FEELING OLD YET?

YEP!
ROBERT BENSON

• Education:
  – Undergraduate B.A. Art at -Cleveland State University (87-92)
  – Masters in Administration/Supervision-ASU-2003
  – Doctorate in Educational Leadership- Focus on Policy and Innovation-ASU-2011

• 27th year in public education:
  – Taught 1 year of Elementary art in Prendergast District.
  – 13 years of ceramics at Ironwood High School.
  – 1 year as a curriculum and instructional specialist for the visual arts.
  – 6 years as the Director of Arts Education.
  – Starting my 7th year as principal at Foothills.
Past Positions

- President- Arizona Alliance for Arts Education.
- Partner- Kennedy Center for Performing Arts Partners in Education.
- Member of the Arizona Citizens for the Arts.
- Chair- City of Peoria Arts Commission.
- Many State and Civic committees
“ASSIGNMENT”
THE SCHOOL
STRUCTURE
Every Student, Every Day, Prepared to Shape Tomorrow.

Unified – Not Uniform

Artful Teaching - Artful Learning
SCHOOL STRUCTURE

PEORIA UNIFIED SCHOOL DISTRICT

- Pre K-8
- Title I
- Curriculum Frameworks
- Assessment System

- Initiatives

COME TO THE ART SIDE
SCHOOL STRUCTURE

Welcome to Our HOUSE
The word **studio** means "study" and/or "zeal" (diligence). It is a space where artists do their work and through their work, they are also **learning**. At Foothills all classrooms are “studios”.

**Studio Habits of Mind**

- Engaging and Persisting
- Stretching and Exploring
- Reflecting
- Expressing
- Developing Craft
- Observing
- Understanding Community
- Envisioning

Arts education programs are where students are learning about the arts through a developmentally appropriate application of State Arts Standards. Taught by certified arts educators. Students are developing artistic literacies. K-4 (Some Junior High)

Arts Academy is a studio based program that develops the skills of students who have the propensity to grow in ONE art form. Taught by certified arts educators. Students develop deeper skills and are able to use these skills in focused creative expressions. 5-8 (Students Screen)

Arts Learning is the utilization of arts based instructional strategies. These are implemented by the classroom teacher. (K-8)
This model has pillars of what we (teachers & administration) decide is “arts learning”… strategies that add to the mission/vision and shared values and beliefs of the school in regards to instruction, curriculum, and assessment.
SCHOOL STRUCTURE

an **APPROACH** to **TEACHING** in which students construct and demonstrate **UNDERSTANDING** through an **ART FORM**.

Students engage in a **CREATIVE PROCESS** which **CONNECTS** an art form and another subject area and meets **EVOLVING OBJECTIVES** in both.
SCHOOL STRUCTURE

In school Teaching Artist residencies that include observation, reflections, and team teaching.

Professional development workshops for teachers.
SCHOOL STRUCTURE
Principal Benson’s Warning:
We Burn Notes, Not Our Throats.
Never, Ever, Ever, Smoke!
Best Practices

• More experiential, inductive, hands-on-learning.
• More emphasis on higher level thinking
• More responsibilities and choice for students
• More cooperative, collaborative activity.
• More coaching, demonstrating, and modeling as teacher roles.

• Less whole-class, teacher directed instruction.
• Less student passivity: sitting, listening, and receiving.
• Less time for worksheets, workbooks, and seatwork.
• Less time spent reading textbooks, basal readers.
• Less memorization of facts and details.
• Less emphasis on competition and grades
SCHOOL STRUCTURE

Manifesto

DEMOCRACY AND EDUCATION

AN INTRODUCTION TO THE PHILOSOPHY OF EDUCATION

BY JOHN DEWEY

THE MACMILLAN COMPANY 1916

ARTS & ARTS LEARNING

WELCOME TO OUR HOUSE

RISK TAKING

S.O.A.R

STUDIO CLASSROOM

DIVERSITY

IMPROVEMENTS

INITIATIVES

SAFETY

P.U.S.D

INITIATIVES

LITERACY, NUMERACY, WELL-BEING OF THE CHILD

SHARED VALUES & BELIEFS

(FOOTHILLS FINE ARTS ACADEMY)

shaping the future by developing

OPTIMISTIC students who are CREATIVE & PERSISTENT, and who will EXPLORE their own potential & DREAM of solutions to create a better world.

♥ We RESPECT each other and recognize each other’s contributions with an OPEN MIND and PRAISE. ♥ We make a COMMITMENT with Individual CONTRIBUTIONS and understand how they affect the entire family. ♥ We value our TRADITIONS and desire to maintain them. ♥ We understand the value of RELATIONSHIPS and spend time with each other to make them STRONGER. ♥ We are HELPFUL and not hurtful to each other. ♥ We demonstrate a deep sense of EMPATHY for each other. ♥ We recognize challenges and WORK TOGETHER to solve them.

ARTFUL TEACHING ARTFUL LEARNING

QUALITY community
definition

QUALITY instruction
definition

QUALITY environment
definition

QUALITY assessment
definition

QUALITY learning
definition
Educational Perspective

Quality Instruction

<table>
<thead>
<tr>
<th>Instructional Practices Inventory</th>
<th>Student/Teacher Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student-Engaged Instruction</strong></td>
<td>Active Engaged Learning</td>
</tr>
<tr>
<td>Students are engaged in higher-order thinking. Common examples include authentic project work, cooperative learning, hands-on learning, problem-based learning, demonstration, and research. Students are constructing knowledge at variation or analysis levels.</td>
<td></td>
</tr>
<tr>
<td><strong>Teacher-Directed Instruction</strong></td>
<td>Teacher-Led Instruction</td>
</tr>
<tr>
<td>Students are attentive to teacher-led learning experiences such as lecture, question and answer, teacher giving directions, and video-based instruction with teacher interaction. Discussion may occur, but instruction and ideas come primarily from the teacher.</td>
<td></td>
</tr>
<tr>
<td><strong>Dissengagement</strong></td>
<td>Student Work/Teacher Engaged</td>
</tr>
<tr>
<td>Students are doing seatwork, working on worksheets, book work, tests, video with teacher watching the videos with the students, etc. Teacher assistance or support is evident.</td>
<td></td>
</tr>
<tr>
<td><strong>Disengagement</strong></td>
<td>Student Work/Teacher Dissengaged</td>
</tr>
<tr>
<td>Students are doing seatwork, working on worksheets, book work, tests, video without teacher support, etc. Teacher assistance or support is not evident.</td>
<td></td>
</tr>
<tr>
<td><strong>Total Disengagement</strong></td>
<td>Teacher and students are not engaged in learning directly related to the curriculum.</td>
</tr>
</tbody>
</table>

Rigor/Relevance Framework®

- **Creating**
- **Assimilation**
- **Adaptation**
- **Evaluating**
- **Analyzing**
- **Applying**
- **Understanding**
- **Remembering**

Knowledge Taxonomy:

- Knowledge in one discipline
- Apply in discipline
- Apply across disciplines
- Apply to real-world predictable situations
- Apply to real-world unpredictable situations

Decision Making:

- Analysis
- Integration
- Classifying
- Experimenting
- Specifying
- Generalizing
- Recalling
- Executing
- Recognizing

Comprehension:

- Matching
- Symbolizing
- Analyzing
- Identifying

Retrieval:

- Writing
- Remembering
- Retaining
- Understanding

Knowledge Utilization:

- Decision Making
- Problem Solving
- Integrated Learning
Educational Perspective

Quality Instruction

Instructional Practices Inventory

Student/Teacher Interaction

**Active Engaged Learning**
Students are engaged in higher-order learning. Common examples include authentic projects, cooperative learning, hands-on learning, and research. Students are actively involved in the learning process and show evidence of higher-order thinking.

**56%**

**Shared Learning**
Students work together in small groups or with a partner to construct knowledge. Conversations may have been teacher initiated but are not teacher dominated. Higher order thinking is evident. Students are constructing knowledge at different taxonomic levels.

**25%**

**Teacher-Led Instruction**
Students are doing worksheet, working on word problems, cut-and-paste, etc., and are following the teacher's direction, and rules. Instructional direction and rules are important for success.

**12%**

**Student Work/Teacher Engaged**
Students are doing worksheet, working on word problems, cut-and-paste, etc., with teacher assistance or support evident.

**6%**

**Social Engagement**
Students are doing worksheet, working on word problems, cut-and-paste, etc., with teacher assistance or support evident. Students are engaged in learning directly related to the curriculum.

**56%**

**Total Disengagement**
Teacher and students are not engaged in learning directly related to the curriculum.

**12%**
### Educational Perspective

#### Quality Instruction

<table>
<thead>
<tr>
<th>Instructional Practices Inventory</th>
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</thead>
<tbody>
<tr>
<td><strong>Student/Teacher Interaction</strong></td>
</tr>
<tr>
<td><strong>Painter and Valentine</strong></td>
</tr>
</tbody>
</table>

#### Active Engaged Learning
Students are engaged in meaningful learning. Common examples include active learning, problem-solving, and research. Students are constructing knowledge and utilizing different analysis levels.

#### Student Learning Conversations
Students are engaged in conversations that construct knowledge. Conversations may be teacher-directed or student-led but are not teacher-dominated. Higher-level thinking questions are asked. Students are constructing knowledge or utilizing an analysis level.

#### Teacher-Directed Instruction
**Teacher-led Instruction**
Students are engaged in learning experiences such as lecture, question-and-answer, lab work, group directions, and video. Instruction is mostly one-way, and information may occur, but instruction and ideas come primarily from the teacher.

**Student Work/Teacher Directed**
Students are directed and guided by worksheets, books, tests, videos, with teacher assistance or support typically evident.

**Disengagement**
Students work independently on worksheets, books, tests, videos without teacher assistance or support. Teacher assistance or support is not evident.

#### Application Model
- **Knowledge in one discipline**
  - 7%
  - 23%
- **Apply in discipline**
  - 55%
  - 16%
- **Apply across disciplines**
  - 22%
- **Apply to real-world predictable situations**
  - 9%
- **Apply to real-world unpredictable situations**
  - 5%

#### Rigor/Relevance Framework®

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Knowledge in one discipline: 1% of the area
Apply in discipline: 55% of the area
Apply across disciplines: 22% of the area
Apply to real-world predictable situations: 9% of the area
Apply to real-world unpredictable situations: 5% of the area

---

Knowledge Utilization:
- Analysis (65%)
- Comprehension
  - Retrieval
    - Recalling (22%)
    - Executing (5%)
  - Integrating
    - Recognizing (9%)
    - Executing (5%)
- Decision Making
  - Classifying
    - Recognizing (9%)
    - Executing (5%)
  - Problem Solving
    - Classifying
      - Recognizing (9%)
      - Executing (5%)
    - Experimenting
      - Recognizing (9%)
      - Executing (5%)
  - Investigating
    - Integration (65%)

---

Student-Engaged Instruction: 50%
Teacher-Directed Instruction: 30%
Student Work/Teacher Directed: 10%
Disengagement: 4%
Total Disengagement: 1%
Educational Perspective
Teacher Understanding

ARTS  ACHIEVEMENT
Educational Perspective

• Deal with frustration
• Help change the mindset over time.
• Present ideas.
• Offer opportunities to change.
• Extinguish FEAR!
• Offer a new opportunity.
## Component 3c. Engaging students in rigorous learning

<table>
<thead>
<tr>
<th></th>
<th>Proficient</th>
<th>Excelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are</td>
<td>intellectually engaged throughout the lesson in significant learning;</td>
<td>highly intellectually engaged throughout the lesson in significant learning, and make meaningful</td>
</tr>
<tr>
<td>engaged</td>
<td>activities and assignments, materials, and groupings of students are fully</td>
<td>contributions to the activities, student groupings, and materials. All students are engaged in</td>
</tr>
<tr>
<td>throughout the</td>
<td>appropriate to the instructional outcomes, and students’ cultures and</td>
<td>work of a high level of rigor. <strong>Teacher provides opportunities</strong> that require complex</td>
</tr>
<tr>
<td>lesson</td>
<td>levels of understanding. Most students are engaged in work of a high</td>
<td>analyses and new thinking to deepen understanding of previous knowledge, <strong>OR</strong> teacher</td>
</tr>
<tr>
<td></td>
<td>level of rigor. <strong>Teacher provides opportunities</strong> that require</td>
<td>requires students to complete authentic, complex real-world tasks in which they</td>
</tr>
<tr>
<td></td>
<td>students to develop automaticity in skills that are necessary for</td>
<td>construct meaning through problem solving, decision-making, formulating and testing hypotheses,</td>
</tr>
<tr>
<td></td>
<td>subsequent, higher level learning, <strong>OR</strong> comprehend basic</td>
<td>conducting inquiries, and/or developing and designing original products; there is evidence of</td>
</tr>
<tr>
<td></td>
<td>meaning of new information and demonstrate understanding</td>
<td>deepening understanding and higher levels of expertise and transfer or learning; activities</td>
</tr>
<tr>
<td></td>
<td>verbally or non-linguistically, <strong>OR</strong> examine new knowledge in</td>
<td>are mostly at the analysis and knowledge utilization levels. <strong>Teacher acts as facilitator</strong></td>
</tr>
<tr>
<td></td>
<td>fine detail and as a result, form new conclusions, often through the</td>
<td>and leads students in experiential, inductive, hands-on learning. **Students are provided</td>
</tr>
<tr>
<td></td>
<td>completion of authentic, complex, real-world tasks; activities are</td>
<td>rigorous, appropriate, aligned opportunities for guided and independent practice.</td>
</tr>
<tr>
<td></td>
<td>primarily at the analysis and comprehension levels. **Teacher often acts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>as facilitator** and leads students in experiential, inductive, hands-on</td>
<td></td>
</tr>
<tr>
<td></td>
<td>learning. Students are provided appropriate, aligned opportunities for</td>
<td></td>
</tr>
<tr>
<td></td>
<td>guided and independent practice.</td>
<td></td>
</tr>
</tbody>
</table>
Component 2b. Establishing a culture for learning

<table>
<thead>
<tr>
<th>Proficient</th>
<th>Excelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.</td>
<td>High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance – for example, by initiating improvements to their work.</td>
</tr>
</tbody>
</table>

- 60% of teachers reported that the use of arts integration has been a positive factor in their teacher evaluations.
Educational Perspective

- Literacy
- Numeracy
- Well-Being of Children
Educational Perspective

What is Literacy?

- By typical definition- Text is “the written word”.

- In literary theory, a text is any object, movement or sound that can be "read," whether this “object” is a work of literature, a street sign, an arrangement of buildings on a city block, styles of clothing, works of art or musical scores......

  • ....it is a coherent set of signs that transmits some kind of informative message.

  • ....its roots are in decoding and sense making.

  • Visual, technological, financial, kinesthetic, etc. are examples of “literacy” that have been researched.
Educational Perspective

Critical Thinking
Analyze (73) Evaluate (22) Problem Solve (18) Determine Point of View (15) Compare/Contrast (12) Follow (11) Sequence (9) Solve (8) Draw (7) Sort (5)

Creative Thinking
Associate, Hypothesize, Generate, Demonstrate (35) Create (26) Produce (17) Develop (41) Form (12)

Complex Thinking
Challenge (2) Clarify (32) Find Central Idea (19) Determine (50) Research (33) Interpret (6) Find Theme (8)

Comprehensive Thinking
Verify (7) Determine Relevance (2) Infer Point of View (37) Understand (27) Read/Comprehend (20) Infer (10) Recount (9) Identify (8) Decode (6) Describe (2) Retell (5) Paraphrase (2)

Collaborative Thinking
Listen to Divergent Views, Apply Conflict Resolution Skills, Discuss with Civil Discourse, Collaborate (8) Pose Questions (3)

Communicative Thinking
Use Logic, Find Relevant Evidence, Use Technology Media (8), Write (31) Organize (17) Explain (11) Develop Projects (8) See Relationships (30) Present (12)

Cognitive Transfer
Generalize, Synthesize, Apply (14), Demonstrate (28) Reflect (3) Reflection (20) Summarize (7)

Standards Based Education System = A different way to teach
Based on 45,000 words

J.A. Bellanca, R. J. Fogarty, B.M. Pete (2012) How to Teach Thinking Skills Within the Common Core: 7 Key Student Proficiencies of the New National Standards. Solution Tree
• Compare/Contrast
• Follow
• Sort
• Create
• Theme
• Determine
• Clarity
• Comprehend
• Understand
• Clarity
• Comprehend/Comprehension
• Opinion

• Decode
• Questions
• Discussions
• Listen
• Organize
• Write
• Media
• Technology
• Evidence
• Logical
• Apply
• Demonstrate
• Reflect
The word “text” is used 135 times
Creative Questions

1. Why…?

2. What are the reasons…? What if…?

3. What if we knew…? What would change if…?

4. What is the purpose of…? How would it be different if…? Suppose that…?
### Example of specific Reading Standards

<table>
<thead>
<tr>
<th>Grade 3 students:</th>
<th>Grade 4 students:</th>
<th>Grade 5 students:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Ideas and Details</strong></td>
<td><strong>Key Ideas and Details</strong></td>
<td><strong>Key Ideas and Details</strong></td>
</tr>
<tr>
<td>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <strong>(3.RL.1)</strong></td>
<td>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <strong>(4.RL.1)</strong></td>
<td>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. <strong>(5.RL.1)</strong></td>
</tr>
</tbody>
</table>
ARTS LEARNING EXAMPLES
Speech Therapist utilized visual thinking strategies into her therapy for students who have low levels of communication skills.

She focused kids on portraits with gestures, clothing, facial expressions, setting, and focal point.

She used three questions and one follow up. What do you see? What do you think about what you see? What do you wonder about what you see?

When students commented on an observation, she would often state, “what makes you think that”...for more detail.

The students showed on average a 60% growth in their work with the teacher. Some exceeded their IEP goals.
Moving Through Math has been successfully piloted in elementary schools throughout the U.S. Research documents dramatic improvements in student performance. Students showed marked increases in interest in mathematics, enjoyment of mathematics, creativity in mathematical thinking, analytical and spatial reasoning, verbal reasoning, and test performance.
• The 3rd grade team is always being progressive in approaches to the arts and challenging students in realistic situations.

• This year the 3rd grade team utilized connections to their math standards, financial literacy ideas, entrepreneurship ideas, and their classroom token economy.

• Kids had to create a product they could sell in a reasonable price and the popularity of their product. They also had to calculate their profit.

• Using their creativity was ideal! The products they made well... or not so well.. sold or did not sell and in the end, they learned a lot about their business potential.

• Math standards were integrated!
The grade level team does many engaging moments and offers a great deal of culture of learning within each classroom.

In the past they have used theater ideas to do an annual Colonial Day event.

This year they have don some quarterly Theme Based Engagement Activities.

The idea is that they engage students within a theme of work (construction, pirates, being a medical worker) to solve deep and challenging ELA and Math related work in a very challenging and collaborative way.
POTENTIAL HURDLES
## Potential Hurdles

### Parental Perceptions

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
<th>Foothills</th>
<th>Elementary</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do the parents really care about the school?</td>
<td>I know and support the school’s mission.</td>
<td>4.31</td>
<td>4.17</td>
<td>4.16</td>
</tr>
<tr>
<td>Do parents have good relationships with teachers?</td>
<td>Teachers are enthusiastic about teaching</td>
<td>4.46</td>
<td>4.24</td>
<td>4.18</td>
</tr>
<tr>
<td>Do parents have any concerns for their child’s school experience?</td>
<td>The school offers opportunity for kids to explore opportunities outside the core content areas.</td>
<td>4.39</td>
<td>3.73</td>
<td>3.86</td>
</tr>
<tr>
<td>Are parents concerned about “success”.</td>
<td>The school recognizes the students for accomplishments.</td>
<td>4.46</td>
<td>4.24</td>
<td>4.18</td>
</tr>
<tr>
<td>Pilot of NO report cards.</td>
<td>I regularly check my child’s grades and /or attendance using an on-line resource.</td>
<td>3.90</td>
<td>3.92</td>
<td>4.05</td>
</tr>
</tbody>
</table>
## Potential Hurdles

### Teacher Perceptions

<table>
<thead>
<tr>
<th>Question</th>
<th>Statement</th>
<th>Foothills</th>
<th>Elementary</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do teachers have good relationships?</td>
<td>The peers that I work with cooperate with each other to get the job done.</td>
<td>4.45</td>
<td>4.17</td>
<td>4.16</td>
</tr>
<tr>
<td></td>
<td>The peers that I work with care deeply about the quality of their work.</td>
<td>4.48</td>
<td>4.26</td>
<td>4.21</td>
</tr>
<tr>
<td>Do teachers like coming to work?</td>
<td>I feel the amount of work required of me is reasonable.</td>
<td>3.94</td>
<td>3.60</td>
<td>3.58</td>
</tr>
<tr>
<td>Are teachers committed to the schools mission and vision?</td>
<td>I am committed to seeing my school succeed.</td>
<td>4.91</td>
<td>4.75</td>
<td>4.72</td>
</tr>
<tr>
<td></td>
<td>The schools procedures and practices support student achievement.</td>
<td>4.23</td>
<td>4.06</td>
<td>4.01</td>
</tr>
</tbody>
</table>
**Potential Hurdles**

**Student Perceptions**

Do the kids like the arts learning ideas?

- The work I do challenges me to think critically.
  - FOOTHILLS: 4.13
  - ELEMENTARY: 4.04
  - DISTRICT: 4.04

- My teachers make the subject areas interesting to me.
  - FOOTHILLS: 3.83
  - ELEMENTARY: 3.76
  - DISTRICT: 3.77

Do the kids feel the teachers are good for their success?

- My teachers seem to understand how I learn best.
  - FOOTHILLS: 4.46
  - ELEMENTARY: 4.24
  - DISTRICT: 4.18

- I set academic goals and track my progress towards those goals.
  - FOOTHILLS: 3.86
  - ELEMENTARY: 3.79
  - DISTRICT: 3.79

Do kids like the school structure? HOUSE, S.O.A.R, Be Kind…

- I take pride being a part of my school.
  - FOOTHILLS: 4.46
  - ELEMENTARY: 4.24
  - DISTRICT: 4.18
Potential Hurdles

New Staff
“…questions remain about whether those teachers and schools that are judged as effective by state standardized tests [and the other measures] are also developing the skills necessary to succeed in the 21st century economy.” (p. 36).


REASONS WHY PK-8 ARTS BASED CAMPUS?
Reasons Why?
• Staff create a “cognitive arts curriculum” for the school in ALL Subjects and grades in alignment of state standards.
• OTHER public schools to do the same thing… work together! Research, PD, share ideas!
• When I leave… the school stays the same.
THANK YOU!

Robert Benson
Principal - Foothills Fine Arts Academy
Peoria Unified School District
15808 N. 63rd Ave
Glendale, AZ 85306
rbenson@poriaud.k12.az.us

SITE VISIT DAY
Tuesday DEC. 3rd.
Space Ding

In space, BURP

up, comes, assignment house, PELUP

no more, YAYE

youHours

Woom
Robert Benson
Principal- Foothills Fine Arts Academy
Peoria Unified School District
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THANK YOU!

SITE VISIT DAY
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Bellanca, J.; Fogarty, R.; Pete, B. (2012) *How to Teach Thinking Skills within the Common Core* by Solution Tree Press.


