*Learning Innovations – A Division of WestEd* 91 montvale Avenue Stoneham, MA 02180

 **The Teacher Center of Broome County**



##### Teacher Study Group Grant Award

**2014-15**

#  **FINAL REPORT DUE BY APRIL 13, 2015**

**DOCUMENT PROCESSES AND OUTCOMES**

**STUDY GROUP TOPIC: \_\_**Common Core and Art**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**List of group members: \_**Jessica Penny, Christopher Gilligan, Maureen Schmidt**\_\_\_\_**

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**The final report must be word-processed and submitted both in print and through e-mail using this form. Send print copy Teacher Center @ WSKG, BOCES Mail Drop #22 and e-mail file to** **bctc@btboces.org****. This report will be posted on the Teacher Center web page at http://teachercenter.info.**

## Describe the initial goal of the group noting any adjustments that had to be made as time passed.

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| The initial goal of the group was to analyze the implications of the Common Core on arts education in terms of teacher curriculum and lesson planning. While there were slight adjustments to this initial goal it was more in terms of breaking down some of the many effects the Common Core could have on art education. As a group we branched off many times to fully examine an aspect of the Common Core and how we might best put it into effect within our classrooms. Our students range from K-12 so therefore it was very important to have broad enough topics that we might all contribute to for each meeting. As a group comprised of Catholic school teachers we are not required to use the Common Core within our art curriculums, however we were very interested in how to best prepare our students to be 21st century learners.  |

## Describe the ACTION PLAN that the group followed.

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| Our action plan consisted of having a set structure of meeting topics. While some of our meeting dates were moved due to unforeseen circumstances, the topic of those meetings remained the same. We had 10 meetings, scheduled for 2 hours each. For our first meeting we discussed our concepts and how we individually wanted to put into practice the research we would be conducting. The second meeting we discussed the books that we had received and what we took away from each one. The next meeting topics were as follows: Common Core and arts integration (general education), Common Core and art (art classrooms), Art and NYS standards, Common Core and Visual Thinking Strategies (VTS), Common Core and art-High School, Common Core and art-Elementary, Common Core and Art Curriculum Mapping, and our individual presenting of findings. Each meeting had a set agenda but we would go over suggestions, wonderings, and possible resources after each topic had been initially discussed. Each of our members would come to our meetings with an article, video, or website we had found that was relevant to us about how to best prepare ‘21st century learners’. As art educators we saw many parallels in our classrooms already—with the core teachings of art being innately woven with Common Core concepts.  |

## Describe how the action plan was implemented.

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| We discussed the topics of each meeting as we had set out to. From the research that was conducted we examined our own classrooms and spoke of our findings at length during the meetings. So far at the conclusion of our study one of our members has already reconstructed their curriculum for next year to more align with the concepts presented by the Common Core. Two of our members are within their first few years of teaching and have found the study beneficial in improving their teaching methods, looking to establish a three year plan that will provide their students with a much stronger arts program. We are hoping to have greater collaboration with core subject teachers for curriculum planning in the coming years. |

## Evaluate the impact of the study group effort on teacher/student performance.

## How has this study group changed you as a teacher? Do you anticipate that any of your teaching practices will have changed?

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| As previously stated, some of our teachers have already begun to implement changes to their curriculum and teacher performance so soon after the study has been concluded. We had discussed during meetings some of our findings in trying different techniques and how students reacted. It was fascinating to see how some methods allowed students to have an ‘ah-ha’ moment while others only created confusion. Between the different schools we also saw that the culture of the school had some influence in dictating the responses we saw from students. What worked in some schools did not work in others. Some Common Core aspects we found would not work for our students at this time as they needed to be eased into changes. Many struggle with confidence in terms of their artwork and the sudden change in methodology only added more pressure to some students. We realized that the culture of our art programs would have to be gradually changed over the next few years. Two of our teachers are newer to the schools, replacing teachers that have retired; as such it will take time to phase in changes.  |

## What evidence do you expect to see of student achievement improving as a result of your participating in this study group?

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| Already we have seen some improvements however we have a more long-term goal of achievement in mind for improving our art programs respectively. In ensuring that our programs constantly provide well rounded lessons interconnected with real world experiences will only strengthen student achievement. We are finding more resources to expose our students to 21st century learning skills, problem solving, and critical thinking. We want to show students that art is all around them and woven into many of their subjects.  |

What evidence is there that the goals of the study group has/has not been met?

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| The goal of the study group was to research the Common Core and how it related to the arts, as such we met out broad goal. In terms of more in-depth goals, the evidence that we met our goals is that our research proved so beneficial that we are changing some of our teaching practices. During our study group we examined the information that we had wanted to and would like to continue to research how to best implement Common Core learning skills within our art classrooms on our own time. Our only regret is that our busy schedules did not allow us to meet for longer, outside the study group, to discuss things even further. The collaboration was very beneficial for our newer teachers. |

## Comment on the value of the study group process? Did it work for you?

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| The value of the study group process proved to be very beneficial in providing a set structure for collaboration and inquiry. Oftentimes our schedules do not allow us to meet outside of school; the study group forced us to reflect on our teachings and how to change them for the better. We found it to be rather refreshing.  |

## How can we make this study group program better?

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| As far as we can tell the study group program really worked for our group in providing us with guidelines that would best suit our needs. At this time we cannot determine anything that would make the study group program better. It was wonderful to collaborate with our peers in a scholarly manner that we sometimes do not prioritize during the busy work week; this study group provided us with that opportunity.  |

A final report is due two weeks after the last meeting or by April 13, 2015, whichever date is first. The report must be typed and double-spaced using the provided form. One copy must be submitted in print and the file must be submitted through e-mail to bctc@btboces.org. Return to the Teacher Center (Mail Drop #22), 601 Gates Rd., Vestal, NY