

## Models of Professional Development in Arts Education

| <b>Type</b>   | <b>Primary Purpose</b>   | <b>Process</b>  | <b>Timeline</b>  |
|---|--|---|--|
| <b>Presentation</b>   | Convey Information   | <p>Presenter</p> <ul style="list-style-type: none"> <li>• provides information and resources via lecture, PowerPoint, and handouts</li> <li>• engages participants in Q &amp; A</li> <li>• receives feedback from evaluation forms.</li> </ul>  | One-time experience  |
| <b>Training</b>   | Convey information and build skills  | <p>Presenter</p> <ul style="list-style-type: none"> <li>• provides information and resources via lecture, PowerPoint, and handouts</li> <li>• guides participants through steps to acquire skills</li> <li>• receives feedback from evaluation forms.</li> </ul>  | One-several sessions   |
| <b>Workshop</b>   | <p>Provide</p> <ul style="list-style-type: none"> <li>• entry points</li> <li>• conceptual framework for acquisition of information and skills</li> <li>• guided practice</li> </ul>                                 | <p>Facilitator</p> <ul style="list-style-type: none"> <li>• accesses prior knowledge</li> <li>• guides participants to build their understanding, knowledge, and skills through model learning experiences, collaborative planning, and reflection</li> <li>• receives feedback from evaluation forms.</li> </ul>   | One-several sessions   |
| <b>Onsite Instructional Coaching</b>  | Provide onsite support to help teachers transfer professional learning to classroom practice   | <p>Progression or Entry Point:</p> <ul style="list-style-type: none"> <li>• Teaching artist models with students/debriefs with teacher</li> <li>• Teaching artist and teacher co-plan &amp; co-teach &amp; debrief</li> <li>• Teacher plans &amp; facilitates/receives feedback.</li> </ul>   | Several months-year(s)   |
| <b>Combined Model of Workshops with Onsite Instructional Coaching</b> (see above) |  |   |  |
| <b>Coaching/Mentoring</b>   | Provide one-on-one support re challenges of job/work   | <p>Coach supports staff member's achievement of goals.<br/>Mentor gives feedback and advises.</p>   | Months, on-going   |
| <b>Professional Learning Community</b>  | <p>Professional learners engage collaboratively to</p> <ul style="list-style-type: none"> <li>• focus on student achievement</li> <li>• share expertise and pursue needs/interests per goals for students</li> </ul> | <p>Collaborators, assisted by Facilitator,</p> <ul style="list-style-type: none"> <li>• engage in inquiry and analyze student data to determine their learning outcomes</li> <li>• select processes (and experts, resources, and tools) that will help them achieve goals for students, such as               <ul style="list-style-type: none"> <li>○ analyzing student work</li> <li>○ engaging in action research</li> <li>○ conducting lesson studies</li> </ul> </li> <li>• monitor and adjust processes per the achievement of their learning outcomes and goals for students.</li> </ul> | Regular meetings and learning activities throughout the school year, or multiple years |

## Models of Multi-Component Arts Education PD Programs

| Type                                      | Primary Purpose   | Process   | Timeline            |
|---|---|---|---------------------|
| <b>Provider-in-Residence</b>              | Infuse arts into learning by growing understanding, knowledge and skills of teachers and students   | Provider facilitates/conducts <ul style="list-style-type: none"> <li>• needs assessment</li> <li>• collaborative planning to pose goals and customize program</li> <li>• workshops</li> <li>• instructional coaching</li> <li>• culmination of learning</li> <li>• program evaluation through feedback forms, interviews, surveys.</li> </ul>   | Several months-year |
| <b>Professional Learners-in-Residence</b> | Infuse arts into learning by growing understanding, knowledge and skills of teachers and students   | Professional learners from different school sites go to Provider site (e.g. Getty Museum) to engage in learning experiences, such as <ul style="list-style-type: none"> <li>• responding to artworks</li> <li>• connecting to other disciplines</li> <li>• creating own artworks</li> <li>• discussing applications at school site.</li> </ul> Learners <ul style="list-style-type: none"> <li>• create and implement lesson plans with own students under guidance of Provider</li> <li>• gather at Provider site to share work and insights with colleagues</li> <li>• provide feedback through evaluation forms.</li> </ul>  | 1-2 years           |
| <b>Comprehensive PD Program</b>           | Make learning in and through arts integral to learning communities; include administrators, teachers, students, families, community members in learning; promote the growth of collaborative culture, quality teacher practice, and student achievement | Provider and Leadership collaborate to plan and monitor PD program that includes <ul style="list-style-type: none"> <li>• needs assessment and goal setting</li> <li>• PD Events -- summer institute, workshops, study groups</li> <li>• collaborative planning by teachers</li> <li>• onsite instructional coaching by teaching artists</li> <li>• culmination of learning</li> <li>• assessment of achievements; determination of needs/next steps.</li> </ul> External evaluation captures impact of program.<br>Internal capacities are developed by including stakeholders in program design, facilitation, and assessment; expecting them to take lead by program's end and sustain the work. | 1-3 Years           |