Arts Integration User Guide

for New Jersey Educators and Practitioners

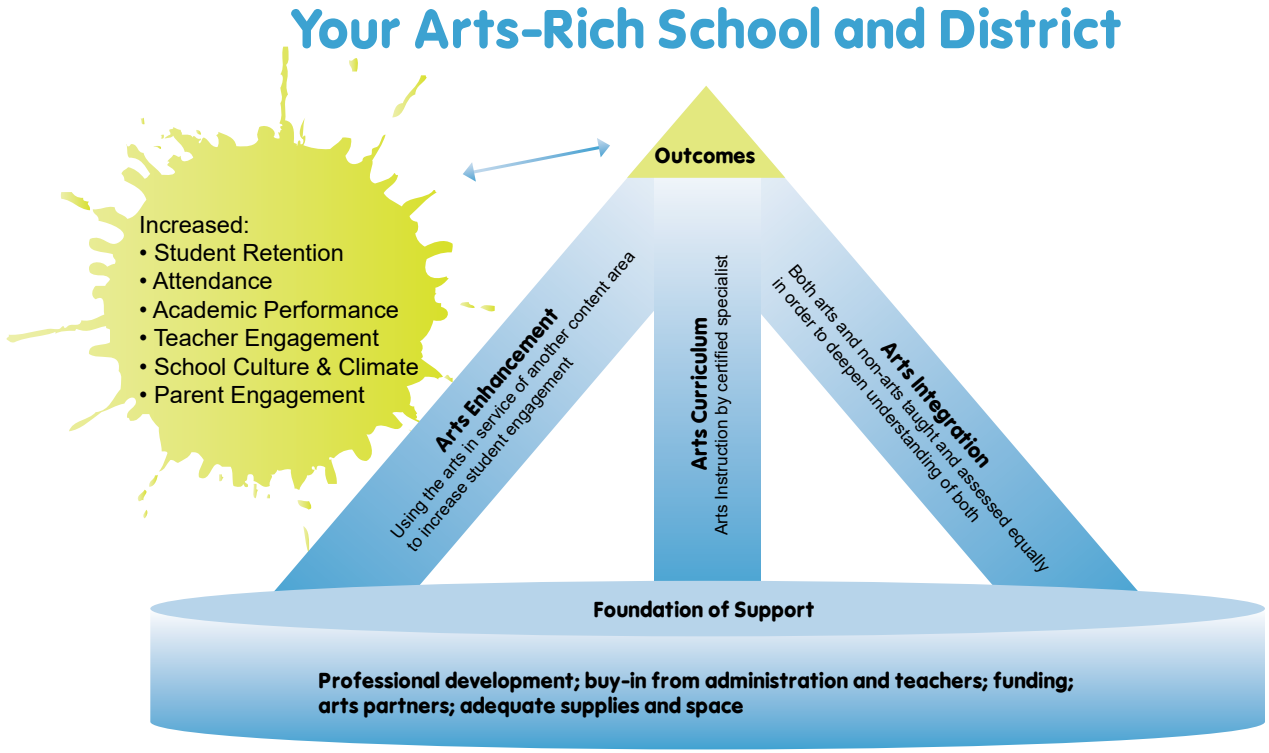
Published in July 2017

Sponsored by

Arts Integration User Guide for New Jersey Educators and Practitioners

If you are reading this User Guide, it is likely you already believe in the importance of a strong arts education for every student. You are also aware that there are many benefits of an Arts-Rich school such as student growth, teacher efficacy and positive school culture and climate. You may be exploring ways to complement the work of your certified arts teachers with experiences provided by outside arts organizations and teaching artists. You could even be searching for ways to turnaround your school through the arts. You have come to the right place.

As the diagram below illustrates, an Arts-Rich school and/or district provides additional arts enhancement strategies and arts integration practices to support your current arts curriculum and teachers to achieve goals beyond meeting arts standards. With the proper foundational supports such as appropriate professional development, adequate human resources, supplies, space, and administrative buy-in, these three arts approaches can be combined to achieve increased impact and an Arts-Rich district. While many of the practices, research data points, and diagrams featured in the User Guide will help advance all your arts education goals, the content focuses on Arts Integration, the less understood component of the Arts-Rich model. This guide will provide a practical step-by-step approach to achieve successful implementation.



Welcome to the User Guide

Educators want students to be actively engaged in the content they are studying, to be creative in how they approach knowledge and what they do with it, and to persevere, especially when learning gets difficult. They want to nurture creative learning environments that bring joy to learning so students are attracted to study rather than avoid it. One approach to achieving this creative learning environment is to integrate the arts and arts learning strategies into both arts and non-arts teaching practices.

Arts learning is participatory and active and requires students to interact with content and materials using both their bodies and minds. This way of learning engages all students by offering them many ways to gain understanding and express their knowledge. Research has shown that “the Arts can engage students who are not typically reached through traditional teaching methods, including those from economically disadvantaged backgrounds, reluctant learners, and those with learning disabilities” (Deasy, 2002; Fiske, 1999). Arts integration practices help ensure that the classroom is an exciting and welcoming place for all learners.

This approach to thinking and learning is achieved when arts educators and non-arts content area educators collaborate to design and facilitate interdisciplinary experiences. This practice, called arts integration, helps teachers better prepare students to be creative and engaged citizens, and equipped for the challenges and complexities of the 21st century.

What is Arts Integration?

There are various definitions of arts integration. They all have a common thread of equally combining the arts with diverse disciplines for the purpose of accomplishing naturally aligned and shared learning objectives. To guide our conversation in New Jersey, we combined ideas and definitions from Education Closet's Susan Riley and the Kennedy Center's arts education work. We believe the following definition and diagram captures the qualities that make arts integration unique:

Arts Integration is an interdisciplinary teaching practice through which non-arts and arts content is taught and assessed equitably in order to deepen students' understanding of both.

It is important to note that arts integration does not, and in fact, CANNOT replace arts education or replace arts educators. If done correctly, it should elevate the arts and arts specialists in a school. Arts integration work honors all the disciplines equally — they enhance each other to make the combined study of each better.

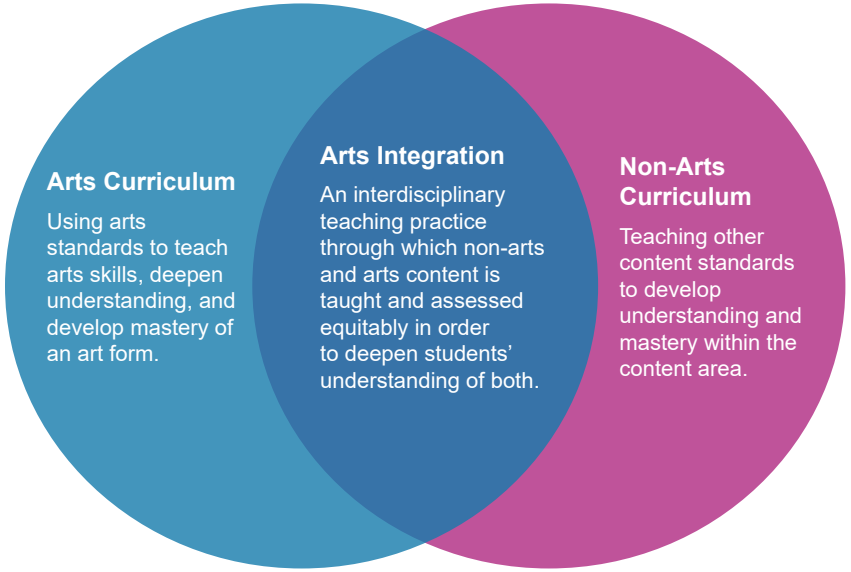
So Where Does STEAM Fit In?

STEAM is an example of arts integration. It is a teaching practice that targets the disciplines of Science, Technology, Engineering, Arts, and Mathematics to stimulate student inquiry, dialogue, and critical thinking. The STEAM model aims to connect students more directly with resources in the community, including cultural institutions, higher education, and industry. The promising practices outlined in the user guide can be applied to help develop rigorous, integrated STEAM work that addresses real world problems.

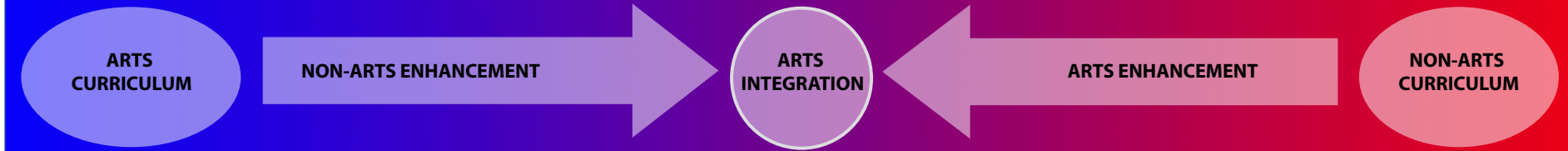
The Arts Integration Progression

There is often confusion about what arts integration looks like in action. The following charts illustrate a progression toward arts integration from both an arts and the non-arts curriculum perspective. There are many ways that Arts can be used in a classroom. There is no judgment about one approach being better than another, but they do yield different results, and moving teacher practice in the direction of the arrows on the chart provides a stepping stone towards improved results.

Arts and non-arts teachers often use examples from other subjects to provide context for what they are teaching. This work falls into the "Non-Arts Enhancement" and "Arts Enhancement" categories in the charts. Arts integration, on the other hand, is the union of strong pedagogy of both arts and non-arts curriculum. We recommend that school teams discuss the terminology and example charts to identify the practices currently used in their classrooms, develop a common vocabulary, and explore opportunities to work together to design robust arts integration experiences.



LEARN THE TERMINOLOGY



Using arts standards to teach arts skills, deepen understanding, and develop mastery of an art form.

Connecting other curricular subjects to the arts to increase engagement in arts curriculum.

An interdisciplinary teaching practice through which non-arts and arts content is taught and assessed equitably in order to deepen students' understanding of both.

Using the arts in service of another content area to increase student engagement in non-arts content area.

Using non-arts standards to deepen understanding and develop mastery within the content area.

APPROACH COMPARISON

ARTS CURRICULUM	NON-ARTS ENHANCEMENT	ARTS INTEGRATION	ARTS ENHANCEMENT	NON-ARTS CURRICULUM
PURPOSE FOR USING APPROACH				
Arts are taught for arts learning and mastery as one of the core content standards in education.	**Non-arts curriculum is used as a way to contextualize art** and to make arts learning "stick."	**Arts and any content area are taught and connected** through naturally aligned standards in order to deepen student learning in both the arts and non-arts content areas.	**Arts are used as a way to foster engagement** or to make non-arts learning "stick."	**Other core subjects are taught** for understanding and mastery in that content area.
USES OF STANDARDS AND ASSESSMENTS				
Grounded in arts standards and assessment.	**Grounded in arts standards.** Non-arts curriculum is used in service of the arts. Assessment of non-arts component is possible, but not required.	**Grounded and aligned to arts and non-arts content standards.** Both are assessed equally.	**Grounded in non-arts standards.** Uses the arts in service of another content area. Assessment of arts component is possible, but not required.	**Grounded in content area standards and assessment.**
WHO IS INVOLVED				
Arts specialist teacher, or elementary classroom teacher when responsible for arts standards.	**Arts Specialist teacher,** potentially with planning support from teachers with expertise in contextual content area.	Planned and implemented collaboratively by **non-arts content area teacher and arts specialists,** potentially with support of outside arts partners.	**Non-arts content area teacher,** potentially with planning support from arts specialist teacher or outside arts partners.	**Non-arts content area teacher,** such as: language arts, math, science, ELL, special ed. or elementary classroom teachers.
HOW IT ADDRESSES VARIOUS CONTENT AREAS				
No additional content areas are required.	Can include **any arts and non-arts content area,** with primary focus on the arts content.	Direct inclusion of **any art forms and all content areas, with equitable focus on arts and non-arts content.**	Can include **any arts and non-arts content area,** with primary focus on the non-arts content.	**No additional content areas** are required.

Adapted from educationcloset.com.

ARTS CURRICULUM	NON-ARTS ENHANCEMENT	ARTS INTEGRATION	ARTS ENHANCEMENT	NON-ARTS CURRICULUM
Using arts standards to teach arts skills, deepen understanding, and develop mastery of an art form.	Connecting other curricular subjects to the arts to increase engagement in arts curriculum.	An interdisciplinary teaching practice through which non-arts and arts content is taught and assessed equitably in order to deepen students' understanding of both.	Using the arts in service of another content area to increase student engagement in non-arts content area.	Using non-arts standards to deepen understanding and develop mastery within the content area.
Example (music): Learning about the structure of the blues, learning to sing or play a blues song.	**Example (music):** Learning about the history of the blues, reading a biography of a famous blues singer.	**Example (history and music):** Learning about the structure, and content of the blues using songs from the 1930s. Learning about Great Depression. Brainstorming circumstances of the Great Depression. Using those ideas to create an original blues song from the point of view of someone living during the Great Depression.	**Example (history):** Listening to a blues song from the 1930s to illustrate the feelings and fears of people at that time.	**Example (history):** Learning about the 1930s and the Great Depression. Reading first person accounts of the time period.
Example (visual arts): Learning about the art of Matisse and creating collages or paintings inspired by his style.	**Example (visual arts):** Using grade-appropriate geometry language to identify shapes and patterns within a Matisse collage.	**Example (math and vis. art):** Learning about the art of Matisse. Identifying shapes, patterns, and relative position of objects in a Matisse collage. Creating/categorizing cut outs of shapes, then using those cutouts to create a Matisse-inspired collage. Describing the types and relative positions of the shapes and lines in their artwork. Describing how Matisse inspired their collage.	**Example (math):** Using a Matisse collage to offer examples of patterns, categories, and relative positions of shapes.	**Example (math):** Learning to identify and categorize shapes, lines, and patterns. Practicing identification of relative spatial position such as over, under, and next to.
Example (theatre): Performing a play with a pre-written script.	**Example (theatre):** Performing a play using pre-written scripts of Aesop's Fables.	**Example (L.A. and theatre):** Learning about the elements of a fable, including characters, setting, and lesson using Aesop's Fables. Brainstorming lessons students would like to teach with their plays. Creating original scripts with clear characters, settings, and lesson. Performing these scripts. Describing how their plays are similar to and different from Aesop's Fables.	**Example (language arts):** Using a reader's theatre script to have students read Aesop's Fables aloud and discussing the story afterwards as a group.	**Example (language arts):** Learning about the elements of a fable, including characters, setting, and lesson using Aesop's Fables as examples.
Example (dance): Learning how choreographers use time, space, and energy to create dances. Discussing how a choreographic idea can be inspired by an array of sources.	**Example (dance):** Viewing photos and videos of the solar system to inform the creation of a dance.	**Example (science and dance):** Learning about the planets in the solar system, including the relative position, speed and relationship to the sun's energy. Learning about how choreographers use time, space and energy to create a dance. Students a group dance that uses knowledge of the solar system and the dance elements of space, time and energy.	**Example (science):** Watching and discussing a live dance performance inspired by the solar system and planetary movement.	**Example (science):** Learning about the relative position, orbit speed, and relationship to the sun's energy of planets in our solar system.
Example (media arts): Learning about the elements of graphic design including line, space, texture, color, shape and value. Using those elements and digital design software to create a persuasive poster about any topic.	**Example (media arts):** Viewing historical or political posters as examples of persuasive graphic design.	**Example (civics and media arts):** Learning about the representative democracy, historical fights for enfranchisement, and modern voting process. Look at examples of posters from women's suffrage and civil rights movements to analyze the ways they use line, space, texture, color, shape and value to communicate the message of the poster. Using digital design software, create an original poster using these principals to effectively communicate a message about voting to a modern-day audience .	**Example (civics):** searching for online images of posters from the women's suffrage and civil rights movements, and comparing them to modern-day graphic design around voting and voting rights.	**Example (civics):** Learning about the process of voting, representative democracy, and historical fights and struggles for enfranchisement.

Adapted from educationcloset.com.

Benefits of Arts Integration

Researchers have long established why the arts are important to our schools and students. As a result of studies over the last several years, we are now able to examine more robustly the unique impact of arts integration. The impact falls into three broad categories: 1) Student Growth (academic achievement, engagement, social and emotional development); 2) Teacher Efficacy and Satisfaction; and 3) Improved Classroom and School Culture and Climate. Studies exist on various indicators that support each of these impact categories. A preliminary bibliography of resource links can be found in the appendix.

Here are some select components of the research:

Student Growth

Engagement
Students in arts-integrated lessons are 4.4 times more likely to be highly thoughtful and highly engaged than in regular classroom instruction. (Perpich Center for Arts Education, Arts Integration Project 2013-2014)

Academic Achievement
In changing students' level of engagement in learning experiences, arts integration impacted students' attitudes toward learning. With these changed attitudes came improved student achievement. (RealVisions, 2007)

Absenteeism/Attendance
Students in language arts classroom settings in which drama is integrated were less likely to be absent from school than students in traditional settings. (Walker, E., Tabone, C., & Weltsek, G. 2011)

Social Emotional
Students participating in arts integrated classrooms show improved communication in groups, the emergence of unlikely leaders, blending of special needs children into their peer group, and improved student teamwork to accomplish a goal. (Ingram and Seashore, 2003)

Teacher Practice

Teachers who integrate the arts are more willing to experiment, persevere, and approach their classes in a more child-centered rather than adult-centered manner. (Burton et al., 1999, Werner Freeman, 2001)

Positive Climate and Culture

Teachers reported that arts integration "made the entire atmosphere of their school more positive and cohesive, and helped make their school more child-centered" (RealVisions, 2007).

The User Guide

The purpose of this User Guide is to provide a vision of the defining qualities and proven practices of how arts integration can advance teacher practice and school culture, as well as deepen the learning process for students in the 21st century. Every classroom, school, or district will have their own journey to discover the best way toward implementation.

Arts integration is a process that requires a multi-year commitment to exploring new ways of teaching and learning. There are multiple steps in this guide, and as with any teaching practice mindset shift, they will take time. Time to get buy-in, time to experiment, time to push practice to new levels.

Arts integration is not meant to be “another thing you have to DO” but rather a pathway to nurture joyful teaching practices. You will likely see immediate outcomes, but the deep benefits will come with consistent implementation over time. So we encourage you to be patient, stick with it and work outside of your comfort zones, to yield transformative results.

How to Use This Guide - Step by Step

Leadership Teams are encouraged to discuss the defining qualities and proven practices contained in this guide, and adapt the framework and checklist for use within diverse educational contexts. The topics and checklists below are suggestions and mile markers, but you do not have to follow them chapter and verse in order to achieve success.

There are eight steps in achieving a sustainable arts integration culture. The first three focus on getting administrative and teacher support necessary to advance the work and clarifying what the work will entail through establishing shared vision and goals. The remaining five areas are the steps required for implementation. They are not meant to be sequential, but rather intertwined as they are with all pedagogical pursuits.

Each Step is defined generally below. A checklist of prompting steps follow in each category. The checklist items in **blue** are the steps that we believe need to be taken during the first year in order to have a solid foundation for arts integration. The other steps will strengthen and enhance your work, but are not a prerequisite for success.

The Arts Integration Journey: Steps for Development and Implementation in Your School and/or District

Through an examination of national, state, and local research and the harvesting of individual programs' promising practices, we have determined eight essential elements for cohesive, sustainable, and rigorous arts integration efforts:

Steps to Getting Started

I. Secure Leadership Approval and Support

II. Establish an Arts Integration Leadership Team and Roles and Responsibilities

III. Establish an Arts Integration Vision and Action Plan

Ongoing Steps

IV. Curriculum Development: Balance Arts Standards with Other Content Standards

V. Provide Ongoing, Job-embedded Professional Learning and Coaching

VI. Documentation

VII. Data and Assessment

VIII. Ensure Sustainability

Step I. Secure Leadership Approval and Support

It has proven to be essential to have approval and support by the school/district leader(s) in order to get commitments of resources of time and money. Teachers can certainly try arts integration practices in your classroom without administrative approval, but for long term success, you need to secure a commitment to assist the arts integration initiative with the following critical components:

- Teacher co-planning time
- Dedicated student instructional time to work across subject disciplines
- Professional learning opportunities
- Engagement of community and cultural organizations
- Additional supplies

The proper sign off will vary depending on your school and/or district. Use your own discretion as to who are the best parties to seek approval and buy-in from. **It should also be noted that if this work is being proposed by a superintendent, supervisor, or principal without agreement from teachers, that there will need to be a process that engages teachers for their buy-in and should never be presented as a "new thing they need to do."**

Studies find that integrating the arts with instruction in other academic subjects increases student learning and achievement and helps teachers more effectively meet the needs of all students.
- Policy Pathway: Embracing Arts Education to Achieve Title 1 Goals, California Alliance for Arts Education, 2015

Checklist: Leadership Approval	To Do	In Progress	In Practice	Who is Responsible
A. Principal Sign off				
B. Superintendent Sign off				
C. Curriculum Supervisors/Directors Sign off				
D. Board Sign off				

Step II. Establish an Arts Integration Leadership Team and Roles and Responsibilities

Once a school or district has the commitment of leadership, a team should be established that will work to ensure an appropriate design and implementation of the arts integration work. The team should include representation from different administrative and grade levels and diverse content areas. Collaboration among leaders and teachers of all disciplines is critical to the success of this endeavor. Having a team will ensure sustainability, distribution of responsibilities, and create a learning community that can be built upon each year.

Students in arts integrated classrooms reported deeper understanding of the subjects, constructive challenges that increased engagement and motivation, broader learning experiences, and a desire to seek learning opportunities outside of the traditional classroom.
- STEAM Consortium: Integrating the Arts into STEM and Common Core Curricula White Paper, Rutgers Graduate School of Education, New Brunswick, NJ

Checklist: Identify Arts Integration Leadership Team Participants from the following categories	To Do	In Progress	In Practice	Who is Responsible
Site-Specific administrators (e.g. principal, vice principal, and/or supervisor)				
Curriculum Supervisors (e.g. arts and/or other disciplines)				
Arts Educators (e.g. Dance, Media Arts, Music, Theatre, Visual Arts)				
Grade level and other content area teachers				
Human Resources				
Community partners (e.g. arts organizations, higher education, foundations)				
Student Representative(s)				
Parent Representative(s)				

As part of the recruitment of team members, an initial description of the role and commitment of participants should be outlined. After the full team has been assembled, they can review and revise the roles and responsibilities.

Checklist	To Do	In Progress	In Practice	Who is Responsible
Establish roles and responsibilities of the Leadership Team				

The Leadership Team roles align with the components of the Arts Integration plan, and suggested items include the following:

1. Champion the concept of arts integration with colleagues.
2. Develop the Arts Integration Vision and Action Plan.
3. Define roles of school leaders and teachers.
4. Develop pedagogy and curriculum.
5. Review and procure resources.
6. Develop schedule for arts integration planning and co-teaching.
7. Design professional development opportunities.
8. Establish metrics and monitor rigor of arts integration plan implementation.
9. Serve as ambassadors to communicate the efforts and accomplishments of the arts integration work to members of the school board, the superintendent, other school personnel, and the larger community.

Step III. Establish an Arts Integration Vision and Action Plan

A key to sustainable arts integration is the creation of an action plan. This plan should include an overall vision, short and long term goals, strategies, and benchmarks. The plan should align with the school's and/or district's strategic plans. A multi-year Action Plan is a place to capture all the hopes and dreams for this work. Some elements to consider while developing the plan include the roles of teachers and school leaders, development of pedagogy and curriculum, scheduling, and professional learning. Assessment practices should be incorporated into the plan at the outset to ensure sustainability of the effort. Remember, you do not need to accomplish all of this before you step into the classroom to give arts integration a try! Use the grid below for discussion and to elaborate on steps toward your comprehensive plan:

Arts-integrated learning activities give students permission to be creative, but with a focus and a purpose. They remember more of what they learn because instead of memorizing content, they experience it.
- Hardiman, M. M. (2016)

Checklist: Establish an Arts Integration Vision and Action Plan	In Practice	Year One	Year Two	Year Three	Who is Responsible
Write a vision statement for arts integration					
Development of pedagogy and curriculum					
Development of protocol and schedule for arts integration planning and co-teaching					
Design professional learning opportunities and plan for ongoing training					
Provide Ambassadors to Internal and External Stakeholders					
Outline opportunities for Resource Development (i.e. to secure funding and appropriate facilities)					
Plan for ways to celebrate and showcase Arts Integration outcomes to a variety of audiences to build support					
Establish metrics and monitor rigor					
Design a process for reflection, self-assessment, and plan improvement					

Step IV. Curriculum Development: Balance Arts Standards With Other Content Standards

Quality and rigorous arts integration practices are differentiated from arts enrichment strategies by intentionally establishing an equitable balance between arts standards and other content standards. Arts and other content standards should be taught and assessed equally. Team members work with teachers to develop lesson plans and curriculum. An arts-integrated curriculum should balance arts standards with other subject standards.

Teachers who integrate the arts are more willing to experiment and persevere.
- (Burton et al., 1999, Werner Freeman, 2001).

Checklist: Curriculum Development: Balance Arts Standards with Other Content Standards	In Practice	Year One	Year Two	Year Three	Who is Responsible
Provide training on how and why to collaborate					
Unpack standards and find natural integration points and good intersections for collaboration					
Develop lesson/unit plans that indicate arts standards and other subject standards					
Develop assessments in each lesson/unit plan for all content areas					
Integration is intentional and articulated throughout the planning, implementation and assessment process					

Step V. Provide Ongoing, Job-embedded Professional Learning and Coaching

Integrated learning requires a great deal of professional development due to the interdisciplinary and collaborative processes at work. Teachers must be supported and guided through the process of arts integration even if they have prior arts education knowledge. Educators themselves must evolve throughout implementation, ultimately embodying the roles of researcher, scientist, artist, designer, co-constructor, and advocate for and purveyor of collaborative teaching and learning. The range of professional development includes training in topic areas such as:

1) Components of a well designed Arts Integration Unit;

2) Discover your own Creative Teaching Practices;

3) Collaborative teaching practices.

When developing a plan for professional development, the Leadership Team should consider:

Researchers have reported that prior experience in an art form is relatively unimportant for classroom teachers' success in arts integration. Rather the "degree of interest," "enthusiasm" and "flexible incorporation of arts into teaching academic subjects" was a more likely predictor of success.
- (Goff, R., & Ludwig, M. (2013). *Teacher Practice and Student Outcomes in Arts-Integrated Learning Settings: A Review of Literature.* Washington, DC: American Institutes for Research)

Checklist: Provide Ongoing, Job-embedded Professional Learning and Coaching	In Practice	Year One	Year Two	Year Three	Who is Responsible
Ensure ongoing teacher input into professional development process					
Provide training/modeling on collaborative teaching practices					
Design ongoing professional learning with onsite and offsite opportunities					
Integrate professional development into individual Professional Development Plan					
Integrate arts integration professional development into school-wide Professional Development Plan					
Place Pre-service teachers in settings where Arts Integration is in practice					
Build teachers capacity to present and lead internally and externally					

Documentation and Assessment often get conflated. They are two distinct, though equally important, components of understanding the effectiveness of arts integration work.

Step VI. Documentation

Documentation is used for storytelling and sharing the process and product of your work with others. Reviewing this documentation and feedback with a critical eye also helps to improve the work product.

Teachers reported that students who participated in arts integrated units were able to see multiple perspectives in a situation, have better classroom dialogue, notice and respect personal boundaries, and to critique others in productive, non-hurtful, ways.
- (Brouilette, 2010)

Teachers also reported improved student prosocial skills and ability to control emotions.
- (Azzam et al. 2009)

Checklist: Documentation for record keeping, sharing, and showcasing	In Practice	Year One	Year Two	Year Three	Who is Responsible
Video recording and testimonials					
Photographs					
Journaling					

Step VII. Data and Assessment

Assessment, as described below is used to evaluate impact of arts integration. It is central to understanding the impact of Arts Integration on student academic and social-emotional growth; teacher efficacy and classroom culture. We suggest that you do not attempt to assess the impact in all of these areas. Select one primary assessment area and a secondary assessment area that best reflects the goals of your arts integration plan. If you choose to measure impact through the use of teacher, administrator, student, and/or parent surveys we will provide a template of survey questions that must be included in each survey.

90% of the 4th and 5th grade students participating in arts integration for a two-year period passed the NJ standardized Language Arts tests, versus 70% of the control group.
- (Education Arts Team report for Jersey City Schools)

Checklist: Data and Assessment Data points	To Do	In Progress	In Practice	Who is Responsible
Student Content Mastery: (Through observation and rubrics created by classroom teacher(s)				
Student Academic Achievement: (Through student pre and post surveys, teacher survey, and student attendance records pre and post integration project)				
Student Socio-Emotional Growth: (Through student pre and post surveys, and parent survey)				
Teacher Efficacy and Satisfaction: (Through teacher pre and post surveys, Observational Rubric)				
Classroom and School Climate & Culture: (Through teacher, administrator, and student surveys; observational rubric)				
Parent and Community Connections: (Through parent survey)				

Step VIII. Ensure Sustainability

This work requires a commitment to reviewing and synthesizing promising practices, and revising pedagogies and implementation strategies that help schools and districts engage in arts integration. The arts integration practices are dynamic and iterative and should be designed to be assimilated into the culture of the school and district.

The arts can play a critical role in the general culture of children's learning, providing more positive and meaningful connections with academic work, connections that may have ancillary effects on long-term learning motivation.
- DeMoss, K., & Morris, T. (2002). *How arts integration supports student learning: Students shed light on the connections.* Chicago, IL: Chicago Arts Partnerships in Education (CAPE)

Checklist: Ensure Sustainability	In Practice	Year One	Year Two	Year Three	Who is Responsible
Board approved policies that support Arts Integration					
Board approved job descriptions that support Arts Integration efforts					
Well-articulated flexible multi-year Arts Integration Plan					
Include in school or district Strategic Plan					
Standardized, documented practices for Arts Integration					
School-wide Professional Development Plan to support Arts Integration					
Budget process and budget support Arts Integration					
Ensure essential equipment and materials are available					
Ensure adequate facilities and space					
Hiring process selects for strong Arts Integration candidates					
Develop a plan to expand the cohort of teachers, administrators, and/or community supporters					

Resource Links:

Arts Integration Solutions: http://artsintegration.com/wp-content/uploads/2012/01/Assessment-Guide-08DEC2011.pdf

Burnaford, et al: http://www.pre-texts.org/wp-content/uploads/2014/01/Arts_Integration_Frameworks_Research__Practice.pdf

Chicago Public Schools: http://chicagoguide.cpsarts.org/pdf/teachingresources.pdf

Garrett: http://onlinelibrary.wiley.com/doi/10.1002/abc.21115/abstract

Gregory, et al: http://olms.cte.jhu.edu/olms2/data/ck/sites/237/files/Gregory%20et%20al.pdf

Hardiman, et al: http://steam-notstem.com/wp-content/uploads/2010/11/Neuroeducation.pdf

Kennedy Center: https://artsedge.kennedy-center.org/educators/how-to/arts-integration/why-arts-integration/why-relevant-literature#the-case

A View into a Decade of Arts Integration, Amy Duma (2014): http://files.eric.ed.gov/fulltext/EJ1050588.pdf

Rinne, et al: http://onlinelibrary.wiley.com/doi/10.1111/j.1751-228X.2011.01114.x/abstract

ARTS FOR ACADEMIC ACHIEVEMENT: Arts Integration A Vehicle for Changing Teacher Practice, Warner and Freeman (2001): http://conservancy.umn.edu/bitstream/handle/11299/143711/TeacherPracticeReport.pdf?sequence=1&isAllowed=y

Additional Sources for Quotes:

Education and the Arts: Educating Every Child in the Spirit of Inquiry and Joy. Creative Education, 7, 1913-1928. Hardiman, M. M. (2016). http://dx.doi.org/10.4236/ce.2016.714194

Teacher Capacity and Student Learning, Perpich Arts Integration Project 2013-2014 Summary Report, Perpich Center for Arts Education, Golden Valley, MN. http://artsintegration.perpich.mn.gov/sites/artsintegration.perpich.mn.gov/files/Perpich%20summary%20final.pdf

When achievement data meet drama and arts integration. Language Arts, 88(5), 365. Walker, E., Tabone, C., & Weltsek, G. (2011). http://www.shu.edu/college-readiness/upload/Walker_When-Achievement-Data.pdf

Arts for Academic Achievement: Summative Evaluation Report Ingram, Debra; Seashore, Karen (Center for Applied Research and Educational Improvement, 2003). http://conservancy.umn.edu/handle/11299/143655

Policy Pathway: Embracing Arts Education to Achieve Title 1 Goals, California Alliance for Arts Education, 2015. www.artsed411.org/blog/2014/03/embracing_arts_education_achieve_title_1_goals

STEAM Consortium: Integrating the Arts into STEM and Common Core Curricula White Paper, Rutgers Graduate School of Education, New Brunswick, NJ. https://gse.rutgers.edu/sites/default/files/Rutgers%20STEAM%20Consortium%20White%20Paper.pdf

The Effects of Arts Integration on Long-Term Retention of Academic Content Rinne, L., Gregory, E., Yarmolinskaya, J., & Hardiman, M. (2011) http://njpsa.org/documents/EdLdrsAsSchols/TheEffectsofArtsIntegration.pdf

Teacher practice and student outcomes in arts-integrated learning settings: A review of literature. Washington, DC: American Institutes for Research Goff, R., & Ludwig, M. (2013). http://www.wolftrap.org/education/institute_for_early_learning_through_the_arts/~/media/8db86a897dbb4d228943e0e3cea04aeb.ashx

How the arts help children to create healthy social scripts: Exploring the perceptions of elementary teachers Brouillette, L. (2010). http://www.artsedsearch.org/summaries/how-the-arts-help-children-to-create-healthy-social-scripts-exploring-the-perceptions-of-elementary-teachers

Education Arts Team report for Jersey City; Schools Theatre Arts Strategy (2010). https://www2.ed.gov/programs/artsedmodel/2010/jerseynarr.pdf

How arts integration supports student learning: Students shed light on the connections. Chicago, IL: Chicago Arts Partnerships in Education (CAPE) DeMoss, K., & Morris, T. (2002). www.artsedsearch.org/summaries/how-arts-integration-supports-student-learning-students-shed-light-on-the-connections

Notes

Arts Integration User Guide for New Jersey Educators and Practitioners

Contributors

Contributors to this User Guide include representatives from Appel Farm Arts and Music Center, Arts Horizons, Count Basie Theatre, Dance New Jersey, Foundation for Educational Administration, Education Arts Team, Geraldine R. Dodge Foundation, Jay & Linda Grunin Foundation, McCarter Theatre, Monmouth Arts, New Jersey Arts Education Partnership, New Jersey Department of Education, New Jersey Council on the Arts, NJPAC, Perkins Center for the Arts, Rutgers University, Stevens Institute of Technology, Young Audiences NJ/EP, William Paterson University, teachers, administrators and teaching artists.

Special thanks to the writing committee: Kira Campo, New Jersey Arts Education Partnership; Sanaz Hojreh, Consultant; Wendy Liscow, Geraldine R. Dodge Foundation; Michelle Marigliano, Young Audiences NJ/EP; Erica Nagel, McCarter Theatre; Mary M. Reece, Ed.D., Foundation for Educational Administration; Willa Spicer, Creativity Coach and Former Deputy Education Commissioner, Deborah E. Ward, Ph.D., Researcher.

Arts Integration User Guide

for New Jersey Educators and Practitioners