



arts CORPS

ENHANCING OUTCOMES
AMONG SPECIAL EDUCATION STUDENTS:
THE HIGHLINE CREATIVE SCHOOLS INITIATIVE

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US & YOU

Name

Gender pronoun

Organizational affiliation

Brief story related to your name OR the place to which you feel especially connected

HIGHLINE SCHOOL DISTRICT

- American Indian/Alaskan Native - 1.0%
- Asian - 14.5%
- Pacific Islander - 3.9%
- Black - 14.7%
- Hispanic - 37.9%
- White - 22.0%
- Multi-racial - 6.0%

- Free or reduced-priced meals: 68.0%
- English Language Learners: 26.1%
- Special Education: 14.8%
- Highly Capable: 9.0%



HIGHLINE CREATIVE SCHOOLS INITIATIVE

- 4 public schools randomly selected as treatment; 4 public schools as control
- 5th and 6th grade English Language Arts Classes integrated with visual and theatre arts
- Each treatment site had one visual arts and one theatre teaching artist
- 8 distinct curricula:
4 theatre arts; 4 visual arts



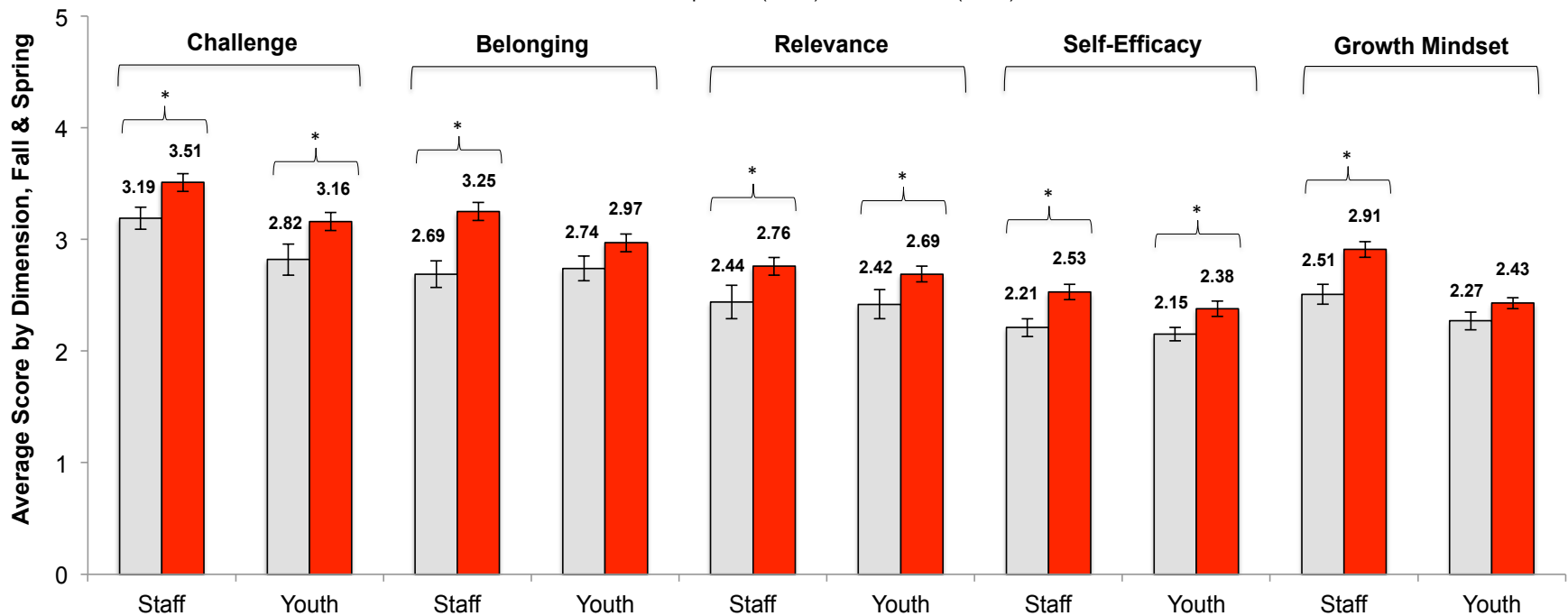
EVALUATING THE HIGHLINE CREATIVE SCHOOLS INITIATIVE: TWO LEVELS OF IMPACT

- The Classroom Level: Impacts on Classroom Environment
 - Assessed two times each year in each classroom
 - Used an observational protocol that assessed absence/presence of behaviors that would promote certain mindsets
- The Student Level: Impacts on Mindsets & Achievement
 - Mindsets were assessed pre- and post- via survey measures
 - Academic achievement was assessed using test scores and grades

IMPACTS ON THE CLASSROOM ENVIRONMENT

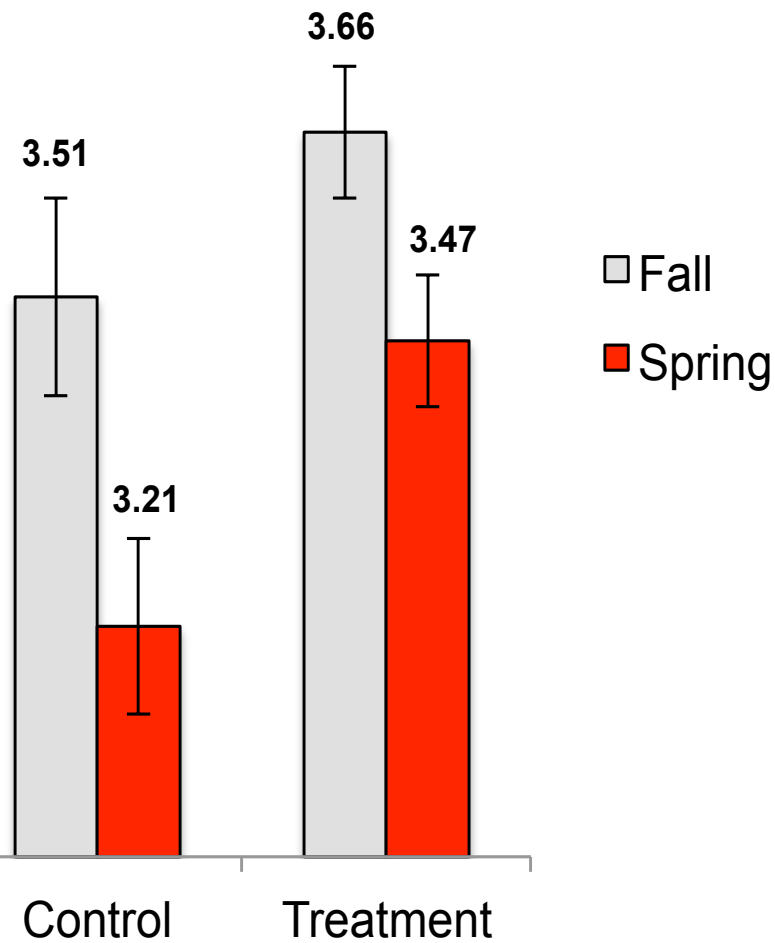
Observation Scores: 2017-18

□ Comparison (N=31) ■ Treatment (N=50)

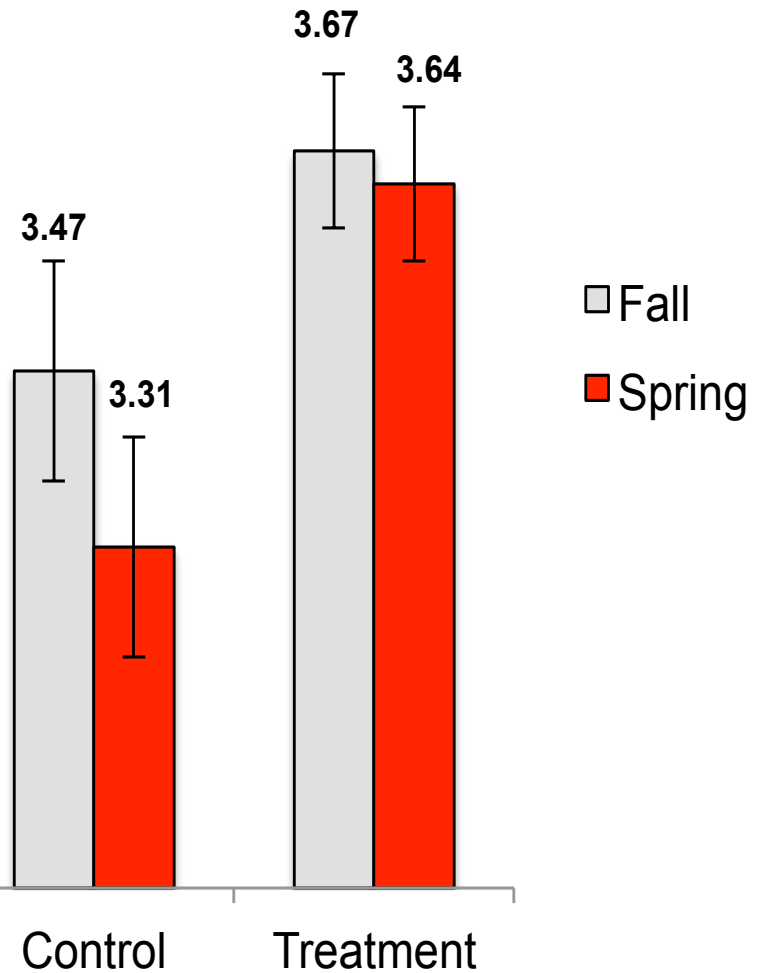


IMPACTS ON STUDENTS: MINDSETS

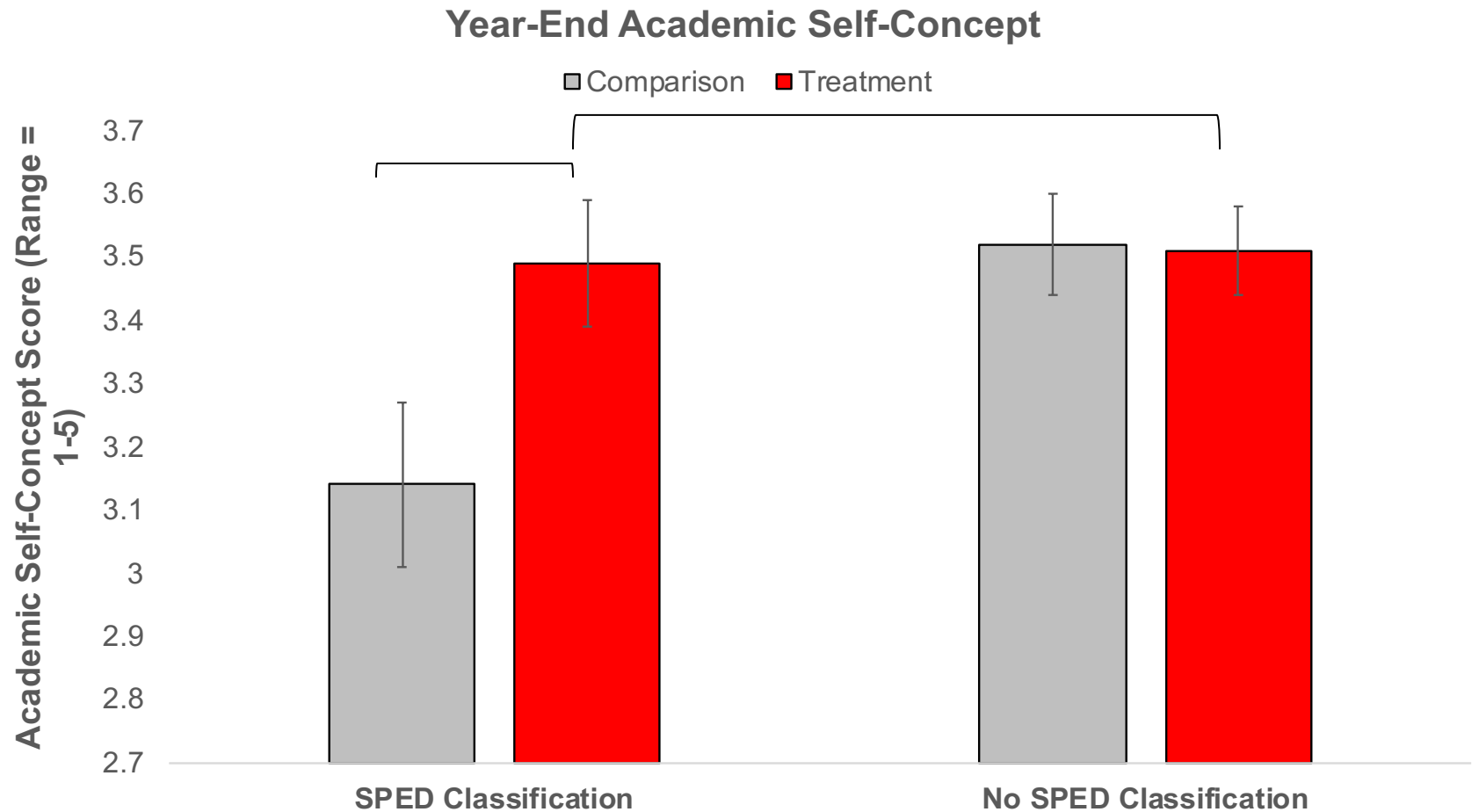
SELF-CONCEPT



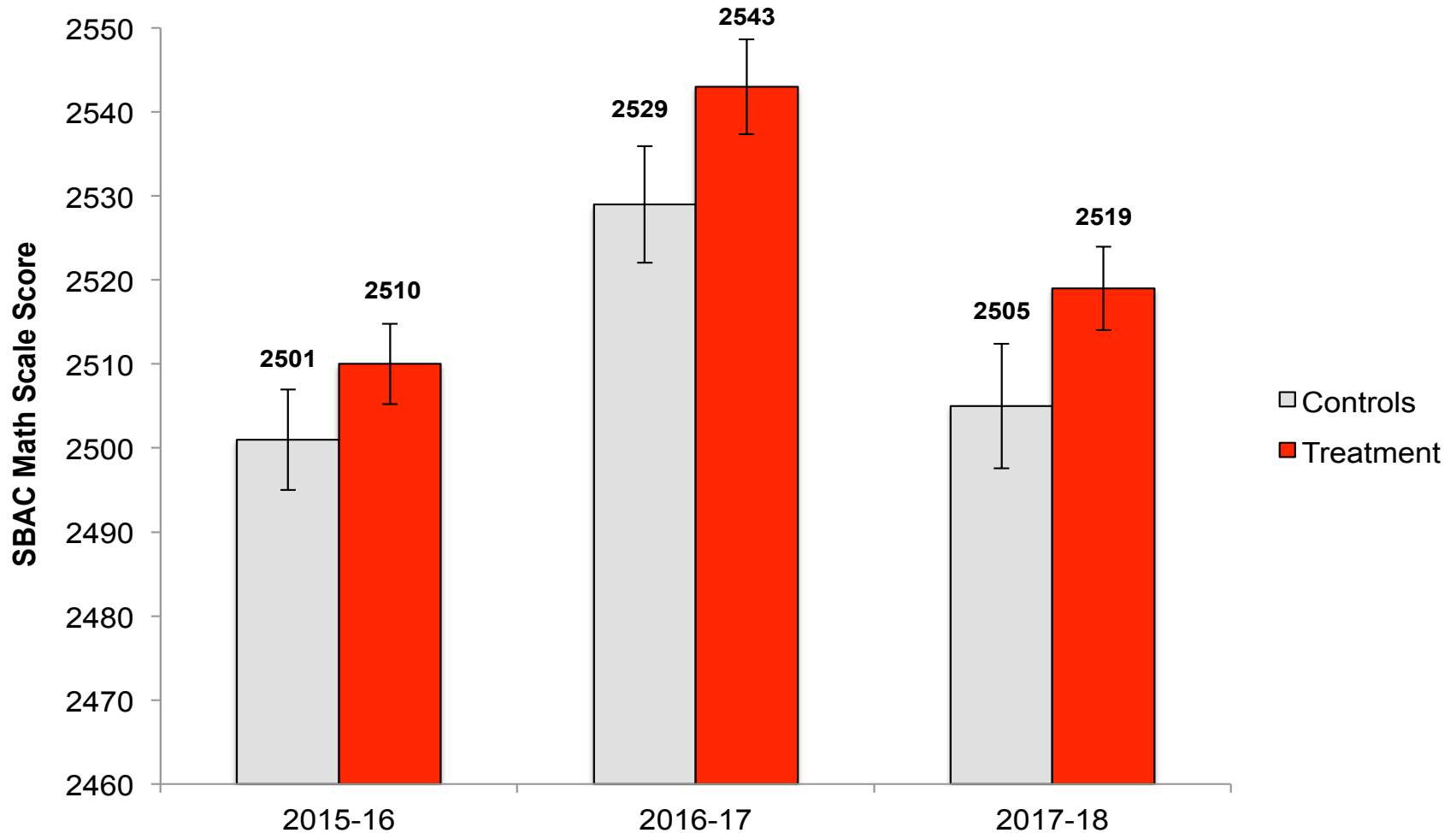
BELONGING



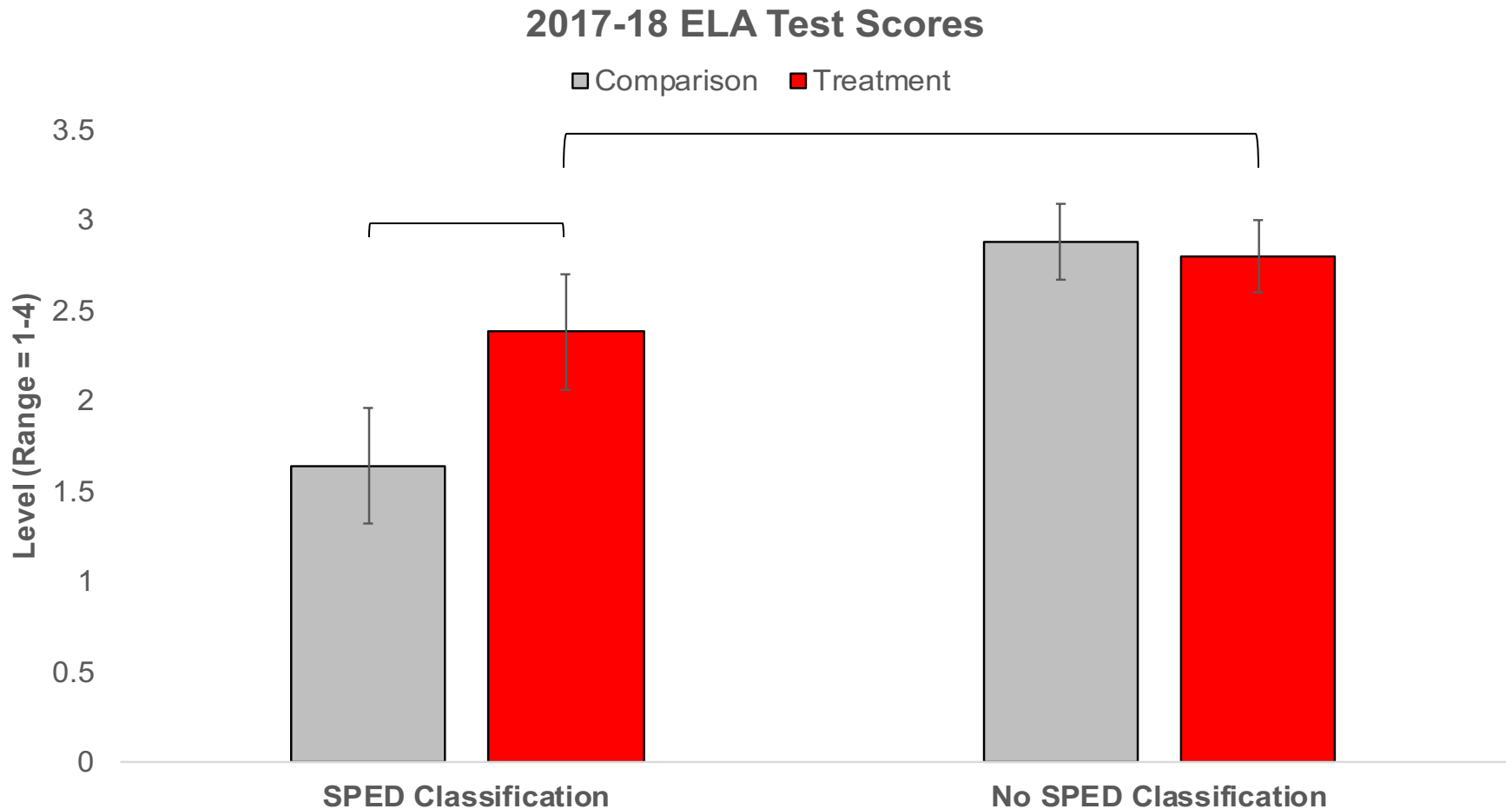
IMPACTS ON STUDENTS WITH AN IEP: MINDSETS



IMPACTS ON STUDENTS: ACADEMIC ACHIEVEMENT



IMPACTS ON STUDENTS WITH AN IEP: ACADEMIC ACHIEVEMENT





ASK US

WHAT DID WE DO?

CHALLENGE & GROWTH MINDSET

Adequate time for students to practice and build upon skills, gain confidence

Gradually increased challenge

Differentiated instruction

BELONGING & INCLUSION

Students developed classroom agreements for supportive, creative learning community.

Students learned and practiced giving peer feedback.

Students worked in teams and rotated in different team roles (adapted from Complex Instruction)

WHAT DID WE DO?

RELEVANCE

Examples used were reflective of students cultures and experiences.

Students chose subjects /topics for their writing/art assignment.

Students had choices for presenting their work.

SELF-EFFICACY & SELF-CONCEPT

Students had opportunities to demonstrate lesson/skill to whole class or small group of students.

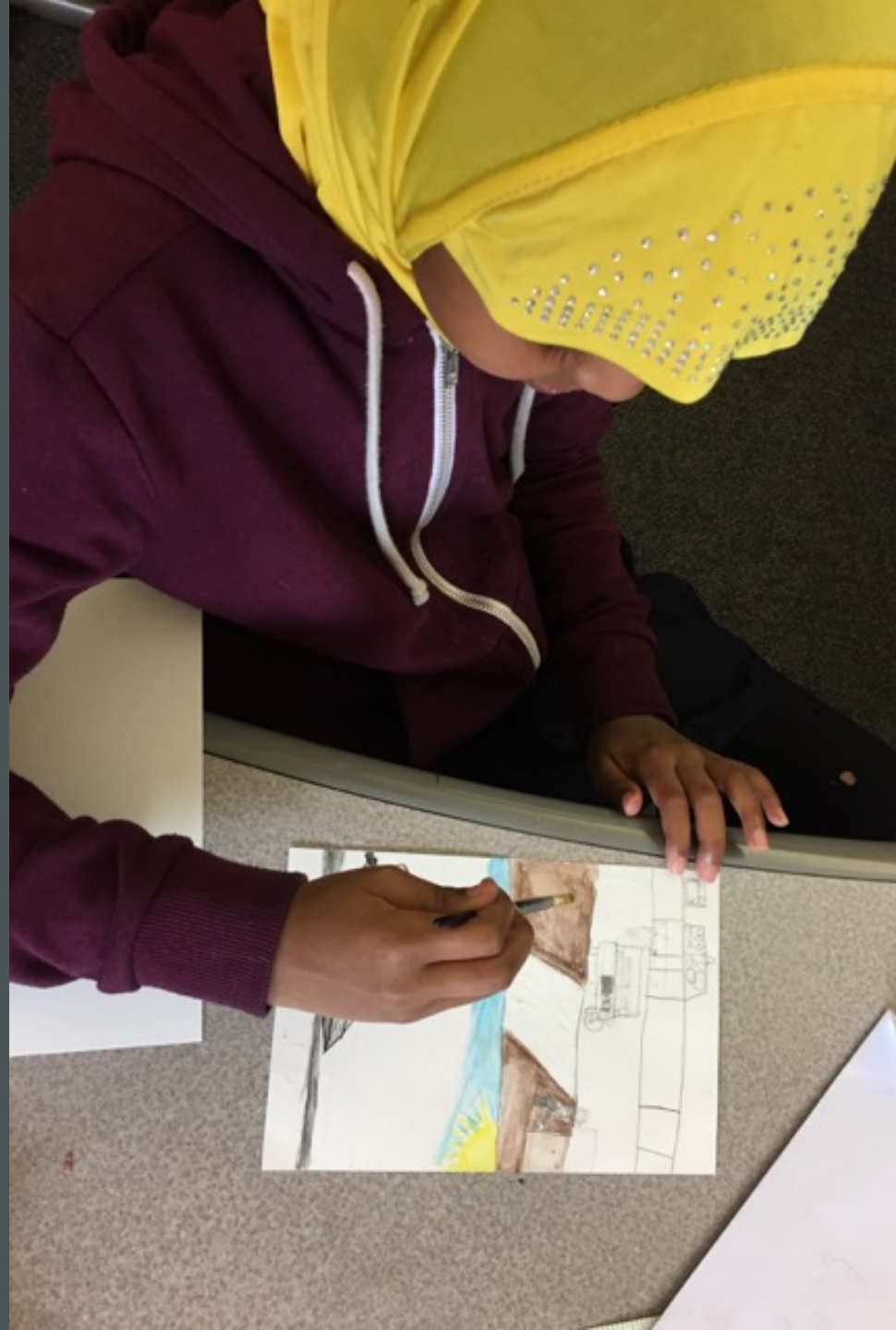
Teachers shared their own challenges with learning and strategies for persisting.

Students did activities that helped them reflect on prior learning challenges and successes.

HOW?

With your partner, choose one of these categories to discuss:

- Belonging, Inclusion, Community
- Relevance
- Self-Efficacy, Self-Concept
- Growth Mindset, Challenge



LEARNING FROM EACH OTHER

You and your partner will discuss your chosen category for 6 minutes:

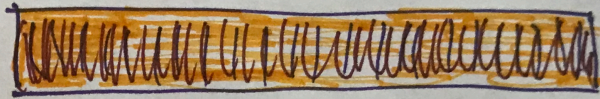
What are examples of **activities or instructional strategies** to cultivate this?

What does your category **look like** or **sound like** in a high quality, arts-integrated class?

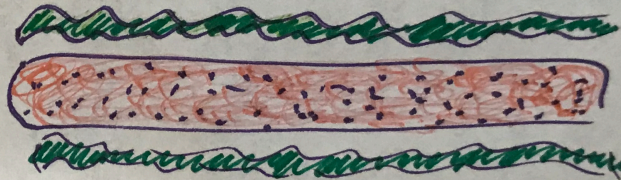
Within that 6 minutes, you will come up with a way to **present your conclusion** to another group. Your presentation can be a drawing, a short scene (1-2 minutes) or verbal presentation.

FEEDBACK SANDWICH"

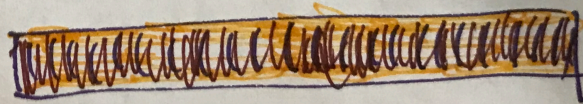
1. WHAT DO YOU NOTICE OR SEE?



2. USE CRITERIA TO GIVE FEEDBACK ON WHAT ARTIST MIGHT DO TO STRENGTHEN WORK.



3. THANK ARTIST, SHARE SOMETHING YOU APPRECIATE ABOUT THEM OR THEIR WORK.



FIND OUT MORE

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