NC State Spring 2016
Office of Undergraduate Individual Research Grant Proposal

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Expected Graduation Date: May 2016

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Mentor Phone: (919) 266-8540

Proposal Title: Benefits of Arts-Integration on Student Engagement and Literacy Skills

Funding will be for Spring Only!

Amount Requested: $750
Are Funds going to students ✔   or Faculty Mentor   or Split   

Please submit your research proposal below. Please limit your proposal to 4 pages! Include the following:
1. Your research hypothesis, question, design goals, or research thesis
2. Your research or design plan, give timeline of projected work and references
3. State the importance and implications in advancing disciplinary knowledge
4. State the connection between this project and your curricular interests

Save the completed document as a pdf or Word file with your name in the file name. Upload the proposal and the completed budget to http://go.ncsu.edu/undergrad_grant_student. Your mentor will be notified by email the directions to upload a recommendation for you and your research.

Proposal:

I. Research Project Identification
A. Impacts of Arts-Integration on Student Engagement and Literacy Skills
B. Project Researcher:
   Bria Cofield
   3400 Melrose Ridge Court
   Apartment 323
   Raleigh, North Carolina 27603
   North Carolina State University
   bmcofie2@ncsu.edu
C. Collaborator:
   Megan Clark
   1st Grade Teacher for Wake County Public School System
D. Context of research: Arts-Integration with Literacy in a target Elementary Classroom
II. Research Goals

A. Background Knowledge
Research shows that arts-integration in elementary schools benefits all students in all academic domains, as well as benefitting students cognitively. Some of the specific benefits include increased creative thinking, critical thinking and problem solving and reasoning skills as well as increased motivation, engagement, persistence, positive behavior, self-efficacy, self-confidence and collaboration (Students – Elementary School). Research further demonstrates that arts-integration strongly benefits students learning English (commonly referred to as English language learners, ELL) and students from underrepresented backgrounds. ArtsEdSearch’s research proves that arts-integration in the classroom leads to increased communications skills for students learning English in an environment that supports risk-taking and helps those students practice their English speaking skills (Students – Elementary School). With all of the research supporting arts-integration, I would like to further explore the benefits of arts-integration in regards to literacy skills for a target group of students.

B. Research Question: How does arts-integration impact student engagement and literacy skills?

Research Plan
I plan to conduct this research during the spring semester, while I am completing my student teaching. I would conduct the research with the classroom that I am currently assigned, a first grade classroom in a Title I school in Wake County. My research action plan is as follows:

<table>
<thead>
<tr>
<th>Inquiry: How will art-integration in a first grade classroom (centered on making meaning through the arts) impact student engagement and literacy skills?</th>
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<tbody>
<tr>
<td>Inquiry: How will art-integration in a first grade classroom (centered on making meaning through the arts) impact student engagement and literacy skills?</td>
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<td>Goal: To provide intentional arts-integration into instruction using multicultural children’s literature and art supplies, with the aim of providing intentional art experiences to:</td>
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<td>• Improve instruction and student engagement</td>
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<td>• Improve students reading and writing skills</td>
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<tr>
<td>• Increase students experience with visual and performing arts</td>
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<td>Activities</td>
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<td>1. Assess student interests in the visual and performing arts</td>
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<td>2. Assess students academic needs</td>
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3. Develop and implement arts integrated instruction

- Visual art supplies
- Theatre arts supplies and props
- Multicultural children’s literature
- Creative Movement/Dance Music

Activities completed at least 2 times a week during the student teaching experience.

Assess student learning and use this to inform further instruction.

4. Post implementation survey for students and mentor teacher

- Survey for students
- Conferencing with students

Survey and conferencing complete by April 29, 2016. *Can be completed earlier.*

Analyze data, assess effectiveness of this project.

**Implications and Connections Advancing Disciplinary Knowledge**

The research proves that with effective arts-integration, there is a strong positive relationship with increased literacy and language development, as well as reading comprehension, writing skills, mathematics achievement and overall achievement in students (Students – Elementary School) Since much research demonstrates students in arts-rich schools have increased academic achievement, it is important that we make it an integral component of our schools, especially schools that are struggling academically. Students from underrepresented and underserved backgrounds benefit especially from arts-rich environments and arts-integrated instruction.

Research has proven that arts-integrated instruction engages a wide variety of learners and arts-integrated instruction and learning opens many avenues, yields significant improvements in reading, writing and math, as well as art-integrated instruction makes learning more equitable.

I am very passionate about providing all students with equitable learning experiences and environments. I believe that arts-integration is a tangible and effective method to provide an equitable learning experience and environment. So much research is demonstrating the need and benefits of arts-integration, and I am interested in how it can benefit my students specifically, and how these findings can inform my future instruction as I enter the teaching profession. It is important that there is continued research with this topic, especially because so many schools are shedding arts programs and focusing more on standardized test scores. I believe

**Sources**