



Links & Threads

A Newsletter for Arts Partners Published by the Ohio Arts Council and the Ohio Department of Education **Volume II Issue I**

Links and Threads is an electronic newsletter for district and school leaders who value arts learning as an integral part of the core curriculum. Its purpose is to assist school leaders in achieving the greatest advantage possible from the arts for their schools and districts. The publication will build upon the knowledge gained through the 2004 NEA Summer Institute for School Leaders, promote dialogue about the role of arts learning in school improvement, share success stories, and keep schools and districts informed about arts-related developments and opportunities.

Leadership Voices

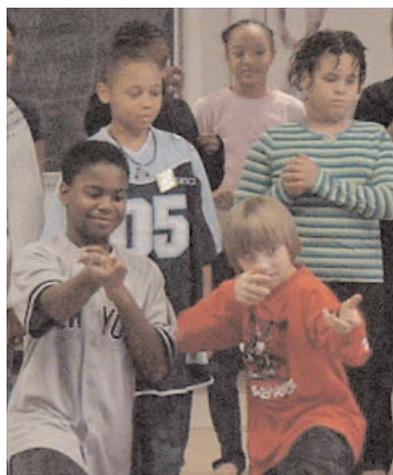
Focus on Literacy

Scientific research on reading has given us the tools needed for teaching young children to become proficient readers. But learning to read is only the first step in the development of lifelong literacy. Becoming literate is a rich and complex process that combines memory, experience, and imagination with a search for understanding and meaning. That broader process of literacy development, which includes finding and expressing meaning through the arts, helps students develop reading proficiency and gain knowledge in other disciplines.

The **Cleveland Municipal** and **Columbus Public** Schools are taking this broader view of literacy as they increase their focus on the integration of language arts and fine arts.

"The pilot is over. The results are in," says John Eby, Arts Education Director for the Cleveland Municipal Schools.

"Integrating literacy and the arts not only works but it works
(continued next page)



Cleveland students arrived at Playhouse Square ready to learn and the performance did not disappoint (left-top, bottom). Students at Duxberry Park Elementary in Columbus (right) were intensely engaged in a dance based on their study of the American Revolution.

SiteLines

Participants are continuing the learning that began at the 2004 Summer Institute.

Stark County Educational Service Center and Stark County cultural, civic, and business organizations, along with the Institute for Education and the Arts (IEA), the Ohio Arts Council, and the Ohio Department of Education, held a professional development day for educators as the first event in the 2005-06 National Overture for the Arts—Stark County. The National Overture, led by the IEA, is intended to demonstrate the power of teaching academic subjects through the creative arts. (See www.artsedinstitute.org.)

Botkins Local School District hit the ground running after attending the 2004 NEA Summer

(continued on page 4)

Inside This Issue

- 3 Institute Reflections with John Eby
- 4 Adolescent Literacy
- 5 Evaluating Needs Series
- 5 The Art of Curriculum Connections with Carol Myers

And More

Newsbreaks

Evaluation Report Issued for NEA Summer Institute. An evaluation of the 2004 NEA Summer Institute for School Leaders reports that the Institute was implemented substantially as planned, that attendees were positive about their learning experiences, and that school leaders in the participating districts are taking action. The evaluation provides a good picture of the increasing emphasis being placed on arts education by school leaders. Written by Dr. Michael Sikes, an education consultant, the full report and an executive summary are available on the OAC Web site.

USDE Holds Roundtable with Ohio Arts Educators. As part of its Teacher-to-Teacher outreach initiative, the U.S. Department of Education held a September 27 roundtable discussion at the Ohio Arts Council with Ohio dance, drama/theatre, music, and visual art educators. According to Doug Herbert, special assistant to the Secretary of Education, the discussion was a "listening opportunity," designed to help the USDE better serve the needs of arts educators.

"Arts educators shared views on education policy, their professional development needs, and the challenges they face," says Nancy Pistone, visual art and dance consultant with the Ohio Department of Education. "It is good to know that the voices of Ohio arts educators have joined those of the nation's teachers in other academic disciplines for this important initiative." (For details, see www.ed.gov/teacherinitiative.)

(continued on page 4)

Leadership Voices

continued from page 1

phenomenally well. Now we need to go to scale." The results Eby is citing (which echo those cited in the Arts Education Partnership's *Critical Links* report) are data from an evaluation of Cleveland's Initiative for Cultural Arts in Education (ICARE) by Rob Horowitz of Columbia University, an audit of the district's work with arts organizations by the Cleveland Integrative Arts Collaborative (CIAC), and a survey of 174 teachers who participated in the Partners in Performance Program (PIP) offered by Playhouse Square. Through PIP, every third- and fifth-grader attends a theater performance as part of an integrated language arts lesson. The lessons are designed through intensive staff development with artists and community arts organizations.

Along with its community partners in the CIAC, which has been awarded a Ford Foundation planning grant, the district plans to expand the use of arts-integrated learning experiences.

Educators in Columbus also are learning the power of integrating fine arts and literacy. This year, they will take part in a year-long staff development series called "Integrating Literacy, Learning, and Arts Education." Sponsored by the Institute for Education and the Arts and the Ohio Arts Council and supported by the Robert Bartels Fund of the Columbus Foundation, the four all-day sessions in the series will combine the knowledge of Ohio researchers, educators, and arts practitioners. "We're very excited that artists will be joining us this year," says series organizer Sally Kriska, who is now with the IEA after retiring from the Columbus Public Schools. "Working with artists breaks you out of your mindset in new ways."

Dr. David Bloome, Professor of Teaching and Learning in the College of Education at The Ohio State University provided the guiding force for the series.

"Professor Bloome's research highlights the importance of arts and culture in literacy development," says Kriska. "It was his idea to combine literacy, culture, and the arts for this year's staff development." (See www.teach-learn.org/mlk/bloome.html for a list of Dr. Bloome's publications.)

The series centers on using cultural diversity and the arts as enrichment, celebration, and leverage for high student achievement. A well-attended October session, facilitated by IEA Vice President Donna Power Stowe, highlighted African-American culture. Educators worked with OSU researcher Cynthia Dillard, dancer/choreographer Susan Bradford, and Charlette Keuchler, who teaches at Indianola Elementary. Tei Street, author and director of the Columbus Mayor's Office of Education, also spoke. Asian, Latino, and Somali culture will shape future sessions.

Many Columbus educators have been working on their own to integrate the arts and other disciplines and have worked with artists in residence. The IEA hopes that this year's staff development will provide more educators with the techniques and the confidence they need to try this powerful way of teaching.

Institute Reflections

based on an interview with John Eby, Cleveland Municipal Schools

Last year, 174 third- and fifth-grade teachers in the Cleveland Municipal Schools taught integrated literacy lessons that included, as an integral component, attending a theater production at Playhouse Square.

Students were engaged and met the standards-based lesson objectives. Educators felt challenged, enjoyed teaching, and experienced the satisfaction of seeing the light go on for many students who had been struggling. When asked if they viewed their students more positively after teaching the lessons, 100% of the teachers answered "yes."

Three leadership strengths contributed to this success.

Community partners. The Partners in Performance (PIP) program made the performance portion of the lessons powerful. PIP makes

performances at Playhouse Square more meaningful and educational by providing teachers with a two-hour workshop and materials for integrating the production into their lessons.

Good use of experts. Teaching artists, who helped develop and demonstrate the lessons, made it possible for educators to envision the power of drama in teaching literacy skills.

Organization. Although teachers should have a great deal of freedom in how they implement integrated lessons, Cleveland teachers appreciated well-organized professional development and detailed lesson plans.

Commitment. The district communicated a strong commitment to the project, making sure that all third- and fifth-grade teachers participated and that the theater production was viewed as not just a field trip but as a vital part of the lessons.

Learning Links

Need to learn more? These Web sites are valuable resources:

ECS Artscan Database

<http://www.ecs.org>

The Education Commission of the States launched this database to help states identify policy options for improving arts education.

Different Ways of Knowing

<http://www.differentways.org>

The Galef Institute provides useful information and ideas for learning in and through the arts.

Arts Education Partnership

<http://www.aep-arts.org>

Go to this site to order *Third Space: When Learning Matters*, a three-year study of schools that have been transformed by the arts.

Institute for Education and the Arts

<http://www.edartsinstitute.org>

Click on Best Practices for transcripts of principals' round table dialogue on arts education and arts integration.

The ArtsLiteracy Project

<http://www.artslit.org>

Based at Brown University, the ArtsLiteracy Project provides ideas for developing literacy through the arts.

The Mazza Museum

<http://www.mazzamuseum.org>

Looking for a great field trip? This museum in Findlay exhibits the work of artists who illustrate children's books.

OAC Update: News, Resources, and Grants

News. A National Endowment for the Arts report entitled *Reading at Risk: A Survey of Literary Reading in America* is the impetus for a statewide televised book club called "Volume and Verse." This ongoing project by the Ohio Arts Council, the Ohio Humanities Council, Ohio Government Television, the Ohio Department of Education, the State Library of Ohio, the Ohioana Library, Ohio's major metropolitan library systems, and other organizations responds to the report's finding that both the literary reading and total book reading of U.S. citizens have declined significantly in the past twenty years. (See www.nea.gov/pub/ReadingAtRisk.pdf.)

In November 2004, the OAC assembled an advisory group of authors, K-12 educators, universities, and for-profit and not-for-profit literary and arts organizations throughout Ohio. After analyzing the report and exploring collective strategies to address Ohio's literary needs, the group designed the book club.

Scheduled for a Fall 2006 statewide launch, the initiative will include a television program, Web site, online book club forums and chats with authors, and community events, as well as teaching materials. The initiative is expected to increase and broaden reading among Ohio citizens and to showcase authors and material relevant to Ohio.

(continued on page 6)

Newsbreaks

continued from page 2

Poetry Recitation Contest Launched. To encourage the nation's youth to learn about and recite great poetry, the NEA will award Ohio and other states with grants for conducting a competition called Poetry Out Loud. State-level activities begin in January 2006, and students will have the opportunity to be part of the national competition held in April. Watch the OAC Web site for details about the competition and about materials that will be available to participating teachers and students.

Sitelines

continued from page 2

Institute, reports curriculum specialist Kathleen Roggenkamp. The change is evident from the more arts-rich physical environments and a new high school extracurricular program called "Something Creative." Students in that group held an "Evening with the Arts" last spring. After a supper, citizens rotated through stations where they saw brief music and drama performances and students engaging in arts activities.

Dr. Richard Luftig, a professor of Educational Psychology at Miami University in Ohio, has completed a U.S. Department of Education-funded three-year study of SPECTRA+®, a whole school arts in education program offered by the Fitton Center in Hamilton. Data indicate that, in general, SPECTRA+ students in the **Hamilton City School District**, in comparison to two sets of control groups, performed better on standardized tests in reading and math and generally scored higher on inventories of self esteem and creativity and arts appreciation.

Adolescent Literacy Research

At an Arts Education Partnership forum held in June 2004, Ohio State Professor David Bloome gave an overview of research findings related to the literacy achievement of middle and secondary school students. According to studies, the following areas should receive attention:

- 1) Shifting from a focus on general literacy to a broader range of literacy practices that vary across the different academic disciplines.
- 2) Helping students learn the deep principles in a subject and become skilled at applying those principles in varied ways.
- 3) Engaging students.
- 4) Focusing on intertextuality—making connections among texts, experiences, and subject areas.
- 5) Encouraging self-assessment through reflection.
- 6) Connecting literacy with understanding and resolving identity issues.
- 7) Building on students' backgrounds and cultural practices.
- 8) Helping students become self-regulated learners through effective after-school and community-based programs.
- 9) Recognizing the importance of peer networks in non-formal contexts.
- 10) Maintaining family involvement in students' literacy achievement.

(See www.aep-arts.org for a transcript of the June 2004 AEP meeting. The Web site www.reading.org includes the International Reading Association position statement on adolescent literacy and provides additional references.)

ODE Update: Taking the First Steps

Good News! The first set of 38 model lessons across the areas of dance, drama/theatre, music and visual art is posted at the ODE Web site in the Instructional Management System (IMS).

The IMS is accessed through the ODE Web site home page (www.ode.state.oh.us). Select *Model Curricula (IMS)* from the quick links menu. In the IMS search box on the right side of the screen, educators are asked to choose a content area and a range of grades. The lesson plans can be down-

loaded and customized. They are clearly presented, detailed, and easy to use. Each includes assessment tools, teaching tips, suggestions for involving parents, and suggested readings.

Thirty exemplary arts teachers are continuing to write and edit lessons through December 2005. These educators represent all state regions, grade levels and arts disciplines—dance, drama/theatre, music and visual art.

Evaluating Needs: Analyzing Your Data

by Michael Sikes, Ph.D., Educational Consultant

Part I of Evaluating Needs (Last issue of Links & Threads) outlined steps for collecting data that can inform your needs assessment. An essential companion to data collection is data analysis. Timely analysis can ensure that you are collecting enough data, that the data you are collecting is useful, and that you will be able to formulate recommendations or plan actions based on the data.

These guidelines will assist your data analysis:

1. Select analytic tools appropriate to the type of data you are collecting. For quantitative data, (e.g., results of surveys or student assessment scores), you might use a spreadsheet generated in Excel, Quattro Pro, or Lotus 1-2-3 to calculate simple frequencies, percentages, or averages. For larger data sets or more complex

statistical operations, use a program like SPSS. For qualitative data, such as interviews, you can use content analysis to search for recurring ideas or themes that you can summarize.

2. Begin data analysis soon after you begin data collection and continue to do both together. This can help you to monitor the quality and sufficiency of the data as it comes in.

3. Interpret the meaning of the data based on your initial questions. How are these questions answered by the data? What gaps remain?

As a final step in needs assessment, use your findings to make recommendations or decisions. Part III in the next issue of Links & Threads will address data use. Go to the Evaluation Studio via www.oac.state.oh.us/GrantsProgs/NEALeadership for sample scenarios and additional resources.

The Art of Curriculum Connections

Based on an interview with Carol Myers

According to Carol Myers, a retired Columbus music educator now consulting with the Ohio Department of Education, possibilities for connections between music and reading are many.

What types of connections are typically made between reading and music? Many educators have recognized the power of thematic connections between the arts and literature. Music, as well as drama, visual art, and dance, can be used to help students engage with a story, poem, or book, as well as to help them find greater meaning in literature. Moreover, many picture books and works of literature are about artists and art works.

But reading and the fine arts share a number of skills and strategies that are similar or identical, and these “authentic connections” can be powerful. Mastering a skill in one discipline may “unlock” that skill in other areas as well.

What are examples of authentic connections between music and reading? Music and reading both use symbol systems. Learning to move the eyes from left to right is equally important in reading words and reading music. A story or poem, like a piece of music, varies pace and volume according to the action in the plot or the mood the author is trying to convey. Musical works often tell a story or create pictures through sounds, a good way to reinforce the important comprehension skill of visualizing a story. Also, both literature and the arts make frequent use of metaphor.

How can educators make connections?

The first step in integrating arts and literacy is awareness. All educators should be thinking about ways the curriculum in other areas helps them teach their part of the curriculum.

Making the Connection: Some Examples

Two arts educators from the Columbus Public Schools described some of the many connections they find between literacy and fine arts.

Taking the part of loyalists and patriots, fifth-graders at Duxberry Park Elementary created dances that reflected the experiences of both sides in the American Revolution. Amy Williams, a dance educator, says students wrote insightfully about life in that period.

Greg Walton, a visual arts educator at Fort Hayes Metropolitan Education Center, says students become more engaged with words as they design and bind books of their own stories, poems, and images.

OAC Update

continued from page 3

Resources. The OAC Web site continues adding information that is relevant to school leaders interested in realizing the promise of the arts. From the OAC home page (www.oac.state.oh.us), follow this series of links: *Resources—Arts Learning—Learning Resources for School Leaders and Their Arts Partners*.

You will find a growing body of information on curriculum, evaluation, professional development, and other topics, as well as downloadable fact sheets and links to other sites of specific importance to leadership in arts education.

Grants. A grant from the Ohio Arts Council can help schools and their partners fund innovative arts learning programs from planning to completion. The deadlines for 2007 OAC arts learning grants are as follows:

December 1, 2005 Artist in Residence/Artists

February 1, 2006 Artist in Residence/Sponsors

March 1, 2006 Arts Partnership

Also watch the U.S. Department of Education Web site (www.ed.gov) for these 2006 grant applications: the Professional Development for Arts Educators Program, which supports model professional development programs, and the Model Development and Dissemination Program, which supports the further development, implementation, and expansion of standards-based arts education programs and the integration of instruction in the arts with other disciplines.

Institute Participants

- Botkins Local School District
- Cincinnati City School District
- Clark County Educational Service Center
- Cleveland Municipal School District
- Columbus City School District
- Dayton City School District
- Hamilton City School District
- Lakota Local School District
- Lima City School District
- Mississinawa Valley Local School District
- Stark County Educational Service Center
- Steubenville City School District
- Toledo City School District
- Yellow Springs Exempted Village School District

Editor: Deborah Vrabel **Graphic Design:** Mazer Corporation

Contributors/Advisors: Mary Campbell-Zopf, Ohio Arts Council; Nancy Pistone, Ohio Department of Education; Dr. Michael Sikes.

ODE Mission

The Ohio Department of Education supports high achievement for all students every year by setting clear and high expectations for all students; by making sure that educators have the skills, knowledge and resources to help students improve; by fostering the ability of families and communities to help students succeed; and by measuring, publicizing and rewarding achievement results.



25 South Front Street
Columbus, Ohio 43215

OAC Mission

The Ohio Arts Council is a state agency that funds and supports quality arts experiences to strengthen Ohio communities culturally, educationally, and economically.

Ohio Arts Council

A STATE AGENCY THAT SUPPORTS
PUBLIC PROGRAMS
IN THE ARTS 

727 East Main Street
Columbus, Ohio 43205-1796

Bob Taft, Governor

Jennifer Sheets, ODE Board of
Education President

Susan Tave Zelman, ODE
Superintendent of Public Instruction

Susan R. Sofia, OAC Board Chair

Wayne P. Lawson, OAC Executive
Director

For TTY/TDD use Ohio Relay
Service 1-800-750-0750



With Support
from the National
Endowment for
the Arts

NATIONAL
ENDOWMENT
FOR THE ARTS

*The Ohio Arts Council and the
Ohio Department of Education Are
Equal Opportunity Employers*