



Mississippi Whole Schools

Arts in the Classroom

Program Requirements

1. **MWS Field Advisor** _____ to coordinate and schedule the required course series of professional development workshops and model lesson demonstrations for the school's staff.
2. Host and complete the required **Arts in the Classroom Course** of professional development workshops and model lesson demonstrations.
3. **Program Administrators** (Principal and Project Directors) will collaborate with the school's assigned field advisor and implement a minimum of four (4) planning meetings at the school.
4. Establish an **Arts Leadership Committee (ALC)** which includes the principal, lead teacher from each grade level, and arts specialists.
5. Attendance and full participation of five a minimum of (5) and up to ten (10) certified classroom teachers and one (1) administrator (principal/assistant principal) at the annual **MWS Summer Institute**; including one of the school's project directors.
6. Attendance and full participation of five (5) certified staff at the **Winter Training Event**, including one of the school's project directors or program administrators.
7. Attendance and full participation of four (4) classroom teachers and (1) Program Administrator to one (1) pre-scheduled **Model School Tour (Model Tour)**.
8. The Arts Leadership Committee will discuss the progress of the school with their assigned field advisor and determine if the next level of **Whole School** is a good fit. MWS Field Advisor will notify the Arts Education Director indicating the school's decision by February 1.
9. Each classroom of the Arts in the Classroom should display the Kennedy Center's **Arts Integration Definition** and **Arts Elements** poster provided by MWS.
10. Include **MAC/MWS logos** on the school's website and all pertinent print pieces.
11. Provide **Program Match Funds**.
12. Notify MAC in writing (using a **Mississippi Whole Schools Change Form**) to inform of any changes in the personnel or activities of the project.
13. Submit the required **Final Project Report** by May 15.



Guide Word Descriptors

Mississippi Whole Schools (MWS)

Mississippi Whole Schools (MWS), a program of the Mississippi Arts Commission (MAC), is the first comprehensive statewide arts education program in Mississippi. Mississippi Whole Schools provides regular and on-going professional learning opportunities, supporting educators in differentiated learning, multiple intelligences, social-emotional learning, and higher order thinking through the arts processes of creating, performing, responding, and connecting.

For more than 25 years, Mississippi Whole Schools has provided an arts-integrated conceptual approach to re-designing school environments. MWS offers professional learning for teachers, administrators, parents, and teaching artists, through summer institutes and retreats. The content of the workshops is co-created with the Mississippi Department of Education (MDE) and uses the College and Career Readiness Standards and the College and Career Readiness Arts Learning Standards

Our Vision

Arts-based school communities that fuel transformative education for every student.

Our Mission

Model, cultivate, and support arts-based learning for the whole school community.

Our Beliefs

- Every individual, every school, and every community are unique and valuable.
- Everyone is naturally creative, and creativity is critical to the learning process.
- Every child deserves to be taught in and through the arts.
- Instruction should be creative, engaging, and meet the unique needs of all learners.
- Arts integration should be in every classroom as one of many tools and approaches.
- The arts nurture the imagination and impact lifelong learning.

Arts in the Classroom (AIC)

Arts in the Classroom (AIC) is a one-year program designed to provide professional development for teachers and administrators in the foundations of arts integration as a teaching tool to enhance teaching skills. Teachers begin to identify where arts integration will improve student achievement as they infuse the arts into the basic curriculum. The concepts are taught through hands-on experiences that connect the Mississippi College and Career-Readiness Arts Learning Standards and the Mississippi College and Career Readiness Standards. All content is research-based and created by educators, artists, and cultural institutions. Schools desiring to be a member of Whole Schools must first participate in the AIC program.



MWS Field Advisor

MWS Field Advisors understand and support the overall work of the program. The specializations of a field advisor are as a professional artist with education training, a professional educator with arts training, or a professional with a solid understanding of arts integration and the work and purpose of MWS.

The Field Advisor serves as a consultant for the school and is a support liaison between the school and the Mississippi Arts Commission. Each campus has an assigned Field Advisor who is a mentor for arts education and arts integration. The Advisor is a resource and support for building capacity in arts integration for the school campus.

Arts in the Classroom Course

The AIC professional development course is a series of on-site professional development workshops and demonstration lessons. Throughout the school year, professional educators and teaching artists provide on-site fundamental arts integration 101 trainings and classroom demonstrations in the four primary arts disciplines.

The school's program administrators (principal and project directors) will collaborate with their MWS field advisor to coordinate and schedule the required course series of professional development workshops and lesson demonstrations for the school's staff. Final events and attendance statistics will be required within the school's follow-up report.

Program Administrators

The Program Administrative team is made up of the school's lead administrators (principal or assistant principal) and two project directors.

The project directors are either two general classroom teachers or one classroom teacher and one specialty teacher (music, art, gifted, etc.). The project directors should not be two specialty teachers. The most effective growth has been noted when one or more of the program administrators is also the instructional facilitator or a lead teacher who actively plans with grade level teams and coordinates with the arts specialists on staff.

Program Administrators must have time allotted to plan and communicate with MAC, field advisors, the school's arts leadership committee, staff, artists, community cultural institutions and parents. An understanding of the school's daily schedule, current staff developmental needs, curriculum planning, data collection, district policies and procedures for funding, and an awareness of the benefits of good public relations tools and practices are also important prerequisites when considering who should fill this role.

Program administrators must have the authority to make common-sense decisions. The attendance and active participation of one program administrator is required at all MWS events and training institutes. The attending program administrator should lead the school's participants in team reflection and application discussions. (It is recommended that a rotational schedule of attendance be developed).



Arts Leadership Committee (ALC)

The role of the Arts Leadership Committee (ALC) is to model, cultivate, and support arts-based learning within the whole school community. Embedded within the committee is a program administrative team. The full committee, led by the administrative team, provides strong leadership for the campus. This structure is pivotal to the success and sustainability of the arts-integrated approach in the redesign of the school environment.

The Arts Leadership Committee is comprised of lead educators and support personnel. It includes community members in areas as needed for specific projects and goals. Members of the ALC are actively recruited and carefully selected by the program administrators.

The Arts Leadership Committee should be representative of the school's community. Each grade level PLC/POD, service area, school committee and initiative should have representation in the ALC (i.e., program administrators, lead grade level/subject area representatives, specialist representative, and community representation). On average, six to ten members are required for full representation of the school's community. These members often serve on other school committees, thus providing a crossover of information and resources.

Careful consideration of representative strengths, interests and position on other committees should be considered when selecting members. Worksheets and templates for effective committee development can be found on the member page at mswholeschools.org.

MWS Summer Institute

The Summer Institute has been a highlight of MWS since the first convening in 1999. The Institute ranges from a 3-day event to a 5-day event. Attendees learn from state and national arts education and arts integration leaders. National trends, data and research, classroom learning experiences, and connections to community are presented.

Winter Training Event

Midyear training events take various formats depending on the stated needs of member campuses. These trainings are developed to focus on arts integration skills and peer to peer sharing. School leaders play a large role in determining the needs and topics of study.

Model School Tours (Model Tour)

Touring a Model School provides a unique professional development and networking opportunity for schools within the MWS program. Host schools share their journey of arts integration and provide an opportunity for guest schools to see the process in action. This collaborative model supports peer-to-peer learning, providing participants with resources and real-life examples of collaboration, community involvement, teaching and learning, and infrastructural systems within the model school's program and design. More information and a sample tour schedule may be found in the resource section of the MWS member page.



Whole School

Whole Schools is a program open to preK-12 schools that uses the arts as a vehicle for promoting high-quality instruction and learning for students. The program is founded on effective research-based methods and strategies. Participants in Mississippi Whole Schools are supported through grant funds, professional development, and technical assistance. This level is a **six-year** commitment to ongoing professional development through the MWS program. More information and how to apply may be found under grants for organizations at arts.ms.gov.

Arts Integration Definition

The Kennedy Center offers a comprehensive and nationally recognized definition: Arts Integration is an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject area to meet evolving objectives in both.

Arts Elements

The art elements are essential components that are included within an artistic piece to help an artist communicate. Understanding these fundamental components is necessary to analyze, evaluate, and create artistic works. Through collaboration with experts across the nation, MWS has identified essential elements in all four of the major art forms for this work. Posters are supplied to member schools for display in every learning environment on the campus. Additional element charts for instructional planning can be found in the resource section of the MWS member page.

MAC/MWS logos

Include MAC/Whole Schools logos on the school's website and all pertinent print pieces. The recognition should read as follows: *"This project is supported in part by funding from the Mississippi Arts Commission, a state agency, and the National Endowment for the Arts, a federal agency."* When written programs are not used, credit should be given verbally.

MAC's logos can be found on MAC's website at <https://arts.ms.gov/grants/grant-resources> (scroll to bottom of page).

MWS logos can be found in the program resource section on the MWS members page at <https://mswholeschools.org>



Program Match Funds

Arts in the Classroom Schools must show \$3,500 cash match within the school's final report. (Due May 15th)

Qualified sources may include:

- Title 1 and 2 funds (for professional development and travel)
- PTO/PTA funds (including fundraisers, donations, and other related efforts)
- School fundraisers (Note: Please contact school district business manager to review rules for school fundraiser in advance.)
- School or district funds (supplies, professional development, and travel)
- Contributions from individual or local businesses
- Contact the Arts Education Director if you have challenges identifying matching sources.

Sample Budget Report

Match Source	Dollar Amount (\$)
Walmart	\$500
PTA/PTO	\$1,000
Title Funds	\$2,000

Mississippi Whole Schools Change Form

The MWS change form is the Mississippi Arts Commission approved document required for all significant grant and program changes. A fillable form can be found on the resource section of the MWS Member page.

Final Project Report

Final reports are assigned to all grantees and may be found on the school's eGrant dashboard. Arts in the Classroom schools will be required to reflect upon the program's impact and provide supplemental documentation including program publicity, model tour evaluations, events and attendance charts, and teacher testimonials.



AIC Calendar Overview

- **MWS Summer Institute** (July)
 - Attendance and full participation of five (5) and up to ten (10) classroom teachers and one (1) administrator at the annual MWS Summer Institute is required for all participating schools. Arts in Classroom Schools may send up to ten (10) participants at no charge. A minimum of 5 is required.
 - If the school community, certified and non-certified staff, is 40+ people, the campus must send 15% of staff to all Whole Schools-sponsored events
 - The project director or co-project director is required to attend and may be counted as one of the school's minimum numbers.
 - One school administrator (principal/assistant principal) is required to attend. Administrators are not included in the minimum classroom teacher count.
 - Schools provide travel and lodging fees for the attending staff members and may include those expenses within the matching funds budget report.

First Semester

- **Arts Integration Definition & Arts 101** (Discipline Specific) provided by field advisor (July/Aug)
- **Arts 101** (Discipline Specific) Two-day professional development training including staff workshops and model lesson demonstrations on campus (Aug/Sept)
- **Model School Tour** (Oct/Nov)
 - Attendance and full participation of four (4) classroom teachers and one (1) program administrator is required.

Second Semester

- **Winter Institute** (typically late January or early February)
 - Attendance and full participation of four (4) classroom teachers and one (1) project director at the annual MWS Winter Institute is required for all participating schools.
 - Schools may send more than the required five (5) participants at a reduced rate.



- Schools provide travel and lodging fees for the attending staff members and may include those expenses within the matching funds budget report.
- A minimum of two hours per art form must be scheduled for each of the remaining art forms; however, the two remaining art forms may be combined and scheduled when time allows. All professional development is provided by MWS assigned arts specialists. (Feb/March)
 - **Arts 101** (Discipline Specific)
 - **Arts 101** (Discipline Specific)
- **Whole Schools** applications open February 1st and are due April 1st.
- Arts in the Classroom Schools **Final Report**. (Due May 15th)