

# FY16 ARTS LEARNING Outcomes Table

## 1. COMMUNITY & CIVIC ENGAGEMENT

- The Arts are essential in the development of great places. Great schools contribute to making great places. Arts and arts integrated learning (teaching and learning in, about and through the arts) are essential elements of great schools which can have far-reaching effects that extend to the greater community.

*The primary focus of this goal is on community-level or organizational-level outcomes. Arts Learning projects in this goal area should provide opportunities to:*

- help members of the community connect to and feel a part of their community;
- engage members of the community as active participants and contributors to arts teaching and learning

ARTS LEARNING OUTCOMES		INDICATORS OF SUCCESS "WHAT TO LOOK FOR" EXAMPLES: <i>Observable signs of progress toward the intended goals and outcomes – things you can see, hear, experience, etc.</i>	SOURCES OF EVIDENCE "WHAT TO COLLECT" EXAMPLES: <i>Information, facts, stories and data collected and documented to gauge the project's success and effectiveness.</i>
1.	<b>Build or deepen relationships and understandings within the community</b>	<ul style="list-style-type: none"> <li>a. Arts learning increasingly valued as an essential part of achieving success in school, work and life.</li> <li>b. Strengthened collaborative practice</li> <li>c. Arts learning becomes more visible within the community</li> </ul>	<ul style="list-style-type: none"> <li>a. Evidence of arts learning in curriculum, school culture and instructional practice; Documenting ways in which local community supports arts learning (attending events, volunteering, speaking at public events, voting, etc.);</li> <li>b. # of new or deepened relationships / partnerships between arts and non-arts educators, arts providers, etc.</li> <li>c. # of partnerships between schools and community organizations, # of participants attending schools events, # of students attending community events, etc., opportunities to highlight student work</li> </ul>
2.	<b>Foster a sense of belonging: help community members discover what they have in common with one another, respect and appreciate differences, and engage in community affairs with confidence that their voice matters</b>	<ul style="list-style-type: none"> <li>a. Opportunities to explore and discuss similarities and differences between cultures, and to express and exchange ideas</li> <li>b. Increased knowledge of and appreciation for differences between cultures and the sources of those differences</li> <li>c. Parents and community members are more comfortable participating in school events</li> </ul>	<ul style="list-style-type: none"> <li>a. # of activities that support choice, voice, participation and responsibility</li> <li>b. Measured change in attitudes, expectations, assumptions, respect for differing points of view, etc.</li> <li>c. % of increased participation, volunteerism, etc.</li> </ul>
3.	<b>Promote civic pride or community engagement</b>	<ul style="list-style-type: none"> <li>a. positive changes in the school environment and school identity; students feel invested in their school, in their learning, and in their community</li> <li>b. Increased public support for arts learning</li> <li>c. community celebrates the value the arts add to learning and to life</li> </ul>	<ul style="list-style-type: none"> <li>a. % of increased student and staff attendance and community engagement; decreased office referrals; care and beautification of physical plant; students create and share artwork that brings communities together</li> <li>b. voters support arts learning as vital to providing a well rounded education</li> <li>c. Community participates in celebrations of arts learning</li> </ul>

## 2. ARTS ENGAGEMENT, ARTISTIC EXCELLENCE & CREATIVITY

- High quality art and arts integrated teaching and learning experiences promote creativity and critical thinking and advance cognitive, emotional and social health.

The primary focus of this goal is on individual-level outcomes for students, educators, and the broader community. Arts Learning projects in this goal area:

- Support arts learning (standards-based arts learning and arts integration) as a critical component of the school curriculum, and essential element of a complete and well-rounded education for every student;
- help students connect learning to life and develop higher order thinking skills through innovative approaches to teaching and learning that include authentic arts experiences

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a)	Build and strengthen creative capacity	<ul style="list-style-type: none"> <li>a. Increased opportunities for students to participate in high-quality arts and arts learning as creators, performers, and audience members</li> <li>b. Arts and non-arts teachers seek and participate in professional development and collaborative planning opportunities to advance and embed arts learning into instructional practice</li> <li>c. Greater community awareness of and support for the benefits and value of the arts as a core subject and of learning in about and through the arts as a proven strategy to improve student performance in other core subjects</li> </ul>	<ul style="list-style-type: none"> <li>a. Increases in: student/arts specialist time; students working with practicing artists; student apprenticeships; students as audience, students as art makers and performers, etc.</li> <li>b. # of educators that participate in professional development and collaborative planning which supports innovative instructional practice in arts learning; time provided for educators to participate and plan</li> <li>c. Community resources engaged as partners in education; community members support and encourage school board policies to deepen arts learning experiences for all students</li> </ul>
b)	Prepare students for work and life in the 21 <sup>st</sup> Century	<ul style="list-style-type: none"> <li>a. Students find joy, meaning, and satisfaction in making and experiencing art; become critical thinkers and problem-solvers; develop effective work habits.</li> <li>b. Instruction in, about, and through the arts is designed to engage students in creative process, provide multiple ways for students to demonstrate understanding, and provides opportunities for students to apply knowledge in new ways</li> <li>c. Opportunities provided for students to become actively engaged in the arts, to explore and understand artwork, and gain insights into individuals' own and others' cultures, societies, and the broader community</li> </ul>	<ul style="list-style-type: none"> <li>a. Improved attitude toward school; Increased numbers and incidents of students who seek opportunities to make/share/experience art, improved confidence and motivation; improved cognitive skills; students working individually and in groups communicate more effectively and exhibit behaviors of persistence, risk-taking and resilience</li> <li>b. Sample lessons and student learning activities that are project-based, include a research component, require student response to open-ended questions, examine works of art, focus on ideas and concepts that cut across disciplines, and evidence of how they improve student performance, etc.</li> <li>c. Samples of student work demonstrating expanded understanding of one's self and others; positive self-perception; understanding of other cultures, their histories, symbols, myths, values and beliefs</li> </ul>
c)	Provide high quality arts experiences for all students	<ul style="list-style-type: none"> <li>a. Opportunities for all students to be actively engaged in the creative process</li> <li>b. Develop exemplary models for arts integration, interdisciplinary, thematic and project based learning units that include National Core Arts Standards and assessments and Common Core State Standards and Smarter Balanced Assessments</li> <li>c. Funding allocated for students to experience the arts in and out of school</li> </ul>	<ul style="list-style-type: none"> <li>a. % of students enrolled in in-school and out-of-school arts classes</li> <li>b. Model curricular units and student assessments available</li> <li>c. Increased funding for arts experiences for all students</li> </ul>

### 3. ENHANCING THE CREATIVE ECONOMY

- Arts learning is an essential component of Connecticut’s vibrant communities.

The primary focus of this goal is on growing the base of arts participants and strengthening the arts infrastructure. Arts Learning projects in this goal area support:

- broaden and deepen arts opportunities and access for all students
- strengthening the overall arts learning infrastructure
- Garner community and business support

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<b>Strengthen Creative economy</b>	<ul style="list-style-type: none"> <li>a. Impact of arts learning on developing workforce skills such as imagination, creativity, innovation, and ability to work on teams or individually attracts business</li> <li>b. Private sector business recognizes impact of arts learning on talent development</li> <li>c. Certified arts educators employed and teaching at state recommended guidelines; teaching artists employed as collaborative teaching partners; arts organizations offer high quality arts experiences</li> </ul>	<ul style="list-style-type: none"> <li>a. Increased school/business partnerships</li> <li>b. Fiscal support, internships, apprenticeships, increased volunteerism</li> <li>c. # of certified arts educators employed and teaching at state recommended guidelines; # of teaching artists engaged as collaborative teaching partners; arts organizations well attended</li> </ul>
<b>Increase support for high quality, effective public schools</b>	<ul style="list-style-type: none"> <li>a. Schools strive to meet or exceed recommended time and student/teacher ratios for arts learning through flexible scheduling and dedicated funding</li> <li>b. Schools and community partners engage in advancing practice within a school from access to connection to integration</li> <li>c. the arts recognized as “core academic subjects” that all schools should teach and all students should have access to</li> </ul>	<ul style="list-style-type: none"> <li>a. Community drives decision making to support arts learning through civic participation</li> <li>b. arts learning experiences integrated into curriculum mapping and planning</li> <li>c. Graduation credit in the arts required by legislation and supported by districts</li> </ul>
<b>Improve perception, Create places that matter.</b>	<ul style="list-style-type: none"> <li>a. Improved perception/pride of school contributes to safe neighborhoods</li> <li>b. Arts learning supported as effective strategy to improve student achievement and school environment and to close the achievement gap between disadvantaged and minority students and their peers</li> <li>c. Business’ location decisions consider arts learning as quality of life factor for its employees</li> </ul>	<ul style="list-style-type: none"> <li>a. % of incidents of crime, vandalism, etc.</li> <li>b. Policy instated to support equal arts learning opportunities for all students</li> <li>c. Increased support for arts experiences for students</li> </ul>