Principal Leadership Development and its Impact on Expanding Arts Education

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History of Principals’ Arts Leadership (PAL) Program
(This section provided by ArtsEd Washington)

Introduction and Background

The Principals’ Arts Leadership (PAL) program was created by ArtsEd Washington in 2004 to inform and support elementary school teams, led by principals, in the development and implementation of school arts plans to increase arts education. Each school’s plan was intended to build on and reflect the unique pathway appropriate to that school’s characteristics and community, using existing and new resources.
PAL schools participate for three core years: During Year 1, schools concentrate on Planning; Year 2 focuses on Implementation; and Year 3 is devoted to devising strategies that will lead to Sustainability. Thereafter school team members become Alumni, with opportunities to remain active in aspects of the PAL program.


An excerpt from that report follows:

**Key Findings on the Four Stages of Implementation**

The research process identified four critical stages of development and implementation in ArtsEd Washington PAL schools that are experienced more or less sequentially with some revisiting of stages along the way as the program matures and evolves. The Findings reflect the information provided by principals and team members on their experiences and knowledge of the PAL program.

**Stage 1: Catalytic Spark**
The PAL process is built on connecting with or igniting a catalytic spark in a school’s leadership. This is the first step and a critical component present in all successful PAL schools. Where principals and key staff members have a personal passion for the arts, and sometimes a significant pedagogical interest and belief in the arts as an effective learning tool, PAL takes root most effectively.

**Stage 2: Dynamic Shared Leadership**
The second stage is dependent on propelling interest and empowered involvement within a school. This is characterized by the development of an Arts Team where the principal is joined by several key staff members in taking an active role in encouraging interest and building participation within the school community. Successful principals provide a clear vision, take part in developing goals, model risk taking through publicly joining in arts activities, offer flexibility to teachers and pursue fundraising opportunities to support additional arts program requirements. Arts Teams with dynamic single or shared leadership that organize regular planning meetings, and drive activities, lesson plan development and opportunities for incremental growth had the strongest impact and potential for sustainability.
Stage 3: Effective Systems and Tools
A wide range of systems and tools are employed by schools to enhance arts knowledge, skills and capacity, encourage school wide participation and promote community support for arts education. Professional development that provided technical teaching skills and lesson plan development were cited by all schools as fundamental to their success. Many of the most successful methods are explored in greater detail in the report section, Best Practices from Five PAL Schools.

Stage 4: Sustainability
Though the principal is frequently the initial driver of the PAL program, a sustainable commitment to arts education requires that school wide cultural change take place in order to continue this commitment beyond the principal’s tenure. Schools that distributed planning and integrated lesson development amongst a wider range of teachers and staff members appeared most able to encourage this kind of transformation. In addition, the wider distribution of responsibilities tended to have a multiplier effect as these staff members reached out to volunteers, parents and community members who could advocate for arts education at the school, district and state levels. Schools that are moving towards a cycle of renewing and expanding interest and knowledge are building the strongest base for sustainability.

Additional Research on PAL Program Key Features
Between 2005 and 2008, ArtsEd Washington was a partner in a US Department of Education Arts Education Model Design and Development (AEMDD) grant. A product of that research grant was the report, Principals Arts Leadership Program Key Features, which identified five program components to be the structural pillars of successful school arts education programs. These key program components have been consistently highlighted by participants as essential for schools to move effectively through the four Key Stages.

Five Structural Pillars

1. The Principal
The PAL program positions the principal as the key constituent and the instructional leader in the arts. The Arts Education Partnership’s 1999 study, Gaining the Arts Advantage: Lessons from School Districts that Value Arts Education, highlights the role of the principal as the primary instructional leader at the school level. The findings showed that principals create the expectations and climate within the school building, and their support for arts education is essential. The foremost and non-negotiable tenet of PAL is its requirement of direct principal involvement. PAL positions the principal as the central figure in advancement of arts learning.
2. The Arts Team
The Arts Team includes leaders from within the school (teachers) and community (parents, artists, business and civic leaders) working together with the principal. Teacher participation in the planning process is essential, as they bring a classroom-based perspective to the table. And community involvement has been shown to be a key factor in the success of school-based arts programs. “The community assists in the teaching and learning activities of the faculty and students, mobilizes and supports arts education through political activity, uses school facilities as community arts venues and provides venues for faculty and student works and performances.” (http://aep-arts.org/files/publications/GAAReport.pdf, Gaining the Arts Advantage, President’s Committee on the Arts and Humanities and Arts Education Partnership, 1999).

3. The School Arts Plan
In the 2009 research report, Anchoring Arts Education principals identified the Arts Plan as the PAL program component that is most valuable to them as instructional leaders since it lays out the expectations of the school, for both the leadership and the staff, and formally establishes an agenda for positioning the arts as a core content area in the school’s curriculum. The Arts Plan is a living document that must be revised yearly to maintain sustainability. Arts Plan Target Areas that are fundamental include: Curriculum, Instruction, Assessment; Teacher Professional Development/Capacity Building; and Community Engagement.

4. Seed Money/Grant-writing Support
The use of seed dollars to each participating school by ArtsEd Washington has been an effective tool both in recruiting schools to the program in the initial years of the program. The dollars were aimed specifically at investments that would lead to sustainability – such as teacher training or consulting by a teaching artist, as opposed to consumable goods such as classroom art supplies. Principals have reported that the seed money has served as a catalyst for clarifying their schools’ arts priorities and, in many cases, has also served to leverage additional funding to support their growing arts programs. As a step towards sustainability, the seed money is now being phased out and replaced with grant-writing workshops and targeted prospect leads provided to participating and alumni schools.

5. Peer Networks
Research has shown that principals place a high value on PAL’s ability to create and support networking among peers. Peer networks are a stimulus to generating ideas around arts education, sharing experiences, and renewing energy and commitment. ArtsEd Washington conducts Peer Forums as a way to enable principals to gather together as a group to learn about best practices and connect with other principals who are on the same path. Alumni Peer Coaching is also provided to give the ongoing support needed to develop sustainability in school-based arts programming.
2010: Introduction of PAL Peer Coaching Model

In 2010-11, ArtsEd Washington made a major innovation to PAL, the introduction of a new Peer Coaching Model. PAL alumni principals and district arts coordinators were provided with training in facilitation techniques by a certified Facilitator and Mentor Trainer with the Institute of Cultural Affairs (ICA), USA. Custom designed tools and techniques are used to support the objectives of the PAL Program: to create systemic change in the equitable and sequential provision of arts education. Principals in Year 3 of the program are also trained in the PAL facilitation methods (processes taught in the context of the arts but not limited to arts planning) to increase their own leadership capacity, augment the sustainability of their work, and prepare them to mentor future PAL schools.
Evaluation Methods and Goals

ArtsEd Washington continues to demonstrate a significant commitment to developing and improving their services based on the results of ongoing program evaluation and assessment. Each year they employ a variety of evaluation methods and tools to gather feedback from program participants.

**Evaluation Methods**

**Online Data Collection Tool**

Schools in PAL are required to annually report their progress through a Data Collection Tool administered via Survey Monkey. Participating schools complete a School Arts Inventory Survey that assesses existing assets and gaps in their arts education programs. The School Arts Inventory Survey selects key elements from the Data Collection Tool that are most relevant to schools beginning the PAL program and provides a baseline of data for the creation of an Arts Plan. In subsequent years, each school completes the full Data Collection Tool near the end of their school year to report their progress. Survey response rates for the four schools (all of which had completed Year 2 for this report) in the 2010-11 cohort analysis featured in this report were 100%.
ArtsEd Washington provides schools and coaches reports from the Data Collection Tool to assist their yearly planning efforts and to provide feedback to schools on current strengths and opportunities for additional growth.

**Surveys**

In addition to the annual Data Collection Tool survey, workshop and forum participants are regularly surveyed for feedback on the training workshops, coaching sessions, and forums that they attend throughout the school year. Anonymous surveys are administered via Survey Monkey with links sent by email the day after the workshop or training. Survey response rates for 2011-2012 surveys varied from 65% to 89%.

**Interviews**

Principals, Arts Team leaders, and Alumni Principal Coaches are selected by ArtsEd Washington and interviewed by the program evaluator at the end of each year to gather additional feedback and qualitative assessments of PAL programs and services. Interview participants’ individual responses remain anonymous; a summary and report of interview findings are provided to ArtsEd Washington for their use in future program planning and workshop revisions.

**Evaluation Goals**

The main goals of PAL’s evaluation practices are to:

- Monitor and support key elements of PAL stages of development
- Identify trends across years of participation
- Recommend program and evaluation changes as needed to help PAL schools succeed
- Prioritize targeted support to PAL schools
Evaluation Findings: 2010-11 Cohort Analysis

Cohort Membership

The 2010-11 Cohort began in the Autumn of 2010 with six schools participating in PAL. Due to a change in principal and staff capacity, two of the schools resigned from the program. The four schools currently beginning Year 3 in the program are:

- Black Diamond Elementary School, Enumclaw School District, King County
- Kimball Elementary School, Seattle School District, King County
- Spinning Elementary School, Puyallup School District, Pierce County
- Van Asselt Elementary School, Seattle School District, King County

Data Sources

Data was compiled by ArtsEd Washington from the Online Data Collection Tool. Responses to the Baseline Inventory Assessment, Year 1 and Year 2 reports were recorded and compared to highlight significant trends, successes and challenges in the key stages of PAL Development outlined below. Only currently participating schools were included in the analysis.

Additional data has been gathered from post Workshop and Coaching surveys and end of year participant interviews.

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Data Analysis

Beyond the Divide analyzed the trends and data provided by ArtsEd Washington. Due to the small number of schools participating in this cohort (4), the data has not been tested for statistical validity nor were the reports cross checked for accuracy against raw data files.

Progress in the Four Key Stages of PAL Development:

Catalytic Spark

Previous research conducted by ArtsEd Washington about the impact of the PAL program has shown that where principals and key staff members have a personal passion for the arts, and sometimes a significant pedagogical interest and belief in the arts as an effective learning tool, PAL takes root most effectively. Program participants apply for the PAL program and the PAL Application tool measures indicators of a significant Catalytic Spark within school leadership. Accordingly, the annual Data Collection Tool does not focus on this stage of development as it is a prerequisite for program participation. Elements of the Catalytic Spark continue to be supported throughout participants’ experience in the program.

Dynamic Shared Leadership

PAL seeks to create a framework for building and encouraging leadership around the arts in the school. The following results directly relate to issues of school leadership:

Top Trends and Recommendations – Dynamic Shared Leadership

- **PAL Leadership Resources and Peer Networks**: PAL leadership resources and networks are widely used and reported as highly valued in workshop surveys and interviews. They should continue to be highlighted for all PAL participants.

- **Arts Teams**: Most Arts Teams include a mix of school and community members and all schools reported participation by their principals and teachers considered leaders by their peers. Strong leadership of Arts Teams should continue to be emphasized as well as the importance of community member participation.

- **Engaging Teachers in Arts Education**: Schools reported increases from Year 1 to Year 2 in engaging the majority of their teachers with the arts, motivating reluctant teachers and increasing their school’s reputation for the arts. ArtsEd
Washington should continue to highlight these successes for current and prospective PAL participants.

- **Innovations in Scheduling**: No schools report considering how day scheduling or operations might be adjusted to support arts learning. This is not necessarily a negative finding as Year 2 schools have just begun implementation of their Arts Plan. As these schools begin Year 3 and consider options for sustainability, Arts Ed Washington may want to increase their emphasis on scheduling flexibility. As scheduling was one of the top barriers cited in the recent Seattle Public Schools Arts Education Survey, ArtsEd Washington may want to feature success stories from schools that have accomplished this or highlight this issue in future workshops or forums.

**Detailed Findings and Recommendations:**

**Use of leadership resources and networks**
- 3 out of 4 schools report using PAL leadership resources and networks in either Year 1 or Year 2.

**Principal’s ability to make the case for the value of arts in elementary education**
- There was a positive upward trend across years in the PAL program with 4 of 4 respondents strongly agreeing that “The principal was effective in articulating the value of the arts in elementary education to teachers and parents.” by the end of Year 2.

**Arts Team participation**
- 3 of 4 schools in Year 1 reported that the Arts Team easily had the time, interest, and availability to participate. In Year 2, 2 of 4 schools reported having an easy time.
- ArtsEd Washington should continue to monitor the few schools reporting difficulties in this area.

**Arts Team make up**
- All schools reported participation by their principals and teachers considered leaders by their peers.
- 3 of the 4 schools included a community member on the arts team in Year 1. Two of the four did in Year 2.
- Only 1 of 4 schools had a designated lead or co-lead in Year 1 and Year 2. If ArtsEd Washington determines that an Arts Team lead is vital, follow up with the remaining schools should be completed.
Arts Team methods
- No schools report considering how day scheduling or operations might be adjusted to support arts learning. ArtsEd Washington may want to feature success stories from schools that have accomplished this or place greater emphasis on this issue in future workshops or forums.

Principal’s role
- 3 of 4 schools report active participation from their principals.
- Schools reported an increase from 1 of 4 in Year 1 to 2 of 4 in Year 2 in schools responding that their principal presented arts inclusion expectations for all teachers.

Arts Team and Principal Impact
- Schools reported increases in engaging the majority of school’s teachers with the arts from 1 of 4 at end of Year 1 to 3 of 4 at end of Year 2.
- Schools also reported increases in motivating reluctant teachers from 1 of 4 at end of Year 1 to 3 of 4 at end of Year 2.
- By the end of Year 2, 4 of 4 schools reported that the Arts Team helped increase their school’s reputation in the arts (up from 2 of 4 showing some or significant impact at end of Year 1).

Effective Systems and Tools
PAL helps schools identify, develop, and build systems and tools for arts knowledge, skills, and capacity. The following results examine systems and tools that schools use to expand their arts programming:

Top Trends and Recommendations – Effective Systems and Tools
- **Arts Plan and Peer Coaching from Alumni Principals**: 4 of 4 schools reported having an Arts Plan and making some or significant progress in it by the end of Year 2. As this is one of the key structural pillars of success in the program, this is an important achievement. Prior to the introduction of the Peer Coaching Model, PAL schools were sometimes unable to complete their Arts Plan. In post coaching session surveys and participant interviews, schools report very high value on the coaching sessions and their impact on the creation and implementation of their Arts Plan. ArtsEd Washington should continue to invest in the peer coaching training that provides alumni coaches with such effective facilitation skills.
• **Professional Development:** By the end of Year 2, 4 out of 4 schools report that teachers received arts related professional development. This is a strong positive trend and schools should be monitored in Year 3 and beyond to assess continuation of these practices.

• **Professional Staffing Levels and Funding:** District funding for arts teachers is reported by 3 of 4 schools at the end of Year 2. 3 of 4 schools at the end of Year 2 report having at least one certified arts teacher or specialist, 1 of 4 reports more than one. ArtsEd Washington should follow up with schools that report no arts teachers and monitor school’s progress towards hiring specialists or acquiring more advanced training for general classroom teachers.

• **Curriculum use:** Broad use of lesson plans or curricula showed slight increases from Inventory to Year 2. As schools enter Year 3 and create systems for sustainability, ArtsEd Washington will want to continue or increase their emphasis on curriculum development or adoption.

• **Student Assessment:** When asked about student assessment, schools reported no increased trends from Inventory to Year 2. ArtsEd Washington may want to follow up with individual schools during Year 3 to increase their emphasis on student assessment.

• **Artist and Partner Relationships:** A wide variety of paid artist and arts organization partnerships exist within PAL schools and the majority of schools report having at least one partnership to enhance their arts education programming. As Year 3 schools focus on sustainability, ArtsEd Washington will want to continue to encourage schools to connect their arts partners to their ongoing Arts Plan implementation goals.

• **Quality of Arts Instruction:** Schools reported increased quality of arts instruction with increases especially highlighted for Dance, Theater, and Visual Arts.

**Detailed Findings and Recommendations:**

**Arts Plan characteristics**

- Characteristics included: inclusion of long term goals, short term opportunities for success, Arts Team and full staff involvement, sharing of Plan with school, ongoing review of activities based on the Plan, and attendance at ArtsEd Washington’s planning workshop.
• Positive upward or stable trend in all categories.
• 3 of 4 schools reported NOT having an Arts Plan when beginning the program. All schools report having an Arts Plan at the end of Year 2.

Progress in Arts Plan Implementation
• Positive upward trend with all respondents reporting some or significant progress in plan implementation by end of Year 2.

Offering professional development
• Schools reported a positive upward trend across years in program with 4 out of 4 Year 2 schools reporting that teachers received professional development in the arts.

Use of lesson plans or curricula
• Broad use of lesson plans or curricula increased from 1 of 4 during Baseline Inventory reporting to 2 of 4 at the end of Year 2.
• As schools enter Year 3 and create systems for sustainability, ArtsEd Washington will want to more strongly emphasize curriculum development/ adoption.

Lesson plans or curricula available
• Schools were asked about lessons plans or curricula in the following categories:
• Grade level specific, Sequential, Aligned with Washington State K – 12 arts learning standards, and Aligned or integrated with core academic standards.
• When lesson plans or curricula are available, they appear to be almost evenly distributed between Music, Dance, Visual Arts, and Theater.
• The exception to this distribution is that Music and Visual Arts have more plans or curricula reported that are aligned with Washington State K – 12 Arts Learning standards.
• There are no marked trends of increase or decrease from Inventory to Year 2.

Types of student assessment
• Schools were asked about student assessment in the following categories:
• Non-criteria based, Ongoing criteria based, OSPI-developed Annual Classroom Based Performance Assessment (CPBA’s), and Other.
• There were no marked trends of increase or decrease from Inventory to Year 2.
• ArtsEd Washington may want to consider increasing their focus on student assessment for Year 3 or Alumni schools.

Professional arts teachers or specialists
• 3 of 4 schools report having at least one certified arts teacher or specialist at the end of Year 2.
• 1 of 4 schools report more than one certified arts teacher or specialist at the end of Year 2.
• 1 of 4 schools reported no certified arts teacher or specialist at the end of Year 2.

Professional staff FTE and funding sources
• 3 of 4 schools reported District funding for their arts teachers.

Artist and partner relationships
• Schools were asked about partnerships with arts organizations onsite and professional artists who were PAID to work in the school.
• At the end of Year 2, 2 of 4 schools report at least one arts organization partnership of 30 hours or more and 3 of 4 schools report at least one partnership of 30 hours or less.
• At the end of Year 2, 1 of 4 schools report at least one professional artist partnership of 30 hours or more and 2 of 4 schools report at least one artist partnership of 30 hours or less.

Quality of Instruction
• This question was recently added so not all schools have had the opportunity to participate.
• All schools responding indicated that the quality of instruction was increasing in their school at the end of Year 2.
• Quality of Music reported stable, increases reported for Dance, Theater, and Visual Arts.

Arts events and Arts visibility
• Arts events and trends in the visibility of the arts remained stable across years in program.

Sustainability

PAL works with schools to create approaches that will renew and expand interest and capacity for making the arts a sustainable and integral part of education in the classroom and beyond. The following results directly examine related issues:

Top Trends and Recommendations – Sustainability

• **Arts Plan – Long Term Goals**: All schools reported including long term goals in their Arts Plan by the end of Year 2. This is an important benchmark as they enter Year 3 focused on issues of sustainability. ArtsEd Washington should
continue to monitor long term goals throughout Year 3 and through Alumni reports.

- **Teacher Engagement**: Schools reported high levels of teacher engagement, teachers’ belief in the arts as a valuable tool in achieving success for all students, and teachers’ skill building in teaching arts skills and concepts. A broad cohort of supportive teachers is a strong indicator of increasing sustainability. These successes should be highlighted for current and prospective PAL participants and ArtsEd Washington should continue to monitor this measurement for Year 3 and Alumni schools.

- **The Arts as a School Recruitment Tool**: By the end of Year 2, 3 of 4 schools reported that the arts were a key recruitment aspect of their school. Encouraging community support for the arts is an important sustainability indicator and should continue to be encouraged by ArtsEd Washington.

- **Sustainable Funding**: 3 of 4 Year 2 schools report that their principal included the arts in their building (district funded) budget. As this kind of funding is more sustainable, this is a positive indicator for those schools.

**Detailed Findings and Recommendations:**

**Arts Plan Characteristics**
- 4 out of 4 Year 2 schools report inclusion of long term goals in their Arts Plan.

**Teacher engagement**
- Schools reported positive upward trends in all areas of teacher engagement.
- All respondents strongly agree that teachers are engaged and supportive of the arts at their school at the end of year 2.
- All respondents strongly agree that their teachers believe that the arts are a valuable tool in achieving successful school learning for all students.
- At the end of Year 2, all reported teachers feeling that they are continuing to grow as teachers through the arts. Up from zero at Baseline Inventory.
- Marked growth is especially apparent in schools rating of teachers’ building their skills to teach arts skills and concepts.

**Recruiting tool for students and teachers**
- Schools reported a strong upward trend from Baseline to Year 2 in stating that the arts are a key recruitment aspect of their school. Data moved upward from zero of 4 schools strongly agreeing at Baseline and Year 1 to 3 of 4 strongly agreeing at Year 2. ArtsEd Washington should follow up individually with the
remaining school who indicates that they strongly disagree with the survey statement.

Principal’s Role- Budgeting
- 3 of 4 Year 2 schools report that their principal included the arts in their building (District funded) budget.
Evaluation Findings: 2010-2012 PAL Training Workshops and Peer Coaching Sessions

**Whole Team Workshop: Introduction to PAL**
This workshop focused on teaching Arts Teams about the components of high quality arts education programs and introducing them to successful school models in action in our community. Guest speakers included PAL Alumni principals who shared their experiences in increasing and improving arts education resources, and advisors from the state who addressed arts education standards and available resources. It is attended by Year 1 principals and their Arts Teams prior to embarking upon the facilitated vision and planning process.

**Attendance & Survey Numbers**

2010-11: 40 attendees – 29 completed the survey (73%)
2011-12: 39 attendees - 27 completed the survey (69%)
**Top Trends and Recommendations – Whole Team Workshop**

- Retain major components of workshop as 90% scored the workshop Excellent or Very Good.
- Workshop resulted in marked increase in schools’ confidence level with regard to planning improvements to the arts education programs at their schools (4 or higher was 19% before the workshop and 89% after, scale 1:5).
- The facilitated and collaborative aspect of the workshop was highlighted as a significant value to participants.
- Retain alumni panel. Schools reported strong value in learning what had worked, what to watch for from schools that had previously completed the PAL program.
- Reviewing the School Arts Inventory Survey data and reaching agreement on current school strengths and gaps was reported as a valuable step towards aligning Arts Team members’ visions for their Arts Plan. ArtsEd Washington should continue to strongly recommend and perhaps provide some kind of incentive so that schools bring as many Arts Team members as possible to workshop including community members. A variety of respondents remarked that this workshop was an effective introduction to the planning process and a strong team building opportunity. Strongly encourage schools to include Arts teachers in submission of the School Arts Inventory Survey data so that there is better agreement on current school data prior to workshop.
- Continue to include opportunities for interaction and audience participation throughout the workshop.
- Mixed reviews on infrastructure, OSPI data, and history of PAL. Some found valuable, others not. Consider shortening these sections to allow additional time for questions at end of day.
- If attendees include various levels of experience with PAL, consider early morning session for beginners only; allowing repeat attendees to skip non-relevant offerings.
Some participant comments (from surveys and end of year interviews with program evaluator):

On the Whole Team Workshop:

Start of us meeting as a team, very structured, showed us what to do, you could see the interest really grow.

It was a really useful time for the team to get together as a team, spend time together – staff, parents and community member – ... the team building aspect was useful.

Collaborated with other schools

Really beneficial to hear from schools that had been in program

Doing the art lesson – really valuable to give a model of what can be done in a classroom. And also grounded us in the intention of building an art rich program in our school.

On the PAL Alumni Panel:

They surpassed my expectations and talked about various issues I hadn't even thought of

I would like more time for the panel and questions

On how participating in this workshop changed thinking about leading arts education improvement at their school:

I see the true value of the arts. One thing that struck me was when a member from the panel said, "You don't ask a parent to teach math." Arts is [sic] as valuable as all learning targets.

I realize that general ed teachers are not confident in teaching these skills and need adequate training and vocabulary to build their confidence so that the quality of the education in the arts we are providing is beneficial to not only the arts and the student’ creativity, but their own classroom goals and expectations.
On what was LEAST valuable:
[Most said they found everything valuable]

While the initial discussion about content, infrastructure, and sustainability led to our current reality discussion I found it less useful and engaging than when we were talking about our own school. I think this discussion was important but could have been sped up and/or we could have seen the pre-formulated pyramid and had a quicker discussion rather than generating all of the ideas and then reviewing them after.

Part towards the end where we went through the arts standards and the website. Informative but at the end of the day the energy was really low so that could be shortened.

On what areas they would like to learn more about:

Grant writing and other funding

How we can get training opportunities for our staff when we have no money (grants available, etc.)

Specific data showing how the arts can improve student performance and classroom management.

First School Coaching Visit: Visioning

This was the first site visit by coaches to their assigned schools. Coaches led the Principal and Arts Team in a review and analysis of the school’s completed School Arts Inventory and the school’s the needs and opportunities indentified by the team. This segued into the Coach’s facilitation of the team visioning process. The key deliverable from this meeting was a Vision Statement.

Attendance & Survey Numbers

2010-11: 28 participants – 17 completed the survey (61%)
2011-12: 26 participants - 20 completed the survey (77%)
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Top Trends and Recommendations – First School Coaching Visit: Visioning

- Participants reported strong increases in their confidence in their school’s ability to plan and expand arts education (4 or higher was 25% before the workshop and 85% after, scale 1:5)
- Arts Team engagement and enthusiasm levels increased following the coaching visit (4 or higher was 65% before the visit and 95% after, scale 1:5)
- Coaches reported strong connections between their training workshop and their ability to conduct their coaching visit. Specific items highlighted included having the process modeled for them at the workshop, participating in the process at the workshop, and much enthusiasm for the “sticky wall” technique.
- Coaches and participants alike highly valued the facilitated planning process and reported using this facilitation method in other school leadership opportunities.
- Committed, high quality coaches are a key component of the PAL training success. Recruitment, training, and retention of high quality coaches should remain a key focus for PAL.
- When possible, decrease time between coaches’s training and first coaching visit.
- Continue to offer a check in call from ArtsEd Washington staff a few weeks prior to first coaching visit to review goals and assist with script revision as needed.

Some participant comments (from surveys and end of year interviews with program evaluator):

On what teams found most valuable:

Our coach allowed for our school to be unique within the process. She helped us to fit into the process rather than making the process take over.

That there was a designated time set aside to talk just about this, and make progress. I wish that more people had been there, particularly the ones that aren't as engaged in the arts daily.

For me, it’s not just info about the arts plan, but also coaching just in general about how to be a better leader and create plans. “By far the best professional development I’ve had as a school leader.”
Having someone facilitate the process so she could be a participant and not lead the process.

The process was quick, easy and effective. I am going to replicate it in other areas.

Our coach was very organized and prepared. She was thorough in reviewing the plan and explaining our purpose of this session. She articulated our goals in a manner that made it easy for us to visualize what our vision is for our comprehensive arts plan.

On how the coaching meeting changed their thinking about arts education at their school:

When it was finished, you could really see how it all came together. It wasn’t here we go again. Time flew by and every minute was productive and valuable.

I think that we have a challenge ahead, but many tools are being offered to support our schoolwide plan.

It has helped me identify what the main goals of the program and helped me focus on the needs of the school.

I feel more confident that we can get a plan established with clear goals and a specific direction.

I think our team feels empowered to think big, and to aim high. We always had energy and excitement, but our coach helped us see what we could accomplish.

Second School Coaching Visit: Action Planning

At this second onsite session, the teams engaged in active plan building together, moving from the goals they established in the vision into an actual work or action plan. Coaches again facilitated the meeting, helping the teams to define action items and expected outcomes, assign responsibilities, identify costs and paths to resources, and
create a realistic timetable. By the end of this meeting, the teams had created their Arts Plan.

**Attendance & Survey Numbers**

- **2010-11**: 33 participants – 13 completed the survey (39%)
- **2011-12**: 27 participants - 21 completed the survey (78%)

**Top Trends and Recommendations – Second School Coaching Visit: Action Planning**

- Schools and coaches alike reported enthusiastic support for the process and the success of creating an achievable Arts Plan. 100% of schools said the goals made for the focus areas were the right ones and appropriate for their school.
- For Year 2 schools, all schools reported that having their Action Plan in place was helpful. 50% of schools reported that they were half way along in their Plan’s progress.
- Coaches reported an increase in average team size from 5.6 participants per session in 2010 – 11 to 7.7 participants in 2011 – 2012. This is a significant gain and an area that ArtsEd Washington emphasized with schools during the 2011 – 2012 school year.
- Coaches reported strong connections between the training workshop and their ability to conduct their coaching visit – specific items of value highlighted included the debriefing session, building consensus techniques, and the follow up emails and program script provided by ArtsEd Washington staff.
- Schools that reported lower participation numbers remained a concern for coaches and this lack of participation may challenge broad acceptance of the Arts Plan at those schools. ArtsEd Washington should continue to encourage or require minimum participation for all schools to ensure Arts Plan acceptance and adoption.
- 65% of participants reported identifying leaders for specific goals; 45% reported identifying a leader for the overall coordination of the Action Plan. These numbers correlate with responses from the Data Collection Tool. ArtsEd Washington may want to more strongly emphasize the benefits of identifying a leader or co-leaders for the Arts Plan.
- ArtsEd Washington should continue to require a minimum time allotted for the Action Planning session and monitor compliance. Some coaches reported time constraints that impacted their ability to conduct a full planning session.
- Retain the coaching program script and continue to update with input from current coaches.
• Consider adding a follow up coaching session by phone near the end of Year 1 to outline and plan for key events for Year 2. Schools reported a desire for logistical support and advice as they began their planning over the summer for the implementation phase of Year 2.

• Continue to recruit and train committed, high quality coaches. Coaches were very highly rated and respondents indicated that the coaches’ knowledge and familiarity with the planning processes were integral to the success of both their Visioning and Action Planning Sessions.

• Consider further ways to encourage and motivate schools to include a wide variety of participants at BOTH of their sessions. Schools who reported positive outcomes had strong attendance at both sessions. Schools who faced challenges reported that low participation in Visioning session negatively impacted their Action Planning.

Some participant comments (from surveys and end of year interviews with program evaluator):

On what was most valuable:

Our coach encouraged us to create goals that were meaningful for our school. She helped direct our focus and create a realistic time line. She also shared past experiences which helped us to better understand the process.

Just having a coach to guide us through is huge. The plan is tailored to our school. We have no need to question or doubt it because we wrote it.

We so appreciated our coach and the chunking process, both during the planning last year and review this year. It was very helpful in keeping us realistic about what we can do. Our coach helped facilitate our thinking and was a very helpful sounding board especially since she has gone through the same process.

The process was remarkable. Our coach was amazing, and did a wonderful job of helping us focus on achievable goals. Her guidance is invaluable!

Collaborating with others is always helpful to me. I like working with our coach and talking about the calendar of events for next year and the plans we shared regarding how to showcase the art modalities throughout the year.

On what was challenging:

Ran out of time, we needed more time.
The three hour session is hard to get on the calendar and the time of day was tough.

Taking a full 3 hours is hard.

Felt pressure for time.

**On how this coaching meeting changed the thinking about arts education at their school:**

I have more faith that there is a strong team in place, and I don’t have to do it alone.

I feel like the Arts Team has taken more ownership - not just this is what the principal wants but this is what WE’VE developed.

For me, it increased the value of arts education and making sure it is a priority along with reading, writing, math and science.

Excited – that’s the change I saw. People started off feeling like they HAD to serve on a committee – this rekindled the spark.

Excited to implement and excited to see impact it has on school as a whole

It is possible, but we need to see more examples of this in action--see the evidence and read about the evidence

That it continues to be a priority but a challenge due to other restrictions and priorities such as testing MSP scores and heavy focus on math and reading

It has rejuvenated my enthusiasm for ensuring that we have a vibrant arts program at our school.

Got some parents engaged in the school. Felt like they had a part.

Took the big, uh oh, how are we going to do this, out of it. Now we can see how it can work, both the arts as standalone subjects and integrated.
Year 2 School comments:

On how participating in PAL has changed thinking for their teachers and Arts Team members:

I have seen the benefit of engagement with my students and overall culture and climate of school and how that impacts academic achievement

It has expanded their confidence level and their leadership capacity

They now think “I need to schedule, I need to plan, I need to integrate art wherever I can within the other content areas”

Arts is not just important for classroom teachers but we see it valued in PE and with counselors

On changes they’ve witnessed in their students:

Students are discussing arts differently, with more focus, vocabulary

Students have discussions with teachers about how art can be frustrating, it is about changing things, working on it over time.

School wide assemblies – many more students can now get up in front of the whole school and read poetry or discuss their work. Also the audience behavior – more enjoyment, more respectful

Discipline referrals – number has dropped, minimal only the “frequent fliers”, students with behavioral IEPs, even their numbers of incidences has diminished

Attendance has increased and student engagement has increased – she reported that to her School Board

On what support they could use from ArtsEd Washington:

Keep checking in to see if we are on target.... thanks for continuing to keep us accountable.

Continue to provide opportunities for training
Summary of Evaluation Findings

ArtsEd Washington continues to demonstrate a significant commitment to evaluation based program development. Through the regular use of participant surveys and third party interviews, they gather ongoing feedback about their program content, outcomes and delivery and revise and adapt their programming as needed.

Based on the data provided from the 2010 – 11 and 2011 – 12 school years, the overall strength of the PAL program is excellent. Though they work with a limited number of schools, the trends are strongly positive with schools reporting increases in all of the key stages of PAL development.

Schools report important increases in leadership capacity – both in their principal’s leadership and shared leadership amongst Arts Team members and general classroom teachers. Systems and tools that schools are implementing also demonstrate critical gains in the areas of Arts Plan development and implementation, professional development for teachers and the quality of arts instruction. As the schools enter their third year in the program, the reported increases in teacher engagement, community support, and shared leadership will provide foundations for their programs’ sustainability.
The Peer Coaching model introduced during the 2010 – 2011 school year has received remarkably positive feedback and generated demonstrably successful results. Schools and peer coaches both relate strong support for the program’s training offerings and have reported using the facilitation methods in other areas of school leadership. Prior to the introduction of the Peer Coaching model, many schools struggled with the creation of an Arts Plan. Now all schools report completion of their individual Arts Plans and are well on their way towards successful implementation.

The recommendations outlined in this report are largely logistical and many can be readily addressed by ArtsEd Washington in the next year or two. The Peer Coaching model was created after previous program evaluation results indicated that while schools highly valued the Arts Plan, it was a difficult and daunting process for them to undertake. That Peer Coaching is now one of the strongest components of PAL programming is a testament to ArtsEd Washington’s willingness to embrace evaluation results and respond with solution oriented programming changes.

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