



SAAA

SOUTHEASTERN ARIZONA ARTS IN ACADEMICS

Spring 2011

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(Fiscal Agent)

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PROGRAM DIRECTOR



Karen Husted, Project Director (Founder & Director of Arts for "Border" Children)

Karen Husted is the Director of The Arts for "Border" Children and is the facilitator for the Southeast Arizona Arts in Academics (SAAA) professional development project. SAAA is a consortium of rural school which includes:

- Ash Creek School Elementary
- Double Adobe Elementary
- Fort Thomas Unified School District (the Fiscal Agent for the project),
- Fort Thomas Elementary
- Mt. Turnbull Academy – Bylas
- Naco (unfortunately could not participate during the last year of the grant)
- Willcox Elementary
- Willcox Middle School

A Professional Development Session was held at Willcox Elementary School of January 7 - 8, 2011. Topics for this training was to prepare for the culminating events this spring, an overview of the SAAA program to



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date, in addition to Professional Development Training.

HOW WELL ARE WE DOING? AN OVERVIEW

Karen gave her observations on the SAAA program in response to the question "How well are we doing?" as mentioned below in the Program Evaluator section:

- SAAA was the best integration project she has worked on from many previous projects, due to teacher's being engaged, realizing there was far more work for teachers, but the teacher's stepped up
- An observation by Karen and Larry was that being outside of the districts as outside facilitators was a plus in the project framework
- The biggest issue of the project was "dollars"; there aren't enough dollars to do the training that was needed. Dollars have to align with numbers served, so in small districts this become the major issue
- With more dollars, there would be more Professional Development for artists and teachers; more quality time and info devoted to the project
- Each site had different experiences, again going back to dollars
- The ideal residency would be three weeks, so that an artist can truly integrate into the curriculum
- The sequence when an artist comes into the school is important. Movement and Theatre should be in the schools first to allow for the natural growth and confidence of the students (the first year).

However in later years due to performances, etc. these residencies may need to come in later in the program

- The SAAA project was developed by research and experience in design which is very important
- A disappointment was the lack of Administration truly being engaged. It would be better if they were more intimately involved in order to see the true impact to the school (engaged partners)
- During the past training (Professional Development) have done a good job in reaching key competencies
- Without a doubt each school site culture has changed. Program results have impacted all of the schools just from communication within the schools other classes about the program
- SAAA has introduced that there are different ways to approach education and teaching
- A concern was time issues, with the artists, and Professional Development training
- It is very hard to find artists/Master Artists that have the expertise in their medium and teaching to take the integration to the next level. SAAA has tried very hard to locate these individuals for example having Stevie Mack come into the Professional Development training to discuss art resources; she was very good
- Karen has also sighted blogs that would be excellent resources

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PROGRAM EVALUATOR

Dr. Lawrence T. Mello, Ed. D
January 8, 2011 Professional
Development Session

HOW WELL ARE WE DOING?

Dr. Mello discusses five overview questions about the impact of the SAAA program. Along with a few of the comments, these question included:

1. What gave you the greatest satisfaction (with SAAA) in terms of the success of the students? ...In terms of your own success?

- Special Education classes had less referrals
- Many language problems were overcome due to the success of the SAAA grant program
- There were positive changes in student behavior. They were more confident, had more expression and felt empowered to discuss and speak up in class

- Students worked together more; more teamwork after the project began; more enthusiasm
- There was a decrease in discipline problems after the project began
- Attendance improved in the classroom
- At all school sites there was a change in school culture

2. What were the most significant concerns/issues/obstacles that you addressed during the past year? How did you resolve these?

- There was a definite learning curve the first year, getting used to integration and working with the artist
- Non-English students had a hard time understanding directions
- There were concerns with larger classes, however, more control came after the program was established
- Time issues for students, teachers and artist working with the grant
- Students adjusted to artists better during the second year after a relationship was established
- Writing was difficult: Assessments didn't begin to tell the story of the growth during the program. Students were enthusiastic about the program and continued discussions of activities on the playground. This enthusiasm was not able to be depicted in the evaluation materials.
- Evaluations were not the whole story: growth continued with the grant program. After 2-3 years students showed more confidence, improvement and growth that



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- didn't show up on the evaluation materials.
 - Evaluations did not show growth or evaluated in the scoring system
- 3. If you could begin this year all over again, what would you do differently to help ensure success of the program?**
- During the first year, simplify project expectations
 - What are expected outcomes?
 - What was the purpose of the project?
 - More communication with artists. Did the teachers meet expectations?
 - How does the project fit into the curriculum
- (Many of the above were discussed during the first year, however the school that came in later into the program may not have had as much input as the other schools)*
- The evaluation (Post Cards) -- give the students a chance to do two, that way the students can express what they got out of the project or use a different format rather than just use the structured project
 - Use the activity Post Card as an activity near the beginning of the project (what is happening rather than at the end)
- 4. What are the most significant techniques, ideas, or strategies that you learned from the Professional Development activities that you implemented with your students?**
- Professional Development was excellent with expertise from Karen, Larry and the Artists and resources
- Each artist brought various skills, i.e. time management, organization, etc.
 - Teachers and students learned creative problem solving, and the confidence to be a problem solver
 - How to creatively express self; conversation continue after the artists leave – students continue to relate activities in the classroom
 - Integration is automatic; interwoven into the curriculum
 - Learned to take a concept and creating movement to that concept
 - Students learned to criticize peers in a constructive and positive way
 - Reserved students blossomed and began working together more
 - All sites added the esthetic element into the classroom while maintaining control of the classroom
 - Teachers have learned more through SAAA than taking Art classes; it has added layers of art into the current curriculum
 - The project improved (forced) the teachers to learn more technology
- 5. Do you think the SAAA program will be sustained in your school and classroom after the funding has ended? What are some ideas for “sustaining” it?**
- Teachers will continue to carry on without artists, depending on funding, time
 - Visual Art/Drama will continue with funding
 - Digital Storytelling would continue



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- Partially continue music, although modified if not as many instruments are available
- Funding, Supplies and Expertise are the main elements to sustainability of integration
- When asked, many of the teachers said they would sustain the integration in their classrooms
- A suggestion was made that Title I funding might be a possibility for funding at the schools

In addition to the teacher's input Paul Fisher, Drama/Theatre Artist also indicated the following comments as to the impact SAAA had on the schools and students:

- There was an increased confidence of students - significant growth in teachers - working with students over multiple grade and multiple years - inter artist collaborations - seeing and experiencing what other artists had achieved - seeing students develop mentorship roles and leadership skills - student/teacher growth in risk taking and creative development
- Not enough integration across artistic disciplines at workshops and schools - more planning with the teachers for more thorough integration - more structured workshop collaboration between artists and teachers - more structured brainstorming time between artists and teachers - more balanced professional development across artistic disciplines at workshops - better logistical support concerning lodging, travel, site layout and

more dependable schedules - concern over different technological capacities at different sites - lack of resources to support Non-English speaking students

- Artists collaborate on creating an art template - better understanding of expectations - teachers and artists could have more say in the content of the professional development workshops

**SAAA Artist Meeting
Arizona Inn, Tucson, AZ
December 18, 2010**

A working brunch was held in December to prepare artists for the extensive work ahead of them, the teachers and the students in preparation of the culmination events of the SAAA grant. It is important that the artists are focused on tasks necessary to help the teachers meet required deadlines for these events.

It was determined that the two culminating events would take place at the following locations:

- April 28, 2011 Safford Center for the Arts
- May 4, 2011 Phoenix Art Museum

The following activities had to be determined by the artists and teachers:

- Indicate the plan for what, who and how they would showcase at the events
- Costuming for performances and events
- Establish timelines and agendas for events
- Establish a template for the artist and school pages in the final report

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- Describe the philosophy for arts integration
- Describe the impact of the project along with photos of residencies
- Include a quote from students, teachers or community member about the SAAA program
- Discuss the evaluation, assessment items that Dr. Mello will go over in the Professional Development Training
- Each school will have a section in the final report. Establish a template and length of the school's reports
- We will focus on strengths of each of the schools and ask for statistics about the school district
- In addition to a final report, a DVD Photo Album will be prepared along with a DVD video loop depicting the SAAA program over the three year period.
- Prepare photos and posters for display at the Phoenix Art Museum
- There are very rigid requirements that we need to adhere to while we are at the Phoenix Art Museum; teachers and students should be made aware of them.
- Karen is working with Dr. Judy Wolf to display student artwork at the Arizona State Capitol Building as well as 22 other venues in the state during the summer months.
- A request for names and email addresses was made for individuals and dignitaries who are to receive invitations to the culminating events.
- Karen is also going through the grant process for a SAAA Mentoring Program for sustainability of the arts integration that has already been established.

CALENDAR OF EVENTS 2011

The winter and spring months were used to prepare for the culmination of the three-year grant. Documentation can be found in the Southeastern Arizona Arts in Academics Website saaa.schoolinsites.com.

December 2010

12/18/2011 Artist meeting at the Arizona Inn:
The meeting was to prepare artists for what would be required of them to prepare the teachers, students and teachers for the culminating events of the SAAA grant.

January 2011

1/8 Professional Development Training:
Willcox Elementary School

Artist Residencies at SAAA Schools.

February

Preparation of the performances and displays for the culminating events as well as artists input for bio's and overall reports of the SAAA program. Work with teacher's for student participation.

Artist Residencies at SAAA Schools

March

Preparation of the Final Report, Press Releases, Programs and Invitations for the culminating events. Sending out Save the Date and Invitations to the culminating events.
Preparation of Photo Album DVD.

Artist Residencies at SAAA Schools

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April

4/28 Culminating Event at the Safford Center for the Arts: Presentations and Displays by the SAAA students.

Artist Residencies at SAAA Schools.

May

5/4 Culminating Event at the Phoenix Art Museum: Presentations and Displays by the SAAA students.

Artist Residencies at SAAA Schools.

June

SAAA student artwork will be displayed at the Arizona State Capitol and twenty-two other venues throughout the summer months.

HAVE A GREAT SUMMER!

Southeastern Arizona Arts in Academics

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