Draw on the POWER of CREATIVITY
The Role of Art Integration In Transforming School Culture & Student Achievement

Content provided by creatED
Art Integration Transforms School Culture AND ACHIEVEMENT
Today’s students benefit most from an inquiry-based classroom, where introductory topics are posed with questions and explored through discussion and hands on projects and experiences.

How do we continue to support this type of instruction to prepare our students for success?
Presenters

Dominique Young, PD Leader, Crayola Education

Ivonne Chand O’Neal, Evaluator/Author, Muse Research

Cheri Sterman, Director, Crayola Education
Today’s Discussion will Explore...

- Why Creativity Matters in Teaching and Learning
- The growth and impact in Arts Integration with recent case studies
- Promising practices in building creative capacity
- Solutions to taking next steps in championing creatively alive children
Creativity Matters
Academic Achievement

Comparing against SIG-recipient Schools

Turnaround Arts schools on average had higher rates of improvement in both math and reading than the cohort of analogous SIG schools between 2011 and 2014.

**MATH**
- Turnaround Arts schools improved 22.55%, while SIG schools improved 16.20%.

**READING**
- Turnaround Arts schools improved 12.62%, while SIG schools improved 5.58%.
What employers say...

72% of business leaders say that creativity is the number one skill they are seeking when they are hiring.

*Americans for the Arts (2015)*
Why Arts Integration?

Ivonne Chand O’Neal, Ph.D.
Growth in Arts Integration....

- Origins of the arts integration paradigm
- Shared characteristics of successful arts integration programs
- New innovative approaches to studying effectiveness
Growth in Arts Integration....

• Origins of the arts integration paradigm
• Shared characteristics of successful arts integration programs
• New innovative approaches to studying effectiveness
What we know about arts participation

RESULTS

• Students involved in the arts are 4x more likely to be recognized for academic achievement.

• Low-income students with high arts participation have a 4% dropout rate – 5x lower than their low-income peers.

*Americans for the Arts (2015)*
What we know about arts participation

RESULTS

• Students who take 4 years of arts and music classes average almost **100 points higher on their SAT scores** than students who take only one half year or less.

• Low-income students who are highly engaged in the arts are **2x as likely to graduate college** as their peers with no arts education.

_Americans for the Arts (2015)_
Origins of Arts Integration...

To compensate for the loss in arts programming due to budget constraints, schools have begun to consider arts integration as a means to:

• Continue a steady stream of arts programming in schools as part of the school day

• Offer a new instructional approach to improving student outcomes.
Growth in Arts Integration....

• Origins of the arts integration paradigm
• Shared characteristics of successful arts integration programs
• New innovative approaches to studying effectiveness
Growth in Arts Integration Programs

• Characteristics of strong arts integration programs
  – Sustained over a period of time
  – Culturally relevant to contemporary urban life
  – Opportunities to apply arts strategies in multiple real world domains
Growth in Arts Integration Programs

• New constructs of interest:
  – Creativity
  – Pro-Social learning
  – Teamwork/collaboration
  – Comfort with ambiguity
How do we measure things like creativity?

How many square things can you think of?
How do we measure things like creativity?

- Fluency – number of ideas
- Flexibility – number of categories of ideas
- Originality – uniqueness of an idea
Growth in Arts Integration....

• Origins of the arts integration paradigm
• Shared characteristics of successful arts integration programs
• New innovative approaches to studying effectiveness
Examples from a new book

Arts Evaluation and Assessment: Measuring Impact in Schools and Communities

Co-Edited by:

Rekha S. Rajan and Ivonne Chand O’Neal
Sample chapters:

- A Step in the Right Direction: Early Lessons From a Longitudinal Study of Dance Education as a Developmental Catalyst
  (Catterall, Kendig, Mesesan, Reese, & Zanti, in press)

- AP Research and the Arts: Evaluating a New Approach to College Preparation
  (Chand O’Neal, Magrogan, Overby, & Taylor, in press)

- The Arts and Socioemotional Development: Evaluating a New Mandate for Arts Education
  (Holochwost, Palmer Wolf, Fisher, & Gagnier, in press)

- Arts Policy and the Creative Economy
  (Chand O’Neal, Kisida, Smyth & Rajan, in press)
The Wooden Floor

The quality of your movement matters,
Whether you’re turning, leaping or falling,
Your ideas evolve and choices change.
Your movement creates
A hallowed work of art: You.

Beth Barnes
Founder
Research Questions

• Does long-term participation in TWF’s holistic program model boost student achievement and socio-emotional development?

• Does evidence support progress toward TWF's ultimate goal of breaking generational cycles of poverty?

• What are critical ages and domains in which students mature through programmatic interventions at TWF? Does gender matter?
## Student Gains from 2014 to 2016

<table>
<thead>
<tr>
<th>2016 Rank Order of Scale Gains (11 of 16 scales shown)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sense of Purpose</td>
<td>8</td>
</tr>
<tr>
<td>Seeks Intrinsic Rewards</td>
<td>6</td>
</tr>
<tr>
<td>Integrity</td>
<td>6</td>
</tr>
<tr>
<td>Sense of Identity</td>
<td>5</td>
</tr>
<tr>
<td>Empathy</td>
<td>5</td>
</tr>
<tr>
<td>Attributions for Success</td>
<td>4</td>
</tr>
<tr>
<td>Sense of Possibilities</td>
<td>4</td>
</tr>
<tr>
<td>Collaboration</td>
<td>4</td>
</tr>
<tr>
<td>Creative Confidence Dance</td>
<td>3</td>
</tr>
<tr>
<td>Pro-social Behavior</td>
<td>3</td>
</tr>
<tr>
<td>Self-efficacy</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Gains</strong></td>
<td><strong>56</strong></td>
</tr>
</tbody>
</table>
Math and reading scores have improved in elementary and middle school over the past 40 years, however, there is still a “disturbing” lack of improvement among the nation’s high school students that may very well inhibit their college success (Lauren, 2017)
Research Questions

• What were the specific skillsets identified by university and college professors that were underdeveloped in high school, contributing to the poor performance of incoming freshman on their college level coursework?

• How could College Board address this gap through targeted AP coursework in high school?
Instructional Framework for AP Research

- **Question and Explore**: In this step, students are instructed to challenge and expand the boundaries of their current knowledge.

- **Understand and Analyze**: Students contextualize arguments, and comprehend authors’ claims.

- **Evaluate Multiple Perspectives**: The emphasis is to consider individual perspectives and the larger conversation of varied points of view.

- **Synthesize Ideas**: Combine knowledge, ideas, and your own perspective into an argument.
What we know about arts integration

RESULTS

Students in arts integrated programs:

– Generated more original and creative ideas than students in non arts integrated programs

– Higher flexibility

– Higher levels of effort applied to their school work

– Higher levels of motivation and positive challenge  

(Chand O’Neal, I., 2014)
We are preparing our children for jobs that have yet to be invented...

To succeed, they must be:

• Cognitively flexible
• Persistent
• Collaborative
• Creative
The Future of Arts Integration

When arts integrated curriculum is artistically and culturally relevant to contemporary urban life, ethnologically alert to the heritages and cultures of the students and their communities, our students are better prepared to be innovative, be cognitively nimble, meet current state- and national-standards, and contribute as involved citizens of their communities.

(Chand O’Neal, I., 2017)
How to Build Creative Capacity School-wide

Cheri Sterman, Director, Crayola Education
What Is Creativity?

**POLL: Choose your favorite definition.**

- Creativity means “coming up with new ideas that work.”
- Creativity is “thinking outside the box” or “divergent thinking.”
- Creativity is the act of making connections between seemingly unrelated ideas to make something new and appropriate.
- Creativity means finding new ways to solve problems & interact with the world.
- Creativity is the ability to see what’s not there and create something new.
Creativity as a Common Thread in Innovative Teaching Strategies: Art-Integration, STEAM, Project-Based Learning ... 

“Art Integrated Education (or Art-Infused Education) (AIE) is a cross-curricular way of teaching about and with the arts, to build knowledge and competency in various subjects including art, reading, math, science and social studies.”

PBL= tangible, relevant projects students create—design & refine—to address real world problems

STEAM: Integrating Science, Technology, Engineering, Arts, & Mathematics

Pillars in Innovative Teaching Strategies...
These Innovative Teaching Strategies are...

**Authentic**, relevant learning experiences that draw upon real life and connect cross-curricular content.

Based on the **iterative** problem solving processes of art, design, and engineering—to integrate these creative processes with math, societal/historical, and scientific context.

Responsive to learners as decision makers who have **voice** and choice.

Highly engaging to students, providing a sense of **agency** that fuels curiosity and enables them to guide their own learning.
21st Century Learning

CRITICAL THINKING
Using original ideas to solve problems

CREATIVITY
Discovering novel ways to think, learn and do

Arts experiences create memorable, engaged learning.

COLLABORATION
Working in partnership with others toward a common goal

COMMUNICATION
Expressing thoughts and feelings effectively

P21
PARTNERSHIP FOR 21ST CENTURY LEARNING
Strategies that Build Creative Capacity School-Wide

Leveraging Teacher Leaders to Build Colleagues’ Creative Confidence, Coach, and Align on Vision....
Building a Creative Leadership Team

• What does being a Chief Creative Officer mean?

• If your school had a group of Chief Creative Officers, a Creative Leadership Team, working with administrators and colleagues, how would this embed innovative teaching strategies school-wide?
How would a Creative Leadership Team enrich your school?

What would this team of teacher leaders and administrators do?
Creative Leadership Teams
Teacher Leaders help their schools EXCEL

- Embed innovative teaching strategies, school-wide.
- Explain compelling research—“why” and “how” these teaching strategies improve outcomes.
- Collaborate—co-teach, co-plan to increase colleagues’ confidence and capacity.
- Enrich the school culture by cultivating a growth mindset and creative collaboration.
- Lead professional learning sessions for colleagues.
Help Teachers Implement Innovative Teaching Strategies

Engage and Empower Learners as Decision Makers

Leverage Teacher Leaders as Catalysts to Transform Schools

Understand the process of change…
Teacher Leaders are catalysts to embed & sustain change

**ARTS INTEGRATION CONTINUUM**  
PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS  
Department of Arts Integration

### PROGRAM DEVELOPMENT: FOUNDATION

<table>
<thead>
<tr>
<th></th>
<th>Emerging</th>
<th>Developing</th>
<th>Accomplishing</th>
<th>Practicing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COLLABORATIVE PLANNING</strong></td>
<td>School provides time for monthly collaborative planning including both classroom teachers and arts specialists.</td>
<td>School provides time for collaborative planning twice a month including both classroom teachers and arts specialists.</td>
<td>School provides time for weekly collaborative planning including both classroom teachers and arts specialists.</td>
<td>School provides time for weekly collaborative planning including classroom teachers, arts specialists and teaching artists.</td>
</tr>
<tr>
<td><strong>CURRICULUM MAPPING</strong></td>
<td>School identifies Curriculum Map Coordinator (CMC). CMC becomes part of the AI Leadership Team.</td>
<td>CMC organizes and initiates the development of curriculum maps for participating teachers.</td>
<td>CMC organizes and distributes a monthly curriculum map after consulting with participating teachers.</td>
<td>CMC organizes and distributes a bi-monthly curriculum map after consulting with participating teachers.</td>
</tr>
</tbody>
</table>
Collaborative Approach to Professional Learning Transforms Teacher Leaders into Coaches

1. Essential Questions
2. Art Inspiration and Hands-On Exercise to Make Thinking Visible
3. Reflective Prompts and Plan Next Steps
Classroom Application: Art-Infused Project-Based Learning

“Leaders’ Visions: Impact on Self and Others”

- Students select leaders and explore the impact those leaders’ visions had on self and others.
- Determine what influenced those leaders’ visions.
- Imagine “what if…” it was different. For example, what if one of these leaders had a dramatically different vision—how could that have played out differently in history.
- Consider the unexpected consequences of a leader’s vision. What occurred that might not have been anticipated?
Classroom Application: Art-Infused Project-Based Learning

“Historical Perspectives on Visions Impacting Outcomes”

Visionaries as Change Agents.
Students explore who they consider to be a visionary and why.
What did the visionaries change?
What evidence of their impact can students identify?

Investigating Visionaries
Inspiration and Influences —
What inspired the visionary?

Compare-Contrast Different Leaders and Possible Outcomes
What if a seemingly minor coincidence had changed a historical event and role of a leader.
Compare what did happen with what could have happened and point to why.
Students as Problem Solvers
Problem Finders and Solution Designers
Creativity

game design, visualizing the systems, conveying ideas visually
Crayola’s Commitment To Education

- Professional Development
- Lesson Plans
- Webinars
- Workshops

Rooted in Education

Programs that Inspire Creativity

Ongoing Thought Leadership

Professional Support for Educators

Crayola’s Commitment To Education

Rooted in Education

Programs that Inspire Creativity

Ongoing Thought Leadership

Professional Support for Educators

Crayola’s Commitment To Education

Rooted in Education

Programs that Inspire Creativity

Ongoing Thought Leadership

Professional Support for Educators
Increasing Creative Capacity in Schools

In-depth Training to Build Educators’ Creative Capacity

Online Community for Continued Support

Program Resources

Project Based Learning for K–8 Students
Results that Matter

- Creativity and Increase Student Engagement
- Student-Centered Learning Environments
- Engaged, Involved Teacher Leaders
- Joyful, Creative, Collaborative School Culture
Reflect & Plan Next Steps

How will you share insights regarding Creative Teaching & Learning Matters?

What compelling evidence was most relevant to you?

Who might help your district/school deepen the commitment to arts-integrated project-based learning?

Schedule a free preview PD session with Crayola
References


Chand O'Neal, I. (2017). The Positive Humanities: Examining the Role of Arts and Cultural Institutions on Cultivating Human Flourishing. For presentation at the 5th World Congress on Positive Psychology, Montreal, Quebec, Canada.


Contact Us:

Dominique Young: dyoung@Crayola.com

Cheri Sterman: csterman@Crayola.com

Ivonne Chand O’Neal: ivonne@museresearchgroup.org

www.Crayola.com/educators