

**UO Arts & Administration Program and ArtsCore  
Potential Areas of Engagement  
Notes from November 2014 meeting at Lane Arts Council**

**Areas of Discussion:**

**EVALUATION & ASSESSMENT** -- observing classroom and informational interviews

- a) the time frame in terms of weeks/months of need and how many hours/week;
- b) training that would be provided;
- c) what type of consistency/commitment would be needed of observers/interviewers;
- d) how they would be involved in summative as well as formative evaluation; and
- d) compensation for work, particularly if this involves a longer term commitment than a practicum/course credit could provide.

**LANE ARTS COUNCIL -**

- (1) assisting with finding appropriate teaching artists/artist teachers and
- (2) assisting team of LAC, EPIC, OCF, etc. in building

- a) the teaching artist model and
- b) determining financial and other structural support to make the work of this grant long-term beyond the initial 3 year infrastructure. We see this latter piece as essential to making the work of this grant of greatest impact.

**UO JOURNALISM**

- a) possibly enrolling in the media arts classes that Ed organizes that puts together the videos of artist process. We will find out from him what this might look like.
- b) helping market ArtsCore with districts through LAC or EPIC

**SUMMER INTENSIVE**

We could explore options for AAD/UO to host the intensive.

We could also explore asking other experts in the field, like instructors of our Youth Arts Curriculum & Methods courses, as additional lecturers and hands on workshop instructors to round out the summer intensive.

Additionally, a student(s) could assist with advance communications with teachers, securing space, and the like.

**Discussion notes:**

Keith Sulkowski (sp?) is leading development of methodology, data collection and analysis, and the related instruments of evaluation.

Implementation and other development will be led by Tara \_\_\_\_\_. Interview and observation protocols for pre/post assessment are being developed.

A Research Associate Intern from EMPL

(<https://education.uoregon.edu/departments/educational-methodology-policy-and-leadership>) if assisting in organizing and writing IRB and data collection procedures.

24 pages of reporting to the federal granting agency each year.

**Goals:** track skills & growth progression with metacognition regarding tools used in classes, what is observing, focus on what students are learning (v. deficiency model)

To make this a long-term project that goes beyond the life of the grant -- Need to build beyond individual classrooms to school wide and district wide implementation and data collection along with identifying specific environmental factors that influence each site.

**POTENTIAL OPPORTUNITIES FOR AAD/OTHER GRADUATE STUDENTS:**

- 1) Winter/Spring 2014 -- 2 unpaid internship opportunities with EPIC . 6 hrs/wk/10 weeks (approximate) –
  - a. Winter- data collection; evaluation & quantitative data; make field notes to understand individual school culture/climate; work with program director, grant writer to apply data tools in action. Possibly work with developing an app to design questionnaires for Scantron, etc.
  - b. Spring – formative evaluation, external observation– continuation of winter tasks

(<http://www.epiconline.org/home/>)
- 2) Masters thesis– longer term commitment – likely with paid support -- gain research credentials with learning outcomes
- 3) Transcription of interviews, etc.
- 4) Assist with team matches at schools – Interns at designated sites for at least a 1-year commitment. Assist with program management and the art/teaching specialist. Potential to be paid. Up to 5 students (5 sites).
- 5) Summer Internship – around teacher/admin training institute connected to EPIC – white paper/other publications
- 6) Lane Arts Summer internship for Arts Core around teacher/admin intensive training/organizing workshops
- 7) Possibly help with interviewing & making mini Art21 style videos with Ed Madison in UO JSchool – could this be a terminal project? Or just classroom based?
- 8) ArtCore website + blogging + twitter – will focus on how ArtsCore fits education policy in schools – students could contribute as part of practicums/internships – benefit that EPIC has national traffic – possible with OCF Studios to Schools blogging as well

9) **Undergrads** = support teaching artists in classrooms – practicum work

**POTENTIAL OPPORTUNITIES FOR AAD:**

- 1) AAD host summer intensives with EPIC and/or LAC and/or JSMA
- 2) Faculty/affiliates assist with summer intensive training:
  - a. Possibilities:
    - i. Lisa – VTS training
    - ii. Catherine –YACM style workshop
    - iii. Kassia – facilitate dialogue among artists/teachers
    - iv. Julie – contemplative pedagogy practices in the arts education classroom, special focus on examining privilege and inclusion
    - v. Greg – theatre arts workshop

**OTHER ITEMS OF NOTE:**

Deb Brzoska (sp?) – Arts Integration experience, Kennedy Center training  
Right Brain Initiative and Young Audiences of OR & SW WA

Michelle Swanson, school design work in CA + Kelly & Hamlin Middle Schools

Whitney McKinley – contact at Springfield

**Book Rec:** *Art-Write* by Vicki Krohn Amorose -- <http://artwritebook.com/>

**Common Core Clarifying Expectations Flipbooks** from McGraw-Hill and  
Align/Assess/Achieve --

<https://www.mheonline.com/aaa/index.php?page=flipbooks>

**ACTIONS:**

- 1) Ross – write up job descriptions (inclusive of hours, potential up to 15 hours max/week – assist with curating programs at individual schools; directing & engaging with partners; working with teachers effectively)
- 2) When job descriptions are ready, Julie will share with AAD
- 3) Ross may attend Cultural Administration with Lauren Suvegas to talk up ArtsCore & its possibilities for grad students
- 4) Julie -- Find out more re: conversations with Deb B. and Michelle S.
- 5) Potential article in CultureWork in future
- 6) Julie – Contact Ed Madison about potential student involvement