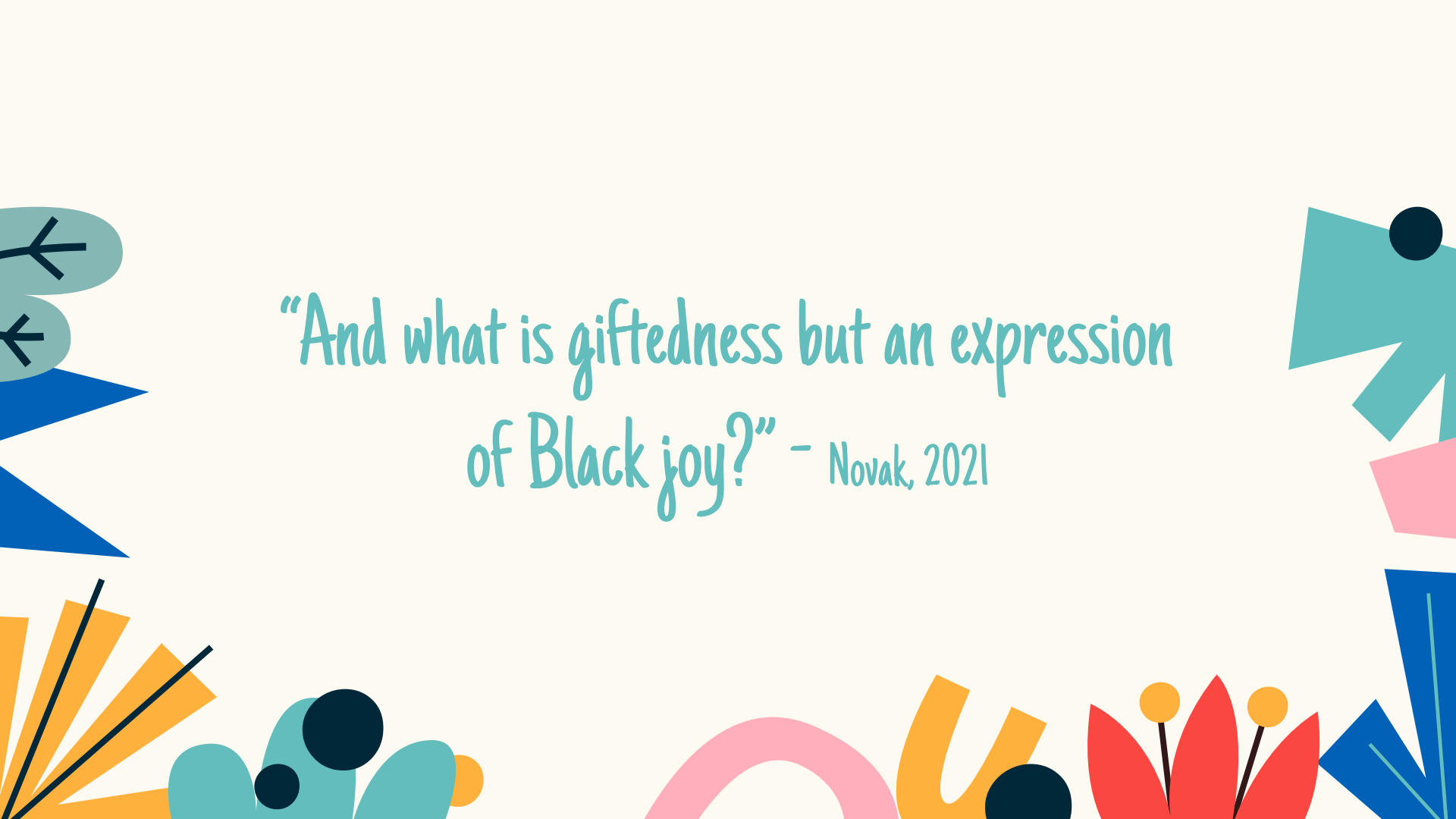


# Black Joy and Engagement: Acceleration Through the Arts

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“And what is giftedness but an expression  
of Black joy?” - Novak, 2021



## Learning Targets

I can increase student outcomes through Arts Integration.

- I will leverage student engagement in the arts to support acceleration.

# Acceleration Through The Arts



## Racial Equity Alignment

1. Racial Equity Policy Alignment -
  - Directive 1 - Diversity in Curriculum, Instruction, and Assessment: Indicators a and b
  - Directive 3 - Programmatic Access: Success in accelerated educational programs
2. EMPT Alignment -
  - “Unit and lesson design include explicit considerations for the use of high-yield instructional practices and the cultural and social contributions of diverse student populations”
3. ARE Tool Alignment -
  - Content Integration - The content within lessons is validating to individuals that are typically underrepresented.



## Pillars Alignment

1. Culture and Climate
  - Engagement minimizes negative behaviors.
2. Backpack of Success Skills (Deeper Learning)
  - Transforms teaching and learning by changing instructional practice



## Six Systems

1. System 3 - Instructional Planning and Practice for Deeper Learning
  - Teams of teachers and administrators collaboratively plan units, lessons, and assessments to reinforce high levels of learning and ensure mastery for ALL students.

# Operationalize Terms



## Arts Integration

Merging Academic Standards (KAS, Common Core, NGSS, etc.) with artistic processes.



## Academic Efficacy

A student's belief in their ability to perform academically.



## Student Outcomes

Overall academic achievement as measured by multiple assessments.



## Acceleration

Pushing students who are performing below grade level to achieve more than one year's progress in a school year.

# Why is Arts Integration an Evidence Based Practice?

- Arts integration can improve the ability of students to retain content (Rinne, Gregory, Yarmolinskaya, and Hardiman, 2011)
- Arts integration programs implemented with a flexible framework and student voice and choice, provide the positive recognition needed to increase self-efficacy in students (Robinson, 2013)
- Since students with higher self-efficacy (Bandura) approach tasks with greater confidence and demonstrate increased abilities to set goals, monitor themselves, and evaluating their thinking and behaviors, students who participate in arts integrated education, have improved outcomes (Shaw & Bernard, 2022)
- When students participate in arts-integrated learning experiences, they demonstrate improved metacognition, content knowledge, perseverance, efficacy, and cognitive processing. This is especially true for students from disenfranchised communities (Durham, 2010; Moss, Benus, & Tucker, 2018)
- Scripp and Paradis (2014) found that students who attend schools with an Arts Integration focus scored higher on academic state assessments than do students who participate in academics and/or the arts in isolation.

# So What?

Rigorous, engaging, standards-based learning experiences that appeal to students' culture and interests increase student academic efficacy and increase and sustain positive student outcomes!

# A Note on Academic Efficacy...

Where does Academic Efficacy come from?

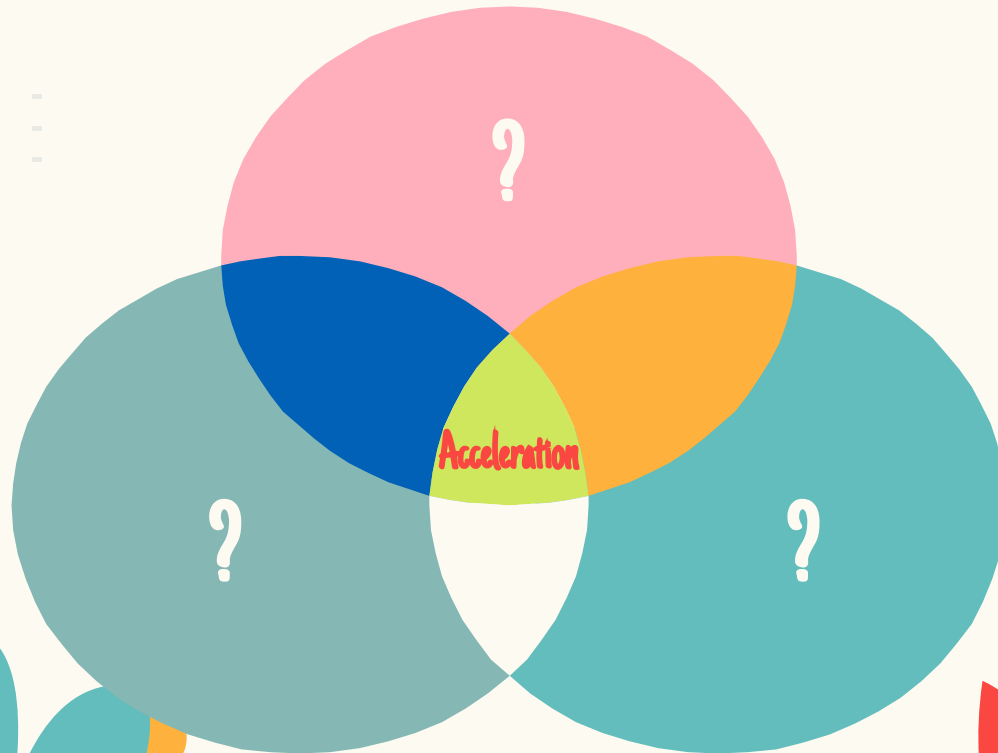
1. A student's academic efficacy is heavily influenced by peer perception.
2. A student's peers, watch their teacher to determine their classmates' academic standing.
3. A student's academic progress is directly connected to their efficacy.

Thus... If the teacher believes a student is smart, their classmates will believe it and they will believe it too!  
This belief strengthens their academic efficacy and this efficacy is positively correlated with increased academic outcomes.



# What's the Connection?

Why do the Arts accelerate?





# Four Corners

Let's Talk

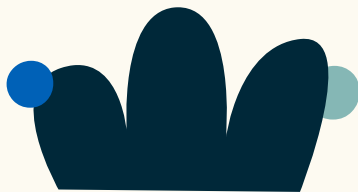
1. Select your favorite style of dance (or one that doesn't have too many people :D) and go to that area.
2. With your elbow partners, discuss the connection between acceleration and the arts. What is your hypothesis? (90 sec)
3. Then, return to the larger group and come up with a collective hypothesis. At the end of the activity, we should have four hypotheses to share with the whole group. (2 min)
4. Designate a "Reporter" and send them to the front.



# Musical Share

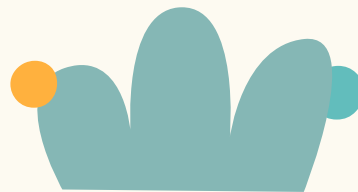
1. When the music starts, walk around the room.
2. When the music stops, turn to the person closest to you.
3. Share about something that you are **REALLY** good at or know **VERY** well. Be mindful of how you feel while you are sharing. You will have 3 minutes total so 90 seconds each!
4. When you finish, walk to the chart paper nearest you and write at least 3 words that describe your feelings when you think about your gift.

# Taking the Arts to Heart



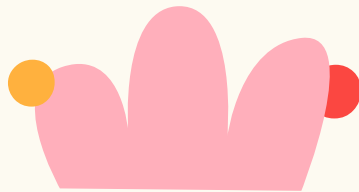
Free

Voice, Choice,  
Self-Expression



Seen

How do I REALLY  
feel?



Joyful

Pure, Peaceful,  
Overwhelmed



Complete

Inseparable from  
who I am.

# What's the Connection?

## Thought Exercise

1. Close your eyes and think about the most difficult thing that you have ever had to learn. Write your feeling.
2. Then, imagine that the person teaching you, used your talent/gift/specialty as a framework to teach you that new thing. Write that feeling.
3. Reflect on the differences.

# What's the Connection?

## Schema Based Learning

"Schemas allow learners to reason about unfamiliar learning situations and interpret these situations in terms of their generalized knowledge. In cognitive and educational psychology, schema-based learning is grounded in capturing and using expert-generated schemas as frameworks for teaching and learning."

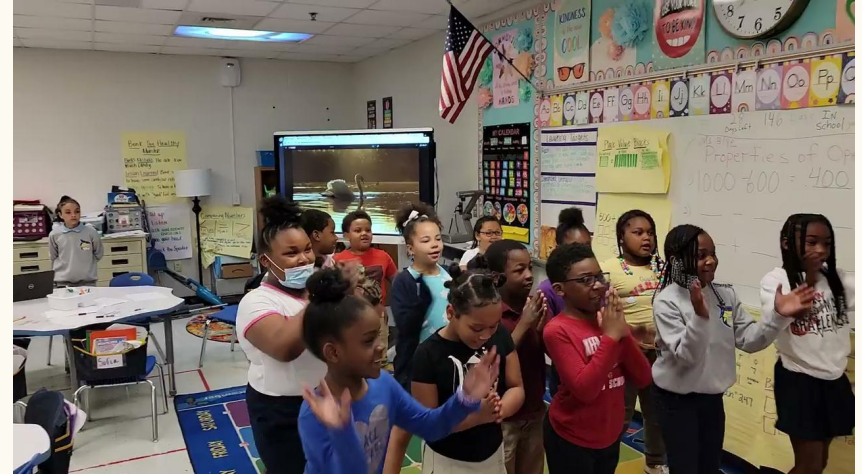
-Encyclopedia of the Sciences of Learning, 2023

# We get to...

spend our days with the **BEST** people in the world!

We can make these days even better and more **EFFECTIVE** when we leverage the interests, talents, gifts, and skills of our students to teach. This type of learning:

- reduces the cognitive load
- aides in the efficient processing of new learning
- engages students and increases their confidence and academic efficacy



What type of Educator do you want to be?

