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Fidelity of Implementation of Arts Integration in Middle School English Language Arts

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This is to certify that the doctoral study by

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Walden University
2020

Abstract

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MA, University of North Florida, 2006

BS, University of North Florida, 1998

Project Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

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Abstract

An urban middle school in the southern U.S. introduced an arts integration (AI) program, however, student achievement in the English language arts (ELA) has not improved. Therefore, the problem to be investigated through this study is that it has not been determined if AI was implemented into ELA classrooms with fidelity. The purpose of this study was to examine teachers' and administrators' perceptions of the fidelity of implementation (FOI) of the AI program in the ELA classrooms, as well as school documents and artifacts, to determine whether the delivery of instruction replicated the original instructional design. Guided by Rogers's FOI framework, research questions addressed ELA teachers' and administrators' perceptions of the FOI of the AI program in ELA classrooms, and how the AI program in ELA classrooms as related to the original intended design, was reflected in documents and artifacts at the school site. This qualitative case study, grounded in Roger's FOI framework, included interviews with a purposeful sample of 8 ELA teachers and 2 administrators. Teacher lesson plans, professional development plans, the school improvement plans, meeting agendas, school documents related to AI, and classroom artifacts were also reviewed and triangulated. Data were coded and analyzed using inductive analysis. Findings indicated a lack of FOI and the need for professional development on AI for teachers and administrators. A 3-day PD project was developed for teachers and administrators. The findings from this study will strengthen the fidelity and quality of AI instruction in ELA classrooms leading to positive social change thereby strengthening student learning and achievement through the AI program.

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Dedication

I would like to dedicate this project study to my Father God, for He is and will always be the strength of my life. He has seen me through every trial on this journey of completing this study. Also, I would like to dedicate the project to my father, who has always believed in me. Although he is now with the Lord, he is the reason that I wanted to become a researcher. He was a soldier during WWII and was a part of a study that he was not aware of until much later in life. Finally, I would like to thank everyone who dedicated their time to advise, edit, or simply stand by me while I completed this major task of writing my research.

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I would like to thank all of the people who have contributed to my success in completing my doctoral degree. I would like to thank all my teachers from first grade through college for helping me to develop my passion to learn. I cannot forget all of my wonderful professors at Walden University who helped developed my doctoral voice. I would like to thank my committee chair, Dr. Cathryn White, for her leadership and her faith in me. Her advice was always positive and encouraging, no matter how discouraged I became.

Finally, I would like to thank my God and my spiritual leaders, who have always been the building blocks in my life. Pastor Paul Zink and Pastor Rusty Nelson taught me to always leave a legacy to inspire others who follow. Also, I would like to thank my current Pastor Holt and Kay Holt for pushing me towards the finish line with great encouragement.

I would like to thank my family and friends who had to endure my struggles while I worked to finish my doctoral degree. They have been my cheerleaders throughout the years and have supported me every step of the way. You are too many to name, but you know who you are. In particular, I would like to thank Denis Riggens Jacques, Elizabeth and Joe Babbitz and their children, Audray Lewis, and Merle Armstrong for the love and dedication they gave me on my journey in life and through this doctoral program.

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Section 1: The Problem

The Local Problem

An urban middle school in the southern U.S. introduced an arts integration (AI) program, however, student achievement in the English language arts (ELA) has not improved. Therefore, the problem to be investigated through this study is that it has not been determined if AI was implemented into ELA classrooms with fidelity. School staff have maintained they have implemented AI in ELA classrooms, yet the school's rating from the Mississippi Department of Education (MDOE) has remained an F or a D for the previous 4 school years, 2016–2019. For the 2017–2018 school year, only 19% of students at the target middle school scored proficient on standardized ELA tests (MDOE, 2020). The school superintendent and other administrators expressed concern that the reason might be a lack of fidelity of implementation (FOI) of the AI program, meaning teachers did not integrate the arts according to the program standards and plan. Administrators had not determined the fidelity of AI program implementation, thereby resulting in administrators' concern regarding whether AI was being implemented in ELA classrooms as designed. The FOI of innovations or initiatives by personnel in schools that educators are seeking to reform is essential (Goldstein et al., 2019). FOI is the phenomenon that a service or initiative is implemented as designed (Protheroe, 2008). I will explain FOI as the conceptual basis of this study in detail later in this section. A description of the history of AI implementation in the district study site follows for insight into the district officials' concerns regarding the fidelity of AI implementation in ELA at the target middle school site.

In an effort to strengthen classroom ELA instruction in the target district, school district staff implemented a whole-school AI initiative at an elementary school campus as a pilot for AI in the target district prior to implementation in the target middle school. Administrators and teachers at the pilot elementary school successfully implemented an AI program called the Mississippi Whole Schools Initiative (WSI) to integrate the arts (Mississippi Arts Commission, 2014, para. 2), which moved the school from a B-rated school to an A-rated model school within 2 years by the Mississippi Department of Education (MDOE, 2014b). According to the elementary school website, during the 2018–2019 school year, 40% of students demonstrated proficiency in ELA, well above the state average of 33%. After students in the elementary school AI pilot site demonstrated significant improvement in academic achievement, target middle school personnel implemented a school-wide AI program. However, the students at the target middle school have not demonstrated an improvement in ELA academic achievement, despite the continued implementation of AI. Therefore, it was important to investigate whether teachers and administrators are implementing the AI program with fidelity.

New ideas and programs (such as an AI program in schools) should be implemented as program developers intended, without deviations, if the program is to be successful in enhancing student achievement. Rogers (1995), in his seminal work on diffusion of innovations, emphasized the importance of FOI. Protheroe (2008) defined FOI as the "the delivery of instruction in the way in which it was designed to be delivered" (p. 38). The U.S. Department of Education (2012) adopted the identical definition. Implementation of any intervention or program such as the AI program must

be delivered with fidelity to achieve positive results (Bradley, Crawford, & Dahill-Brown, 2015; Protheroe, 2008; Stains & Vickrey, 2017). Administrators and teachers have searched for innovative strategies to help students achieve academically, and have been interested in AI as an alternative strategy to providing ELA content instruction(Sulentic Dowell & Goering, 2018). Even the most effective program, if not implemented with fidelity to its specific design, may not yield the desired outcome (Bradley et al., 2015; Stains & Vickrey, 2017; Vig, Taylor, Star, & Chao, 2014).

Rationale

The rationale for this study is supported by the evidence of the local problem as is reflected in low ELA proficiency scores, concerns from district and campus stakeholders regarding the FOI of AI, and goals and objectives for implementation of AI that provide clear guidance on how to initiate this program with fidelity. The MDOE guidelines state student ELA achievement scores should increase at least three points each year to demonstrate improvement, yet this has not been the case with the target middle school (2011, 2014a, 2020). Mean scale scores in ELA at the target middle school have not increased by at least three points each year from 2015–2018 (MDOE, 2020). Table 1 shows the percentage of students at the target middle school scoring proficient or better in ELA for 2016–2019. Table 1 also reflects the grade rating the target site received from the state department of education, ranging consistently from D to F.

Table 1

Percentage of Target Middle School Students Scoring Proficient or Above in English Language Arts

School year	School grade	% of students scoring proficient or above in English language arts
2018–19	D	20.6
2017–18	F	19.3
2016–17	D	17.5
2015–16	F	19.1

Note. Data source: *Mississippi Succeeds Report Card*, 2020, by Mississippi Department of Education, retrieved from https://msrc.mdek12.org

Target middle school ELA state proficiency performance has been less than 21% for 4 years, 2016–2019 (MDOE, 2020). The low scores caused concern for the district and campus officials. Communication from the district superintendent, evidence from local administrators, annual teacher evaluations, and principal communications supported that the AI program was not being implemented with fidelity. Students in Mississippi schools are expected to show academic growth each year, but student achievement in ELA at the target middle school, as measured by the state accountability instrument, have not improved compared to the scores at the pilot elementary school site.

The integration of AI into curricula is guided by the WSI goals (Mississippi Arts Commission, 2017) and Chicago Guide (n.d.) components containing key AI requirements to support the fidelity of AI implementation. The MDOE adopted both the WSI and Chicago Guide components, which support the integration of the arts into schools' curricula (Mississippi Arts Commission, 2019a). Stains and Vickrey (2017) described the identification of critical components as the first step in measuring FOI of a

program. Components may relate to procedures, instructor knowledge, pedagogy, and student engagement. Based on the Chicago Guide specifications, the following components should be included in an effective AI program in ELA classrooms:

1. The AI program must include an art specialist to collaborate in the design and implementation of the AI ELA lessons.
2. The AI program lesson objectives must include elements of the arts integrated with ELA content and standards.
3. The AI program art specialists collaborate consistently and regularly with the ELA teachers.
4. The AI program includes coaching and modeling AI ELA lessons for the ELA teachers.
5. The ELA teachers must record student observations and reflections regarding lesson engagement and student learning.
6. The AI instruction includes strategies that demonstrate achievement in the arts and ELA content.
7. The AI program lessons should reflect strategies for active student participation and engagement.
8. The AI program should include a project that allows the students to show what they have learned and engages students in active learning and artistic problem solving.
9. AI instruction must be aligned with state standards and benchmarks.

I used the Chicago Guide (n.d.) components listed above and the WSI goals and objectives (Mississippi Arts Commission, 2017; see Appendix B) as the components of the original intended design for AI in ELA to determine FOI. The WSI document contains goals and objectives that provide guidance for implementing the AI program according to the original intended design. The WSI is "Mississippi's first comprehensive statewide arts education program which used the arts as a vehicle for promoting high-quality instruction and learning for students in all disciplines" (Mississippi Arts Commission, 2019b, para. 1). The WSI promotes the use of strategies from the arts to support achievement in the all core content areas in the school (Mississippi Arts Commission, 2019b). The Mississippi Arts Commission (2019c) developed the WSI to achieve the following goals:

1. Arts integration should "provide learning opportunities to improve student academic achievement through the integration of the arts into the core curriculum" (para. 1).
2. Arts discipline is designed "to increase students' and teachers' skills, knowledge, awareness, and experiences in all arts disciplines" (para. 1).
3. Professional learning will "build a school culture with sustainable systems that support arts integration as an approach to teaching" (para. 1).
4. Community involvement will "increase family and community engagement and understanding of the arts" (para. 1).

The WSI documentation outlined specific objectives under each of the four aforementioned goals, which provide clear guidance on the considerations for

implementation of an AI program (see Appendix B). The original instructional design was based on the WSI framework. Researchers at the Mississippi Arts Commission (2017) recommended that an effective AI program using the WSI must work toward achieving the program's goals and objectives by aligning instruction with the components of an effective AI program. The intention of the developers of the WSI program was that each objective under each goal be implemented as specified. Administrators, teachers, and students in the target middle school have continued to work toward improvement in student performance on state and district ELA assessments, according to the district superintendent. Researchers have established AI as an effective tool for strengthening student achievement.

Researchers have demonstrated that students in schools where an AI program was initiated have shown growth in achievement scores and have credited AI as a key strategy supporting the improvement in student ELA assessment performance on state and district tests (Hipp & Sulentic Dowell, 2019; Lakin & Shannon, 2015; Missett & Foster, 2015; Moon & Park, 2016). Researchers have suggested that the major cause of ineffective program implementation is lack of FOI (Lakin & Shannon, 2015; Missett & Foster, 2015; Moon & Park, 2016).

Hipp and Sulentic Dowell (2019) studied challenges to preservice teachers' implementation of AI at the elementary level. The researchers conducted a case study of 74 preservice teachers enrolled in a large U.S. university. A redesign of existing practices in elementary classrooms to incorporate AI allowed teachers to be creative in instruction.

Teachers required the support of mentors and administrators. Hipp and Sulentic Dowell noted AI increased student achievement in ELA and mathematics.

Peppler, Catterall, and Bender (2015) investigated an AI model called Learning and Achieving Through the Arts at a Los Angeles school district, where public school teachers learned various forms of the arts along with their students. The model was designed to connect the academic subjects with the arts. In the quasi-experimental study, the researchers investigated the effects of the arts on student test scores to select the samples for both control and treatment groups. Peppler et al. found that students who participated in high-quality AI programs made significant gains in academic achievement when compared to students who attended school sites with stand-alone arts programming.

Another example of AI being related to improved students' academic achievement in middle schools is the AI program at Bates Middle School. Administrators initiated AI at a middle school in Annapolis, Maryland to improve the low-performing school as a whole (Hoyer, 2015). Additionally, Bates Middle School received a 4-year grant by the Arts in Education Model Development and Dissemination Grant program. Hoyer (2015) investigated the students, teachers, and staff at the middle school, where teachers enhanced their instruction with the arts curriculum. Hoyer found that Bates Middle School achievement scores reflected significantly improved student achievement and that the use of AI had implications for meaningful school improvement. Moreover, Bates Middle School student showed a 23% decline in disciplinary issues during the 4 years studied (Hoyer, 2015). The teachers and administrators credited AI for the school's improvement in achievement and discipline.

Fidelity, or implementing a program as designed, is central to the integrity of the program and to evaluating the effectiveness of a service or program. According to Protheroe (2008) and Goldstein et al. (2019), when implementing any comprehensive school reform such as an AI program, all staff members must implement the program with fidelity. Prior to this study, administrators or researchers had not examined the FOI in the target middle school; school administrators perceived that the lack of improvement in ELA student achievement could be related to failure to implement the AI program in the ELA content area. Administrators in the target school district wondered if the low student success rate was due to incorrect implementation of the AI program, according to the district superintendent. The purpose of this study was to examine teachers' and administrators' perceptions of the FOI of an AI program in the target middle school, as well as school documents and artifacts, to determine whether the delivery of instruction replicated the original instructional design.

Definition of Terms

Arts integration (AI): This term refers to the pedagogical approach by which the arts are implemented within the core curriculum to enhance understanding of a content matter to allow students to express themselves in the arts (music, visual arts, drama, and dance) while learning other subjects (Casciano, Cherfas, & Jobson-Ahmed, 2019; Hipp & Sulentic Dowell, 2019). The Kennedy Center (2016) definition of AI is "an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects the art form and another subject and meets evolving objectives in both" (para. 1).

Arts integration (AI) specialist: An AI specialist is a teacher who teaches and demonstrates how to integrate the arts while teaching core content. The teacher engages the student by connecting the subject area objectives with the art objectives using standards for both the ELA curriculum and the arts curriculum (Kennedy Center, 2016).

Arts integration (AI) ELA specialist: An AI ELA specialist is an English teacher who connects English reading and writing objectives with arts objectives (Kennedy Center, 2016).

Chicago Guide components: The Chicago Guide (n.d.) recommended an effective AI program be aligned to nine program components pertaining to both teacher and administrator responsibilities for implementation.

English language arts (ELA): ELA include skills of reading, writing, speaking, listening, and using the English language. ELA standards measure the ability of students to "develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language" (MDOE, 2016a, p. 10).

Fidelity of implementation (FOI): This term connotes the degree to which the instruction is delivered as designed (Protheroe, 2008; U.S. Department of Education, 2012). For this study, FOI of the AI program referred to matching the Chicago Guide (n.d.) components of AI and the WSI goals and objectives of an AI program (Mississippi Arts Commission, 2017; see Appendix B).

Implementation: Albers and Pattuwage (2017) stated, "Implementation is generally defined as a specified set of planned and intentional activities designed to integrate evidence-based practice into real-world service settings within health and allied

professions" (p. 6). In real-world settings, however, intervention of research-based practices may not include all components of the original design, which could reduce the effect on educational outcomes (Albers & Pattuwage, 2017).

Mississippi State Standards: These standards are standards that are based on national criteria of expectations of student achievement of skills and knowledge during their educational experience, usually from kindergarten through Grade 12 (Achieve, 2019).

Nonparticipant walk-through observation: Nonparticipant observation involves data gathering without active interaction with study participants (Williams, 2008). For this study, nonparticipant walk-through observation involved walking through the school campus and classrooms during noninstructional hours to observe walls and spaces for evidence of posted art.

Program components: Program components in this study are the elements required for effective implementation of an AI program (Mississippi Arts Commission, 2017).

Whole School Initiative (WSI): According to Phillips, Harper, Lee, and Boone (2013), "The WSI is an arts integrated conceptual approach to education reform that redesigns the school learning environment to promote enhanced learning using the arts as the vehicle to support high quality education and instruction for all students" (p. 1). The Mississippi Arts Commission (2017) created a list of WSI goals and objectives for an effective AI program.

Significance of the Study

This study is relevant for administrators and principals in schools where students are not progressing in the ELA classroom as expected despite implementation of an AI program. In the study district, AI resulted in gains in ELA achievement for an elementary school in a pilot implementation. Administrators expected AI implementation to result in similar increases in ELA achievement in a middle school; the lack of increases in achievement at the study middle school suggested lack of FOI of the AI program. Administrators in the study site wanted to examine the FOI of an implemented program (such as an AI program) to determine whether the delivery of instruction replicated the original instructional design. FOI is an important concept for school administrators implementing any new initiative (Stains & Vickrey, 2017), and AI is of interest to many school leaders (Sulentic Dowell & Goering, 2018).

This study also serves as a guide for school leaders to examine the implementation process of an AI program and provide the PD and resources needed to help teachers implement programs consistently and efficiently (see Zhou & Brown, 2018). This study's results may promote positive social change through recommendations to the administrators in the target school district to help teachers implement the AI program with fidelity. The results of this study may lead to positive social change through a refinement of the AI program with fidelity, thereby resulting in the enhancement of reading, writing, and critical-thinking skills (Sulentic Dowell & Goering, 2018) so that middle school students will be successful at the high school level.

The study is important in that findings may help administrators understand how the AI program is being implemented in ELA classrooms, with or without fidelity to the components according to the Chicago Guide (n.d.). The AI program should be implemented as originally designed to link student outcomes to instruction (see Stains & Vickrey, 2017). The results of the study may provide guidance for the development of interventions to help teachers and administrators adhere to the intended design and thus deliver instruction as intended by the program designers (Protheroe, 2008). Researchers have suggested that positive student outcomes depend on FOI school wide as well as at the classroom level (Lakin & Shannon, 2015; Missett & Foster, 2015; Moon & Park, 2016; Rogers, 1995; Stains & Vickrey, 2017). The study may lead to the development of further research exploring other factors contributing to the low achievement in ELA of middle school students.

Research Questions

The purpose of this study was to examine teachers' and administrators' perceptions of the FOI of an AI program in the target middle school, as well as school documents and artifacts, to determine whether the delivery of instruction replicated the original instructional design. The original instructional design was based on the Chicago Guide and WSI components of AI; thus those components were critical in determining the FOI in the target middle school. Therefore, I focused on three research questions:

Research Question 1 (RQ1): What are the ELA teachers' perceptions of the FOI of the AI program in the ELA classrooms related to the original intended design?

Research Question 2 (RQ2): What are the administrators' perceptions of how they have supported FOI of the AI program in the ELA classrooms related to the original intended design?

Research Question 3(RQ3): How is the AI program implemented in the ELA classrooms at the study site as related to the original intended design and reflected in documents and artifacts at the study site?

Review of the Literature

Student achievement in the public schools is of continuing concern for legislators, educators, and communities (Ludwig, Boyle, & Lindsay, 2017; Stains & Vickrey, 2017). The FOI of an AI program is important because effective program implementation must be implemented the way the program developers intended (Lakin & Shannon, 2015; Missett & Foster, 2015; Moon & Park, 2016; Rogers, 1995).

In this section, I review the basis for the FOI of AI in ELA classrooms. The review begins with a description of the conceptual framework that provided a foundation for this study. Under the conceptual framework, I describe the concept of FOI and present the foundation for the AI program (the WSI and Chicago Guide components). Then, I review literature on the challenges teachers have encountered when integrating the arts; provide background on the WSI AI guidelines; describe benefits of AI on student achievement, student creativity, self-esteem, and behavior; and synthesize the literature on differentiated instruction. Finally, I explore the delivery techniques for AI instructional strategies and related student achievement results associated to middle school content areas, beginning with ELA and expanding to include other subjects.

To conduct the literature review, I employed Walden University's education databases: Academic Search Complete, Education Research Complete, ERIC, ProQuest databases, and SAGE. The main keywords for the search were *arts integration in the core classroom, arts integration and student achievement, arts integration and FOI, professional development for arts integration,* and *arts integration and teacher delivery.* I also used the Mississippi Arts Commission's website to gather information regarding WSI.

Conceptual Framework

I based this research study upon the conceptual framework of FOI. Rogers (1995) posited that new ideas and programs should be implemented as program developers intended them to be implemented, without deviations, making the theory appropriate to ground this study. A newly implemented program may not meet with success if important components are not met (Rogers, 1995). A program can become ineffective if the implementation departs excessively from the original plan (Rogers, 1995). This phenomenon has been termed *fidelity of implementation* or FOI, which Protheroe (2008) defined as "the delivery of instruction in the way in which it was designed to be delivered" (p. 38). FOI affects the student learning outcomes of an initiative (Stains & Vickrey, 2017). Fidelity is an important construct to consider when implementing innovations.

Researchers have found that teachers who implemented programs with high levels of fidelity were successful in increasing student learning in math and reading (Duma & Silverstein, 2018; Missett & Foster, 2015; Wolgemuth et al., 2014). Positive outcomes

for students result when teachers use effective innovations and implementation (Lakin & Shannon, 2015; Missett & Foster, 2015). The innovator is the teacher who delivers the instruction in the classroom (Lakin & Shannon, 2015). The FOI is dependent upon the teacher's words and actions (Lakin & Shannon, 2015; Stains & Vickrey, 2017). Collaboration among teachers (especially with the arts teacher) is vital to any AI program's success but can be a challenge (May & Robinson, 2016). The Chicago Guide (n.d.) components and WSI goals and objectives (Mississippi Arts Commission, 2017) provide guidance for educators implementing AI in a school setting.

The Mississippi Arts Commission and the Education Commission developed the WSI to design AI instruction that aligned with the state standards and benchmarks to increase student learning. To determine FOI of any program, researchers or stakeholders must identify the components (Stains & Vickrey, 2017). FOI is the execution of specific practices as program developers intended (Perez, Stuyft, Zabala, Castro, & Lefèvre, 2016). Specifically, the practice of the AI program should be implemented as intended by the developers (Perez et al., 2016). The AI program in the target district included an integrated model based on the Chicago Guide and the WSI. Therefore, the AI model in the target school included the following components:

1. The AI program must include an art specialist to collaborate in the design and implementation of the AI ELA lessons.
2. The AI program lesson objectives must include elements of the arts integrated with ELA content and standards.
3. The AI program art specialists collaborate consistently and regularly with the

ELA teachers.

4. The AI program includes coaching and modeling AI ELA lessons for the ELA teachers.
5. The ELA teachers must record student observations and reflections regarding lesson engagement and student learning.
6. The AI instruction includes strategies that demonstrate achievement in the arts and ELA content.
7. The AI program lessons should reflect strategies for active student participation and engagement.
8. The AI program should include a project that allows the students to show what they have learned and engages students in active learning and artistic problem solving.
9. AI instruction must be aligned with state standards and benchmarks.

The AI lessons and instructions must include arts content and ELA content, which must be aligned with Mississippi College- and Career-Readiness Standards for the arts and ELA (see Appendix C). A sample unit plan using artwork from Fuchs (2016) is included as an appendix (see Appendix D).

An urban middle school in the southern U.S. introduced an arts integration (AI) program, however, student achievement in the English language arts (ELA) has not improved. Therefore, the problem to be investigated through this study is that it has not been determined if AI was implemented into ELA classrooms with fidelity. I used FOI as the framework to examine the phenomenon of AI implementation in ELA classrooms.

The purpose of this study was to examine teachers' and administrators' perceptions of the FOI of an AI program in the target middle school, as well as school documents and artifacts, to determine whether the delivery of instruction replicated the original instructional design.

Therefore, the investigation of teacher and administrator perceptions on the FOI of the AI program at the study site, in addition to determining whether the AI components were reflected in documents and artifacts collected from participants and study site, was necessary to examine whether the AI program was being implemented with fidelity. The fidelity of AI implementation was based on the AI program guidelines noted in the Chicago Guide components and WSI objectives. Thus, I examined the fidelity through overlaying the components of the FOI framework based on the WSI and Chicago Guides on the data resulting from the exploration of teacher and administrator perspectives and documents and artifacts.

Review of the Broader Problem

To provide a foundation of evidence related to AI in the classroom, I reviewed literature on the challenges teachers have encountered when integrating the arts and background on the WSI AI guidelines. I then explored studies indicating the benefits of AI on student achievement, student creativity and self-esteem, and behavior. I examined the connection between AI and differentiated instruction through the theory of multiple intelligences. Finally, I explored instructional strategies for AI related to specific middle school content standards.

Challenges teachers encounter when integrating the arts. Many teachers are uncomfortable integrating the arts into their curriculum because of their lack of knowledge regarding instructional strategies to effectively incorporate the arts into their lessons to increase student learning (Gottschalk, 2019; Hipp & Sulentic Dowell, 2019; Koch & Thompson, 2017). However, PD can address such discomfort (Koch & Thompson, 2017). Gottschalk (2019) reported common challenges to AI as perceived lack of expertise, lack of administrator support, and lack of funding, as well as teacher turnover. Hipp and Sulentic Dowell (2019) explored challenges to AI reported by 74 preservice teachers and found lack of knowledge and awareness of ways to incorporate the arts was a major obstacle. Moreover, competent teachers or experts in AI may be transferred to other schools or required to split their time between schools. Gottschalk (2019) noted such transfers of music and art teachers impeded teamwork. Teamwork is also a method to overcome the obstacle of perceived lack of expertise, according to Gottschalk.

Fear of the unknown and concerns about content standards are additional challenges (Gottschalk, 2019). In a high-stakes testing environment, teachers may hesitate to innovate unless they understand the benefit of the innovation (Rogers, 1995). If teachers understand that the arts can be used to promote discussions of the academic content, then the arts may be used more often to stimulate learning (LaJevic, 2013; Sulentic Dowell & Goering, 2018).

Teachers require time and support, in terms of PD, when implementing AI into content areas. Administrators able to support teachers and help them connect the arts with

curriculum content standards are vital (Gottschalk, 2019). Connecting AI with the existing curriculum is critical so that teachers see the alignment of the AI strategies and benefits to delivery of the content curriculum. Additionally, as with any initiative, teachers need time to learn and to plan (Gibas, 2016; May & Robinson, 2016). Koch and Thompson (2017) described AI as "intellectually and pedagogically demanding" (p. 2), requiring PD and planning time. Changing teachers' practice requires inspiration and support without seeming to force teachers to change (Gibas, 2016). Teachers have not received AI instruction as students and consider subject areas as separate entities (Wintemberg, 2017). Administrators or implementers must clarify positive, practical results of the initiative to teachers to gain acceptance (Rogers, 1995). Not only do students benefit from AI, but also teachers; researchers for the Education Commission of the States (2018) found AI increased teacher self-efficacy in engaging diverse, economically disadvantaged students. Teachers need proficiency in implementing new initiatives, and thus understanding the components of AI is necessary for teachers to implement them.

Teacher competency is one of the most significant aspects of implementing teaching strategies (Moon & Park, 2016). Competent teachers have a unique way of implementing a program or approach; still, teachers need to ensure that they remain as true to the original program design as possible (Moon & Park, 2016). Administrators contribute to teacher competency by providing teachers with art specialists to help them create lesson plans consistently as designed by AI developers. Stains and Vickrey (2017) suggested that the more teachers understood the core parts of any new intervention

program, the more enthusiastically and effectively teachers would implement the program. Missett and Foster (2015) proposed that any efforts to implement new school programs might not be successful if someone within the program undervalued the significance of being prepared and of adhering to implementation procedures. Expertise in the form of art specialists, time for teachers to plan, PD, and the use of AI strategies to facilitate the delivery of the ELA curriculum are critical components for administrators and teachers to consider when implementing AI with fidelity (Missett & Foster, 2015; Stains & Vickrey, 2017). The FOI always should be examined when implementing new evidence-based programs with the intention of improving student outcomes (Stains & Vickrey, 2017).

WSI AI guidelines. I measure FOI based on WSI guidelines. The WSI was developed in 1991 by researchers at the Mississippi Arts Commission. From 1991–1998, the WSI was piloted in six elementary schools in Mississippi. Researchers at the Mississippi Arts Commission (2019b) reported the following positive outcomes:

> Increased standardized test scores, increased community involvement and support (parental involvement tripled at one school), teacher morale improved overall, decreased absenteeism among both students and teachers, decreased discipline referrals, school environments transformed visually and culturally, "authentic" assessment increased, and schedules were created that allowed for substantive planning between classroom teachers and arts specialists that resulted in exemplary arts-integrated thematic units. (para. 1)

The Mississippi Arts Commission examined the effect of the WSI on academic achievement in a study of 5,447 elementary school students in Mississippi. Researchers who conducted the study used state standardized test scores for the 2010–2011 school year, which were obtained from the MDOE to analyze students' achievement (Phillips et al., 2013). The results from the study showed that students who attended schools in Mississippi where the WSI was implemented with fidelity had significantly higher test scores than students at schools that did not participate in the WSI or that did not implement the program effectively as intended (Phillips et al., 2013). The Mississippi Arts Commission (2019a) reported schools with effective WSI implementation decreased or eliminated achievement gaps among students of low socioeconomic status. Notably, prior to 1998, the WSI program was only offered to elementary schools (Mississippi Arts Commission, 2019d). From 1998–2019, the WSI program was extended to include middle schools and high schools; therefore, middle schools and high schools have not had the opportunities to implement the program in their schools as long as the elementary schools have (Mississippi Arts Commission, 2019d).

The WSI was credited for moving an elementary school in the target school district from a B-rated school to a model school within 2 years by the MDOE (2014b) with a Quality Distribution Index score of 205. In 2010 (after students in the elementary school demonstrated improvement in academic achievement), administrators at the target middle school implemented an AI program using the WSI. The middle school was on "Academic Watch" (the label assigned to schools or school districts with a Quality Distribution Index score of 133–165), and between 2010 and 2019, gains in student

achievement in the ELA classroom at the middle school did not occur. The school remained rated D or F by the MDOE (2020). Following a 9-year implementation of the AI program at the target middle school site, as of 2019, students were still not showing gains in ELA skills as measured by Mississippi Curriculum Test 2. The AI components from the Chicago Guide (n.d.) are related to teachers' functions. The WSI goals focused on the administrative functions and the implementation of the overall AI program. Both were used to examine the FOI of the AI program in the target middle school.

Benefits of AI on student achievement. Students receive benefits from being taught using AI. Researchers have reported many benefits when using AI in schools where students are at risk of academic failure. AI has been beneficial in (a) increasing student achievement, student engagement, and student interest; (b) promoting student creativity and enhancing students' self-esteem; and (c) decreasing negative student behaviors (Biag, Raab, & Hofstedt, 2015; Duma & Silverstein, 2018; Goldstein et al., 2019; Hipp & Sulentic Dowell, 2019; Sulentic Dowell & Goering, 2018; Zhou & Brown, 2018). Thoroughly implemented AI programs can affect students' academic achievement and improve positive social behaviors (Goldstein et al., 2019; Ludwig et al., 2017; Scripp & Gilbert, 2016). Further, AI programs have had a major influence on academic achievement for students from low socioeconomic backgrounds (Duma & Silverstein, 2018; Zhou & Brown, 2018).

In a meta-analysis, Ludwig et al. (2017) reported on 18 studies on AI with students in Grades 6–12. All studies showed statistically significant evidence. Ludwig et al. further divided these studies into tiers of type of evidence, based on U.S. Department

of Education (USDOE, 2016) guidelines. In six of the studies, researchers indicated statistically significant evidence (Ludwig et al.) and deemed the meaning outcomes that were based on a sample of 350 students, as promising to strong, and concluded that AI did not have any negative effect on student achievement. In three of these studies, researchers specifically showed improvement in ELA following AI among middle grades students. In the other 12 studies, researchers provided what Ludwig et al. deemed as logical evidence that might not show statistical significance but featured a solid logic model examining interventions in process. Ludwig et al. established that AI may have intermediary effects on student achievement based on increased social-emotional skills, collaboration, individualized instruction, and types of assessment practices. AI changed teacher behaviors, which led to increased student engagement and attitudes. Ludwig et al. noted teachers' knowledge and preparation might affect the fidelity of AI implementation.

Dwyer (2011) determined the effect of arts instruction on academic success, controlling for school size and students classified as receiving special education or English language learner services. Dwyer conducted a quantitative study in South Carolina, analyzing data from 634 elementary public schools. Dwyer analyzed archival achievement data in the form of 2010 student scores from students in third through fifth grades on the state Palmetto Assessment of State Standards assessment reported on the South Carolina public school report card. The study was conducted to determine any relationship between arts instruction and both ELA and math achievement. The results showed a positive correlation between arts instruction and ELA achievement. Dwyer

concluded that instruction and involvement in the arts and arts programs were associated with improved academic achievement, school commitment, and innovative thinking.

Scripp and Gilbert (2016) examined how music affects the brain and cognitive skill development. The researchers explained that the Music Plus Music Integration initiatives could be used to enhance learning in all disciplines. The initiatives included curricular frameworks, findings in research, and teaching practices (Scripp & Gilbert, 2016). The researchers concluded that the Music Plus Music Integration initiatives were effective strategies for enhancing both artistic learning and academic achievement.

Promoting student creativity and enhancing students' self-esteem. AI transforms teachers' perspectives about student learning and creativity (Sulentic Dowell & Goering, 2018; Zhou & Brown, 2018). Rather than a deficit model of instruction, teachers learn to engage students with creativity and critical thinking (Sulentic Dowell & Goering, 2018). Students use reflection and peer assessment and can revise their work in an environment that promotes risk taking (Zhou & Brown, 2018). Students are able to take ownership of their learning (Zhou & Brown, 2018). In their meta-analysis, Ludwig et al. (2017) reported a benefit of AI with middle school students included increased self-confidence and self-awareness.

Biag et al. (2015) reported students found joy in creating art, which engaged them in learning of all content areas. Cornett (2015) proposed, "The goal of AI instruction is for students to restructure information using multifaceted communication—perhaps changing verbal information (words) into a visual form (drawing)—which engages more of the brain's potential" (p. xxii). Teachers, along with the aid of art specialists, increased

the self-efficacy of learners, which empowered students to excel in their future endeavors (Cornett, 2015).

Integrating the arts has promoted creativity in students, individually and within groups (Goldstein et al., 2019; Sulentic Dowell & Goering, 2018; Wright, Watkins, & Grant, 2017). Karpati, Freedman, Castro, Kallio-Tavin, and Heijnen (2016) conducted a global research study by using interviews and observations of 102 youth members of a variety of "self-initiated visual culture groups . . . in five urban areas (Amsterdam, Budapest, Chicago, Helsinki, and Hong Kong)" (p. 1). The research study focused on the conditions, practices, and individuals who participated in visual culture communities. The results showed that individuals who participated in the visual culture groups were effective in increasing their knowledge and skills in the arts, academia, socialization, and entertainment (Karpati et al., 2016). Zhou and Brown (2018) argued that teachers should allow students to be creative when explaining the content or presenting facts from the content area because creativity helps students express knowledge gained in ways that are comfortable to them. Demonstrating learning through the arts allows students to increase social and collaborative skills while taking control of their own learning (Zhou & Brown, 2018).

Taking ownership of their own learning through such goal setting and choice of expression increases student self-esteem. Building students' self-esteem was another benefit of AI (Ludwig et al., 2017; Robinson, 2013). Researchers have noted students who are taught using the arts tend to set goals for themselves and monitor and assess their progress towards reaching the goals (Robinson, 2013). Students also take part in ongoing

reflection and evaluation among their peers and teachers when arts are integrated into the curriculum (Zhou & Brown, 2018). Students experienced a freedom of expression through AI, which allowed students to be comfortable with the learning experience (Zhou & Brown, 2018). Such engagement in their own learning increases student self-esteem and reduces distraction and poor classroom behaviors, as described in the next section.

Decreasing negative student behaviors. Researchers have documented the effective use of AI to improve students' social-emotional learning and behaviors (Casciano et al., 2019; Ludwig et al., 2017; Scripp & Gilbert, 2016). Jensen (2001) recommended that music should be integrated into every discipline, as when students play music, inappropriate student behaviors decrease (also see Zhou & Brown, 2018). The arts influence the learning processes of the brain such as attention, cognition, integrated sensory process, motor capabilities, and emotional processes (Dwyer, 2011; Goldstein et al., 2019; Jensen, 2001). The arts grant occasions for concurrently cultivating multiple brain systems that may yield positive results in both academic and social arenas (Karpati et al., 2016). The nontraditional approach of the arts results in reduced inappropriate behaviors and absenteeism due to improved engagement (Hipp & Sulentic Dowell, 2019). Educators' use of the arts has aided students in becoming more independent and sustained learners and has affected every major discipline and curriculum (Casciano et al., 2019; Hipp & Sulentic Dowell, 2019).

The positive effect of AI on students' social-emotional skills has been documented in studies with special education students as well as general education students. Casciano et al. (2019) studied the use of AI instruction with special education

students and reported outcomes of increased self-control, engagement, interpersonal skills, and leadership. Zhou and Brown (2018) explained how cooperative arts-related activities create a social learning community, improving teacher and student collaborative abilities. Goldstein et al. (2019) noted an integrated theater program led to improved social and academic skills among students with autism spectrum disorder. The researchers described using school stakeholder input to create and evaluate the use of theater arts with students with autism spectrum disorder in kindergarten through Grade 12. The theater instruction included modeling, relaxation, and routines, which improved students' social skills. Theater games and improvisation were incorporated throughout the school day. This type of AI may improve social-emotional skills in a diverse population of students.

AI and differentiated instruction for multiple intelligences. Educators and researchers have viewed AI as a tool for varying instruction. Koch and Thompson (2017) noted differentiated instruction is an inherent part of AI strategies, which promote a "broad range of learning styles" (p. 9). According to the multiple intelligences theory, individuals may possess different kinds of intelligence based on their skills and abilities; understanding these varied learning styles or intelligences is vital for teachers to educate diverse students (Gardner, 1999; Sheoran, Chhikara, & Sangwan, 2019). Gardner (199) identified nine types of intelligence: linguistic-verbal, logical-mathematical, visual-spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, naturalistic, and existential intelligence. A description of the nine types of intelligence follows.

The multiple intelligences theory, as developed by Gardner (1999), provides a description of each of the nine types of intelligence. Linguistic-verbal intelligence describes individuals who are good with written and spoken language (Bakić-Mirić, 2010; Gardner, 1988; Sener & Cokcaliskan, 2018). Logical-mathematical intelligence describes individuals who are good at reasoning, recognizing patterns, deductive reasoning, and analyzing problems (Gardner, 1988; Sener & Cokcaliskan, 2018). Individuals with interpersonal intelligence try to understand other's behaviors or emotions (Sternberg, 2012). These individuals learn best in social, cooperative groups (Sener & Cokcaliskan, 2018). Individuals with intrapersonal intelligence have self-knowledge, or a good understanding of who they are (Sener & Cokcaliskan, 2018). They are in tune with their emotions and feelings (Sternberg, 2012). Naturalistic intelligence describes a love for exploring and learning of the natural environment, whether biology, animals, or gardens (Singh et al., 2017). Individuals with existential intelligence have questions regarding mankind's existence. These individuals want to know the purpose of life (Al Jaddou, 2018; Gardner, 1999; Singh et al., 2017). The visual-spatial, musical, and bodily-kinesthetic intelligences interface with the use of AI.

Directly related to AI, visual-spatial intelligence describes individuals who are good with visual learning and images (Gardner, 1988; Sener & Cokcaliskan, 2018). For example, a visual learner is good with using graphs, diagrams, and maps (Levine, Ratliff, Huttenlocher, & Cannon, 2012). Individuals with musical intelligence love music and think in patterns, rhythms, and sounds (Sener & Cokcaliskan, 2018; Sternberg, 2012). Bodily-kinesthetic intelligence describes individuals who are good at body movement for

expression (Gardner, 1988; Sener & Cokcaliskan, 2018). For example, these people have good hand–eye coordination, dancing ability, and physical control over their body (Singh et al., 2017). AI strategies used in core content classes have been shown to support the development of student learning and skills.

AI instructional strategies in middle school content. The arts can be integrated as a vital part of the school environment to connect to learning across all disciplines (Maneen, 2016; May & Robinson, 2016). Researchers have reported that AI enhances student achievement and critical thinking skills, highlights students' experiences, and allows students to demonstrate ideas and feelings (Maneen, 2016; May & Robinson, 2016; Scripp & Gilbert, 2016). When the arts are incorporated in the classroom, students tend to perform artistically for their peers and enhance their academic success (Wright et al., 2017). When integrating the arts across the curriculum, teachers can use many different art forms and instructional strategies to ensure student learning, such as script, song, or poetry writing; creating art pieces; and using the arts (music, pictures, or abstract art) to demonstrate course concepts or express thoughts and feelings (Zhou & Brown, 2018). Other examples of AI include allowing students to watch a play, video, or movie linked to the lessons; using the arts as writing prompts; fitting songs, raps, or dance movements to course content for deeper understanding of the lessons; and creating posters, brochures, flyers, and advertisements to illustrate knowledge of course content (Scripp & Gilbert, 2016).

The MDOE provided the Mississippi College- and Career-Readiness Standards for various content areas, by grade level, to help ensure that all students are college and

career ready by the end of high school. In the following sections, I describe the standards for middle school. Literature was reviewed to provide examples of how AI has been implemented in various content areas in classrooms.

AI and ELA. Several studies have been conducted on art forms and ELA. Arts-based instruction has been reported to complement basic literacy instruction (Greenfader, VanAmburg, & Brouillette, 2017; Van Duinen & Mawdsley Sherwood, 2019). Walker, Tabone, and Weltsek (2011) studied the use of theater arts in math and ELA classrooms with middle school students, of whom about 80% were at the poverty level. Students had shown low achievement in ELA. Four schools used AI, and four schools did not, as control schools. In the AI schools, teachers explored novels in curriculum through theater games, improvisation, and acting. Both theater arts standards and ELA standards were aligned. In an example, students improvised staging a scene where they either helped or did not help a person who had been cruel to them, exploring the theme of a novel (Walker et al., 2011). Students in the AI schools showed increased ELA and math scores on standardized tests as well as reduced absences, supporting the use of drama and theater arts in ELA classrooms. Through acting out various roles of characters and through their writing, students can explore literary themes and develop empathy (Bradshaw, 2016; Walker et al., 2011). Bradshaw (2016) stated that students who engaged in creating art were able to build shared knowledge with other students, strengthen safe discourse with peers, and openly express empathy with their peers.

AI supports collaboration not only in the classroom, but also among teachers and with the community. Van Duinen and Mawdsley Sherwood (2019) reflected on their

experiences of integrating visual arts into an ELA curriculum. They posited that collaborations with art teachers and professional arts provided students with a deeper understanding of literature, made students more visually literate and aware of the creative processes, and empowered students to use their voice. Additionally, Woywod and Deal (2016) indicated that collaborations of community artists and educators could connect social and cultural gaps between teachers, students, and the community. A contributing factor for the success of any model is teachers perceiving support from colleagues and school administrators (Greenfader et al., 2017; MDOE, 2016a; Moore et al., 2019).

Teachers and administrators collaborate to support standards instruction. Mississippi College- and Career-Readiness Standards for middle school ELA include reading literature and informational texts, writing, speaking and listening English, using conventions of English language, and learning vocabulary (MDOE, 2016a). Students read literature to understand key ideas and details of literary texts. Students analyze a poem's structure and use of specific word choice. Additionally, students should compare a written text to a filmed, audio, or staged version. Students compare fictional and historical accounts of the same events (MDOE, 2016a). For reading informational text, students also learn to understand key ideas and details as well as the craft and structure of the text. Students again compare the text to a multimedia version and analyze two authors' versions of the information (MDOE, 2016a). This standard including multimedia represents an opportunity for AI in the ELA lesson.

Students should write informative or explanatory text and be able to support arguments with clear reasons and evidence. Students write narratives using dialogue,

pacing, and other narrative techniques. With support from peers and teachers, students rewrite their works. They also use technology to produce and publish their written works and to gather relevant information from multiple sources (MDOE, 2016a). Speaking and listening standards include engaging in one-on-one and group discussions to express ideas clearly and acknowledge new evidence presented by others. Students should integrate visual or multimedia presentations (MDOE, 2016a). Sulentic Dowell and Goering (2018) noted popular song lyrics could be used in the ELA classroom to teach figurative language concepts such as metaphor. Again, these multimedia standards offer opportunities for AI in the standard ELA lesson. Specific strategies are detailed in the following subsections.

Using the arts to demonstrate course concepts or express thoughts and feelings. Sulentic Dowell and Goering (2018) noted popular song lyrics could be used in the ELA classroom to teach figurative language concepts such as metaphor. Teachers could ask students to create a rap or a soundtrack for a story or a current event in the news (Saraniero, Goldberg & Hall, 2014; Scripp & Gilbert, 2016). Students could perform or play their creation to the class. After the performance, the class could discuss the content of the rap or soundtrack. This way, the teacher will know if the students understand the story by the rap or music they created and the discussion they have about the production (Saraniero et al., 2014; Scripp & Gilbert, 2016).

Fitting movements to course content. Songs, raps, and dance movements may be incorporated into the lessons to help students retain the material taught (Scripp & Gilbert, 2016). For example, if students need to learn the parts of speech, the information may be

put in a rap or song that students will enjoy singing. This way, students will have fun while they are learning. Teachers and students may create movements to represent the course content (Scripp & Gilbert, 2016). Students may perform vocabulary words, shapes, verbs, and literary concepts with the body through simple, creative dance movements (Becker, 2013; Catterall, Dumais, & Hampden-Thompson, 2012). Movement is particularly effective in increasing student achievement because when students move while they are learning, neurons in the brain are stimulated, which helps students to grasp concepts and retain the material (Institute of Medicine, 2013; Johnson & Turner, 2016; Wegner & Ohlberger, 2015).

Script, song, or poetry writing. In the ELA classroom, teachers can have students rewrite a well-known story into a play, creating a new ending and a new meaning to the story (Scripp & Gilbert, 2016). Students may enhance their critical thinking skills as they collaborate on how to change the story to make it interesting and on what ideas to include in creating a product that will make them proud. For a final project, the class could perform the skit on stage for the student body, using the adapted script, which would introduce students to drama and the performing arts (Zhou & Brown, 2018).

Using visual arts that are linked to the lessons. Teachers should collaborate with the drama teacher or the local theaters in the community to find out if any movies or performances related to stories on the students' reading list (Catterall, Dumais, & Hampden-Thompson, 2012; Saraniero et al., 2014). Some theaters have access to performing groups who may perform plays that address requirements of the state curriculum (Saraniero et al., 2014). Teachers may seek videos or documentaries suitable

for the ELA classroom. After watching, teachers could assign students to write their thoughts and feelings regarding what they saw (Maneen, 2016; Saraniero et al., 2014).

Creating art pieces. In transitioning from theater to visual arts, teachers could ask students to draw or paint pictures to illustrate a story or a novel (Zhou & Brown, 2018). If students are not comfortable with drawing or painting, teachers could have students make a collage to represent the main idea of a novel or story that they are studying (Saraniero, Goldberg, & Hall, 2014). Students can create cartoons to demonstrate what they learned from a particular reading assignment or to express their feelings about a particular story (Saraniero et al., 2014). Casciano et al. (2019) noted simple, adaptable activities can be used to integrate art into instruction. Wright et al. (2017) explained teachers should view student art as evidence of student understanding and recommended the use of reflections and photographs as well as other visual arts.

Using the arts as writing prompts. Using the arts as writing prompts may give teachers the opportunity to be creative. Teachers can present an abstract work of art to the class and ask students to write about what comes to mind when they look at the artwork (Maneen, 2016). All answers would be considered correct, giving the students freedom of self-expression through the arts. Students may discuss their essay with the class or form small groups to discuss what each group member visualized when viewing the artwork; working in small groups is a beneficial aspect of AI (Goldstein et al., 2019). Teachers may use popular song lyrics or music videos to teach ELA concepts such as use of metaphors (Sulentic Dowell & Goering, 2018). Teachers can use pictures, photographs, a

video clip of a dance (e.g., ballet, tap, or ballroom dancing), or an artistic article (e.g., statuette, an ornament, a small sculpture, a bust, or a figurine; Saraniero et al., 2014).

Creating posters, brochures, flyers, and advertisements. Finally, transitioning from fine arts to more practical artistic applications, creating posters, brochures, flyers, and advertisements to illustrate knowledge of the course content teaches students to practice correct grammar, spelling, writing, and graphic design (Maneen, 2016). In addition, students may have fun creating the piece of art. Teachers should display the art in the hallway, on the bulletin board, or on the classroom door (LaJevic, 2013; Zhou & Brown, 2018). The skills that students develop from this type of learning activity may benefit them in their future employment.

AI and health. Although AI was the focus of this study, AI programs are typically school wide. Teachers can incorporate AI in all middle school subject areas. Mississippi College- and Career-Readiness Standards for middle school health include understanding health promotion and disease prevention, how to access valid health information and services, and using goal-setting and decision-making skills to improve health (MDOE, 2012). Students are expected to analyze the influence of technology, media, culture, peers, and family on health behaviors, a standard that offers opportunity for AI. Activities include analyzing advertisements and informational posters and artwork for effectiveness in impacting health behaviors (MDOE, 2012).

AI and mathematics. Teachers can implement AI in middle school math classrooms as well. Mississippi College- and Career-Readiness Standards for middle school math include problem solving, abstract and quantitative reasoning, modeling with

math, using mathematical tools, demonstrating precision, and using structure (MDOE, 2016b). Students use linear equations, make scale drawings, and work with two- and three-dimensional shapes. Geometry is inherently visual and thus represents opportunities for drawing and use of art in the math classroom.

All students can benefit from hands-on learning, regardless of learning style or artistic talent (Lai, Zhu, Chen, & Li, 2015; Perignat & Katz-Buonincontro, 2019; Schoevers, Kroesbergen, & Kattou, 2018; Schoevers et al., 2019). Thuneberg, Salmi, and Fenyvesi (2017) posited that students could benefit from hands-on learning, so they conducted a study in Finland with 256 students ages 12–13 to find out how the experience of learning mathematics differed between the contexts of school and an informal math art exhibition. In essence, art was combined with math. The students in Thuneberg et al.'s study would build mathematical structures, thus promoting hands-on learning, using their artistic and technical skills to create an environment that was fun and emotionally stimulating.

AI and computer science. Teachers may implement AI in computer science instruction as well. Mississippi College- and Career-Readiness Standards for middle school computer science include understanding computing systems, data and analysis, programming, networks, the Internet, and the impact of computer science (MDOE, 2018a). As part of the standards, students use existing media and code to create games. An example of an activity is collecting animations or art from many contributors to create a "digital community mosaic" (MDOE, 2018a, p. 37).

AI and science. Teachers can integrate arts into middle school science instruction as well as computer science. Mississippi College- and Career-Readiness Standards for middle school science include standards related to life science (ecology), physical science, and earth and space science (MDOE, 2018b). Students use models to show how food molecules are processed or atomic structure, opportunities for artistic modeling. Students interpret weather models and topographic maps. Students in eighth grade learn about genetics, DNA, and natural selection. Study of sound and light waves provides an opportunity to incorporate music into the lesson. The eighth-grade standard specifies, "Conduct scientific investigations that describe the behavior of sound when resonance changes (e.g., waves in a stretched string and design of musical instruments)" (MDOE, 2018b, p. 58). Teachers can enhance lessons on weathering and erosion with photographs of rock strata, for example. Students are to "create and defend a proposal for reducing the environmental effects humans have on Earth" (MDOE, 2018b, p. 60), providing another opportunity for the use of multimedia and art.

Rosen-O'Leary and Thompson (2019) conducted an experimental study on a random sample of 55 fifth- and sixth-grade students to examine the impact of teaching a science class using visual AI for long-term retention. Findings from their study showed that students who used drawings and visual note taking were better able to retain science information. The findings should not have been a surprise. Students use laptops, smartphones, tablets, and all forms of digital tools, which enhance visual-spatial intelligence (Braund & Reiss, 2019). In a similar study, McCartney, Mochal, Boyd, and

Montgomery (2017) found students in Grades 2, 3, and 5 improved attitudes, engagement, and achievement in science when the lesson included the arts.

Ruiz-Mallen, Gallois, and Heras (2018) conducted a study to examine the following:

> (a) whether students initially perceived a stereotyped image of scientists and showed interest in pursuing STEM [science, technology, engineering, and mathematics] careers, . . . (b) whether such an image and motivation changed after participating in the workshops, and (c) whether stereotypes were important in terms of scientific career choice, controlling by sex and case study. (p. 751)

The researchers provided clarity as to why young female students often do not pursue a career in science. They proposed that by using arts in science lessons, young female students' perceptions could change about the scientific community. For example, in films about scientists, the scientist is generally portrayed as unattractive, old, male, and scary. Through arts, the perceptions of young people can change, making scientists seem ordinary people. Cook, Bush, and Cox (2017) explained that adding arts to science and engineering instruction "is about the student rather than the subject areas—students may see themselves not just as future scientists or engineers but also as designers or creators" (p. 86). Adding arts may help students see real-world or personal implications of subject matter.

AI and social studies. In addition to natural sciences, teachers can enhance instruction in the social sciences through AI. Mississippi College- and Career-Readiness Standards for middle school social studies include early world history for Grade 7 and

U.S. History to 1897 for Grade 8 (MDOE, 2018c). Students in Grade 7 study the Nile River Valley and ancient Egyptian culture, Ancient China, Hinduism and India, ancient Greece, Rome, and sub-Saharan Africa (MDOE, 2018c). Students then study religions and belief systems, Europe in the Middle Ages, and the Renaissance. Eighth-grade standards include the concepts and events leading to the Atlantic slave trade, the American Revolution, the Industrial Revolution, and the Civil War, among others. These studies of geography, religion, culture, and art offer rich opportunities to bring music, literature, and art daily into the classroom. Felleman-Fattal (2017) described the effective use of the arts to engage students in social justice issues such as racism, pollution, war, hunger, global health, child labor, and more. Similarly, Mead, Ellerbrock, and Cruz (2017) used contemporary photographic art to teach students about environmental issues and homelessness.

Concluding summary of the literature. I used the conceptual framework of FOI (Protheroe, 2008; Rogers, 1995) to guide this study. The FOI of an AI program is important to achieve desired results (Lakin & Shannon, 2015; Missett & Foster, 2015; Moon & Park, 2016; Rogers, 1995). For the AI program in the study district, FOI was related to WSI goals (Mississippi Arts Commission, 2017) and Chicago Guide (n.d.) components. Challenges to AI include teacher lack of experience or confidence in instructional strategies to effectively incorporate the arts into their lessons (Gottschalk, 2019; Hipp & Sulentic Dowell, 2019; Koch & Thompson, 2017). Therefore, teachers require PD and administrator support. AI has been beneficial in (a) increasing student achievement, student engagement, and student interest; (b) promoting student creativity

and enhancing students' self-esteem; and (c) decreasing negative student behaviors (Biag, Raab, & Hofstedt, 2015; Duma & Silverstein, 2018; Goldstein et al., 2019; Hipp & Sulentic Dowell, 2019; Sulentic Dowell & Goering, 2018; Zhou & Brown, 2018). Koch and Thompson (2017) noted differentiated instruction is another inherent benefit of AI strategies. Finally, I described the Mississippi College- and Career-Readiness Standards for various content areas, by grade level, and examples of strategies for AI across various content areas, focusing on middle school ELA.

Implications

Administrators may encourage teachers to implement evidence-based practices, but an important and often understudied factor in outcomes of any initiative is the FOI (Stains & Vickrey, 2017). The implications of the study were that the findings could be helpful in improving FOI of the AI program to potentially improve the reading skills of ELA students in the target middle school. The literature review in this study provided information on how an effective AI program can be implemented. The perceptions of the teachers and administrators in the target middle school regarding the FOI of the AI program provided insight on the issues that need to be addressed regarding the implementation of an AI program according to the developers' original intended design.

Summary

Some educators may struggle with the implementation of the AI program in their school curriculum (Hipp & Sulentic Dowell, 2019). Yet, educators feel pressure to improve student competency in reading and state test scores (Sulentic Dowell & Goering, 2018). Researchers have found that AI has increased student engagement, student interest

in learning, and student achievement (Hipp & Sulentic Dowell, 2019; Sulentic Dowell & Goering, 2018; Zhou & Brown, 2018). Administrators implemented an AI program in the target district to facilitate student learning. ELA teachers in the target school need to demonstrate understanding of AI implementation to increase student knowledge and skills related to the state standards for ELA. Administrators in the target school district posited that AI could significantly improve the academic achievement of these middle school students; however, FOI had not been examined. Therefore, this study examined teachers' and administrators' perceptions of the FOI of an AI program in the target middle school to determine how the delivery of instruction replicated the original instructional design.

In Section 1, I described the local problem and the gap in practice addressed in my study. I explained the purpose and presented the research questions, conceptual framework, and a review of the pertinent literature. In Section 2, I will describe the research design and methodology, including sampling procedures, the methods of collecting data, and the procedures for analyzing the data to address the research questions identified in Section 1.

In Section 3, I will describe and develop the project. In Section 4, I will discuss the strengths and limitations of the project study in addressing the research problem and answering the research questions. Section 4 will conclude with an overall summary of the project, its significance to the field of education, and recommendations regarding further study.

Section 2: The Methodology

The purpose of this study was to examine teachers' and administrators' perceptions of the FOI of an AI program in the target middle school, as well as school documents and artifacts, to determine whether the delivery of instruction replicated the original instructional design. I examined the FOI of the AI program based on the components of an effective AI program to determine whether the delivery of instruction replicated the original instructional design using the WSI and Chicago Guide components. I collected data from teachers' and administrators' interviews, AI artifacts, administrators' AI documents, lesson plans from ELA teachers, and school documents related to AI. To understand how teachers and administrators perceived the FOI of the AI program, I focused on three research questions:

RQ1: What are the ELA teachers' perceptions of the FOI of the AI program in the ELA classrooms related to the original intended design?

RQ2: What are the administrators' perceptions of how they have supported FOI of the AI program in the ELA classrooms related to the original intended design?

RQ3: How is the AI program implemented in the ELA classrooms at the study site as related to the original intended design and reflected in documents and artifacts at the study site?

In this section, I begin with a description of the type of research design I used to conduct this project study. Next, I proceed with a thorough description of the sample, participants, and the location of the interviews, followed by explanations of any ethical

issues. I then explain the procedures that I used to collect and analyze the data as well as the instrumentation and materials. I present the results from the data and discuss the evidence of quality. I present the emerging themes used to address the research problem and answer the research questions. I was able to collect valuable information that adequately answered each research question. Additionally, I use excerpts from the participants to support the findings from the data. The findings from the documents and artifacts are presented next. I present evidence of quality with an explanation of how discrepant cases were handled. Finally, I describe the project based on the findings.

Qualitative Research Design and Approach

The research design for this study was a qualitative, instrumental case study. I selected the qualitative approach because the design of the study featured characteristics consistent with the qualitative research design as described by Creswell and Creswell (2017). I collected data from teacher and administrative interviews; a nonparticipant walk-through observation of the school campus for artifacts pertaining to AI; and the review of AI documents such as teacher lesson plans, AI PD plans, meeting agendas, the School Improvement Plan, and school documents related to AI. The qualitative approach to a case study is based on the constructivist paradigm, which emphasizes that truth is relative and is contingent on an individual's perception (Baxter & Jack, 2008; Yin, 2014).

Conversely, researchers in a quantitative study would gather numerical data to test a hypothesis (Creswell & Creswell, 2017). Numerical data supporting students' lack of ELA achievement were already available through the district. This exploratory study lacked a hypothesis or assumption to test. Instead, I designed the research to gather in-

depth data about participants' perceptions related to the FOI of AI. This study's results reflect the truth as perceived by the participants and interpreted by me. The perceptions of the ELA teachers and administrators at the target middle school provided data about the FOI of the AI program at the target middle school.

I considered other qualitative research designs, specifically the five types Creswell and Poth (2018) described. Narrative research is best to understand and present detailed life stories of a small number of individuals (Creswell & Poth, 2018). A grounded theory approach would be used to create a theoretical model, which was not related to this study. Ethnographic research was not appropriate for the context and diverse participants of the study. A phenomenological approach would reflect the life experiences of participants who shared experience with a phenomenon. Participants are asked broad questions related to their experience with the phenomenon and contexts that have influenced their experience with the phenomenon (Creswell & Poth, 2018). More appropriate was the case study design, which involves investigating within a bounded system—in this case, a middle school. Case studies feature multiple sources of evidence for a single site or system (Creswell & Poth, 2018), appropriate to the type of data I was able to collect in this study.

Researchers use case studies to gain an in-depth understanding of programs, places, individuals, documents, or events (Bogdan & Biklen, 2007; Creswell, 2018). The research design for this project study was a qualitative instrumental case study to investigate teachers' and administrators' perceptions of the FOI related to an AI program as well as documents and artifacts from the study site. An instrumental case study design

was the best fit for this study because the case served as an instrument for studying the FOI of AI in the target middle school. The activity boundary of the study was the perceived and documented implementation of AI as designed. This study is a snapshot of the perceived practices involving AI implementation as reported by teachers and administrators as well as reflected in documents and artifacts at the study site. I collected data detailing AI implementation in the form of ELA lesson plans from 2017–2018, PD plans from 2017–2018, the Fall 2018 School Improvement Plan, meeting agendas, the *District Strategic Plan 2017–2020*, school documents related to AI, and a nonparticipant walk-through observation of classrooms and school hallways. I interviewed administrators and ELA teachers at the target middle school to gain an understanding of their perceptions of the FOI of an AI program in the ELA classrooms.

Participants

Population

As of spring of 2019, the district of the target middle school served approximately 6,000 students. The target school was an inner-city middle school in Mississippi. Table 2 presents statistics describing the population of the target study site for 2 school years, 2017–2019. Interviews and walk-throughs were conducted the spring of 2018.

Table 2

Student Demographics at the Target Middle School, 2017–2019

	2017–2018		2018–2019	
Group	*n*	%	*n*	%
Gender				
Female	236	51.2	240	49.3
Male	225	48.8	247	50.7
Race/ethnicity				
Black	424	92.0	441	90.6
White	27	5.9	29	6.0
Other	10	2.2	17	3.5

Note. Data from *Mississippi Succeeds Report Card* [Database], by the Mississippi Department of Education, 2020, retrieved from http://msrc.mdek12.org

Criteria for Participant Selection

I used the following criteria to select participants: (a) middle school ELA teachers and (b) administrators (principal, assistant principal, academic coach, or director of the AI program) at the target school. All ELA teachers at the target site had experience with AI because the target site had adopted the AI model. Twelve ELA teachers and four administrators (principal, assistant principal, academic coach, and director of the AI program) worked at the middle school and were invited to participate. The ELA teachers were important to this study because teachers would share their perceptions of the FOI of AI in their classrooms. All teachers at the target site have implemented AI at the study site; administrators designated the target site as an AI campus, according to the district superintendent.

Sample Size

Creswell and Poth (2018) suggested that only a small number of cases are needed in qualitative research designs. Fewer participants allow for deeper inquiry with each participant. Eight ELA teachers and two administrators volunteered for this study. The small number of participants allowed me to focus on more deeply understanding the perceptions of each participant and allowed for the development of richer, descriptive data, which were coded into emerging themes during data analysis, as described by Creswell and Poth (2018). Researchers generally select samples until they reach saturation, which refers to the point at which the information collected becomes redundant (Cohen & Crabtree, 2006). Small samples are appropriate for qualitative case study research; however, inadequate sample size can lower the credibility of the study's results (Creswell & Creswell, 2017). Twelve ELA teachers and four administrators (principal, assistant principal, academic coach, and director of the AI program) worked at the middle school and were invited to participate. Of those, eight teachers and two administrators agreed to participate in the study.

Sampling Procedures

To provide understanding of the FOI of AI in ELA classrooms, a purposeful sample was best served to clarify each case in the target school (see Creswell & Creswell, 2017; Yin, 2014). According to Cohen and Crabtree (2006), sampling is defined as "the process of systematically selecting that which will be examined during the course of a study" (para. 1). In purposeful sampling, participants can provide information to address the research problem and answer the research questions (Creswell & Creswell, 2017).

Therefore, I selected purposeful sampling. Eight participants were ELA teachers, out of a possible population of 12, representing a response rate of 66.7% for teachers. Two participants were administrators, out of a possible population of four administrators, representing a response rate of 50% for administrators.

Access to Participants

I obtained a letter of approval to conduct the study from Walden University's Institutional Review Board (IRB) with an approval number of 03-09-18-0083736. I informed the district gatekeeper, the superintendent, by sharing the Walden IRB approval letter and number. The superintendent granted me official approval once I supplied these documents to her office. Once I was granted permission from the district to conduct the research, I obtained names and e-mail addresses from the school district's website for potential participants, both ELA teachers and general school administrators.

For administrators, I e-mailed an Invitation to Participate letter and Informed Consent Form (as an attachment) to the target participants. I obtained names and e-mail addresses for potential administrator participants from the school district's website. The Invitation to Participate and Informed Consent Form contained the purpose of the study, the data collection procedures, the voluntary nature of the study, the risks and benefits of being in the study, and how confidentiality was protected. To ensure potential participants did not feel participation was a district mandate, I stressed the voluntary nature of the study in the recruitment e-mail. Administrators volunteered to participate responded to the consent by e-mail stating, "Yes, I consent." At the interview meeting,

just prior to interviews, I provided administrators an unsigned hard copy of the Informed Consent Form for their records.

For teachers, the Invitation to Participate was e-mailed to teachers at the target site. I obtained names and e-mail addresses for potential ELA teacher participants from the school district's website. At the bottom of the Invitation to Participate was a link to the Informed Consent Form. Teachers were asked to check "Yes, I consent" or "No, I do not consent" regarding their interest in participating in the study. By clicking "submit," participants were acknowledging that they had read and understood the Informed Consent Form and were volunteering to participate in the study. I provided each teacher participant an unsigned hard copy of the Informed Consent Form prior to the interview to emphasize pertinent information related to this project study, such as background information, procedures, voluntary nature of the study, risks and benefits in the study, lack of payment, privacy, and contacts and questions. Participants could keep the hard copy for their records.

I monitored the responses from administrators and teachers daily. For the teachers, I checked the results of the Notice of Consent submitted each day. Teachers and administrators were preparing for state testing; therefore, to increase the response rate after 2 weeks, I sent a reminder e-mail to administrators and teachers. During this period, I received two responses from teachers. As per the approved IRB process of up to two reminder e-mails, I sent a second e-mail reminder to reach the target participant pool for teachers and administrators. I omitted administrators or teachers who had responded and

indicated that they did not consent to participate. After the process of consent, I had eight teacher participants and two administrative participants.

After receiving the Informed Consent Form from an administrator or teacher, I e-mailed the participant the e-notice to schedule a date, time, and location to conduct a face-to-face interview. Once I received the time and dates for the face-to-face interviews from teachers and administrators who consented to participate, I e-mailed the participants a confirmation letter regarding the interview days and times. Originally I had considered focus groups as a contingency plan. However, I was able to interview eight teachers and two administrators; therefore, I did not need to offer the option of focus group interview meetings in an attempt to gain additional participants.

Researcher–Participant Relationship

My researcher–participant relationship involved gathering information regarding teachers' and administrators' perceptions of the FOI related to an AI program. In addition, I supplied sample interview questions and informed the participants regarding the request for specific documents pertinent to the study and to answer RQ3 (e.g., lesson plans from teachers and the School Improvement Plan, meeting agendas, and PD plans from administrators). I was the key instrument for data collection; therefore, my goal was to clearly establish a trusting relationship with the participants, which was central to the qualitative case study methodology (Merriam & Tisdell, 2016). To ensure confidentiality, I used identification numbers as identifiers to protect the identity of the participants.

I regulated all my predispositions concerning the study by following preestablished data collection protocols (Creswell & Poth, 2018; Merriam & Tisdell,

2016). Before interviewing the participants, I reviewed my role of researcher as seeking to more deeply understand and not seeking to evaluate or judge. I built trust with the participants in the study for the participants to feel relaxed enough to answer interview questions honestly and specifically. I developed rapport with each participant by initiating a casual conversation to make the participant comfortable before delving into the interview questions. I then followed a preestablished set of interview questions with a few probing questions to elicit details from the participants. I was watchful and focused with the participants during the interview to establish rapport and to assure participants that the information they volunteered would be helpful to the study. I worked at building trust with the potential participants, as recommended by Lincoln and Guba (1985), at the beginning of my communication with them through the process of sending the invitation, obtaining consent, sending follow-up e-mails, conducting the interview, and member checking. I maintained the disposition that trust was developmental and an ongoing process and that the trust I sought to build with the participants was important to the credibility of the information collected, as noted by Lincoln and Guba.

I explored my experiences and perceptions of AI FOI phenomenon and used a reflective journal to address any personal prejudices or assumptions. A reflective journal and field notes are useful to the researcher for recalling information during an interview and for recording an investigator's thoughts, insights, or possible observed disconnections between a participant's interview responses and nonverbal behavior (Lincoln & Guba, 1985). As a longtime vocal teacher, I am familiar with the arts and AI in the curriculum. I worked as an instructor at the target middle school from September

2007 through May 2012. I was aware of my personal experiences, biases, prejudices, and assumptions and addressed them during the data collection process, a strategy Merriam and Tisdell (2016) described.

Once I had arranged the interviews with participants, I continued to develop the researcher–participant relationship by respecting the rights of all participants and providing confidentiality to all participants who consented to participate in the study. In building a rapport with participants, I stressed the importance of this study and worked diligently to avoid appearing coercive by reminding participants that their participation was voluntary and they could withdraw at any time without repercussions. At the time of the study, I worked in another school district. I was never a supervisor of any of the participants interviewed. The protocols and procedures outlined and the specific self-reflection described contributed to the development of a researcher–participant working relationship, which supported the data collection process for this project study.

Protection of Participants

I stressed to participants that they could withdraw from the study any time without repercussions. The risks to the participants involved in this study were minimal because participants only answered interview questions regarding their perceptions of instructional practices. To ensure confidentiality, I used identification numbers to protect the identity of the participants.

I stored all the information obtained from the participants on a portable drive kept in a locked drawer in my office at home, including all recordings, which only I can access. I did not use any personal identifiers in reporting the findings of this study. I will

retain the collected data for 5 years, after which I will shred all paper data and permanently delete all data stored electronically.

Data Collection

Creswell (2018) stated that researchers use a variety of methods to collect data for qualitative studies, such as interviews, observations, surveys, and documents. To address the problem and the gap in practice, I examined the FOI of the AI program in ELA classrooms in the target middle school based on the components of an effective AI program and the goals and objectives of the original instructional design as noted by the WSI.

Data collection for this study involved face-to-face, individual interviews with teachers and administrators as well as the collection of documents in the form of lesson plans, a School Improvement Plan, PD plans, and agendas for staff meetings for the 2017–2018 school year. I conducted face-to-face interviews with teachers and administrators using the interview protocols for ELA teachers and administrators. I used the interviews to answer RQ1 and RQ2.

I collected the documents and conducted a nonparticipant walk-through observation of artifacts to collect information to answer RQ3 and to triangulate the information obtained from the interviews. I informed potential teacher and administrator participants that prior to the interview, I would need copies of documents to review. To secure data from teacher participants, I collected two sample lesson plans from each teacher participant prior to the interview. I asked administrator participants to provide the School Improvement Plan, PD plans, and agendas for staff meetings for the 2017–2018

school year. I needed these documents to answer RQ3 pertaining to whether the AI program was implemented at the study site as related to the original intended design and reflected in documents and artifacts at the study site. The Chicago Guide and WSI framework for FOI included goals and objectives about how AI should be included in the lesson plans (e.g., Chicago Guide Components 2, 6, 7, 8, and 9). For example, Chicago Guide components specified lessons should address arts and ELA standards and demonstrate active student involvement.

The School Improvement Plan, meeting agendas, and PD plans contained information related to WSI Goal 1 on PD opportunities. The School Improvement Plan and meeting agendas contained information related to WSI Goal 2 on increasing teacher and student awareness in all arts, such as hiring an AI instructional coach, having arts specialists collaborate with teachers, and providing out-of-school arts experiences. Review of the School Improvement Plan and school documents related to AI provided data related to WSI Goal 3, building a school culture, such as including AI in the school's mission statements, and WSI Goal 4, increasing family engagement.

I collected photographs of the artifacts in the ELA classrooms and campus hallways by conducting a nonparticipant walk-through observation of each ELA classroom, as suggested by the Mississippi Arts Commission (2017). The nonparticipant walk-through observation consisted of visiting each ELA classroom during noninstructional times and observing the walls, charts, bulletin boards, and any other artifacts related to AI to complete the Artifact Collection Protocol, as noted in the WSI components. The alignment of the research questions with the WSI goals and objectives,

Chicago Guide components, and protocols is presented in Table 3. I aligned interview questions with the research questions, as discussed in the following section.

Table 3

Alignment of Research Questions With Whole School Initiative (WSI) Goals and Chicago Guide Components

Research question	WSI goals and Chicago Guide components	Data collection tool
1. What are the teachers' perceptions of the fidelity of implementation (FOI) of the arts integration (AI) program in the English language arts (ELA) classrooms related to the original intended design?	Goals 2E, 2G Goals 3A, 3E, 3F, 3G, 3H, 3I Components 1, 3, 4, 5, 6 8, 9	Teacher Interview Protocol
2. What are the administrators' perceptions of how they have supported the FOI of the AI program in the ELA classrooms related to the original intended design?	Goals 1A, 1B, 1C, 1D,1E, 1F, 1G, 1H Goals 2A, 2B, 2C Goals 3A, 3B, 3C, 3D,3H, 3I, 3J Goals 4A, 4B, 4C, 4D Components 1, 3, 4	Administrator Interview Protocol
3. How is the AI program implemented in the ELA classrooms at the study site as related to the original intended design and reflected in documents and artifacts at the study site?	Goals 1A, 1B, 1C, 1D, 1E, 1F, 1G, 1H Goals 2A, 2B, 2C, 2D, 2F Goals 3A, 3B, 3C, 3D Goals 4A, 4B, 4C, 4D Components 2, 6, 7, 9	Documents and artifacts: teacher lesson plans, School Improvement Plan, District Strategic Plan, school professional development plans, meeting agendas, school documents related to AI, nonparticipant walk-through observation of campus

Note. Components from *Arts Integration: Arts Integration in the Public Schools*, by Chicago Guide, n.d., retrieved January 5, 2014, from http://chicagoguide.cpsarts.org/pdf/teachingresources.pdf. Goals from *Whole Schools Initiative Progress Tracking Tool*, by Mississippi Arts Commission, 2017, retrieved from http://www.mswholeschools.org/images/general/WSI_Progress_Tracking_Tool_Updated.pdf

Interviews

I developed interview protocols (Appendices E and F), which were reviewed by an expert from the Mississippi Arts Commission. I asked an expert from the Mississippi Arts Commission to review the interview questions (as well as the probing questions) for clarity and relevance to my proposed project study. The expert received her doctorate in education from Mississippi State University and works closely with arts teachers in Mississippi. Her qualifications enabled her to recognize relevant and clear interview questions to explore teachers' and administrators' perceptions. I e-mailed the background of the study, purpose of the study, statement of the problem, and interview protocols to the expert for her review.

According to Creswell and Creswell (2017), using an expert adds validity and reliability to the study. I asked the expert to review interview questions for the following issues: (a) clarity, conciseness, and scholarly language; (b) grammar and jargon; (c) biased or leading questions; (d) questions directly related to the arts being integrated in classroom instruction; (e) questions that might produce the same responses; (f) questions that would address the research problem; and (g) questions that would answer the research questions. I made changes based on the suggestions of the expert feedback and sent the interview questions to her a second time for review after making all revisions. After a few final changes, the expert was pleased with the revisions and did not make further suggestions. I finalized the interview questions based on the expert's reviews. I made further revisions based on feedback from Walden University staff members.

The interviews consisted of 13 open-ended questions with probes for teachers and 12 interview questions for administrators to address the research questions. I used an interview protocol to conduct the interviews. Creswell (2018) stated that interviews generally consisted of a small number of questions; however, to fully address the research questions, the interview protocols in this study contained 13 questions with probes for ELA teachers and 12 questions with probes for administrators.

I conducted a mock interview with a coworker (who worked with me in a different school, city, and school district from the target school district) to determine the time required to complete one interview session. Based on the results of the mock interview, I conservatively estimated the face-to-face interview with each participant would last 60–90 minutes, and I included this time requirement on the Informed Consent Forms. This was an overestimate, as most interviews lasted 45–60 minutes.

Interview protocols. I developed one interview protocol for the teachers and one for the administrators (see Appendices E and F, respectively). I developed two interview protocols because teachers and administrators have different responsibilities in the AI program. The interview protocols provided guidance in asking specific interview questions to participants to ensure consistency in the interviewing process (Creswell, 2018; Lodico, Spaulding, & Voegtle, 2010).

Face-to-face interviews. Teachers could choose a private, quiet location for interviews. I conducted eight teacher interviews in the teachers' classrooms at the target middle school and two administrator interviews in private rooms of their choosing at the target middle school. At the interview time scheduled, I met with each participant and

introduced myself. Establishing a rapport with participants helped to reduce bias during the interviews by avoiding conversation that suggested my views about the research topic or that emphasized important words or phrases that I felt were relevant to the answers to the interview questions (see Healey-Etten & Sharp, 2010). The opening questions helped to relax participants and facilitated focusing the interview on the research topic. I used probing questions to elicit in-depth responses to provide a deeper understanding of the FOI of the AI program.

I stated the purpose of the project study and the procedures that would be followed. I assigned each participant an identification number. I affirmed the confidentiality of each participant's identity and data. I reminded the participants that the interview would be recorded as indicated in the Informed Consent Form. I answered any participant questions prior to starting the interview. Also, I reassured participants that they were volunteering to take part in this study and could opt out at any time with no consequences of any kind. This procedure helped to assure participants that they would not be coerced to participate and could withdraw from the project study (Creswell, 2018).

I used two tape recorders. Creswell (2018) stated that researchers should record notes on the interview protocol even when the interview is being tape-recorded to assist with transcriptions of the audio recordings. As suggested by Creswell and Creswell (2017), I took notes on the interview protocol during the interview session. By using data collected from the interviews, I was able to answer the research questions regarding the FOI of the AI program in ELA classrooms at the target middle school.

I interviewed eight ELA classroom teachers. I used the Teacher Interview protocol (developed from WSI and Chicago Guide components) to interview the ELA teachers. I conducted all interviews during noninstructional school time with ELA teachers who consented to participate in this study.

I interviewed two administrators. I used the Administrator Interview Protocol to interview the administrators; I based the protocol on the goals in the WSI Chicago Guide components that served to provide the framework for implementation of AI with fidelity. I conducted all interviews after school hours with the administrators who consented to participate in this study in their private office at the target middle school site. After introducing myself and initiating casual conversation, I reviewed the Informed Consent Form with participants to make sure they understood the form, as well as their part in the study. I made sure that participants understood that their participation was voluntary and that they could withdraw from the study at any time without consequences. In addition to the interviews, I collected documents and artifacts, as described in the next section.

Documents and Artifacts

I collected documents and artifacts from the study site as well. I conducted a nonparticipant walk-through observation after school hours to observe artifacts and photograph each ELA classroom, the hallways, and the campus. I examined online school documents related to AI. I also downloaded the *District Strategic Plan 2017–2020* from the district website. I collected two lesson plans from each teacher participant (as requested in the Invitation to Participate letter) prior to the interview. The lesson plans from ELA teachers provided further evidence of the strategies that ELA teachers reported

using to integrate the arts into their classroom instruction. I collected additional documents from each administrator participant (as requested in the Invitation to Participate letter): The School Improvement Plan from Fall 2018, PD plans related to AI, and agendas of staff meetings. The review of documents provided insight into the types of strategies documented to have been used to incorporate arts into instructional practices. In addition, the information from the documents allowed me to determine whether the documents reflected components of the AI program being integrated into the lesson plans and other school-related documents, such as the School Improvement Plan and PD agendas. I triangulated document and artifact information with interview data and nonparticipant walk-through observation. I managed and analyzed document and artifact data through the use of protocols, as noted in the following sections: the Protocol for ELA Teachers' Lesson Plans, the Protocol for Administrators' Documents, and the Artifact Collection Protocol.

Lesson plans from ELA teachers. I requested two lesson plans from the prior 2 school years from each teacher participant prior to the interview; teachers provided 2017–2018 lesson plans. Lesson plans provided me with information to triangulate the interview data, as suggested by researchers (Creswell & Poth, 2018; Yin, 2014) and to determine whether the responses from participants aligned with the evidence of AI components to support the notion that the AI program was implemented with fidelity for those components. The day prior to the interview, I e-mailed the participant a reminder to bring lesson plans. All teacher participants provided the lesson plans at the beginning of the interview session. The documents from teachers consisted of a sample of two lesson

plans from each ELA teacher within the previous 2 school years. Chicago Guide Components 2, 6, 7, 8, and 9 require that AI is reflected in teachers' lesson plans. Therefore, I collected samples of the teachers' lesson plans to analyze the implementation of AI with fidelity. I used a document protocol to examine the ELA teachers' lesson plans. Although the AI program in the target middle school has used both WSI and Chicago Guide models, the examination of the ELA teachers' lesson plans only included the WSI lesson plan format. All eight teachers used the WSI lesson plan format. Triangulation of the document data with the interviews allowed me to identify the AI strategies teachers had selected for implementation in their ELA lesson plans as well as whether teachers have been integrating AI into lessons with the frequency recommended by the WSI.

Documents from administrators. Both administrator participants provided documents prior to the interview, as requested. The documents from administrators consisted of the Fall 2018 School Improvement Plan, the 2017–2018 PD plan, and agendas from four 2017–2018 staff meetings. I analyzed these documents to determine whether WSI Goals 1–4 (see Appendix B) were met, indicating FOI of AI. Goal 1 is PD on AI, Goal 2 is an increase in student and teacher awareness and knowledge of various arts, Goal 3 is a school culture encouraging AI, and Goal 4 is family and community engagement in the arts. I completed the Protocol for Administrators' Documents. Triangulation of the document data with the interviews (Creswell & Creswell, 2017; Yin, 2014) allowed me to compare what strategies administrators reported to support

implementation of AI with the participant interview responses. I also compared content of documents and artifacts with the components of the WSI and Chicago guide models.

Artifact Collection Protocol

The administrator at the target school allowed me to conduct a nonparticipant walk-through observation of the ELA classrooms during noninstructional time to complete the Artifact Collection Protocol. I conducted a 10-minute walk-through of each ELA classroom and the hallways and campus at the target middle school. During the after-school walk-through, I took pictures of the artifacts in the ELA classrooms and displays, exhibits, and notices on the target school campus using the Artifact Collection Protocol. Researchers must report what they see without introducing bias in the findings (Henderson, 2015). Therefore, the walk-throughs of the campus of the target middle school included taking pictures of the walls and bulletin boards in the ELA classrooms and the hallways within the target middle school buildings for evidence of AI artifacts such as students' work, which included the arts, the Kennedy Center (2016) definition of AI, and any display of AI in the school's curriculum. I recorded the findings on the Artifact Collection Protocol. The information recorded on the protocol helped to determine whether the ELA classrooms and the school facility were implementing AI according to the WSI guidelines.

Sufficiency of Data Collection Instruments to Answer Research Questions

As noted already, an expert from the Mississippi Arts Commission reviewed the interview questions (as well as the probing questions) for clarity and relevance to my proposed project study. The expert received her doctorate in education from Mississippi

State University and works closely with arts teachers in Mississippi. The expert deemed the final interview questions as valid to answer the research questions of this study. I aligned interview questions with the WSI and Chicago Guide components of effective AI implementation. Without including leading questions, the interview protocol contained questions related to frequency of AI in the classroom, observation of peer classrooms, working with art specialists or a visiting artist, supports available, reflection during AI, content standards, and student engagement. As shown in Table 3, I used the interview protocols to answer RQ1 and RQ2 of the study.

To answer RQ3, documents and artifacts showed potential evidence of instruction following the components of an effective AI program. I managed document and artifact data through the use of protocols, as described in the previous sections on the Protocol for ELA Teachers' Lesson Plans, the Protocol for Administrators' Documents, and the Artifact Collection Protocol. As with the interview data, I analyzed the documents and artifacts within the framework of the WSI and Chicago Guide components of effective AI implementation. The lesson plans from ELA teachers provided evidence of any strategies ELA teachers intended to use to integrate the arts into their classroom instruction, related to the Chicago Guide components. The School Improvement Plan provided evidence of strategies recommended to improve student achievement in the ELA classrooms and the implementation of AI, related to the WSI goals. The AI PD plan documents from each administrator provided evidence of training teachers had received in AI in the ELA classroom, related to WSI Goal 1. The agendas for staff meetings provided evidence of additional PD, related to WSI Goal 1. The information from the documents allowed me to

complete the protocols designed to determine whether the AI program was being implemented the way it was designed to be implemented in an effort to enhance student achievement in the ELA classrooms. Specifically, the protocols were the Protocol for ELA Teachers' Lesson Plans and the Protocol for Administrators' Documents.

Role of Researcher

I was employed by the target school and district where I taught chorus; however, I left the school district in May 2012 and returned in August 2018 as a vocal teacher at a different school in the same district. I have taught chorus and general music for 18 years. This experience enhanced my ability to comprehend AI practices in the classroom. At the time of the interviews, I was not working in the target school or district and was able to avoid potential bias. I was never a supervisor of any of the participants interviewed. As recommended by researchers (Corbin & Strauss, 2015; Deliligka, Bekiari, & Syrmpas, 2017), biases were minimized by providing the interview questions online prior to the interview, which made each participant more comfortable during the interview. Corbin and Strauss (2015) stated that providing the interview questions prior to the interviews allotted the participants more time to reflect on their AI experiences. After each interview, I reviewed my notes written on each interview protocol to identify any biases that I might have inflicted during the interview process.

I minimized physical influences such as body language, tone, and reactive facial expressions during the interview. I also used the protocol so that all questions would be asked the same manner (see Merriam & Tisdell, 2016). I ensured that each participant

was able to communicate with me through phone calls and e-mails prior to the interview if they had questions or concerns.

I am a certified K–12 music teacher and have been teaching vocal music since 2001. I am also certified in Administrative Leadership for all levels but have not worked in that capacity. The principal appointed me as the director of a grant from the Mississippi Arts Commission from 2010–2012 to ensure that all guidelines were followed as specified in the grant for the AI program. In 2009, I participated in the initial AI program in the target middle school as an instructor; therefore, some participants at the target middle school might have known me as a former teacher. Although administrators of the school and school district granted me permission to conduct this research, this research was not sponsored by or affiliated with the school or the school district.

Data Analysis Methods

The data analyzed included teacher and administrator interviews and documents and artifacts at the study site, including lesson plans, PD plans, meeting agendas, the School Improvement Plan, the District Strategic Plan, and school documents related to AI. Data collection included nonparticipant walk-through observation of artifacts such as displays, exhibits, and pictures on the school campus. Using a variety of data led to an in-depth analysis to support the research questions in the study. Table 3 listed the data sources used to support each research question.

The process of qualitative content analysis involves extracting the pertinent information from the transcribed text and analyzing only the extracted text (Gläser &

Laudel, 2013). I used qualitative content analysis to extract the pertinent information from the transcribed interviews to form themes, as suggested by Gläser and Laudel (2013). Within 24 hours after each interview, I transcribed the audiotapes verbatim in a Word document on my laptop computer. According to Taylor and Gibbs (2010), researchers must extensively review audiotapes to include everything that was recorded. After transcribing the audiotapes, I listened to the tapes repeatedly to ensure that all words, phrases, and utterances were recorded accurately in a Word document.

I analyzed and coded the data collected using the Chicago Guide and the WSI components to identify themes (see Table 3). Gläser and Laudel (2013) and Miles, Huberman, and Saldaña (2014) defined qualitative data analysis as the process of gathering data, reading through the data, identifying emerging themes, assigning codes to the themes, arranging the data for analysis, and writing up the findings in a final report. Gläser and Laudel suggested using identifiable steps within data analysis. I followed those steps, as described below.

1. I transcribed interviews verbatim.
2. I related the raw data to the research questions by recognizing and coding the raw data that pertained to the FOI of the AI program according to the WSI goals and objectives.
3. I read the data several times to find similar patterns among the data gathered.
4. I developed codes (an abbreviated description) to label the text to identify the themes that emerged from the raw data. The categories were based on the Chicago Guide components.

5. I hand-coded the text with the appropriate code to identify similar categories.
6. I prepared a chart to highlight each category into a potential theme (with the assigned code) and placed the coded and categorized data under the appropriate theme for analysis.
7. I added new themes as they emerged from the coded data.
8. I supported each category in the analysis by including direct quotes from the text and participants' statements (see Gläser & Laudel, 2013).
9. I read PD plans, staff meeting agendas, the School Improvement Plan, teacher lesson plans, and the District Strategic Plan looking for evidence related to FOI of AI.

I searched for information that deviated from the themes or provided alternative perspectives, to account for negative and discrepant cases (Creswell, 2018; Hauer et al., 2012). The data from the interviews began to be echoed from one interview to the other, which was an indication that I was reaching data saturation. Having gathered relevant data, this gave me the platform to analyze the findings relatively objectively. According to researchers, eliminating all biases in qualitative research is impossible because of its interpretative nature (Creswell, 2018; Hauer et al., 2012).

Data Analysis Results

The findings reflect the perceptions of the participants from the face-to-face interviews regarding the FOI of the AI program at the study site, review of documents, and a nonparticipant walk-through observation of artifacts on campus. After analyzing and reviewing the data, 10 themes emerged from the data. During the data analysis

process, five themes emerged from the data for RQ1 related to ELA teacher perceptions of the FOI of AI in ELA classrooms. Four themes emerged for RQ2 related to administrator perceptions of how they have supported the FOI of the AI program in ELA classrooms. One theme emerged for RQ3 related to how the AI program is being implemented, as reflected in documents and artifacts at the study site (see Figure 1).

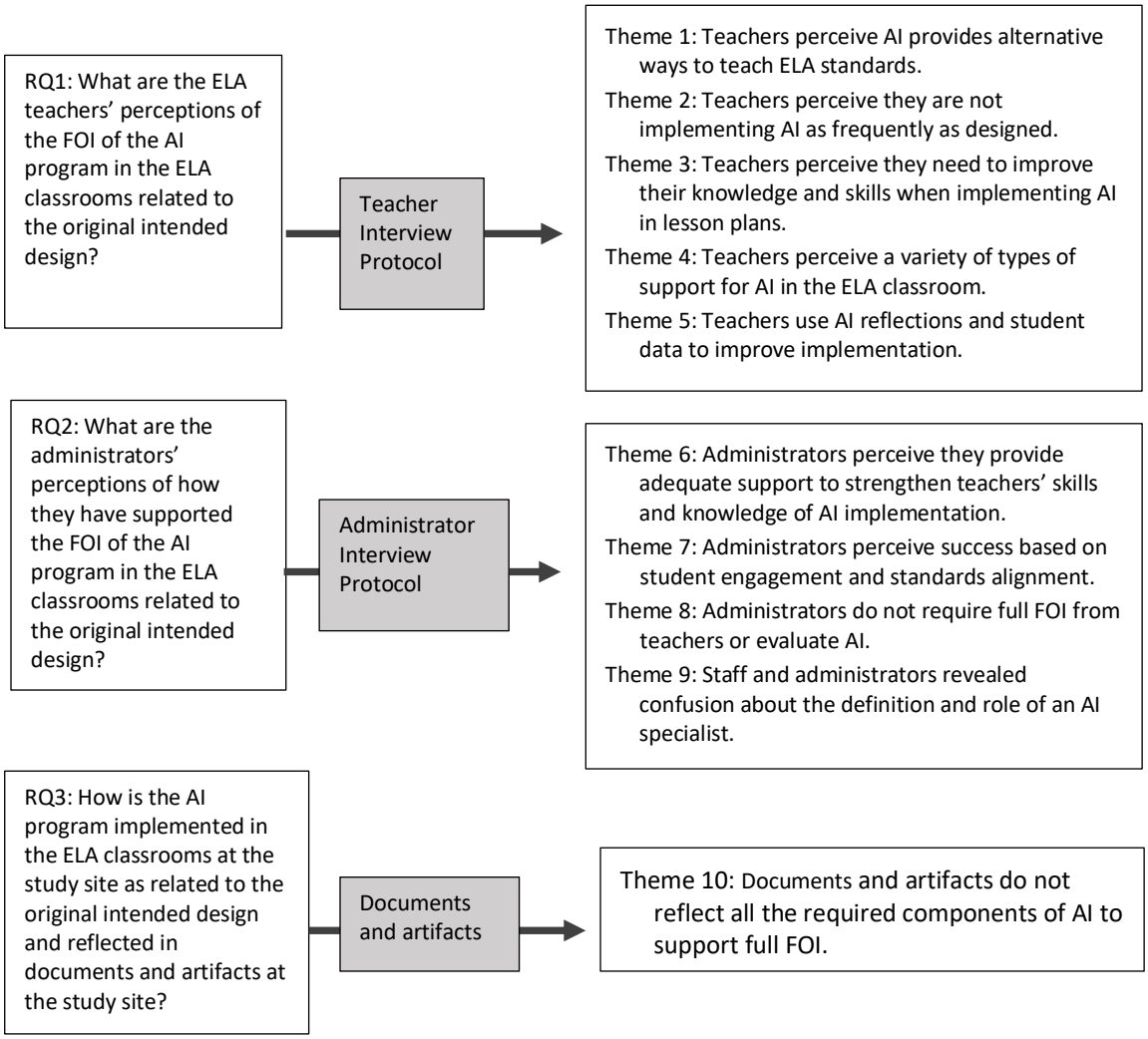

Figure 1. Emergent themes by research question (RQ). AI = arts integration; ELA = English language arts; FOI = fidelity of implementation.

Results for RQ1

RQ1 addressed ELA teachers' perceptions of FOI of the AI program in the ELA classrooms related to the original intended design. During the interviews, teachers were asked to describe their perceptions of the overall implementation of AI in their classroom as well as the effectiveness of the AI program as it was designed. All teachers were presented the list of Chicago Guide (n.d.) components for AI in ELA instruction to reflect upon during the interview. Five themes emerged, as shown in Figure 1.

Theme 1: Teachers perceive AI provides alternative ways to teach ELA standards. During the interviews with teacher participants, AI Components 6, 7, 8, and 9 emerged as discussion points. These components relate to strategies for integrating the arts and standards as well as engaging students. Component 6 is that instruction includes strategies that demonstrate achievement in the arts and ELA content. Component 7 is that AI program lessons reflect strategies for active student participation and engagement. Component 8 is that projects are used to allow the students to show what they have learned and engage students in active learning and artistic problem solving. Component 9 is alignment of AI instruction with state standards and benchmarks. Components 6–9 relate to Theme 1 in various ways, as detailed in this section.

The first theme to emerge from the interviews revealed that all eight teacher participants in this study agreed that AI offers students alternative learning strategies, which helped students comprehend material and skills teachers intend for them to internalize during ELA instruction. Teachers described using the arts to engage diverse students. Teacher 1 stated, "Arts integration is all about connecting with our children in

the areas where they're creative; you have to get their interest." Teacher 2 affirmed, "Integrating the arts into ELA is all about giving the students a new perspective on how to understand the ELA standards." Teacher 3 articulated, "Arts integration means teaching children skills and the concepts using the arts such as visual arts, dance, and music. There are so many ways that you can reach different kids." Teacher 4 explained,

> Arts integration within language arts combines a way that students learn about reading, writing, and comprehension in possibly a visual, or dramatic, theatrical musical way. It helps that it connects what they've read or written. It also connects with what they remember or how they can communicate what they remember back to the teacher and on the test. To reach all students, teachers understand that kids learn in different ways, and AI allows every student a chance to learn.

Teachers also agreed that AI was beneficial in terms of helping students understand ELA standards, related to Component 9. Teacher 8 reported, "AI with ELA means to incorporate many different types of art forms into the lessons to help every student gain a better understanding of the ELA content." Teacher 5 emphasized, "Arts integration increases reading, writing, and comprehension." Teacher 6 responded, "Integration of arts and academics is used to make things more visual and to help students understand." Teacher 7 stated, "AI helps students to communicate more effectively and recall material during test taking by incorporating theater, poetry, songs, dance, rhythm, pictures, drawings, dramatization, and music."

Teachers described varying strategies to connect different art forms with ELA for active student participation (Components 2 and 7). Teacher 4 described using visual arts, stating,

> In my classroom, my students love to pretend to be popular characters on television when beginning a new unit. My students have created a self-portrait or model another artist. It depends on the activity as to how I integrate it.

Teacher 2 described using "musical vocabulary when teaching poetry." Teacher 6 described using dance as well as theater. Teacher 6 explained,

> In my classroom, students find it hard to sit in lectures and modified computer programs on a daily basis. The use of arts and movement and acting gives them an opportunity to move and to be vocal and express themselves while learning.

Using these various arts actively engaged students. Teacher 7 described giving students ownership of their learning: "My classroom gives students an option on the type of art they want to use to express their learning to the class."

All eight ELA teacher participants noted the alternative strategies involved in AI implementation, and four participants acknowledged that the ELA standards were supported through AI implementation (Component 9). One teacher—the outlier in the data—complained that AI did not mesh with ELA standards. The teacher participants' responses represented knowledge and support of 4 of the 9 AI components, yielding Theme 1 for RQ1. The teacher participant responses indicated some teachers understood AI components regarding the philosophy of engagement and active involvement of the

students in demonstrating understanding of the ELA standards through alternative strategies.

Teacher participants' responses in this theme framed an understanding of their perceptions of the key components of the AI program and the benefits of using AI to strengthen student achievement and learning. All teachers supported AI Components 6–9 as providing different approaches to reinforce instruction of state standards successfully by engaging students and providing them different ways to demonstrate their knowledge and skills. Hence, teacher participants reflected a moderate degree of FOI for these four components.

The teacher interviews established varying perceptions related to the remaining components, AI Components 1–5. Component 1 is that the AI program must include an art specialist to collaborate in the design and implementation of the AI ELA lessons. Component 2 is that lesson objectives must include elements of the arts integrated with ELA content and standards. Component 3 is an art specialist collaborating consistently and regularly with the ELA teachers. Component 4 is coaching and modeling of AI ELA lessons for the ELA teachers. Component 5 is that teachers must record students' observations and reflections regarding lesson engagement and student learning. The lack of knowledge and understanding of these five components indicated FOI could be strengthened for AI in ELA classrooms. Lack of understanding of these components could have affected teachers' ability to implement AI with fidelity. Teacher participants noted a desire to employ AI in their lessons plans to create more engaging lessons for students, but described a need for more knowledge, which is Theme 2.

Theme 2: Teachers perceive they are not implementing AI as frequently as designed. The pattern that emerged from teacher interviews was that the teachers implemented AI intermittently. According to WSI Goal 3E, FOI would include daily instruction using AI strategies. Teacher 8 admitted, "I need to incorporate the arts much more than I do. I do it about once a month, but next year, I plan to do it at least once a week." An obstacle to FOI was perceived lack of time. Rather than all lesson objectives relating to AI, teachers implemented AI sporadically. Teacher 4 stated,

> We spend a lot of time at school working and talking together about how to do things. A lot of times it is a time frame issue for us and meeting this standardized testing issue. This year we try to do at least one [AI lesson] a month.

Teacher 1 stated,

> I have integrated it [arts] properly twice per month. . . . It is difficult to do it more often, but it needs to be done daily; instead, it tends to be almost a reward activity for my classroom. As for the school, we have been working up to really meeting this entire whole-school model. Every year we do more, and we have gone and observed other schools, and we have truly implemented it as well as we can.

Similarly, Teacher 7 described implementing arts in the lesson "once or twice a month." AI was not implemented daily—instead, AI lessons once a month were a pattern in the data. Teachers ascribed their lack of FOI of AI to a lack of experience and knowledge in the AI process.

Theme 3: Teachers perceive they need to improve their knowledge and skills when implementing AI in lesson plans. Specific to Component 2, including elements of

the arts integrated with ELA content and standards in lesson objectives, teacher participants noted they desired to be more effective in designing lesson plans to integrate the arts. I asked teachers to briefly describe their perceptions of the overall implementation of the AI program in their classroom and in the school as the AI program was designed. Five teachers reported they were interested and excited about AI, but the expectations of the implementation process were not understood by all teachers. As noted above, teachers had a clear understanding of the benefits of an AI program but reported inadequate comprehension on how to implement AI in their lesson plans. Teacher 1 expressed, "I think our school has been working up to really meeting this entire whole-school [AI] model. It's troublesome because we have to mesh it [AI] with the lesson plans that we haven't created yet." Teacher 2 stated, "I do believe we have a long way to go to completely understand the best way to incorporate all the components into our everyday classrooms." The theme that emerged was that teachers perceived a need to improve their knowledge and skills when implementing AI in lesson plans.

The lack of understanding led to obstacles to FOI in ELA classrooms. Obstacles included lack of experience with AI and in general and lack of frequent modeling and support from AI coaches (Component 4). Related to the first obstacle, some teachers reported being inexperienced. This finding is related to WGI Goal 1F, orientation and mentoring for new staff. In an example of teachers being committed to the process but still in the learning stage, Teacher 3 explained,

> I allowed my students to be creative and allowed them to come up with a rap or a creative background for a video and put it behind their PowerPoints. I try to

> integrate AI with every lesson I teach. I'm in the very early stages of AI, and I certainly would like to grow my lessons with more art involved. This is the 1st year that we've really just digging into it [AI], so we're learning as we go.

Teacher 7 stated, "Some teachers are very good at it [AI], but most of us are new and we are just getting our feet wet." Similarly, Teacher 8 reported teachers integrated the arts with different frequencies. Teacher 8 added, "As teachers become more comfortable with it, we will see more [regular AI implementation]. We have a lot of new teachers who have only been here 2 or 3 years, like me." Teacher 7 was another teacher new to the school and explained,

> This is my 1st year incorporating AI, and I know that I need a lot of work with lesson plans and benchmarks. I integrate the arts about once or twice a month because it takes so much time to create the right way to use the arts to increase student interest, engagement, and achievement.

New staff reported difficulty with classroom management in particular, which was an obstacle to effective integration of the arts. Teacher 4 noted, "We also have many new teachers who need lots of assistance in maintaining order and writing good plans." Teacher 5 stated,

> In my classroom, my goal is to introduce students to several art forms and ways to create ideas to enhance students overall experience in the arts. I do not use it often because I am afraid of the control or management we may lose with the class. I try to do at least one AI a month.

One teacher noted additional, more frequent modeling and coaching from the arts specialist, or more than one specialist, might increase the frequency of implementation of AI in the classroom. Component 4 is coaching and modeling of AI ELA lessons for the ELA teachers. Teacher 7 stated,

> I think we had one visiting artist this year, but our arts director visits our classrooms a lot and helps us with our lessons plans. He modeled lessons for us, and the students really enjoyed the lessons. If we had several arts specialists who were available to us on a daily basis, I think we would be able to integrate arts more.

A few teachers referred to issues with lesson plans. Teacher 4 said, "The AI program lesson objectives must include elements of AI with the ELA content standard. We [teachers] are working on that a little more." Teacher 6 stated,

> I'm very interested in future lessons with AI, but from viewing the current lesson plans, there was little evidence of AI throughout several of the lesson plans; however, each month speakers come and they introduce theatre arts, dance, art, illustrative art, and different ways of how to implement AI in the classroom.

Teacher 5, the outlier in the data, observed that the AI design did not mesh with the state ELA benchmarks (Component 9): "AI instruction is not aligned with state standards and benchmarks."

As a result of the data collected and analyzed for RQ1, responses from teachers in this theme indicated that teachers are willing to implement AI and aware that they should be implementing AI more than occasionally; however, teachers do not understand how to

integrate AI into lesson plans (Component 2). For example, Teachers 1 and 3 both noted they were not implementing AI with fidelity for different reasons, which included not understanding how to implement AI and the idea of being a novice teacher and having to learn so many procedures and the curriculum. Similarly, Teacher 7 stated that AI is implemented in her classroom, but because she is new to the campus and still in the learning process, she is not sure if AI is implemented with fidelity. Teacher responses indicated Component 4, coaching and modeling of AI ELA lessons, was not implemented with fidelity. WGI Goal 1F, orientation and mentoring for new staff, has not been met, either, in spite of many inexperienced teachers.

Theme 4: Teachers perceive a variety of types of support for AI in the ELA classroom. Teachers described various types of support including PD, observations of AI in the classroom, support from the Kennedy Center, local higher education institutions, arts specialist, and visiting artists. Their comments indicated support for WSI Goals 1A, 1B, 1E, 1H, 2A, and 2C: annual PD workshop, monthly staff meetings, annual visits to model schools, arts specialists to collaborate with teachers, and out-of-school arts visits. This theme is also related to Components 1 and 3 regarding arts specialists. However, teachers reported varied perceptions as to whether the art specialists collaborated consistently and regularly with them; Component 3 does not specify the required frequency of collaboration.

Teachers described PD opportunities. Teacher 2 responded, “We have had one person come and do theatre, we have had improv training, we have had an art class, and

we have had several different PDs." Six teachers referred to PD sessions and workshops. Teacher 5 elaborated,

> The school [administrator] does a good job of connecting us with Whole School Initiative Art Institutes, where we spend 2 or 3 days or sometimes a week in the summer learning all about different ways to implement the arts in the classroom.

However, not all teachers are selected to attend the institutes. Only three to five representatives, including an administrator, can attend each WSI Art Institute.

In addition to PD, WSI Goal 3H refers to staying abreast of current research. Teacher 3 described reading "Edutopia articles daily." Teacher 8 attends "several workshops each year" on AI. Teacher 6 stated,

> We have monthly PD meetings and workshops to help teachers feel comfortable with the integration of arts in the classroom. We have two AI people here; they have been wonderful with AI. We stay after school, and they'll integrate information for us.

Based on the data from the transcripts, teachers have many opportunities to observe AI. Although many of the teachers reported that they had only visited elementary schools (rather than middle schools) to observe successful implementation of AI in the classroom, they acknowledged that, with the help of the school's arts director, they were able to adapt the lessons to middle school students. Teacher 3 stated, "Being able to observe AI and practice it, kind of made it easy for me to come in and implement the same type of strategy in my lessons." Teacher 5 stated, "I have observed AI being done in English language arts classes." Teacher 6 stated, "I witnessed the language arts class

complete a skit on human rights to build understanding of informational text." Teacher 7 responded, "Our arts director has modeled several lessons for the teachers, and I was able to observe one other teacher in our school to integrate the arts." However, two teachers stated they had not yet observed a peer ELA teacher model an AI lesson (Component 4).

Teachers reported that they have support from the school, district, Kennedy Center, the local community college, and the local university. The Kennedy Center has supported AI at the target middle school. Therefore, teachers receive numerous supports from other sources beyond the school district leadership to learn how to implement the AI program. Teacher 2 stated,

> We have had a lot of PD opportunities this year. They actually step in a good bit and see our lessons, they always want to see examples of our arts integrated lessons, and there've been a few times where the central office [staff] has come and actually used some of our lessons.

Teacher 3 described conferences at nearby colleges. Teacher 4 stated, "The school also provides several whole-school arts integration workshops, Kennedy Center meetings, and meetings with art specialists that come to the school. We have a lot of community involvement." Teacher 3 stated,

> We have been provided training from the Kennedy Center. Our public school district has provided us with district-wide staff developments for AI as well as AI workshops. So we've had a lot of support. Our school really has supported AI financially.

The target middle school does not have a regular visiting artist. However, an artist visits the school annually to help teachers understand how to implement the AI program. Moreover, teacher perceptions differed regarding access to visiting artists. Some teachers reported that they had not had the opportunity to work directly with the visiting artists. Teacher 1 stated, "We were able to have one visiting artist come, I think, middle of the year, and it was really wonderful having a professional in the classroom." Teacher 6 stated,

> Each month, we had speakers to come and they introduce theatre, dance, art, illustrative art, and different ways for them to express themselves, and so with each workshop that was presented to us, we learned a different facet of how to implement AI in the classroom.

However, Teacher 2 responded, "We actually have not had any visiting artist come to be in the ELA classrooms." Teacher 4 described collaborating with the school music and art teachers. Teacher 7 stated,

> I think we had one visiting artist this year, but our arts director visits our classrooms a lot and helps us with our lessons plans. If we had several arts specialists who were available to us on a daily basis, I think we would be able to integrate arts more.

Teacher 8 did not recall a visiting artist but stated,

> We do have our art director who regularly comes in, upon request, to present some lessons and to demonstrate how to effectively teach the integrated lessons.

He also checks out lesson plans and he provides valuable feedback on how to tweak the lesson to make it more interesting to students and more rigorous.

Overall, the pattern that emerged was intermittent support of a visiting artist and perceived support from the administration in AI implementation through some opportunities for PD. Teachers also perceived that observations of other teachers who understood how to implement AI in ELA were helpful. However, in examining the WSI goals and guidelines, an AI instructional coach is recommended to be available to teachers as a member of the campus team and is to serve as an expert by modeling lessons and helping teachers to design lessons. According to the WSI goals, teachers are supposed to implement lessons daily, have joint planning time to develop lessons collaboratively, and be systemically building the capacity to implement AI. PD is supposed to be provided each year at a minimum of one time per year with teacher follow-up and technical support by consultants to expand the teachers' knowledge of implementation. In addition, PD is supposed to occur in the form of summer institutes and retreats. Based on the teacher interviews and reported perceptions, teachers perceived support for the implementation of AI; however, all WSI goals were not internalized or met, particularly the frequency of AI in the classroom.

Theme 5: Teachers use AI reflections and student data to improve implementation. Teachers reported that they did use AI reflections to adjust their implementation of AI into their ELA lessons. This theme relates to WSI Goal 3J, having "ongoing reflective practices for the staff as well as students" (Mississippi Arts Commission, 2017, p. 3). The teacher reflections were done with other teachers in the

ELA department and with the school arts director. After observations, teachers would reflect on what they saw and begin planning how they would integrate the arts in their classroom. When implementation was successful, the teachers shared the lessons; when a practice did not work so well, they collaborated to improve implementation.

Teacher 1 stated, “The arts specialist would come into our classroom and monitored us and looked over our lessons.” Teacher 2 stated, “The arts specialist would critique our AI implementation and make comments for improvement of our implementation techniques, ensuring we incorporated AI and content.” Teacher 3 stated,

> Well, we did have a notebook we were keeping, and on some of those 3-day workshops, we would have time to come back and implement the lesson and then go back and reflect on it with the group and talk about ways we could have improved it and hear some of the ideas of the other professionals, too.

Teacher 6 stated, “In my classroom the AI person would collect lesson plans to ensure the correct form of implementation was used in the classroom, especially with individuals who displayed disabilities.” Teacher 7 stated,

> I receive feedback from the arts specialist, our arts director, and other teachers on how to improve my implementation of the arts. After reflecting on the lesson with the arts director, we modified the lesson to include limited verbiage, so the students would not get off base.

Finally, related to Component 4, Teacher 8 explained,

> The arts specialist makes suggestions. We try them. If they work, we use them again and share the experience with other teachers on our team. If it didn’t work,

> we consult the arts specialist for more guidance. I would like to have him model more lessons in my classroom.

As noted, WSI Goal 3J includes reflective practices for students, as does Chicago Guide Component 5. However, only one teacher referred to reflection with students. Teacher 5 described allowing "students to do self-reflections on what they liked best about the AI lesson."

Instead, the ELA teachers reported that they used students' results from many different assessment sources to inform instructional practices. Some of the sources were results from quarterly practice tests, state tests, discipline records, attendance records, grades from class test and quizzes, and homework and other assignments. Teacher 1 stated, "I try to keep running records on the students who are low as far as their attentive level in the classroom as well as their performance levels on tests." Teacher 2 stated,

> Standardized testing data is used to see where the students are in regard to where they need to be at the end of the year. Arts are not one of those things that we've really measured very much. We have come up with some lessons that would incorporate the arts.

Teacher 7 described team meetings to examine test scores as well as attendance and discipline records to devise strategies to address student needs, including using the arts.

Rather than relying on purely content-area test data, Teacher 8 referred to diverse learning styles. Teacher 8 stated,

> At the beginning of each school year, we give our students a short learning style test that help us to understand how our students learn best based on Gardner's

> theory of multiple intelligences. This way, we can integrate the various types of art to tap into the students' style of learning. We also use data from state testing, practice tests, and the grades that the kids receive in class. . . . We provide individualized instruction that incorporate an art form that would best fit with the child's learning style.

All of the teachers understood and acknowledged that their lessons were aligned with state standards and benchmarks (Component 9), even the teacher who initially stated that AI did not align with standards. Teachers 7 and 8 described ELA teachers working as a team to ensure lesson plans align with standards. Teacher 1 stated, "We share lesson plans, and we explain how all of it works, so a lot of my lesson plans are making sure that [the plans] are on grade level and rigorous." Teacher 5 stated,

> We have since developed an AI lesson plan book that shows us not only AI for music, dance, theatre, and visual arts, but we also how they connect in ELA, math, and science. We can use the book to flip back and see where the arts connect with a subject area.

Two teachers described identifying ELA standards and then determining which type of art would mesh best with the standard. Teacher 2 stated, "Our lessons are following documents from the state department, which tells us when to teach certain standards. I help the students cover those standards and then figure out which art form would be the best." Teacher 3 stated,

> I start with the objective, and then I go find some art that will go along with it well. I start with the benchmark and then I usually go and find some type of way

to implement an art into it. I give them choices of ways to express themselves artistically.

Teachers reported that state standards and benchmarks were used to develop their lessons, and then teachers added the arts components.

Summary analysis for RQ1. Teachers expressed a willingness to integrate the arts but were unaware of the expectations, based on the district framework of Chicago Guide standards and WSI goals. Teachers did not understand the requirement for daily integration of arts into lessons. Although they understood the benefits of AI to students, their commitment varied. Teachers implemented AI in different ways and with varying frequency, depending on teacher interest and experience. They were pleased with administration support but did not describe any follow-up or accountability to increase their FOI of AI.

Specifically, ELA teachers showed adherence and understanding of Components 6–9 related to lesson plans integrating arts with content standards and actively engaging students. Teachers agreed that integrating the arts helped students succeed academically when lessons were challenging or difficult to comprehend. The teachers also perceived that AI lesson design prompted students to take ownership in their learning regardless of their learning style. Students who struggle academically may be able to increase their problem-solving skills when integrating the arts into the ELA curriculum. Teachers reflected on their AI practice to improve implementation and improve on developing lesson plans reflecting AI integration with ELA content (Component 2).

However, teachers described not implementing AI with fidelity or consistently, indicating lack of FOI for Goal 3E, integrating the arts daily. Teachers expressed a need for more knowledge to implement AI in the ELA classroom. Obstacles to FOI included lack of experience, lack of time, and lack of consistent technical and instructional support from the AI specialist. Although teachers described having multiple types of resources and PD in AI, they also expressed a need for more coaching and modeling of AI ELA lessons (Component 4). Teacher interview data showed a pattern of lack of knowledge of the elements of effective integration of the arts into daily classroom instruction.

Results for RQ2

RQ2 addressed the administrators' perceptions of how they have supported the FOI of the AI program in the ELA classrooms related to the original intended design. A limitation was a sample of just two administrators. The administrators residing over the AI program at the target middle school have multiple roles in their position as an administrator. Administrator 1 supervised ELA teachers and served as the arts director in the target middle school. Administrator 2 served as an ELA teacher in the target middle school, an administrator over the ELA teachers, and a codirector on the District Arts Advisory Committee. Both administrators received training at the Winter AI Institute and Summer AI Institute to increase their knowledge and understanding of how to enhance ELA teachers' implementation the AI program in their classrooms. Administrators also took classes on AI at a nearby college and visited model AI schools in the school district. I asked the two administrators during the face-to-face interviews to briefly describe their perceptions of the overall implementation of the AI program in the classrooms and in the

school as the AI program was designed. Four themes emerged for RQ2, as shown in Figure 1.

Theme 6: Administrators perceive they provide adequate support to strengthen teachers' skills and knowledge in implementing the AI program. Administrators reflected upon all the Chicago Guide AI components. I also reviewed the WSI program goals when analyzing the data from the face-to-face interviews with the two administrators. Both administrators stated that ELA teachers received ongoing support to implement the arts in their classrooms and in the school. According to the administrators, they supported ELA teachers in multiple ways as well: by hosting staff meetings that included discussions focusing on AI training (WSI Goal 1E), sharing AI teaching strategies (Goals 1D and 1E), helping personally with lesson plans, and providing PD (Goals 1A and 1B). In relation to Component 2 and Goal 2G, AI lessons relating to standards, administrators described providing folders for the teachers to refer to the ELA and arts standards to include in their lesson objectives. Administrator 1 described the use of the folders, noting, "We realize how hard it's going to be for them [teachers] to implement AI, so we gave them a lot of tools."

Further, Administrator 2 noted involvement with the community and families: "We [both administrators] go in and with every parent advisory, we share about the arts, we share about what's going on to get our parents' and our community's input as well." Administrator 2 also noted that for every school program involving family, they try to include the arts. "Parents know we are doing arts integrated things in our classrooms. . . . We've had a lot of opportunities to connect with community members." These data

related to WSI Goal 4, increasing "family and community engagement and understanding of the arts" (Mississippi Arts Commission, 2017, p. 4). Specifically, Goal 4A is to host at least three community and family events to show "how the arts are being integrated into the curriculum and why" AI is important (Mississippi Arts Commission, 2017, p. 4). Interviewees did not specify whether three events were held.

Administrators described teacher opportunities for observation and collaboration. Based on the goals of the WSI, ELA teachers should observe the implementation of AI in ELA classrooms of other schools (Goal 1H), observe AI instruction in peer classrooms (Goal 1G), and receive follow-up support for implementation (Goal 1A). Goal 1D is to provide common planning time "at least once a week" for teachers "to collaborate and reflect" on AI (Mississippi Arts Commission, 2017, p. 1). Administrator 2 described providing common planning time for ELA teachers at least once a week to collaborate and reflect on AI in the curriculum. Administrator 1 stated, "We usually have two planning periods, and on the second planning period, we will come around to the classrooms." Administrator 2 stated, "At least weekly, we work a lot together in trying to come up with the best ways the teachers can learn." ELA teachers can observe and reflect on AI strategies being implemented within other ELA classrooms and within the school.

Also, according to WSI Goal 1E, administrators are encouraged to allocate time for at least one monthly staff meeting "to include ongoing discussions or sharing about [AI] teaching and learning and the connections to other educational topics" (Mississippi Arts Commission, 2017, p. 1). Aligned with Component 4, coaching and modeling AI ELA lessons, administrators stated they provided modeling of AI ELA lessons for the

teachers. Administrator 2 described modeling AI practices during monthly faculty meetings:

> We give them examples, concrete examples. . . . We'll actually perform lessons in there based off of math lessons, ELA lessons, and science lessons, and so they can actually see, hey, this is what I'm going to do. We're giving them the stuff they need; they just have got to be bold enough to try it in their classroom and realize that it's going to be a little chaotic sometimes.

Also, related to Component 5 and Goal 3J, administrators requested that teachers record student observations and reflections regarding student learning and student engagement. Administrator 2 described reflection as a goal: "Our teachers are learning to reflect, and our students are learning to reflect." Administrator 1 stated, "Our teachers are working on reflections with the students. . . . Currently that's one of the goals that we've set for our teachers." As noted in the section for Research Question 1, teacher interview data revealed little reference to student reflection, indicating a possible disconnect between perceptions of administrators and teachers.

Theme 7: Administrators perceive success based on student engagement and standards alignment. Although the purpose of the initiative was to increase student achievement, the two administrators did not gauge success of the program based on academic achievement outcomes. Instead, the administrators perceived success based on standards alignment, increased student engagement, and improved behavior (Components 7, 8, and 9 and Goal 3G). Administrator 1 observed that students "were really excited and engaged during their testing because of arts integration." Administrator 2 elaborated,

> Student engagement increases highly when you are in a classroom where arts integration is used effectively. You see the students are up, they are learning. More importantly, you can see the smiles on their faces. . . . I had a student in my classroom that slept the entire time, but when we do skits, that's when he comes to life, because he loves to act. And so that grabs his interest and that ensures that he will get up and do something and learn that day.

Administrator 1 stated that rather than rote memorization, students are "now talking about what they've learned and applying it." This relates to Component 7, strategies for student participation and engagement.

Component 1 is that an art specialist collaborates in the design and implementation of AI ELA lessons. Administrator 2 described a process of reviewing teacher lessons before implementation:

> Before the teachers can actually do an arts integrated lesson, they have to submit it 2 weeks in advance. So . . . we're able to see if their lesson is actually meeting both standards. So [the other administrator] will look at the arts part of it and see if they're meeting that standard, and then I'll go in and look at some of the other things.

Administrator 1 described a different process, noting, "After they create a lesson, we meet with them. We don't have to approve their lessons before." In either process, administrators ensured lessons aligned with ELA standards.

Theme 8: Administrators do not require full FOI from teachers or evaluate AI. Administrators required teachers to do one integrated art lesson a month, rather than

daily per WSI Goals 3D and 3E. Moreover, administrators might have had optimistic opinions about the frequency of AI lessons in all ELA teachers' classrooms, based on comparison between teacher and administrator interview data. Administrator 1 stated,

> Our teachers are required right now to do one lesson a month, but a lot of our English teachers do one a week. Every time they teach a new standard, they bring in the arts. . . . Our English teachers do it basically once a week.

Administrator 2 did not state how often ELA teachers used AI in the classroom but noted an arts specialist "comes around to every teacher at least once or twice a week, meets with them . . . to show them their lessons." This pattern in the data suggests administrators were unaware of the expectation of daily AI in a successful implementation.

Lack of an evaluative component in the program may result in this disconnect between what administrators believe is occurring and what teachers reported. Goal 1A includes "follow-up support for implementation" (Mississippi Arts Commission, 2017, p. 1). Administrator 2 noted plans for a small evaluative component in the future: "We're trying to start that process where we actually have a form in which the teachers are all going to have to fill out next year when they display their art." Rather than describing any formal evaluation, Administrator 1 noted teachers could ask for help instead: "I always tell teachers, 'If you want to meet, if you want me to come and watch your lesson being taught, or you want me to come help you, I'll do that.'"

Administrator 2 stated, "I think we are doing a great job of trying to get our teachers to implement," noting teacher buy-in to the idea. Teachers also noted buy-in but

reported sporadic implementation. Perhaps aware that newer teachers lacked experience and needed time, administrators did create a trusting, safe school culture, “letting teachers know it is ok to fail,” as Administrator 2 stated. However, no dedicated AI coach is on staff to provide daily help.

Theme 9: Staff and administrators revealed confusion about the definition and role of an AI specialist. No dedicated AI instructional coach is on staff, which indicates a lack of FOI. The role of a dedicated arts specialist is mentioned repeatedly in the Chicago Guide components of a successful AI program and the WSI goals. Goal 2A of the WSI program is to ensure a certified arts specialist is hired “not only to teach the literacy of their art form to students, but also to collaborate with classroom teachers to plan” AI lessons, and to “serve as a resource/leader of their art form” (Mississippi Arts Commission, 2017, p. 2). Moreover, Goal 2B is the hiring of an AI instructional coach “to assist in teacher professional learning, classroom implementation, and program planning” (Mississippi Arts Commission, 2017, p. 2). Rather than having a dedicated AI instructional coach, a school administrator served as an arts director, in addition to other responsibilities.

Further, participants had varied definitions of what an AI or arts specialist is. Administrators and teachers considered campus art teachers as “arts specialists,” and one administrator served as arts director (not as AI specialist). Additionally, interviewees mentioned visiting artists from the community. Administrator 1 stated, “We recently had somebody come this year that worked with our ELA teachers and students.” Administrator 2 stated, “We’ve had two visiting artists come to the school, and I have

been in charge of planning and working with them. One of the visiting artists was able to stay for an entire week."

However, none of the interviewees referred to a dedicated AI instructional specialist (Component 1 and Goal 2B). For example, Administrator 1 detailed,

> We're really lucky here to have great arts teachers. I feel like I'm well versed in music, our art teacher is amazing, and so the two of us go to teachers' classrooms. And we'll go after school, and we'll go through their planning and say, "Hey, what do you need help with?" And our teachers feel really confident coming to us because they know that we're knowledgeable.

Administrator 1 also noted the district arts coordinator provided support to administrators (WSI Goal 3I). A school administrator served as the campus arts director and thus assists 12 ELA teachers and 26 other content-area teachers with AI, in addition to other administrative and teaching duties.

Some confusion exists regarding the role of the AI instructional specialist. The researcher contacted the district AI program coordinator to try to clarify the role. In response, the district arts coordinator confirmed in an e-mail, "We do not have an Arts Integration Specialist job here in [the district]" (personal communication, February 10, 2020). This lack of an AI specialist position clarifies the different definitions given by administrators as well as teachers. District and school leaders have not used resources to hire a dedicated staff member per the Chicago Guide components, resulting in a lack of FOI in that area.

Summary analysis of RQ2. Based on patterns in the analysis of the interview data, administrators believe they provide adequate support for teachers. Overall, administrators perceived they are providing the resources and training teachers need to be successful in implementing the AI program with fidelity. Moreover, administrators were pleased with teacher buy-in, student engagement, and alignment to standards. However, administrators and teachers may struggle with some of the components. For example, administrators, like teachers, noted one visiting artist coming to the school during the school year, rather than continual support from an AI instructional coach. Administrators perceive that they have buy-in from the teachers, but teachers struggle with implementation, which administrators did not seem aware of. Further, administrators are not requiring FOI from teachers, believing AI is implemented weekly rather than daily (and teacher interviews suggested AI is often implemented monthly). A lack of an evaluative component may explain this difference in perception. Evaluation meetings would allow for teachers and administrators to clarify expectations of frequency and type of AI in the classroom. A limitation was the inclusion of only two administrators in the study. Thus, information may apply directly to the study site and the included administrators but may not be generalized.

Results for RQ3

RQ3 addressed how the AI program has been implemented at the study site as related to the original intended design, as reflected in documents and artifacts at the study site. To answer RQ3, I obtained evidence from documents reflecting how the AI program was implemented, based on a review of sample teacher lesson plans, the School

Improvement Plan, PD plan, agendas from staff meetings, and school documents related to AI. A nonparticipant walk-through observation of the school collected artifact data. Interviews were conducted during the spring of 2018. A limitation to RQ3 is that, although AI was initially implemented in the school in 2010, only the 2017–2018 school year was reflected in the documents collected. Additional online district and school documents were examined December 2019. Documents and artifacts represented a relatively recent snapshot of AI implementation at the school; a historical analysis over all the years since AI implementation was outside the scope of this study.

One main theme emerged for RQ3, as shown in Figure 1: Documents and artifacts do not reflect all the required components of AI to support full FOI. To answer RQ3, I secured two lesson plans from each teacher participant prior to the interview. All eight teachers used the WSI lesson plan format. I collected the School Improvement Plan from September 2018, the PD plan for 2017–2018, and four agendas for staff meetings for the 2017–2018 school year from administrators. Additionally, I took photographs of the artifacts in the ELA classrooms and campus hallways by conducting a nonparticipant walk-through observation during noninstructional times, observing the walls, charts, and bulletin boards. I retrieved the *District Strategic Plan 2017–2020* from the district website and scoured school documents related to AI. Finally, I compared the document and artifact data presented in this study to the AI program model (the Chicago Guide components and the WSI guidelines) to ascertain whether the documents and artifacts reflected implementation of AI as originally designed. I describe results from each type of data in the following sections.

Lesson plans. Seven teachers' sample lesson plans included procedures for AI and were aligned with state standards, corresponding to Chicago Guide Component 2, lesson objectives integrate elements of the arts with ELA content and standards, and Component 9, alignment to state standards. Lesson plans revealed teachers met WSI Goal 2G, being familiar with state arts standards. All eight ELA teachers' sample lesson plans included strategies to demonstrate achievement in both ELA and arts content, related to Chicago Guide Component 6. Sample lesson plans also confirmed Chicago Guide Component 8, a project allowing students to demonstrate their learning and engaging students in active learning and problem solving related to the arts. Six of the eight teachers' lesson plans showed evidence of WSI Goal 2E, using arts vocabulary and skill during lessons accurately. Lessons plans showed evidence of meeting WSI Goal 3A, collecting data to show how arts were integrated to meet student needs. Lesson plans did not show consistent evidence of meeting WSI Goal 3G, social, collaborative learning through an art form.

PD plans. PD plans showed the school met WSI Goals 1A and 1B, related to hosting at least one school-wide AI workshop a year. PD plans also showed evidence of Goal 1C, ongoing attendance of staff members and administrators at WSI institutes. Meeting agendas showed a lack of follow-up training and support, suggesting a lack of FOI related to WSI Goal 1D, common planning time for teachers to collaborate and reflect on AI.

School Improvement Plan. The School Improvement Plan contained no mention of art. However, the School Improvement Plan did refer to mentoring for new teachers,

partially related to WSI Goal 1F, orientation for new staff on AI (not mentioned) and assignment of a mentor teacher (mentioned). The School Improvement Plan also indicated two family events per year, but did not mention art, so did not support WSI Goal 4A, hosting at least three family events related to AI.

Nonparticipant walk-through observation. I walked through the campus and ELA classrooms to determine whether WSI goals were met related to display of art throughout the school. The nonparticipant walk-through observation revealed teachers had displayed the Kennedy Center's definition of AI and elements of art in their classrooms, meeting WSI Goal 2D. Walk-throughs did not show much evidence supporting WSI Goal 2F, however, in terms of permanent art displays on campus. Some displays were evident in teacher classrooms but not throughout the campus. This lack of school-wide evidence also did not support WSI Goal 4D regarding hallway displays as evidence of student learning through AI. School classrooms and hallways showing permanent displays of student art would demonstrate a school culture committed to AI.

School documents related to AI. There was no evidence indicating the school had met WSI Goal 2B, hiring an AI instructional coach. As noted earlier, the district arts coordinator confirmed in an e-mail, "We do not have an Arts Integration Specialist job here in [the district]" (personal communication, February 10, 2020). Further, other than some mention in the PD plans for 2017–2018, no evidence was found showing FOI of WSI Goal 3B, including AI in the school mission and vision statements, School Improvement Plan for 2018, and PD plans. The school website, examined December 2019, contained no mention of the arts, showing a lack of FOI for WSI Goal 4B, the

website reflecting school commitment to AI. School documents did not support WSI Goal 4C, AI being included in the school's printed information. Arts were not mentioned in the district's mission, vision, or goals statements for 2019–2020. A search of the district website for the phrase "arts integration" revealed no results. The district's 31-page 2017–2020 strategic plan made no mention of the arts. In sum, the PD plan, School Improvement Plan, school documents related to AI, and district strategic plan contained no evidence of a commitment to AI or FOI of the AI program. The patterns found in the data led to one theme to answer RQ3, presented next.

Theme 10: Documents and artifacts do not reflect all the required components of AI to support full FOI. Documents and the nonparticipant walk-through observation suggested several aspects of the program were not implemented as designed to meet FOI. For example, family and community engagement are lacking; the School Improvement Plan indicated few parents are involved in school activities, and the school started a Parent Advisory committee in 2017 to gain more parent involvement. Patterns in the data indicated three main areas in which FOI was lacking: (a) consistent and daily AI in the classroom and throughout the school, (b) an orientation and mentoring for new staff, and (c) a dedicated AI instructional coach. Each aspect is discussed in detail in the following sections.

AI was not implemented consistently or regularly. Although many of the components were implemented and embraced by staff, the implementation was not with fidelity. AI program standards note that full AI occurs daily in the classroom. Goal 3D is that administrators expect teachers to integrate the arts daily as a pedagogical approach

rather than an isolated activity; Goal 3E is that teachers integrate the arts daily. Arts were not integrated daily in the ELA classroom, and often integrated only once a month. ELA teachers implemented the arts in lesson plans whenever they decided. Evidence showed a lack of FOI related to daily AI in lesson objectives and strategies. Art specialists collaborated with ELA teachers, but not consistently and regularly (Component 3), and often when teachers asked for assistance. Additionally, peer classroom observations were not conducted consistently (Goal 1G).

Finally, the campus personnel did not show the school-wide permanent art displays described in WSI Goals 2F and 4D. The 10-minute nonparticipant walk-through observation revealed some evidence of arts but no evidence of an active, well-rounded AI program. According to the WSI goals, the hallways and classrooms should be bright, cheerful, and colorful throughout the entire school, reflecting products of students' work. WSI Goal 2F is "permanent art displays/exhibits on the school grounds (indoors and outdoors) so it is visible and evident that the arts are valued and celebrated" (Mississippi Arts Commission, 2017, p. 2). Goal 4D is to "create hallway displays throughout the school as clear evidence of student learning through arts integration. (The documentation shows student products, how students engaged in a creative process, and an explanation/rationale" (Mississippi Arts Commission, 2017, p. 4). The artifacts did not reflect such a school-wide commitment to AI.

WSI Goal 3B is that AI is "in the school's vision and mission statements," School Improvement Plan, and PD plan (Mississippi Arts Commission, 2017, p. 3). The School Improvement Plan submitted by administrators did not include a single mention of art in

43 pages. According to administrator interviews, teachers were required to integrate the arts at least once a month. However, according to WSI goals (Mississippi Arts Commission, 2017), the arts should be integrated into the lessons daily in all classes with an end-of-the-unit project illuminating the arts. Based on the School Improvement Plan, although the arts were celebrated at the school, they were not a priority with all the teachers. Moreover, arts were not mentioned in the district's online mission, vision, or goals statements for 2019–2020. A search of the district website for the phrase "arts integration" revealed no results. The district's 31-page 2017–2020 strategic plan made no mention of the arts. Goal 4B is that the school website reflects a commitment to AI; this goal was not met.

No orientation or mentoring is offered for new staff members. WSI Goal 1F is an orientation for new staff members on AI and assignment of a mentor teacher. This WSI goal was not implemented. Although the School Improvement Plan for 2018 indicated administration assigns all 1st- and 2nd-year teachers with a mentor, that practice was not described in any interviews. The district 2017–2020 strategic plan included a plan for development of a mentoring plan in the 2018–2019 school year. Specifically, the plan stated, "Beginning in 2018–19, retired educators and current high performing educators will be paid a coaching supplement to mentor new educators to the district." A goal for 2018–2019 was to "develop a [district] Mentoring Framework for New Teachers or Teachers Needing Support," including monthly PD. Orientation and mentoring are important to support teacher retention.

Orientation and mentoring are of particular importance at the target school given the number of new teachers and the teacher turnover rate. The School Improvement Plan for 2018 listed teacher retention as the top priority in areas of need. Teachers have not stayed employed at the school long enough to improve their AI skills. The staff turnover rate is high; teachers have taught 1 or 2 years and then left, according to teachers and administrators interviewed. The school principal stated "one or two" ELA teachers leave each year (personal communication, June 11, 2020). MDOE (2020) data support the number of new teachers. In the 2017–2018 school year, during this study, 32 teachers worked at the school, 41% of whom had 3 or fewer years of experience. In the 2018–2019 school year, 35 teachers worked at the school, of whom 58.1% had 3 or fewer years of teaching experience (MDOE, 2020). The documents related to teacher turnover were supported by multiple ELA teacher statements indicating "many new teachers" or comments by interviews indicating they were new. This turnover has created problems with continuity of AI practices at the school. This turnover might have affected FOI and thus the learning outcomes of the students.

No AI instructional coach is available daily. Teachers had abundant resources available to help with AI in the classroom, including AI workshops at the school, the local university, and the Kennedy Center. In addition, teachers had access to videos and suggested unit and lesson plans. However, the school did not have a dedicated AI teacher and instructional coach to assist in teacher PD, classroom implementation, and planning, per WSI Goal 2B. Moreover, some participants mistakenly felt that a weeklong visit from a community artist met this standard. The administrator and art teacher did make

classroom visits and reviewed lesson plans. However, given that teachers expressed lack of understanding of how to implement AI, despite the PD resources, more dedicated time may be needed as well as follow-up.

Evidence of Quality

Creswell (2018) stated that qualitative researchers must interpret the data and make meaning of it so they can adequately address the research questions. Creswell (2018) added that to achieve validity in qualitative research, the findings should be reported accurately as perceived by the participants and the researcher. Corbin and Strauss (2015) described presenting thorough detail and description in a qualitative study as yielding quality. Qualitative research findings should resonate with readers, through such detail. Additionally, an audit trail in the form of clear procedures throughout the study aids in quality (Corbin & Strauss, 2015). I used several strategies recommended by Creswell and Creswell (2017) to validate the findings: (a) checking and rechecking the data, (b) member checking, (c) a reflective journal, (d) peer debriefing, and (e) triangulating the data from multiple sources. I also used neutral interview techniques (Healey-Etten & Sharp, 2010). Finally, to prevent biased analysis, I deliberately sought discrepant or disconfirming cases in the data (Creswell & Poth, 2018).

Checking and rechecking the data. When I completed an interview, I transcribed the raw data from the audiotape recordings and checked and rechecked the data for accuracy (Creswell, 2018). I listened to the recording and compared the transcribed interviews with the voices on the tape recordings to ensure that all words and sounds were transcribed correctly. I made sure that the transcriptions of the interviews

were accurate and reflected the true meaning of the participants' words by performing transcript review.

Member checking. I used member checking to validate the accuracy of my interpretation of the findings. Creswell (2009) stated that member checking could be used "to determine the accuracy of the qualitative findings through taking the final report . . . back to participants and determining whether these participants feel that they are accurate" (p. 191). Member checking is a method for increasing credibility of qualitative results (Birt, Scott, Cavers, Campbell, & Walter, 2016; Lincoln & Guba, 1985). Involving participants in validation of qualitative results helps reduce researcher bias (Birt et al., 2016).

Birt et al. (2016) described a variety of forms of member checking, on a sort of continuum from the most basic form, having the participant review a transcript of the interview, to more complex involvement in results and analysis. Researchers should consider the potential for participant harm when choosing the type of member checking (Candela, 2019; Carlson, 2010). Carlson (2010) noted mere transcript review may not ensure quality and, worse, may cause participants discomfort when they read a written transcript of how they speak. Further, Candela (2019) noted presenting participants with the findings, if negative, without a warning may cause participants distress. Candela encouraged researchers to make member checking "a positive, reflective experience" (p. 626).

Birt et al. (2016) described using an advanced member check, with analyzed results and themes returned to each participant for input. This type of member check

requires returning the results to the participants a few months after data collection. I conducted this type of member check. I e-mailed each participant the findings from Chapter 4 to add to, suggest changes to, or edit. I offered to meet with any participant to discuss the draft findings regarding any matter related to concerns or questions about the draft findings and my interpretations (see Candela, 2019). My goal was to make sure that my findings were not misconstrued with my own personal reflections. The findings could be validated by the participants for correction, elaboration, and fine-tuning. Two teacher e-mail addresses were returned as inactive (teachers leaving the school). None of the remaining participants responded with any feedback regarding the findings of the study.

Reflective journal. According to researchers, biases in qualitative research must be controlled or accounted for (Creswell & Creswell, 2017; Galdas, 2017). I could have brought many biases to my project study, such as my training in implementing an AI program, my expertise in implementing music in other content areas, and my perceptions of what an effective AI program entails. To control for bias in this project study, I kept a reflective journal to record my thoughts, new insights, progress, and reflections about the data and the entire research process. My journal was a tool to keep my biases separated from the research findings and contribute to my self-awareness (Corbin & Strauss, 2015). Researchers recommended that qualitative researchers write a reflective journal to enhance their research practice (Creswell & Creswell, 2017; Hine, 2014). Journaling was a means of evaluating my personal skills and knowledge, improving and clarifying my personal thinking, and becoming a better scholar.

Neutral interview techniques. Another bias that could have influenced my research findings was my physical and verbal reaction and expression during the interviews. To alleviate the incidences of biases through my physical reactions and expressions, (a) I refrained from using body language to express my agreement or disagreement of the answers given, (b) I made eye contact with the participant with neutral facial expressions, and (c) I avoided the use of emphasis on important words or ideas that would suggest a particular response (Healey-Etten & Sharp, 2010). I was attentive to the participants' responses and kept my personal thoughts and feelings to myself. Finally, I spoke with a soft, neutral tone to ask questions and probes in a nonjudgmental manner. I also maintained sensitivity for the topic and the experiences of the participants (Corbin & Strauss, 2015).

Peer debriefing. Peer debriefing allowed me to identify any emotional ties I might have infused in the research findings. Lincoln and Guba (1985) described peer debriefing as the "process of exposing oneself to a disinterested peer in a manner paralleling an analytical sessions and for the purpose of exploring aspects of the inquiry that might otherwise remain only implicit within the inquirer's mind" (p. 308). Researchers use peer debriefing to help capture ideas, thoughts, opinions, and biases included in the research findings (Lincoln & Guba, 1985). Peers at my university read the dissertation study as it progressed and offered critiques, mainly for alignment of research problem, purpose, and research questions. One peer offered detailed feedback, including confirmation of coding and themes.

Triangulation for credibility and validity. Triangulation provided rich data to address the research problem as well as answer the research questions (Creswell, 2018; Frels & Onwuegbuzie, 2012). The data collected from the documents (teachers' lesson plans, administrators' documents, school documents related to AI, and campus and classroom nonparticipant walk-through observation) were triangulated with the data from the interviews with ELA teachers and school administrators. I was able to compare the strategies teachers listed on their lesson plans with their reported classroom AI implementation. Additionally, I triangulated the data from the teachers' interviews with the data from the administrators' interviews. Triangulation provided evidence that the implementation of the AI program was aligned with what teachers and administrators had reported in the interviews according to the required WSI goals and objectives. Triangulation also provided evidence that the implementation of the AI program was aligned with the reports from teachers' and administrators' documents. Finally, triangulation showed a disconnect between teachers and administrators regarding frequency of AI classroom implementation, suggesting a need for evaluation and follow-up. In the following section, I describe the possibility of discrepant cases.

Discrepant cases. Deliberately seeking discrepant cases in the data can prevent confirmation bias in analysis (Creswell & Poth, 2018). A discrepant case would be an individual whose responses contradict the rest of the evidence. In this case study, I identified no discrepant cases. Participants reported similar data. Searching for disconfirming evidence (Corbin & Strauss, 2015; Creswell & Poth, 2018) is a related technique to prevent bias and preserve validity; disconfirming evidence contradicts the

rest of the data or themes in a study. During analysis, I looked for responses that diverged from the rest. A single teacher reported AI did not support content standards. The only other variation found was the disconnect between teachers and administrators, noted above, regarding perceived frequency of AI in classroom lessons. However, these variances or instances of disconfirming evidence do not reflect a discrepant case, or outlier. The lack of discrepant cases adds to the validity of the findings through consistency and confirmation of data.

Summary of the Findings

An urban middle school in the southern U.S. introduced an arts integration (AI) program, however, student achievement in the English language arts (ELA) has not improved. Therefore, the problem to be investigated through this study is that it has not been determined if AI was implemented into ELA classrooms with fidelity. The FOI should be examined when new evidence-based programs are implemented with the intention of improving student outcomes (Stains & Vickrey, 2017; Wolgemuth et al., 2014). Even the most effective program, if not implemented with fidelity to its specific design, may not yield the desired outcome (Bradley et al., 2015; Stains & Vickrey, 2017; Vig et al., 2014). Thus, the purpose of this study was to examine teachers' and administrators' perceptions of the FOI of an AI program in the target middle school, as well as school documents and artifacts, to determine whether the delivery of instruction replicated the original instructional design. Documents included sample teacher lesson plans from 2017–2018, the 2018 School Improvement Plan, 2017–2018 PD plans, agendas from staff meetings in 2017–2018, and school documents related to AI. I also

conducted a nonparticipant walk-through observation of the school to observe artifacts. Interviews were conducted during the spring of 2018. A limitation to RQ3 is that, although AI was initially implemented in the school in 2010–2011, only the 2017–2018 school year was reflected in the documents collected from teachers and administrators. Additional district and school documents were examined December 2019. Thus results provide a snapshot of implementation. These results were used to develop a project (see Appendix A).

Teachers and administrators at the study middle school expressed enthusiasm for AI in the ELA classroom. They also noted positive outcomes, including increased student engagement and reduced behavior problems. However, AI was not implemented with fidelity in the classroom. Findings are summarized in relation to the literature and implications of findings.

Summary of Themes for RQ1

Teachers perceive that AI provides an alternative to teach ELA standards. Teachers expressed understanding of the benefits of AI, an important step in implementing such an innovation (Rogers, 1995). Based on Rogers's (1995) theory of diffusion of innovation, the innovator in this case is the teacher who delivers the instruction in the classroom (Lakin & Shannon, 2015). Zhou and Brown (2018) observed that AI transforms teachers' perspectives about student learning and creativity. Teachers described using activities involving movement and the arts to help engage students. Teachers and administrators reported increased student engagement, supporting previous research (Golding, Boes, & Nordin-Bates, 2016). Administrators also reported decreased

discipline issues, supporting research finding AI improved student behavior and social-emotional skills (Casciano et al., 2019; Hoyer, 2015; Mississippi Arts Commission, 2019b; Scripp & Gilbert, 2016).

Teachers described student excitement using the arts and the ability to choose their method of expression. Students were able to choose projects, allowing them to take ownership of their learning and have fun. Researchers have noted students who are taught using the arts tend to set goals for themselves and monitor and assess their progress towards reaching the goals (Robinson, 2013). Students also tend to reflect with their peers and teachers when arts are integrated into the curriculum (Wright et al., 2017; Zhou & Brown, 2018). Students experience a freedom of expression, which allows students to be comfortable with the learning experience (Zhou & Brown, 2018).

Teachers ensured state standards were covered in lesson plans, using assessment data to inform instructional practices. One teacher stated that AI did not support the standards. However, administrators described providing folders with information on how to relate the arts to content standards.

Teachers perceive they are not implementing AI as frequently as designed. Despite the provision of folders and other support, based on the administrators' interview responses, ELA teachers did not integrate the arts into their lessons consistently or regularly. Data showed that teachers implemented AI anywhere from once a week to less than once a month. Inconsistent implementation represented a lack of FOI, which researchers have identified as the major cause of ineffective program implementation (Lakin & Shannon, 2015; Missett & Foster, 2015; Moon & Park, 2016). Lesson plans

reflected inconsistent use of AI by various teachers. Further, administrators only require teachers to use AI once a month, which is not true to the idea of daily integration of the arts into the classroom. Structured schedules for AI instruction are needed to support ELA teachers' implementation of the AI program with fidelity. Further, an evaluative element might lead to more active use of the arts.

Teachers perceive they need to improve their knowledge and skills when implementing AI in lesson plans, in spite of also perceiving a variety of types of support for AI in the ELA classroom. Ludwig et al. (2017) and Gottschalk (2019) suggested that the more teachers understood the core parts of any new intervention program, the more enthusiastically and effectively teachers would implement the program. Administrators at the target middle school perceive they provide adequate support to strengthen teachers' skills and knowledge of AI implementation. However, teachers described struggling with implementation and lacking strategies. Sustained and extensive opportunities for PD may ensure that the AI program is implemented with FOI (Patton, Parker, & Tannehill, 2015). Many teachers are uncomfortable integrating the arts into their curriculum because of their lack of knowledge regarding instructional strategies to effectively incorporate the arts into their lessons to increase student learning (Gottschalk, 2019; LaJevic, 2013). Although administrators described a variety of workshops and PD, teachers did not consistently take advantage of the PD opportunities.

More importantly, many teachers are new. They described their inexperience as an obstacle. New teachers are learning classroom-management techniques on the job. The lack of consistent and regular AI in ELA classrooms might have been due to several new

teachers in the ELA department who were not skilled or knowledgeable enough to effectively integrate the arts daily. The PD plans submitted included AI workshops, projects, and visits to other schools with excellent AI programs. The training teachers received from PD was beneficial but was not often enough. Staff have had a large turnover rate; teachers taught 1 to 2 years and then left. This turnover has created problems with continuity of AI practices at the school. The arts director has retaught the same principles each year to new teachers. This might have affected FOI and thus the learning outcomes of the students. Gottschalk (2019) described a similar problem with teacher turnover impacting FOI of AI.

Teachers use AI reflections and student data to improve implementation. Absent a formal evaluative component, teachers used peer AI reflections to adjust their practice. Reflective practice aligns with WSI Goal 1D, "provide common planning time for classroom teachers at least once a week to collaborate and reflect upon how the arts are being integrated into the curriculum to teach and assess," and Goal 1G, "arrange a time for peer classroom observations to teachers can see and reflect on arts integration strategies being implemented within the school" (Mississippi Arts Commission, 2017, p. 1). Teachers also used student data to individualize instruction and ensure the lessons were aligned to state standards. The arts specialist looked over lesson plans and provided as-needed classroom assistance. However, administrators used no formal follow-up process to provide regular feedback to teachers.

Summary of Themes for RQ2

Administrators perceive they provide adequate support to strengthen teachers' skills and knowledge of AI implementation. Administrators hosted staff meetings, shared AI strategies, provided PD, offered weekly planning time, and offered folders to help teachers integrate AI into lesson objectives (WSI Goals A1, 1B, 1D, 1E, and Goal 2G). Administrators took ELA teachers to observe classrooms in other school (WSI Goal 1H), although the classrooms were at the elementary level.

Administrators perceive success based on student engagement and standards alignment. Administrators described increased student engagement and improved behavior (Components 7, 8, and 9 and Goal 3G). Researchers have documented the effective use of AI to improve students' social-emotional learning and behaviors (Casciano et al., 2019; Ludwig et al., 2017; Scripp & Gilbert, 2016). AI may result in reduced inappropriate behaviors and absenteeism due to improved engagement (Hipp & Sulentic Dowell, 2019). AI Components 2 and 9 (Chicago Guide, n.d.) relate to alignment with content standards. Gottschalk (2019) reported a common challenge to AI is concerns about content standards, but teachers and administrators in this study perceived alignment to be a success. The art specialist collaborated in the design of lesson plans to ensure standards alignment (Components 1 and 9). However, success should be based also on student achievement. Goal 1 of the WSI is "to improve student academic achievement through the integration of the arts into the core curriculum" (Mississippi Arts Commission, 2019c, para. 1). AI should increase not only student

engagement, but also student achievement (Hipp & Sulentic Dowell, 2019; Sulentic Dowell & Goering, 2018; Zhou & Brown, 2018).

Administrators do not require full FOI from teachers or evaluate AI. One of the most important findings was that administrators required only one AI a month from each teacher, rather than stressing AI as a daily pedagogical approach. WSI Goals 3D and 3E specify daily AI in the classroom. An important and often understudied factor in outcomes of any initiative is the FOI (Stains & Vickrey, 2017). FOI of any program is important to achieve positive results (Bradley et al., 2015; Protheroe, 2008). According to Protheroe (2008) and Goldstein et al. (2019), when implementing any comprehensive school reform such as an AI program, all staff members must implement the program with fidelity. Goal 3 of the WSI is "to build a school culture with sustainable systems that support arts integration as an approach to teaching" (Mississippi Arts Commission, 209c, para. 1). Without FOI among all staff, such a school culture is unlikely. Positive student outcomes require FOI at the school and classroom levels (Moon & Park, 2016).

Positive outcomes for students may result when teachers use effective innovations and implementation (Lakin & Shannon, 2015; Missett & Foster, 2015). The FOI is dependent upon the teacher's words and actions (Lakin & Shannon, 2015; Stains & Vickrey, 2017). Teachers who implement programs with high levels of fidelity are more likely to increase student learning in math and reading (Duma & Silverstein, 2018; Missett & Foster, 2015).

Evaluation is important to continually improve programs (Stufflebeam & Zhang, 2017). Stakeholder input is important to evaluate AI programs (Goldstein et al., 2019).

The administrators and teachers reported different perceptions of levels of classroom implementation of AI. An evaluative element with the goal of improving FOI (rather than punishing teachers) would increase administrator understanding of teacher practices and needs.

Staff and administrators revealed confusion about the definition and role of an AI specialist. Another area in which the AI program is not implemented with fidelity is the lack of a dedicated AI instructional coach (WSI Goal 2B). The art specialists support teachers, but no dedicated AI instructional coach is on staff at the middle school. The art teacher and an administrator visit classrooms, although not on a dedicated schedule, as recommended by Goal 1G (Mississippi Arts Commission, 2019c). Only one community artist visited the school in the previous year. In effective AI programs, administrators contribute to teacher competency by providing teachers with art specialists to help them design artistic strategies and lessons consistently and as intended by the AI developers. Collaboration among teachers (especially with the arts teacher) is vital to the success of any AI program but can be a challenge (May & Robinson, 2016). The evidence of art specialists was mixed in this study and indicated a lack of consistent understanding of the role of an AI coach. Administrators and teachers both would benefit from more PD opportunities to reinforce their knowledge and understanding of WSI goals, objectives, and expectations as well as the components of an effective AI program.

Summary of Themes for RQ3

Documents and artifacts do not reflect all the required components of AI to support full FOI. Several aspects of the program as designed were notably not meeting

FOI: (a) consistent and daily AI in the classroom and throughout the school, (b) an orientation and mentoring for new staff, and (c) a dedicated AI instructional coach. Administrators need to arrange time for peer classroom observations. WSI Goal 1G is to arrange "a time for peer classroom observations so teachers can see and reflect on arts integration strategies being implemented within the school" (Mississippi Arts Commission, 2017, p. 1). Teacher interview data supported the need for peer coaching for all teachers to ensure AI is implemented in the target middle school as it was originally intended. A more structured schedule of PD and peer observation may be required. According to the Mississippi Arts Commission (2019a), in an effective AI school, "schedules were created that allowed for substantive planning between classroom teachers and arts specialists that resulted in exemplary arts-integrated thematic units" (para. 1).

Mentoring programs and increased peer classroom observations may help increase AI implementation. An important implication of this study is the need for new-staff mentoring programs. Although the School Improvement Plan stated mentoring was offered to 1st- and 2nd-year teachers, such mentoring was not mentioned in other documents or by interviewees. WSI Goal 1F is to "implement an orientation to inform new staff members of what arts integration is and why it is important and assign a mentor/veteran teacher" (Mississippi Arts Commission, 2017, p. 1). Gottschalk (2019) described difficulty implementing AI in a school with high rates of teacher turnover. New staff orientation and mentoring could reduce turnover as well as increase FOI of AI in the ELA classroom. A goal of the WSI is for AI programs to have a dedicated AI

instructional coach. If funding is lacking for such a position, mentoring may help teachers with daily obstacles.

Administrators do not require full FOI—daily AI implementation—from teachers or evaluate AI implementation. Some teachers use AI reflections to improve implementation, but more feedback and follow-up are needed. Administrators expected teachers to ask for assistance, rather than actively providing evaluation and feedback. The data supported the need for an observational assessment or evaluation of ELA teachers at the target middle school. An observational assessment or evaluation would allow administrators a consistent, regular opportunity to support ELA teachers and improve their AI skills. If administrators expect students to improve in academics and learning, administrators also should expect ELA teachers to improve their knowledge and skills when implementing the arts. Therefore, ELA teachers should receive monitoring and feedback to improve their performance in implementing the arts with fidelity. Evaluations would include observing and assessing ELA teachers' lesson-planning techniques and implementation practices to ensure that the AI program is implemented at the study site as related to the original intended design. Additionally, assessments would target program areas where novice and veteran teachers require support and specialized PD. According to Bradley et al. (2015), if a program is not implemented with fidelity to its specific design, the program may not yield the desired outcome.

Figure 2 shows results related to Chicago Guide (n.d.) components. Figures 3–6 show results related to the Mississippi Arts Commission (2017) WSI Goals 1–4, respectively. Where appropriate, I have included interview data for support or

triangulation in the tables to support document and artifact results where appropriate. Note that many standards and goals do not provide frequency or quantifying details. A term such as *regularly* can mean daily to one person and monthly to another. AI is pedagogical approach rather than a strict curriculum. However, some WSI goals do provide some specific frequencies for meetings and PD.

Thus, Figure 2 reflects the findings that teachers and administrators have implemented most of the nine Chicago Guide components. However, data reflected that implementation is inconsistent in use of AI in ELA. In order for FOI to be demonstrated, consistent and regular use of the Chicago Guide components would be expected, as the components provide guidelines on how to implement AI as originally intended. Based on the data, the evidence did not support that all nine components of AI were implemented with fidelity in ELA classes.

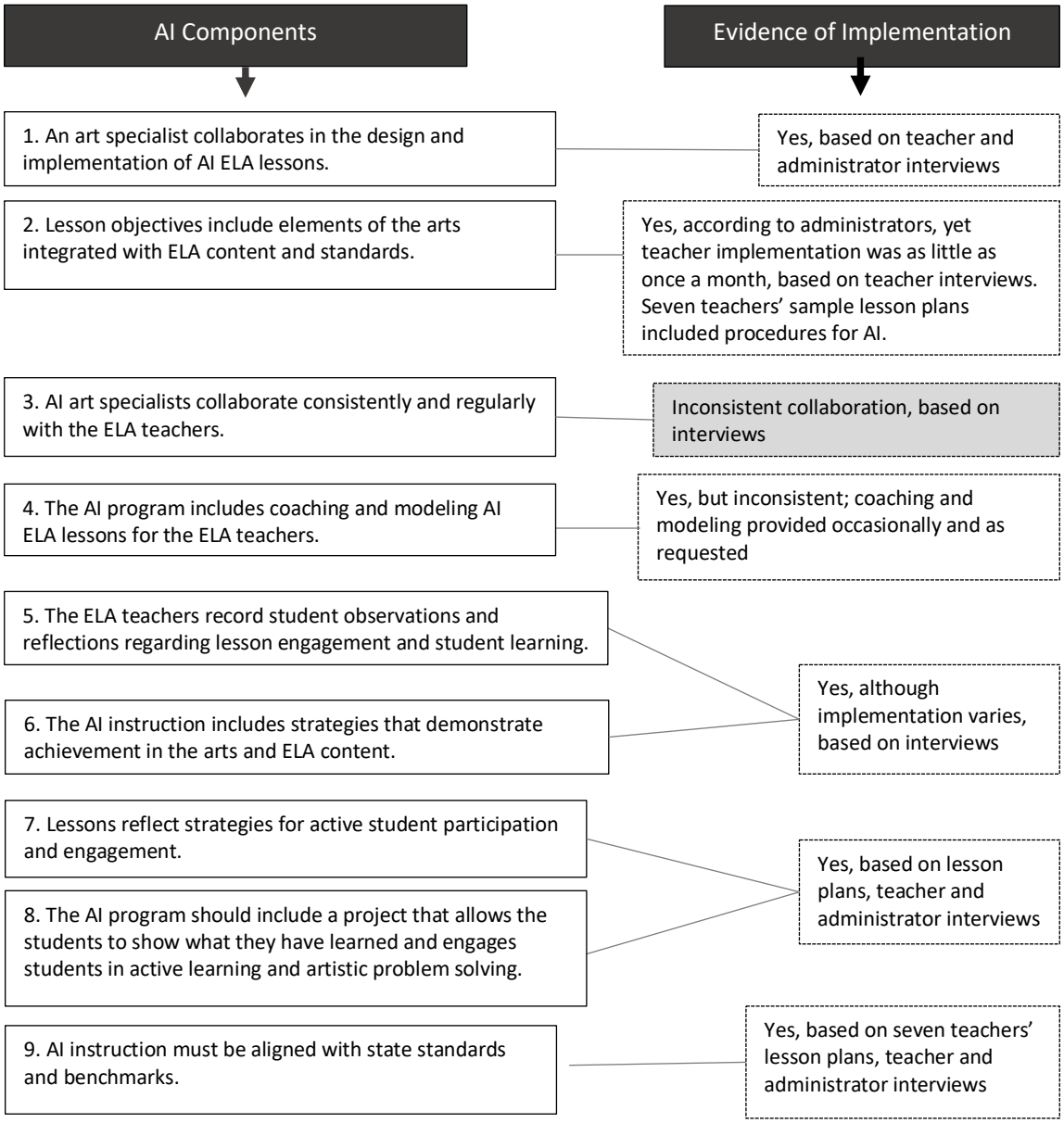

Figure 2. Evidence of implementation of Chicago Guide arts integration (AI) components in the target middle school. ELA = English language arts.

Figure 3 reflects the findings that teachers and administrators have implemented five of the eight components related to WSI Goal 1, PD oppoårtunities to improve student achievement through AI in core courses (Mississippi Arts Commission, 2017). Data showed lack of FOI in follow-up support, orientation for new staff and provision of a

mentor, and regularly scheduled peer observations. Based on the data, the evidence did not support that all aspects of WSI Goal 1 were implemented with fidelity in ELA classes.

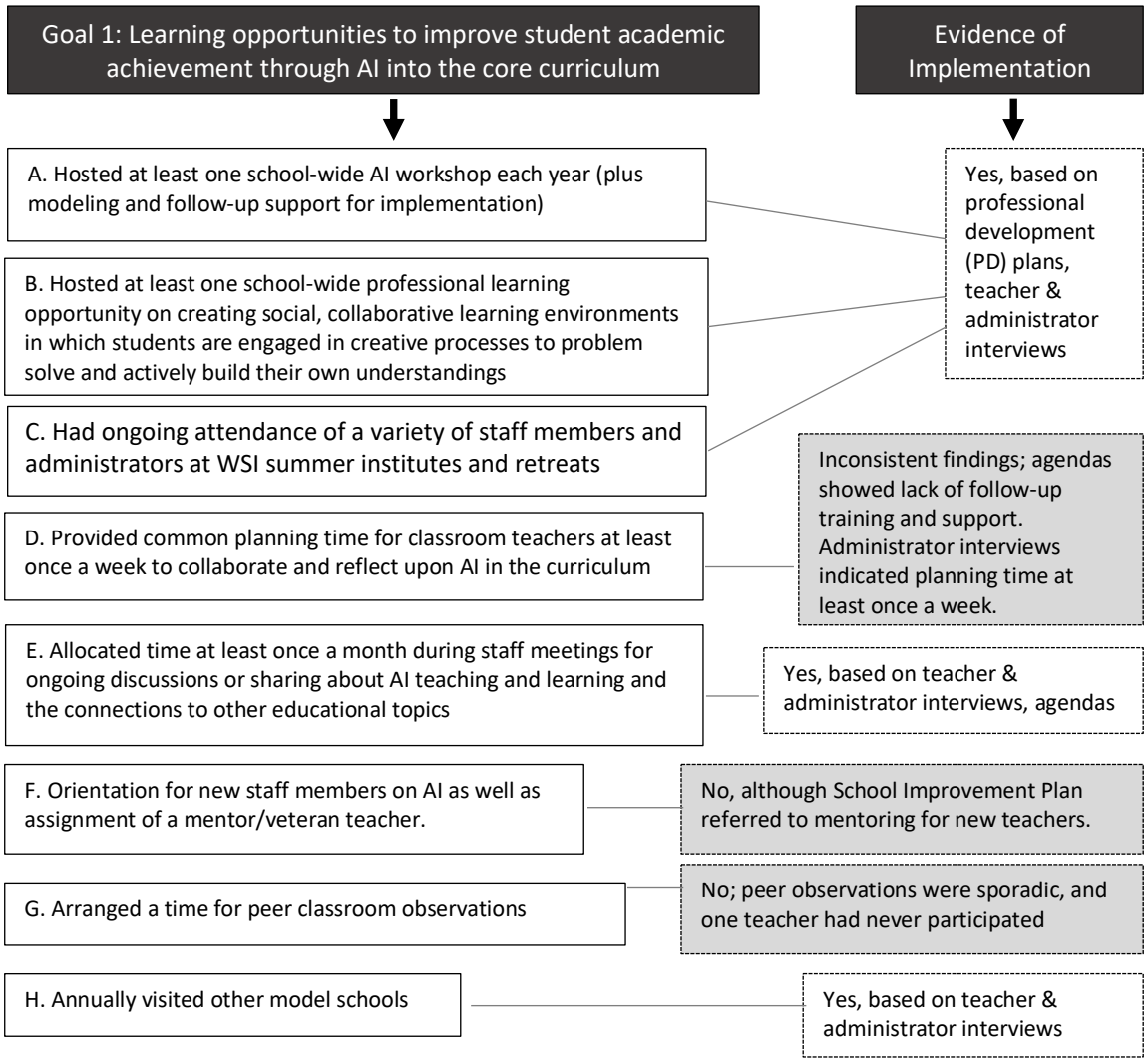

Figure 3. Whole School Initiative (WSI) arts integration (AI): Evidence of elements of Goal 1 implemented in the target middle school. WSI goals from *Whole Schools Initiative Progress Tracking Tool*, by Mississippi Arts Commission, 2017, retrieved from http://www.mswholeschools.org/images/general/WSI_Progress_Tracking_Tool_Updated.pdf

Figure 4 reflects the findings that teachers and administrators have implemented three of the five components related to WSI Goal 2: increasing teacher and student knowledge and experience in all arts (Mississippi Arts Commission, 2017). Data showed lack of FOI in the hiring of arts specialists and a dedicated AI instructional coach. The evidence did not support that all aspects of WSI Goal 2 were implemented with fidelity in ELA classes.

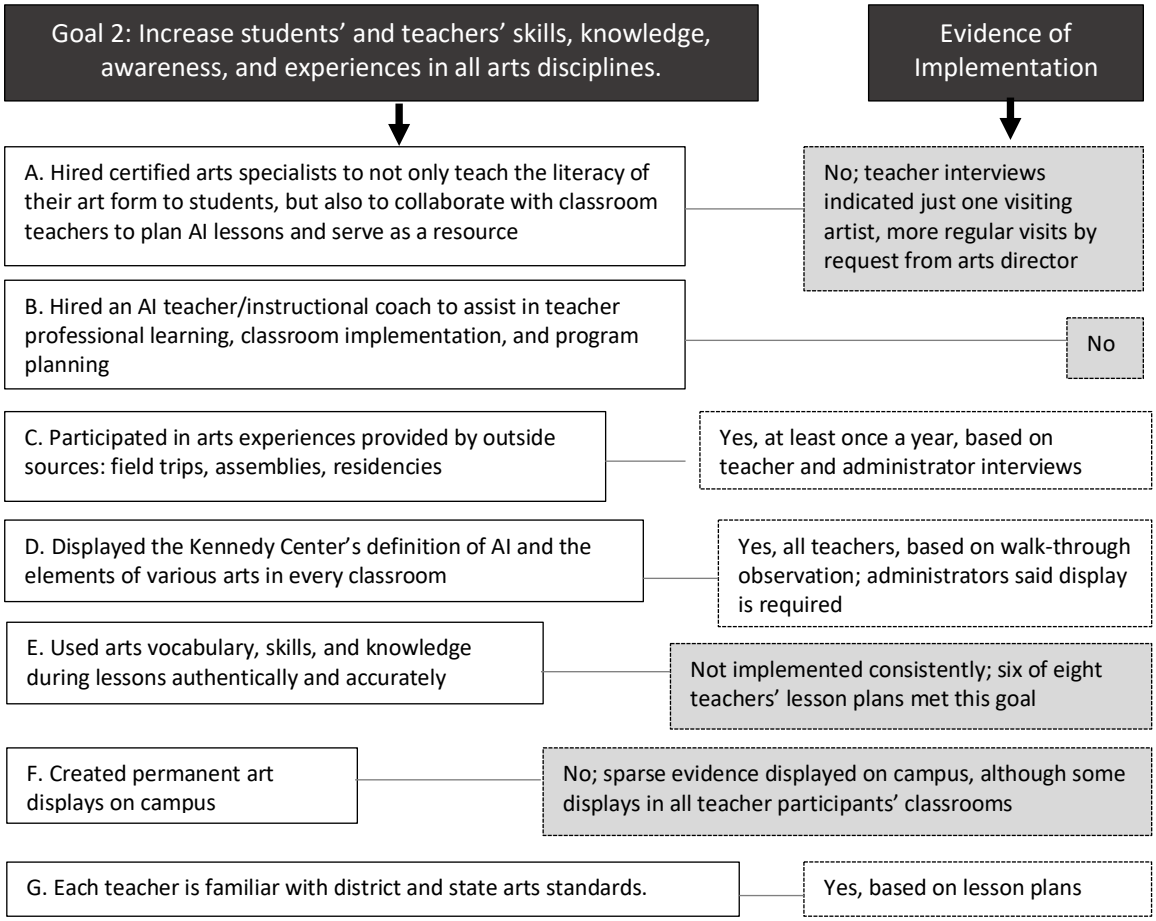

Figure 4. Whole School Initiative (WSI) arts integration (AI): Evidence of elements of Goal 2 implemented in the target middle school. WSI goals from *Whole Schools Initiative Progress Tracking Tool*, by Mississippi Arts Commission, 2017, retrieved from http://www.mswholeschools.org/images/general/WSI_Progress_Tracking_Tool_Updated.pdf

Figure 5 reflects the findings that teachers and administrators have implemented six of the 10 components related to WSI Goal 3: building a sustainable school culture to support AI in teaching (Mississippi Arts Commission, 2017). Data showed lack of FOI in the hiring of a arts specialists and a dedicated AI instructional coach. The evidence did not support that all aspects of WSI Goal 3 were implemented with fidelity in ELA classes.

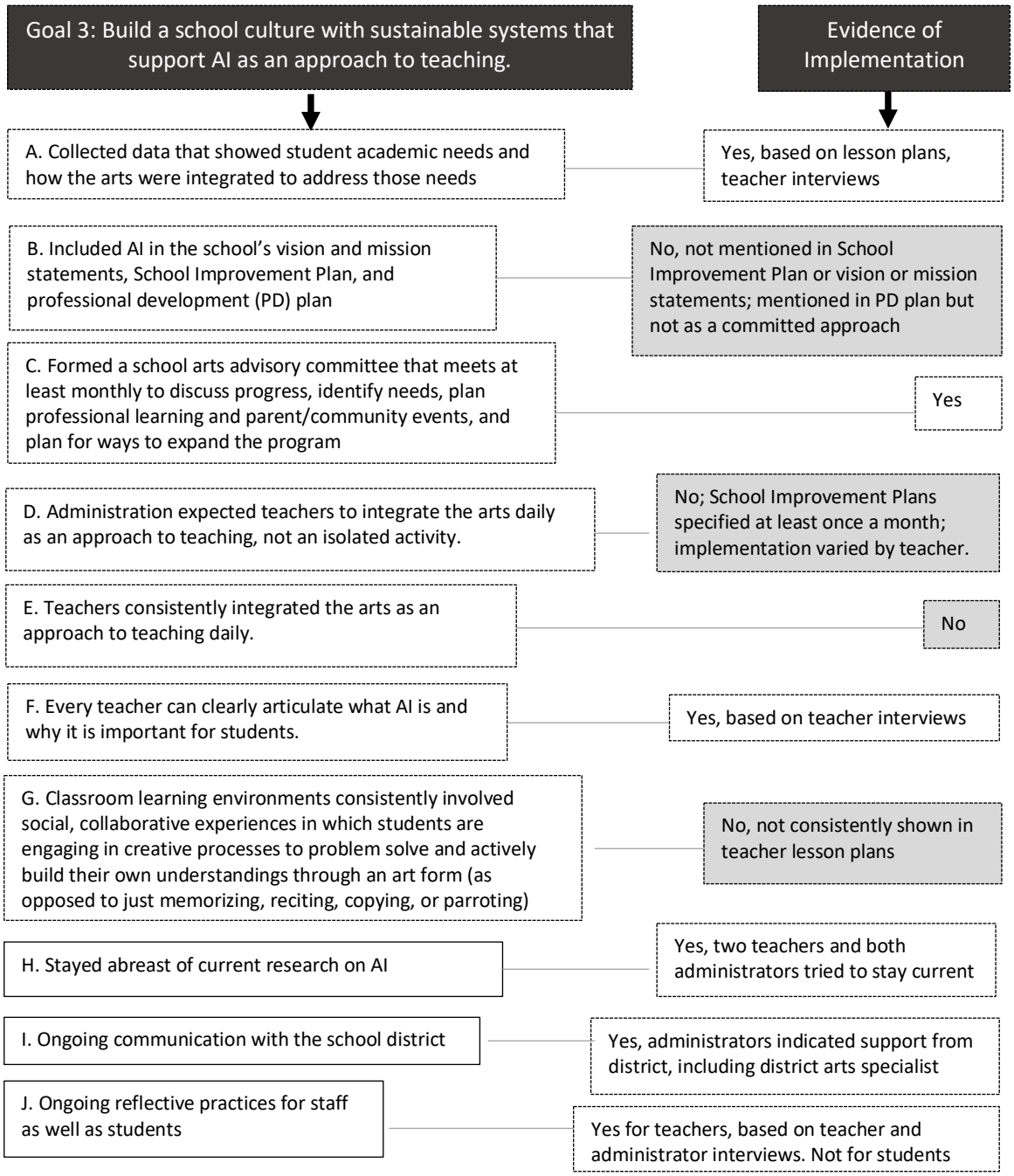

Figure 5. Whole School Initiative (WSI) arts integration (AI): Evidence of elements of Goal 3 implemented in the target middle school. WSI goals from *Whole Schools Initiative Progress Tracking Tool*, by Mississippi Arts Commission, 2017, retrieved from http://www.mswholeschools.org/images/general/WSI_Progress_Tracking_Tool_Updated.pdf

Figure 6 reflects the findings that teachers and administrators had not fully implemented any of the four components related to WSI Goal 4: increasing community and family engagement in AI (Mississippi Arts Commission, 2017). The evidence indicated a lack of FOI related to WSI Goal 4 and AI in ELA classes.

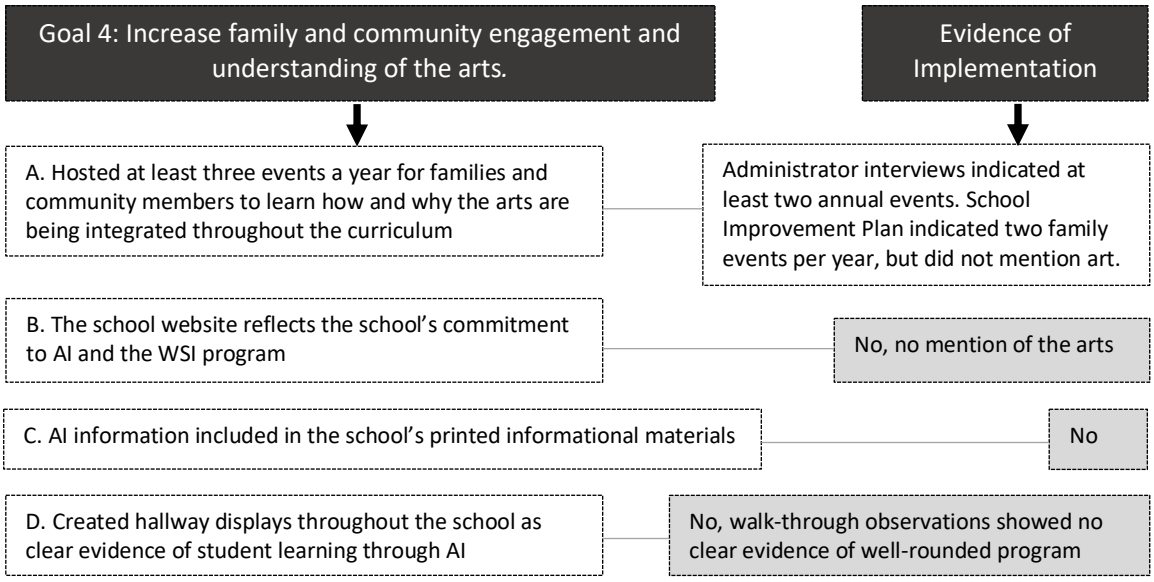

Figure 6. Whole School Initiative (WSI) arts integration (AI): Evidence of elements of Goal 4 implemented in the target middle school. WSI goals from *Whole Schools Initiative Progress Tracking Tool*, by Mississippi Arts Commission, 2017, retrieved from http://www.mswholeschools.org/images/general/WSI_Progress_Tracking_Tool_Updated.pdf

Summary of outcomes. An urban middle school in the southern U.S. introduced an arts integration (AI) program, however, student achievement in the English language arts (ELA) has not improved. Therefore, the problem to be investigated through this study is that it has not been determined if AI was implemented into ELA classrooms with fidelity. Therefore, the purpose of this study was to examine teachers' and administrators' perceptions of the FOI of an AI program in the target middle school, as well as school documents and artifacts, to determine whether the delivery of instruction replicated the

original instructional design. The data reflected one theme, that documents and artifacts do not reflect all the required components of AI to support full FOI. Patterns in the data demonstrated several aspects of the program as designed were not meeting FOI: (a) consistent and daily AI in the classroom and throughout the school, (b) an orientation and mentoring for new staff, and (c) a dedicated AI instructional coach.

Figure 7 shows the standards that have not been implemented with fidelity at the target middle school. Figure 7 also presents suggestions to increase FOI for each standard. Implications of these findings are described in the following section.

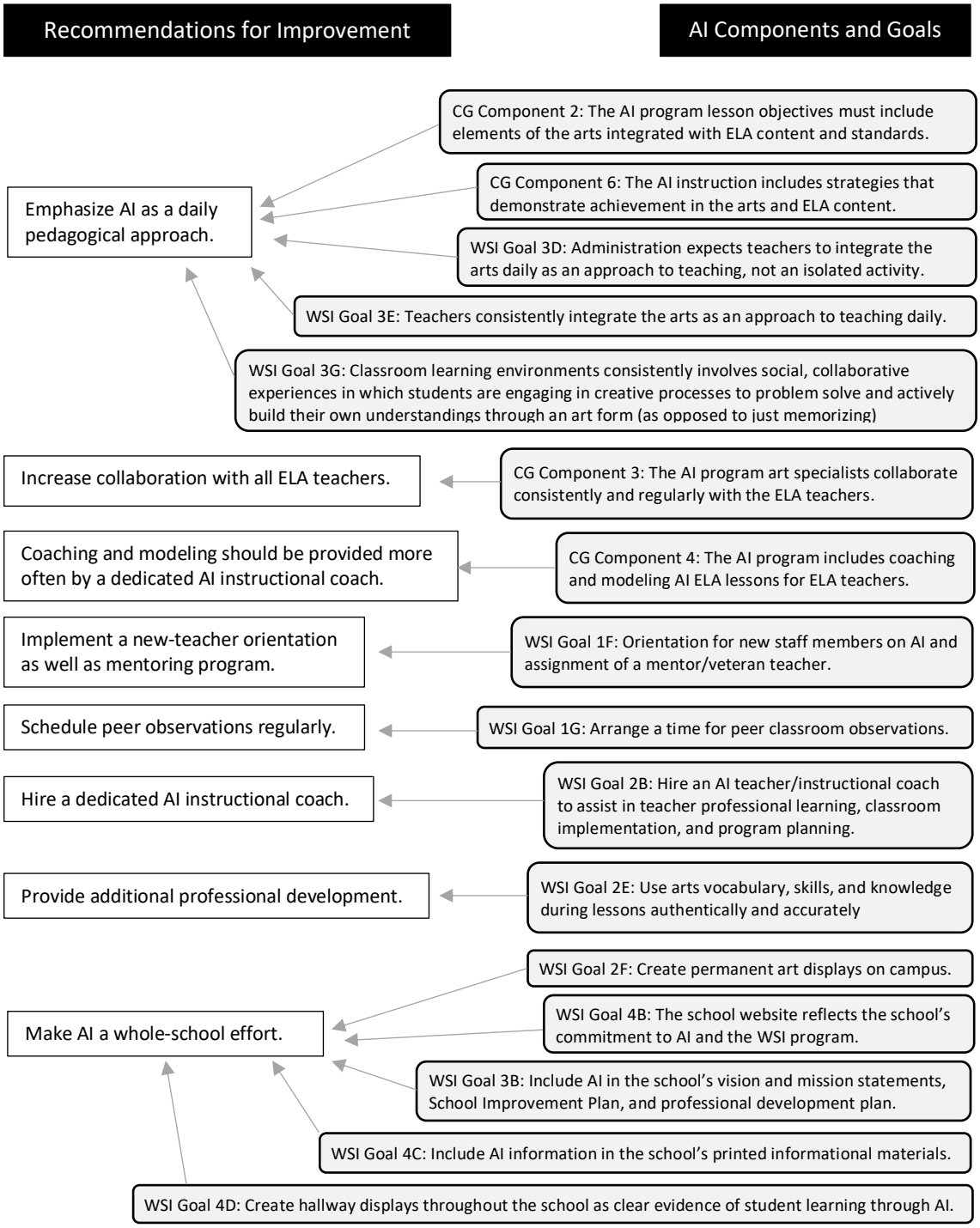

Figure 7. Recommendations to improve arts integration (AI) components and goals not implemented with fidelity at the target middle school. ELA = English language arts; CG = Chicago Guide; WSI = Whole School Initiative.

Project Deliverable

Teachers had a clear understanding of the benefits of an AI program but inadequate comprehension on how to implement AI in their classrooms. Based on the findings, teachers need strengthened understanding of lesson plan integration and design. Teachers and administrators need to increase knowledge of, understanding of, and commitment to the program goals and components. PD was described in the School Improvement Plan, but with no mention of art or AI. Administrators needed ongoing formal PD and instruction of WSI program goals to support ELA teachers' implementation of the AI program in their classrooms. The PD program can include (a) administrator and teacher PD on WSI goals and AI program components; (b) PD on how to integrate AI into daily teaching practice as a pedagogy; (c) PD on and plans for regularly scheduled peer coaching to support all ELA teachers' implementation of the AI program with fidelity; (d) proposed teacher evaluations and regular administrative feedback and supports; and (e) PD on effective mentoring for both veteran and new teachers. A proposed PD project is designed to address these needed changes (see Appendix A).

In Section 1, I described the qualitative descriptive research design that was used to conduct this instrumental case study approach study, provided a rationale for using this research design, described my role as a researcher, the interview process, procedures used for collecting data, and the methods used for analyzing the data. In Section 2, I described the participants, sampling strategy, criteria for participation, and how the participants were selected. Then, I discussed the findings from the interviews, the nonparticipant

walk-through observation, and documents and artifacts collected. I described coding procedures; methods to ensure quality, accuracy, and credibility of the findings; and procedures to address discrepant cases. To maintain alignment with the purpose of the project study stated in Section 1, the qualitative research design with an instrumental case study approach was used to further explore the central phenomenon. After the data were analyzed, a proposed project to address teachers' use of the innovation of AI in the classroom and PD was developed. Based on Rogers's (1995) theory of diffusion of innovation and FOI, early adopters of AI could help mentor teachers struggling to implement AI in the classroom. Mentoring is an aspect of the proposed PD project.

Section 3 will begin with a brief description of the proposed project and the type of project genre that was selected for this project (PD), including the background of the problem and the summary of results obtained from the literature. Recommendations related to improve the FOI of an AI program will be discussed, including a description of the project goals, a justification for selecting the genre for this project for the purpose of addressing the study's problem, the target audience, and how the problem was assessed. A thorough description of the project will be provided, including needed components, a timeline, activities, modules, materials, resources, existing supports, potential barriers, possible solutions to overcome barriers, project implementation, and the roles and responsibilities of all individuals involved in this project. Hour-by-hour details will be provided for a 3-day PD program. The implementation plan as well as evaluation of the project will be outlined. Section 3 will conclude with implications for social change resulting from this project study.

Section 3: The Project

Introduction

The purpose of this qualitative instrumental case study was to examine teachers' and administrators' perceptions of the FOI of the implementation of an AI program in the target middle school, as well as school documents and artifacts, to determine whether the delivery of instruction replicated the original instructional design. Coding of interviews and other data revealed themes that teachers understood the benefits of AI but not how to implement AI in their classrooms. Administrators need formal PD on AI program goals to support ELA teachers. I designed a PD project to improve FOI of the program, potentially leading to increased ELA achievement among students. As a result of the research findings from Section 2, I developed a PD workshop on AI in the classroom. In this section I discuss details regarding the potential implementation of an effective PD project, including goals and the rationale for the project genre. Section 3 contains a literature review on the topics covered in the professional development, to supplement the literature review in Section 2. I describe the project in this section (also see Appendix A). I conclude Section 3 with an outline of the project evaluation plan, implications, and conclusions.

Project Description

Based on my careful review of the findings from this study and collaboration with my dissertation committee, I selected a PD program as the project genre. The target middle school implemented an AI classroom model, which I evaluated based on the Chicago Guide (n.d.) and WSI (Mississippi Arts Commission, 2017) components, as

presented in Section 2. Findings from the study interviews, walk-through observations, documents, and artifacts revealed the AI program lacked FOI. Teachers need strengthened understanding of lesson plan integration and design. Teachers and administrators need to increase understanding of the program goals and components. I designed the PD to (a) help administrators develop and implement plans for regularly scheduled peer coaching to support teachers' implementation of the AI program with fidelity, (b) increase administrator and teacher understanding of WSI goals and AI program components, (c) increase administrator and teacher understanding of Chicago Guide requirements for AI, (d) increase administrator and teacher understanding of AI as a daily pedagogy, (e) develop understanding among teachers and administrators of effective mentoring and coaching for new teachers, (f) allow teachers to create and share AI lesson plans for the classroom, and (g) help administrators and teachers develop plans to implement evaluations including regular administrative feedback and supports.

Data from this study revealed that ELA teachers implemented AI anywhere from once a week to less than once a month. Inconsistent implementation represented a lack of FOI, which researchers have identified as the major cause of ineffective program implementation (Lakin & Shannon, 2015; Missett & Foster, 2015; Moon & Park, 2016). Lesson plans reflected inconsistent use of AI by teachers. Administrators only required teachers to use AI once a month, which was not true to the idea of daily integration of the arts into the classroom (Arts Education Partnership, 2018; Moon & Park, 2016). Teachers and administrators stated during individual interviews that PD training is needed to support teachers' implementation of the AI program with fidelity.

According to WSI Goal 1F (Mississippi Arts Commission, 2017), administrators should ensure that new staff members receive an orientation and an assignment of a mentor teacher. This WSI goal was not implemented. Mentoring support provides growth for new teachers, contributes to teachers feeling secure, and increases their self-efficacy (Moon & Park, 2016). Garcia and Weiss (2019) stated that novice teachers require more resources and support from veteran teachers and administrators. PD training may be instrumental in increasing support to novice teachers (Moon & Park, 2016).

Project Goals

Based on findings of the study, teachers had a clear understanding of the benefits of an AI program but inadequate comprehension on how to implement AI in their classrooms. Based on the findings, teachers need strengthened understanding of lesson plan integration and design. Teachers and administrators need to increase knowledge of, understanding of, and commitment to the program goals and components. The School Improvement Plan described PD but made no mention of art or AI. Administrators need ongoing formal PD and instruction of WSI program goals to support ELA teachers' implementation of the AI program in their classrooms.

Therefore, I developed the PD project out of the research findings. The primary goal of the PD training project is to improve the planning and implementation of AI in the target middle school and to help teachers and administrators learn the fundamentals of AI as a daily pedagogy. The PD program includes the following goals:

- Goal 1: Administrators will develop and implement plans for regularly scheduled peer coaching to support teachers' implementation of the AI program with fidelity.
- Goal 2: Administrators and teachers will demonstrate understanding of WSI goals and AI program components.
- Goal 3: Administrators and teachers will demonstrate understanding of Chicago Guide requirements for AI.
- Goal 4: Administrators and teachers will develop understanding of AI as a daily pedagogical approach.
- Goal 5: Administrators and teachers will demonstrate understanding of effective mentoring and coaching with new teachers.
- Goal 6: Teachers will create and share with other participants AI lesson plans for the classroom, incorporating state standards.
- Goal 7: Administrators and teachers will develop plans to implement evaluations including regular administrative feedback and supports.

Titled "We Got This," I designed the PD as a 3-day (24-hour total) training program with a tentative start date of August 2020, prior to the beginning of the fall school year, with approval from district leaders. The PD project for target middle school teachers and administrators will include an intensive 3-day in-service training. The project will include activities, discussions, and training sessions, utilizing real classroom materials and resources.

Rationale

After reviewing and analyzing the data in Section 2 of this study, I determined an effective PD project could provide administrators and teachers with hands-on professional training to enhance implementation of AI in their classrooms and school. Teachers and administrators need formal training and instruction on WSI and Chicago Guide program components, and a PD project would be the best way to provide training on implementing AI in the target middle school as originally designed. According to Labone and Long (2016), teachers and administrators who participate in PD can improve their instructional practice, their ability to design lesson plans, their assessment methods, and their effectiveness at meeting the needs of all their students.

In effective AI programs, administrators contribute to teacher competency by providing teachers with innovative PD training focused on student achievement while ensuring the FOI of the program (Patton et al., 2015). Based on a study by Moon and Park (2016), competent teachers have unique individual ways of implementing a program or approach; however, teachers and administrators should implement AI programs as true to the original program design as possible, with FOI (Moon & Park, 2016). Therefore, I designed a PD project to address the needed training and goals for administrators and teachers at the target school site to implement AI in their school with fidelity.

Specifically, I designed the PD to help administrators develop plans for regularly scheduled peer coaching to support teachers' implementation of the AI program with fidelity. This PD goal corresponds to WSI Goal 1G, peer classroom observations (Mississippi Arts Commission, 2017), and Chicago Guide (n.d.) Component 3, art

specialists collaborating consistently and regularly with teachers. I designed the PD to allow administrators and teachers to demonstrate understanding of WSI goals, AI program components, and Chicago Guide requirements. This PD goal corresponds to study results, as presented in Section 2, indicating a need for more training on AI lesson planning and a commitment to a whole-school effort. Teacher participants noted a desire to employ AI in their lessons plans to create more engaging lessons for students but described a need for more knowledge.

I designed the PD to develop administrator and teacher understanding of AI as a daily pedagogical approach. Teachers have not been implementing arts daily, as shown in Section 2, a major aspect of the lack of FOI of the AI program. WSI Goals 3D and 3E relate to teachers integrating the arts daily as an approach to teaching rather than as an isolated activity. WSI Goal 3G is a classroom environment with creative problem solving and active learning through an art form.

Administrators and teachers will demonstrate understanding of effective mentoring and coaching with new teachers. This aspect of the PD program corresponds to WSI Goal 1F, orientation for new staff on AI as well as assignment of a mentor, and Chicago Guide Component 4, coaching and modeling of AI lessons for teachers. Teacher responses indicated Component 4 was not implemented with fidelity. Moreover, WGI Goal 1F, orientation and mentoring for new staff, was not met, in spite of large staff turnover and inexperienced teachers. Finally, administrators and teachers will develop plans to implement evaluations including regular administrative feedback and supports.

Teachers need ongoing feedback to continue to practice AI effectively; absent a dedicated AI instructional coach (WSI Goal 2B), administrators and teachers must collaborate.

Review of the Literature

This literature review includes an explanation of why the PD project genre is appropriate to the problem under study. Then, I describe the literature search parameters and terms. I reviewed literature to provide a foundation in theory and practice to support the PD project content and implementation.

Project Genre

Based on findings of my research, I created a PD project to address the listed goals. As stated in Section 1, I based this research on the concept of FOI, which Protheroe (2008) defined as "the delivery of instruction in the way in which it was designed to be delivered" (p. 38). Rogers (1995) posited that new ideas and programs should be implemented as program developers intended them to be implemented, without deviations, making this theory appropriate for this project. Rogers argued that a program can become ineffective if the implementation departs excessively from the original plan. Section 2 included a literature review on the positive effects of AI as well as the WSI goals and Chicago Guide components. To provide more of a foundation for the PD project and goals, I reviewed additional literature on the following topics: (a) effective professional development, (b) learning styles and multiple intelligences theory, (c) methods for integrating the arts daily in various subjects so teachers can use AI to teach students 21st-century skills and standards, and (d) peer coaching and mentoring.

Literature Search

I reviewed peer-reviewed articles (within the last 5 years) retrieved from the following Walden University library databases: Academic Research Complete, Education Research Complete, and SAGE Journals. I also used Google Scholar to retrieve articles referenced in this section. Search terms included *professional development, effective professional development*, *multiple intelligences, arts integration, Mississippi college- and career-readiness standards, 21st century skills*, *teacher training*, *administrator training*, *effective teacher mentoring*, and *peer coaching*.

Effective Professional Development

PD is defined as a learning experience where individuals, groups, or audiences receive information or training that will contribute to their knowledge (Centers for Disease Control and Prevention, 2017). Specific to teachers, Darling-Hammond, Hyler, and Gardner (2017) defined effective PD as follows:

> Structured professional learning that results in changes to teacher knowledge and practices, and improvements in student learning outcomes. We conceptualize professional learning as a product of both externally provided and job-embedded activities that increase teachers' knowledge and help them change their instructional practice in ways that support student learning. (p. 2)

Darling-Hammond et al. (2017) conducted a meta-analysis of 35 rigorous studies showing a distinct link between teacher PD and improved teaching practices or student outcomes. Darling-Hammond et al. (2017) synthesized seven aspects of effective teacher PD:

- is content focused,
- incorporates active learning,
- supports collaboration,
- uses models of effective practice,
- provides coaching and expert support,
- offers feedback and reflection, and
- is of sustained duration. (p. 4)

In a systematic review of 38 studies, Kalinowski, Gronastaj, and Vock (2019) reported similar results. They identified structural, content, and implementation-related features of teacher PD related to increasing student language proficiency. Structural elements of PD were duration, use of a variety of methods, expert support, and consideration of teacher needs and interests. Content was based on research and theory yet immediately applicable in the classroom. Implementation features of PD involved cooperation, collaboration, active learning, and reflection. Kalinowski et al.'s (2019) findings overlap with those of Darling-Hammond et al. (2017).

Content focus. Effective PD provides strategies teachers can use readily in the classroom (Darling-Hammond et al., 2017; Kalinowski et al., 2019). Aligned with principles of andragogy, or teaching adults, teachers want PD that is directly applicable. Teachers want to know how to incorporate new strategies in their classroom teaching (Kalinowski et al., 2019). PD content should be based on research and theory and focus on student learning (Kalinowski et al., 2019). Additionally, PD content should include

recognition of students' varied cultures (Kalinowski et al., 2019). I based the PD project in this study specifically on teacher classroom strategies.

Active learning. Effective PD includes interactive activities, hands-on exercises, and use of actual materials teachers will use in the classroom (Darling-Hammond et al., 2017). Koch and Thompson (2017) cited Vygotsky's theory that cognitive processes are best activated through active learning. Kleickmann, Trobst, Jonen, Vehmeyer, and Moller (2016) studied PD among 73 elementary science teachers over 2 years and concluded teachers who received support including collaborative, active learning using classroom materials showed more improvement in practice than those teachers receiving only the curricular materials. The students of the teachers receiving active learning showed increased achievement as well (Kleickmann et al., 2016). Kalinowski et al. (2019) also confirmed active learning as an integral element of teacher PD.

Collaboration. Darling-Hammond et al. (2017) concluded job-embedded sharing of ideas is important for effective PD among teachers. I designed the PD in this to encourage peer coaching as well as mentoring and thus focused the PD on collaboration. Job-embedded collaboration can create professional learning communities, which support changes in practice (Darling-Hammond et al., 2017). Kalinowski et al. (2019) also stressed the importance of collaborative PD for teachers, leading to professional learning communities.

Professional learning communities provide a space in which professionals in the school community can engage in dialogue around content, student learning outcomes, and ways to integrate arts in core subjects. Teachers in professional learning communities

develop a culture of ongoing learning and peer support at a school. Among the numerous studies on professional learning communities (e.g., Giles & Hargreaves, 2006; King, Ní Bhroin, & Prunty, 2018; Murugaiah, Ming, Azman, & Nambiar, 2016; Schaap et al., 2018; Sleegers, den Brok, Verbiest, Moolenaar, & Daly, 2013), the studies by Kools and Stoll (2016) and Stoll and Kools (2017) resonated with me. Researchers (Admiraal, de Jong, Schenke, & Emmelot, 2019; Kools & Stoll, 2016; Stoll & Kools, 2017) have proposed seven elements that a school should have when implementing professional learning communities: (a) developing and sharing a vision centered on the learning of all students; (b) creating and supporting continuous learning opportunities for all staff; (c) promoting team learning and collaboration among staff; (d) establishing a culture of inquiry, innovation, and exploration; (e) embedding systems for collecting and exchanging knowledge and learning; (f) learning with and from the external environment; and (g) modeling and growing learning leadership. Learning and teaching new ways change daily. Ongoing professional learning enhances student success.

Models of effective practice. Modeling shows teachers what effective practices look like. All 35 studies of effective PD programs in Darling-Hammond et al.'s (2017) meta-analysis included modeling for teachers. Modeling and classroom demonstrations were among the multiple delivery methods described in the PD programs in Kalinowski et al.'s (2019) systematic review. I provided modeling of AI lesson plans in the design of the PD project.

Coaching and expert support. Trainers can identify and develop teachers as experts in an area (Darling-Hammond et al., 2017). For example, professional

development leaders can train arts instructors to provide expert peer coaching for teachers integrating the arts into content areas, as in Koch and Thompson's (2017) study. Kalinowski et al. (2019) found experts were involved in most PD programs and noted coaching used feedback and encouraged reflection as well, another vital feature of effective PD.

Feedback and reflection. Darling-Hammond et al. (2017) concluded self-reflection on teaching practices, combined with feedback in a trusting environment, promotes teacher risk taking and problem solving. Kleickmann et al. (2016) described an effective PD program with science teachers including opportunities to reflect on the content and pedagogy being learned. Koch and Thompson (2017) also indicated reflection and feedback as important to effective PD.

Sustained duration. Single workshops of a few hours are not the most effective PD (Darling-Hammond et al., 2017; Kalinowski et al., 2019). Such learning typically lacks time for modeling as well as reflection and feedback. Notably, the effective PD group in Kleickmann et al.'s (2016) study received an additional 100 hours of PD over 5 months. However, as described in the section specific to AI PD, Koch and Thompson (2017) concluded a 4-day AI PD for teachers resulted in increased confidence. I designed the workshop for this study to be 3 full days. However, I will encourage continued evaluation and feedback for administrators to continue to assess teacher needs. Ongoing coaching, such as the peer coaching in the PD project in this study, provides continued on-the-job PD. The effective PD in Darling-Hammond et al.'s (2017) meta-analysis typically provided an intensive workshop supplemented by follow-up coaching sessions.

Darling-Hammond et al. (2017) also recommended regular staff surveys to ensure teacher needs are met and learning is meeting practice requirements.

Effective AI PD. The Education Commission of the States (2018) published a report on the importance of AI and preparing school leaders and teachers for implementation. The report included broad policy recommendations, such as providing professional development in AI for administrators as well as teachers. The authors of the report also recommended evaluation of AI. The Education Commission of the States emphasized the importance of AI as a holistic approach. For teachers, AI practices can increase teachers' confidence in teaching diverse learners and using creative classroom approaches.

The Arts Education Partnership (2018) recommended school leaders promote a school-wide commitment to AI as well as a learning environment infused with the arts. The authors of the report recommended school administrators promote daily AI in the classroom and provide professional development to help teachers create engaging AI lessons. However, the report, like that of the Education Commission of the States (2018), included broad recommendations rather than specific modules for AI PD. The lack of specific AI strategies immediately applicable to teacher classroom use indicated a need for this study and PD project.

Koch and Thompson (2017) described successful outcomes in an AI PD program among elementary school teachers in inclusion settings. They noted the elements of effective PD mentioned already: ongoing, reflective, with feedback, collaborative, and social. Their study was of a 4-day AI PD workshop. They recognized that effective PD is

typically of longer duration yet concluded that a shorter workshop can have a positive effect. Teachers reported enjoying the PD as well as the subsequent AI in their classrooms. A notable aspect of the PD was the use of coteaching, similar to peer coaching, by an art expert assisting the content-area teacher. Such coaching increased teachers' confidence in AI, even after only a few days of PD (Koch & Thompson, 2017).

Learning Styles and Multiple Intelligences

Koch and Thompson (2017) noted differentiated instruction is a natural aspect of AI strategies, which promote a "broad range of learning styles" (p. 9). Diverse learning styles are related to Gardner's (1983, 1988, 1999) multiple intelligences theory. According to Gardner's multiple intelligences theory, individuals may possess different kinds of intelligence based on their skills and abilities; understanding these varied learning styles or intelligences is vital for teachers to educate diverse students (Gardner, 1999; Sheoran et al., 2019). Understanding Gardner's theory allows educators to assess their individual skills and talents first to be effective facilitators to deliver instruction in various ways to students with nine types of intelligence: linguistic-verbal, logical-mathematical, visual-spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, naturalistic, and existential intelligence (Gardner, 1999).

Gardner's theory states that all nine intelligences are needed to productively function in society (Ahvan & Pour, 2016; Gardner, 1999). Therefore, educators should seek new ways to stimulate student thinking such as incorporating music, movement, sound, and all art forms in lesson plans (Singh et al., 2017). In the current study, many ELA teachers at the target middle school stated they were not comfortable with AI

pedagogy. Many of the teachers felt they were not artistic and lacked the skills to use AI. According to researchers, if educators have a clear understanding of their own skills and abilities (multiple intelligences) and what skills will be required of their students, they may be able to implement the arts in their classrooms and school (Ahvan & Pour, 2016; Dai Yun, 2020; Gupta, 2016; Sanchez-Martin, Alvarez-Gragera, Davila-Acedo, & Mellado, 2017; Singh et al., 2017). For example, visual learning is an innate skill, and teachers can incorporate visual learning strategies to teach core curriculum subjects as well as enhance creativity skills (Braund & Reiss, 2019; Cox, 2016).

AI and Core Middle School Subjects as a Daily Pedagogy

Effective PD can change teachers' beliefs and daily practices (Kalinowski et al., 2019). AI is a research-based approach to teaching that connects learning in arts and nonarts subject areas (Casciano et al., 2019; Hipp & Sulentic Dowell, 2019). Trainers must teach instructional strategies and implementation of skills in creative ways, which may facilitate learning for the students and teachers (Darling-Hammond, Flook, Cook-Harvey, Barron, & Osher, 2019). However, much of the literature on AI has described its use in elementary classrooms rather than middle school (e.g., Becker, 2013; Carpenter & Gandara, 2018; Golding et al., 2016; Hipp & Sulentic Dowell, 2019; Kleickmann et al., 2016; Koch & Thompson, 2017; LaJevic, 2013; Sleegers et al., 2013; Wright et al., 2017; Zhou & Brown, 2018). The Kennedy Center (2020) website contains a variety of resources for educators on AI; however, clicking on the grade band option of "Grades 6–8" produced "no results."

The MDOE provided the Mississippi College- and Career-Readiness Standards for various content areas, by grade level, to help ensure that all students are college and career ready by the end of high school (MDOE, 2012, 2016a, 2016b, 2018a, 2018b, 2018c). I used these standards to develop the PD. Importantly, AI should be a daily pedagogy (Arts Education Partnership, 2018; Mississippi Arts Commission, 2017; Moon & Park, 2016). Professional development on strategies for AI in various subject areas should encourage teachers to think creatively and use such strategies daily, rather than considering AI as a specific unit implemented once a month. Whereas I focused on ELA in this study, I designed the PD project to help teachers throughout the school to provide AI, particularly as WSI goals stress AI as a school-wide approach (Mississippi Arts Commission, 2017).

For FOI of AI, the arts should be integrated daily into classroom instruction (Arts Education Partnership, 2018; Mississippi Arts Commission, 2017; Moon & Park, 2016). However, literature on training teachers to use AI as a daily pedagogy is scarce. Some literature is too theoretical to be of immediate use to classroom instructors; for example, Lilliedahl (2018) described a "multimodal approach to pedagogy by combining, integrating, and organizing diverse semiotic resources to learning" and introduced "the Legitimation Code Theory of Semantics" in AI (p. 133). Rather than teachers lacking confidence in their artistic abilities or knowledge, they should believe, as Sulentic Dowell and Goering (2018) stated, that "art can making learning and just about anything more beautiful, memorable, meaningful, and fun" (p. 85).

According to researchers, understanding multiple intelligences and creative ways of AI can contribute to a daily pedagogy. The premise of Gardner's (1999) theory is that each person has different ways of learning and different intelligences, which everyone uses in daily lives (Kahn, 2017; Moss, Benus, & Tucker, 2018; Reck & Wald, 2018). Rather than a surface understanding of AI in a specific unit, teachers should think of AI as a daily pedagogy to engage students (Reck & Wald, 2018).

Coaching and Mentoring

I designed the PD program to include a mentoring and coaching element. Mentoring can increase retention among new teachers (Callahan, 2016). At the middle school study site, attrition is a problem noted by teachers and administrators, likely contributing to the lack of FOI of AI in the ELA classrooms. Many teachers at the study site are inexperienced. In a case study of mentoring among new middle school teachers, Sowell (2017) found three vital features: (a) a trusting relationship between mentor and new teacher, (b) support and guidance from the mentor in creating an appropriate classroom environment, and (c) ability of the mentor to offer the new teacher strategies specific to the content area. Such research supports the use of arts instructors as mentors as well as the use of content-similar mentors (i.e., ELA mentors to new ELA teachers). Effective mentors also can provide strategies and support in building relationships with students and classroom management (Callahan, 2016; Sowell, 2017). Callahan (2016) recommended principals create a pool of mentors that may include retired master teachers.

Effective mentoring practices overlap with the effective PD practices described earlier. According to Crutcher and Naseem (2016), effective mentoring in the literature includes critical reflection, feedback, modeling, and collaboration. Effective mentors should have appropriate experience, interpersonal skills, leadership ability, and training (Callahan, 2016). Mentors should observe classrooms to provide supportive feedback.

As mentoring requires a trusting relationship, the pairing of mentor and novice teacher is vital to the effectiveness of a mentoring program (Lozinak, 2016). Lozinak (2016) used questionnaires to pair teachers and mentors in a new-teacher induction program based on preferred style of communication, schedule, and content area. Van Ginkel, Oolbekkink, Meijer, and Verloop (2016) reported mentors of new teachers identified four activities as important in adapting to their mentees: (a) aligning expectations about the mentoring process and goals, (b) attuning to the mentee's emotions, (c) matching the "reflective capacity" of the mentee (p. 198), and (d) scaffolding tasks from basic to more complex. Such alignment and effective scaffolding can result in effective mentoring.

McREL International consists of a group of educators committed to helping educator's world-wide think differently and provide them with research-based guidance to help students succeed. In *Peer Coaching that Works*, researchers for McREL International, Jarvis et al. (2017) outlined an inside-out instructional coaching model that brings teachers together, providing an environment that will stimulate their learning and growth as peers and as professionals. Jarvis et al. stated that mentoring programs can be ineffective if the mentor–mentee pairs are poorly matched, communication is inadequate,

or trust is not established. I used this information in the PD design to share with teachers and administrators when creating peer-coaching schedules and mentors. Teacher mentors need to know how to be a good coach or mentor.

Project Description

Based on the findings from the study interviews, the nonparticipant walk-through observation, documents, and artifacts, I was able to develop a 3-day PD program that may help administrators and teachers (a) learn WSI goals and AI program components; (b) develop skills and instructional strategies for AI as a daily teaching practice and pedagogy; (c) learn effective skills on coaching and mentoring for both veteran and new teachers; and (d) implement practices for regular teacher evaluations, administrative feedback, and supports. According to researchers, inconsistent implementation of AI in core subjects resulted in ineffective program implementation (Lakin & Shannon, 2015; Missett & Foster, 2015; Moon & Park, 2016). Lesson plans reflected inconsistent use of AI by teachers. Administrators only required teachers to use AI once a month, which is not true to the idea of daily integration of the arts into the classroom (Arts Education Partnership, 2018; Moon & Park, 2016). Teachers and administrators stated during individual interviews that they needed PD to support implementation of the AI program with fidelity.

According to WSI Goal 1F (Mississippi Arts Commission, 2017), administrators should ensure that new staff members receive an orientation and an assignment of a mentor teacher. Administrators did not implement this WSI goal. Mentoring support provides growth for new teachers, contributes to teachers feeling secure, and increases

their self-efficacy (Moon & Park, 2016). Garcia and Weiss (2019) stated that novice teachers require more resources and support from veteran teachers and administrators. PD may be instrumental in increasing support to novice teachers (Moon & Park, 2016).

Needed Resources

As noted in Appendix A, resources for the PD project will include a large meeting room at the school, with six long tables and about 33 folding chairs. Pens, sign-in sheets, and name tags will be needed. All participants will receive brochures on AI as well as handouts detailing WSI goals and the Chicago Guide components. Technological requirements will be a laptop, overhead projector, projection screen, Internet access, and speakers. For each day of PD, evaluation forms will be printed for participants; a box is necessary to collect completed forms. Each classroom will receive a poster board of the Kennedy Center definition of AI, if the classroom does not already have it. Additional resources include potential lesson plans I have collected from the literature. Given district and school personnel's concern with the AI implementation and lack of improvement in student achievement at the target middle school, human resources likely will provide financial support for the PD.

Existing Supports

The target middle school in this study adopted the AI model prior to the start of this study. Therefore, some supports were already in place at the target middle school, such as support from the principal, administrators, stakeholders, and the community. Additionally, many of the ELA teachers at the target middle school described various types of support, which included PD, observations of AI in the classroom, support from

the Kennedy Center, support from local higher education institutions, and visiting artists. However, these supports were not available on a regular or consistent basis.

A PD program for all middle school staff will provide an opportunity for continued PD opportunities. The Kennedy Center will provide handouts, and the school will provide all technological equipment for the PD. The target middle school has hired an arts specialist and an arts coordinator to assist me with the implementation of the PD.

Potential Barriers and Solutions

Potential barriers preventing the successful implementation of the PD could be the COVID-19 stay-at-home order currently in place. A potential barrier would be the technical assistance needed for an online approach. Many of the PD activities might need to be revised for a wholly online approach, and the 3-day, 8-hour time may need extension. According to researchers, participants complete online PD programs independently and in a self-paced mode (Elliott, 2017; Meijs, Prinsen, & Laat, 2016; Quin, Hambrusch, Yadav, & Gretter, 2018). Additionally, depending on teacher's online experience, online programs should address the skill levels of the participants in the training (Quin et al., 2018). I also would have to redesign the mentor–mentee approach for online implementation.

Proposed Implementation and Timeline

Administrators and the arts coordinator tentatively expressed a plan to implement the PD program 1 week before the start of the school year in September 2020. I will meet with the school administration (principal, assistant principal, arts administrators), arts specialist, new arts coordinator, all teachers (including newly hired teachers and teacher

aides), and stakeholders to present a summary of my proposed PD project. I will discuss the study findings and the reason for development of my project. At the conclusion of my presentation, I will recommend continued PD take place monthly and a formative evaluation to assess the value of the PD being implemented. The evaluation of PD will assess the strengths and weakness of the PD program (Glover, Kettler, Reddy, & Kurz, 2019). Table 4 shows the PD day and proposed goals for administrators and teachers.

Table 4

Professional Development (PD) Goals

Day of PD	Goal for administrators and teachers
Day 1	• Demonstrate understanding of Whole School Initiative goals and arts integration (AI) program components. • Demonstrate understanding of Chicago Guide requirements for AI • Develop and implement plans for regularly scheduled peer coaching to support teachers' implementation of the AI program with fidelity.
Day 2	• Demonstrate understanding of effective mentoring and coaching with new teachers. • Match mentors and mentees and work in small groups. • Develop understanding of AI as a daily pedagogical approach.
Day 3	• Create lesson plans for the classroom setting, being careful to incorporate state guidelines and recommendations. • Demonstrate implementation of an AI project and share strategies and techniques with other participants. • Develop plans to implement evaluations including administrative feedback and support.

One limitation to the project is the successful implementation of the PD could be prevented or delayed by the COVID-19 stay-at-home order in place. Rather than all

teachers and administrators at the school participating in hands-on training, current adaptations may require meeting in smaller groups or online. If presented online, participants would complete much of the PD in a self-paced and independent mode. Once COVID-19 restrictions are lifted, the PD could be implemented as planned. In that instance, a limitation is that I designed the workshop as a 3-day PD.

Roles and Responsibilities of Researcher and Others

The principal at the target middle school will review the project once it is accepted by the central office. I recommend that the principal be responsible for implementation of the project as well as continued PD trainings. The principal is anticipated to provide the welcome and introduction to PD training Day 1. I will provide the bulk of the PD, if approved. I recommend that the AI specialist and AI coordinator moderate the PD and work with the teachers the 2020–2021 school year.

Project Evaluation Plan

Formative Evaluation

Participants will evaluated the PD project at the end of each PD day, and evaluations will be discussed the following morning. Formative evaluation questions for administrators and teachers are in Appendix A. This evaluation will provide immediate feedback to project moderators to ensure the PD is meeting project goals as intended (Glover et al., 2019). Glover et al. (2019) referred to this process as formative evaluation. Upon the completion of the PD program, within 4 weeks participants of the PD will provide a final formative evaluation to gain their feedback of the workshop's strengths and weakness, as described by the Centers for Disease Control and Prevention (2019).

Administrators and I can use this formative evaluation to demonstrate the success of the PD project or to determine whether the PD should be modified to be more effective. The formative evaluation also may include information (a) to demonstrate success of the PD project to stakeholders, (b) to show the need to request additional funding and support for PD, and (c) to show the need to request additional training and activities for teachers and students.

Evaluation Goals

Evaluation is important to continually improve programs (Stufflebeam & Zhang, 2017). Stakeholder input is important to evaluate PD programs (Goldstein et al., 2019). In the initial study, the administrators and teachers reported different perceptions of levels of classroom implementation of AI. An evaluative element with the goal of improving FOI at the target middle school would increase administrators' understanding of teacher practices and needs as well as of teachers' implementation of AI as a daily pedagogy.

Key Stakeholders

The key stakeholders for this PD are district administrators and teachers. The stakeholders are expected to participate in the 3-day PD project and complete formative evaluations to evaluate the effectiveness of the PD. I will collect daily evaluations and summaries of the overall PD from all participants and share results with stakeholders. Stakeholders may view the content and delivery of the PD objectives and goals.

Project Implications

Social Change Implications

I built my PD project on findings from Section 2, which revealed that teachers need strengthened understanding of lesson plan integration and design. Teachers and administrators need to increase understanding of the program goals and components. I designed the PD to (a) help administrators develop and implement plans for regularly scheduled peer coaching to support teachers' implementation of the AI program with fidelity, (b) increase administrator and teacher understanding of WSI goals and AI program components, (c) increase administrator and teacher understanding of Chicago Guide requirements for AI, (d) increase administrator and teacher understanding of AI as a daily pedagogy, (e) develop understanding among teachers and administrators of effective mentoring and coaching for new teachers, (f) allow teachers to create and share AI lesson plans for the classroom, and (g) help administrators and teachers develop plans to implement evaluations including regular administrative feedback and supports.

The overall goals for this project are to enhance student achievement in this population. PD training may increase student academic success as well as provide the confidence administrators and teachers need to successfully implement AI as a daily pedagogy. This project has implications for social change due to the impact and benefits for administrators, teachers, and students.

Importance Locally and in the Larger Context

Teacher participants at target middle school noted a desire to employ AI in their lessons plans to create more engaging lessons for students but described a need for more

knowledge and training to effectively prepare their students for success. A PD project for target middle school teachers and administrators may be an effective approach incorporating hands-on professional training to enhance implementation of AI in their classrooms and school. In the larger context, this project will strengthen previous PD training by adding training based on a scientific approach.

Summary

I described in Section 3 a 3-day PD project designed and developed based on my research findings. I outlined a description of the PD training project as well as a project description, goals, rationale, and evaluation plan. I concluded Section 3 with the implications of this PD project for social change in the target middle school district, as well as on a larger scale. In Section 4, I discuss project strengths and limitations; recommendations for alternative approaches; reflections on scholarship, project development and evaluation, and leadership and change; and reflection on importance of the work. In Section 4, I present implications, applications, directions for future research, and a final conclusion.

Section 4: Reflections and Conclusions

The purpose of this study was to examine teachers' and administrators' perceptions of the FOI of the AI program in the middle school, as well as school documents and artifacts, to determine whether the delivery of instruction replicated the original instructional design. I used three research questions to determine (a) ELA teachers' perceptions of the FOI of the AI program in ELA classrooms, (b) administrators' perceptions of how they have supported FOI of the AI program, and (c) how the AI program has been implemented at the study site as related to the original intended design, reflected in documents and artifacts at the school site. I based FOI on WSI and Chicago Guide standards of AI (Chicago Guide, n.d.; Mississippi Arts Commission, 2017). Eight ELA teachers and two administrators volunteered to participate in interviews in this qualitative study with an instrumental case study approach. Coding of interviews and other data—review of lesson plans and administrative documents and nonparticipatory walk-through observations—revealed teachers understood the benefits of AI but not how to implement AI in their classrooms. Administrators need ongoing formal PD on AI program goals to support ELA teachers.

I designed a PD project to improve FOI of the program, potentially leading to increased ELA achievement among students, promoting positive social change. This chapter includes a discussion of the project strengths and limitations as well as recommendations for alternative approaches to the problem. I offer a reflective analysis about personal learning and growth as a scholar, practitioner, and project developer, specific to the research and development of the project. I describe the potential impact for

positive social change based on the project as well as implications. I conclude the chapter with recommendations for practice and future research.

Project Strengths and Limitations

This chapter includes a discussion of the strengths and limitations of the project study in addressing the research problem and answering the research questions. The key strengths of this project were the focus on ELA classrooms in the target middle school, with FOI based on the Chicago Guide components of AI and the WSI goals and objectives of an AI program. Another strength of this project is that I designed the PD to help teachers and administrators learn the fundamentals of AI as a daily pedagogy. In addition, the PD project could provide administrators and teachers with hands-on professional training to enhance implementation of AI in their classrooms and school.

A strength of the project is its foundation in research-based best practices. I based the PD on research on effective PD, including content focus, active learning, collaboration, professional learning communities, and models of effective practice (Darling-Hammond et al., 2017; Kalinowski et al., 2019). I incorporated research on coaching and peer support (e.g., Callahan, 2016; Darling-Hammond et al., 2017; Kalinowski et al., 2019; Sowell, 2017). I also included research specific to differentiated instruction and diverse learning styles (e.g., Gardner, 1999; Koch & Thompson, 2017; Sener & Cokcaliskan, 2018). Another strength of the project is the basis on MDOE standards for all middle school content areas.

The project includes formative evaluation as a daily element to provide immediate feedback to project moderators to ensure the PD training is successfully meeting project

goals as intended (Glover et al., 2019). PD providers also may use the formative evaluation to (a) demonstrate success of the PD project to stakeholders, (b) request additional funding and support for PD training, and (c) request additional training and activities for teachers and students (Centers for Disease Control and Prevention, 2019; Glover et al., 2019).

Most research projects include aspects that can be strengthened, and therefore limitations must be noted. One limitation to the project is the successful implementation of the PD could be currently prevented by the COVID-19 stay-at-home order in place in Mississippi. Rather than all teachers and administrators at the school participating in hands-on training, current adaptations may require meeting in smaller groups or online. A second limitation is that more technical assistance will be required for online training to be effective if changes are made toward an online format. If presented online, much of the PD likely would be completed in a self-paced and independent mode.

Once COVID-19 restrictions are lifted, the PD could be implemented as planned. In that instance, a limitation is that I designed the workshop as a 3-day PD. Ongoing, continued follow-up and evaluation of instruction would be needed to continue to assess and meet teacher needs.

Recommendations for Alternative Approaches

The purpose of this qualitative case study was to examine teachers' and administrators' perceptions of the FOI of an AI program in the target middle school, as well as school documents and artifacts, to determine whether the delivery of instruction replicated the original instructional design. The data collected and analyzed exposed that

teachers needed better understanding of AI lesson plan design. In addition, teachers and administrators needed to increase understanding of the AI program goals and components. Alternatively, other ways could improve AI in the middle school setting. One opportunity would be to use the help of a technical assistant to provide online PD at the participant's convenience. This PD could take place over time throughout the year. Another opportunity is for PD to take place during early dismissal over 8 weeks. Yet another opportunity is for mentor and mentee to meet before or after school to review materials provided in the PD handouts. Finally, hiring a full-time dedicated AI instructional coach could address the issue.

I based the research on qualitative interview data as well as documents and artifact observations. An alternative method to address the problem would have been a mixed-method study that included a quantitative analysis of a campus staff with full AI implementation to examine the relationship between AI as strategy or approach for teaching ELA and academic outcomes for students. An entirely quantitative method using AI as the independent variable and student learning as the outcome could have been another alternative.

An additional response to the findings could have been a white paper. A white paper would have included a focus on policy recommendations and a deeper literature analysis of the issues observed at the school. Such research could have delved into the importance of new-teacher orientation and mentoring, buy-in from administrators and teachers when implementing a new program such as AI, and the noted lack of case study literature on AI at the middle school rather than elementary school level.

Scholarship, Project Development and Evaluation, and Leadership and Change

I based the research process on the findings in Section 2, which revealed what teachers need to strengthen FOI of AI in the classroom. The data were analyzed and triangulated from teacher and administrator interviews, the nonparticipant walk-through observation of artifacts, and documents, resulting in a 3-day PD project developed to address the findings of the study. I was inspired to develop the project focusing on the direct need of the participants based on their desire to succeed with daily pedagogical practices of AI in their subject area to engage students.

Becoming an educator first, and then a scholar, gave me the opportunity to grow and develop into a scholarly educator; I can contribute to my educational community by understanding research-based best practices as well as the difficulties in implementing new initiatives. Now that I am a researcher in the field, I have increased in confidence and know that my project is a valuable asset to teacher and student learning. I learned the value of direct needs assessment in developing PD or other solutions to educator problems. To lead change in the world of education, teachers and administrators should learn the value of FOI, including infusing the arts into the curriculum as a daily pedagogy. The FOI affects the ultimate success of any project, as I have learned. Additionally, I have learned best practices in PD implementation and continued supports such as peer coaching.

Reflection on Importance of the Work

Now that I have reached the final stage of this long and difficult doctoral journey, I am inspired by and satisfied with the work that I have accomplished. I know the major

effect the study and resultant PD project can have on improving the teaching and learning experience of educators as well as students. After feeling apprehensive in the interviewing process, I am glad that I persisted in obtaining honest responses by listening to the various perspectives of both the teachers and administrators, knowing that we all had the students as the center of the learning process. Participants interviewed likely gained knowledge about the WSI objectives and Chicago Guide components as well as other supports to improve the AI process. With the project developed in this study, I provide leaders and educators a step-by-step PD process to help teach students successfully with the arts as an engaging tool. Additionally, the findings in this research process demonstrated that teachers may agree with an initiative yet feel unprepared to implement it successfully. The research demonstrated the importance of needs assessment for teachers.

Implications, Applications, and Directions for Future Research

Results of this study have a potentially positive impact for social change. At the individual level, each participant in the study likely had an opportunity to reflect on knowledge about AI practices. Participation in the developed PD project will allow teachers and administrators to demonstrate understanding of AI practices as well as implement plans for regular peer coaching, develop understanding of effective mentoring and coaching among all participating teachers and administrators, and help administrators and teachers implement evaluations and continued administrative support. Learning research-based best practices to engage students and work as a learning community should increase the quality of instruction at the middle school, impacting students

positively. Results may affect the district policy regarding AI implementation in schools in the district and related PD.

Districts and schools with high teacher and administrator turnover rates have unique challenges, including implementing new initiatives when new teachers are learning their craft and navigating school and district policies for the first time. Findings of this study have implications for researchers and practitioners in that contextual factors should be considered when implementing a new initiative, such as attrition and proportion of new teachers. Also indicated was the importance of a clear understanding and communication of any new initiative and each stakeholder's role in the initiative, from administrators to staff. Finally, maintenance of a new initiative or system should include regular evaluation to determine current or ongoing needs.

Recommendations for practice include increased clarity at the school and district levels about the role of arts specialists and other teachers in AI implementation. Initial PD such as the project developed in this study should be accompanied by follow-up classroom evaluation and observation and continued PD. Additional research can serve as needs assessments for teachers to determine areas of difficulty with the classroom, AI, or the curriculum. Finally, a strong mentoring and peer coaching program should reduce attrition and turnover in the school and district.

In this study, I used criteria to measure FOI of the AI program based on the Chicago Guide (n.d.) and WSI (Mississippi Arts Commission, 2017) components. Researchers could focus on identifying the most significant components of an AI program in relationship to student achievement or other measures such as student

engagement. Results could yield a more definitive set of goals and components for AI in classrooms. This would help stakeholders understand the critical components of AI to implement.

Researchers could continue to investigate the use of AI at the middle school level. Much of the research has focused on AI at the elementary level (e.g., Hipp & Sulentic Dowell, 2019; Mississippi Arts Commission, 2019b; Phillips et al., 2013). Additional research should include case studies and other explorations of AI among adolescents. In addition to needs assessments and checks for FOI at various school sites, research could expand to include student input. Mixed method studies could add the comparison of student achievement scores, with researchers potentially comparing longitudinal achievement and discipline data from before and after the implementation of an AI program in a middle school.

Conclusion

Now that my study is complete, my reflections as a scholar, educator, leader, and researcher have emphasized my role as a lifelong learner. I know after this very long journey that always being a learner is a source of satisfaction and humility. I will continue learning to be the best educator for students, learning to lead students and adults in sound teaching and investigative approaches, researching best practices for students and teachers, and maintaining a scholarly mindset.

The research process demonstrated the importance of investigating the context of the entire system when implementing change in schools. The FOI should always be examined when new evidence-based programs are implemented with the intention of

improving student outcomes (Stains & Vickrey, 2017). The Carnegie Foundation for Advancement in Teaching (2020) noted the importance of investigating local conditions when seeking to devise an improvement initiative in schools. In this study, multiple factors contributed to teachers' and administrators' lack of FOI of the AI initiative, including a high percentage of novice teachers at the school and perhaps a lack of clarity on the importance of consistent implementation and use of the AI components and goals. This study supports the importance of follow-up on the implementation of educational interventions to support students success to determine the FOI of any new school initiative.

The interviews and data analysis were a needs assessment yielding a 3-day PD project to help teachers and administrators with FOI of AI in the middle school classroom. The results of this study may help teachers and administrators in the community to improve educational practices and create great schools of learning.

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Appendix A: The Project

PD Project: We Got This

Goal 1: Administrators will develop and implement plans for regularly scheduled peer coaching to support teachers' implementation of the AI program with fidelity.

Goal 2: Administrators and teachers will demonstrate understanding of WSI goals and AI program components.

Goal 3: Administrators and teachers will demonstrate understanding of Chicago Guide requirements for AI.

Goal 4: Administrators and teachers will develop understanding of AI as a daily pedagogical approach.

Goal 5: Administrators and teachers will demonstrate understanding of effective mentoring and coaching with new teachers.

Goal 6: Teachers will create and share with other participants AI lesson plans for the classroom incorporating state standards.

Goal 7: Administrators and teachers will develop plans to implement evaluations including regular administrative feedback and supports.

Day 1: Why Arts Integration (AI)? Working Together to Meet AI Goals and Objectives

Target Audience:
- Principal, assistant principal, all teachers and school administrators

Setting: School conference room and large classroom

Purpose:
- Build a school culture with sustainable systems that support AI as an approach to teaching.
- Introduction to AI as a daily approach based on WSI goals and Chicago Guide components.
- Learn about effective mentoring and peer coaching.
- Work with mentors and peer coaches.

Morning of Day 1 Learning Outcomes:
- Administrators and teachers will be able to explain the benefits of AI to students
- Administrators and teachers will understand different learning styles
- Administrators and teachers will be able to identify WSI goals and Chicago Guide components.

Afternoon of Day 1 Learning Outcomes:
- Administrators and teachers will understand skills required to mentor or coach new teachers.
- Administrators and teachers will be able to demonstrate valuable techniques to facilitate training of new teachers.

Length of Activities: 8 hours

Materials Needed:
- 6 oblong tables and 33 folding chairs
- Basket of ink pens
- Sign-in sheets and name tags
- Brochures on AI to be handed out to participants
- Day 1 Evaluation forms to be handed out to participants
- Handouts (WSI goals and Chicago Guide components)
- Laptop, overhead projector, projection screen, internet access, speakers
- Composition notebook for reflective journaling
- Box for attendees evaluation form
- Homework assignment for administrators and teachers: reflection on WSI goals and Chicago Guide components

Evaluation: • Attendees will leave their Day 1 evaluation form in designated box on tables prior to leaving the presentation.
WRAP-UP!!!! Day 1 Session

Activities Outlined for Day 1

Outline	Time
Activity 1: Welcome and introduction to PD training by school principal. The researcher will introduce the AI specialist and the AI coordinator, who will moderate this PD training and also work with the teachers in the middle school for the 2020-2021 academic school year. Both also will serve as moderators for this PD training. There will be a discussion on the school's AI program and everyone's role contributing to the success of the program. Mandatory display of the Kennedy's Center definition. Each administrator and teacher will receive a poster board of the Kennedy Center's definition to place in their classrooms. Evidence will be presented on why AI is important and how it helps students. Different learning styles will be described and how different media/arts engage students. Participants will reflect briefly on their own type of preferred learning style.	***Arrive:*** ***8:30–9:30 am***
Activity 2: Characteristics of a good mentor or peer coach and a good mentoring relationship will be described. Novice teachers will receive a mentor or peer coach. These mentoring groups can be temporary or long lasting, depending on observation during the PD. Depending on participants, a mentor may have more than one mentee.	***9:30–11:00 am***
Activity 3: Administrators and teachers will receive handouts on WSI goals and Chicago AI program components. This segment will be introduced by using a PowerPoint presentation on the goals, objectives, expectation, and components.	***11:00 am–12:30 pm***
Lunch on site	***12:30–1:30 pm***

Activity 4: Administrators and teachers will gather in small groups of < 10 and discuss their concerns regarding WSI goals and Chicago components: • Teacher mentors/mentees • Certified Arts Specialist serving as an instructional coach. • New member orientation • Creating learning environments for peer support • Monthly AI meeting; times and place	***1:30–3:00 pm***
Activity 5: Small groups will present their conclusions/concerns on the goals and components to the entire group for discussion.	***3:00–4:30 pm***
Activity 6: A homework assignment will be given to administrators and teachers on the WSI goals and Chicago Guide AI program requirements: study the goals and components and reflect on any that seem difficult for the individual. This will be used to open discussion on Day 2.	***4:30–5:00 pm***
Administrators and teachers will be asked to complete their Day 1 evaluation form in designated box prior to leaving the presentation. **Day 1 Session Ended**	***5:00–5:30 pm***

PROFESSIONAL DEVELOPMENT EVALUATION FORM

Evaluation Form for Administrators and Teachers				
Date: <u>DAY 1</u> **Place a mark (✓) in the box which apply**	**Poor**	**Fair**	**Good**	**Excellent**
1. The goals and objectives of the session were clearly communicated.				
2. The goals and objectives of the session were relevant to my learning.				
3. The material was presented in an organized manner.				
4. The activities were effective.				
5. The handouts were appropriate and helpful.				
6. The facilitator was knowledgeable about the topic.				
Rate today's PD training				

What could be done to improve today's workshop?

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Day 2: Incorporating AI as a Daily Pedagogical Approach in all School Subjects

Target Audience:

- All teachers and school administrators; any additional school staff

Setting: School conference room and large classroom

Purpose:

- Teachers will learn about AI through hands-on learning.
- Build upon AI techniques to increase school staff's confidence with implementing the arts as a daily pedagogy approach.
- Develop a cooperative relationship with mentoring and peer coaching.
- Demonstrate AI examples in each school subject.
- Learn new techniques and strategies that teachers can immediately put to use in their classrooms.

Morning of Day 2 Learning Outcomes:

- Round table group discuss from Day 1 session
- Administrators and teachers will be able to identify how to implement AI as a daily pedagogy.
- Teachers will be able to identify students learning styles and develop lesson plans.

Afternoon of Day 2 Learning Outcomes:

- Groups will teach an arts lesson of their choice
- Feedback will be provided from arts specialist, arts coordinator, administrators, and group members

Length of Activities: 8 hours

Materials Needed:

- Round table set up in conference room with 30-35 chairs
- Classroom with 30-35 desks
- Basic school supplies (ink pens, paper, poster board, etc.)
- Day 2 Evaluation forms to be handed out to participants
- Laptop, projection screen, internet access, speakers
- Master list of lesson plans
- Composition notebook for reflective journaling
- Note pads
- Box for attendees evaluation form
- Homework assignment for administrators and teachers

Evaluation:

- Attendees will leave their Day 2 evaluation form in designated box prior to leaving the presentation.

WRAP-UP!!!! Day 2 Session

Activities Outlined for Day 2

Outline	*Time*
Activity 1: Welcome and Overview by Arts Coordinator The arts coordinator will give a 5-minute PowerPoint presentation on the best practices in the daily approach for AI. Participants will take notes and supply table discussions of how they can apply the best practices in their classroom.	***8:30–9:15 am***
The AI coordinator will pair teachers together, one teacher as a mentor with one teacher as a mentee. Some mentors may have more than one mentee. These groupings should be the same as from Day 1. Groups will be around 6 individuals. Afterwards, the AI coordinator will introduce a master list of lesson plans.	***9:15–10:00 am***
Activity 2: Groups will select a subject area to explore and look for examples of AI lesson plans from the master list to analyze and examine the AI lesson to be implemented in the session. Mentors and mentees will be given the opportunity to provide feedback in their own words.	***10:00–10:45 am***
Activity 4: Within each group, a leader will be selected to assign segments of the lesson to present at end of the day. Each group will present two AI lessons. They will practice and critique one another's performance.	***10:45–12:15 pm***
Lunch on site	***12:15–1:15 pm***
Activity 5: Small Group Activity: Mentors/mentees will practice the AI lessons of their subject choice and their group will provide feedback. (Each group will have one hour to perform the task).	***1:15–2:15 pm***
Activity 6: All groups will present two lessons each and receive reflective feedback from their peers.	***2:15–3:15 pm***

Activity 7: Round table discussion in conference room to provide feedback on the AI lessons performed.	***3:15–4:15 pm***
Activity 8: Administrators and Teachers reflect on Day 1 and Day 2 activities and be challenged to find creative and informal ways to integrate the arts in their lessons daily. Be prepared to discuss this on Day 3.	***4:15–5:15 pm***
Administrators and teachers will be asked to complete their Day 2 evaluations and place them in the evaluation box. **Day 2 Session Ended**	***5:15–5:30 pm***

PROFESSIONAL DEVELOPMENT EVALUATION FORM

Evaluation Form for Administrators and Teachers				
Date: <u>DAY 2</u> **Place a mark (✓) in the box which apply**	**Poor**	**Fair**	**Good**	**Excellent**
1. The goals and objectives of the session were clearly communicated.				
2. The goals and objectives of the session were relevant to my learning.				
3. The material was presented in an organized manner.				
4. The activities were effective.				
5. The arts integrated coordinator was knowledgeable about the topic				
6. The facilitator was knowledgeable about the topic.				
7. The mentor/mentee was a good fit?				
Rate today's PD training				

What did you like or dislike about your mentor/mentee relationship? Were your teaching skills strengthen or enhanced as a result of today's activities?

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Day 3: AI and Differentiated Instruction and Teacher Evaluations

Target Audience:

- School administrators and teachers

Setting: School conference rooms (2)

Purpose:

- Administrators will develop skills and strategies to support teachers.
- Teachers will learn how to use daily AI pedagogy to address diverse learning styles and provide differentiated instruction in their classrooms.

Morning of Day 3 Learning Outcomes:

- Round table discussion from Day 2 session
- Administrators will understand how to evaluate the teachers at their school while providing needed support.
- Techers will receive additional training on how to integrate the arts to all of their students.

Afternoon of Day 3 Learning Outcomes:

- Teachers will discuss with administrators what areas they need support with to be successful with implementation in their classroom.
- Administrators will provide teachers with clear goals and expectations.
- Administrators will discuss the evaluative process with teachers.

Length of Activities: 8 hours

Materials Needed:

- Round table with 30-35 chairs
- Small conference room
- Large classroom with school supplies
- Evaluation Forms
- Basket of ink pens
- Day 3 evaluation forms to be handed out to participants
- Composition notebook for reflective journaling
- Box for attendees evaluation form

Evaluation:

- Attendees will leave their Day 3 evaluation form in designated box prior to leaving the presentation.

WRAP-UP!!!! End of PD Training

Activities Outlined for Day 3

Outline	*Time*
Activity 1: Welcome and a brief summary of Day 1 and Day 2 evaluation forms	***8:30–8:45 am***
Activity 2: Each teacher group will choose a learning inventory and write their own lesson plan based on 3 learning styles and 3 forms of art (the arts specialist will supervise).	***8:45–10:45 am***
Activity 3: Administrators will revisit the Chicago Guide components and revise evaluation form that will reinforce the support teachers need to be confident with AI (the arts coordinator will supervise).	***10:45 am–12:00 pm***
Lunch	***12:00–1:00 pm***
Activity 4: Using their developed lesson plan, mentors/mentees will demonstrate how they would conduct the lesson. Teachers will serve as students within the classroom setting. Once each 30-minute lesson has concluded, teachers and administrators will provide feedback and support to presenters.	***1:00–3:00 pm***
Activity 5: Administrators will talk with teachers regarding the evaluation process, being specifically clear of the goals and expectations.	***3:00–3:30 pm***
Activity 6: Round table discussion on teachers concerns regarding the evaluation and open discussion of how the school and administrators can support teachers to be confident and successfully implement the arts in the classroom and school.	***4:00–5:15 pm***
Administrators and teachers will be asked to complete their Day 3 evaluations and present them to a moderator.	***5:15–5:30 pm***
Professional Development Completed!!!!	

PROFESSIONAL DEVELOPMENT EVALUATION FORM

Evaluation Form for Administrators and Teachers				
Date: <u>DAY 3</u> **Place a mark (✓) in the box which apply**	**Poor**	**Fair**	**Good**	**Excellent**
1. The goals and objectives of the session were clearly communicated.				
2. The goals and objectives of the session were relevant to my learning.				
3. The material was presented in an organized manner.				
4. The activities were effective.				
5. The facilitator was knowledgeable about the topic.				
Rate today's PD training				

Which activities were most helpful? What could be done to improve this professional training workshop?

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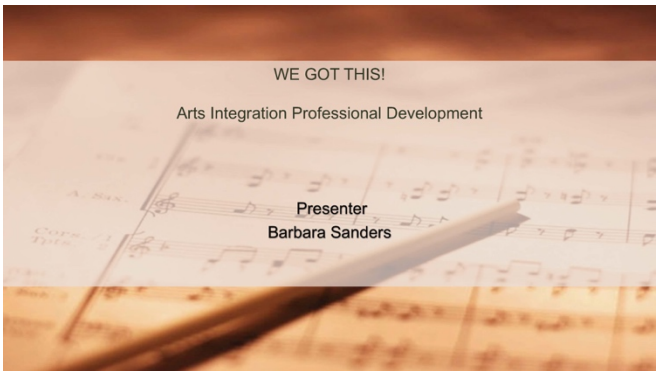
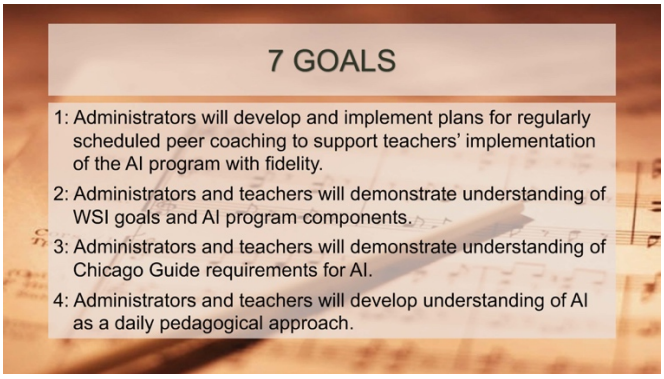
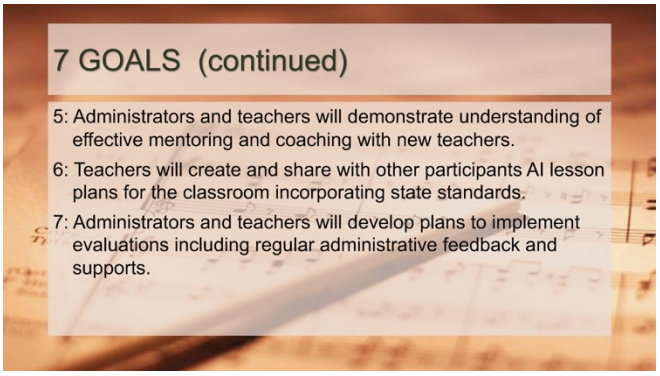
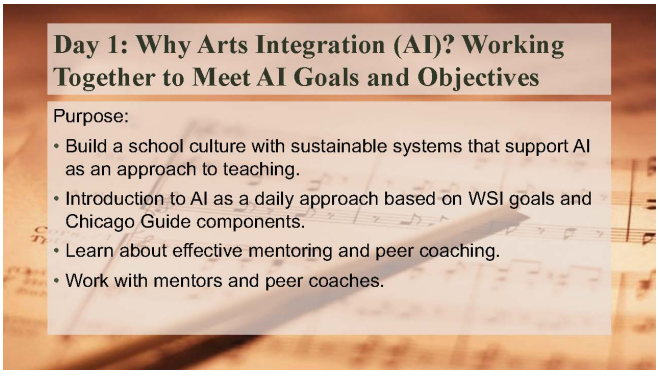
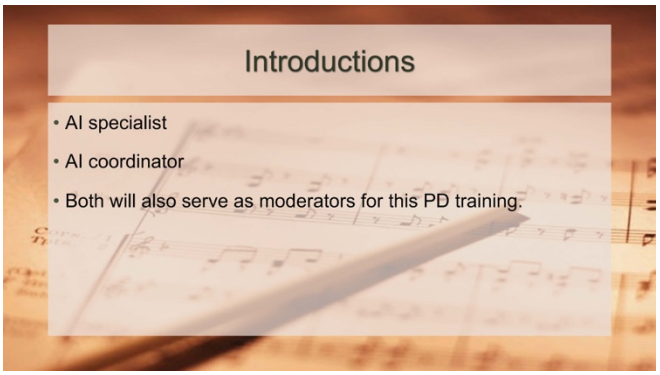
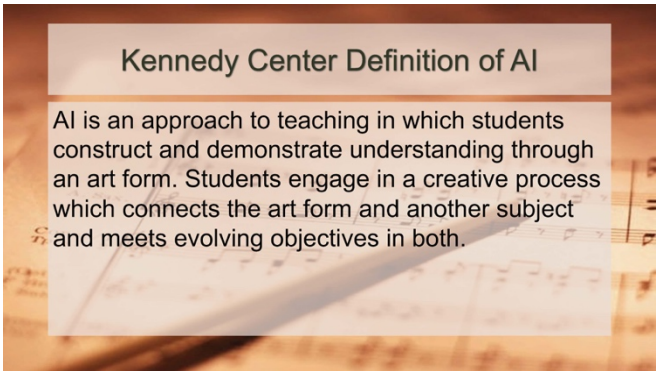

WE GOT THIS!
Arts Integration Professional Development
Presenter
Barbara Sanders

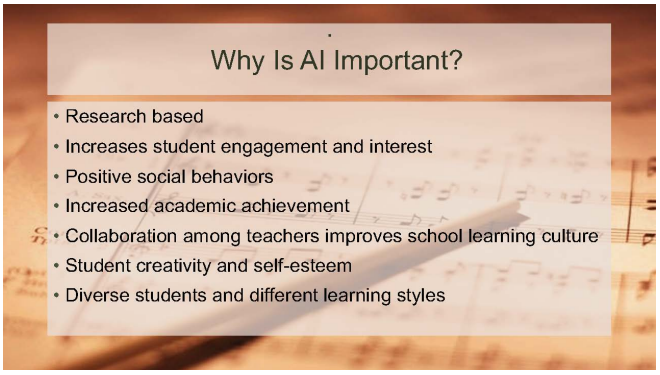

7 GOALS
1: Administrators will develop and implement plans for regularly scheduled peer coaching to support teachers' implementation of the AI program with fidelity.
2: Administrators and teachers will demonstrate understanding of WSI goals and AI program components.
3: Administrators and teachers will demonstrate understanding of Chicago Guide requirements for AI.
4: Administrators and teachers will develop understanding of AI as a daily pedagogical approach.

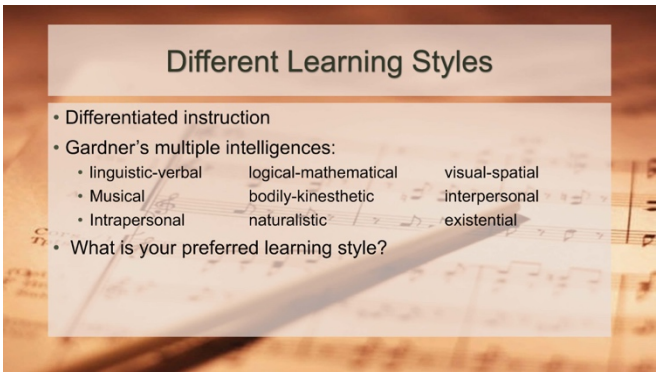

7 GOALS (continued)
5: Administrators and teachers will demonstrate understanding of effective mentoring and coaching with new teachers.
6: Teachers will create and share with other participants AI lesson plans for the classroom incorporating state standards.
7: Administrators and teachers will develop plans to implement evaluations including regular administrative feedback and supports.


Day 1: Why Arts Integration (AI)? Working Together to Meet AI Goals and Objectives
Purpose:
• Build a school culture with sustainable systems that support AI as an approach to teaching.
• Introduction to AI as a daily approach based on WSI goals and Chicago Guide components.
• Learn about effective mentoring and peer coaching.
• Work with mentors and peer coaches.

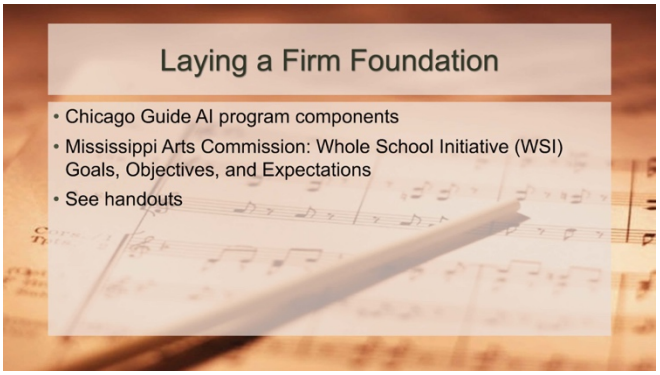

Introductions
• AI specialist
• AI coordinator
• Both will also serve as moderators for this PD training.


Kennedy Center Definition of AI
AI is an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects the art form and another subject and meets evolving objectives in both.

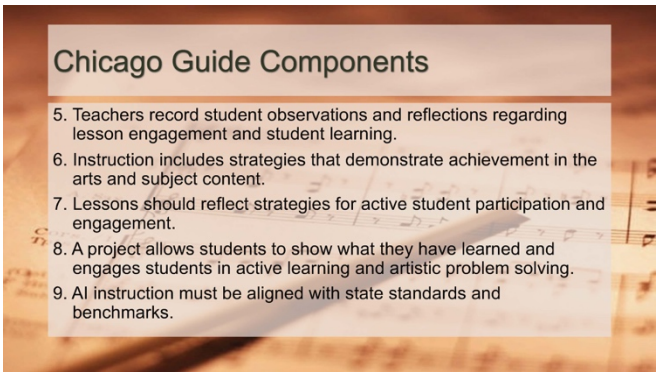

Why Is AI Important?
• Research based
• Increases student engagement and interest
• Positive social behaviors
• Increased academic achievement
• Collaboration among teachers improves school learning culture
• Student creativity and self-esteem
• Diverse students and different learning styles

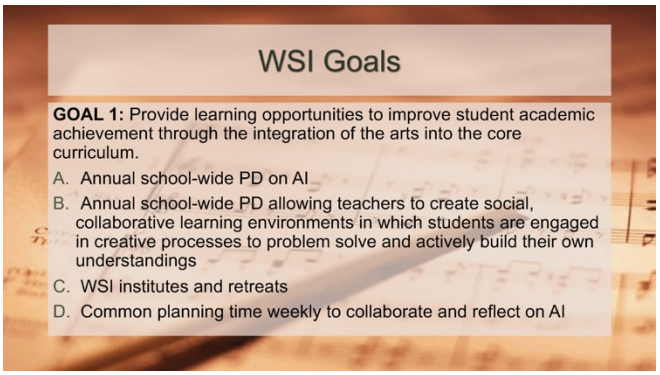

Different Learning Styles
• Differentiated instruction
• Gardner's multiple intelligences:
• linguistic-verbal
• logical-mathematical
• visual-spatial
• Musical
• bodily-kinesthetic
• interpersonal
• Intrapersonal
• naturalistic
• existential
• What is your preferred learning style?


A Good Coach is Hard to Find!
Characteristics of a good mentor or peer coach and a good mentoring relationship.
• Trust
• Relationships with students
• Classroom management
• Modeling
• Collaboration
• Reflection

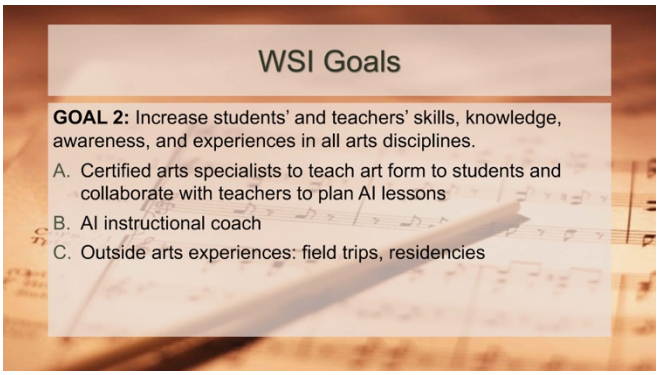

Laying a Firm Foundation
• Chicago Guide AI program components
• Mississippi Arts Commission: Whole School Initiative (WSI) Goals, Objectives, and Expectations
• See handouts


Chicago Guide Components
1. The AI program must include an art specialist to collaborate in the design and implementation of AI lessons.
2. Lesson objectives must include elements of the arts integrated with content and standards.
3. Art specialists collaborate consistently and regularly with teachers.
4. AI program includes coaching and modeling AI lessons for teachers.

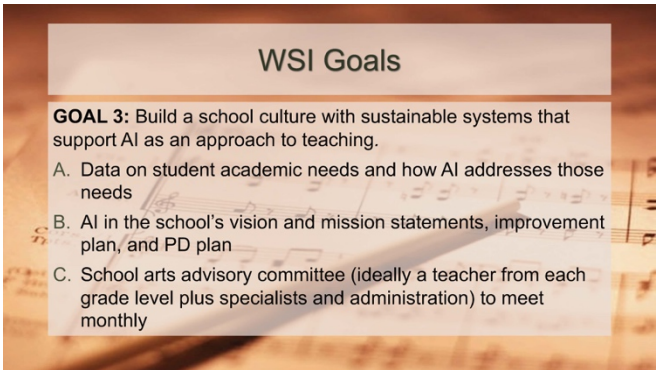

Chicago Guide Components
5. Teachers record student observations and reflections regarding lesson engagement and student learning.
6. Instruction includes strategies that demonstrate achievement in the arts and subject content.
7. Lessons should reflect strategies for active student participation and engagement.
8. A project allows students to show what they have learned and engages students in active learning and artistic problem solving.
9. AI instruction must be aligned with state standards and benchmarks.

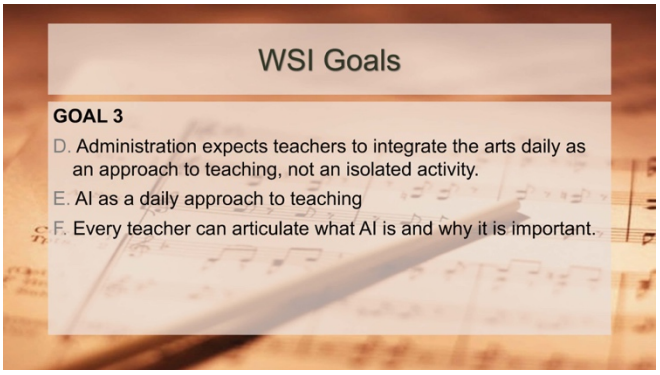

WSI Goals
GOAL 1: Provide learning opportunities to improve student academic achievement through the integration of the arts into the core curriculum.
A. Annual school-wide PD on AI
B. Annual school-wide PD allowing teachers to create social, collaborative learning environments in which students are engaged in creative processes to problem solve and actively build their own understandings
C. WSI institutes and retreats
D. Common planning time weekly to collaborate and reflect on AI


WSI Goals
GOAL 1
E. Monthly during staff meetings relate AI to other educational topics
F. Orientation for new staff members on AI; assign mentor
G. Scheduled peer classroom observations
H. Annually visit other model schools

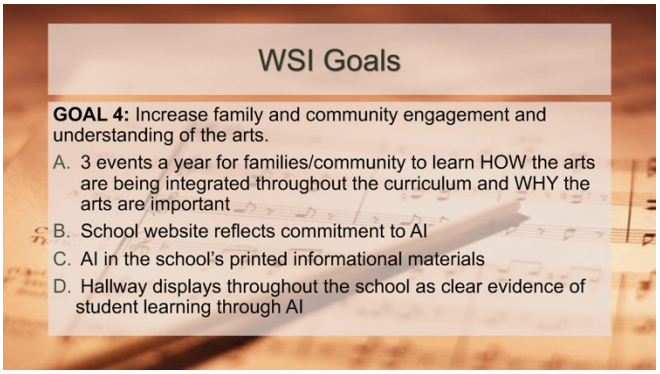

WSI Goals
GOAL 2: Increase students' and teachers' skills, knowledge, awareness, and experiences in all arts disciplines.
A. Certified arts specialists to teach art form to students and collaborate with teachers to plan AI lessons
B. AI instructional coach
C. Outside arts experiences: field trips, residencies

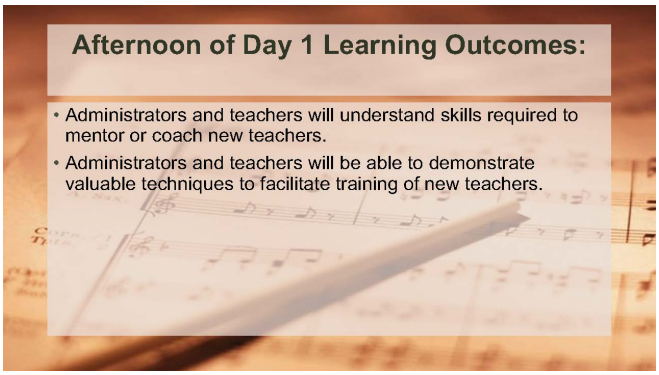

WSI Goals
GOAL 2
D. Kennedy Center definition of AI and the elements of drama, art, dance/movement, media arts, and music displayed in every classroom
E. Arts vocabulary, skills, and knowledge during lessons in authentic and accurate ways.
F. Permanent art displays on campus (indoors and outdoors) showing the arts are valued and celebrated
G. Each teacher is familiar with core arts standards

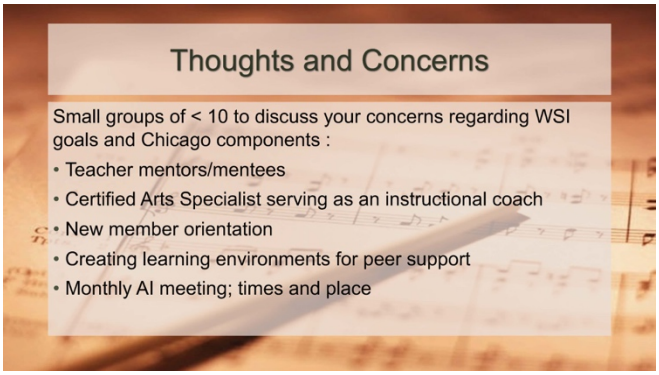

WSI Goals
GOAL 3: Build a school culture with sustainable systems that support AI as an approach to teaching.
A. Data on student academic needs and how AI addresses those needs
B. AI in the school's vision and mission statements, improvement plan, and PD plan
C. School arts advisory committee (ideally a teacher from each grade level plus specialists and administration) to meet monthly

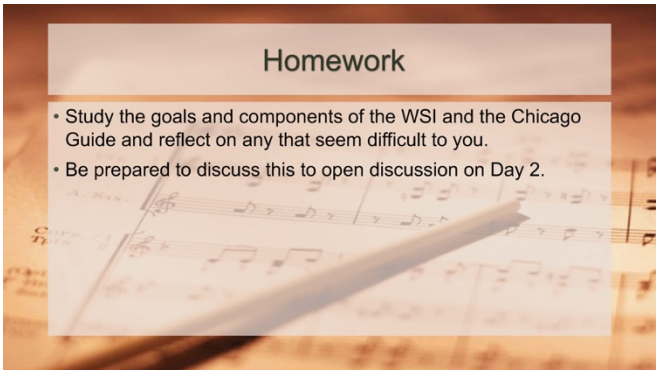

WSI Goals
GOAL 3
D. Administration expects teachers to integrate the arts daily as an approach to teaching, not an isolated activity.
E. AI as a daily approach to teaching
F. Every teacher can articulate what AI is and why it is important.

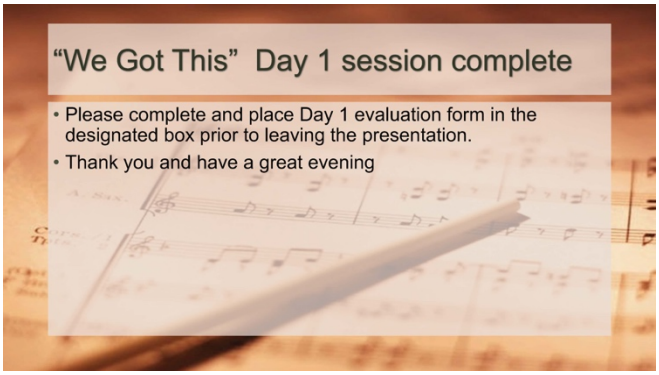

WSI Goals
GOAL 3
G. Classrooms provide social, collaborative experiences engaging student in creative processes to problem solve and actively build understandings through an art form (as opposed to just memorizing, reciting, copying)
H. Current research and readings about AI
I. Ongoing communication and support from school district
J. Reflective practices for the staff as well as students

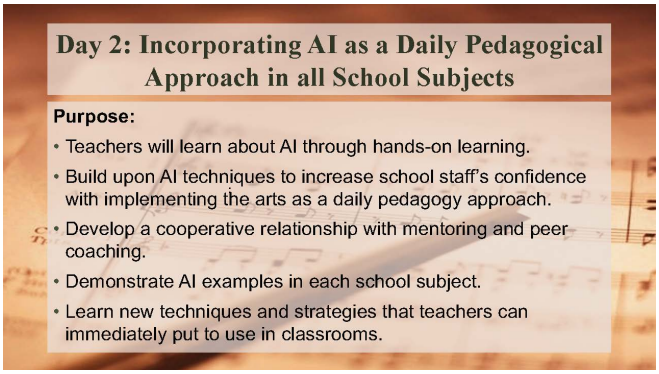

WSI Goals
GOAL 4: Increase family and community engagement and understanding of the arts.
A. 3 events a year for families/community to learn HOW the arts are being integrated throughout the curriculum and WHY the arts are important
B. School website reflects commitment to AI
C. AI in the school's printed informational materials
D. Hallway displays throughout the school as clear evidence of student learning through AI

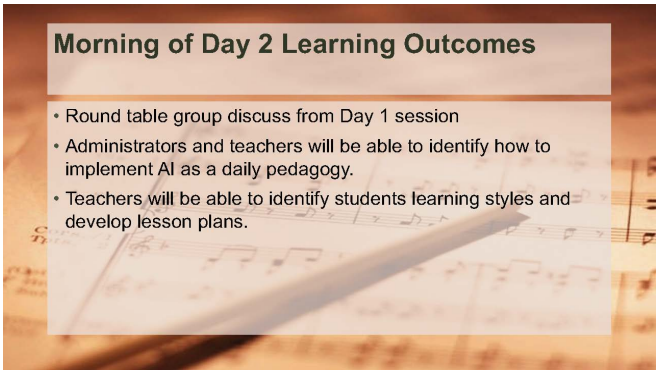

Afternoon of Day 1 Learning Outcomes:
• Administrators and teachers will understand skills required to mentor or coach new teachers.
• Administrators and teachers will be able to demonstrate valuable techniques to facilitate training of new teachers.

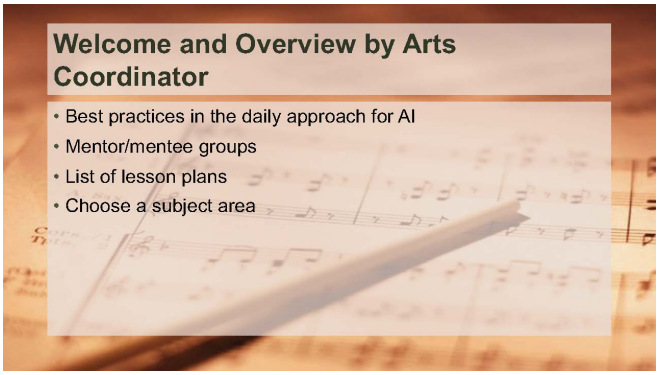

Thoughts and Concerns
Small groups of < 10 to discuss your concerns regarding WSI goals and Chicago components :
• Teacher mentors/mentees
• Certified Arts Specialist serving as an instructional coach
• New member orientation
• Creating learning environments for peer support
• Monthly AI meeting; times and place

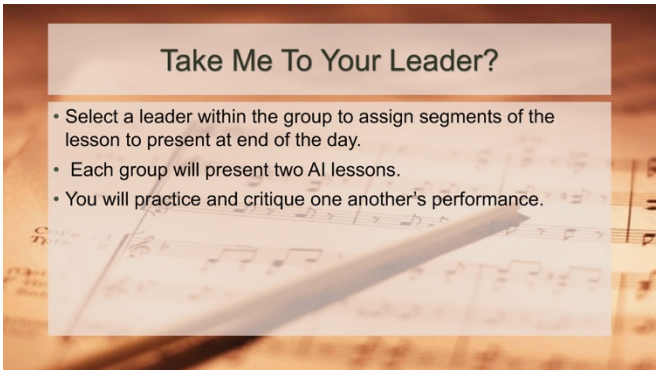

Homework
• Study the goals and components of the WSI and the Chicago Guide and reflect on any that seem difficult to you.
• Be prepared to discuss this to open discussion on Day 2.

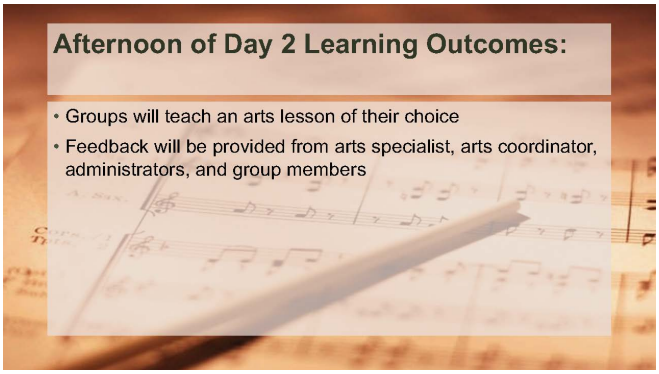

“We Got This” Day 1 session complete
• Please complete and place Day 1 evaluation form in the designated box prior to leaving the presentation.
• Thank you and have a great evening

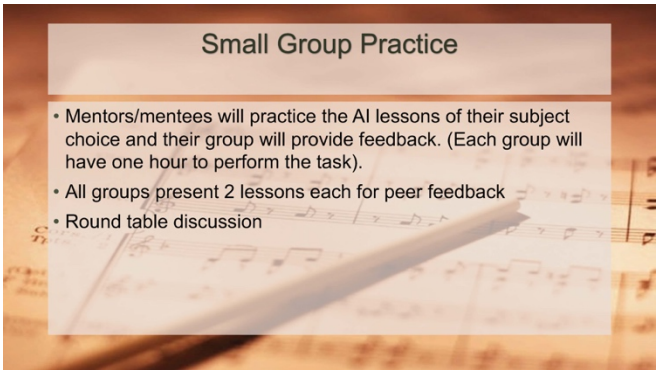

Day 2: Incorporating AI as a Daily Pedagogical Approach in all School Subjects
Purpose:
• Teachers will learn about AI through hands-on learning.
• Build upon AI techniques to increase school staff's confidence with implementing the arts as a daily pedagogy approach.
• Develop a cooperative relationship with mentoring and peer coaching.
• Demonstrate AI examples in each school subject.
• Learn new techniques and strategies that teachers can immediately put to use in classrooms.

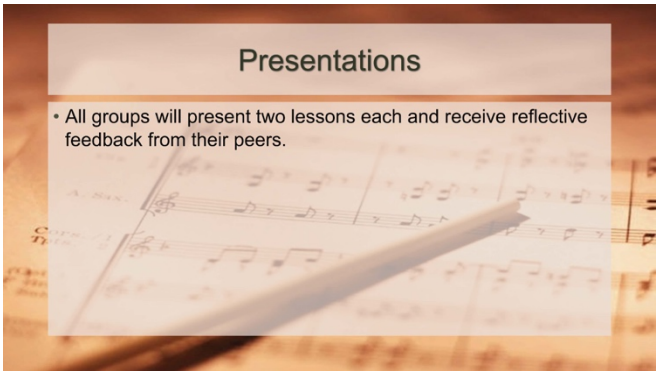

Morning of Day 2 Learning Outcomes
• Round table group discuss from Day 1 session
• Administrators and teachers will be able to identify how to implement AI as a daily pedagogy.
• Teachers will be able to identify students learning styles and develop lesson plans.


Welcome and Overview by Arts Coordinator
• Best practices in the daily approach for AI
• Mentor/mentee groups
• List of lesson plans
• Choose a subject area

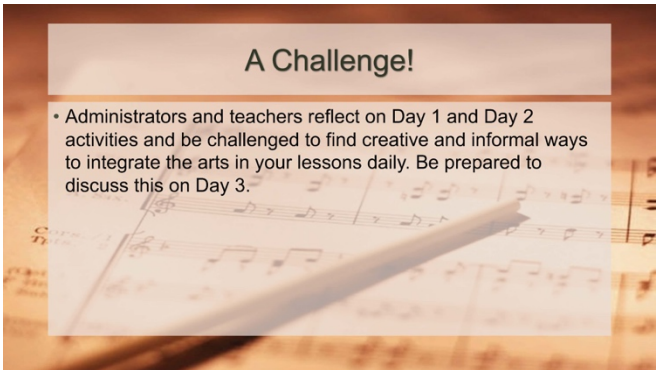

Take Me To Your Leader?
• Select a leader within the group to assign segments of the lesson to present at end of the day.
• Each group will present two AI lessons.
• You will practice and critique one another's performance.

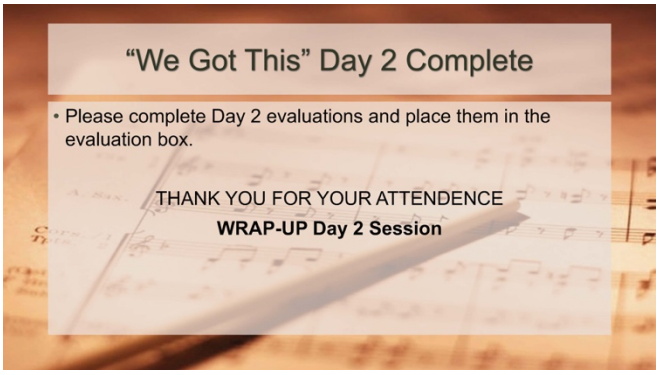

Afternoon of Day 2 Learning Outcomes:
• Groups will teach an arts lesson of their choice
• Feedback will be provided from arts specialist, arts coordinator, administrators, and group members

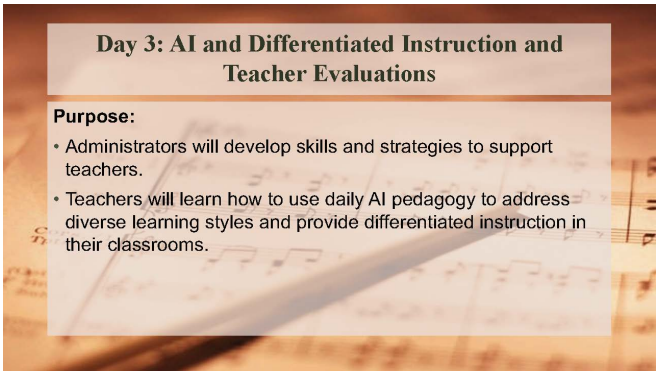

Small Group Practice
• Mentors/mentees will practice the AI lessons of their subject choice and their group will provide feedback. (Each group will have one hour to perform the task).
• All groups present 2 lessons each for peer feedback
• Round table discussion

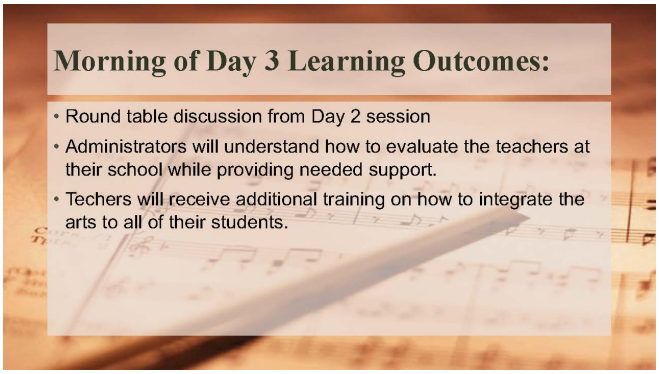

Presentations
• All groups will present two lessons each and receive reflective feedback from their peers.

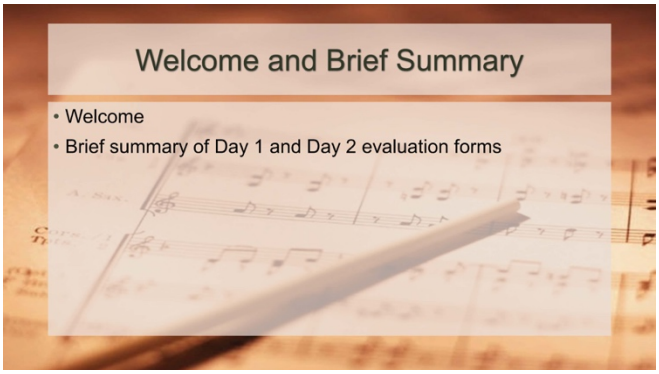

Round Table Discussion
• Discuss in conference room to provide feedback on the AI lessons performed.

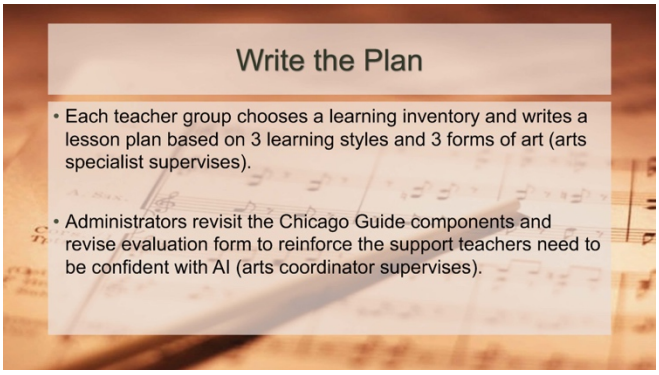

A Challenge!
• Administrators and teachers reflect on Day 1 and Day 2 activities and be challenged to find creative and informal ways to integrate the arts in your lessons daily. Be prepared to discuss this on Day 3.

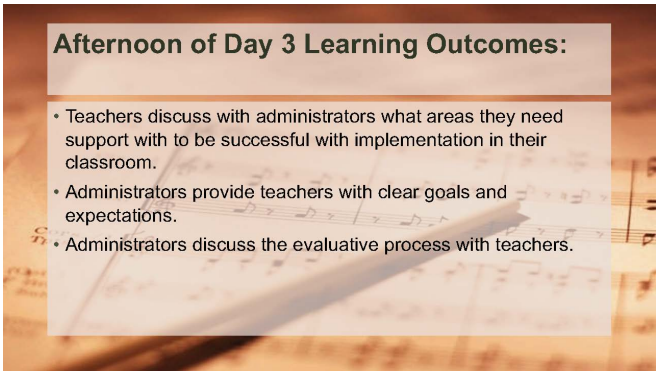

"We Got This" Day 2 Complete
• Please complete Day 2 evaluations and place them in the evaluation box.
THANK YOU FOR YOUR ATTENDENCE
WRAP-UP Day 2 Session

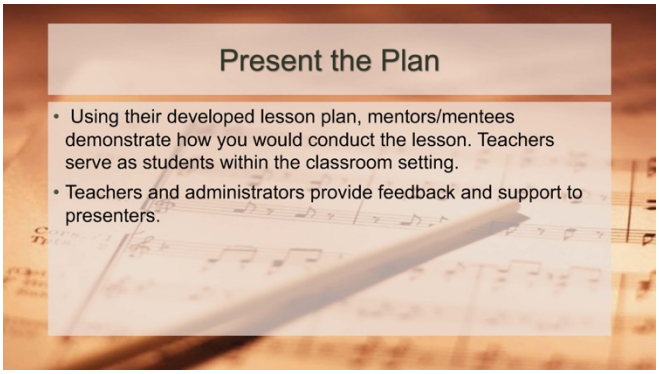

Day 3: AI and Differentiated Instruction and Teacher Evaluations
Purpose:
• Administrators will develop skills and strategies to support teachers.
• Teachers will learn how to use daily AI pedagogy to address diverse learning styles and provide differentiated instruction in their classrooms.

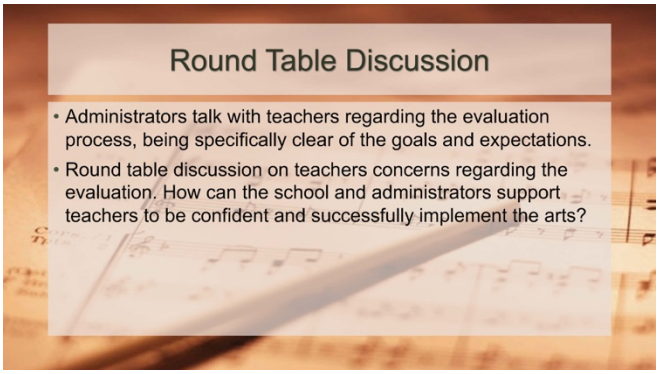

Morning of Day 3 Learning Outcomes:
• Round table discussion from Day 2 session
• Administrators will understand how to evaluate the teachers at their school while providing needed support.
• Techers will receive additional training on how to integrate the arts to all of their students.

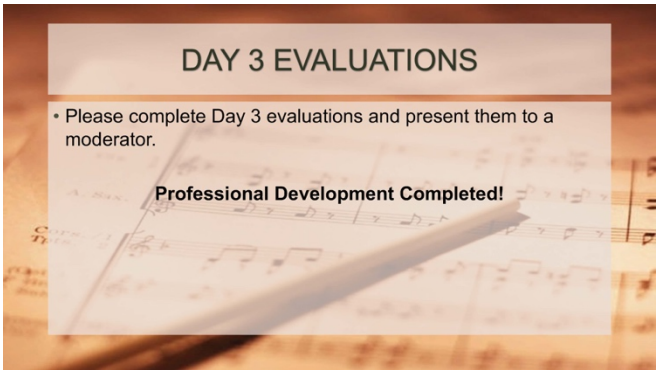

Welcome and Brief Summary
• Welcome
• Brief summary of Day 1 and Day 2 evaluation forms


Write the Plan
• Each teacher group chooses a learning inventory and writes a lesson plan based on 3 learning styles and 3 forms of art (arts specialist supervises).
• Administrators revisit the Chicago Guide components and revise evaluation form to reinforce the support teachers need to be confident with AI (arts coordinator supervises).


Afternoon of Day 3 Learning Outcomes:
• Teachers discuss with administrators what areas they need support with to be successful with implementation in their classroom.
• Administrators provide teachers with clear goals and expectations.
• Administrators discuss the evaluative process with teachers.


Present the Plan
• Using their developed lesson plan, mentors/mentees demonstrate how you would conduct the lesson. Teachers serve as students within the classroom setting.
• Teachers and administrators provide feedback and support to presenters.


Round Table Discussion
• Administrators talk with teachers regarding the evaluation process, being specifically clear of the goals and expectations.
• Round table discussion on teachers concerns regarding the evaluation. How can the school and administrators support teachers to be confident and successfully implement the arts?


DAY 3 EVALUATIONS
• Please complete Day 3 evaluations and present them to a moderator.
Professional Development Completed!

Appendix B: WSI Goals, Objectives, and Expectations

GOAL 1: Provide learning opportunities to improve student academic achievement through the integration of the arts into the core curriculum.

Objectives/Expectations of Model Schools
A. Hosted at least one school-wide professional learning workshop focused on arts integration (not arts enhancement) each school year. (It is recommended that there is also demonstration teaching and follow-up support for implementation.)
B. Hosted at least one school-wide professional learning opportunity that focuses on best teaching practices that allow teachers to create social, collaborative learning environments in which students are engaged in creative processes to problem solve and actively build their own understandings.
C. Had ongoing attendance of a variety of staff members and administrators at WSI summer institutes and retreats.
D. Provided common planning time for classroom teachers at least once a week to collaborate and reflect upon how the arts are being integrated into the curriculum to teach and assess.
E. Allocated time at least once a month during staff meetings to include ongoing discussions or sharing about arts integrated teaching and learning and the connections to other educational topics (21st Century Skills, differentiation, UDL, multiple intelligences, educating the whole child, etc.)
F. Implemented an orientation to inform new staff members of what arts integration is and why it is important and assign a mentor/veteran teacher.
G. Arranged a time for peer classroom observations so teachers can see and reflect on arts integration strategies being implemented within the school.
H. Annually (or biannually) visited other model schools in the state and/or nation to gain ideas on how to improve.

GOAL 2: Increase students' and teachers' skills, knowledge, awareness, and experiences in all arts disciplines.

Objectives/Expectations of Model Schools
A. Hired certified arts specialists to not only teach the literacy of their art form to students, but also to collaborate with classroom teachers to plan arts integrated lessons/units and serve as a resource/leader of their art form.
B. Hired an Arts Integration Resource Teacher/Instructional Coach to assist in teacher professional learning, classroom implementation, and program planning.
C. Participated in arts experiences provided by outside sources: field trips, assemblies, residencies, etc.
D. Displayed the Kennedy Center's definition of arts integration and the elements of theatre/drama, art, dance/movement, media arts, and music in every classroom.
E. Build and used arts vocabulary, skills, and knowledge during lessons in an authentic and accurate ways.

F. Created permanent art displays/exhibits on the school grounds (indoors and outdoors) so it is visible and evident that the arts are valued and celebrated.
G. Each teacher is familiar with the district, state and/or core arts standards.

GOAL 3: Build a school culture with sustainable systems that support arts integration as an approach to teaching.

Objectives/Expectations of Model Schools
A. Collected data that shows student academic needs and how the arts were integrated to address those needs.
B. Included arts/arts integration in the school's vision and mission statements and was a part of the school's annual improvement/academic plan and professional development plan.
C. Formed a school arts advisory committee (ideally with a teacher from each grade level along with specialists and administration) that meets at least monthly to discuss progress, identify needs, plan professional learning and parent/community events and plan for ways to expand the program.
D. Administration expected teachers to integrate the arts daily as an approach to teaching, not an isolated activity.
E. Teachers consistently integrated the arts as an approach to teaching on a daily basis.
F. Every teacher can clearly articulate what arts integration is and why it is important for students.
G. Classroom learning environments consistently involved social, collaborative experiences in which students are engaging in creative processes to problem solve and actively build their own understandings through an art form (as opposed to just memorizing, reciting, copying, or parroting).
H. Stayed abreast of current research and readings about the impact of an arts education and arts integrated classrooms.
I. Ongoing communication with the school district is occurring to establish district support and involvement.
J. Have ongoing reflective practices for the staff as well as students.

GOAL 4: Increase family and community engagement and understanding of the arts.

Objectives/Expectations of Model Schools
A. Hosted at least three events a year for parents/families/community members to learn the process of HOW the arts are being integrated throughout the curriculum and WHY the arts are important ("Informances" that explain the how and why, not just sharing a product.)
B. The school Website reflects the school's commitment to arts integration and participation in the WSI program.
C. Included specific information about arts integration within the school's printed informational materials (newsletters, brochures, etc.).

D. Created hallway displays throughout the school as clear evidence of student learning through arts integration. (The documentation shows student products', how students engaged in a creative process and an explanation/rationale—why.)

Note. Reprinted with permission from *Whole Schools Initiative Progress Tracking Tool*, by Mississippi Arts Commission, 2017, retrieved from http://www.mswholeschools.org /images/general/WSI_Progress_Tracking_Tool_Updated.pdf

Appendix C: Mississippi College- and Career-Readiness Standards: Grade 6 ELA and Visual Arts

Grade 6 ELA

Reading Literature

RL.6.2 Determine a theme or title to your poem and examine how it is conveyed through particular details; provide a summary of a classmates' poem from your personal opinions or judgments.

RL.6.4 Determine the meaning of words and phrases as they are used in your poem, including figurative and connotative meanings; then analyze the impact of a specific word choice on meaning and tone.

RL.6.5 Analyze how a particular stanza fits into the overall structure of your poem and contributes to the development of your theme or title.

RL.6.6 Explain how you (the author) developed the point of view regarding the picture that you painted in your poem.

RL.6.7 Compare and contrast the experience of reading a poem to listening to an audio version of the poem, including contrasting what you "see" and "hear" when you read the poem to what you perceive when you listen to a poem.

RL.6.10 By the end of this unit, you will read and comprehend poems created by your classmates.

Reading Informational Text

RI.6.1 Identify adjectives and adverbs in the selected poem to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Grade 6 Mississippi Visual Arts Standards: Middle School Level I

Creating/Performing (CP)

CP.1.a Recognize and apply elements and principles of art and design in specific works of art.

CP.2.a Create a work of art that expresses a specific message.

CP.3.c Plan and execute individual and group projects employing a variety of means to achieve different effects.

Critical Analysis (CA)

CA.4.a Use correct art vocabulary to study works of art through oral and written means.

History/Culture (HC)

HC.7.a As a group, plan a series of images with a related theme or subject matter and discuss a variety of approaches.

Aesthetics (A)

A.10.a Identify a variety of ways that art can be valued.

Connections (C)

C.11.a Identify ways in which the arts are integrated in the environment and daily life.

Appendix D: Sample Unit Plan for Arts Integration

Name of Teacher Jane Doe **Name of Artist** Edward Alan Poole

Grade 6 **Art Form** Photography **Reading Content** Poetry

Unit Theme/Title "The Best of the Best" Documenting the Accomplishments of Leaders in Our Learning Community through Photography: Interviews with Poetry

Start Date September 12 **End Date** November 18

Objectives
Students will work collaboratively to conduct effective interviews, learn and use different poetic forms, and learn processes to create photographic portraits.

Multiple Intelligences
To assist students in developing visual-spatial intelligence through photography techniques, and interpersonal intelligence through developing portraits of school staff and detecting and responding appropriately to the desires and motivations of others.

Standards Addressed
MS Visual Arts: CP.1.a, CP.2.a, CP.3.a, CA.4.a, HC.7.a, A.10.a, C.11.a;
MS CCRS for English Language Arts: RL.6.2, RL.6.4, RL.6.5, RL.6.6, RL.6.7, RL.6.10; RI.6.1, RI.6.3.

Materials Needed
Digital cameras, ink jet cartridges, digital photo paper, mat board for mounting photos, glue sticks.

Guiding Questions
How can a student photo documentary project that features a broad spectrum of school staff help sixth graders to develop a respect for the school community and building? How can students learn to make photo portraits that honor the subjects of their work?

Prepare in Advance
Assemble instructional and inspirational resources.
Photographic image by Anna Einardóttir.
Poetry: "Number One Teacher" by Joanna Fuchs (2016).

Key vocabulary words: framing, composition, portrait, close up/wide shot; lighting, interview, anaphora, praise poem, focus, horizontal, vertical. Prepare interview protocol.

Pre-Assessment Strategy: Tell students that they will be conducting interviews and that good interview questions are appropriate and respectful. As a group, have them brainstorm what they know about interviews, suggest good interview questions, and tell why the questions are appropriate and respectful.

Goals: Arts and Literacy

Art Form:	**Academic Content:**
Students will: • make an effective portrait with a digital camera • establish eye contact with a teacher and learn how looking into a camera changes the relationship that a viewer has to a portrait • set up different kinds of stages and action portraits • understand the transformative power of photography	**Students will:** • develop interview questions and conduct meaningful interviews with teachers • learn how poetry can create a written portrait that extends the meaning of a photograph • write, using a wide range of strategies and processes to communicate with different audiences

Activities: Visual Arts and Language Arts
Check each strand of the Visual Arts scope and sequence addressed in the unit.
☑ Arts Making ☑ Arts Literacy ☑ Evaluation/Interpretation ☑ Making Connections

Check each strand of the Language Arts scope and sequence addressed in the unit.
☑ Reading ☑ Literature ☑ Writing ☑ Listening and Speaking ☑ Communicating

Weeks 1–4: Introduce and Engage
• Introduce photography and photographic concepts and digital cameras.
• Students work with resident photographer to photograph from a shot list.
• Introduce Teacher Documentary Portrait Project.
• Students look at images of best friends and discuss respect for friendships.

Weeks 5–8: Develop and Create

• Students establish photo teams and plan portraits and interviews.
• Students photograph subjects, their work environment, and relevant objects; they conduct interviews.
• Students work with resident poet to compose odes about their subject, learning poetic structures and forms.

Weeks 9–10: Respond and Refine
• Students write in response to photographs and interviews.
• Students work with resident poet to create "Best of the Best" poems modeled on the poem "Number One Teacher" by Joanna Fuchs.
• Students complete their portraits, mounting them, adding poems, and creating borders with images from the work environments.

Assessment Strategy: Culminating Event
Student work will be displayed in three ways: at the school; at an exhibit at the local Museum of Art; at the school's arts showcase.

Teacher Reflections
What worked: Students had the opportunity to learn about, respect, and value school teachers. I learned a vast amount about the school community as well. This unit helped students gain an understanding that is usually difficult for them—how to see things from others' points of view and how to begin to empathize. The guest writer was phenomenal in inspiring the kids to write creatively and openly.

Artist Reflections
Though I have been in arts residency as a photographer here for four years, I connected to the school in a deeper way by meeting many of the staff and learning about them. Now they are approaching me to ask to see their portraits. This connection enriches the students and me as well.

Student Reflections
"There are unlimited ways you can take pictures."
"Sometimes you have to change and add some unusual stuff to make a picture look better."
"The person that was photographed will feel important about the job they do."