

LEVELS OF IMPACT

THE NEED FOR LEVELS OF IMPACT



According to the 2015-2016 *State of the Arts Progress Report* 23% of community partnerships included field trips, marking that program type as the most common, with residencies and professional development the lowest, at only 12%.

This finding reveals there is an evident gap between the different levels of impact that schools are using to introduce the arts into the curriculum. What can happen to student learning when each level of impact is integrated into a student's learning experience?



- **Demonstrates** the range of impact community arts partnerships can have upon a school's arts program.
- **Represents** the amount of time spent, relationships built, and meaning-making created through different arts partnerships for students in CPS, highest being the most impact, and lowest being the least impact.

THE LEVELS




HIGH LEVEL IMPACT: These partnerships create enduring relationships between the school, the students, and the arts partner, sustaining a meaningful understanding of arts and curriculum over an extended period of time.

-  **Residencies:** Artistic programs within a given school in which a teaching artist(s) implements an arts-learning curriculum over the course of several weeks or months, typically in conjunction with CPS classroom instructors.
-  **Professional Development:** Training for instructors and/or administrators that enable staff to learn more about developing arts-based lessons and best practices; often customized to serve specific classroom interests and goals.

MID-LEVEL IMPACT: While mid-level impact does not have the same collaboration with arts partnerships over an extended period of time, it can enrich students' experiences in the arts through important resources and opportunities.

-  **Resources:** External providers supply physical resources to supplement a school's arts education programming (e.g. arts supplies or instruments). This can benefit the classroom's ability to have the tools teachers need to incorporate the arts into the classroom.
-  **Master Class/Workshop:** Professional or working arts partner comes to the classroom to teach on a specific arts discipline.

LOW-LEVEL IMPACT: Low-level impact has the least amount of collaboration with arts partnerships over an extended period of time and does not integrate both content and arts within the classroom.

-  **Field Trip:** A classroom visit to a cultural institution, museum, or external community arts partner's facilities for an arts related educational experience or performance allows students to see the arts in the community, but not necessarily transfer the experience back into the classroom.
-  **Out-of-School Time Program:** Any programming in which CPS youth participate outside of the traditional school day. This gives students the ability to see the arts work outside of the classroom, but is not necessarily in conjunction with classroom goals. While this may be considered high level, especially if it is a five-day a week program, this has a low-level impact because not every student has access to these opportunities.
-  **In-School Performances:** External arts organizations come into a school to provide a single day performance, exhibit, lecture, demonstration, or event to a specific grade, class, or entire student body. While this can give students context within the arts it is removed from the classroom integration of the arts.

USING THE LEVELS OF IMPACT

Each stakeholder can use their sphere of influence in order to contribute to effective partnerships through the different Levels of Impact.



PRINCIPALS CAN USE THE LEVELS OF IMPACT TO:

- ✓ **Know:** the range of impact arts partnerships has on their arts programs and/or the needs and desires of the principal's school.
- ✓ **Understand:** the impact student learning can be maximized when the benefits of all levels from the Levels of Impact are incorporated across all content levels.
- ✓ **Do:** implement strategic opportunities for teachers to use these different partnerships as a way for better teaching practices and student learning.



TEACHERS CAN USE THE LEVELS OF IMPACT TO:

- ✓ **Know:** about the time spent, relationships built, and meaning-making created for the needs and desires of the teacher's classroom.
- ✓ **Understand:** the impact of having arts partnerships on all levels can maximize student understanding of content and curricular standards.
- ✓ **Do:** implement ways in which student learning can be enhanced through arts partnerships on different impact levels.



ARTS PARTNERS CAN USE THE LEVELS OF IMPACT TO:

- ✓ **Know:** how and where their programs fit in the levels of impact.
- ✓ **Understand:** how arts partners can use the Levels of Impact to strategically think about maximizing student learning.
- ✓ **Do:** implement strategic programs that address the levels of impact and are responsive to the needs and desires of the schools and the students.

CONCLUSION

WHAT HAPPENS WHEN STUDENTS HAVE A MORE INCLUSIVE EXPERIENCE OF THE ARTS FROM ALL IMPACT LEVELS?

- Students will **understand the arts** and learning as a dialogue between each other, creativity as an integral part across content areas in the classroom, and experience in and outside of the classroom.
- Students will **gain insight** into the role the arts plays in curriculum alongside teachers and art partners, school and community.
- Students will **apply their creativity** to learning in new ways when the arts are explored as an important in and out of school learning experience to use higher-level thinking.
- Students will **have opportunities** for growth through scaffolded learning on different impact levels, alignment with standards that integrates action, skill, knowledge, metacognition, and setting of transfer goals for student understanding.

RESEARCH SHOWS:

- Students receiving a quality arts education have **higher attendance; higher test scores and increased participation** in school.*
- Students with different needs such as English language learners, students from low socio-economic backgrounds, and students with special needs **show improvement in academic success** when participating in the arts.**

*Americans for the Arts | **The Arts Education Partnership