



## Museums for America

Sample Application MA-10-19-0529-19  
Project Category: Lifelong Learning

### Walker Art Center

Amount awarded by IMLS:	\$250,000
Amount of cost share:	\$421,930

Attached are the following components excerpted from the original application.

- Abstract
- Narrative
- Schedule of Completion

Please note that the instructions for preparing applications for the FY2020 National Leadership Grants for Museums program differ from those that guided the preparation of FY2019 applications. Be sure to use the instructions in the [FY2020 Notice of Funding Opportunity](#) for the grant program and project category to which you are applying.

## Abstract

**Lead Applicant and Partners:** The Walker Art Center requests a three-year, \$250,000 grant to advance its School Programs platform through a new initiative, *Teaching Tools for Interdisciplinary Learning* (TTIL).

**Need/Challenge Addressed:** Arts access and education have been at the heart of the Walker Art Center's contemporary art mission since it opened as a public institution in 1940. Through inquiry and project-based learning K-12 School Programs seek to empower students by providing access points to gaining comfort, and eventual fluency, in discussing and relating to contemporary art, while also meeting state education standards in the arts and other integrated subject areas. Led by professional museum educators, school visits are customized to focus on specific themes or exhibitions and tailored to meet student needs. Multiple initiatives designed to meet Minnesota Education Standards have helped to ensure best practices for student engagement, including the 2016-18 initiative *Accessible Multidisciplinary Curricula for K-12 Students* (AMC) supported by a three-year IMLS Museums for America grant. AMC's focus was to create accessible, multidisciplinary entry points to contemporary art and other subjects for a diverse range of students. As a result of AMC, the Walker has successfully grown overall participation in School Programs from 6,000 in 2015 to 12,000 in 2018 and is engaging a more diverse range of students; staff observation has found an increase in students of color participating in tours, and attendance records show more visits from schools serving specific cultural and ethnic groups such as El Colegio and Hmong Charter. While these increases demonstrate success, the Walker has found that catering to these specific populations, as well as public school classrooms that are increasingly integrated to include students with diverse learning needs, including ELL students and students with ASD or EBDs, poses a significant challenge for Walker Educators.

**Project Activities:** TTIL will expand access to School Programs by advancing the following three key strategies: 1) increase access and deepen engagement opportunities for K–12 students with specific learning needs and from low-income households; 2) advance best practice teaching methodologies through professional development opportunities for Walker Educators and K–12 Teachers; and 3) hone teaching tools and methodologies through iteration and evaluation. Guided by these strategies TTIL will develop a slate of new educational tools based in best practice research and will train Walker Educators and K-12 Teachers to use them. Tools will be designed to be adaptable with overlapping beneficiaries—for example, sentence stems, social narratives, and vocabulary cards support ELLs as much as students with EBDs and ASD—and to better support all students in integrated classrooms. Additionally, to address an oft cited barrier to participation—transportation costs for schools serving low-income students—the Walker will waive tour fees and provide bus subsidies for Title 1 schools.<sup>1</sup>

**Project Beneficiaries:** Armed with AMC evaluation findings and recent research on best practices, the Walker plans to expand access for two target student populations: 1) diverse learners with specific needs, including English Language Learners (ELL), students with Autism Spectrum Disorders (ASD), and students with Emotional or Behavioral Disorders (EBD), among others; and 2) students from low-income households.

**Intended Outcomes:** Outcomes include: 1) increased engagement of students with diverse learning needs, or who are identified by teachers as requiring extra support; 2) increased attendance from schools that serve students with diverse learning needs; 3) reduced transportation barriers to School Programs participation for approximately 90 low-income schools through bus subsidies; 4) increased confidence for K–12 teachers and Walker Educators to incorporate opportunities for TTIL methodologies, like Visual, Auditory, Kinesthetic, and Tactile exercises and embodied learning, within their everyday teaching; 5) increased development of 21<sup>st</sup>-century skills for all School Programs participants; and 6) increased interest in and understanding of tour content.

**Measuring Success:** Contract evaluator Betsy Malone Leaf will assess all aspects of TTIL against project outcomes. She will work with the Walker to develop an evaluation plan informed by Maloney Leaf's initiation program observations. For all TTIL participants, quantitative and demographics along with qualitative feedback about the visitor experience and learning outcomes will be gathered and compared with goals. Results will be documented in a report and disseminated to community partners and peers in the museum field.

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<sup>1</sup> To be an eligible Title I school, at least 40% of an elementary school's students and 75% of a high school's students must be from low-income families who qualify under the U.S. Census's definition of low-income, according to the U.S. Department of Education.

## 1. Project Justification

**What do you propose to do?** Arts access and education have been at the heart of the Walker Art Center's contemporary art mission since it opened as a public institution in 1940. Free art classes and partnerships with Minneapolis Public Schools were among the Walker's first educational offerings in the 1940s and 50s. Today, the Walker's School Programs engage 12,000 K-12 students each year with interactive, learner-centered, and inquiry-based explorations in the galleries and Minneapolis Sculpture Garden. Led by professional museum educators, school visits are customized to focus on specific themes or exhibitions and tailored to meet student needs. Multiple initiatives designed to meet Minnesota Education Standards have helped to ensure best practices for student engagement, including the 2016-18 initiative *Accessible Multidisciplinary Curricula for K-12 Students* (AMC) supported by a three-year IMLS Museums for America grant. AMC's focus was to create accessible, multidisciplinary entry points to contemporary art and other subjects (English, science, mathematics, and social studies) for a diverse range of students. Armed with AMC evaluation findings and recent research on best practices, the Walker plans to expand access for two target student populations: 1) diverse learners with specific needs, including English Language Learners (ELL), students with Autism Spectrum Disorders (ASD), and students with Emotional or Behavioral Disorders (EBD), among others; and 2) students from low-income households. A \$250,000 IMLS Museums for America grant is requested to support a new three-year initiative, "Teaching Tools for Interdisciplinary Learning" (TTIL), designed to increase access and deepen engagement opportunities for target students, advance best practice teaching methodologies, and develop and implement new evaluation methodology.

**What need, problem, or challenge will your project address, and how was it identified?** While serving K-12 schools has always been a priority for the Walker, TTIL responds to the specific needs of target students within Minnesota's rapidly diversifying population. Census data indicates the number of foreign-born Minnesotans has tripled since 1990, while only doubling nationwide over the same period.<sup>1</sup> Students and young people now represent the most diverse demographic segment of Minnesota—2014 marking the year when non-white students became the majority (50.3%) compared with the broader adult population of Minnesota (17.6%)—yet Minnesota's achievement gap remains the highest in the country.<sup>2</sup> Additionally, in 2017 the state's ELL student population grew by 300%,<sup>3</sup> and the rate of ASD students in Minnesota is twice the national average<sup>4</sup> with the highest instances in the Hmong and Somali populations. A study in 2013 highlighted that in Minnesota, students with Emotional or Behavioral Disorders (aka Emotional Disturbance) were triple the national average in students aged 3–5, and nearly double the national average in students aged 6–21.<sup>5</sup>

Addressing these needs was a key focus of the 2016-18 AMC initiative. As a result, the Walker has successfully grown overall participation in School Programs from 6,000 in 2015 to 12,000 in 2018 and is engaging a more diverse range of students; staff observation has found an increase in students of color participating in tours, and attendance records show more visits from schools serving specific cultural and ethnic groups such as El Colegio and Hmong Charter. While these increases demonstrate success, the Walker has found that catering to these specific populations, as well as public school classrooms that are increasingly integrated to include students with diverse learning needs, including ELL students and students with ASD or EBDs, poses a significant challenge for Walker Educators. For example, a typical classroom of 25 students may include 10 ELLs and 2-4 students with ASD or EBD. Language and behavioral barriers prevent students from fully engaging with and understanding the art on view and the multidisciplinary curricula presented by Walker Educators. Furthermore, the Walker has found that, if ELLs and ASD or EBD students are unable to engage or participate in the tour because they don't understand the language the Educator is using, are nonverbal, or are experiencing some other type of stress, they may act out and distract other members of their class, making it difficult for Educators to keep the tour on track.

Alongside these trends and challenges, while tour fees are already waived for Title 1 Schools—83% percent of Minneapolis and Saint Paul Public Schools are Title 1<sup>6</sup>—teacher feedback consistently indicates that transportation costs are the

<sup>1</sup> Integrated Public Use Microdata Series from the U.S. Census Bureau, American Community Survey, <http://www.mncompass.org/immigration/population-trends#1-5584-g>

<sup>2</sup> <https://www.twincities.com/2018/04/10/mn-students-remains-near-the-top-on-national-test-but-achievement-gaps-wont-close/>

<sup>3</sup> English Learner Education in Minnesota, Minnesota Department of Education, 2017

<sup>4</sup> <https://twin-cities.umn.edu/news-events/umn-researchers-unveil-minnesota-autism-rates-part-national-cdc-study>

<sup>5</sup> <https://www2.ed.gov/fund/data/report/idea/partbspap/2013/mn-acc-stateprofile-11-12.pdf>

<sup>6</sup> To be an eligible Title I school, at least 40% of an elementary school's students and 75% of a high school's students must be from low-income families who qualify under the U.S. Census's definition of low-income, according to the U.S. Department of Education. This is determined by a school's student participation in the free or reduced lunch program. In the December 12, 2018

number one barrier to participating in the Walker's School Programs. Many schools in the Twin Cities have limited budgets and/or are allocated transportation funds for only a small number of field trips each year, which must be distributed across the whole school. This is especially true for Title 1 schools serving large numbers of low-income students, as their funding is based on taxes in the surrounding area.

By expanding access and engagement opportunities for the target populations, the proposed TTIL initiative will support not only student knowledge about contemporary art but also the development of 21<sup>st</sup> century skills. As recent research concludes, even a single visit to an art museum can improve students' abilities in critical thinking, empathy, and tolerance for others, which in turn supports community development and responsible citizenship. These gains are even higher for students from high poverty schools, as well as for minority students.<sup>7</sup> Supporting the development of 21<sup>st</sup> century skills is essential in an increasingly diverse population like Minnesota, helping to prepare students for the future and cultivating the next generation of cultural consumers.

**Who or what will benefit from your project?** While TTIL will benefit all K–12 School Programs participants, the initiative is specifically designed to respond to the needs of two target audiences in the seven county metropolitan area of the Twin Cities (population of more than 3 million): 1) students with diverse learning needs and 2) students from low-income communities experiencing transportation barriers. In total, TTIL will serve up to 45,000 students and bus subsidies will reduce transportation barriers for as many as 90 classrooms in Title 1 schools over three years. TTIL will benefit Walker Educators and K–12 school teachers across a range of subject areas (English, science, mathematics, and social studies) with professional development workshops. Finally, TTIL will benefit the field of museum and arts education through the publication of a report summarizing the initiatives results so that other museums might implement similar methodologies.

**How will your project advance your institutions strategic plan?** TTIL underpins the Walker's longstanding commitment as a public institution to diversity, equity, inclusion, and access, and the initiative's four strategies specifically address a key priority of the Walker's strategic plan: renew the Walker's commitment to serve audiences of diverse age, income, and ethnicity in parallel with the shifting demographics of the state of Minnesota. The initiative also advances specific institutional priorities for FY18-19 and FY19-20: namely to create an extraordinary experience for every visitor at all points of interaction. The strategic plan and institutional priorities are attached. It is important to note that, while the Walker's current strategic plan ends in FY20, the Walker's Executive team has already identified that addressing diversity, equity, inclusion, and access will remain high priorities of a new planning process that will launch in 2019.

**How will your project address the goals of the Museums for America Program and align with the Learning Experiences Category?** TTIL will support the goals of the MFA Program and the Learning Experiences category by providing K–12 students with opportunities to explore, analyze, and question the museum's collection and exhibitions, and their broader thematic content. With support from IMLS, TTIL will engage K–12 students in high-quality, inclusive, and needs-responsive educational tours open to the broadest range of learning styles and student needs. TTIL's strategies will utilize current cognitive research on embodied and kinesthetic methods, and incorporate best-practices and cross-disciplinary approaches in order to facilitate student-centered, inquiry-based learning. This includes the principles of Universal Design for Learning (UDL)—an educational framework to optimize teaching for all types of learners based on scientific insights into the learning process.<sup>8</sup> According to David H. Rose, Ed.D. of the Harvard Graduate School of Education and the Center for Applied Special Technology (CAST), best practice UDL and differentiation provide students with multiple means of expression and various ways of acquiring information.<sup>9</sup>

Drawing on a variety of strategies to engage learners with different Visual, Auditory, Kinesthetic, and Tactile (VAKT) learning styles, TTIL will also incorporate Embodied Learning—the practice of using the body as a resource for learning, including kinesthetic awareness. Embodied Learning is a particularly appropriate methodology to apply to in-gallery teaching

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2018-19 school year, 52 of MPS's 70 schools and 54 of SPSS's 58 schools were classified as Title 1 with 60% and 68% of students, respectively, receiving free or reduced prices lunches.

<sup>7</sup> <http://educationnext.org/the-educational-value-of-field-trips/>

<sup>8</sup> [http://udlguidelines.cast.org/?utm\\_medium=web&utm\\_campaign=none&utm\\_source=cast-about-udl](http://udlguidelines.cast.org/?utm_medium=web&utm_campaign=none&utm_source=cast-about-udl)

<sup>9</sup> A Practical Reader in Universal Design for Learning (2006), edited by David H. Rose and Anne Meyer. Cambridge, MA: Harvard Education Press.

because students are already moving through a physical space. Research indicates that Embodied Learning has the potential to support students in developing problem-solving and analytical-thinking skills through “planned learning experiences [that] not only provide the learners with a unified view of commonly held knowledge (by learning the models, systems, and structures of the culture) but also motivate and develop learners’ power to perceive new relationships and thus to create new models, systems, and structures.”<sup>10</sup> Additionally, research has proven that problem-based applied learning, which will be integrated throughout TTIL, increases engagement for all students, but has the highest impact for disadvantaged learners.<sup>11</sup> Building on these research-based, best-practice methodologies, TTIL will position the Walker as a unique educational space, capitalizing on the museum’s rich history of interdisciplinary practice and collection of contemporary art that relates to a broad array of relevant issues such as identity, economy, immigration, culture, and society.

## 2. Project Work Plan

**What specific activities, including evaluation and performance measurements, will you carry out?** Through guided tours, led by a cohort of 13 professional Educators, K–12 School Programs provide a pathway for students to apply critical thinking skills to contemporary art and issues. In 2016, the AMC initiative developed new curricula tied to state education standards, providing a more accessible and engaging entry point to contemporary art and other subjects. These new multidisciplinary curricula strands use artworks on display in the Walker’s gallery and the Minneapolis Sculpture Garden as a starting point to explore state mandated subjects including Art; English Language Arts; Science, Technology, Engineering, Art, and Mathematics (STEAM); and Social Studies. Most significantly, these new curricula were designed to underpin the development of 21st-century skills such as collaboration and critical thinking. Building on this success, the Walker will advance its School Programs platform through the proposed TTIL Initiative with the following 3 key strategies:

A) Increase access and deepen engagement opportunities for K–12 students with specific learning needs and from low-income households: A primary strategy of TTIL is the creation of new tools, accessible to all visiting school groups, which will support ELL students and students with ASD or EBDs by providing multiple pathways to engagement with School Programs’ multidisciplinary curricula. Utilizing best practices and research, these teaching tools will be designed to be adaptable with overlapping beneficiaries—for example, sentence stems, social narratives, and vocabulary cards will support ELLs as much as students with EBDs and ASD—and to better support all students in integrated classrooms. Through performance, drawing, sculpture, and other artistic practices, students will have access to a broad range of options to engage with the art on view in the Walker’s galleries and Minneapolis Sculpture Garden.

To facilitate the development of new teaching tools, the Walker will contract an industrial designer to enable Walker Educators to tailor tour curricula to the specific needs of diverse learners. Industrial design is the professional practice of designing everyday products, oftentimes solving mechanical, engineering, educational, or physical problems in the process. Designers combine artistic and engineering insight to create something both user-friendly and visually appealing. While a specific designer has not yet been selected, the Walker will seek a candidate with an understanding of museum education and experience designing based on a wide range of formative information and feedback. The Walker has been in conversation with industrial designer Alex DeArmond, one possible candidate, but will conduct a thorough search process. A project estimate from DeArmond, along with his qualifications, are attached for reference.

Tool development will begin with the industrial designer undertaking six months of research with Walker Educators, shadowing tours and collecting informal student and teacher feedback. The designer will also consult on tool development with outside educators specializing in performance such as Sonja Kuftinec (specialist in performance studies and theatre education) and ELL education such as Martha Bigelow (specialist in second language acquisition and schooling experiences of adolescent immigrant youth), among others, and host two sessions per project year for input from Walker Educators and access experts. A selection of K–12 teachers will be asked to survey their students as part of this process. Feedback will inform the development of teaching tools and the overall project evaluation plan. Walker staff will also visit the

<sup>10</sup> Dressel, P. "The Meaning and Significance of Integration." In *The Integration of Educational Experiences*, 57th Yearbook of the National Society for the Study of Education, edited by Nelson B. Henry. Chicago: University of Chicago Press, 1958, 3-25.

<sup>11</sup> <http://media.a4le.org/pacificnorthwest/britishcolumbia/BC10-FrankLocker.pdf>  
December 12, 2018

MIT Media Labs (a design lab that includes research pods focused on accessible education) and the Exploratorium (a museum that runs high quality, participatory education programs) for insights into how these organizations are using teaching tools in informal learning environments.

Collating this feedback and research, the industrial designer will create and prototype a range of teaching tools to support K–12 School Programs. While the final tools will vary, Walker Educators have already identified a number of potentially useful aids including:

- Multi-purpose vocabulary cards for ELLs and students with EBDs or ASD. These cards could, for example, be used to illustrate key ideas or words that are difficult to translate or not commonly used in everyday language, with each card featuring translation into key languages (Somali, Hmong, Spanish) and, where possible, a pictogram or image to support that word.
- Props to support Embodied Learning, such as theatrical props to define physical boundaries, wearable props designed to heighten body awareness in performance and movement exercises, and objects to stack and build temporary sculptures. Tools that support Embodied Learning would allow students with EBDs or limited English to express their ideas without the use of words as well as connect with ideas experientially.
- 3D printed replicas of certain shapes or figurative sculptures, such as small versions of existing works. These would allow students to have a tactile experience with particular materials or shapes and would support students understanding the wide range of media that comprise artworks in the gallery. Such tools would help students consider the construction of the works.

These types of tools will allow Educators to flexibly tailor instruction to the specific needs of each student group by using a range of artistic disciplines and VAKT exercises to engage student learning. To make tools available in-gallery and allow for easy transportation and availability, three light-weight carts will also be created to store the tools and be used during tours as they are wheeled throughout the galleries and campus, including the Minneapolis Sculpture Garden. To raise awareness of these resources among parents and families, marketing materials will be produced and translated into Hmong, Somali and Spanish. It is the hope of the Walker that these materials will also help demonstrate the impact of School Programs and, through these translations, show that the institution is accessible to these communities.

TTIL will also increase access for students from low-income households by removing transportation barriers through bus subsidies. Past education initiatives, including AMC, have demonstrated the success of offering transportation reimbursement and travel subsidies in guaranteeing equitable service delivery. Bus subsidies not only increase access but also enable relationship development with teachers and ensure reliable commitments from focus groups and student evaluations. An annual travel subsidy budget of \$12,000 will facilitate field trips for over 30 Title 1 schools from the seven-county metro area each year (90 total over 3 years). Additionally, the Walker will host meetings with Title 1 MPS, SPPS, and suburban public and charter schools to connect with teachers and promote the availability of bus subsidies. The Walker will also advertise bus subsidies in its quarterly education e-newsletter (reach: 3,500 annually) and its marketing brochure (reach: 10,000 annually).

B) Advance best practice teaching methodologies through professional development opportunities for Walker Educators and K–12 Teachers: In addition to supporting the development of new multidisciplinary curricula, the 2016-18 AMC initiative allowed the Walker to transition School Programs delivery from volunteer docents to professional museum educators. A cohort of 13 specially-trained contract Walker Educators—many of whom have backgrounds in arts education and/or are multilingual—are now responsible for facilitating K-12 School Programs. The proposed TTIL initiative will enable the Walker to promote three of these Educators, selected for their outstanding performance and commitment to the institution, to newly created Lead Educator positions. These positions will help retain experienced Educators and will also be crucial to the development and facilitation of new tools created through the grant.

In addition, TTIL will provide professional development opportunities for:

1) *Lead Educators:* The three new Lead Educators will be directly involved in the teaching tools development through meetings, ideation, research, and planning sessions with Walker Education staff, a contract industrial designer, consulting

education specialists, and a contract evaluator. Lead Educators will be responsible for liaising with the rest of the Educator cohort, soliciting formative feedback, and testing tool prototypes. This process will provide opportunities to test and refine teaching tool implementation, as well as opportunities for evaluation by observing and documenting discussions among Educators. Lead Educators will also collate research and feedback from schools, observe tour groups, collate this observation and survey data, and conduct peer-to-peer training for other Educators.

2) *Walker Educator Cohort*: The full 13-member Educator cohort will engage in formalized trainings, led by the Walker's School Programs manager with assistance from Lead Educators. Trainings will focus on implementation of the new School Programs tools to support diverse learners. Presentations by education specialists, such as individuals with performance pedagogy experience and UDL experts, will also cover the behavioral science embedded in the tools. Trainings will include shadowing and co-teaching opportunities for Educators to learn from Lead Educators.

3) *K–12 Teachers*: Professional development sessions for K–12 teachers, led by Walker staff and Educators, will serve the dual purpose of orienting teachers to the high-quality instruction offered at the Walker and sharing new skills and ideas to implement within their own classrooms. The Walker will offer at least four one-day sessions over the course of the final year for teachers with a capacity of 15 teachers per session. Sessions will target both Art teachers and teachers from other subjects, such as Math, Science, Social Studies, and English Language Arts.

C) Hone teaching tools and methodologies through iteration and evaluation: The Walker will contract evaluation consultant Betsy Maloney Leaf PhD, MFA, from the Arts in Education program in the College of Education and Human Development (CEHD) at the University of Minnesota to conduct observations, interviews, and focus group inquiry at all stages of the project. Maloney Leaf's research, which examines the intersection between arts education, culturally relevant pedagogy, and educational policy, makes her uniquely suited to evaluate TTIL. Engaging with Lead Educators, Walker staff, and the industrial designer, Maloney Leaf will inform the development and evolution of teaching tools as they are prototyped and refined across the project. Additionally, with assistance from Maloney Leaf, the Walker will evaluate teacher professional development workshops as a means of determining the likelihood that teachers will incorporate some of the proven practices and strategies of arts integration, embodied learning, and student-centered inquiry into their classrooms.

**What is your project's maturity level?** Educational and school programming have been a central part of the Walker's mission since the 1940s. New multidisciplinary curricula were developed and launched in spring 2018 as part of the IMLS-funded AMC initiative, which also supported the creation of the Walker's 13-member professional Educator cohort. The new tools to be developed through the proposed TTIL initiative, informed by results and learnings from AMC and recent research, will be in the piloting phase—prototyped and tested at the Walker during the three-year project period.

**What are the risks to the project and are they accounted for in the work plan?** As a result of AMC, the Walker's School Programs are attracting increased interest and currently serve a robust audience of over 12,000 students annually. To prevent overcrowding of tours and ensure all students have a high-quality experience, the Walker will encourage school group bookings up to six months in advance. This will support advanced planning and accommodations for diverse students' needs, especially integrated classrooms with ELLs and students with ASD and EBD. A risk addressed by TTIL is the potential loss of knowledge and expertise that occurs with natural staff and Educator turnover. The new Lead Educator positions and professional development opportunities will help mitigate this risk.

**Who will plan, implement, and manage the project?** Nisa Mackie, Director and Curator of Education and Public Programs, will serve as project director, responsible for strategic and financial oversight. Mackie joined the Walker in May 2015 after successfully managing public programs at the Biennale of Sydney, where she organized programs and residencies featuring a wide range of artists, curators, and thinkers and trained over 50 educators. She also oversaw educator training in St Petersburg for Manifesta biennial. Sarah Abare, Education Programs Manager, will serve as project manager, and will oversee newly developed programs and tools. Abare joined the Walker in 2016 after working at the Blanton Museum of Art as Administration Manager for Education Programs. Both Mackie and Abare will supervise the development of Educator training for the proposed project. Lead Educators will develop and implement Educator training with oversight from Sarah Abare. They will also be responsible for collecting and collating Educator, student, and teacher feedback on new teaching tools and programs as they evolve over the course of the project. Morgan Lee, Education

Coordinator, will coordinate school visits and communicate with teachers. Morgan joined the Walker in 2018, having recently worked at the Aspen Art Museum as Education Coordinator. A contract evaluator, Betsy Maloney Leaf, will assess all aspects of TTIL against project outcomes. A contract industrial designer will design and produce teaching tools with input from Education staff, Lead Educators, and Maloney Leaf.

**When and in what sequence will your activities occur?** The project timeline is divided into distinct phases across the three-year project: year one is focused on planning, research, formative assessment, and tool prototyping, with years two and three focused on Educator training and development, teacher professional development, program consolidation, teaching tool production, and summative evaluation and reporting. Milestones in chronological order include: formative research completed, prototyping, training completed, manufacturing, official project implementation, evaluation completed, and summative reporting finalized. See Schedule of Completion.

**What time, financial, personnel, and other resources will you need to carry out the activities?** The budget contains significant costs for Lead Educators, Educators, contract evaluation services, contract industrial designer fees, and teaching tool production. Additional support is needed for staff research and consultant travel, image rights, translation fees for marketing collateral, and school bus subsidy fund.

**How will you track progress toward achieving your intended results?** Mackie and Abare will oversee the budget and timeline. Abare will also lead a monthly workgroup to monitor progress and track project results against performance goals. Walker staff will collect Performance Measure Statement data through surveys and observations. With the aid of Maloney Leaf, Maloney Leaf will also participate in planning meetings and prototyping sessions, and will observe school program delivery. While it is anticipated that the final evaluation plan will include surveys, observation, and an ethnographic study, the plan is dependent on Maloney Leaf's initial observation of tool development and program delivery. Walker staff will also utilize an observation checklist and student surveys, in addition to tracking the number of project participants; tracking total survey responses, responses per answer option, and nonresponses; and collecting other quantitative data. Walker staff and Maloney Leaf will also develop a teacher survey and staff will conduct focus groups and interviews with Educators and teachers following professional development sessions. Additionally, Walker staff will track all quantitative data—and qualitative data with surveys, when possible—for groups receiving travel subsidies.

**How and with whom will you share your project results?** Evaluation results and the final report will be available on the Walker website (<http://www.walkerart.org/lab>); Education blog posts; and news and announcements disseminated via e-newsletters and social media. Maloney Leaf will draft a summative report featuring images, collated data and accompanying analysis, and evaluative conclusions. The publication will be distributed to museum peers both locally and nationally and project results will be presented at conferences and convenings, such as National Arts Educators Association, American Alliance of Museums, Arts Educators of Minnesota, and the Twin Cities Museum Educators Group.

### **3. Project Results**

**Describe the intended performance goals and benefits of this project.** In addition to the IMLS Agency-Level Goal, TTIL has two key performance goals. First, the Walker aims to increase access for 15,000 K–12 students annually in the seven county Twin Cities metropolitan area, with a focus on diverse learners with specific needs and students from low-income households. The Walker will achieve this by leveraging its successful School Programs platform to meet the needs of the two target audiences and develop teaching tools for differentiated learning. TTIL will remove barriers (perceptual, language-based, physical, and financial) to participation and tailor curriculum delivery to the specific needs of diverse learners.

Second, the Walker will provide professional development opportunities for Walker Educators and K–12 teachers. Trainings will promote the tools methods developed through TTIL for use in the Walker's School Programs as well as K–12 classrooms. By consistently emphasizing the importance of facilitating differentiated learning and promoting an inclusive and welcoming environment, workshops will extend strategies for meeting the specific needs of diverse learners beyond the Walker. In addition, the Walker will share best practices and evaluation findings with its partners and practitioners in the museum and arts education fields invested in K–12 programming.



**Describe your project's intended results.** TTIL will increase student access to and engagement with the Walker's multidisciplinary curricula, which connect artistic programming to other non-arts subjects and contemporary issues. It will also support the development of 21<sup>st</sup>-century skills, such as cross-disciplinary problem solving, critical thinking, communication, and collaboration, alongside active recall of specific information for non-arts subjects. Through the project's embrace of UDL practices, it will allow more students from different abilities, language proficiencies, and learning styles to access the themes, ideas, or issues addressed in the art on view in the Walker's galleries and Minneapolis Sculpture Garden. The new teaching tools will empower students by providing access points to gaining comfort, and eventual fluency, in engaging with, relating to, and problem solving within contemporary art and other subjects. Core project outcomes include: 1) increased engagement of students with diverse learning needs, or who are identified by teachers as requiring extra support; 2) increased attendance from schools that serve students with diverse learning needs;<sup>12</sup> 3) reduced transportation barriers to School Programs participation for approximately 90 low-income schools through bus subsidies; 4) increased confidence for K–12 teachers and Walker Educators to engage learner-centered multidisciplinary teaching methods, including VAKT exercises and embodied learning, within their everyday teaching; 5) increased development of 21<sup>st</sup>-century skills for all School Programs participants; and 6) increased interest in and understanding of tour content.

**How will the knowledge, skills, behaviors, and/or attitudes of the intended audience change as a result of your project?** K–12 students participating in School Programs will experience increased engagement and development of critical thinking skills; students with different VAKT learning styles, levels of English, and physical and cognitive ability will feel more included and experience fewer barriers to participation; and all students will experience a more holistic connection with the ideas and concepts presented through the multidisciplinary curricula. Furthermore, TTIL will support student adaptability to participate as citizens in their communities and in a global society by helping them understand the “global interdependence and the interconnectedness of complex systems” and develop “the ability to draw from many fields and solve problems that involve interrelated factors.”<sup>13</sup>

**What tangible products will result from your project?** The project will produce new teaching tools that are expected to be manufactured in a range of materials. While the total number of tools has not yet been determined, the Walker will produce 60 copies of each individual tool. This will allow the institution to accommodate up to four groups of 15 students, which is the most students likely to be participating in tours at any given time. New tools may include vocabulary cards, drawing utensils, mats or floor-based activities for group work, stencils for tracing, activity sheets, wearable items/props that would affect body movement, blindfolds or goggles to emphasize other senses, and sculptural objects with different surfaces. Additionally, three lightweight teaching carts will be built to house teaching tools and make them readily available for use in-gallery. These tools will be integrated into existing lesson plans.

Other tangible products resulting from the project include marketing and communications collateral which will take the form of approximately 10,000 brochures, 7,000 in English and 2,000 in Spanish, 500 in Hmong and 500 in Somali. The Walker distributes marketing materials twice annually by mail to schools and sends approximately four e-newsletters per year to a distribution list of 3,500 teachers and principals. The project will also produce evaluation surveys created with the assistance of Maloney Leaf. Finally, a printed summative report on the project will compile and evaluate the project development and serve as an assessment against key goals.

**How will you sustain the benefit(s) of your project?** School Programs are one of the longest standing educational offerings at the Walker, requiring significant investments of full- and part-time staff and financial resources. School Programs were recently significantly enhanced through the 2016-18 AMC initiative, thanks to support from IMLS. As a program that serves key audiences, advances the institution's mission and strategic plan, and builds museum audiences for the future, the Walker will continue to dedicate substantial resources to School Programs through a combination of operating funds, contributed income from corporate sponsors and foundations, and an annual draw from an endowed \$2 million Excellence Award from the Wallace Foundation granted in 2006.

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<sup>12</sup> Privacy laws prevent the Walker tracking specific student language proficiencies or Individual Education Plans, but staff will track visits from schools with large ELL populations through outreach to MPS.

<sup>13</sup> Shoemaker, B. "Integrative Education: A Curriculum for the Twenty-First Century." Oregon School Study Council 33/2 (1989) December 12, 2018

<b>SCHEDULE OF COMPLETION</b>												
<b>YEAR 1: OCT 19 to SEP 20</b>	<b>OCT</b>	<b>NOV</b>	<b>DEC</b>	<b>JAN</b>	<b>FEB</b>	<b>MAR</b>	<b>APR</b>	<b>MAY</b>	<b>JUN</b>	<b>JUL</b>	<b>AUG</b>	<b>SEP</b>
<b>Planning and consultation</b>												
Project evaluator contracted and briefed, consultation on goals and questioning methodology	X											
Meetings with Evaluator to determine time commitments and reporting		X	X									
Confirmation of education consultants and specialists	X	X										
Host focus groups with educators, access advisors, and teachers	X	X										
Educators promoted to Lead Educators			X									
Designer contracted		X										
2020 meetings with evaluator, consultants and educators scheduled				X								
<b>Research and Development, Teaching Tools</b>												
1-2 day ideation/charette with designers, consultants, specialists, evaluators					X							
Follow up meetings with designer and evaluator					X	X						
Designer commences prototyping objects and tools						X	X	X	X			
First review/feedback tools								X		X		
Educator meetings and lesson planning around new tools											X	X
<b>Service Provision ongoing</b>												
Translation/transcription of marketing copy	X				X						X	
Marketing materials and e-news sent out at set times	X				X						X	
Educator meetings, Professional Learning Communities (PLC), professional development	X	X	X	X	X	X	X	X	X	X	X	X
Teacher Previews of exhibitions	X				X			X				
Tours and school programs delivery	X	X	X	X	X	X	X	X	X			X
School bus subsidies	X	X	X			X	X	X				X

<b>YEAR 2: OCT 20 to SEP 21</b>	<b>OCT</b>	<b>NOV</b>	<b>DEC</b>	<b>JAN</b>	<b>FEB</b>	<b>MAR</b>	<b>APR</b>	<b>MAY</b>	<b>JUN</b>	<b>JUL</b>	<b>AUG</b>	<b>SEP</b>
<b>Formative Evaluation, Teaching Tool iteration</b>												
Testing and feedback sessions with Educators on tools	X	X	X									
Observations conducted by Betsy Maloney Leaf and Educators	X	X	X									
Surveying of school groups using tools			X	X	X	X	X	X				
Review of findings with evaluation consultant and designer							X	X				
Revisions to curricula and resources, design edits to tools where necessary							X	X	X	X		
Reprinting of curricula and resources										X	X	X
Second iteration/production of teaching tools										X	X	X
Education cart development and production			X	X	X	X	X	X	X	X	X	X
Educator meetings and lesson planning around new tools											X	X
<b>Service Provision ongoing</b>												
Translation/transcription of marketing copy	X				X						X	
Marketing materials and e-news sent out at set times	X				X						X	
Educator meetings, PLCs, professional development	X	X	X	X	X	X	X	X	X	X	X	X
Teacher Previews of exhibitions		X						X				
Tours and school programs delivery	X	X	X	X	X	X	X	X	X			X
School bus subsidies	X	X	X			X	X	X				X
<b>Professional Development for Educators</b>												
Special lectures and trainings with consultants				X					X			
Professional development cross trainings between Lead and general Educators		X				X	X				X	
PLCs focused on teaching tool feedback and implementation	X			X							X	

<b>YEAR 3: OCT 21 to SEP 22</b>	<b>OCT</b>	<b>NOV</b>	<b>DEC</b>	<b>JAN</b>	<b>FEB</b>	<b>MAR</b>	<b>APR</b>	<b>MAY</b>	<b>JUN</b>	<b>JUL</b>	<b>AUG</b>	<b>SEP</b>
<b>Summative evaluation</b>												
Ongoing evaluation with Betsy Maloney Leaf	X	X	X	X	X	X	X	X	X	X	X	X
Focus groups with select teachers whose classes used the tools			X	X	X	X						
All surveys and data collated							X	X				
Review of findings with evaluation consultant									X	X	X	X
Revisions to curricula and resources, design edits where necessary										X	X	
Reprinting of curricula and resources											X	
Report generated by Betsy Maloney Leaf												X
<b>Teaching Tool Lesson Plan Finalization</b>												
Follow up meetings with designer and evaluator	X	X	X									
Designer finalizes and signs off on all teaching tools		X	X									
Education cart production completed	X	X	X									
Protocols written for cart use in the galleries			X	X	X							
Continued Educator meetings and lesson planning around final tools	X	X	X	X	X	X	X	X	X	X	X	X
<b>Service Provision ongoing</b>												
Translation/transcription of marketing copy	X				X						X	
Marketing materials and e-news sent out at set times	X				X						X	
Educator meetings, PLCs, professional development	X	X	X	X	X	X	X	X	X	X	X	X
Teacher Previews of exhibitions		X						X				
Tours and school programs delivery	X	X	X	X	X	X	X	X	X			X
School bus subsidies	X	X	X			X	X	X				X
<b>Professional Development for Teachers</b>												
Professional development days planned in consultation with school districts	X	X	X	X		X	X			X	X	
Professional development sessions offered for teachers			X		X			X				X
Surveys collated from teacher PDs				X		X			X			