

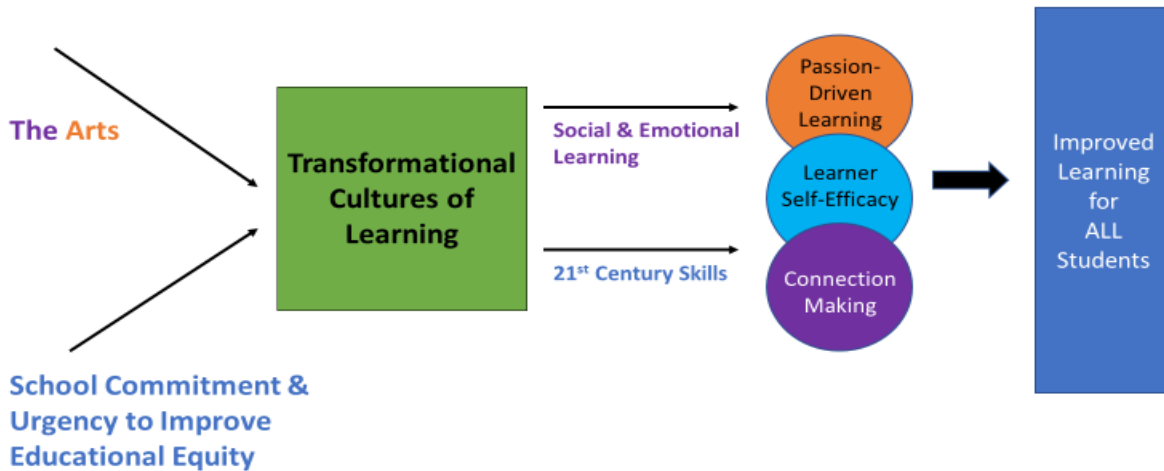


“Not everyone learns the same way. The arts help us all to show our talents and share what we know.” -Genesis, 6<sup>th</sup> grade

## MISSION STATEMENT

Arts Excelerated will support schools in systemically leveraging the arts *in order to*: build educational equity, establish transformational learning cultures, and ensure that all students engage in meaningful learning that fosters excellence.

## Theory of Change



### ARTS EXCELERATED SUPPORTS

*Supporting schools with the “How” of building equitable cultures of learning*

Professional Learning for School Teams

Leadership Development

Instructional Resources

- Arts Integration for Equity Framework
- School Needs and Capacity Self-Assessments
- Case Studies
- Implementation Kits (aligned to school capacity and goals)
- Resources for Partnership Development
- Instructional Tools (assessment strategies and examples, lesson plans, and team protocols)



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## FOUNDING ARTS EXCELERATED

Arts Excelerated is the result of founder Allison Trombley's nearly two decades of experience supporting strategic planning, school improvement, and educational equity in schools. First as a teaching artist and classroom teacher, and later as a non-profit and district administrator, Allison has seen firsthand the positive affect of learning in and through the arts, especially as it relates to educational equity. Allison has developed and led nationally-lauded pilot programs to improve student learning, first as Education Director for Yo-Yo Ma's Silk Road Project at Harvard, and more recently leading Denver Public Schools' Teacher Leadership and Collaboration program. The development of Arts Excelerated is supported by Allison's research in the arts while pursuing her Ed.M. at Harvard and her current doctoral studies in Leadership for Educational Equity at CU Denver.

## How is Arts Excelerated different than other approaches to the arts?

- *Focus on developing school-wide systems and a whole-school, equitable culture of learning*
- *Strategic implementation of the arts to build educational equity for all students*
- *Resources are designed for principals and school leaders*
- *Tools illustrate principal decision points and trade-offs, making leadership practices visible and concrete*

## Expected Outcomes

*The targets below are some examples of the anticipated improvements to a school's culture and learning climate*

	Students	Teachers	School Leaders	School Culture
Mindsets	Student perception of learning as: <ul style="list-style-type: none"> <li>• Rigorous</li> <li>• Relevant</li> <li>• Authentic</li> <li>• Engaging</li> <li>• Passion-driven</li> <li>• Embracing diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher as learner</li> <li>• Teacher as agent of change</li> <li>• Accepts responsible for students' learner agency</li> <li>• Collaboration</li> <li>• Vulnerability</li> </ul>	<ul style="list-style-type: none"> <li>• Belief in the arts' ability to support diverse learning needs</li> <li>• Inclusive leadership style</li> <li>• Recruitment of diverse perspectives</li> <li>• Celebration of effective innovation</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusive</li> <li>• Celebrates diversity</li> <li>• Commitment to equity</li> <li>• Promotion/visibility of multiple learning styles</li> <li>• Celebration of student backgrounds and diverse talents</li> </ul>
Structures	<ul style="list-style-type: none"> <li>• Improved Student-Teacher relationships</li> <li>• Engagement with culturally-relevant materials</li> <li>• Interdisciplinary learning</li> <li>• Personalized and/or self-directed learning</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher PD integrates learning in arts and equity</li> <li>• Collaborative time to co-plan and look at student work</li> <li>• New/additional assessments to make learning visible</li> </ul>	<ul style="list-style-type: none"> <li>• (Continuing) development of school culture</li> <li>• Explicit expectations for school-wide learning culture</li> <li>• Frequent classroom culture walks and observations</li> </ul>	<ul style="list-style-type: none"> <li>• Regular review of school policies to assess equitable access, participation, and experience/outcomes</li> <li>• School-wide events are inclusive and celebrate diversity of school</li> <li>• Community partnerships are development</li> </ul>
Metrics	<ul style="list-style-type: none"> <li>• Improved engagement</li> <li>• Reduction in bullying and discipline issues</li> <li>• Improved student performance in complex/higher-order tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Improved teacher workplace satisfaction</li> <li>• Teacher perception of collaboration, instructional supports, and coaching</li> </ul>	<ul style="list-style-type: none"> <li>• School leader(s) perception of school values, practices, and outcomes align</li> <li>• Improved perception of employee and student culture</li> </ul>	<ul style="list-style-type: none"> <li>• Values and beliefs are embedded into how the school operates</li> <li>• Reduction of barriers and introduction of supports for student learning</li> </ul>

"I knew I had potential, but it didn't come out. Through the arts, peers and teachers have helped me to find that confidence in myself."

-Jesus, 8<sup>th</sup> grade