DEPARTMENT OF EDUCATION

Arts Education Distance Learning Support and Resources

March 19, 2020

The Minnesota Department of Education defines distance learning as "students have access to appropriate educational materials and receive daily interactions with their licensed teachers." Supporting arts learning in the period where students are working from home provides some challenges and opportunities. MDE has provided a document to help districts set up distance learning. This resource builds on those delivery systems and applies them to distance learning in the arts.

Instruction and assessment

Distance learning is new for most teachers. But many of the best practices for instruction and assessment still apply. Consider the following during planning:

- **Begin with something manageable:** Don't overwhelm yourself and your students. This is not the time to build a new online course.
- **Focus on what students must learn:** What standards and benchmarks do you still need to teach and assess this year?
- **Comprehensive arts learning:** How can you address different artistic processes (Create, Perform/Present, Respond, Connect) over time?
- **Revise and retool:** How can existing lessons, units, and assessments be modified for distance learning? Consider both formative and summative assessments. See below for ideas on assessments.
- **Keep it hands-on and rigorous:** What learning experiences and assessments can you develop to get students away from screens or worksheets and learning in their environments?
- **Be clear about "the why" for assignments:** How will you make the learning goals/targets clear for students and families? How will you do the same for criteria for grading?
- **Give feedback:** How will you provide students feedback on assignments and works in progress? How could other students provide feedback? Consider synchronous and asynchronous options for student feedback.
- **Keep your connections going:** How can you support continued connection with each student, and between students?
  - How will you manage and organize individualized contact? This may not be daily depending on the number of students you have, but should be consistent and regular.
  - Some educators are setting up consistent daily office hours, during which they are available by phone, email, video, etc. for questions, conversations, check-ins, and supports.

Selecting resources

There are many links and opportunities being shared and circulated. Many of them are great! Some may not be. Some considerations as you're reviewing resources to use as part of distance learning:

- **Standards-aligned?** Consider alignment with Minnesota arts standards. Will the resource be directly useful in increasing students' knowledge and skill? Avoid activity mania!
- **Rigorous and good fit?** Consider the level of rigor, and alignment of the task to the type of learning.
- **Additional instruction?** Many online resources provide access to viewing, watching, or listening to artistic work. What additional supports, instructions, or context do you need to provide? What will students do with the knowledge they gain from an online resource?

General assessment tips

- **Align to standards:** Just like in the classroom, all assessments should measure standards-based knowledge and skills.
- **Be clear:** As part of instruction, be sure that students (and families) understand what they are being assessed on.
- **Plan backward and consider logistics:** What learning must be evident in the assessment? How will you collect assessments? Give feedback? Grade? Communicate goals and expectations? Figure this out before you give instruction and assignments.
- **Appropriate assessments:** Performance assessments are still possible, though they may need to be modified.
- **Materials for creating:** For visual arts projects involving creating original artwork, can materials be distributed via current distribution methods? Can assignments be adapted to use more basic materials and supplies, and still have students show standards-based learning?
- **Performing**: If performing arts students do not have access to digital learning options, consider how progress on performance-based learning can be monitored and assessed (see below for ideas)

Forms of assessment

Assessment in the arts can be accomplished in a variety of ways. Not all assessments will be possible in all distance learning scenarios. Some possible forms of assessment are in this table, organized by standard strand (note this is not an exhaustive list!):

Foundations	Create	Perform/Present	Respond	Connect (2018 standards)
Should be assessed via other strands, ie, how the student uses foundations to create, perform/present, respond, and connect.	Brainstorms (written, drawn, video, audio recording) In progress sketches/ prototypes/ recorded improvisations Artistic work reflective responses (written, video, transcribed, or conversation) Class discussion (online or phone) Individual conferences (online or phone)	Journals Learning/ practice logs reflective responses (written or video) Self-assessment (written, video, transcribed, or conversation) Individual conferences (phone) Class discussion (online or phone) For performance arts, video or audio recordings	Responses to open-ended questions Written or video-based analysis or response to artistic work(s) Journal entry or response to a prompt Thinking map Individual conferences (online or phone)	Responses to open-ended questions Written or video-based analysis or response to artistic work(s) Thinking map Journal entry or response to a prompt Artistic work that responds to given or identified connections

Delivery of Instruction and Assessment

In most cases, both digital and analog/non-digital delivery options are being used for distance learning. Delivery methods may include some or all of the following:

- Assignment or project completion by student(s) independently, with teacher support, or in pairs/small groups.
- Telephone, video, and podcast instruction
- Hard copy resources (textbooks, articles, activity guides, and other printed or hands-on materials) which could be distributed and collected by bus route or at a central location
- Television shows, films, nature-based activities that relate to the learning goals
- Online resources (take into account availability of broadband and digital devices)
- Instruction via the school's learning management system (LMS)
- Materials and instructions translated into various languages for parents to help guide their children
- Scheduled phone or other means of communication check-ins, this may include non-traditional hours
- Automated telephone system announcements to alert families to instructional events

Regardless of delivery method, consider how you can support continued connection with each student, and between students.

- How will you manage and organize individualized contact? This may not be daily depending on the number of students you have, but should be consistent and regular.
- Some educators are setting up consistent daily office hours, during which they are available by phone, email, video, etc. for questions, conversations, check-ins, and supports.

Distance learning structures: How are adults working together?

Your district is likely already working on, or has, a distance learning plan. The following questions can help guide conversations if arts specialists are unsure how they fit in the big picture distance learning plan.

- What are the roles and responsibilities for specialists in distance learning?
- How will teachers work together? What will they collaborate on, and how? (Consider planning, communication with families, tracking special circumstances of families, logistics, etc.)
- At the elementary level, how often will specialist teachers interact with students, and how will they coordinate with classroom teachers and other specialists?
- Who is responsible for supporting each teacher, including specialists?
- What will our ongoing communication look like during distance learning, and how will we coordinate that when multiple teachers and other staff are communicating with one student?
- How will assignments, check-ins, and other communication be communicated in a streamlined, organized way?
  - Consider creating a week-at-a-glance schedule with links (where technology is involved) for elementary
  - Consider supporting secondary students with tools for organizing assignments, due dates, etc.

Resources supporting arts educators (as of 3/19/20)

General

Perpich Center for Arts Education Specialists in Dance, Music, Theater and Visual/Media Arts continue to be available as resources for teachers as they plan arts curriculum, instruction and assessments, including for distance learning. They are available by email, phone, and video conferencing:

Dance - Mary Harding: (mary.harding@pcae.k12.mn.us) - 763-279-4281

Music - Dr. Wendy Barden: (wendy.barden@pcae.k12.mn.us) - 763-279-4285

Theater - Dr. Stephanie Walseth: (stephanie.walseth@pcae.k12.mn.us) - 763-279-4181

Visual/Media Arts - Jeremy Holien: (jeremy.holien@pcae.k12.mn.us) - 763-279-4185

Music

Teacher Collaboration and Unit Sharing: Minnesota music educators have access to the WI Music Educators Association new Online Teaching Projects. This project invites educators to access, develop, and share two week learning units designed for distance learning. Not all units require student internet access. Visit this link for more info on the WMEA Online Teaching Project. Contact Mary Schaefle, MMEA Executive Director, at distanceteaching@mmea.org with questions.

Visual Arts

The Art of Education University is offering a free weekly podcast on distance learning and other Coronavirus-related topics. They also have a resource and article bank, including a section focused on teaching art remotely.

For questions, contact mde.academic-standards@state.mn.us