

## MoNA Link Case Overview



The Museum of Northwest Art (MoNA) opened on October 3, 1981, as a small regional museum devoted to presenting the works of major Northwest artists in a continual exhibition and serving as a source of education on Northwest art. Located in La Conner, 60 miles north of Seattle, in the Skagit Valley west of the Cascade Mountains and near the gateway to the San Juan Islands, the museum moved in 1995 to a renovated building in downtown La Conner, providing 1200 square feet for exhibition space, administrative offices and a museum store.

The mission is to collect, preserve, exhibit and interpret art by Northwest artists. MoNA started with no permanent collection, but now has a small, highquality representative collection of paintings, sculpture, glass and works on paper. The new facility provides proper space for their care and conservation with room for the permanent collection to grow. The new building also allows for an increase in educational activities

- workshops, tours, lectures and work with school groups. The Museum can accommodate a class of up to 35 students, led by a docent. A professional staff of four are responsible to a board of 15 for running the Museum. Over 150 volunteers currently serve as docents and helpers with exhibitions, fundraising and administrative work.

In 2002, MoNA's new education director brainstormed with local curriculum directors and an elementary school principal to devise the Link project developing teaching partnerships with elementary schools in six Skagit Valley



school districts in order to integrate art into the curriculum, including visits to the Museum. MoNA applied for IMLS funding. To find out more about the program and the museum, go to <http://www.museumofnwart.org/>



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## Profiles of Stakeholders

*These are fictional statements typifying attitudes and illustrating needs, not actual direct quotations.*



### MoNA Art Educator

“MoNA needs to partner with teachers in elementary schools so that they feel comfortable with the material and see how to integrate it into their class planning. We want to not only increase the number of children visiting but get them excited about art and see it as part of their lives and skills.”

### MoNA Board Member

“We have a strong arts community in this area. We started and have steadily expanded this young museum. MoNA not only adds to the area’s attractions for tourists and newcomers, we now need to include our youngsters in our programs.”

### Participating Teachers

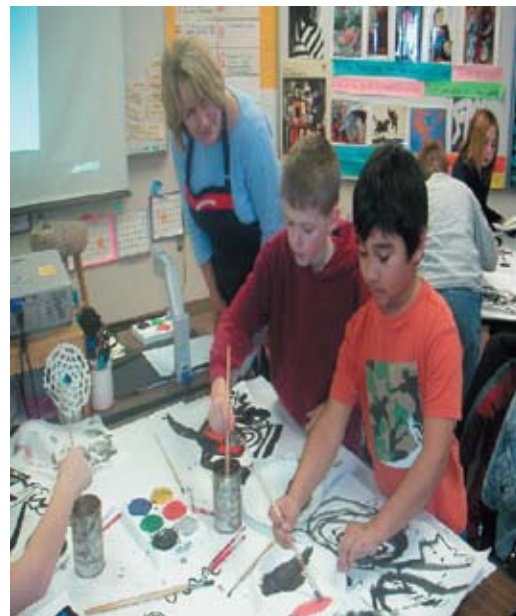
“The kids always love field trips, and I love art myself, but I need help with lesson plans that the kids will enjoy and learn from as part of communication skills—writing, drawing and also presenting their ideas to others.”

### School District Curriculum Directors

“We know there are teachers in our schools to recruit for this project, but we have to build a program that furthers state-mandated goals. There’s no room for add ons.”

### IMLS

“We support outreach programs to schools, but we need to see careful planning not only to implement a sensible program but also to demonstrate whether the program has succeeded in producing the impact intended in the target audience.”



# Logic Model Worksheet

I. Situation: program partners and stakeholders	
What is the program's <b>name</b> ?	<p><b>MoNA Link</b></p> <p><b>Museum of Northwest Art</b></p> <p>This project provides intensive training and other art museum services for Skagit Valley elementary school teachers in order to enhance teaching with art and related concepts such as visual thinking. Immediate goals include strengthened teacher skills for leading discussions about art, using museum visits and online resources to enhance teaching, and integrating art into classroom activities, for the ultimate purpose of helping students develop critical thinking skills.</p>
What <b>partners</b> are involved?	Six school districts in the Skagit Valley: Anacortes, La Conner, Burlington-Edison, Mount Vernon, Sedro-Woolley, Conway
Who are the program's <b>stakeholders</b> ? (Be sure to include yourself, your target audience, partners, funders and any other stakeholders.)	What does each <b>stakeholder</b> want to know?
<b>IMLS</b>	How many people participated in this project or used this product? What were their important characteristics as a target audience for this project or product? What key outcomes and indicators did you use to build the project? How many of these participants or users showed the outcome you hoped for? How do you know? Did you meet the need that shaped the project or product?

<b>School District Partners</b>	How many students and teachers participated in this project? Did the students demonstrate learning in critical thinking, writing, art knowledge and art processes? Did the teachers develop skills in teaching art and critical thinking? Is the Museum an effective resource for teachers? Was our investment of staff time and money in this project well spent? Is this a project we should continue or expand?
<b>Museum Board and Staff</b>	How many students and teachers participated in this project? Was this project effective in increasing use of the Museum by school groups and raising community awareness of the Museum? Was our investment of staff time and money in this project well spent? Is this a project we should continue or expand? Did this project help achieve goals of our strategic plan?
<b>Participating Teachers</b>	What have my students learned? What have I learned? Is the Museum an effective resource for my teaching? Do I feel comfortable visiting the Museum and working with Museum staff and docents? Are the results worth my effort and time? Will I continue to link curriculum to Museum exhibitions and incorporate Museum visits into my teaching?
<b>II. Program planning: connecting needs, solutions, and results</b>	
<b>Who are the audiences?</b>	Elementary School Teachers in Skagit County

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<p>What are the <b>needs</b> of the audience?</p>	<p>Teachers often feel inadequately prepared to teach hands-on artmaking, do not know how to talk effectively with students about art, and are uncomfortable visiting a museum with or without their students. Many teachers will need training to effectively meet the anticipated formal assessment in the arts mandated by the Washington State Essential Academic Learning Requirements in 2008. Additionally, most teachers have had little pre-service training in teaching critical thinking, one of Washington State's Four Learning Goals, infused in all curricular areas of the state's learning standards. In the Information Age when more than enough knowledge and data is easily accessible to everyone, education's task is no longer to provide students with facts, but to help students locate and analyze information, make reasoned judgments, think creatively, communicate clearly and solve problems. These are the skills employers seek.</p>
<p>What are some <b>audience considerations</b>?</p>	<p>Teachers enjoy learning from each other, sharing ideas but are usually overloaded with many demands on their time. Teachers often feel underpaid, under pressure to "teach to the test" to meet standards in reading, writing and math with "no time" to teach art. Teachers usually have very little art background and may feel uncomfortable visiting a museum on their own, let alone with a class. Teachers work with limited funding for "extras" such as field trips, art and science supplies.</p>

<p>What <b>solution</b> fulfills the needs?</p>	<ul style="list-style-type: none"> <li>•5-day, 3 credit summer institute on NW art history; visual art concepts, Visual Thinking Strategies, critical thinking</li>   <li>•2 training days: in-depth study of 2 exhibitions; meeting the artist; responding to the exhibition using art, writing, reflection; monthly meetings with other teachers and Museum Art Educator to develop curriculum linking exhibitions and classroom teaching</li>   <li>•3 docent-guided Museum visits for the teacher’s class with pre- and post-visit lessons taught in the classroom by the Museum Art Educator</li>   <li>•Culminating student demonstration of learning presented to other students, family, and community</li> </ul>
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<p>What will be the <b>desired results</b>?</p>	<ul style="list-style-type: none"> <li>•Teachers see the Museum as an effective resource for instructional support in teaching visual art, communications, critical thinking and writing.</li>   <li>•Teachers know how to lead an effective discussion with students about art, develop a curriculum unit linking an exhibition to their classroom teaching, teach a related hands-on art- making lesson.</li>   <li>•Teachers incorporate Museum visits and links to exhibitions into their ongoing classroom teaching.</li> </ul>
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**II. Logic model summary: program purpose statement**

<p>We <b>do</b> what?</p>	<p>We will provide a 5-day, 3 credit summer institute on NW art history; visual art concepts, Visual Thinking Strategies, critical thinking, an in-depth study of 2 exhibitions, 3 docent guided Museum visits for the teacher’s classes with support from staff.</p>
<p>For <b>whom</b>?</p>	<p>Elementary school teachers in Skagit County</p>

For what <b>outcome</b> /benefit(s)?	<ul style="list-style-type: none"> <li>•Teachers see the Museum as an effective resource for instructional support in teaching visual art, communications, critical thinking and writing.</li> <li>•Teachers know how to lead an effective discussion with students about art, develop a curriculum unit linking an exhibition to their classroom teaching, teach a related hands-on art- making lesson.</li> <li>•Teachers incorporate Museum visits and links to exhibitions into their ongoing classroom teaching.</li> </ul>
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**III. Program elements**

Inputs	Outputs (or counts)
Art Educator @ 50% FTE	
50% of bus funding for Museum visits	Amount of money spent on transportation
Video digital projector	Amount of money spent on equipment
Computer for art educator	Amount of money spent on equipment
Digital camera	Amount of money spent on equipment
Slide projector	Amount of money spent on equipment
Website design	
Teacher stipends	Amount of money spent on teacher stipends
Artist/specialist fees	Amount of money spent on artisit/specialist
Leadership of project	
Education Director @25% FTE	
Docents for Museum visits	
Substitutes for 2 teacher training days	
Activities	Outputs (or counts)
<b>Administration:</b> hiring, publicity, grant management, accounting, reporting, project coordination	

<b>Project design:</b> planning, scheduling	
<b>Project implementation:</b> teacher training, docent training, curriculum development, website development, museum visits, classroom visits, documentation of activities, demonstration of learning events	<p>40 teachers trained</p> <p>50 school groups visit the Museum in year 1 20 classes visit the Museum 3 times (x 2 years)</p> <p>Art Educator teaches 120 lessons in the classroom (x 2 years)</p> <p>80 curriculum units designed</p> <p>1 educators' website designed</p>
<b>Project evaluation:</b> design, data collection, interpretation	
<b>Services</b>	<b>Outputs (or counts)</b>
Free admission for students and parents	Number of parents/students visiting the museum
Teacher Training	4 teacher training days provided
Docent Training	2 docent training days provided
Bus funding for Museum visits	50% of bus funding for Museum visits
Co-teacher for Docent Writing Workshop	
Summer Institute	2 summer institutes provided
Exhibition Training Days	2 exhibition training days



## V. Outcomes

### Outcome 1: *Teachers see the Museum as an effective resource for instructional support.*

Indicator(s)	Applied to	Data Source	Data Interval	Target
Number and percent of teachers who rate the Museum as effective or highly effective resource for instructional support  <b>AND</b>	Teachers who participate in MoNA Link	Participant survey – Likert Scale, fourpoint scale (Not effective, somewhat effective, effective, highly effective)	Beginning of Summer Institute  End of training year	90% (36 teachers)
Number and percent of teachers who bring their classes to visit the Museum at least once in the year following their training	Group visit log	Teachers who participate in MoNA Link	June 2006 June 2007 (after IMLS funding)	75% (30 teachers)

### Outcome 2: *Teachers use a curriculum unit linking an exhibition to their classroom teaching.*

Indicator(s)	Applied to	Data Source	Data Interval	Target
Number and percent of teachers who develop at least one curriculum unit linking an exhibition to their classroom teaching during their training year  <b>AND</b>	Teachers who participate in MoNA Link	Teacher portfolios	End of 2 <sup>nd</sup> and 3 <sup>rd</sup> year of MoNA Link	100% (40 teachers)

<p>Number and percent of teachers who teach at least two lessons in their classroom based on a Museum exhibition during their training year</p>	<p>Teachers who participate in MoNA Link</p>	<p>Teacher reports Observations and documentation by Museum art educator</p>	<p>Throughout 2<sup>nd</sup> and 3<sup>rd</sup> year of MoNA Link</p>	<p>100% (40 teachers)</p>
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