

## Key Features of the Kennedy Center's Changing Education Through the Arts (CETA) Model Schools Program

**The key features of the CETA Model Schools program are:**

- A. Arts-Integrated Instruction
- B. Ongoing, Multi-Year Commitment
- C.



## C. Multiple Formats of Professional Development (continued)

### Examples of Course Offerings:

- Tableau: A Theatrical Technique for Learning Across the Curriculum (introductory and advanced),
- Integrating Dance and Science (introductory and advanced),
- Integrating Drawing Across the Curriculum
- Integrating the Arts with the Early Childhood Curriculum
- Using Visual Art as a Catalyst for Writing
- Improving Reading Comprehension Through the Arts
- Creative Connection: Writing and Performing Poetry
- Backward Design: A Process for Creating Arts-Integrated Units
- Action Research: Examining the Impact of Arts-Integrated Instruction
- Special Expertise: The Role of the Arts Specialists in the CETA program

In addition, schools participate in a Strategic Planning Course for School Leaders along with a school team (consisting of the principal, arts specialists, classroom teachers, school district administrators, and parents). In this course, each school creates its own vision and mission statements, identifies long-term goals, and a long-range plan.

### CETA teacher

#### 2. Coaching/Mentoring

Teachers are expected to implement the arts integration strategies that are examined, modeled, and discussed during courses. To help teachers do this, they may choose to work with an Arts Coach. The Arts Coach is usually the course instructor, who provides a series of six individualized coaching sessions in the teacher's classroom. The goal is for the teacher to become more self-reliant and skilled in leading arts-integrated instruction.

## C. Multiple Formats of Professional Development (continued)

### Coaching Program Structure

The program consists of the following components:

**a. Professional Development for Teachers**

A professional development workshop or course is attended by a group of teachers.

**b. Goal Setting/Planning**

The Arts Coach and teacher set goals for the teacher's learning and plan the lessons.

**c. Five Classroom Sessions**

The Arts Coach and teacher conduct five sessions in the classroom focusing on empowering the teacher to teach arts integrated lessons/units. Strategies to be used in the classroom include:

Demonstration Teaching

The Arts Coach models the arts-integrated instruction in the classroom.

Teacher and Arts Coach Share the Instruction

Teacher Independently Provides Instruction

Teacher takes the entire responsibility for leading an arts-integrated lesson that is observed by the Arts Coach.

**d. Reflection Sessions**

Each Classroom Session is followed by a Reflection Session during which the Arts Coach and teacher discuss the lesson's implementation, identify areas for teacher improvement, examine student response and progress, and make plans for the next lesson. The Arts Coach is available by e-mail or phone to respond to questions that arise as the teacher implements the arts strategy between sessions.

**e. Follow-up Session**

A few months after the end of the coaching series, the Arts Coach returns to the classroom for another session to see the teacher's progress in leading the arts-integrated instruction and to provide the necessary support and follow-up. Teachers may be ready to learn the next steps for instruction, see the Arts Coach demonstrate a new or familiar technique, or have the Arts Coach observe their teaching and provide feedback. This follow-up session provides an important incentive for teachers to continue their work after the Arts Coach leaves.

## C. Multiple Formats of Professional Development (continued)

### f. Annual Evaluation Meeting

An annual evaluation meeting is attended by the Arts Coaches and teachers from all the schools participating in the program. Discussions are guided by a series of questions targeted at eliciting in-depth responses about program design and implementation. To allow for a variety of points of view to be expressed frankly, the Arts Coaches meet alone, then Arts Coaches and teachers meet together, and finally, the teachers meet alone to discuss their experiences and make suggestions to Kennedy Center staff members. This feedback helps program staff evaluate the needs of the coaching program and make needed adjustments.

*“Working with an Arts Coach for these past two years has truly changed the way I teach. I have learned first hand the power of using drama in the CETA teacher*

### 3. Study Groups

In-school study groups provide opportunities for teachers to extend and guide their own learning. The power of the study group is enhanced by the participation of the principal and assistant principal.

Teams of teachers and their administrators, who together attend professional development courses, meet monthly in their schools as study groups. At the beginning of the school year, study groups complete an Action Plan that describes the process and content for their meetings. During study group meetings, the group members complete a Study Group Log to document their work.

*The study group meeting is a time when we meet to read and reflect on books or articles provided by the Kennedy Center. It is also a time to share how we have implemented what we have learned in courses and discuss what worked, what hasn't, and get help from each other*





