



***Building Capacity through Professional Development:
Facilitating High Quality Experiences***

July 13, 2011
LA County Arts Commission

Agenda

- 1:05-1:30 p.m. **Welcome, Introductions, and Revisit Last Session**
- Establish the purpose and desired outcomes of the session;
review what we learned about effective PD program design.
- 1:30-2:00 p.m. **Deepen our Understanding of Best Practices**
- Examine best practices in teaching and learning and connect
them to PD facilitation.
- 2:00-2:05 Break
- 2:05-3:00 p.m. **Experience a Model Facilitation**
- Explore on how facilitation can build educators' capacity to
conduct student learning in and through the arts.
- 3:00--3:10 p.m. Break
- 3:10-4:00 p.m. **Apply Learning to Practice**
- Groups plan and present the broad strokes of a PD experience;
self-assess PD offerings per review criteria.
- Closure



Defining Quality Professional Development in Arts Education

Participation in the online directory Programs for Educators is contingent on a peer review to determine if providers meet the following criteria.

1. Demonstrated Experience and Qualifications

- a. Provided by skilled instructors with experience delivering high quality professional development in the arts to educators within a public school context

2. Program Design

- a. Engages participants in:
 - i. rich artistic learning experiences that build content knowledge and skills
 - ii. reflection and assessment
- b. Uses appropriate strategies and a customized approach to meet school district and participant needs
- c. Supports school districts' arts education plans and school districts' overall priorities for increasing student achievement and improving instructional quality
- d. Reflects latest research and best practices in teaching and learning
- e. Incorporates evaluation to enable continued program improvements

3. Transfer of Knowledge

- a. Provides participants with knowledge, understanding, instructional skills and tools that prepares them to:
 - i. improve student achievement in and through the arts
 - ii. deliver sequential curriculum that meets the California State Visual and Performing Arts Standards

These criteria for quality professional development in arts education were developed from local, state and national resources, including:

- *Arts for All's Designing the Arts Learning Community: a Handbook for K-12 Professional Development Planners*
- *California County Superintendents Educational Services Association's A Guidebook for High Quality Professional Development in Arts Education*
- *The Goals 2000: Educate America Act's Mission & Principles of Professional Development,*
- *Learning Forward's Standards for Staff Development.*

What are best practices in teaching and learning?

Best practices in teaching and learning include...

- Being responsive to the needs, interests, and learning styles of students
- Providing a safe, supportive learning environment
- Guiding students to
 - grasp targeted outcomes
 - access what they already know
 - learn actively
 - show what they have learned
 - assess and reflect on their learning and what they need to learn next.

Finding Connections: Best Practices & Arts Education

<i>Best practices in teaching and learning include...</i>	<i>How do we enact these practices in arts education with students and/or teachers?</i>
Being responsive to the needs, interests, and learning styles of students	
Providing a safe, supportive learning environment	
Guiding students to <ul style="list-style-type: none"> ○ grasp targeted outcomes ○ access what they already know ○ learn actively ○ show what they have learned ○ assess and reflect on their learning, and determine what they need to learn next. 	

Finding Connections/Best Practices & PD Facilitation

<p><i>Best practices in teaching and learning include...</i></p>	<p><i>High quality PD Facilitation includes...</i></p>
<ul style="list-style-type: none"> • Being responsive to the needs, interests, and learning styles of students • Providing a safe, supportive learning environment • Guiding students to <ul style="list-style-type: none"> ○ grasp targeted outcomes ○ access what they already know ○ learn actively ○ show what they have learned ○ assess and reflect on their learning, and determine what they need to learn next. 	<ul style="list-style-type: none"> • Being responsive to the needs, interests, and learning styles of adult learners • Providing a safe, supportive, and comfortable learning environment • Guiding adult learners to <ul style="list-style-type: none"> ○ grasp targeted outcomes ○ access what they already know about arts forms and/or arts teaching ○ experience instructional strategies that are doable and worth doing with students ○ apply what they have learned to their practice ○ assess and reflect on their learning, and determine what they need to learn next.

Resources

Research Underlying Best Practices

Bransford, J., Brown, A., & Cocking, R. (Eds.). *How People Learn: Brain, Mind Experience, and School*. Washington, DC: National Research Council, 2001.

McTighe, Jay & Seif, Elliott. "A Summary of Underlying Theory and Research Base for Understanding by Design." (Available online at <http://jaymctighe.com/wordpress/wpcontent/uploads/2011/04/UbD-Research-Base.pdf>)

Best Practice Methods

Daniels, Harvey & Bizar, Marilyn. *Methods that Matter: Six Structures for Best Practice Classrooms*. York, Maine: Stenhouse Publishers, 1998.

Galef Institute. *Different Ways of Knowing*. Los Angeles: Galef Institute, 1994.

Seidel, Steve, et al. *The Qualities of Quality: Understanding Excellence in Arts Education*. Cambridge, MA: Project Zero, 2009

Zemelman, S., Daniels, H., & Hyde, A. *Best Practice: New Standards for Teaching and Learning in America's schools*, Third edition. Portsmouth, NH: Heinemann, 2005.

PD Facilitation Resources

California County Superintendents Educational Services Association (CCSESA) Arts Initiative. *Opening the Arts Education Toolbox: Resources for Professional Development*. (Available online at www.ccsesaarts.org.)

Garmston, Robert & Wellman, Bruce. *The Adaptive School: Developing and Facilitating Collaborative Groups*. Fourth Edition. El Dorado Hills, CA: Four Hats Seminars, 2000.

McCain, Donald V. & Tobey, Deborah D. *Facilitation Basics*. Alexandria, VA: American Society for Training and Development, 2004.

Creative Movement Strategy/Moving into Understanding

© Putting words into motion can help us grasp their meaning **and** develop our skills as expressive movers.

Directions

Select one verb and two adverbs (or prepositional phrase used as an adverb) to create an imperative sentence. One of the adverbs should involve space.

Examples: *Float sideways slowly. Stride powerfully across the space.*

Some possibilities...but feel free to come up with your own!

What action? -- Verbs	Where, How? -- Adverbs/Prepositional Phrases
sway sweep swing swirl swivel teeter flow stream surge swamp circulate drift entwine pivot pulse revolve ripple rock roll tilt wave twist weave bend lope stride bolt bounce bustle gallop glide jiggle lurch march scamper skip slide slither soar swirl wobble zoom creep lumber prowl trudge wander rush vibrate arise hover	<p>Space: forwards, backwards, sideways, diagonally; high in the space, at a low level; across the space; around the room; in a straight line; in a zigzag</p> <p>Energy: lightly nimbly quietly restlessly vibrantly fiercely powerfully stiffly clumsily</p> <p>Time: slowly briskly lazily hastily swiftly glacially</p>

Step 1

- Write your imperative sentence on a strip of paper.
- **Explore** putting your sentence into motion.
- **Select** a way to put your sentence into motion (in 4-8 beats); establish **clear beginning and end points**.
- **Practice** your movement sequence.
- **Perform** your movement sequence.

Step 2

- Find a partner and exchange strips of paper.
- **Explore, select,** and **practice** how to put your partner's sentence into motion (in your own way).
- **Create a joint sequence** by performing one person's sentence (each in your own way), then the other person's. **Make sure to have clear beginning and end points.**

Applying Learning to Practice

Task

Plan the broad strokes of a two-hour professional development experience that helps a group of K-5 teachers learn how to work with an art form in their classrooms.

Criteria

Your plan will show

- targeted outcomes for the session (what educators will understand, know, and/or be able to do as a result of the PD experience)
- how participants will actively experience instructional strategies in the art form that are doable and worth doing with students
- how educators will be invited to apply what they have learned to their practice.

Presentation

Chart the key points of your plan (using text and/or graphics) and select a group member to present it (in 2 minutes).

Self-Assess Professional Development Experiences

Programs for Educators Criteria	In Place/Evidence?	Improve/How?
<p><i>Reflects latest research and best practices in teaching and learning</i></p>		
<p><i>Provides participants with knowledge, understanding, instructional skills and tools to improve student achievement in and through the arts</i></p>		