



INNOVATION CONFIGURATION

Applied Learning — Fine Arts

2018 – 2021

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Course Group Number: [Unique 8-digit number from SAP]

Purpose

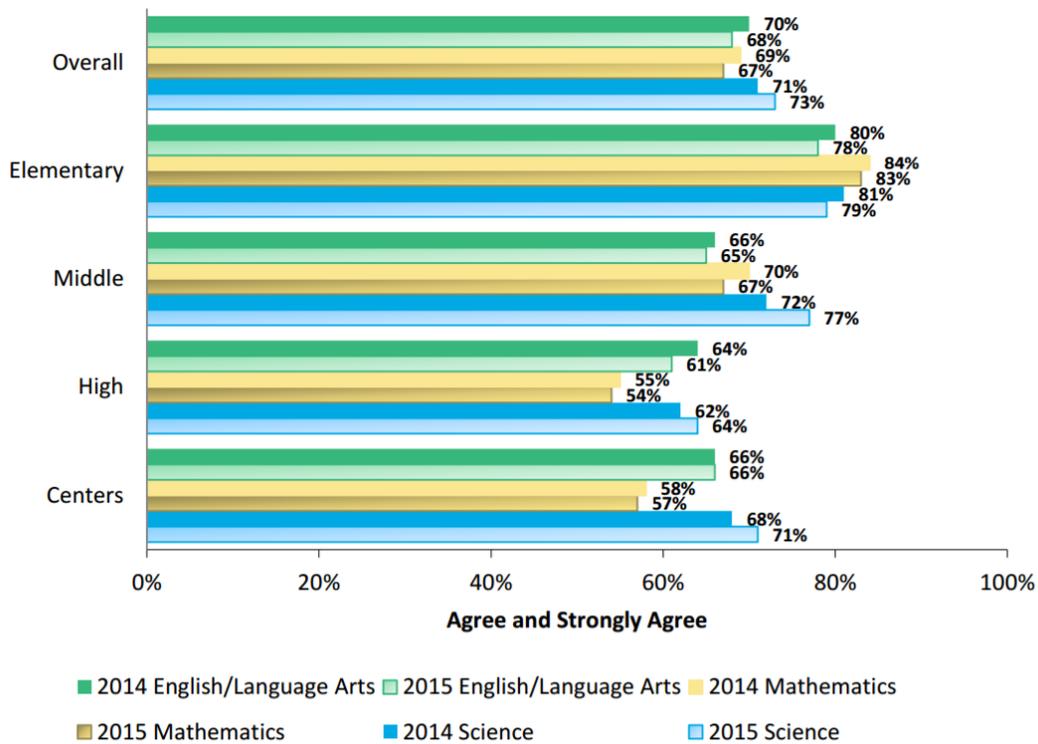
The Applied Learning Department offers professional learning activities around diverse initiatives that are intended to engage students and help them make connections between what they learn in school and how that knowledge is used for real purposes, both in school and out of school. With the founding principle that student engagement in learning is essential to academic success, these initiatives are designed to inspire students, raise their level of interest, commitment, and motivation toward success in and out of school. Applied learning activities and projects may be planned by teachers or arise naturally from student interests; they may be closely aligned with the standards of one domain or course or may incorporate skills and knowledge that cut across several courses. Projects may involve a whole class, small group, or individual learners; they may take only a few hours or may extend to long-term projects. They may also incorporate cooperation and competition, as appropriate to learner needs. What all applied learning initiatives have in common is that they involve students working to develop skills and create solutions that addresses real-world needs, going beyond grades and standardized tests to experience the sense of relevance and purpose.

Within the Applied Learning Department, the Fine Arts include the disciplines of Visual Art, Music, Theater and Dance. Visual Arts encourage creativity and self-expression that carry over into other content areas. Through an integrated, interdisciplinary approach, the visual arts provide a safe environment for the students to share their voice in a variety of mediums. We are committed to working collaboratively to continue to build and sustain the best arts programs possible. Music and the performing arts engage learners in developing passion for the arts, self-esteem, self-discipline, cooperation, creativity and motivation necessary for success. The skills and technical qualities involved in creating, recreating and interpreting works in the fine arts provide for lifelong appreciation. In addition, theater education provides students with an outlet for self-expression using multiple performing arts mediums. It is the only art form that combines all the performing arts, frequently within one production.

The plan for professional development is driven by the Next Generation Sunshine State Standards in Visual Art, Music, Theater and Dance, and incorporates Florida Standards relevant to delivery of quality instruction in the Arts. The Florida Department of Education has identified specific standards related to each arts course, accessible through the Florida Department of Education CPALMS website.

Needs Assessment

The Applied Learning Department was established in response to a steady decline in student engagement, informed by year-on-year results of the Customer Survey, and a steady graduation rate. The decline in student engagement was evident in the results of the 2014 and 2015 Customer Surveys. Students rated their interest in what is being taught in three core subject areas: English/Language Arts (ELA), Mathematics, and Science. For each subject, elementary students registered the highest level of interest, followed by a decline in interest in middle school students, and a further decline in high school students. The greatest difference was observed in mathematics, with interest decreasing from 83% of elementary students expressing interest to 54% of high school students. In addition, a decrease in engagement in ELA and Mathematics (but an increase in interest in secondary Science), was observed from 2014 to 2015.



Graduation rates over the past five years have declined and recovered, with an increase from 76.6% in 2015 to 78.7% in 2016. The target of Applied Learning is to continue to improve the graduation rate in alignment with the District’s Strategic Plan, for which the target graduation rate of 85% and a stretch target of 88% by 2019.

2011-12	2012-13	2013-14	2014-15	2015-16
76.4%	75.3%	74.2%	76.6%	78.7%

The need for professional learning in the Fine Arts is determined and monitored by a review of the data in student enrollment in visual and performing arts courses, participation in district arts exhibitions and performances. The goal is to increase student enrollment and success in advanced placement fine arts classes, including AP Art History, AP Studio Art, and AP Music Theory, as measured by student grades and AP examination pass rates. Student data for the 2015 – 2016 school year are below:

Course Title	AP Enrollment	AP Grade A B	AP Exam Passing
AP Art History	230	73.5%	59.1%
AP Music Theory	154	85.7%	35.7%
AP Studio Art: 2-D Design Portfolio	272	83.1%	76.8%
AP Studio Art: Drawing Portfolio	151	84.8%	69.5%

The tables on the following pages describe the Desired Outcomes for professional learning in support of each role associated with this Innovation Configuration. The Desired Outcomes below are aligned with the Big Ideas in the Florida Standards for Fine Arts.

Desired Outcomes and Performance Indicators

1.0 Fine Arts Teachers			
1.1 Desired Outcome: Critical Thinking and Reflection. Desired Outcome: Implement strategies for critical and creative thinking, self-expression, and communication to support standards-based learning in the arts classroom.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Facilitate the critiquing process (describe, analyze, interpret, and evaluate) to include cognitive and reflective analysis of artistic products and processes, applying or transferring knowledge from other content areas to support and defend conclusions and judgments.</p> <p>Challenge students in decision making and problem solving throughout the arts production process to support, measure and assess outcomes.</p>	<p>Engage students in evaluation techniques that require justification of artistic products and processes to summarize and explain connections to other content areas.</p> <p>Create problem solving opportunities that allow students to formulate decisions in arts production and creation to show evidence of artistic growth.</p>	<p>Engage students in critique about their work and the work of others with constructive discussion about the production and problem-solving process.</p> <p>Engage students in discussion and discovery of the arts production process to show evidence of understanding.</p>	<p>Begin to employ strategies for creative/critical thinking and self-expression to support Florida Standards and arts-based learning.</p>
1.2 Desired Outcome: Innovation, Technology and the Future. Apply 21st Century Skills to drive creativity and artistic problem solving, supporting innovation and artistic risk taking to stimulate the imagination and prepare students to compete in a global economy.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Model the integration of all 21st Century Skills in the delivery of instruction that require high levels of cognition, communication, collaboration, innovative thinking, organization, and technical fluency.</p>	<p>Incorporate technical fluency in the delivery and implementation of 21st Century Skills that include collaboration, innovative thinking and organization.</p>	<p>Apply 21st Century Skills in the delivery of instruction that include collaboration, innovative thinking and organization.</p>	<p>Begin to include 21st Century Skills that support innovation and risk taking to stimulate the imagination and prepare students for success in a global economy.</p>
1.3 Desired Outcome: Skills, Techniques and Processes. Refine and master technical skills related to their specific arts content area to further develop skills, techniques and processes that support learning, creation, mastery and refinement through purposeful practice.			
Performance Indicators			

Level 4	Level 3	Level 2	Level 1
Evaluate multiple forms of documentation that technical skills, refined through training, were delivered, as evidenced through student performance and/or portfolio, showing student growth in their art form over time. Promote student engagement in the process of artistic exploration, experimental learning and creating in the arts and music. Challenge students to continually practice and reinforce essential artistic processes that include remembering, focusing on and sequencing information in the creation of an art form.	Use student work to exhibit documentation that technical skills refined through training were delivered. Structure lessons to support artistic exploration and experimental learning Practice artistic processes that include focusing on and sequencing information in the creation of an art form.	Deliver technical skills learned in training with evidence of student growth through performance and/or portfolio. Provide opportunities for artistic exploration in the classroom. Differentiate artistic processes related to focusing on and sequencing information (and cumulative steps) in the creation of an art form.	Begin to exhibit technical skills related to their art form to further develop skills, techniques and processes that support learning.

Data Collection Plan: [First Audience]			
Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	Workshop participation, completion Teacher Feedback	1x/workshop	Workshop facilitators
2. Participants' Learning	PD-Embedded Assessments Teacher Pre-/Post-Tests	1x/workshop	Workshop facilitators
3. Organizational Supports	Communication with school administrators Organization of exhibitions, performances	1x/year	District records
4. Participants' Practice	Teacher Observations Teacher Surveys	1x/year 1x/year	Applied Learning Applied Learning
5. Student Outcomes	Enrollment in fine arts courses Samples of portfolios and performances Participation in performances Participation in District exhibitions Student surveys Enrollment and examination scores in AP Art History AP Studio Art, AP Music Theory	1x/year	Student Assessment and Research Curriculum Supervisors Advanced Academics

Evaluation Plan

Level 1. Participant Reactions		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Fine Arts Teachers	Workshop participation, completion Teacher Feedback	Summary of workshop feedback
Level 2. Participant Learning		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Fine Arts Teachers	PD-Embedded Assessments Teacher Pre-/Posttests	Review evidence of learning from PD
Level 3. Organizational Support		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Fine Arts Teachers	Communication with school administrators	Summary report of District exhibitions, performances, competitions
Level 4. Participants' Use of New Knowledge and Skills		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Fine Arts Teachers	Lesson Plans, Reflections, Observations	Annual Teacher Survey Summary of Teacher Reflections
Level 5. Student Learning Outcomes		
<u>Level of Impact</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Fine Arts Teachers	Enrollment in fine arts courses Participation in performances and competitions Participation in District exhibitions Student surveys	Samples of portfolios and performances Enrollment and examination scores AP Art History, AP Studio Art, AP Music Theory Examination Results