Wichita PDAE Grant
Logic Model

Accentuating Music, Language and Cultural Literacy through Kodály-Inspired Instruction

Inputs - Activities - Outputs - Outcomes - Long-Term Outcomes

Kodály-inspired strategies and curricula
Kodály trainers—local/state/national
Kodály consultants
Research-based music standards
WPS music teachers

Summer professional development
Year-round development opportunities: KMEK workshops/USD 259 in-services/Regional and national Kodály conferences
Academic school year monitoring of teaching activities

Number of teachers participating in professional development
Lesson plans and song analyses/collections developed by project teachers displaying Kodály-inspired strategies
Number of students taught by teachers participating in grant professional development

Music teachers more knowledgeable and confident to integrate high quality Kodály-inspired strategies in music instruction
Music teachers effectively design lesson plans in the prepare-present-practice construct.
Music teachers better prepared to deliver high level instruction
Students of participating music teachers able to meet or exceed district and KSDE music and reading standards

Increased innovative use of Kodály-inspired strategies in instruction
Increased ongoing teacher participation in high quality professional development activities
Increased number of teachers serving as “teachers of teachers” for Kodály strategies
Increased numbers of students in high poverty schools who gain greater appreciation for and participation in the arts
Increased numbers of students in high poverty schools who increase language arts achievement

Context
Urban public school setting, three year U.S. Department of Education funded program, collaboration with urban university fine arts college, in-service teachers, association with the International Kodály Society (IKS) and the Organization of American Kodály Educators (OAKE)
The Wichita Public Schools and Wichita State University have formed a new Fine Arts Partnership to provide needed arts educators staff development to assure standards based music instruction to students in Wichita public schools with 50% poverty or more. Ninety-one teachers serving an estimated 23,000 students are targeted as active participants in Accentuating Music, Language and Cultural Literacy through Kodály Inspired Instruction (AMLCL). The grant period for this project is 2008-2011.

Kodály trained music leaders (Jo A. Kirk, Ella Joy Nelson, Steven R. Oare, Lisa Simmelink, Susan and Royce Tevis and Gabor Viragh) from across the United States have come to the great plains to help Wichita teachers develop music skills and strategies to improve standards based instruction in a 10 day summer Institute at Wichita State University, fall workshops, and spring workshops over a period of three years. Arts educators are specifically trained in Kodály strategies which stress the visual matching of note and syllable in a specific sequence that is more defined and more consistent than many methods of music instruction. Through participation in AMLCL, USD 259 music educators gain enhanced musicianship skills and pedagogical knowledge designed to strengthen their music programs, stimulate cultural awareness, and increase cross-curricular literacy. Research has shown that students who participate in a Kodály Inspired Music Curriculum program perform at a higher level on sequencing skills, spatial abilities and academic achievement patterns including decoding and language arts processing. (Hurwitz, Wolff, Bortnick, and Kokas 1975)

The project is led by a USD 259 management team (Shawn Chastain, Don Gray and Kirk Olson) and serviced by a WSU College of Fine Arts administrative team (Kirk Olson, Elaine Bernstorf and Justin Rorabaugh). The Center for Research and Evaluation Services, College of Education, Wichita State University, provide external evaluation services to determine if a high quality, replicable, research based professional development program designed to strengthen teachers' capacity to deliver a standards based vocal music program to students attending low income schools will enhance student academic achievement and ensure all students meet challenging vocal music content standards. Initial CRES reports for year one and two are available at www.wichita.edu/kodaly.