

Professional Development

High-quality Professional Development is one of the most crucially important elements of successful outcomes for the students being served. The OMA Professional Development Model is always being expanded and adjusted to meet the developing needs of our participants. At this time, we are updating all Professional Development to infuse 21st Century Skills strategies in all lesson planning and practice. Using the Teaching Artist Evaluation Rubric Model developed by Young Audiences as a catalyst, we have initiated an ongoing dialogue to develop our own evaluation rubric that will serve the growing needs of quality maintenance in effective OMA arts integration practice. We are developing an AIS Academy that will train Arts Integration Specialists throughout the year to take on the leadership role of artistic direction and mentorship in their school teams. Quarterly Professional Development meetings offer time for updating strategies, sharing across roles and at grade level, as well as mentorship opportunities. The use of Peer and Self Evaluation tools are being incorporated throughout the year to monitor quality and to encourage collaboration and leadership team development. Technology is being developed for online mentorship and networking, lesson plan development and sharing, and online Professional Development opportunities.

A Workshop Outline for Familiarizing Artists with State Standards and Lesson Planning

By Kimberly Chaffin, adapted by Rick Wamer

Objective: All Teaching Artists will understand what a Performance Objective (PO) is, understand their codes and find different POs within the state standards (Arizona), and understand the language of the POs well enough to be able to use them effectively in an arts integrated lesson plan.

1. Have the artists all give their own definition of a “PO” and share them with each other. Then describe what a performance objective is and why they are important to education.
2. Break down the code to a specific PO. Example, W01-S2C3-PO1. W stands for Writing, 01 stands for grade 1, S stands for Strand, C stands for Concept, and PO stands for Performance Objective. Once they know what each part is for, have them try to find certain POs in the state standards simply by stating its code.
3. Explain to the artists that in first grade, for example, the Language Arts focus is primarily on the Six Writing Traits, which are under Strand 2 in the Writing standards. Go through each Writing Concept and explain what each of them means and why they are so important to the students’ learning. Have the Teaching Artists explore POs from other grade levels and core-curricular areas to become familiar with the state standards and how they are organized.
4. Next have the artists brainstorm and create a list of different components of their art form (i.e., opera has not only singing, but also acting). Assign certain POs that have been pre-selected for them to look up. Once they have found them, have the artists break into small groups and brainstorm ideas as to how they could take a component from their art form and integrate it into the pre-selected PO. Facilitator will float from group to group, helping to spur on ideas and making sure everyone is on task.
5. Explain to the artists that only one PO from the curriculum and one PO from Fine Arts need be chosen to initiate the development of an arts integration lesson plan. This will help to not overwhelm the artists. Then explain that as the lesson idea is developed, more POs naturally are added as the OMA Team evolves the full lesson.
6. At the conclusion of the session, leave about 10 minutes in a big group to share ideas that were created. Then have the artists summarize on paper specific strategies they used during the session to effectively integrate their art form with a given PO. Have them share those statements with the rest of the group.

Training institutes for OMA teams — staff and teaching artists

OMA professional development model involves week-long summer training session, quarterly meetings, collaborative meetings, and weekly school-based activities

Fine Arts Summer Institute and Teaching Artist Summer Institute

By Kimberly Chaffin and Rick Wamer

The highlight of the OMA Professional Development model is a weeklong arts-immersion based workshop for teachers, AIS, teaching artists, and principals called the Fine Arts Summer Institute, or FASI. During FASI, teachers receive 45 incremental units of credit toward ongoing certification. Running concurrently with FASI is the Teaching Artist Summer Institute, or TASI. During TASI, teaching artists learn to develop arts integration lesson plans, pedagogical and classroom management strategies, and initiate collaboration with the other members of the OMA School Teams attending FASI. Team members work together in grade level groups and in cross role and similar role groups to explore arts integration lesson plan development, implementation and practice.

TASI was designed to train and prepare artists to use their art form to teach the tested curriculum in elementary classrooms. Most of the artists coming into the OMA program do not have any background in education. The goal is to give them the tools and knowledge they need to be successful in the classroom. TASI is also used as a professional development tool for returning artists, enhancing and enriching their teaching artistry.

The schedule of TASI activities for returning artists includes gaining insight into other art forms besides their own, enriching their knowledge of teaching techniques and curricular areas, enhancing their own teaching artistry using an evaluation rubric, grade level presentations of lesson plans, and collaboration with classroom teachers on state standards and arts integration. All artists receive training on instructional strategies used in the classroom and lesson plan development strategies. Returning artists also have the opportunity to present, teach, and mentor the new artists in the program.

The schedule of TASI activities for new artists includes an overview of the OMA program, instruction on the lesson plan template and state standards, techniques for creating an arts integrated lesson plan, and the opportunity to develop an arts integrated lesson plan that they present at the end of the week. All new artists receive guidance in classroom management strategies and instructional strategies by grade level. New artists have the opportunity to observe lesson plan presentations and work with returning artists in developing lesson plan ideas, and they are able to collaborate with classroom teachers on arts integration. Examples and explanations are given about the end-of-the-year performance, as well as

documentation of the process. Collaboration techniques are discussed with emphasis on school team meetings (first Collaborative Meeting and Quarterly Meetings), as well as insight into collaboration within the artistic team. In addition to arts integration strategies, the artists are given curriculum outlines and instruction on how to plan out the year, making sure to include skills needed to make the end-of-the-year performance successful.

At the end of the week, all of the artists go through the experience of creating a “culminating project.” This activity builds upon the arts integration skills that they have learned throughout the week, and allows them to use their art form, or one outside their own, in a creative and exciting way to produce an integrated work of art that is presented at the ending session of the week.