



*Idaho Commission on the Arts
Ruth Piispanen, Arts Education Director*

General Information

Organization Mission Statement

The Idaho Commission on the Arts (ICA) endeavors to provide quality experiences in the arts for all Idahoans. The Idaho Commission on the Arts, established as a state agency by the legislature in 1966, is charged by state law to “stimulate and encourage throughout the state the study and presentation of the performing and fine arts and public interest and participation therein.” The Commission also must “encourage and assist freedom of artistic expression essential to the well-being of the arts.” Funded by the State of Idaho, the National Endowment for the Arts (a federal agency) and by private funds, the Commission is both a service organization with a professional staff offering technical assistance and training and a funding organization providing financial assistance.

Arts Education Mission Statement

The Arts in Education (AIE) Program provides support for diverse and challenging arts learning opportunities in schools and communities. The Commission believes that all young people should have an arts education that is curriculum based, linked to content standards, and enriched by ongoing opportunities to work with artists and community based authentic arts resources. To achieve this goal, the AIE Program encourages teachers, artists, arts organizations, and communities to join as partners to foster the learning and artistic development of students and teachers in pre-kindergarten through grade 12.

Arts Education Program Overview

Over the past 10 years, the ICA arts education program has worked to develop a singular strategy that emphasizes good instructional practice in the classroom using grant making, professional development for teachers and teaching artists, and the creation of curriculum resources, assessment tools, and planning templates. All Commission arts education grants and services build on the concept of “effective practice” with emphases on creating resources, connecting the state’s arts educators to each other, and taking a leading role in documenting and sharing results.

The Commission's goal has been to draw on a base of effective practices that meet Idaho’s unique needs. Following extensive data collection that encouraged a variety of educators to participate and assess resource strengths with a national perspective about effective practices, a modified grant system was put in place. The grant system includes:

- a grant process that guides applicants’ approach to planning and evaluation for outcome-based applications;
- new AIE project grants directing significant resources to Idaho arts organizations that are prepared to develop arts services for schools;

- user-friendly QuickFund\$ grants targeted to schools, available quarterly, for supporting artist residencies, purchasing instructional resources and providing professional development opportunities.

Competent reporting is a persuasive means for grantees to advocate for arts education, contribute to wider knowledge, and open new avenues of opportunities by reaching out to audiences that may be interested in project design and results. As a part of the grant requirements, grantees are required to take deliberate steps in designing evaluation plans, collecting data and documentation, and analyzing data for evidence of the results intended. Several short- and long-term results are anticipated: ICA would be more effective in telling its story and communicating the public value of its programs; policymakers, including ICA, would make more effective decisions about future funding allocations and program design; and upon reflecting on the qualities and values of their programs, grantees would build their own skills.

In 2003, the ArtsPowered Schools Institute (APS) was organized to address a critical need in Idaho. Research conducted by ArtsMarket and Michael Sikes revealed an absence of arts, especially at the elementary level. Although Idaho elementary teachers are enthusiastic about using the arts in their classrooms, they lack the training or resources to do so. Giving them access to the knowledge and skills was paramount. APS was designed to include:

- identified outcomes for teachers, students, artists and Institute directors;
- presenters of national status who create a foundation centered on current topics in arts education and student learning;
- opportunities for participants to create work in dance, theatre, music and visual arts, taught by master artists and facilitators;
- ongoing participation by the artists and cultural organizations of Idaho, together with the opportunity for artists to improve their skills in planning and presenting high-caliber arts education;
- training in developing curricula and lesson plans tied to the new K-12 Idaho Humanities Achievement Standards;
- technical assistance, follow-up, and support in implementing learning in the classroom.

In 2008, APS leaders created a new arts education foundational document, *ArtsPowered Learning: An Idaho Arts Education Framework*, to guide the ArtsPowered Institute and teaching and learning in the classroom. Originally conceived solely as a guide to the Institute, now with support from the Department of Education, *ArtsPowered Learning* is planned for distribution to elementary school classrooms statewide and will be available as a .pdf on the APS Web site.

Grant Programs

Types of Arts Education Grant Programs

- residency program
- in-school arts education
- out-of-school time arts education
- arts education program/project support for arts organizations
- quick funds/minigrants

Groups Eligible for Grant Programs

- public schools
- private/nonparochial schools

- private/parochial schools
- charter schools
- home school groups
- regional/local arts agencies
- arts organizations
- other: Very Special Arts (VSA)

Total Number of Arts Education Grants Awarded in Most Recent Fiscal Year

53 grants

Total Dollar Value of Arts Education Grants Awarded in Most Recent Fiscal Year

\$203,933

Major Initiatives & Partnerships

ArtsPowered Schools

In partnership with the Idaho Department of Education, the ICA Arts in Education Program offers an annual summer institute offering professional development for Idaho elementary classroom teachers, teaching artists, school administrators and Idaho arts organizations covering strategies for teaching in and through the arts.

Idaho, Wyoming, Utah, Montana

This is a four-state, intermountain west on-line survey tracking the status of arts education, providing a snapshot of our individual states' status on arts education and offering a comparison to the other intermountain states. Survey results will provide data that can be shared with schools, policymakers and community arts organizations.

Creative Access

ICA partners with VSA arts of Idaho and the Idaho Department of Education Bureau of Special Education to support Creative Access: Improving Access to the Arts in Our Schools. It provides artist-in-residence programs for children with special needs through the Individual Education Plan. VSA-Idaho administers the residencies and shares the ICA's Directory of Teaching Artists as a source for its artists, providing additional training as well as consulting with the schools on evaluation plans.

Artist Residency Program

Artist Residency Program is administered by the state arts agency office.

- Mandatory orientation is provided for artists.
- Mandatory training is provided for artists.
- Entities other than schools may apply for the residency program.

Fee Structure for Teaching Artists

- \$50 per hour
- There can be additional compensation outside of the fee structure. ICA does not set fees, but suggests only \$50 as an average for time with student and \$25 per hour for planning time and travel.

Additional Comments on Residency Program

All arts education grants are set up as project grants, which can include residency projects. The Commission does not have a separate category for residencies. Under this

grant system, sound educational projects such as touring, hosting artists and youth-at-risk programs are all fashioned around the same planning model emphasizing effective practice. A successful arts learning grant proposal represents effective leadership, team building, partnership and outreach to those who have a stake in the outcome as well as a commitment to effective practice, measured progress and shared results. These requirements are supported with resources. The *Arts in Education Project Designer's Toolbook* provides step-by-step instructions in constructing a program and applying for funding. Additional support is available through statewide grant-writing workshops and advance courtesy reviews.

Teaching Artist Roster Program

Teaching Artist Roster Basics

- A panel is used to select roster artists.
- Applications for roster are reviewed every two years.

Additional Comments on Teaching Artist Roster

To stay on the ICA Directory of Teaching Artists, ICA teaching artists must participate in one ICA sponsored artist-in-residence project in the two-year cycle and two of the following professional development activities:

- Attend the Fall Artist Orientation/Retreat, held every two years.
- Attend ArtsPowered Schools; a discount rate is available.
- Subscribe to *Teaching Artist Journal* (www.teachingartists.com).
- Use a QuickFund\$ Professional Development Grant to attend a workshop in your art form or in arts education, or a mentor opportunity for yourself with another teaching artist.
- Propose an idea to the arts education program director.

Annual Events

ArtsPowered Schools

Each summer the ArtsPowered Schools Institute offers a residential professional opportunity designed to immerse educators in strategies for teaching and learning through the arts. The ArtsPowered Schools Summer Institute, presented by the Idaho Commission on the Arts in partnership with the Idaho State Department of Education annually assists teachers in gaining skills to be able to use the arts in their classrooms as ways to engage learners, meet the needs of a variety of students, increase literacy, and promote creativity and critical thinking.

Professional Development Services

Provision of Professional Development Trainings, Workshops and/or Institutes

- For classroom teachers, professional development is administered in partnership with another organization. Each summer the ArtsPowered Schools Institute offers a residential professional opportunity designed to immerse educators in strategies for teaching and learning through the arts. The ArtsPowered Schools Summer Institute presented by the Idaho Commission on the Arts in partnership with the Idaho State Department of Education annually assists teachers in gaining skills to be able to use the arts in their

- classrooms as ways to engage learners, meet the needs of a variety of students, increase literacy, and promote creativity and critical thinking.
- For arts specialists, professional development is administered in partnership with another organization. ICA provides line-item support for the Idaho Art Education Association, the professional association of visual arts specialists.
 - For teaching artists, professional development is administered by the state arts education office. ICA provides a two-day training/orientation every other fall on the years that it brings new artists onto the directory.
 - For school administrators, professional development is administered in partnership with another organization. School administrators attend ArtsPowered Schools with opportunities to learn from national presenters and teaching artists who lead educators and administrators (mostly elementary school principals) to imagine and use the arts as a premium tool for teaching.

Poetry Out Loud

Poetry Out Loud Administration

- in-house with other state arts agency staff

Poetry Out Loud Participation

- number of schools participating in Poetry Out Loud statewide: 23
- number of regional semifinals: 3
- Home-schooled students participate.
- Schools specifically for students with disabilities participate.
- Schools specifically for at-risk youth participate.

Poetry Out Loud Resources and Activities

- evaluation
- documentation
- classroom teacher training
- original poetry component

Additional Prizes and Awards

- travel money, professional photographs for students and parents, books of poetry, commemorative booklet with photos of all students at state finals, and bouquets
- Additional prizes were purchased.

Resources & Publications

Publications and Media Resources Provided:

- arts education handbook
- arts education planning guide
- statewide data/research on arts education in schools
- other: Curriculum Framework - *ArtsPowered Learning: An Idaho Arts Education Framework*.

ArtsPowered Learning: An Idaho Arts Education Framework. Over the past seven years, elementary teachers throughout Idaho have gathered to dedicate a week of their summer to an exploration of arts learning. The ArtsPowered Schools Institute provides strategies and tools for teaching in and through the arts. As a community of learners at ArtsPowered Schools, participants work together to better understand the qualities and

characteristics needed to create outstanding arts teaching and learning experiences for Idaho students.

ArtsPowered Schools presenters, directors and educators have worked collaboratively to capture the foundational elements that form the base for quality arts teaching and learning. Originally conceived solely as a guide to the Institute, now with the support from the Idaho Department of Education, *ArtsPowered Learning: An Idaho Arts Education Framework* is being distributed to elementary classrooms statewide as a tool to implement the Idaho Humanities Content Standards.

The arts have the power to stimulate the interest of all who come in contact with them, including every student in the classroom. *ArtsPowered Learning: An Idaho Arts Education Framework* is a resource to spark creativity, exploration and new learning possibilities in the classroom.

Evaluation & Assessment

Assessment of Student Learning in the Arts

- Assessment training is provided. Specific training on assessment is included in all aspects of the ArtsPowered Schools institute and professional development for Idaho teaching artists. It was also a session in the recent Dance Education Summit. A sequence of identifying learning targets, assessment criteria and embedded assessment is included in all aspects of the ArtsPowered Learning Framework. The Framework is being distributed to every elementary teacher, arts specialist and arts organization that provides arts education in Idaho and is a critical component of all arts education grant criteria.
- Sample assessment tools are provided. The ArtsPowered Learning Framework describes assessment as an integral part of effective instruction and includes many forms, from group reflection to checklists to rubrics. It emphasizes embedded assessment as a vital form of feedback to students to help them improve quality of work. The Framework is being distributed statewide and is available as a .pdf file on the Commission and Department of Education Web sites. The resource is also a direct link from ICA's Arts Education Grant guidelines.
- The evaluation of the APS Institute is expanding to include an increased focus on the impact of professional development on a sample of teachers and teaching artists. The methodology includes examples of integrated arts units that have been developed by teachers and artists as a result of ArtsPowered Schools professional development, samples of student work collected as evidence of learning resulting from the units, facilitated presentations in a peer forum, and follow-up interviews with each presenting team by the evaluator. Six teams of teachers and artists from throughout Idaho who have participated in prior ArtsPowered Schools Institutes will present their work in peer-to-peer Reflective Practice sessions. The purpose of these sessions is to provide opportunities for teams of teachers and artists to share units of study and receive thoughtful responses from colleagues to improve practice; to build a compendium of best practices in arts teaching and learning among Idaho teachers and artists; and to document the impact of arts education professional development on teaching and learning in Idaho.

Program Evaluation for Grantees

- Program evaluation tools are provided. A successful arts learning grant proposal represents effective leadership, team building, partnership and outreach to those who have a stake in the outcome: a commitment to effective practice, measured progress, shared results. These requirements are supported with resources. The *Arts in Education Project Designer's Toolkit* provides step-by-step instructions in constructing a program

and applying for funding. Additional support is available through statewide grant-writing workshops and advance courtesy reviews.

- The Commission's arts education grant process emphasizes needs based programming and a continuous process for tracking results to ensure intended outcomes are achieved. As an essential part of this grant program structure, the AIE Program has developed a better process for completing and submitting final reports. It is designed to be user friendly and provide superior information to those who need it.

Methods of Self-Evaluation of State Arts Agency's Arts Education Program

- formal external evaluation
- quantitative and qualitative grants data
- participation data
- financial data
- performance measurements
- surveys and feedback forms
- direct observations

Utilization of Evaluation

Competent reporting is a persuasive means for grantees to contribute to wider knowledge and advocate for arts education. Grantees are required to take deliberate steps in designing evaluation plans, collecting and analyzing data for evidence of the intended results, and documenting those results. ICA has become more effective in telling its story and communicating public value; policymakers, including ICA, can make better decisions about future funding priorities and program design; grantees can enhance their skills. ICA assists grantees in tracking progress made in filling identified needs, and it spreads the information throughout the state by posting "evidence of learning" reports on the Commission's Web site.

Arts Education Staffing & Network Contacts

State Department of Education Arts Curriculum Specialist

Dr. Peggy Wenner

Arts Education Program Staff, Job Title, FTE

Ruth Piispanen, Arts Education Director, 1.0

Staff Biography

Ruth Piispanen earned a B.A. in arts education and taught as a visual arts specialist in Ohio, Maine and Washington. Ruth holds an M.A. in arts policy and administration from Ohio State University and has worked to explore, support and strengthen the role of arts education for more than 20 years. She was an active advocate and participant in the development of the Idaho Humanities Achievement Standards that include recently adopted content standards for the visual and performing arts. Piispanen worked to redevelop the arts education programs at the Idaho Commission on the Arts by creating a planning model for the applicants to follow that emphasizes carrying out strategies, measuring progress and sharing results. She was the founding director of ArtsPowered Schools and currently enjoys the position of codirector with her colleague at the Idaho Department of Education, Dr. Peggy Wenner.