

Program Elements

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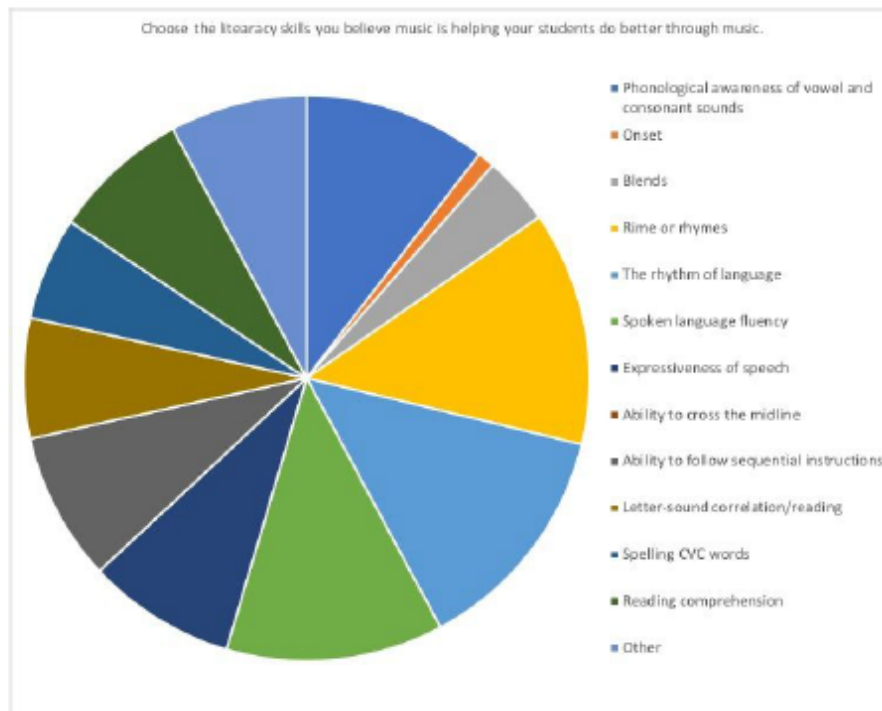
The Need: Proficiency for All Leads to College and Career Readiness

The seminal study by the Annie E. Casey Foundation, [Early Warning! Why Reading by the End of Third Grade Matters](#) provides data and perspective on the critical need inherent on primary grade teachers to raise student English Language Proficiency (ELP) skills and scores beyond basic to “grade level proficient” in order to assure that their students are able to make academic progress, graduate, and go on to college and/or meaningful work in adulthood. GITC is devoted to achieving this outcome by improving literacy instruction and student outcomes in grades Tk-3. According to the study, *“There are 7.9 million low-income children, birth through age 8 in the United States. If current trends hold true, 83%, or 6.6 million of these children, are at increased risk of dropping out of high school because they can’t read proficiently by the end of third grade.”* Proficiency for All is an absolute necessity in order for our students to progress to college and meaningful careers..GITC residencies consistently increase student motivation, focus, productive learning and have led to improved student outcomes in ELA skills, social emotional growth such as self-regulation, grit, expressive communication, team cooperation, and partnership collaboration skills, This chart shows the literacy skills that they report most improved as a result of GITC residencies. The sum total of these cumulative literacy skills is significant. A recent review of data showed that Title 1 students who have participated in a GITC classroom for both first and second grades test 24% higher on ELP assessment than their same-aged peers in Title 1 schools.

Music = Literacy Magic

Music as we purpose it in the early grades is a sonic language of organized sounds arranged in simple patterns centered on the steady beat, the auditory scaffold for acquiring auditory and verbal language and secondarily, writing and reading. [Scientific studies make this clear.](#) Rhythmic and melodic music carries English on its back, embedding letter sounds, blends, words, phrases and meaning in lyrical content, melodic contour and linguistic speech patterns.

The approach utilizes and develops students' listening and speaking skills while engaging their



imaginations, their emotions and committing the music and the English language into their long term memories. Please enjoy [this video](#) made a few years ago with second graders and teachers in GITC classrooms to hear them share the personal impact on their learning and lives.

Oral Language Practice and Daily Music Integration Preschool - 5th Grade

One of the most effective GITC strategies for developing early literacy is song-related [Oral Language Practice](#) (OLP). Ironically, this component of literacy education is sorely lacking in primary classrooms because it can create noise and distraction. But through our structured music-rich lessons, OLP becomes a focused daily activity through music making and team songwriting. A component of the residencies is teacher practice between sessions in which they lead at least one song every day between residency visits and also continue lyric writing with students. They get their students playing ukes mid-week, too with sets of instruments we provide or supplement based on what each teacher currently might already have acquired from GITC Literacy through Music PDs. Any teachers who already took after school or district PD training with us have some ukules in their classrooms.

Teachers in these residencies are encouraged to also take a weekly class with GITC after school to expand their instrumental and vocal skills. Many already do. Our after school classes are open to any teachers and staff in LAUSD including early childhood educators who like to lead songs throughout the school day. Through GITC they can add ukuleles to their Preschool classrooms!

Collaborative Residencies = Successful Implementation

GITC residencies grew out of a previous 15 year history of training teachers to integrate music for literacy after school in free weekly teacher training courses. When we added teaching artist residencies to our services, teacher success skyrocketed. This is because the residencies are carefully structured, deployed, supervised and assessed by a highly qualified team. The role of the classroom teacher is key to this success and the longevity of the impact of the work once residencies are complete.

The classroom teacher has powerful rapport with the students and “runs” the classroom with the culture s/he/they have established during music time. This means that the visiting teaching artist is able to fully teach the music component to eager learners while the classroom teacher upholds class rules and delivers expert literacy instruction. Together they succeed!

Every Residency is Structured for “I Do/We Do/You Do” Teacher Training

An important added bonus is the way the GITC residencies build teacher capacity to plan musical lessons and lead literacy through music independently. They learn to do this through our “I Do/We Do/You Do” model. The first 9 weeks are divided into 3 weeks of teaching artist leadership, 3 weeks of coplanning and coteaching, and 3 weeks of the classroom teacher taking the lead on 2 activities each time, with support from the teaching artist. The 10th week is the culminating performance in which the classroom teacher independently plans the literacy lesson and leads the students while the teaching artist encourages, video tapes, and helps if needed. Parents and other classrooms attend and sing along!

Work Based Learning Plan (E)

Our residencies will also provide high school juniors and seniors and opportunity to acquire skills that will let them explore or begin careers in early childhood education, music education, child development and child psychology as observers, shadowing our teaching artists and or participating in our weekly after school courses in four regions of the district. Participating students will get 8 hours of professional development in the fall and spring of 2019-20. Acquiring valuable skills such as playing ukulele, guitar, writing songs with others, and song leading with children and insight from experienced teachers will serve to position them to apply for staff positions in child care centers and preschools, afterschool programs and in organizations such as the Boys and Girls Clubs of America, the YMCA and summer camps.

Parent Engagement Matters

Parent engagement is critical to EL students speaking English at home. In GITC residencies, parents are invited to visit during music time as well as attend their students’ culminating in-class performances (a.k.a. informances). Involvement in GITC residencies increases and enriches parent-child conversations at home! Students share their favorite songs at home. Over the past many years, parents have broadly praised GITC’s work for making their students more “excited about going to school,” as well a more “talkative about what they did during the school day.” They also report that their children are teaching their siblings and other family members to sing songs and even to play ukulele at home if there is an instrument in the house. In fact, the programs cause this to be the case. 95% of the students in GITC classrooms request a ukulele or guitar as a gift and 35% receive one within the school year.

Teaching Safety through Songs

GITC classroom teachers often use the work to teach safety to students through team songwriting on relevant topics. Over the past 19 years, they have written songs together on everything from classroom evacuation procedures and classroom safety rules to covering your mouth when you cough, washing hands before snack and lunch, and much more. No matter what safety topic they learn and sing about, children remember the ideas in these songs and they can recall them at the right moment. Singing is one of the most natural ways to calm

children and it is how they calm themselves down as well. So in a time of danger or stress, safety songs can make a big difference. Here is one written, recorded and taught by our Director of Education on our non-profit board, [Dr. Joan Maute, called "Get Out, Stay Out!"](#)

Mental Health: Better Together!

GITC residencies naturally help stressed or traumatized students do better by reducing their anxiety and lowering the affective filter in each participating classroom. Singing together has been shown to actually change human physiology. It regulates breathing, slows pulses and heart rates, lowers blood pressure, and decreases the amount of cortisol our bodies are producing. Teachers annually report that making music for learning has led to fewer disruptive behaviors and more cooperative behavior in their students. The residencies also give teachers tools to incentivize student success by giving extra music time or turns to play a ukulele when students who have trouble can get in charge of themselves and find their "better angels" in order to earn these privileges. For years, one poignant teacher observation shows up over and over in our assessment survey responses. As one participant noted, "When my students are upset, music helps them calm down and go back to their tasks." In fact, we are training teachers in special techniques for using music to help students with autism access their social thinking strategies, express their needs as they occur, and de-escalate aggressive impulses.

Price Schedule

GITC PARTNERS FOR SUCCESS	2019-2020 PRICE SHEET PART C	PER CLASSROOM RESIDENCY		
Submitted to LAUSD on May 17, 2019				
Services Per Residency	How Much Time x How Often	Total Time Per Residency	Hourly Rate of Pay	Total Cost
Teaching Artist Preparation	30 minutes weekly x 10	5 hours	\$30	\$150
Teacher and Teaching Artist Co-Planning	1 hour initially (Then 15 minutes weekly x 9 included in teaching hour fee)	1 hour	\$50	\$50.00
Instructional Time with Students	1 instructional hour weekly x 10	10 hours	\$90	\$900
Residency Supervision	15 minutes weekly x 10	2.5 hours	\$50	\$150
Residency Observation	2 hours	2 hours	\$50	\$100
Assessment	30 minutes x 10	5 hours	\$30	\$150
TOTAL PER RESIDENCY		25 hours		\$1,500
TOTAL MINIMUM PER SCHOOL (2 Residencies)				\$3,000