make a natural fit and pairing them together. You then use these paired standards to design an integrated lesson. Once you've had some success with using integrated strategies, it's time to take a look at content and arts standards. As a reminder, here's how to do this with your teachers:

- Review your curriculum documents and identify 2-3 areas for integrated lessons.
- Review the standards addressed in your content areas for these lessons and connect with arts educators to find naturally-aligned standards in their arts areas.
- Create curriculum maps that align these standards.

3. Lesson Delivery

After you've had teachers using arts integrated strategies and their standards are mapped out, you can move into showcasing lesson design and delivery. In this

process, you're working together to create a lesson that teaches both of the standards that have been selected. The key here is to pivot between both content areas equitably – neither is being used in service of the other. And good quality lesson design is a must: having a "hook" (most likely your strategy), followed by clear steps that build upon each other, multiple checks for understanding, smooth transitions built in and a solid assessment. Here's a few more things to remember:

- Use planning documents to create an integrated lesson.
- Open your lesson with a strategy that helps to connect your two standards.
- Deliver your STEAM or Arts Integration lesson.
- Ask teachers to create and deliver 2-3 lessons throughout the year

4. Assessment

This is a big step! Assessing integrated lessons can be overwhelming if teachers don't understand the assessment process. Remember that assessing a standard is simply looking for growth from beginning to end. Evaluation is a judgment of mastery. In an integrated lesson, we're looking for assessment and not evaluation. Evaluations are left to the content teacher and fine arts specialists. However, it's important for teachers to understand that if they teach something, they must assess it. Therefore, equitable assessments for both sets of standards are necessary for an arts integration lesson to be complete. Be sure to work with teachers to:

- Create assessments for each arts integrated lesson that assess both the content and arts standards addressed in each lesson.
- Review the assessments to see how students did and compare trends over time.
- Compare the integrated lesson assessments with assessments from non-integrated lessons on the same topic. Document your findings.

5. Extension

Once you've got the integration process down, now it's time to support it for the long term. It's one thing to do a few arts integration lessons. But it's a whole other thing to make this a part of the culture in your school. To move in that direction and truly create an arts integration school, you need to have a plan to make this sustainable. That's what this whole sprint has been about. Here are some ideas to consider:

- Identify ways that local businesses and organizations can support or provide resources for integrated lessons.
- Host a parent night or STEAM gallery
- Build a small team of teachers who would like to try this together.

Now, most of that should have been review for you since we've literally gone over each piece individually throughout the program thus far. Some of these have been individual sprints (like the extension component) and others have been lessons within the sprints (like the strategies component). Either way, you've explored each of these components in depth.

What I want you to do now is to consider them as a whole framework working and building upon each step together. Think about how you would use this implementation framework to introduce or move forward a comprehensive arts integration efforts.

Now, you'll want to download today's workbook for your brainstorming session. I've created a grid for you to fill out with how you'll use this framework in years 1, 2 and 3 of an arts integration implementation. Which components will you introduce in year 1, 2 or 3? What will you review or expand upon each year? Remember...this is just a way for you to envision the process right now. It's not set in stone, so don't stress. This is simply a way to help you make this framework a little more meaningful and real.

Speaking of making this more real, let's talk about this framework in relationship to your final project. Your final project is outlined in the final project area, but just as a brief overview, you'll be creating a short, 15-minute video of professional development surrounding one of these five areas. We'll be showcasing your video in our new winter arts integration and STEAM online summit. So I want to make sure you feel comfortable with this process and have a few ideas for how you might want to create your session.

In this sprint project, you're picking ONE of the five implementation areas to focus on: strategies, standards alignment, lesson delivery, assessment or extension. Once you pick your area of focus, you'll create a 15 minute professional development session on a key aspect of that area. For example, if you select the strategies area, you might create a 15 minute PD on 4 strategies you can use for arts integration - but with a much catchier title. If you choose standards alignment, you might share ways to connect early childhood standards with arts standards to create an after school makerspace program. For lesson delivery, you could create a session about how to creatively collaborate 4 content areas in 30 minutes a week. If you are working on assessment, you may share 5 arts integration assessments that work every time. And if you're focusing on extension, you might share 5 unique ways to use social media in your next arts night.

Now - all of those are examples of PD sessions that I've seen done before. That's not saying you can't use those ideas. I am saying, you'll want to think about your own areas of interest, where your own focus is right now and even the lessons you developed in the last sprint as guidance for this session. For example, if you currently teach high school, don't create a session for elementary. Create a session geared specifically for your content area or grade level in one of those 5 implementation stages.

This is just meant as a small overview to the much larger project outline. And if you're a little nervous about how to create an engaging PD session, don't worry. We're covering that in our next lesson.

Final Thoughts

And there you have it! You've officially completed lesson 4 in this sprint - way to go. For this lesson, I invite you to download that workbook and work through the implementation brainstorming sheet. That will help you get clear on each stage and how you can best move through each over a long period of time. Great work today and I'll see you in our last lesson for this sprint.