

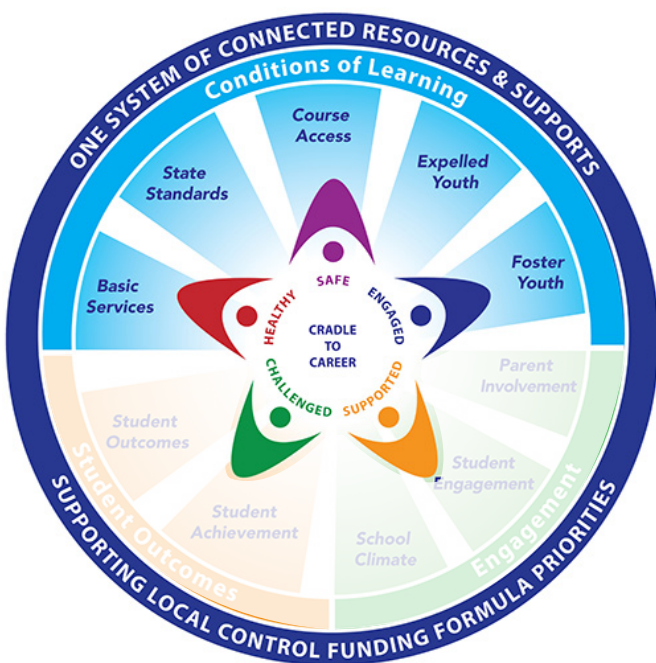
CONDITIONS OF LEARNING



Priority 1: Basic Services

Desired Results: All students have equitable access to appropriately assigned, experienced and effective teachers.

[Source: [LCFF Priority 1 Statement of Model Practices](#)]



Takeaways

The California Department of Education advocates for a Whole Child approach, which outlines collaboration among families, caretakers and community agencies “to deliver integrated services that promote improved access to health and learning supports, high expectations, and a positive school climate.” The goal of the Whole Child approach is for students to be “safe, engaged, supported, challenged and healthy.”

[Source: [CDE Whole Child Resources](#)]

Studies found that the arts can be a powerful tool for improving learning conditions by supporting the Whole Child approach at all grade levels.

Arts learning proved to be a powerful tool for improving learning conditions for students at all grade levels.

Arts integration professional development helped teachers grow as educators and improved their ability to collaborate with other professionals.

Studies suggested correlations with higher student achievement, increased engagement and more positive classroom environments when teachers used arts integration to engage students in learning.

How can the arts help teachers improve learning for students?

Many studies in ArtsEdSearch use **arts integration** as the framework for researching conditions of learning in the arts. In California, arts integration is defined as “co-equal instruction in which students are learning and being assessed equally in one or more arts disciplines...and one or more other subject areas. To deepen and expand students’ learning through co-equal arts integration, the intersection of the content areas authentically connects while addressing, assessing, and forwarding the learning objectives equally in all subjects.” [Source: [California Arts Education Framework, Chapter 8](#)]

All studies in ArtsEdSearch linked to this priority area focused on arts integration.



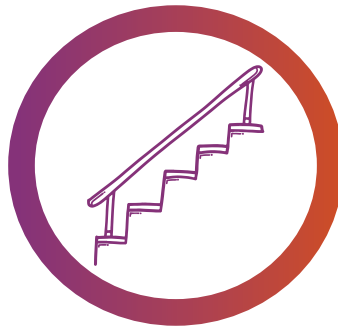
Arts Integration:

Teachers’ perceptions of their school improved through participating in arts integration. (4)

Arts integration positively correlated with **increased achievement** in reading and mathematics for middle school students. (4)

Arts integration led to **decreased suspensions** and slightly greater increased attendance. (4)

Teachers reported that arts integration **actively engaged students** in learning and collaborative work, creating a more positive classroom environment. (2)



Teacher Professional Development:

According to analyses linking the impact of teacher professional development, arts learning and academic outcomes, students at schools with both an arts focus and arts integration programming **scored higher** on state academic tests than students who received only conventional academic and arts learning instruction. (3)

Teachers participating in arts integration professional development reported that training **improved instructional practice**. This includes their ability to design lesson plans, assessment methods, and effectiveness at meeting a range of student needs. (2)



Educator Collaboration:

Classroom teachers expressed that collaboration with a teaching artist was the most effective attribute of their arts integration professional development program. It provided a **professional learning** opportunity focused on creating arts integrated lesson plans. (2)

Teachers’ capacity to provide standards-based interdisciplinary arts instruction improved overall and teachers benefited from networking and peer collaboration. (1)

Teachers **reported easier classroom management** with arts integration because more students were actively engaged in learning and working collaboratively with teachers and other students. (2)

Studies Included:

1. [Arts in the Classroom Professional Development Program](#): Final Evaluation Report
2. [Arts integration professional development](#): teacher perspective and transfer to instructional practice
3. [Embracing the Burden of Proof](#): New strategies for determining predictive links between arts integration teacher professional development, student arts learning, and student academic achievement outcomes
4. [Transforming Teaching Through Arts Integration](#)

Acknowledgements

The [Arts Education Partnership](#) (AEP) is the nation's hub for arts education leaders. AEP has been supported by the National Endowment for the Arts and the U.S. Department of Education since 1995 and is administered by [Education Commission of the States](#).

The development of this toolkit was supported by funding from the [William and Flora Hewlett Foundation](#).

To view the full California LCFF Priority-Aligned Research visit: <http://www.artsedsearch.org/california-lcff-priority-aligned-research/>

