Your Question:

An arts education program administrator requested information about school-based arts integration programs and structures, as well as school-based COVID-19 accommodations. Specifically, the administrator asked the following:

1. What models currently exist for arts integration programs/structures in K-12 schools (in particular, programs that use arts integration as part of a commitment to racial equity, or that specifically disrupt the Western canon/cultures of whiteness in their arts integration structures)?

2. Can you provide research and information about how arts teachers, schools and districts are adjusting their practices to accommodate COVID-19 and distance learning this fall and how student markers of identity play out in these approaches?

Our Response:

Many arts integration models are available, but there are fewer examples of those that disrupt the Western canon/culture of whiteness. We have provided examples below as well as additional resources that might be helpful. We have also included information on ways curriculum can be adjusted to accommodate distance learning during COVID-19, as well as examples of state policy and other resources from our colleagues at Education Commission of the States.

Arts Integration Models:

1. Maryland State Department of Education: **Cross-Curricular Social Emotional Learning Overview** resource provides information to help schools and local school systems develop specific guidance for SEL through arts integration.

2. **Arts Corp** utilizes culturally engaging learning practices, such as hip hop, to integrate the arts into students' learning. Recently, Arts Corp presented "**Can Hip Hop Save Us?**" at Arts Education Partnership's Virtual Gathering. The presentation focused on strategies to connect the educational experiences of youth with their lived experiences. Linked below are additional resources from the event.
   a. **One-pager**
   b. **PowerPoint Presentation**

Additional Arts Integration Resources:
- AEP resources on arts integration/**COVID-19**
  - **Ed Note Blog** on "Integrating the Arts to Ensure All Students can Engage in Learning"
  - **Preparing Educators and School Leaders for Effective Arts Integration**
  - **ArtsEdSearch** research on arts integration
- **Preparing Educators for Arts Integration: Placing Creativity at the Center of Learning** — this book was written by the AEP Higher Education Working Group.
- The **Wallace Foundation and American Institutes for Research report "Review of Evidence: Arts Integration Through the Lens of the Every Student Succeeds Act"** includes models of evidence-based, arts-integrated approaches.
- Teaching Artists Guild **resources for Teaching Artists** during COVID-19.
- **The Institute for Arts Integration and STEAM** — arts integration certifications are available here.

- New Jersey's Arts Integration **Think and Do Workbook**
- Dr. Chris Emdin's **Urban Science Education for the Hip-hop Generation** and **White Folks Who Teach in the Hood and the Rest of Y'all too**.
- **CodeScty** uses hip hop music and video to teach computer science concepts.

Research and Information Related to Culturally Responsive Distance Learning:

Examples:
1. California Department of Education's Lessons from the Field: **Remote Learning Guidance** provides considerations for educators developing distance learning curriculum and guidelines. The resource also provides support systems and platforms that could be used.

2. New York University Metro Center's **Guidance on Culturally Responsive-Sustaining School Re-openings** identifies engaging culturally responsive-sustaining school re-openings and acknowledgement of inequities residing within schools.

Additional Resources:
- **American Art Therapy Association** presented at the Arts Education Partnership's Virtual Gathering. The **session** provided information on how arts educators can utilize three trauma-informed approaches with their students during the COVID-19 pandemic. **Linked below are additional resources from the event.**
  - **One-pager**
  - **PowerPoint Presentation**
- Rice University article: **Inclusion Equity and Access while Teaching Remotely**
- New York University's **Culturally Responsive Curriculum Scorecard** is a tool to help determine if the school's English Language Arts curricula are culturally responsive.
- National Association for Music Education **virtual learning resources** for music educators
- The **ISTE Learning Keeps Going COVID-19 Education Coalition** was made up of 70 education organizations from across the country who participated in eight working groups through August 2020. Each working group was tasked with developing resources to share with the field. The **Centering Equity Working Group** released two products:
  - **Questions for Proactive and Equitable Educational Implementation**: These questions identify four key considerations (accessibility, capacity, learning opportunities, and outcomes) for 11 systematically disadvantaged groups (American Indian students, Black students, other racial and ethnic minority students, students with disabilities, English Learners, homeless students, low income students, students in the foster system, LGBTQ learners, migrant learners and rural and remote learners).
  - **Resources for Equitable Education Implementation**: Resources to assist in answering the proposed questions, or at least a starting point.

State Policy Examples:

1. **Connecticut**: A requirement that "**culturally responsive** pedagogy and practice" be incorporated into educator **preparation** programs, educator **certification** and **professional development** for teachers.

(**Connecticut SB 1020 (2019**)- Culturally responsive practices recognized throughout the timeline of a teacher's career, from educator preparation programs to professional development. "An act concerning the inclusion of instruction in culturally responsive pedagogy and practice in the preservice training, professional development and in-service training provided to teacher)

2. **Minnesota**: A requirement that teachers understand student differences, adapt teaching to students with "**diverse backgrounds and exceptionalities**" and understand biases including "**institutional and personal racism and sexism.**"

([Minnesota](#) – code includes requirements that teachers must "understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities", and requires that teachers "understand how to recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism" among others.)

Additional Resources and Examples:

1. Culturally Responsive Education by Design **Coursework** and **Webinar** by Zaretta Hammond, including practical guidance for schools.
2. **Interview** with Gloria Ladson-Billings' work on rethinking education and accelerating student learning. This is not specific to CRP and distance learning, but some broader takeaways may be helpful.
3. Teaching Tolerance **resources**
4. **EdWeek blog** on Strategies for Implementing Online Culturally Responsive Teaching by Larry Ferlazzo
5. **EdWeek Article** on the need for future research in culturally responsive teaching in in-person and remote learning settings.
6. Denver Public Schools: Students have led the charge for changes in curriculum (first at the school level and now it's been adopted by the entire district), and this curriculum is now being taught using distance learning, including:
   a. **Denver School Principal on How Black Students Led Swift Changes to History Curriculum**.
   b. **Student-Led Initiative Will Incorporate More Black, Indigenous and Latino Voices Into DPS Curriculum**.