



**Chicago Arts Partnerships in Education**

**BUILDING THE RESEARCH PLAN AND SUSTAINING THE WORK**

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## Task Force Meetings:

Task Force purpose is to re-envision:

**CAPE'S PURPOSES, ROLES, CONTRIBUTIONS**

# CAPE Task Force:

## Artists, teachers, researchers, administrators

### November, 2003

#### **Purpose for engaging in research within CAPE:**

- To examine 'how and why educators are able to change their understandings
- To examine how changed attitudes translates into changed practice
- To contribute to the collective knowledge about arts in learning
- To contribute to models for alternative assessment
- To participate in sharing research with a wide variety of audiences
- To be able to make some statements about the relationship between arts integration and student learning
- To be able to make some statements about the relationship between 'formal research' and practitioner research
- To establish a theory of action that will include novice and experienced teachers and artists

# TASK FORCE FOCUS STATEMENT

- To develop ‘sustainable structures’ for research – meaning that research becomes embedded in the practice rather than a single initiative funded through a project.
  - CAPE’s intent – linking research to professional development to documentation to *being purposeful.*

(Freedman, 2001)

# Areas of research for CAPE's future initiatives:

January 2004

- What are the effects of arts integration on teachers and students?
- What strategies of integration lead to positive results in students?
- What are the transformative interactions within arts integration instruction that actually cause teachers to change their practice?

# WHAT RESEARCH AREAS ARE USEFUL FOR CAPE TO EXPLORE?

## A. The Role of the Arts in Early Childhood/Primary Education

# Literature Related to Arts and Early Childhood/Literacy

Arts have played a central role in early childhood/primary education for decades. (Froebel's Kindergarten, Macmillan's Nursery School, Reggio Emilia Preschools)

**There is little research to address art as a discipline in early childhood/primary education.**

Are arts being used as a vehicle or are children being helped to understand the nature of artistic expression?

# Developing Early Childhood Literacy Through the Arts

## **DELTA Project-Specific Question:**

What is the impact of specific arts integration strategies on early literacy and artistic development?

(Department of Education-DELTA Project)

DELTA Project Schools:

Emmett, Sumner, Miles Davis Schools

# Elements of DELTA Research:

- **Impact of Professional Development (15 hours + optional courses)**
- **Impact of Co-Planning (up to 14 sessions for each team)**
- **Impact of Arts Integration (varying art forms across 3 schools) on Early Literacy (Illinois Snapshot of Early Literacy)**

# Relevant Research:

- **What have others done?**
- **Why is 'research-based arts integration' important?**

# National Early Literacy Panel

March 2004 – Strickland and Shanahan

*A synthesis of the research on early literacy development which addressed four basic questions:*

- 1. What skills and abilities of young children predict later reading outcomes?**
- 2. How do environments and settings contribute to or hinder the development of such skills and abilities?**
- 3. How do the characteristics of children contribute to or hinder the development of such skills and abilities?**

## **CONNECTING CAPE**

- 4. How do programs and interventions contribute to or hinder the development of such skills and abilities?**

*This is where CAPE can contribute to the research-base.*

# National Early Literacy Panel

## THESE PREDICTORS CORRELATED TO LITERACY SUCCESS IN EARLY CHILDHOOD:

- Alphabetic knowledge
- Print knowledge
- Environmental print
- Invented spelling
- Listening comprehension
- Oral Language
- Phonemic awareness
- Phonological short-term memory
- Rapid naming
- Visual memory
- Visual perceptual skills

- While isolating these ‘predictors’ is not always ideal, arts integration projects can focus, investigate, observe, and collect student work regarding children’s ability to perform these selected skills within arts experiences.
- Working with a music, visual art, or dance, or theater artist can serve to address the 4<sup>th</sup> NELP question related to these predictors.

# International Reading Association

National Commission on Excellence in Elementary  
Teacher Preparation for Reading Instruction,  
2003.

## **EIGHT CRITICAL FEATURES OF EXCELLENCE IN TEACHER PREPARATION PROGRAMS for Literacy:**

- Content
- Apprenticeship
- Vision
- Resources and Mission
- Personalized Teaching
- Autonomy
- Community
- Assessment

# THE DATA

- Observation of DELTA teachers in reading blocks
- Survey of teachers regarding arts integration
- ISEL results (Illinois Snapshot of Early Literacy)
- Artist survey regarding early literacy

# EMBEDDED QUESTIONS RELEVANT TO CAPE'S MISSION

**What is the impact of:**

- CAPE'S PROFESSIONAL DEVELOPMENT (15 targeted for Delta Schools + optional courses)?
- Co-planning (up to 14 sessions)?

**Developmentally appropriate is  
not always educationally  
appropriate.**

**Educationally appropriate means  
that arts goals be explicit.**

**Second Area CAPE is exploring**

**B. The Role of Teachers as  
Researchers in Arts Integration**

**What does painting have to do  
with research in art education?**  
(Wilson, 1994)

# Teacher Research in Arts Education

What art ideas are most worthwhile teaching and learning in this arts class and why? What is the best way to foster these ideas? (May, 1993)

# NETWORKS ...

**Have a history of contributing to  
research** (Freedman, 2001,  
McLaughlin, 1999)

# Recent Funded Teacher Action Research Initiatives within Arts Education

- National Arts Education Research Center at NYU (30 classroom teachers, 15 visual arts and 15 music teachers)
- US Department of Education
- National Endowment for the Arts
- New York State Council for the Arts Summer Seminar/Empire State Partnerships

# Dangers and Challenges within these initiatives

- Forced 'positivistic', quantitative approach
- Absence of context – what were the communities and schools like where teachers and artists did their research?
- Lack of research skills among teachers in observation, interpretation, and analysis  
(May)

# Bringing The Voice of Teachers into Educational Policy

Taken together, (teacher research) studies offer solutions to what many characterize as intractable problems standing in the way of school reform.

*Meyers and Rust, 2003*

# LINKS WITH OTHER INITIATIVES:

Potential for increasing impact

## **Vicki Bodenhamer** – case study

Teacher and member of 3 networks:

1. National Arts Education Research Center
2. Early Adolescent Standards Committee
3. National Board for Professional Teaching Standards

*Equals:*

Three opportunities for being a researcher, teacher, and artist (1997)

- **Impact of engaging with ‘experts’ by being a part of a research team**
- **Importance of publishing for some teachers and artists – sharing their work**
- **Documenting one’s own practice and the challenge of ‘evidence’ (Bresler, 1996, Seidel, 2001)**

# CAPE HAS THE OPPORTUNITY

...To contribute to 'evidence-based reform'

(Little, 2001, McLaughlin and Zarrow, 2001)

*Knowledge of practice, knowledge for practice, knowledge in practice.*

(Cochran-Smith and Lytle, 1999)

# **CURRENT STATUS of efforts to change schools is often reflective of...**

“Untapped competence”

“Poor solutions”

“Failed reform”

Fullan and Hargreaves, 1996

# Investigation of arts processes and links to other disciplines

## What unique tools do the arts provide for learning?

- Current early literacy and science learning grants – DOE
- Challenge to ‘match’ methods with arts and early literacy in the CAPE DELTA project

# Methods for doing classroom research are consistent with arts processes

- Careful observation
- Examining and understanding patterns
- Problem solving
- Trying different approaches and solutions
- Listening
- Documenting
- Interpreting experience

*Although I am and always will be a visual arts teacher, I have become an arts educator.*

Bodenhamer, 1997

CAPE works beyond isolated projects  
– preparation and sustenance of arts educators (artists and teachers).

# Roles for Teachers and Artists in Research

- As Subjects
- As Consumers
- As Researchers

(Galbraith, 1988)

# CAPE TEACHERS AND ARTISTS

- Have been and continue to be subjects for research
- Continue to be encouraged to be consumers of research
- Are now learning to be researchers themselves

# **A Challenge for CAPE teachers and artists:**

- **If you could list only one goal for arts education, what would it be?**
- **If you could do only one research study, what would it be?**
- **Do we change lives?**

(Wilson, 1994)

# CAPE IS DEFINING...

**A research plan.**

**A coherent contribution to school reform.**

**An articulated model for professional development.**

**A theoretical and practical framework for arts integration in schools and communities.**