

THE MUSEUM OF FINE ARTS, HOUSTON

Teaching and Learning with Art: A Collaboration with Middle School Educators

Attachment 5: Narrative

Statement of Need

The Museum of Fine Arts, Houston (MFAH), is seeking a grant from the Institute of Museum and Library Services Museums for America: Engaging Communities program in support of *Teaching and Learning with Art: A Collaboration with Middle School Educators*. This grant will allow the MFAH to research and develop a new curriculum resource for middle school educators, *Learning Through Art at the Museum of Fine Arts, Houston, Middle School*. It will also enable the MFAH to carry-out much-needed research on middle school educators' attitudes towards and perceptions of art-based interdisciplinary curriculum and the role of museums in teaching and learning. *Teaching and Learning with Art* will strengthen the museum's ability to support the work of middle school educators and generate research that can be used by museums across the country to develop their own curriculum resources for educators in their communities. In doing so, it will serve to both advance the museum's capability to serve the community and the field, and further its public service mission by taking full advantage of the ability of MFAH collections and resources to provide unbounded opportunities for educating and inspiring people of all ages.

Established in 1900 as an education initiative to bring art to Houston public schools, the MFAH is committed to preserving the vision of its founders and remains steadfast in its mission to serve as a place for all people through excellence in the collection, exhibition, preservation, conservation, documentation, and interpretation of art. The MFAH is the largest cultural institution south of Chicago, west of Washington, D.C., and east of Los Angeles, with a total of 300,000 square feet of space dedicated to the display of art. Since the 2000, the MFAH has been privileged to add more than 23,000 works of art to its permanent collection, which now numbers nearly 63,000 objects that represent human aesthetic and cultural production from a wide variety of geographic regions and historic periods.

The growth of the museum and of its collection has been paralleled by an increased commitment to education. Art classes were instituted in 1927 and, by 1944 the staff established a regular docent program that included student tours of the permanent collection. Today, more than 1,000,000 individuals participate in the innovative educational programs offered on the MFAH campus, and at locations throughout Houston and Harris County, that are developed, managed, and delivered by an education department staff of nearly twenty supported by a corps of ten teaching artists and more than 200 volunteer gallery educators. In 2008-09, more than 375,000 people (teachers and their students and homeschool families) benefitted from the museum's programs for educators.

MFAH education staff members believe that the ability of arts education to enrich learning across school subjects lies in specific practices that are central to responding to and making art, such as the exploration of diverse perspectives; understanding visual-spatial relationships; reasoning and evaluation; and informed risk-taking. Arts education also encourages reflection, self-expression, and the willingness to experiment and learn from one's mistakes. Achieving success in today's global, information-based, and entrepreneurial society demands certain skills that are often not assessed by standardized tests and, therefore, are not necessarily taught through regular curriculum. Despite the recognized benefits of allowing students to hone these skills, and the current content versus skills debate, classroom teaching can still be focused on facts rather than the acquisition of aptitudes. In addition, studies have shown that middle school students, in particular, are motivated by experiential learning activities, and that they learn best when they are actively engaged in hands-on, inquiry-based learning that allows for the application of knowledge (as opposed to a recitation of facts). Research confirms that this approach results in a deeper understanding of content and the ability to make sense of complex ideas.

Current MFAH programs for middle school students and educators include tours for sixth, seventh, and eighth-graders through the MFAH ExxonMobil School Tour Program; homeschool workshops for young adolescents (between the ages of eleven and fourteen); Hearst Foundation Evenings for Educators; Teacher Workshops; and resources offered for middle school teachers on the museum's Teaching with Art Web site (www.mfah.org/twa). Since September 2009, more than 200 middle school teachers have attended MFAH Evening for Educators and 30% of teachers who participate in Teacher Workshops are middle school teachers. Additionally, during the past year, trial programs have been carried out with selected middle schools to gauge both educator interest in teaching with art and the rate of increased understanding demonstrated by students, including: a seventh-grade science class that used works of art in their study of the human body; a sixth-grade class whose English language learners worked with art by Contemporary artists while exploring themes like duality; and a sixth-grade math class that applied mathematical concepts, such as estimation and ratios, in analysis of artists' use of space in landscape painting. The

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results from these trials indicate a strong interest in art-based lesson plans for middle school students that are curriculum-relevant and suitable for a range of student learners. Based on these, and other, experiences with middle school educators and students—as well as the number and frequency of requests from teachers and administrators to expand *Learning Through Art at the Museum of Fine Arts, Houston (LTA/MFAH)*, an art resource curriculum for grades one through six that has become a model for similar programs throughout the field to work with the middle school curriculum—MFAH education staff members have determined that *Teaching and Learning with Art* should be an immediate priority for the museum. Please see Attachment 16: Letters of Support.

Several key factors must be reflected in this new curriculum resource to ensure its longevity and acceptance as a reliable and relevant resource by educators:

- The curriculum must feature high-quality, relevant materials that provide information and tools for teaching state-mandated objectives with art at the center of learning.
- Recognizing that middle school teaching is compartmentalized (as opposed to elementary school where students learn in a contained classroom), the lesson plans must teach both discrete subject matter and emphasize the interconnectedness of the discipline to other curriculum areas.
- The lesson plans must include real world examples that apply classroom learning. Because middle school subject matter is increasingly complex, teaching must answer the students' ultimate question "Why do I need to know this?"
- The featured lessons must offer teachers an innovative teaching method that reaches the needs of a wide range of learners and increases student understanding and comprehension.
- The museum must form true partnerships with schools, founded on the exchange of ideas and expertise that position the museum (and, therefore, art) as a partner in the education of teachers and students. To do so, museum educators must be knowledgeable about the school curriculum and the needs of students, and classroom teachers must develop their object-based teaching skills and learn about the museum's collection.

Teaching and Learning with Art seeks to improve the museum's ability to provide sixth-, seventh-, and eighth-¹ educators, across the curriculum, with new resources and training to support middle school their teaching and, ultimately, student learning. At present, few art museums in the United States offer middle school curricula that have been created through museum/school collaborations and, to date, little research has been done to evaluate how teachers think about and use art in teaching or about museums as credible and trusted partners for curriculum development². In addition to leading to the creation and launch of *Learning Through Art at the Museum of Fine Arts, Houston, Middle School (LTA/MFAH MS)*, the research undertaken by the MFAH through *Teaching and Learning with Art* will provide museum educators at the MFAH, and throughout the field, with successful strategies for working collaboratively with middle school educators to develop resources that will improve their attitudes about and confidence in using art in the classroom, benefitting not only the teachers but their students as well.

Mission and Strategic Plan

Teaching and Learning with Art has developed directly out of the museum's goals related to strengthening internal capabilities and employing strategies that enable the institution to respond to the needs of the MFAH audience. In 1984, the MFAH board and staff reaffirmed the museum's commitment to public service and education with the adoption of the institution's first Long-Range Plan. This guiding document is reviewed annually by the MFAH board, led by members of the long-range planning committee, taking into consideration input from committee consultants and staff members, including an eighteen-member education committee. This ongoing review and

¹ Within the area served by the local regional service center with which the museum works (the largest in Texas), young adolescents (eleven to fourteen) are educated at middle, junior high, or intermediate schools; participating school districts apply different names based on various factors, such as whether or not sixth-grade students are served by the same schools as seventh- and eighth-grade students. For the purpose of this initiative, the MFAH has chosen to use "middle school" to represent any school attended by seventh- and eighth-grade students, regardless of whether or not sixth-grade students are included or what the school is named.

² A series of studies in 2004-05 and 2005-06 by the Solomon R. Guggenheim Museum included a measure of school teachers' attitudes towards using art in the classroom, but the studies focused on student literacy learning and included only elementary schools participating in the Guggenheim's *Learning Through Art* program.

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revision process has kept the museum focused on its long-term goals while allowing for the flexibility needed to respond to changes in immediate needs, including programming that responds to shifts in the museum's community and education priorities. Please see Attachment 2 for the MFAH Organizational Profile and Attachment 3 for the MFAH Strategic Plan Summary.

Engaging Communities

The MFAH education department delivers a wide range of innovative programs and creates a variety of resources that encourage families, adults, students, teachers, and scholars to engage with the museum and to utilize its resources to enhance both social development and academic study. Many MFAH program participants express a great interest in art but otherwise lack the opportunity to develop their knowledge and talent. The short-term goal of MFAH education programs is to provide people of all ages access to a high-quality, enjoyable education in art and related fields; looking beyond, the MFAH education department aims to make significant contributions to the evolving role of the arts in lifelong learning. Programs and activities are designed to create direct and inspirational interactions between the museum and target audiences, to progress varying levels of knowledge, and to be relevant to people with a range of interests.

Over the past twenty years, the MFAH has demonstrated increased dedication to using its remarkable resources for elementary education, in particular, beginning with the 1994 launch of *LTA/MFAH*. In the past few years, this level of commitment has been extended to middle, high school, and higher education students through the establishment of targeted programs. *Teaching and Learning with Art* will be an essential investment in the museum's institutional capacity to serve the community by addressing to the museum's goal to improve its ability to serve educators and develop pedagogically sound lesson plans and practices for engaging middle school students, a population ripe for innovative and practical opportunities to understand their curriculum and the world around them.

Audience

The MFAH audience includes people of every ethnic heritage, economic stratum, educational background, age group, and level of physical ability. The immediate audience for *Teaching and Learning with Art* comprises educators from Houston's public, charter, and private school systems, as well as parents who participate in MFAH Homeschool Workshops. Houston Independent School District (HISD, a primary part of the target audience) is the largest public school system in Texas and the seventh-largest in the United States. HISD has forty-six middle schools that serve nearly 39,000 students. Based on the Texas Education Agency Accountability System—a method (Exemplary-Recognized-Acceptable-Unacceptable) for evaluating school districts and campuses with regard to their performance on certain base indicators, such as student performance indicators using passing rates from the Texas Assessment of Knowledge and Skills, annual dropout rates, and four-year completion rates—half of HISD middle schools rate as Acceptable or Unacceptable. Overall, nearly 80% of HISD students are considered Economically Disadvantaged (the meet federal criteria for free and reduced-price lunches), and more than 60% are considered “at-risk.” Looking beyond the local audience, the MFAH will also use the outcomes and findings from *Teaching and Learning with Art* to contribute to broader dialogues about museum education and the educational and professional needs of middle school educators by sharing *Teaching and Learning with Art* information and outcomes with other institutions and organizations through local and national convenings (Texas Art Education Association Annual Conference, National Art Education Association National Convention, American Association of Museums Annual Meeting) and field publications (*Region IV Educational Service Center, Journal of Museum Education, Studies in Art Education*).

Project Design

The MFAH respectfully requests IMLS grant funding in the amount of \$148,290 in support of *Teaching and Learning with Art* from August 1, 2011, through July 31, 2014. Please see Attachment 6 for the Schedule of Completion. Within the grant period, the MFAH will:

- research, develop, and test interdisciplinary curriculum lesson plans for *Learning Through Art at the Museum of Fine Arts, Houston, Middle School*.

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- undertake research that examines middle school educators' practice, attitudes, and perceptions of art and museums, and the use of art in the classroom; produce a report of the findings and outcomes of the research performed under *Teaching and Learning with Art*.

Activity I: *LTA/MFAH MS*

LTA/MFAH MS will be a teaching resource for middle school educators based on the museum's award-winning program for elementary educators, *LTA/MFAH*. Each kit for elementary educators contains: a teacher's guide with multidisciplinary lesson charts, illustrated art-making lesson plans, and information about selected works of art; a set of 24" x 36" full-color posters of each work; a CD containing digital images of the works of art; and a DVD featuring four Texas artists at work. Please see Attachment 17: *Learning Through Art at the Museum of Fine Arts, Houston* (Sample Elementary Materials). Developed in the early-1990s, and launched in 1994, *LTA/MFAH* is grounded in two core ideas, which have contributed to its success and continued relevance. These core ideas will also form the basis of *LTA/MFAH MS*:

- *Learning Through Art* positions art at the center of teaching and learning social studies, language arts, math, science, and art. Although *Learning Through Art* is designed to meet Texas Essential Knowledge and Skills (TEKS) curriculum objectives across subject areas, rather than presenting art solely as an illustration of a specific curricular objective, the program also aims to help young adolescents develop the skills and cognitive abilities needed for success in middle school, high school, and throughout life (i.e. ability to compare, interpret, persuade, and articulate ideas).
- Achieving this type of curriculum- and concept-based program—one that is created and tested by teachers—requires a true collaboration with educators to be successful at generating educator buy-in, and achieving program credibility and longevity. *Learning Through Art* relies on teachers' knowledge and expertise to determine the curricular and developmental areas in need of focus, as well as the most appropriate approach (format of materials, selection of art works, training activities, etc.) to fully engage both educators and students.

During the grant period, MFAH education staff members will work with a team of educators from local schools to develop a bank of lesson plans that will form the *LTA/MFAH MS* curriculum resource, to be produced and distributed post-grant. They will also establish the final format of the *LTA/MFAH MS* curriculum, and determine the appropriate approach for developing the accompanying curriculum-based workshops for educators. It is possible that the middle school kit will comprise resources similar to the elementary level; however, part of the research component of the project will be to explore the needs of middle school teachers and students and the range of formats in which *LTA/MFAH MS* materials could be provided. For example, both digital and printed formats will be considered for the variety of types of resources to be offered as part of *LTA/MFAH MS*, such as teacher guides, related literary samples, and means for evaluating/grading student work. This will result in a program with the flexibility to address multiple teaching and learning styles.

Activity II: Research

Improving the museum's ability to serve the middle school population is an important undertaking that the MFAH cannot do without additional research, both before and while *LTA/MFAH MS* is being developed. The primary goal of the research will be to assess middle school art, language arts, math, science, and social studies teachers' current use of art in the classroom, and to gather information about their reasons for incorporating art in their lessons or, alternatively, the barriers they perceive to doing so. Teachers will participate in the research primarily through written surveys and focus groups designed and carried out by Dr. Marianna Adams (President of Audience Focus Inc.). Further evaluation will be carried out during school visits by MFAH staff members, which will provide critical opportunities for observing participants' classroom teaching and evaluating the relevancy of the content and materials developed during the grant.

The research carried out under the grant will aim to determine middle school educators' attitudes towards and perceptions of art museums and museum-created curriculum. Specifically, do educators perceive the art museum as:

- a reliable source of information and an expert in teaching and learning?

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- a partner in education that is knowledgeable about the curriculum and contributes to their own teaching and learning?
- a worthwhile place to connect classroom learning with real world applications?

Using the lesson plans developed for *LTA/MFAH MS*, the research will also measure middle school educators' attitudes towards and perceptions of using art-based art, language arts, math, science, and social studies lesson plans. Specifically, do the lesson plans:

- meaningfully teach state-mandated curriculum objectives for art, language arts, math, science, and social studies?
- guide students in honing their critical thinking skills and cognitive abilities: observing, connecting, comparing, problem-solving, interpreting, evaluating, and creative problem-solving?
- communicate to students the interconnectedness of diverse curricula and the ways in which discrete subject areas relate to each other?
- provide them with tools for demonstrating real world applications of knowledge, e.g. how classroom knowledge relates to the world throughout place and time?

YEAR 1

One of the first steps under the grant will be to recruit and hire a school programs coordinator; please see the school programs coordinator job description in Attachment 13: Key Personnel Résumés and Job Descriptions. Also at the outset of the grant, the MFAH Project Team will meet to select approximately fourteen middle school teachers—two teachers each of Texas History (seventh grade), American History to 1877 (eighth grade), language arts, math, science, and art—from both private and public schools throughout surrounding area to form an Educator Project Team to work with the MFAH Project Team throughout the grant period. In the first year, the Project Teams will work together to identify areas of the curriculum that offer a rich opportunity for an art-integrated teaching. The evaluation component of *Teaching and Learning with Art* will be launched with a baseline survey to determine middle school teachers' knowledge of, familiarity with, comfort level for, attitudes towards, and perceptions of art, museums, teaching with art, and the successes of engaging students with art. The teachers selected for survey will be chosen through their participation in other MFAH activities, or recommended by members of the Educator Project Team (to reach those teachers not currently involved in MFAH programs for educators). Also in YEAR 1, Dr. Adams will conduct a workshop for the MFAH Project Team, "How to be a Reflective Practitioner," during which they will learn tools and skills needed to conduct action research, including practice in leading focus group conversations (e.g. how to decipher emergent themes, ask follow-up questions, and determine the significant comments that shape the broader conversation) and information on best practice in classroom observations. The MFAH Project Team will conduct two sets of focus group sessions in Year 1, one with middle school teachers of multiple disciplines and one with middle school administrators who will be able to share curricular areas of interest and goals on the district level. Staff will perform school visits (including classroom observations) throughout the project.

Based on the curricular areas of interest identified by the Educator Project Team and through focus group conversions and school visits, the MFAH Project Team will select a shortlist of works from the MFAH permanent collection for *LTA/MFAH MS* that will then be finalized in collaboration with the Educator Project Team. Members of the MFAH Project Team will conduct site visits at participating middle schools where they will discuss the works of art selected with teachers and explore lesson plan ideas for each curriculum area. In summer 2012, the MFAH will host an intensive three-day residency for the entire Project Team (guided by MFAH education staff and to include data-gathering conversations led by Dr. Adams) to research and draft the lesson plans to accompany the selected works of art. They will also share strategies for engaging students with art, such as visual literacy approaches, the inquiry method, and other observational methods of best practice for object-based teaching and learning. The administration of this work will be overseen by the school programs coordinator. Following the residency, the MFAH Project Team will begin to create prototype materials to accompany the lesson plans for *LTA/MFAH MS*, including teaching posters, and explore meaningful and alternative ways to deliver the *LTA/MFAH MS* content, for example by integrating it into the museum's *Teaching With Art* Web site.

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YEAR 2

In the second year of the grant, the MFAH will finish and produce the *LTA/MFAH MS* lesson plans and prototype materials and distribute them for classroom testing, first by the Educator Project Team and then by other teachers at participating middle schools (thirty-five Educator Evaluators, an additional five teachers each of Texas History, American History to 1877, language arts, math, science, and art); teacher evaluators will be asked, for example, to provide feedback on how successfully the lesson reached its intended curricular goals, and to provide additional interdisciplinary connections, if needed. While the physical materials are being tested and evaluated, the MFAH and Educator Project Teams will decide on other methods to be used for content delivery, following meetings with teachers at participating schools and a third round of focus groups. YEAR 2 will also involve the continuation of the research component of the project, which will begin to include middle school educators participating in other MFAH programs, such as school tours and Evenings for Educators. At the end of YEAR 2, the MFAH Project Team expects to have completed the testing of the *LTA/MFAH MS* materials and to be ready to begin the final revision of the lesson plans and other resources in YEAR 3.

YEAR 3

In Year 3, the school programs coordinator, with other members of the MFAH Project Team, will use the feedback and evaluations received from the classroom testing of *LTA/MFAH MS* to revise the content and design of the lesson plans and materials, with the goal to have all materials print-ready by the end of the grant period; it is expected that a second round of classroom testing will be required for lesson plans related to math and science as these are subjects with which the MFAH has less experience (ten Educator Evaluators). The MFAH Project Team will also work with the Educator Project Team to determine best practices for the design and launch of professional development activities (workshops, lectures, etc.) to be offered post-grant. Also during Year 3, the museum and Dr. Adams will analyze the data collected through the research carried out under the grant. Once all data has been gathered and analyzed, project team members will participate in a formal discussion, guided by Dr. Adams and Dr. Victoria Ramirez (W. T. and Louise J. Moran Education Director at the MFAH), during which they will share thoughts and observations from the project and identify and discuss emergent themes. Dr. Adams and the MFAH will then produce a written report of findings from the project (including central themes and outcomes) that will guide future planning of MFAH programs and materials. The assessment document will also be used to create presentations for field convenings and articles that will be written for journals, Web sites, e-mail circulation, etc. Finally, members of the museum's development staff will solicit support from donors for the printing and distribution of the *LTA/MFAH MS* materials. Prospective donors identified to-date include The Fondren Foundation, The Robert and Janice McNair Foundation, and The Harry W. Bass, Jr. Foundation, all of whom have made grants in the past to fund editions of *LTA/MFAH*.

Project Resources: Time, Personnel, Budget
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Key Personnel and Time Allocation

To ensure its success, *Teaching and Learning with Art* has been fully integrated into the overall capabilities of the MFAH education department. The MFAH has assembled a team of highly-qualified staff members, with related experience, to manage and deliver *Teaching and Learning with Art*; please see Attachments 11, 12, and 13 for additional information about key personnel.

- **Dr. Victoria Ramirez** will dedicate 10% of her time as project director. Dr. Ramirez earned her doctorate in curriculum and instruction and one of her primary areas of expertise is curriculum development and teacher professional development.
- At the outset of the grant, the MFAH will recruit and hire a **school programs coordinator**, who will devote 90% of his or her time on components of the project, including liaising with members of the Educator Project Team and participating schools, including the Educator Evaluators; coordinating the evaluation segment of the project; and researching and writing and materials for *LTA/MFAH MS*.

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- The school programs coordinator will be supervised by **Jennifer Berradino**, Kinder Foundation Education Center Manager, who manages *LTA/MFAH* and so will also be closely involved with the creation and testing of the *LTA/MFAH MS* lesson plans and prototype materials; 30% of her time will be devoted to the project.
- As school programs manager, **Lindsey Smith** holds primary responsibility for the design and delivery of professional development opportunities for educators offered by the museum; Ms. Smith will spend 20% of her time involved with the research conducted as part of the project as well with communicating with participating educators and designing the *LTA/MFAH MS* training program.
- The MFAH Project Team will also include Lauren Fretz (student programs coordinator), Bridget O'Brien (tour programs manager), Danielle Stephens (docent program manager), and George Ramirez (manager of student programs & technology projects), who will participate—with those listed above—in all phases of the project, in particular with the research carried out under the grant and the development of *LTA/MFAH MS*.
- **Dr. Marianna Adams** will serve as a consultant on the project, focusing on the assessment and evaluation activities involving middle school educators. For this project, Dr. Adams will design and deliver the core research activities—formative and summative, including observation & participant observation, interviews and surveys with MFAH staff and participating educators, focus groups (using different activities, tasks and trigger material), and the *LTA/MFAH MS* lesson plan and prototype testing—and work with the MFAH to produce and disseminate the findings and outcomes of *Teaching and Learning with Art*.

Budget

Expanding the museum's offerings for middle school students and teachers, in particular the development of *LTA/MFAH MS*, is one of the highest MFAH education priorities. As such, the Board of Trustees is committed to providing the resources necessary to realize the initiative; for example, the museum will assume the full salary cost for the school programs coordinator following the grant period. The museum's long-term commitment to education has led to steady growth in the museum's allocation of staff and annual operating funds committed to carrying out daily activities and implementing initiatives related to education. Each year, the MFAH actively raises funds to secure the future of the institution. For the past twenty-nine years, the MFAH has operated with a balanced budget, as mandated by Trustee resolutions. The MFAH requests that the IMLS contribute \$148,290 in support of *Teaching and Learning with Art* staff salaries and benefits, recruitment costs, and consultant fees and travel. The MFAH will meet the required 1:1 cost share with \$181,620 budgeted for staff salaries and benefits, expenses related to the Educator Project Team and Educator Evaluators, the cost to produce the prototype *LTA/MFAH MS* materials, and other direct costs related to the project. Please see Attachments 7, 8, 9, 10, and 11 for additional budget information.

Impact

Members of the Board and staff of the Museum of Fine Arts, Houston, hold as a primary responsibility to guarantee that the museum's collection, exhibitions, and programs remain relevant to a broad, diverse audience, thus enabling the MFAH to meaningfully engage with the community for years to come. The outcomes and products of *Teaching and Learning with Art: Collaboration with Middle School Educators* will be key components of the continued growth of the MFAH's commitment to education in the broadest sense. *Teaching and Learning with Art* will directly lead to the production of a new educator-tested, curriculum-based resource for educators that will significantly expand the opportunities for middle school teachers to take advantage of the arts to augment traditional, in-classroom teaching of multiple core middle school subjects. The research planned under the grant, and the report produced, will give art museum educators a deeper understanding of the ways in which teachers perceive art museums, their work, and the relevance of their work. Given the amount of resources that art museum education departments devote to engaging educators, gaining a basic understanding of teachers' attitudes towards and perceptions of that work is critical in shaping the work, promoting opportunities, and positioning the art museum as a partner in education. Too few studies exist by art museums that explore classroom teaching and learning and that focus specifically on the educator; oftentimes, studies are outcome-based and examine how engaging with art or the museum impacts student learning. Therefore, it is believed that this research will have a significant impact on how art museum educators think about themselves and their work with schools.

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Attachment 6: Schedule of Completion

<u>Year One</u>	Aug 2011	Sep 2011	Oct 2011	Nov 2011	Dec 2011	Jan 2012	Feb 2012	Mar 2012	Apr 2012	May 2012	Jun 2012	Jul 2012
Start of grant												
Recruit/hire school programs coordinator												
Meeting: assemble Educator Project Team and identify Educator Evaluators (MFAH Project Team)												
Project Launch Meeting (MFAH and Educator Project Teams)												
Launch research/baseline survey (MFAH Project Team and Dr. Adams)												
“How to be a Reflective Practitioner” workshop (MFAH Project Team and Dr. Adams)												
School visits: initial conversations with administrators and teachers, classroom observations (MFAH Project Team)												
Focus group conversations with middle school educators and administrators (MFAH Project Team)												
Identify short list of MFAH works for <i>LTA/MFAH MS</i> (MFAH Project Team)												
Meeting: finalize MFAH works for lesson plans and discuss <i>LTA/MFAH MS</i> content and design (MFAH and Educator Project Teams)												
School visits: present <i>LTA/MFAH MS</i> works and discuss lesson plan needs (MFAH Project Team)												
Three-day residency: research and write <i>LTA/MFAH MS</i> lesson plans (Dr. Adams and MFAH and Educator Project Teams)												
Develop <i>LTA/MFAH MS</i> prototype materials: poster, art cards, etc. for classroom testing (MFAH Project Team)												

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<u>Year Two</u>	Aug 2012	Sep 2012	Oct 2012	Nov 2012	Dec 2012	Jan 2013	Feb 2013	Mar 2013	Apr 2013	May 2013	Jun 2013	Jul 2013
Develop <i>LTA/MFAH MS</i> prototype materials: poster, art cards, etc. (MFAH Project Team)												
Produce and distribute prototype <i>LTA/MFAH MS</i> materials (MFAH Project Team)												
Meeting: identify Educator Evaluators (MFAH Project Team)												
Classroom testing of lesson plans and prototype <i>LTA/MFAH MS</i> materials (Educator Project Team and Educator Evaluators)												
School visits to discuss assessment of prototype <i>LTA/MFAH MS</i> materials (MFAH Project Team)												
Meeting: discuss progress of project (MFAH Project Team)												
Focus group conversations with middle school educators and administrators (MFAH Project Team)												
Survey of middle school educators participating in MFAH programs (MFAH Project Team and Dr. Adams)												
Meeting: discuss feedback from assessment of prototype <i>LTA/MFAH MS</i> materials and initial data from research (Dr. Adams and MFAH and Educator Project Teams)												

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<u>Year Three</u>	Aug 2013	Sep 2013	Oct 2013	Nov 2013	Dec 2013	Jan 2014	Feb 2014	Mar 2014	Apr 2014	May 2014	Jun 2014	Jul 2014
Analyze data for evaluative report (Dr. Adams and MFAH Project Team)												
Second round of classroom testing of lesson plans and prototype <i>LTA/MFAH MS</i> materials (Educator Project Team and Educator Evaluators)												
Revise <i>LTA/MFAH MS</i> materials (MFAH Project Team)												
Produce evaluative report (Dr. Adams and MFAH Project Team)												
Present research findings at National Art Education Association National Convention and American Association of Museums Annual Meeting (Dr. Adams and MFAH Project Team)												
Write articles for Region IV Educational Service Center, <i>Journal of Museum Education</i> , and <i>Studies in Art Education</i> (Dr. Adams and MFAH Project Team)												
Finalize <i>LTA/MFAH MS</i> materials (MFAH Project Team)												
Develop <i>LTA/MFAH MS</i> professional development activities (MFAH Project Team)												
End of grant												
<u>Post Grant</u> : produce, promote, and distribute <i>LTA/MFAH MS</i> , present research findings at Texas Art Education Association Annual Conference												

BUDGET FORM - PAGE FOUR

Section B: Summary Budget

	\$ IMLS	\$ Cost Share	\$ TOTAL COSTS
1. Salaries and Wages			
2. Fringe Benefits			
3. Consultant Fees			
4. Travel			
5. Supplies and Materials			
6. Services			
7. Student Support			
8. Other Costs			
TOTAL DIRECT COSTS (1–8)			
9. Indirect Costs			
TOTAL COSTS (Direct and Indirect)			

Project Funding for the Entire Grant Period

1. Grant Funds Requested from IMLS	
2. Cost Sharing:	
a. Cash Contribution	
b. In-Kind Contribution	
c. Other Federal Agencies*	
d. TOTAL COST SHARING	
3. TOTAL PROJECT FUNDING (1+2d)	
% of Total Costs Requested from IMLS	

* If funding has been requested from another federal agency, indicate the agency's name: