

I. WELCOME

WELCOME TO AN EXCITING NEW CHAPTER IN TEACHING AND LEARNING. The Right Brain Initiative has just completed its pilot year and we are already seeing the measurable impact on learning that high quality arts experiences in our schools can achieve. The Right Brain Initiative is focused on integrating the community's arts and cultural resources into the education of every K-8 student in Portland area school districts. That is a mighty goal, and one that is worthy of aggressive pursuit.

From decades of research we know that in schools with a strong arts climate, teachers and students benefit (Burton, Horowitz, & Abeles, July, 1999). Students are better able to express concepts, use their ideas, free their imaginations, and take risks in learning. Their teachers demonstrate more interest in their work, are more likely to become involved in professional development, and are more likely to be innovative in their teaching. The arts are not only disciplines to be studied, but they are also an essential language for the study of other core curricula.

I am frequently asked to explain the value for arts in education. Frankly, it's tiresome to continually have to defend this need. When one looks at the history of education, the study of the arts has consistently been a vital element in defining an intellectually balanced curriculum. The Greeks recognized it; the early developers of American public schools recognized it; and parents continue to recognize it! Now, let's provide this opportunity – no – this right for all our children.



Chair, Governing Committee
The Right Brain Initiative

DIAGRAM 2.1
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II. THE RIGHT BRAIN INITIATIVE

AFTER VISITING SCHOOLS, hearing about real-life student experiences and talking with teachers and principals about the exciting learning connections being made, it's hard to remember that less than a year ago the program model of The Right Brain Initiative was only a figment of our imagination, a dream so to speak. In that time, scores of teachers, artists and community volunteers have rolled up their sleeves and opened their minds to the possibilities of what local artists can offer classrooms across the region. Over the past two years, we've engaged over 250 educators, artists, philanthropists, elected officials and "average citizens" in the visioning, planning and implementation processes of launching this effort...an effort to provide ALL elementary (K-8) students in the tri-county area with meaningful arts experiences that connect to other learning. That's not to say that the arts, in and of themselves, are less important. It's not either/or, but yes/and! This report shares some of our achievements, findings and many of the ahas! Thank you to our collaborators, contributors, funders and believers. You made our first steps possible.

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2008-09 PARTICIPATING SCHOOLS

Gresham-Barlow School District

- East Orient (K-5)
- Hollydale (K-5)

Hillsboro School District

- Free Orchards (K-6)
- Jackson (K-6)
- Lincoln Street (K-6)
- Quatama (K-6)

North Clackamas School District

- Ardenwald (K-6)
- Concord (K-6)
- Oak Grove (K-6)
- Spring Mountain (K-6)
- Sunnyside (K-6)
- View Acres (K-6)

Portland Public Schools

- Glencoe (K-5)
- Hayhurst (K-8)
- James John (K-5)
- Markham (K-5)
- Rigler (K-7)
- Sitton (K-5)
- Whitman (K-5)
- Woodlawn (P-8)



PURPOSE STATEMENT

To achieve a measurable impact on learning by integrating the community's arts and cultural resources into the education of every K-8 student in the Portland metropolitan region's school districts.

Four project goals have been developed for the initial phase of The Right Brain Initiative:

INTEGRATION

Teachers, artists, arts specialists and other members of the school community will work together as partners to integrate arts education and other core curriculum areas.

EQUITY

All students will have access to quality experiences in multiple art forms.

ARTS PROCESSES

Students will create and perform/exhibit works of art and reflect upon works of art created by themselves and others.

WRITTEN AND ORAL EXPRESSION

Arts education will support the development of student writing and oral expression skills across the curriculum.

DIAGRAM 2-1

HOW IT WORKS

Collaboration is essential to developing meaningful, engaging arts integrated learning experiences. The Right Brain Initiative sees teachers and artists as co-equals and coaches them through the process of creating such opportunities for students.



III. RESEARCH FINDINGS

WORKING WITH STAFF from participating districts, as well as a volunteer assessment committee and outside consultants, The Right Brain Initiative honed its focus on literacy through the arts and gathered baseline data about the state of the arts in schools.

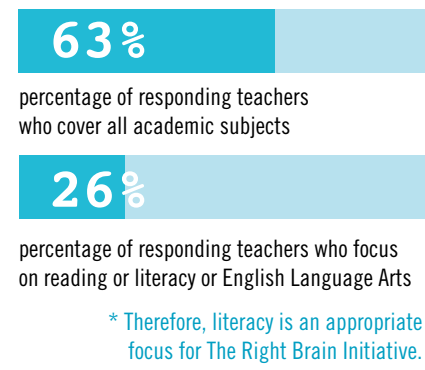
THE RESEARCH PROCESS INCLUDED:

- a survey of teachers in participating schools to identify the skills they already had and the areas in which they needed and wanted professional development to support their work.
- a poll of all K-8 principals to determine existing arts resources such as staffing, planning time, facilities and funding.

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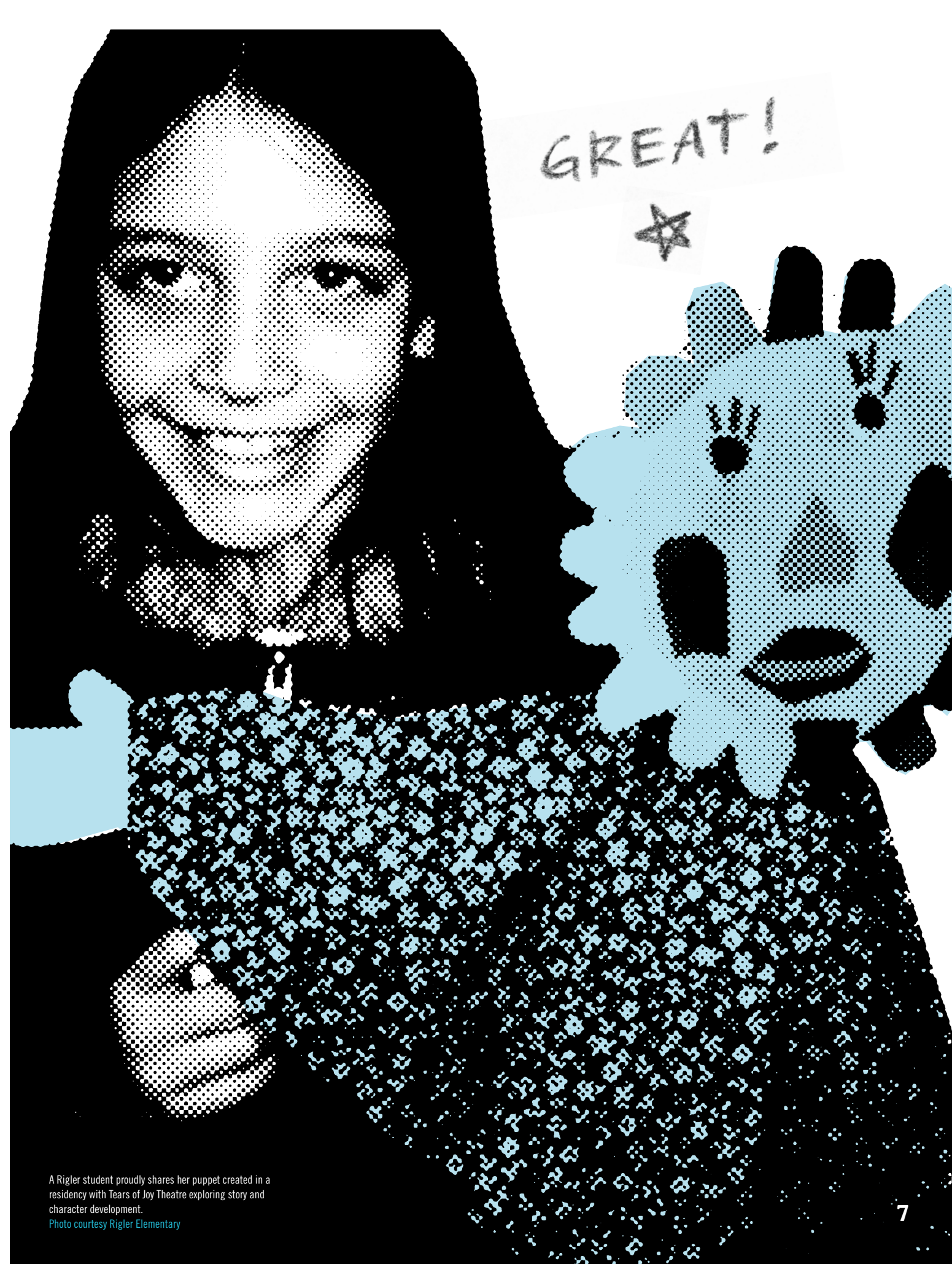
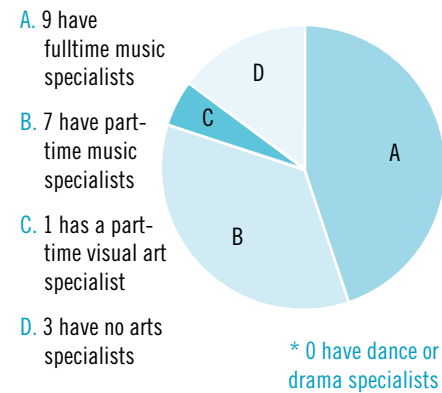
LITERACY DIAGRAM 3.1

The majority of classroom teachers who will be working on arts integration teach multiple subjects, including English Language Arts.



STAFFING DIAGRAM 3.2

Of the 20 schools participating:



A Rigler student proudly shares her puppet created in a residency with Tears of Joy Theatre exploring story and character development.
Photo courtesy Rigler Elementary

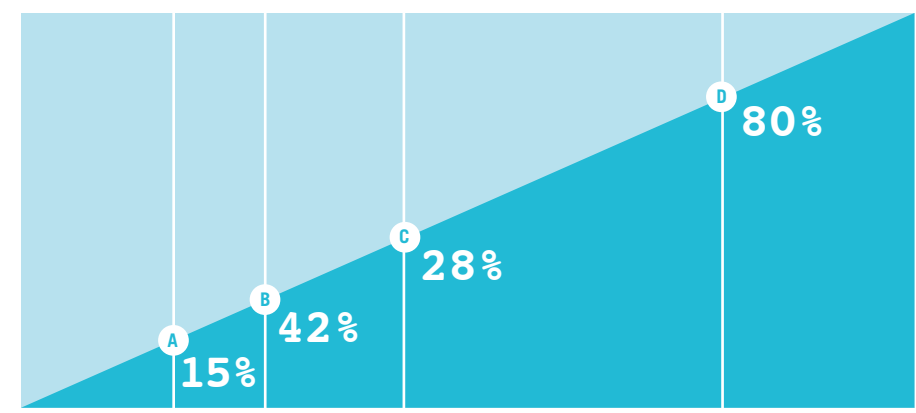


Students from Hayhurst Elementary learn photography techniques from teaching artist Julie Keefe to illustrate poems they wrote.
photo by Julie Keefe

INTEREST

DIAGRAM 3.3

Teachers expressed a high level of interest in the arts...

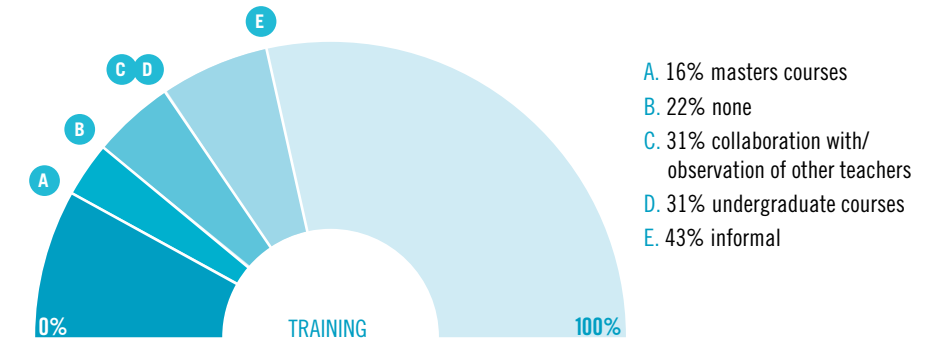


A. Have a spouse or partner whose arts I support; B. Have child(ren) who are currently pursuing arts education in and out of school time; C. Currently engaged in the arts as an adult learner/participant; D. Artistic experiences were an important part of my own childhood and education

PREPARATION

DIAGRAM 3.4

...but report less preparation for arts integration.

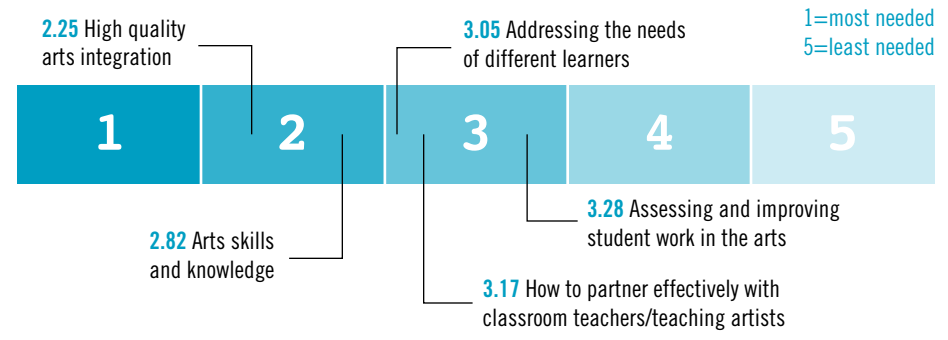


A. 16% masters courses
B. 22% none
C. 31% collaboration with/ observation of other teachers
D. 31% undergraduate courses
E. 43% informal

PRIORITIES

DIAGRAM 3.5

Teachers rank high quality arts integration training as their top priority for professional development through The Right Brain Initiative.



NEXT STEPS

- 1 DEVELOP** a strong framework to guide the planning of residencies and other experiences that bring together the arts and literacy learning in effective ways. This work should include the thorough documentation of a set of examples from each year of the Initiative.
- 2 INCREASE** the professional support for arts integration. This could take a number of forms: increasing full-time arts specialist positions, training for Right Brain facilitators, providing coordinated training for classroom teachers in formats that teachers value (cross-visitation and summer courses), and developing a corps of skilled family and community volunteers.
- 3 COLLABORATE** with an evaluation partner who can help the Initiative and school districts track the effectiveness of their shared investments at the district, school, and student levels.
- 4 MAKE** the collection of basic information like teacher/ school surveys an integral part of schools' participation in the Initiative. This will allow tracking of a number of systemic effects that may be associated with the Initiative (e.g., FTE in the arts, numbers of teachers who receive additional training in arts integration, etc.).

IV. *Wonderful!* PROFESSIONAL DEVELOPMENT

“ARTS INTEGRATION is an *APPROACH* to *TEACHING* in which *STUDENTS* construct and demonstrate *UNDERSTANDING* through an *ART FORM*. Students *ENGAGE* in a creative process which *CONNECTS* an art form and another subject area and meets evolving objectives in both.” (see diagram 4.1, right)

—*The John F. Kennedy Center, September 2008*

Building on this definition, The Right Brain Initiative has developed a three-pronged approach to arts integration, focusing on enhanced forms of literacy: reading, writing, listening, speaking, and other modes of communication through the visual and performing arts. Through hands-on exercises, 70 teachers, 20 principals and 50 artists experienced both arts learning and arts integrated learning in two days of professional development during the 2008-09 school year. With their right brains fully engaged, all participants learned to connect the arts and literacy and focused on the artistic processes of creating, presenting, reflecting/responding and understanding the arts as text.

WHAT PEOPLE ARE SAYING

“High-powered and thought provoking...started internal discussions for us as an organization that are needed.”

—*Artist participating in Right Brain professional development*

“This confirmed my belief that we need to teach the whole child.”

—*teacher participating in Right Brain professional development*

NOTE

All participants in Right Brain professional development rated their experience a 4 or 5 (on a scale of 1-5, 5 being highest).

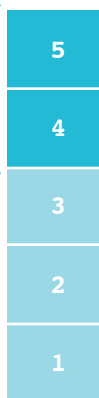
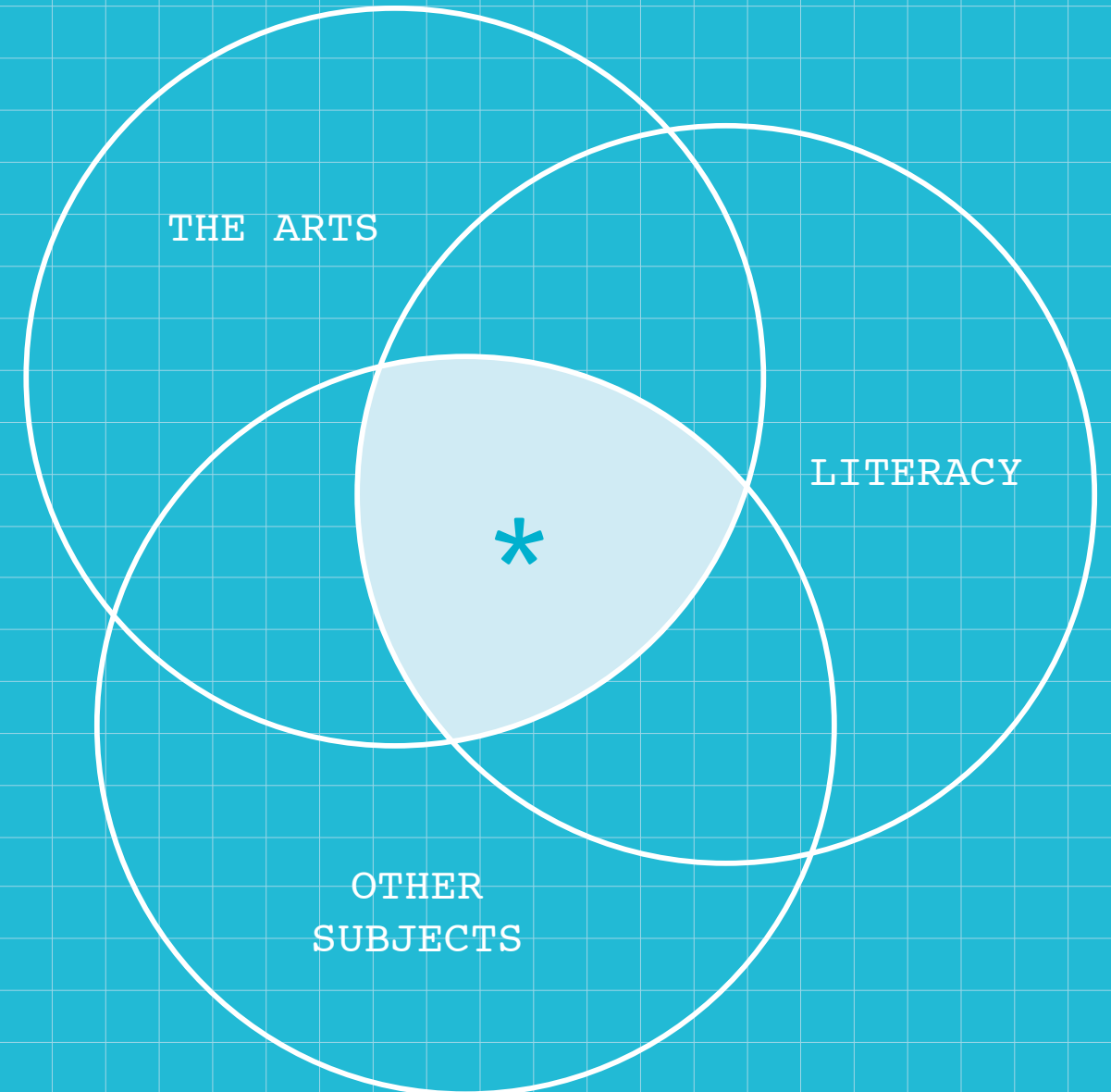


DIAGRAM 4.1
INTEGRATION



* ARTS INTEGRATION

V.2008-09 SCHOOL PROJECTS



TOTALS	
9,003 STUDENTS	486 TEACHERS

GRESHAM-BARLOW SCHOOL DISTRICT

EAST ORIENT (K-5)	
students 466	teachers 24

All students focused on story elements and character development with K-1 students creating puppets with Young Audiences' Bruce Orr of Mudeye Puppet Company and 2nd - 5th graders developing original stories with Earth Arts.

HOLLYDALE (K-5)	
students 456	teachers 24

Puppetry helped all students develop writing skills and learn about character development. K, 2nd and 3rd grade students worked with Tears of Joy Theatre, while Young Audiences' Bruce Orr of Mudeye Puppet Company worked with 1st graders and Noah Martin engaged 4th and 5th graders.

HILLSBORO SCHOOL DISTRICT

FREE ORCHARDS (K-6)	
students 453	teachers 26

Using the theme, "creatures who live in the orchard," all students worked with Young Audiences' Annie Stecker and connected poetry, descriptive and informative writing skills to the creation of a ceramic mural for their new school.

JACKSON (K-6)	
students 539	teachers 30

All students participated in a dance residency with Renee Adams of BodyVox, focusing on interpretive writing and studying literature through movement.

LINCOLN STREET (K-6)	
students 574	teachers 33

Muralist Rodolfo Serna helped address the learning goals of written reflection and narrative through a school-wide residency and provided a colorful addition to the hallway of this new school.

QUATAMA (K-6)	
students 515	teachers 27

The musical composition *The Carnival of the Animals* inspired the creation of a mural for this new school that involved all students in collaboration with artist Rodolfo Serna and connected to learning goals of music interpretation and written expression.

NORTH CLACKAMAS SCHOOL DISTRICT

ARDENWALD (K-6)	
students 264	teachers 10

4th through 6th grade students participated in a drama residency with Young Audiences' Bernie Duffy that explored the character traits of respect and inclusiveness, important to the school community in light of an upcoming merger with another school.

CONCORD (K-6)	
students 329	teachers 11

All students participated in drama residencies with K-3 grade students exploring environmental themes such as life cycles, endangered species and farm life through movement with Noah Martin. Students in 4th - 6th grades worked with Young Audiences' Mark Steering to create an original script and performance about environmental topics, focusing on local issues and solutions.

OAK GROVE (K-6)	
students 559	teachers 23

A wide range of arts experiences helped meet learning goals for all grade levels:

- K-1 students learned geometry skills through dramatic movement with Noah Martin
- 2-3 graders constructed puppets with Young Audiences' Bruce Orr of Mudeye Puppet Company to learn about fiction writing
- 4th grade students studied Oregon history and historical fiction writing with Young Audiences' ceramic artist Annie Stecker
- 5th grade students worked with Young Audiences' Mark Steering to collaborate on a script about The Underground Railroad and perform their work
- 6th graders developed circus skills with Young Audiences' Albert Alter while learning about scientific inquiry and writing skills.

SPRING MOUNTAIN (K-6)	
students 554	teachers 21

All students participated in a residency with photographers Julie Keefe and Tyler Kohlhoff that integrated their new-found skills as photographers with poetry, metaphor and personification.

SUNNYSIDE (K-6)	
students 607	teachers 23

A musical theater residency with Young Audiences' Mark Steering had 3rd and 4th grade students researching and adapting fairy tales and Oregon history into original scripts for a performance. 5th and 6th graders worked on character building skills and learned historical dance in a ballroom dance residency with Young Audiences' Dance Like the Stars.

VIEW ACRES (K-6)	
students 423	teachers 17

A variety of artists provided multitude of experiences to address learning goals:

- K - 3 students participated in a puppetry performance residency with Tears of Joy Theatre, exploring story and character development.
- 1st graders attended a performance by Oregon Children's Theatre followed by post-performance workshops to learn concepts of compare/contrast, physical communication and problem solving through drama.
- Students in 4th and 5th grades constructed puppets with Young Audiences' Bruce Orr of Mudeye Puppet Company, collaborating with the school's music assembly and 4th grade science study of water and fish.
- Connecting photography and poetry to their upcoming graduation, 6th grade students participated in a residency with Julie Keefe.

PORTLAND PUBLIC SCHOOLS

GLENCOE (K-5)	
students 499	teachers 31

Studying diverse cultures through drumming provided a school-wide focus:

- K -1 students worked with Obo Addy of Homowo African Arts and Cultures and shared their knowledge through discussion and writing.
- Ancient Latin American cultures were introduced to 2nd & 3rd graders by Young Audiences' Gerardo Calderon, while learning the history and culture of drums and communicating their understanding through expository writing.
- 4th and 5th grade students explored the themes of pride, respect and diversity through drumming, poetry and reflective writing with Portland Taiko.

HAYHURST (K-8)	
students 351	teachers 21

Photographer Julie Keefe offered K-5th grade students a new experience in

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creating poetry and written reflection based on their own photos.

JAMES JOHN (K-5)	
students 404	teachers 30

Drawing on the theme of the nearby river and confluence, mosaic artist Wendy Dunder addressed the reading skills of inference and visualization with all grade level students.

MARKHAM (K-5)	
students 360	teachers 23

K and 5th grade students learned about story elements, character development and adaptation in a puppetry performance residency with Tears of Joy Theatre. Working with 1st and 2nd graders, Young Audiences' Annie Stecker provided connections to their science unit on insects and habitat through the creation of a ceramic mural while 3rd grade students wrote short stories to learn about setting, plot, character development and the importance of revision in a residency with writer Mark Pomeroy.

RIGLER (K-7)	
students 525	teachers 39

Four different artists helped meet learning goals for all grade levels including:

- Kindergartners used clay to express their ideas while working with an artist from the Portland Children's Museum.
- 1st and 2nd graders learned about story elements, character development and adaptation through a puppetry performance residency with Tears of Joy Theatre.

- Muralist Rodolfo Serna worked with 3rd and 4th grade students, providing connections to their History of Portland and Native American units of study.
- 5th – 7th grade students participated in a dance residency with BodyVox's Renee Adams, linked to expressive writing skills and units on Physics and the Solar System.

SITTON (K-5)	
students 308	teachers 21

Young Audiences' Margaret Snow Benoit worked school-wide, connecting visual arts concepts such as line, color, pattern and repetition to social studies units on self, Portland history and the environment.

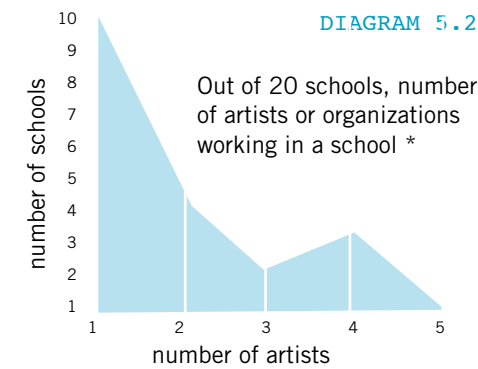
WHITMAN (K-5)	
students 369	teachers 23

All students studied puppetry with Tears of Joy Theatre focusing on writing learning goals of character development, compare/contrast, dialogue and expository writing.

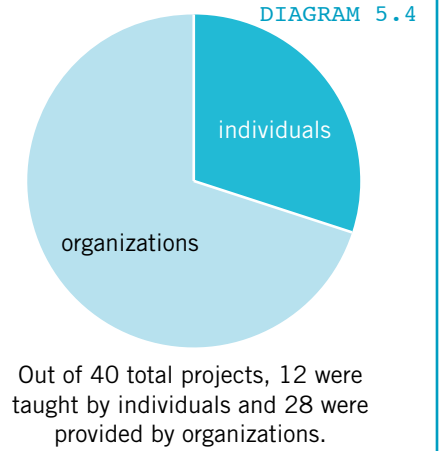
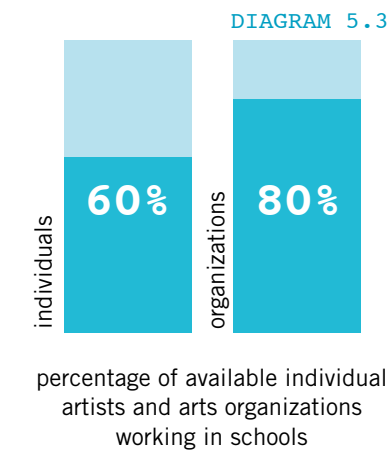
WOODLAWN (P-8)	
students 461	teachers 29

An artist from the Portland Children's Museum guided K-5th graders in exploring the connections between the medium of clay and their social studies curriculum while Julie Keefe worked with 6th – 8th grade students, using photography to understand the power of adjectives, word choice, figurative language and voice.

OVER 9,000 STUDENTS AND 486 TEACHERS in 20 schools across four districts participated in arts integrated learning. Artists with experience teaching in K-8 classroom settings and proof of artistic quality provided many options for meeting learning goals identified by schools. Following is a snapshot of the choices made by teachers.



* All 20 schools chose residency programming. One of the schools also incorporated an in-school performance and another added a field trip to an off-site theater production.



CONTRIBUTING ARTISTS

INDIVIDUALS

- Randi Douglas (theater)
- Wendy Dunder (visual arts)
- Julie Keefe (photography/writing)
- Tyler Kohlhoff (photography/writing)
- Kathryn Kramer Waters (theater/creative writing/visual arts)
- Noah Martin (theater)
- Mark Pomeroy (fiction/poetry)
- Donna Prinzmatal (creative writing)
- Rodolfo Serna (mural art)
- Scott Sutton (painting, garden art)

ORGANIZATIONS

- BodyVox (dance)
- Earth Arts (multiple)
- Homowo African Arts & Cultures (music/dance)
- Northwest Children's Theater (theater)
- Oregon Children's Theatre (theater)
- Oregon Symphony (music)
- Portland Children's Museum (visual arts)
- Portland Taiko (multiple)
- Tears of Joy Theatre (puppet theater)
- Young Audiences of Oregon (multiple)
- Okaidja Afroso (music and dance)

- Al-Andalus (music and dance)
- Albert Alter (drama)
- Artists Repertory Theatre (drama)
- Turiya Autry (spoken word)
- Margaret Snow Benoit (visual)
- Dance Like the Stars (dance)
- Bernie Duffy (drama)
- John Early (visual)
- Rachel Foxman (storytelling)
- Caren Graham (drama)
- Tami Castillo Gray (dance and drama)
- Grupo Condor with Gerardo Calderon (music)
- Hector Hernandez (visual)
- Clay Hoffman (visual)
- Nancy Smith Klos (visual)

- Rick Meyers (music)
- Mudeye Puppet Company (drama)
- Buff Medb Neretin (visual)
- Nomadic Theatre Co (drama)
- Pamela Norris (dance)
- Greta Pedersen (music)
- Renegade Minstrels (music)
- Peggy Ross (visual)
- Anne Rutherford (storytelling)
- Maria Simon (visual)
- Annie Stecker (visual)
- Mark Steering (music)
- Anne-Louise Sterry (music)
- Viva la Cultura! (dance and music)
- Carla Wilson (music)

VI. PROGRAM EVALUATION



IN ITS FIRST YEAR, The Right Brain Initiative laid important foundations for longer range evaluation of its impact on teaching and learning by:

- developing a set of qualitative measures designed to examine student outcomes
- collecting samples of student work across a sample of diverse students
- conducting “imagination interviews” in which a sample of students were documented recounting the creative processes they used while creating their work.
- designing sessions at a summer institute for an initial scoring of student work for the purpose of identifying the program’s current strengths and needs.

The findings from these activities will provide the evidence for planning to make the most effective use of resources in the 2009-10 school year.

“The educational excellence challenge of this century is to organize learning for innovation. The equity challenge is to guarantee that gender, economic status, race, and native language cease to predict who will invent a vaccine, write a prize-winning play, or engineer a major breakthrough in technology.”

-Dr. Dennie Palmer Wolf
*More than Measuring:
Program Evaluation as an Opportunity to Build the
Capacity of Communities*



Theater artist Noah Martin has kindergarteners using their bodies to investigate geometric shapes.
Photo courtesy Oak Grove Elementary



VII. 2008-09 CONTRIBUTIONS

PUBLIC

- City of Portland
- Multnomah County
- Clackamas County
- Hillsboro Arts and Culture Council



PRIVATE

- Collins Foundation*
- James & Marion Miller Foundation*
- The Harold and Arlene Schnitzer CARE Foundation*
- PGE Foundation
- US Bank Foundation
- The Oregon Community Foundation
- Spirit Mountain Community Fund
- Bank of America
- The Standard
- Genentech

* 3-year grants

SCHOOL DISTRICTS

- Gresham-Barlow
- Hillsboro
- North Clackamas
- Portland Public Schools



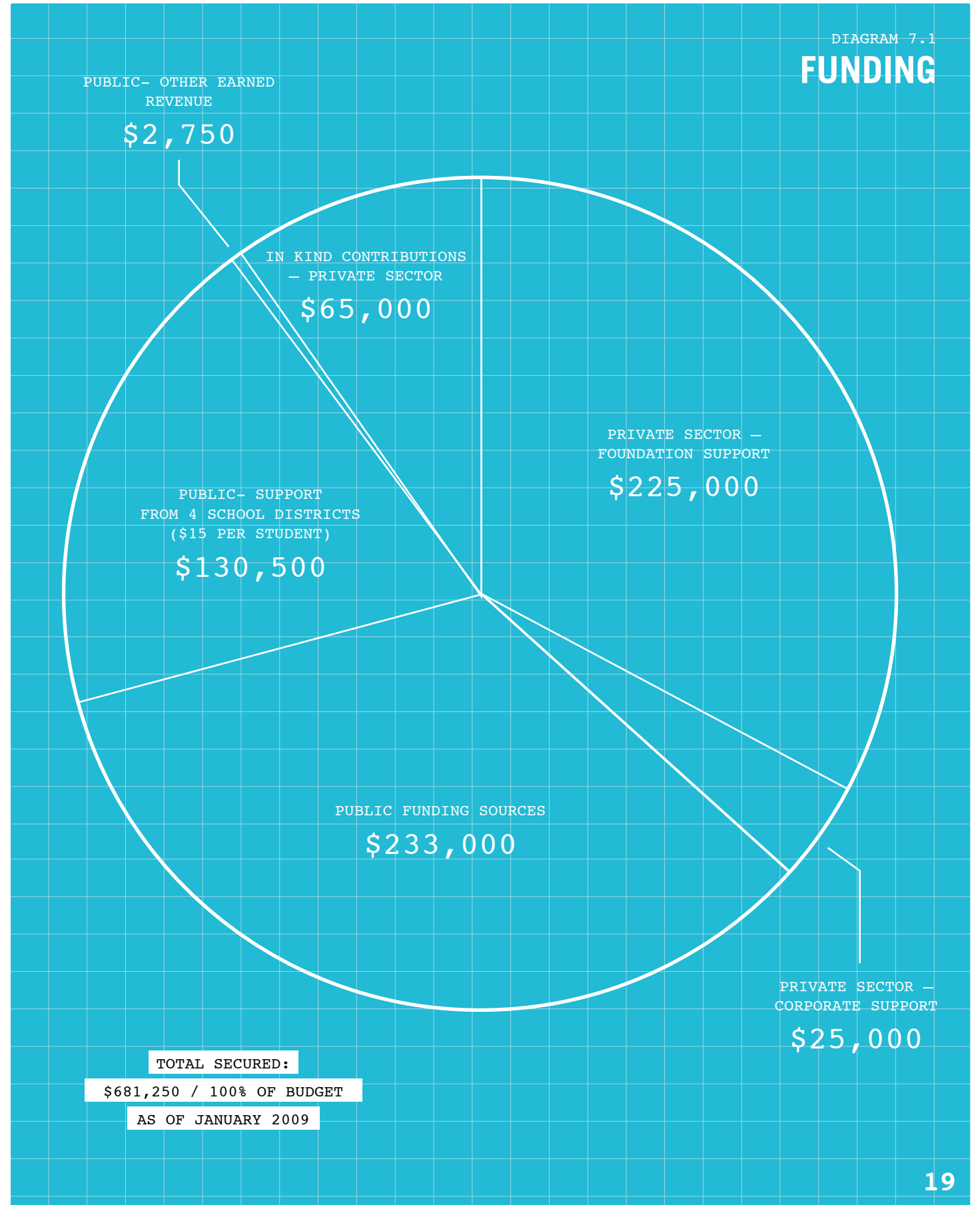
IN-KIND

- North
- Portland Center for the Performing Arts
- Tonkon Torp
- Magaurn Video Media
- Heathman Hotel
- Lazerquick



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DIAGRAM 7.1
FUNDING



OPERATING PARTNERS

YOUNG AUDIENCES, IMPLEMENTATION PARTNER

The mission of Young Audiences is to enhance children's learning with creative resources from the arts community. With a 50-year history in providing arts education services to schools, the organization continues to provide a roster of skilled artists, fundraising assistance to schools through Run for The Arts and special project grants, professional development workshops for artists and teachers and advocacy for the arts. In 2007–08, Young Audiences artists in a variety of artistic disciplines provided over 324,000 individual arts experiences in 232 schools and community venues reaching over 94,500 young people.

DEBORAH BRZOSKA, PROFESSIONAL DEVELOPMENT PARTNER

Deb is a national leader in arts education who presents professional development for teachers and teaching artists across the country on behalf of The John F. Kennedy Center for the Performing Arts. A former dancer and teacher, she was also the founding principal of the award winning arts-based public school in Vancouver, Washington.

Deb has developed state and national arts standards and assessments and has been a school change coach for the Small Schools Project of the Bill and Melinda Gates Foundation. She has presented arts education workshops, seminars and institutes in nearly all fifty states and from Cairo to Samoa, including a statewide teaching artist training project in Hawaii. In addition to serving on the editorial board of Teaching Artist Journal, Deb has written about arts education for The Kennedy Center, Chicago's Project AIM, the Arts Education Partnership and The College Board.

DR. DENNIE PALMER WOLF, EVALUATION PARTNER

Dennie is a principal of WolfBrown, and also serves as Senior Scholar at the Annenberg Institute for School Reform at Brown University. She trained as a researcher at Harvard Project Zero, where she led studies on the early development of artistic and symbolic capacities. She directed Project PACE (Projects in Active Cultural Engagement) at the Harvard Graduate School of Education, an organization that focused on children and youth as vital, but often ignored, forces in cultural planning. More recently, Dennie has pioneered evaluation studies that build the capacities of organizations, funders, and the communities they serve, co-authoring *More Than Measuring*, a longitudinal study of the effects of arts-based learning, sponsored by Big Thought, a 50-organization consortium in Dallas. Dennie has published widely on issues of assessment, evaluation, artistic, and imaginative development. At the heart of her work is a commitment to increasing children and youth's access to learning featuring inquiry, innovation, and imagination both in and out of school.

MANAGING PARTNER

Regional Arts & Culture Council (RACC); RACC is a 501(c)(3) nonprofit arts organization and the local arts agency for Multnomah, Clackamas and Washington counties. Through vision, leadership and service, RACC works to integrate arts and culture in all aspects of community life.

THE RIGHT BRAIN INITIATIVE STAFF

Marna Stalcup, Program Manager
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Kendra Yao, Program Assistant

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Emily Stone
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2008-09 VOLUNTEERS

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