

# External Evaluation Report Elevate ARTS – Implementation Year 2 Professional Development for ARTS Educators

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External Evaluation Report, Elevate ARTS – Implementation Year 2, Professional Development for ARTS Educators is a report on the second year of the project's implementation. The evaluation was conducted by RMC Research Corporation. We are grateful to the participating teachers and mentors/teaching partners for providing thoughtful commentary on their experiences and to members of the project leadership team who diligently stressed the importance of evaluation-related activities throughout the year.

This study was conducted in accordance with the American Evaluation Association's *Guiding Principles for Evaluation* (July 2004). In accordance with its *Respect for People* guidelines, in cases where comments by respondents endangered their anonymity, the identifying portions were omitted. In no instance did these omissions compromise the evaluation findings.

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#### **EXECUTIVE SUMMARY**

Pinellas County Public Schools' Professional Development for Arts Educators project, *Elevate ARTS*, seeks to prepare a cohort of teachers who are highly qualified in teaching arts content. The twenty-six elementary and middle school music and visual arts teachers who participated in the second year of implementation of the project come from eight elementary and three middle schools within the district.

This report is an evaluation of the second year of implementation of the project's activities. The major sources of information reported in this evaluation are from descriptive information pertaining to the various project events over the course of the year, teacher attendance logs, teacher surveys, mentor/teaching partner surveys, announced visits to a sample of teachers' classrooms, a structured discussion with the project leadership team, and a pretest to posttest measure of teacher knowledge gains.

All of the key project components were implemented in accordance with the approved plan. The summer institute, four professional learning community meetings, a day-long workshop, peer visits, and mentoring activities occurred as scheduled. The second year project activities were received very favorably by the teachers. The sessions provided the teachers with valuable experiences which have, according to teachers, impacted their professional practice and their students' engagement and learning.

Participation rates in the various project activities were high. On average, teachers attended 82% of the total hours offered. Eighty-five percent of the teachers met all of the requirements for the GPRA measure for teacher attendance, exceeding the target by five percentage points. Teacher knowledge gains were measured using two discipline-specific tests. For visual arts teachers, there was an average increase of 23.1 percentage points from pretest to posttest. For music teachers, there was an average increase of 12.7 percentage points from pretest to posttest. Wilcoxon signed rank tests found these gains to be significant, and the GPRA measure for teacher knowledge gains was met.

Teacher perceptions of Year 2 project activities were very favorable. Teachers described their summer institute experiences as "enriching," "enlightening," "amazing," and "one of the best professional development experiences I've attended." Teachers were also very satisfied with their experiences at the four professional learning community (PLC) sessions, as evidenced by 95% or more agreement to the vast majority of survey items pertaining to the quality of the sessions.

Mentors/teaching partners expressed a great deal of satisfaction with the second year of implementation. All agreed, at least to some extent, that they are satisfied with the quality of *Elevate ARTS* and that it has been relevant to the professional development and support needs of project teachers. Mentors/teaching partners report that teachers are feeling supported in their work.

The project leadership team shared their perceptions of the support and guidance offered by the project and the development of digital tools. While the project leadership team views all of the



elements of Year 2 as "very successful," it was through the mentors/teaching partners that the most valuable source of support was provided. Because of this support and the collaboration with their peers, teacher feelings of isolation have diminished and Elevate Arts teachers have become leaders both within their schools and throughout the district.



## **SECTION 1 Introduction**

The major purpose of this evaluation is to better understand the second year of implementation of the Pinellas County Public Schools' *Elevate ARTS* Professional Development for Arts Educators project.

The long-term objectives of the project are to (a) increase the percentage of project teachers who receive sustained and intensive professional development; (b) increase the percentage of project teachers who show a statistically significant increase in arts content knowledge; (c) deliver high quality professional development; (d) increase support for participating arts teachers; (e) enhance instructional practices and the use of high quality digital tools; (f) increase student performance in music, visual arts, math, and science; (g) increase student engagement in the arts in high poverty schools; and (h) retain high quality arts teachers in high poverty schools. The main elements of professional development for the second year included a week-long summer institute, four professional learning community (PLC) sessions, a day-long workshop, professional support from a cadre of mentors/teaching partners, and peer-to-peer classroom visits.

The evaluation of the project includes both the study of the implementation of the second year of activities and the study of the outcome measures for teachers. The implementation study consists of a description of the content of the various sessions that occurred during the second year, teacher perceptions of the sessions, and recommendations to be used for improving the project in subsequent years. The goals with respect to studying outcomes for teachers are to determine the extent to which teachers attended the project activities, made gains in their arts content knowledge, and effectively used digital tools in their classrooms.

In addition to reporting on teacher perceptions, a section of this report is devoted to mentors/ teaching partners' perceptions of the second year of the project. A section is devoted to the project leadership team's perceptions of the second year activities, the professional support and guidance offered by the project, and the development and use of digital tools.

#### **Evaluation Study Design**

This study uses a multiple-methods approach to document evidence pertaining to project implementation and outcome measures. These methods include document analysis, quantitative and qualitative analyses of data obtained from teacher and mentor/teaching partner surveys, quantitative analysis of teacher attendance data, quantitative analysis of teacher knowledge gains using a pretest to posttest design, quantitative and qualitative analysis of data obtained from visits to a sample of teachers' classrooms, and a qualitative analysis of data obtained from a focused discussion with the project leadership team.



#### **Evaluation Study Questions**

The evaluation questions for this study are

- 1. What are the characteristics of the participating teachers?
- 2. To what extent were the key project components implemented as designed and intended for the second year?
- 3. To what extent did the teachers attend the project activities?
- 4. To what extent did the teachers exhibit increased arts content knowledge?
- 5. To what extent did the teachers effectively use digital tools in their classrooms?
- 6. What are the perceptions of the teachers of the various project components?
- 7. What are the perceptions of the mentors/teaching partners of the various project components?
- 8. What are the perceptions of the project leadership team of the professional support and guidance offered by the project and the development and use of digital tools?

#### **Approach**

To answer these evaluation questions, this study made use of a variety of strategies and data sources described below.

- 1. Documents pertaining to the content of the various professional development sessions were gathered and analyzed for content, presenter information, and the length of the sessions.
- 2. For the summer institute, workshop, and PLCs, online surveys were administered to elicit feedback from teachers about their perceptions of the sessions.
- 3. A spreadsheet of attendance was examined to determine the extent to which teachers attended the various activities that were offered.
- 4. Teacher knowledge was measured using locally-designed tests comprised of 20 multiple choice and one constructed response item pertaining to arts content knowledge (music and visual arts), and pretest-to-posttest score gains were calculated.
- 5. Teachers' effective use of digital tools was measured using a locally-developed classroom visitation protocol. Data were gathered during announced visits to a sample of participating teachers' classrooms.
- 6. At the end of the year, teachers and mentors/teaching partners completed an online



survey to gather their overall perceptions of the second year of the project.

7. At the end of the year, the project leadership team participated in a focused discussion to gather their perceptions of the professional support and guidance offered by the project and the development and use of digital tools.

This report is organized into sections describing the participating teachers, the project components and participation rates, the knowledge gains of teachers, teacher use of digital tools, teacher perceptions of project activities, mentor/teaching partner perceptions of the project, and information pertaining to the perceptions of the project leadership team. Evaluation questions and findings that address the questions are embedded in each appropriate section. Supporting data tables and other documents are included in the Appendices.



## **SECTION 2 Participating Teacher Characteristics**

One of the questions of this study pertains to the characteristics of the teachers in the project. Data pertaining to teachers' assigned school, grade level, and subject area were compiled and recorded in an Excel spreadsheet. Results are presented in a series of tables in this section.

#### **Evaluation Question Addressed:**

What are the characteristics of the participating teachers?

#### **School Level and Content Area**

The 26 participating teachers come from eight elementary and three middle schools within the district. All of the participating schools are considered to be high poverty. The greatest number of teachers (17 out of 26, or 66%) comes from elementary schools. There are slightly more music teachers than visual arts teachers (14 versus 12).

Table 2-1
Teachers' School Level and Content Area

School Name	Music	Visual Arts	Total
Elementary School	9	8	17
Bear Creek	1	1	2
Campbell Park	1	1	2
Fairmount Park	2	1	3
Lakewood	1	1	2
Maximo	1	1	2
Melrose	1	1	2
Midtown Academy	1	1	2
Woodlawn	1	1	2
Middle School	5	4	9
Azalea	2	1	3
John Hopkins	2	2	4
Tyrone	1	1	2
Total	14	12	26



## **SECTION 3 Description of Key Project Components**

This section of the study presents a summary of the key project components for the 2016-2017 school year, teacher attendance for each component, and a description of the extent to which the components were implemented as designed and intended.

Two of the questions of this study pertain to the extent to which the key project components were implemented as designed and intended, and the extent to which teachers attended these events. To investigate this, the calendar of events, agendas, materials, and attendance records were obtained from the project manager.

#### **Evaluation Questions Addressed:**

To what extent were the key project components implemented as designed and intended for the second year?

To what extent did the teachers attend the project activities?

#### **Project Events and Attendance**

The professional development offerings for the project were guided by the district's *Elevate ARTS* approved grant application and were designed to meet the specific needs of participating teachers. The major professional development events for the 2016-2017 school year included a week-long summer institute, four PLC meetings, a day-long workshop, and 25 hours of peer visits and mentoring, for a total of 68.5 hours. All of the events for the second year of the project were implemented as designed and intended.

#### Summer Institute

The first professional development event of the second year of implementation for Elevate ARTS, a three-day summer institute, was held at the Museum of Fine Arts in Saint Petersburg, Florida on June 14-16, 2016. Seventeen teachers and eight teaching partners/mentors participated in three days of presentations, discussions, hands-on activities, and reflection on using the Design Thinking model, incorporating STEAM goals into arts instruction, using digital tools, and building community partnerships. The intended outcomes of the institute were fivefold: (a) build a supportive Elevate ARTS culture; (b) learn how to incorporate STEAM goals into instruction; (c) learn how to use digital tools for presenting, capturing, and creating; (d) learn about community partnerships; and (e) use Design Thinking.

The institute began with an overview of the grant's evaluation requirements and highlights of the first year evaluation findings, presented by staff from the external evaluation company, RMC Research Corporation. One of the grant requirements is to assess teachers' knowledge using a pretest-posttest design. Thus, teachers also took a pretest of their content knowledge.



The professional development content of the institute began with a session facilitated by Dr. Mary Conage, Dr. Pam Richardson, and Ms. Alicia Urbano entitled, "Culturally Responsive Instruction." Dr. Conage led participants through a presentation and discussion about effective teaching and the characteristics of culturally responsive instruction. She emphasized that culturally responsive instruction (a) is a conscientious and active approach to meeting the needs of diverse learners, (b) effectively and consistently incorporates aspects of students' unique cultures, and (c) supports *all* students in making relevant connections between their everyday life experiences and the formal content to which they are exposed at school. Dr. Conage explained that culturally responsive instruction is an approach that emphasizes (a) classroom relationships characterized by mutual respect and care, (b) high expectations for learning with scaffolded support, and (c) a balance of explicit instruction and authentic application. Dr. Richardson and Ms. Urbano provided examples of culturally responsive instruction in music and art classrooms.

Next, Dr. Michelle Tillander led participants through a, "STEAM Design Challenge." Working in groups of four and five, participants were given 40 minutes to discover and use tools/resources provided to design a space where the creative process of both art and music can inspire students' passion to integrate ideas in a complex and technologically advanced world. Each group presented their spaces, and the larger group reacted. One example is the solution entitled, "A Dream Come True – The Dream Land," which is an all-ages after school space featuring a retractable glass touch screen computer wall. Every two weeks there is a new theme, for example, *Celebration*. Students participate in music, art, and music and art integration, with an emphasis on collaboration. The area includes performance and gallery spaces, practice rooms, and a computer lab.

Two groups' solutions are depicted in Figures 3-1 and 3-2.

Figure 3-1. Example One of STEAM Design Challenge Solution



Photo Credit: Dr. Michelle Tillander

Figure 3-2. Example Two of STEAM Design Challenge Solution



Following the discussion of the designs, Marie Hill, a teacher at Jamerson Elementary, which was recently named the top elementary STEM program in the nation by the Future of Education Technology Conference, shared information about her school's approach to integrating STEM into the arts. She stressed that her school's approach emphasizes vocabulary. Then, Maria Athanasulis talked about how she incorporates music and art into science through the use of design challenges. For example, she and her students explored the notion of motion using tuning forks, water, and cups.



The session concluded with Dr. Tillander asking the participants to name their rooms from the design challenge. Then she posed this reflective question, "What consequences, benefits, and risks will come from implementing some of these designs?"

Day one concluded with a debriefing facilitated by Jeanne Reynolds. Teachers reflected on what they learned during the day about building relationships with their students and incorporating STEAM into their arts lessons. One teacher summarized her thoughts on the day this way,

Arts teachers are uniquely positioned to building relationships with students because we see all students in the school. We are able to add meaning to students' experiences, and to the core subjects, through the arts.

Day two began with a Skype session facilitated by Dr. David O'Fallon entitled, "The Power of the Narrative." Dr. O'Fallon expanded on the work he had begun with the teachers during Year One. This session focused on two central themes - the significant role that the arts play in preparing students for success, both in academia and in life and the importance of teacher-student relations and their role in student engagement and academic achievement.

Next, Sue Castleman facilitated a session entitled, "Incorporating STEAM Into Our Lessons Using Design Thinking." She discussed the five steps in the design process and introduced teachers to the *Designer's Workbook*. She guided them on using the workbook to help them create STEAM based arts lessons. Participants were given the opportunity to work in small groups to develop STEAM based lessons that they shared with the larger group.

During the session entitled, "Creating Digital Portfolios – It's Not About the Stuff!" teachers met in content area groups to learn more about the digital tools available to be used in presenting, capturing student work, and making digital portfolios. Music teachers were given digital recorders and provided with an overview of their use and features. Visual arts teachers learned about *Artsonia* – an online student art gallery.

The final session of the day, "Movie Making in the Museum" was facilitated by Dr. Tillander. Participants worked in small groups and were assigned to a work of art from the museum. Each person in the group became a voice of a character or object in the artwork and improvised a dialogue in which all characters are in conversation. Each group produced a collaborative movie about their artwork to share with the larger group. They took a variety of forms ranging from comical to more serious.

Day two concluded with a debriefing facilitated by Jeanne Reynolds. Teachers reflected on what they learned about building relationships with their students, using Design Thinking to incorporate STEAM into lessons, and using digital tools in their classrooms.

Day three featured visits to community arts partners, including the Mahaffey Theater, the Dali Museum, St. Petersburg Opera, the Chihuly Collection, and the Museum of Fine Arts. Participants took part in backstage tours, discussions of upcoming and potential field trips, tours led by museum curators, and performances. Teachers were eager to share their thoughts on the day during the debriefing session. Several teachers made the connection between Design



Thinking and the process used by the Maestro at the St. Petersburg Opera to raise funds, find a performance space, and get the opera up and running. Others were impressed with how, "alive and well" the arts are in St. Petersburg. This inspired the teachers to think about inviting the community to their students' performances/exhibits. Teachers also discussed the transformative experience of going to the Mahaffey Theater and brainstormed ways to replicate the experience in their classrooms.

Summer institute session topics and facilitators are presented in Table 3-1.

Table 3-1
Summer Institute Session Tonics and Facilitators

Торіс	Facilitator/Affiliation
Evaluation Overview	Dr. Elizabeth Bright, RMC Research Corporation
Welcome and Overview of the PDAE Grant	Sue Castleman, Jeanne Reynolds, and Lisa Lehmann; Elevate ARTS Leadership Team, Pinellas County Schools
Culturally Responsive Instruction	Dr. Mary Conage, Dr. Pam Richardson, and Alicia Urbano
STEAM Design Challenge	Dr. Michelle Tillander, Maria Athansulis, and Marie Hill
The Power of the Narrative	Dr. David O'Fallon
Incorporating STEAM Into Our Lessons Using Design Thinking	Sue Castleman
Creating Digital Tools Portfolios – It's Not About the Stuff!	Sue Castleman, Jonathan Ogle, and Mike Vetter
Movie Making in the Museum	Dr. Michelle Tillander
Visits to Community Arts Partners	Mahaffey Theater, Dali Museum, St. Petersburg Opera, Chihuly Collection, Museum of Fine Arts

#### Professional Learning Community (PLC) Sessions

Four PLC meetings were held between September 2016 and April 2017. All were held at John Hopkins Middle School in Saint Petersburg, Florida. The first PLC session took place on September 6, 2016. Twenty-two teachers and ten teaching partners/mentors participated in the presentation and discussion of engaging students using digital tools and using best practices in classroom management. The intended outcomes of the session were threefold: (a) build a supportive Elevate ARTS culture, (b) learn how to engage students using the new digital textbook and/or SmartMusic, and (c) learn best practices in classroom management. The PLC began with Lisa Lehmann, Grant Coordinator, recognizing teachers who are new to the grant; followed by a recap of the grant's purpose, goals, and priorities. Next, Elizabeth Bright, Grant Evaluator, provided an update on evaluation findings of the previous year's implementation and asked for volunteers to participate in classroom visits in spring 2017 as part of the evaluation. Teachers then separated into visual arts and music groups (elementary and middle school) to participate in presentations on digital resources and supports available. All visual arts teachers and elementary music teachers learned about lesson planning resources available to them through their textbook series, Davis Digital for visual arts and Music Studio for music. Middle school music teachers learned about digital resources including SmartMusic, a digital tool that can be used for instruction and assessment. The second part of the session was devoted to a book study on classroom management. Elementary teachers read and discussed Michael Linsin's book,



Classroom Management for Art, Music, and PE Teachers while middle school teachers read and discussed the book, The Classroom Management Secret, also by Michael Linsin.

The second PLC session took place on October 11, 2016. Twenty-one teachers and ten teaching partners/mentors participated. The intended outcomes of the session were to (a) build a supportive Elevate A.R.T.S. culture, (b) understand and begin a lesson study, (c) learn how to build strong STEAM lessons, and (d) understand cultural competence and its impact in the arts classroom. The PLC began with Lisa Lehmann, Grant Coordinator, recognizing recent achievements by the group; followed by a recap of the grant's purpose, goals, and priorities. Next, teachers separated into visual arts and music groups to participate in presentations on STEAM lesson study. Participants then took part in a brief discussion about making natural connections between STEAM subjects while maintaining the integrity of each discipline. Finally, Dr. Mary Conage shared information on cultural responsiveness and engaged the participants in an activity to demonstrate inequities in a "racialized system."

The third PLC session took place on January 17, 2017. Twenty teachers and ten teaching partners/mentors participated. The intended outcomes of the session were to (a) build a supportive Elevate A.R.T.S. culture, (b) learn best practices from lesson study work, and (c) understand how Design Thinking is used with lesson study. The PLC began with Lisa Lehmann, Grant Coordinator, recognizing recent achievements by the group; followed by a recap of the grant's purpose, goals, and priorities. Next, teachers read the article *How Design Thinking Became a Buzzword at School*, from the January 4, 2017 edition of *The Atlantic*. Next, the teachers learned about their Lesson Design Challenge, which featured an illustrative example of an elementary music lesson being prepared for the Florida Orchestra in which the teacher taught Stravinsky's *Rite of Spring* while varying the accent placement. The teachers described how the lesson evolved over the five times it was taught. Finally, teachers worked with their teaching partners and mentors on their own Lesson Design Challenge to plan a lesson study that would result in a vetted lesson to share with colleagues.

The fourth and final PLC session took place on April 4, 2017. Nineteen teachers and ten teaching partners/mentors participated. The intended outcomes of the session were to (a) build a supportive Elevate A.R.T.S. culture, (b) learn about creative Lesson Design, and (c) understand how to use Design Thinking in the classroom. Additionally, the teacher posttest and an end-ofyear survey were completed during the session. The PLC began with Lisa Lehmann, Grant Coordinator, recognizing recent achievements by the group. Next, teams presented on the results of their Lesson Design Challenges. Elevate ARTS teachers and their teaching partners and mentors worked together over several months to plan, develop, and improve a lesson to share with colleagues. One example of a Lesson Design Challenge that was particularly well-received was created by a group of middle school art teachers and their teaching partner. Each did a sculpture unit with their students. One teacher did a paper mâché sculpture-in-the-round unit, while another had students make sculptures of newly discovered creatures using recycled materials. Another teacher in the group did a project using food sculptures as pop art. Each shared how they adapted the group's lesson for their class. The teachers stated that they found the process helpful, particularly the aspects of sharing information about materials, resources, and successes with one another.



#### Professional Development Workshop

A full-day workshop was held at the Museum of Fine Arts in St. Petersburg, Florida on November 2, 2016. Twenty-four teachers and ten teaching partners/mentors participated. The intended outcomes of the session were to (a) build stronger relationships among and within the cohort, (b) understand culturally responsive instruction in the arts classroom, (c) articulate and affirm the experience and strengths of each person, (d) encourage reflection as one form of professional development, and (e) have each person identify and plan for an action of positive change consistent with overall purposes of the project.

The workshop began with Lisa Lehmann, Grant Coordinator, welcoming participants. Next, Dr. Mary Conage continued discussions begun in a previous session on Culturally Responsive Instruction. She shared a continuum for Culturally Responsive Instruction that included Apathy, Awareness, Application, and Advocacy. She posed the question, "How can we get our classrooms to be places where there is high control and high support?" She emphasized that teachers should use multiple models and scaffolds to meet a variety of student needs to make their instruction relevant and meaningful. Next, Dr. David O'Fallon worked with participants on the importance of relationships in increasing student engagement. Dr. O'Fallon led the group through a series of activities designed to build stronger relationships with others in the cohort, as well as with their students. During a small group discussion, participants shared the history of their names. During a journaling activity, participants were invited to "tune into themselves" through writing. They were provided with suggested prompts ("What matters to me is....", "On the outside I am...but on the inside I am...") and time to answer them privately. During the story circle, participants brought an object that is special to them and shared information about it with the group. The participants were then given time to reflect on actions they could take immediately to move in a positive direction. The workshop concluded with participants writing a confidential letter of encouragement or a reminder of something they want to accomplish that would be sent to them early next year.

#### Mentoring and Peer-to-Peer Visits

*Elevate ARTS* provides ongoing support and guidance to its teachers through a cadre of experienced mentors/ teaching partners and through opportunities for teachers to learn from one another in peer-to-peer visits. These activities are vital to alleviating feelings of isolation of lone arts teachers in the project schools.

The mentors/teaching partners are a team of experienced music and visual arts educators who maintain frequent contact with project teachers through emails, phone calls, and personal visits. The support offered to teachers is tailored based on their needs, but often entails the sharing of research, suggestions for improving classroom procedures, lesson development and modeling, assistance with art exhibitions and music performance, and resources for improving classroom management skills and building relationships with students.

Peer-to-peer visits are held throughout the year and entail teachers with similar roles visiting one another's classrooms. As an illustrative example, elementary visual arts teachers visited a colleague's classroom to observe a series of classes on February 22, 2017. Eight project teachers,



two members of the grant leadership team, and a member of the evaluation team were present. Following is a description of one of the lessons.

#### Description of the Class Period

The 45-minute class is comprised of 11 third grade students who have art class once per week. The students sit down at their desks, write their names on their "points" cards, and the teacher asks them to give themselves five points for sitting in their proper seats. After the teacher introduces the visitors to the students, the students open their Scholastic Art Magazine to an article about the artist Ansel Adams entitled, Working with Value. The teacher explains that the class will continue to learn about positive and negative space, using an image from the magazine to illustrate positive and negative space. Today, students will cut and glue different colors of paper to create a positive/negative portrait. "Which Visual Arts Big Idea are we exploring with positive negative portraits?" "Organizational structure" states one of the students. Next, the teacher displays sample positive/negative portraits of varying quality. Students are asked to choose which of the samples show "strong, good, some, and little evidence" that they incorporate the skills that were discussed in class last week. Next, students view a 90-second audiovisual clip describing positive and negative space and are asked to explain what is meant by "positive" and "negative." Once the students demonstrate their understanding of "positive" and "negative" the teacher gives instructions for the portrait project, students are selected to pass out materials, and students are given the option of standing or sitting while they continue to work on their portraits. When it is time to clean up, the teacher assigns jobs to selected students based on their behavior during class. The selected students wear vests with badges and fulfill roles, such as Museum Security (who oversees the cleanup) and the Curator (who distributes the art work).

During the teacher's planning period, after several class periods had been observed, the group debriefed. The grant manager posed the question, "What is one thing you could take away from today?" Teachers responded primarily with comments related to classroom management strategies. Steady pacing and limited time spent correcting students helped the flow of the class.

The teachers had been asked to bring examples of student projects to share with one another. One teacher brought feather creations that brought to life creatures (pencil birds) from Alice in Wonderland, as well as ceramic alligators. Another brought Congo masks made from cardboard that students decorated. In one, students used crayon sharpenings to create a 3-D effect. Fellow teachers shared with him that the projects would do well in two particular art competitions. Another teacher brought photos of geometry-based art projects. The day concluded with all agreeing that it had been a productive and helpful day.

Teacher participation in mentoring and peer-to-peer visits is tracked through contact logs and attendance sheets. During Year 2, over 1,100 hours of mentoring activities were provided to project teachers, and 25 of the 26 teachers (96%) participated in peer-to-peer visits.



#### **Individual Teacher Attendance Rates**

The project includes a teacher attendance measure established for reporting to Congress under the Government Performance and Results Act (GPRA). The GPRA objective for the project relating to teacher attendance states that 80% of teachers participating in the PDAE Program will receive professional development that is sustained and intensive. To qualify as participating in professional development that is sustained and intensive, a teacher must complete (a) at least 40 of the professional development hours offered by the project, (b) at least 75% of the total number of professional development hours offered, and (c) the professional development hours over at least a six-month period.

To measure this objective, individual teacher attendance at all sessions was aggregated and is presented in Table 3-2. A total of 68.5 hours of professional development was offered during the second year of the project. An analysis of these data reveals that

- On average, teachers attended 56 hours (82%) of the total hours offered;
- Twenty-four (92%) of the teachers completed at least 40 of the 68.5 hours offered;
- Twenty-two (85%) completed at least 51.5 hours (75%) of the total hours offered;
- Fourteen teachers (55%) participated in at least 90% of the total hours offered;
- Twenty-two (85%) of the teachers met all of the requirements for the GPRA measure for teacher attendance, exceeding the target of 80% by five percentage points.



Table 3-2
Individual Teacher Attendance for Project Events

Teacher	N Hours Attended <sup>1</sup>	% Hours Attended
1	68.50	100.0%
2	68.50	100.0%
3	68.50	100.0%
4	68.50	100.0%
5	68.50	100.0%
6	68.50	100.0%
7	68.50	100.0%
8	68.50	100.0%
9	65.50	95.6%
10	65.50	95.6%
11	65.50	95.6%
12	62.50	91.2%
13	62.50	91.2%
14	62.50	91.2%
15	60.50	88.3%
16	59.50	86.9%
17	58.50	85.4%
18	57.50	83.9%
19	57.50	83.9%
20	57.50	83.9%
21	56.50	82.5%
22	51.50	75.2%
23	49.50	72.3%
24	49.00	71.5%
25	28.00	40.9%
26	22.00	32.1%
Average	56.36	82.3%

<sup>&</sup>lt;sup>1</sup> Some teachers participated in additional hours of mentoring and/or peer visits beyond the required 25 hours. For the purposes of calculating average number and percentage of hours attended for the entire cohort, these teachers were entered as having completed 25 hours of mentoring and/or peer visits.

RMC RESEARCE

## **SECTION 4** Teacher Knowledge Gains

One of the major goals of the project is to increase teacher arts content knowledge. Thus, one of the questions of this study pertains to the extent to which teachers increased their arts content knowledge during the second year of the project.

Teachers' arts content knowledge was assessed with a pretest prior to participation in project activities in June 2016. The posttest was administered at the conclusion of Year 2 events in April 2017. Gains in individual teacher arts content knowledge were calculated. Results are reported in this section.

#### **Evaluation Question Addressed:**

To what extent did the teachers exhibit increased knowledge about arts content knowledge covered during the second year?

The evaluation question pertaining to teacher knowledge gains is based upon the following GPRA measure:

The percentage of PDAE projects whose teachers show a statistically significant increase in content knowledge in the arts.

To assess gains in teacher knowledge in the arts, a pretest-to-posttest design was used. Two assessments with a similar format – one for visual arts and one for music – were developed for the project by the evaluation team and Pinellas County Schools' arts experts. Each assessment was computer administered and consisted of 20 multiple choice items and one constructed response item. The multiple-choice items were written by Pinellas County arts experts and reviewed for proper grammar, clarity, and alignment to the project's second year professional development content by the evaluation team.

The constructed response item was designed to measure participating teachers' ability to use the Design Thinking Approach (© 2012 IDEO LLC <a href="http://designthinkingforeducators.com">http://designthinkingforeducators.com</a>) to build and utilize relationships with arts organizations in the community, thereby improving student achievement in the arts. This topic was chosen as it was a major focus of the second year professional development content. A rubric was developed by the evaluation team (and later approved by the project leadership team) to provide consistent guidance for scoring the constructed response item. The rubric ranged from a score of zero (no attempt made) to four (a well-rounded approach is described). The multiple-choice portion of the test is combined with the constructed response score to form a total score.



Descriptive statistics for the pretests and posttests are reported in Tables 4-1 and 4-2 for visual arts and music, respectively. Results reveal that for the 12 visual arts teachers,

- The average pretest score was 65.4% correct, and the average posttest score was 88.5% correct. Thus, the average gain from pretest to posttest was 23.1 percentage points.
- Ten of the teachers' scores improved from pretest to posttest, with gain scores ranging from a decrease of 5.0 percentage points to an increase of 70.0 percentage points.
- Results of the Wilcoxon signed rank test reveal that there was a significant difference in pretest scores (M=65.4, SD=16.7) and posttest scores (M=88.5, SD 7.6), p=.005. Thus, the GPRA measure for visual arts teacher content knowledge gains was met.

**Table 4-1 Visual Arts Content Knowledge of Participating Teachers (N = 12)** 

Score	Average	SD	Minimum	Maximum
Pretest	65.4	16.7	27.5	85.0
Posttest	88.5	7.6	80.0	100.0
Gain	23.1	21.1	-5.0	70.0

For the 14 music teachers,

- The average pretest score was 64.1% correct, and the average posttest score was 76.8% correct. Thus, the average gain from pretest to posttest was 12.7 percentage points.
- Thirteen of the teachers' scores improved from pretest to posttest, with gain scores ranging from a decrease of 7.5 percentage points to an increase of 30.0 percentage points.
- Results of the Wilcoxon signed rank test reveal that there was a significant difference in pretest scores (M=64.1, SD=13.2) and posttest scores (M=76.8, SD 14.2), p=.005. Thus, the GPRA measure for music teacher content knowledge gains was met.

Table 4-2
Music Content Knowledge of Participating Teachers (N = 14)

Score	Average	SD	Minimum	Maximum
Pretest	64.1	13.2	32.5	82.5
Posttest	76.8	14.2	37.5	97.5
Gain	12.7	9.5	-7.5	30.0



## SECTION 5 Teacher Perceptions of the Project

One of the questions of this study pertains to the teachers' perceptions of the various project components. This study uses surveys to gather teacher perception data. Quantitative and qualitative research methods are used to analyze the data obtained from the surveys of all teachers.

Online survey instruments were developed for the summer institute, PLCs, and workshop. At the conclusion of each event, the teachers were provided an electronic link to the survey. The evaluation team conducted an analysis of the responses and sent it to the project management team. At the conclusion of the second year's events, electronic *End-of-Year Surveys* were completed by project teachers and mentors/teaching partners to elicit their overall perceptions of the year's activities.

#### **Evaluation Question Addressed:**

What are the perceptions of the teachers of the various project components?

#### **Summer Institute**

The three-day summer institute took place June 14-16, 2016, at the Museum of Fine Arts in Saint Petersburg, Florida. Teacher perceptions of the summer institute are presented in Table 5-1. The survey and teacher comments are located in Appendix A.

Overall, teacher perceptions of the institute were quite favorable, as evidenced by more than 90% agreement to 9 of the 11 survey items pertaining to the quality of the institute. The teachers agreed to some extent that

- the materials provided were of a high quality;
- the presenters demonstrated a strong command of the information presented and conveyed it in an effective manner;
- the presenters were engaging;
- adequate time was allotted for talking with presenters;
- the location of the institute was suitable;
- the information was interesting and the knowledge and skills acquired are applicable in their classrooms; and
- they would recommend the institute to other teachers.



Table 5-1
Teacher Perceptions of the Summer Institute

reacher references of the Summer institute						
		%	%	%	%	
	N	Strongly	Somewhat	Somewhat	Strongly	
Topic	Respondents	Agree	Agree	Disagree	Disagree	
High quality materials	17	94	6	0	0	
Presenters' command of information	17	82	18	0	0	
Presenters conveyed information effectively	17	71	29	0	0	
Presenters were engaging	17	82	18	0	0	
Adequate time allotted for talking with presenters	16	81	19	0	0	
Adequate time allotted for sessions and activities	17	70	18	12	0	
Adequate time allotted for networking with other teachers	17	59	29	12	0	
Suitable location	17	94	0	6	0	
Relevant and interesting	17	71	29	0	0	
Applicable in my classroom	17	88	12	0	0	
I would recommend this institute	17	88	12	0	0	

#### Perceived Impact on Teacher Knowledge

Teachers were asked to rate their level of understanding of key concepts covered during the institute using the following scale: *Little or None, Moderate, Quite a Bit*, or *Thorough*. The percentage of teachers rating their level of knowledge as "Quite a Bit" or "Thorough" before and after the institute is presented in Figure 5-1.



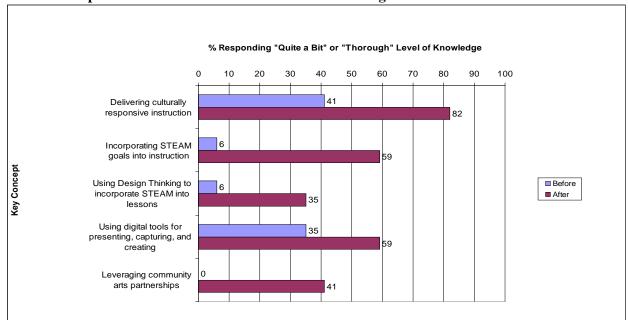


Figure 5-1
Perceived Impact of Summer Institute on Teacher Knowledge

Prior to the institute, 41% or fewer of the teachers rated their knowledge level of any of the five key concepts as "Quite a Bit" or "Thorough." Following the institute, these percentages ranged from 35% to 82%. The areas in which perceived knowledge gains were greatest include

- Incorporating STEAM goals into instruction (increase of 53 percentage points)
- Delivering culturally responsive instruction (increase of 41 percentage points)
- Leveraging community arts partnerships (increase of 41 percentage points)

While still a great amount of growth in knowledge, the areas in which perceived knowledge gains were relatively less were

- Using Design Thinking to incorporate STEAM into lessons (increase of 29 percentage points)
- Using digital tools for presenting, capturing, and creating (increase of 24 percentage points)

Program managers stressed that the Design Thinking Model and the use of digital tools are primary foci of the grant and that many more opportunities will be provided for teachers to increase their knowledge in these areas.

#### Future Use of Information and Resources

Teachers were asked to rate the likelihood that they would use information or resources from each of the field visits in the future with their students. These results are reported in Table 5-2.



Table 5-2
Teacher Likelihood of Use of Information or Resources

Field Visit Site	N Respondents	% Definitely Will	% Probably Will	% Probably Will Not	% Definitely Will Not
Mahaffey Theater	16	50	31	19	0
Dali Museum	16	31	38	31	0
St. Petersburg Opera	16	38	50	12	0
Chihuly Collection	17	29	24	41	6
Museum of Fine Arts	17	29	41	29	0

Teachers are most likely to use the information and resources at the St. Petersburg Opera and the Mahaffey Theater; 88% and 81% of teachers responded that they definitely or probably will utilize the resources or information from these partners, respectively. Indeed, all grade three students from the Elevate ARTS schools visited the St. Petersburg Opera during the 2016-17 school year, providing a unique opportunity to support instruction in both the visual arts and music. The Mahaffey Theater also provides opportunities for classes of students to attend performances. Fewer teachers plan to use the information and resources from the Chihuly Collection with their students, with 53% responding that they definitely or probably will use them.

An analysis of the teachers' comments confirmed that the summer institute was very well received. Teachers emphasized this by saying that it was "a wonderful experience," "enriching," and "a great opportunity to connect to others." These comments provide further evidence:

This was such a great experience and opportunity to connect to others and share ideas and our authenticity!

Attending the Institute will definitely enrich my teaching practice.

Thank you for a wonderful experience, yet again...

While teachers were very satisfied with their experiences during the institute, there were several suggestions made for improvement. These were mainly centered around the following three themes: (a) allow more time for lesson planning, sharing, and discussion; (b) provide adequate time for activities and breaks, as well as increased opportunities for movement; and (c) provide additional examples of model teaching, particularly in the areas of behavior management and culturally sensitive instruction in the arts classroom. Teachers also took the opportunity to express their strong desire to be provided time to visit their colleagues' classrooms during the upcoming school year.

#### **Professional Learning Community Sessions**

The four PLC sessions were held between September 2016 and April 2017 at John Hopkins Middle School in Saint Petersburg, Florida. At the conclusion of each PLC session, teachers were asked to complete an online survey. Teachers' perceptions of each PLC are reported below. Surveys and comments for each of the sessions may be found in Appendices B to E.



#### **Professional Learning Community Session One**

Twenty of the twenty-two teachers who participated in the session responded to the survey. However, since three did not attend the entire session, the analysis is based on 17 respondents. Of these 17 teachers, 59% teach at the elementary level, while the remaining 41% teach at the middle school level; 59% teach visual arts, and 41% teach music. Teachers' comments on the session are located in Appendix B.

Perceptions of the first PLC are presented in Table 5-3. Teacher perceptions of the session were quite high, with nearly all agreeing, at least to some extent, that the information presented on the use of digital tools and classroom management was relevant and interesting, and that they plan to use the information in their classrooms. All agreed, at least to some extent, that they would recommend the session to another teacher.

Table 5-3
Teacher Perceptions of the Professional Learning Community Session One

Topic	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
Information on digital tools was relevant and interesting	17	65	29	6	0
Plan to use information on digital tools in my classroom.	17	76	18	0	6
Information on classroom management was relevant and interesting.	17	88	12	0	0
Plan to use information on classroom management in my classroom.	17	94	0	6	0
Would recommend this session to another teacher.	17	71	29	0	0

#### Perceived Impact on Teacher Knowledge

Teachers were asked to rate their level of understanding of key concepts covered during the session using the following scale: *Little or None, Moderate, Quite a Bit,* or *Thorough*. The percentage of teachers rating their level of knowledge as "Quite a Bit" or "Thorough" before and after the session is presented in Figure 5-2.



Figure 5-2
Perceived Impact of Professional Learning Community Session One on Teacher Knowledge

Prior to the session, teachers' perceived knowledge level of the two key concepts was varied, with 24% of the teachers rating their knowledge level of engaging students using digital tools as "Quite a Bit" or "Thorough," and 53% rating their knowledge level of using best practices in classroom management as "Quite a Bit" or "Thorough." Following the session, these percentages rose approximately 30 percentage points for each concept. Reported knowledge gains were slightly higher in the area of using best practices in classroom management, with a reported gain of 35 percentage points.

Nine teachers expressed an interest in obtaining additional information on particular aspects of using digital tools in the classroom. These requests most often included using iPads for instruction and storing student work, additional training on Davis Digital, demonstrating SmartMusic in the classroom, and accessing/saving music from online sources. Six teachers provided additional feedback regarding classroom management. Teachers provided positive feedback on the session, with one teacher stating, "It was very beneficial for me! So glad it was included!" Teachers also expressed that it would be valuable to have more time to discuss classroom management; as well as additional information on successfully building relationships with students from low-income homes, engaging children with special needs, de-escalating aggressive behavior, and the positive and negative aspects of rewarding student behavior.

Several teachers offered commentary on improving the content of the session. While one noted that, "It was absolutely perfect!" two others would like to have more time devoted to the discussion of classroom management strategies and one would like to learn more about the hands-on use of digital tools for the classroom. Teachers were pleased with the format of the session, expressing this by stating, "...it was absolutely perfect!" and "...the time fits and the pacing went well tonight." Several expressed their gratitude for the session, as evidenced by this teacher's comment:



Thank you for the opportunity to hear real-life, genuine examples of what other teachers who are also in the trenches do!

#### **Professional Learning Community Session Two**

Seventeen of the twenty-one teachers who participated in the session responded to the survey. However, since one did not attend the entire session, the analysis is based on 16 respondents. Of these 16 teachers, 56% teach at the elementary level, while the remaining 44% teach at the middle school level; 56% teach music and 44% teach visual arts. Teachers' comments are located in Appendix C.

Perceptions of the second PLC are presented in Table 5-4. Teacher perceptions of the session were quite high, with all teachers agreeing, at least to some extent, that the information presented on culturally responsive instruction and STEAM lessons was relevant and interesting, and that they plan to use the information in their classrooms. All agreed, at least to some extent, that they would recommend the session to another teacher.

Table 5-4
Teacher Perceptions of the Professional Learning Community Session Two

Торіс	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
Information on culturally responsive instruction was relevant and interesting	16	100	0	0	0
Plan to use information on culturally responsive instruction in my classroom.	16	88	12	0	0
Information on STEAM lessons was relevant and interesting.	16	69	32	0	0
Plan to use information on STEAM lessons in my classroom.	16	75	25	0	0
Well prepared to conduct STEAM lesson study.	16	44	56	0	0
Would recommend this session to another teacher.	16	81	19	0	0

#### Perceived Impact on Teacher Knowledge

Teachers were asked to rate their level of understanding of key concepts covered during the session using the following scale: *Little or None, Moderate, Quite a Bit*, or *Thorough*. The percentage of teachers rating their level of knowledge as "Quite a Bit" or "Thorough" before and after the session is presented in Figure 3.



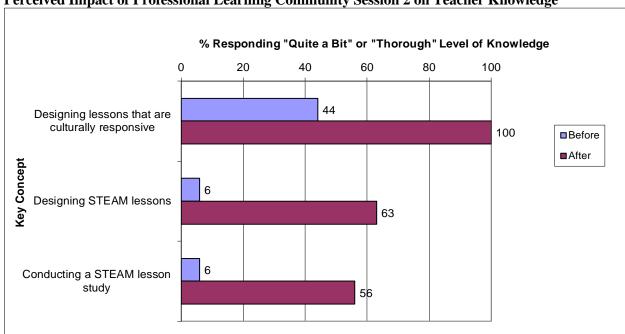


Figure 5-3
Perceived Impact of Professional Learning Community Session 2 on Teacher Knowledge

Prior to the session, teachers' perceived knowledge level of the three key concepts was varied, with 44% of the teachers rating their knowledge level of designing culturally responsive lessons as "Quite a Bit" or "Thorough," and 6% rating their knowledge level of designing STEAM lessons and conducting STEAM lessons study as "Quite a Bit" or "Thorough." Following the session, these percentages rose approximately 50 percentage points for each concept. Reported knowledge gains were highest in the areas designing culturally responsive lessons and designing STEAM lessons, with reported gains of 56 and 57 percentage points, respectively.

Seven teachers expressed an interest in obtaining additional information on particular aspects of culturally responsive instruction. These requests most often included identifying additional cultural factors to consider when designing lessons and specific activities and tools to integrate culturally responsive activities into lessons. Three teachers expressed an interest in obtaining additional information on specific aspects of STEAM lessons. These included integrating engineering concepts into lessons and specific examples of integrating STEAM concepts into lessons. Teachers also offered commentary on the STEAM lesson component, with one expressing an interest in conducting whole group brainstorming, another suggesting working in smaller groups based on grade level taught, and one suggesting the use of a larger room.

Teachers provided positive feedback on the session, with one teacher stating, "[It] was very well organized and informative." Other teachers commented specifically on the culturally responsive instruction component, with one stating,

I really enjoyed hearing Dr. Conage's real life situation and story sharing – it was rich and important information and sharing within our group.



#### **Professional Learning Community Session Three**

Seventeen of the twenty teachers who participated in the session responded to the survey. Of these 17 teachers, 59% teach at the elementary level, while the remaining 41% teach at the middle school level; 53% teach music and 47% teach visual arts. Teachers' comments are located in Appendix D.

Perceptions of the third PLC are presented in Table 5-5. Teacher perceptions of the session were quite high, with all teachers agreeing, at least to some extent, that the article and discussion on Design Thinking were relevant and interesting, that working with colleagues on the Lesson Design Challenge was helpful, and that enough time was allotted for the Design Challenge. All agreed, at least to some extent, that they would recommend the session to another teacher.

Table 5-5
Teacher Perceptions of the Professional Learning Community Session Three

Topic	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
Article and discussion on Design Thinking were relevant and interesting.	20	71	29	0	0
The "Florida Orchestra" lesson and discussion were relevant and interesting.	20	59	35	0	6
Working collaboratively with colleagues on the Lesson Design Challenge was helpful.	20	82	18	0	0
Enough time was allotted for working collaboratively on Lesson Design Challenge.	20	88	12	0	0
Would recommend session to another teacher.	20	53	47	0	0

#### Perceived Impact on Teacher Knowledge

Teachers were asked to rate their level of understanding of key concepts covered during the session using the following scale: *Little or None, Moderate, Quite a Bit*, or *Thorough*. The percentage of teachers rating their level of knowledge as "Quite a Bit" or "Thorough" before and after the session is presented in Figure 5-4.



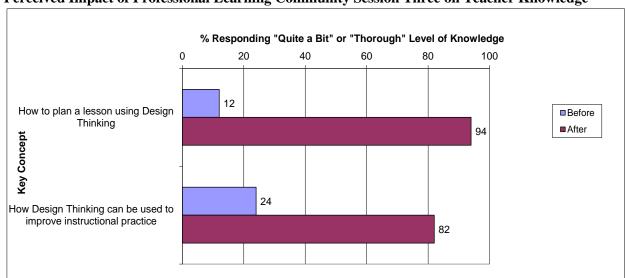


Figure 5-4
Perceived Impact of Professional Learning Community Session Three on Teacher Knowledge

Prior to the session, fewer than one-fourth of the teachers rated their knowledge level of using Design Thinking to plan a lesson study and how Design Thinking can be used to improve instructional practice as "Quite a Bit" or "Thorough." Following the session, these percentages rose 82 and 58 points for each of these concepts, respectively.

Teachers were asked to provide a brief description of how they plan to work with their colleagues to address the Lesson Design Challenge. One group of visual arts teachers plans to teach a lesson in clay techniques. Each member of the group will record themselves teaching the lesson. Then, the group will meet to review the lesson recordings and discuss how the lesson might evolve so that it could be taught more effectively the next time. Then, the lesson will be taught by each team member to another group of students.

Six teachers expressed an interest in obtaining additional information on particular aspects of the Lesson Design Challenge or Design Thinking. These requests included additional peer-reviewed journal articles on Design Thinking and additional information on the experimentation and evolution phases of Design Thinking. One teacher offered commentary on improving the session by suggesting that watching a lesson in which students used Design Thinking would be beneficial.

Teachers provided positive feedback on the session, with one teacher stating, "[It] was very well put together!! I enjoyed it!!" Another teacher stated, "This group is great!"

#### **Professional Learning Community Session Four**

All 19 of the teachers who participated in the session responded to the survey. Of these 19 teachers, 61% teach at the elementary level, while the remaining 39% teach at the middle school level; 47% teach music and 53% teach visual arts. Teachers' comments are in Appendix E.



Perceptions of the Lesson Design Challenge and the fourth PLC are presented in Table 5-6. Teacher perceptions were quite favorable, with more than 80% agreeing, at least to some extent, that participating in and learning about colleagues' Lesson Design Challenges were helpful to their instructional practice. Nearly 90% agreed, at least to some extent, that they would recommend the Lesson Design Challenge to another teacher.

Table 5-6
Teacher Perceptions of the Lesson Design Challenge and PLC Four

Topic	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
Lesson Design Challenge helpful to instructional practice	19	47	37	11	5
Learning about colleagues' lessons helpful to instructional practice	19	58	32	10	0
Would recommend Lesson Design Challenge to another teacher.	19	47	42	11	0

#### Perceived Impact on Teacher Knowledge

Teachers were asked to rate their level of understanding of key concepts encountered during the Lesson Design Challenge using the following scale: *Little or None, Moderate, Quite a Bit*, or *Thorough*. The percentage of teachers rating their level of knowledge as "Quite a Bit" or "Thorough" before and after the Lesson Design Challenge is presented in Figure 5-5.



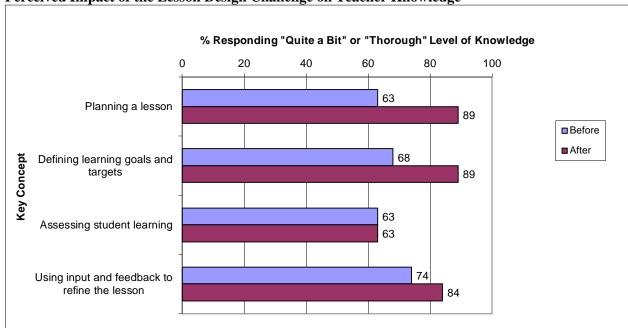


Figure 5-5
Perceived Impact of the Lesson Design Challenge on Teacher Knowledge

Prior to participating in the Lesson Design Challenge, teacher knowledge in the four key concepts was quite high, with between 63% and 74% rating their knowledge level as "Quite a Bit" or "Thorough." Following participation in the Lesson Design Challenge, these percentages ranged from 63 to 89, representing increases between 0 and 26 percentage points. The area in which the greatest perceived growth occurred was in planning a lesson (increase of 26 percentage points) and defining learning goals and targets (increase of 21 percentage points). Teachers reported no increase in knowledge in the area of assessing student learning.

Five teachers expressed an interest in obtaining additional information on particular aspects of the Lesson Design Challenge or lesson planning. Two expressed an interest in participating in another Lesson Design Challenge and the remaining three would like more information on the Experimentation phase of Design Thinking as it relates to lesson planning, behavior management, and how the Lesson Design Challenge relates to digital art.

Teachers provided positive feedback on the Lesson Design Challenge, with one teacher stating, "Having the opportunity to work with colleagues was extremely beneficial!" Another teacher stated, "I like how we can adapt it and not teach the exact same thing and individualize it."

#### **Professional Development Workshop**

Twenty-two of the twenty-four teachers who participated in the session responded to the survey. Of these 22 teachers, 73% teach at the elementary level, while the remaining 27% teach at the middle school level; and half teach music and half teach visual arts. Teachers' comments are located in Appendix F.



Teacher perceptions of the Workshop are presented in Table 5-7. Teachers' perceptions of the session were quite high, with all agreeing, at least to some extent, to all seven of the items related to the workshop's quality, content, relevance, and applicability in their classrooms. All agreed, at least to some extent, that they would recommend the workshop to another teacher.

Table 5-7
Teacher Perceptions of the Workshop

Торіс	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
Information on culturally responsive instruction was relevant and interesting	22	95	5	0	0
Plan to use information on culturally responsive instruction in my classroom	22	91	9	0	0
Information on building relationships was relevant and interesting	22	95	5	0	0
Plan to use information on building relationships in my classroom.	22	82	18	0	0
Well prepared to plan for an action of positive change in my classroom.	22	86	14	0	0
Overall, information presented was relevant and interesting	22	91	9	0	0
Would recommend this workshop to another teacher	22	95	5	0	0

#### Perceived Impact on Teacher Knowledge

Teachers were asked to rate their level of understanding of key concepts covered during the workshop using the following scale: *Little or None, Moderate, Quite a Bit,* or *Thorough.* The percentage of participants rating their level of knowledge as "Quite a Bit" or "Thorough" before and after the workshop is presented in Figure 5-6.



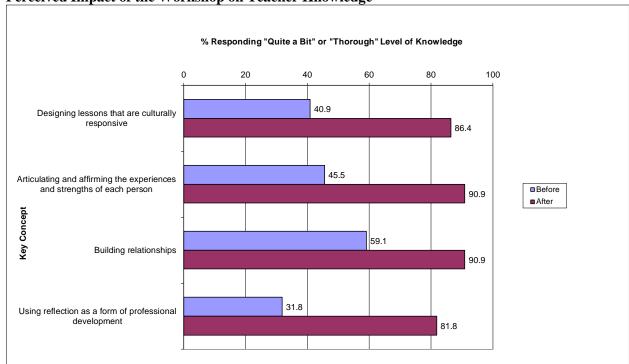


Figure 5-6
Perceived Impact of the Workshop on Teacher Knowledge

Prior to the workshop, 59% or fewer of the teachers rated their knowledge level of the four key concepts as "Quite a Bit" or "Thorough." Following the session, these percentages ranged from 82% to 91%, representing increases of 32 to 50 percentage points for each concept. Reported knowledge gains were highest in using reflection as a form of professional development, with a reported gain of 50 percentage points.

Seven teachers expressed an interest in obtaining additional information on particular aspects of culturally responsive instruction. These requests most often included specific strategies for managing the classroom, facilitating discussions around race issues, and the "skill and will" concept. Teachers also expressed an interest in having Dr. Conage visit their classrooms, conduct demonstration lessons, and provide additional specific strategies for integrating culturally responsive instruction into their lessons. Six teachers expressed an interest in obtaining additional information on specific aspects of building relationships. These centered around building relationships with younger children, challenging students, and parents; and specific strategies and activities to use in their classrooms.

Teachers provided few suggestions for improvement of the workshop. These were focused on the need for specific strategies to use with students as well as the need for more work in behavior management of students. There were many positive comments on the session, with one teacher stating, "I wouldn't change a thing! This was the best PLC I've been to all year!" Other teachers expressed their gratitude and satisfaction, as evidenced by these comments:



Thank you for providing us with another meaningful day. Thank you for valuing what we do as professionals. The support you are offering is getting me through my year!

This was an excellent session and I have enjoyed myself very much! I learned a lot and can't wait to implement the new method of creating relationships with my students.

#### **Overall Perceptions of Year 2 Activities**

An *End-of-Year Survey* designed to elicit data pertaining to teachers' general perceptions of the second year of the project's implementation was conducted in April 2017. Twenty-four of the 26 teachers (92%) responded to the online survey. A copy of the survey and a complete item-by-item reporting of the results are located in Appendix G.

The teachers indicated a great level of satisfaction with their experiences during the second year of project implementation. Nearly all (96%) agreed, at least to some extent, that, overall, they are satisfied with the quality of *Elevate ARTS*, that the project has been relevant to their professional development and support needs, and that Elevate ARTS has prepared them to design and deliver standards-based arts instruction.

- At least 85% strongly agreed that the project has provided the opportunity for them to
  - o build relationships with other arts teachers,
  - o engage in dialogue about arts instruction with colleagues, and
  - o feel supported.
- At least 75% strongly agreed that because of Elevate ARTS, they have
  - o reflected on teaching,
  - o strengthened relationships with colleagues, and
  - o networked with other arts teachers.

Four items on the *End-of-Year Survey* pertain specifically to performance measures of the project. For these items, the performance measure states that at least 85% of the project teachers will be in agreement with the statement. The performance measure was met for three of the four items. At least 85% of the teachers agreed that the

- professional development and coaching they have received through the Arts Teacher Leadership Cadre PLC has been effective (100% agreement),
- professional development prepared them to design and deliver standards-based arts instruction (96% agreement), and
- support and guidance they have received from their *Elevate ARTS* teaching partner(s) or mentor(s) has been effective (88% agreement).

Seventy-nine percent of the teachers agreed that the professional development and support they have received through *Elevate ARTS* has helped them to increase the use of digital tools in their instructional practice. This falls short of the performance measure target of 85% by 6 percentage points.



Teachers were asked their overall perceptions of the project. These are reported in order of prevalence in Table 5-8. The information contained in the table indicates that the project is perceived to have impacted some areas more than others, with more teachers reporting increased understanding of Design Thinking and its application to the classroom than creating strong STEAM lessons.

Table 5-8

**Overall Perceptions of the Project** 

veran receptions of the Project			%
			Strongly/
	Order of	N	Somewhat
Area	Prevalence	Respondents	Agree
Applicable to the arts content that I teach	1 (tie)	24	100
Relevant to the students that I teach	2 (tie)	24	96
Increased my understanding of Design Thinking and its application to the classroom	2 (tie)	24	96
Helped me to understand cultural competence and its impact in the arts classroom	2 (tie)	24	96
Helped me to strengthen relationships with colleagues	2 (tie)	24	96
Increased my ability to conduct lesson study	3	24	92
Helped me to strengthen relationships with students	4 (tie)	24	88
Helped me to create/refine classroom processes/procedures	4 (tie)	24	88
Taught me best practices for engaging students	5	24	84
Taught me best practices in classroom management	6	24	83
Helped me to build strong STEAM lessons	7	24	75

Teachers were also asked their perceptions of the project's impact on their students. These are reported in order of prevalence in Table 5-9. The information contained in the table indicates that the project is perceived to have had an impact on students. At least 65% of the teachers agreed, at least to some extent, that the project has impacted their students in all three areas.

Table 5-9
Perceived Impact of the Project on Students

Area	Order of Prevalence	N Respondents	% Strongly/ Somewhat Agree
Increased their arts content knowledge	1	24	92
Increased their level of engagement in class	2	24	87
Improved their behavior in class	3	24	67

Teachers were asked to share the most important thing that they have learned from *Elevate ARTS*. Of the 18 who provided commentary on this item, two related themes emerged. These were related to the support of their colleagues and the use of Design Thinking. As evidenced by the following comments, teachers have learned

... spending time with colleagues has been very healthy for the growth of my career.



...it's always better to have two heads or more thinking on a collaborative issue.

... collaboration and Design Thinking together (sharing) is what helps me make it through the year.

### **Mentoring and Peer Support**

Overall, perceptions of the support provided by the mentors/teaching partners and peers were very favorable, as evidenced by high levels of agreement to survey items pertaining to the quality of the support. At least 88% of the teachers agreed, at least to some extent, that

- the support and guidance they have received from their mentors/teaching partners has been effective (88% agreement),
- the professional development and coaching that they have received through *Elevate ARTS* PLC have been effective (100% agreement),
- *Elevate ARTS* has provided the opportunity for them to engage in dialogue about arts instruction with colleagues (100% agreement),
- *Elevate ARTS* has helped them to strengthen relationships with colleagues (96% agreement),
- Elevate ARTS has made them feel supported (100% agreement), and
- Elevate ARTS has allowed them to network with other arts teachers (100% agreement).

The vast majority of teachers found the peer-to-peer visits to be valuable, with 96% agreeing, at least to some extent, that the visits have been helpful to their instructional practice.

Several teachers provided positive commentary about their experiences with their mentors, including the following:

*I enjoyed the mentoring.* 

I loved my mentor!

Suggestions for improving the mentoring and peer visit process included more clearly defining the roles of the mentors and mentees, increasing the focus on classroom/behavior management, and having peer visits and mentors with experience more closely aligned with the student populations being served by the Elevate ARTS teachers.

Teachers were asked to provide suggestions for improvement of the content of *Elevate ARTS* for its third year of implementation. Of the 15 teachers who provided commentary, the areas most often mentioned included providing assistance with classroom management and student behavior, limiting peer visits to teachers with similar student populations to *Elevate ARTS*' teachers' students, and increasing time for collaborative lesson planning, as evidenced by these comments:

More relevant peer-to-peer visits with similar school instructors who have more success. It seems we were all in similar situations. Visiting an instructor who teaches at a

'Fundamental' for example may not be so beneficial for a struggling school demographic with high reassignments, etc.

Need more time for lesson planning and procedure planning. I feel like a lot of time is wasted talking about the wrong things. The main issue at our schools is behavior. We need mentors that also deal with 60% behavior issue students all day as we do....

Finally, teachers were given the opportunity to provide additional feedback about their experiences with *Elevate ARTS*. Many provided commentary on the very positive experiences they had throughout the year, as stated by this teacher:

I appreciate every bit of support that I have received as a result of the Elevate ARTS grant. Some days are incredibly challenging and knowing that I have a community of resources to reach to at any given moment is valuable beyond measure. I am thankful for Jeanne and Sue's vision.



# SECTION 6 Mentor and Teaching Partner Perceptions of the Project

One of the questions of this study pertains to the perceptions of mentors and teaching partners of the various project components. This study uses a survey to gather mentor/teaching partner perception data. Quantitative and qualitative research methods are used to analyze the data obtained from the *End-of-Year Survey* of all mentors and teaching partners.

The *End-of-Year Survey* was designed to elicit data pertaining to mentors' and teaching partners' general perceptions of the second year of the project's implementation. The online survey was conducted in April 2017. All of the 10 mentors/teaching partners who participated in the project at the end of the year responded to the survey.<sup>2</sup> A copy of the survey as well as a complete itemby-item reporting of the results may be found in Appendix H.

#### **Evaluation Question Addressed:**

What are the perceptions of the mentors/teaching partners of the various project components?

The results of the analysis of the mentor/teaching partner survey data corroborated the findings of the data analysis for the participating teachers. Like the teachers, the mentors/teaching partners indicated a great level of satisfaction with their experiences during the second year of project implementation. All agreed, at least to some extent, that they are satisfied with the quality of *Elevate ARTS* and that the project has been relevant to the professional development and support needs of the project teachers. One hundred percent strongly agreed that the project has provided the opportunity for teachers to feel supported.

- At least 80% *strongly agreed* that the project has provided the opportunity for project teachers to
  - o engage in dialogue about arts instruction with colleagues,
  - o regularly share ideas and materials,
  - o reflect on teaching,
  - o network with other arts teachers, and
  - o increase their willingness to try new ideas in their teaching.

#### **Overall Perceptions of Year 2 Support**

Mentors and teaching partners were asked their overall perceptions of the project. These are reported in order of prevalence in Table 6-1. The information contained in the table indicates that 90% of the mentors/teaching partners *strongly agree* that the content of Elevate ARTS is applicable to the arts content that participating teachers teach. Fewer (50%) strongly agreed that the project helped participating teachers to create a curriculum map.

<sup>&</sup>lt;sup>2</sup> The results for teaching partners/mentors should be interpreted with caution as they are based on a limited sample size of 10.



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Table 6-1
Mentor/Teaching Partner Overall Perceptions of the Project

Area	Order of Prevalence	N Respondents	% Strongly Agree
Applicable to the arts content that project teachers teach.	1	10	90
Relevant to the students whom project teachers teach.	2 (tie)	10	70
Helped to create/refine classroom policies and procedures	2 (tie)	10	70
Increased project teachers' ability to conduct lesson study	2 (tie)	10	70
Increased understanding of Design Thinking and its application to the classroom	3	10	60
Helped to create a curriculum map	4	10	50

Mentors/teaching partners were asked to share what they think the project teachers they have worked with have learned from *Elevate ARTS*. According to the mentors/teaching partners, participating teachers have learned, among other things, that they are supported in their work, they are valued, and that Design Thinking is helpful. These are evidenced in the following comments:

They have learned how to call on their colleagues more, both within and outside of the project schools. They seem to feel like they have more discussion and expertise to bring to the table. They feel valued!

[They are] embracing Design Thinking when creating and developing lessons. Also, [they are] working on building relationships with each other and building support.

Mentors/teaching partners were asked in which areas the teachers that they work need additional support. Of the ten who provided commentary, the areas most often mentioned included classroom management and student behavior, lesson planning, and gaining support of their school-level administrators.

Mentors/teaching partners were asked to provide suggestions for improvement of the content of *Elevate ARTS* for its third year of implementation. Of the eight who provided commentary, the areas most often mentioned included learning more about student behavior, designing culturally responsive instruction, and allowing time for curriculum planning, as evidence by this comment:

Share what other schools and districts are doing to handle challenging populations. Share lessons that are successful with these populations.



# SECTION 7 Project Leadership Team Perceptions of the Project

One of the questions of this study relates to the perceptions of the project leadership team of the support and guidance offered by the project and the development of digital tools. To gather data pertaining to this question, a discussion protocol for the project leadership team was developed (Appendix I). The evaluation team conducted the focused discussion with the project leadership team in April 2017, after the completion of the second year of implementation. The information presented in this section is organized by the three main topics covered in the discussion.

#### **Evaluation Questions Addressed:**

What are the perceptions of the project leadership team of the professional support and guidance offered by the project and the development and use of digital tools?

#### **Professional Support and Guidance**

The project leadership team views Year 2 as very successful. Professional support was provided to participating teachers through the Summer Institute, PLC meetings, a day-long workshop, peer visits, and regular contact with mentors/teaching partners. It was through the mentors/teaching partners that the largest source of support was provided. Project leaders noted that this process has made significant progress this year, most notably in that project teachers are beginning to mentor and rely on one another, and that the teachers feel "safe" asking for support. These interactions are viewed as very valuable:

The support from the teaching partners has been very positive. The teachers have also built a nice cadre of support amongst themselves. This has been a goal of the grant. The training has guided them, and now they are able to do a lot of the work. It is not a top-down delivery model. It has been very organic...we have seen grant teachers mentoring grant teachers as well as the teaching partners and mentors. That is another aspect that we were fortunate to further develop this year.... We are beginning to see that the teachers are proud of being in their schools, where others have called these schools "failures."

Some of the challenges faced during Year 2 include scheduling professional development in addition to the already extended day that is now required for many of the Elevate ARTS teachers in Transformation Zone schools. Even though their days are long, mentors and teaching partners have helped motivate the teachers to attend professional development events. By providing professional development at a variety of times, such as during the summer, after school, and during the school day with substitutes provided, the challenge has been minimized. In addition, teachers struggle with garnering support of their school-based leaders. This is a topic that will be addressed during the Summer Institute which will feature a panel of administrators.



#### **Recruitment and Retention of Arts Teacher Leaders**

During Year 2, there were a total of 11 teaching partners/mentors; six of these were for music, four were for visual arts, and one worked with teachers in both disciplines. One of the visual arts teaching partners resigned mid-year, due to a death in her family. The project leadership team emphasized that the arts teacher leaders (aka mentors/teaching partners) have been integral to the success of *Elevate ARTS*. They are credited with, "making a significant impact on retaining teachers and building strong relationships so there is someone, especially for the first year teachers, to call when they need support." This support is multi-faceted. Mentors/teaching partners communicate regularly with the teachers via email, occasionally send handwritten notes of encouragement, visit with the teachers in their classrooms, engage in lesson study with the teachers, and provide resources based on the individual needs of the teachers with whom they work. Oftentimes, they will check in with teachers prior to a PLC session to help ensure their attendance.

The project leadership team shared that one of the challenges has been finding high quality middle school level music teaching partners. This will be addressed for Year 3, and plans are already underway to recruit a teaching partner to work with the middle school choral and band directors.

# **Development and Use of Digital Tools**

According to the project leadership team, the development and use of digital tools has been emphasized during Year 2. A variety of digital tools are used for instruction, student work creation, assessment, and adjudication. In visual arts classrooms, teachers often use smart boards and access video presentations, and students use either iPads or desktop computers to create works and share them with others. This is often done through the Artsonia website. Elevate ARTS teachers have been trained in adjudicating images using a four-point rubric, and teachers provide each other with feedback on the student work. This feedback is highly valued, and often inspires teachers to improve. Exemplar work is shared and students have an understanding of what a work that merits a score of "4" looks like. In music classrooms, teachers often use digital audio recorders provided to them through the grant. It was also noted that all 5th grade students' music performances are uploaded districtwide. Music is moving toward using digital tools for assessing student work, with some challenges being faced due to file sizes. Elevate ARTS teachers have become experts in using digital tools, and thus have become technology leaders within their schools and throughout the district.

One area of the use of digital tools that may be further explored in Year 3 is the use of Facetime for teachers to observe in one another's classrooms. To date, this has not been done to a great extent, and project leaders expressed an interest in seeing more of this. Additionally, more thought will be given to asking the teachers to complete a specific task related to digital tools, as "what is measured is valued." For example, choir teachers could be asked to record, upload, and share one choir performance with their colleagues.



# SECTION 8 Summary of Findings

The Pinellas County School Board's Professional Development for Arts Educators Project *Elevate ARTS* has completed its second year of implementation. The second year of the project was well-received by the 26 participating teachers. The professional development sessions for Year 2 of the project were centered around the Design Thinking model. The summer institute, four professional learning community sessions, workshop, peer visits, and mentoring activities provided the teachers with valuable experiences which they perceive will have an impact on their ability to provide effective arts instruction to their students.

In this report, key aspects of the project's second year of implementation are documented. All of the key project components were implemented as designed and intended in the district's approved plan.

Participation rates in the various project activities were high. On average, teachers attended 56 hours or 82% of the 68.5 hours offered. Twenty-two (85%) of the teachers met all of the requirements for the GPRA measure for teacher attendance, exceeding the target of 80% by five percentage points.

Teacher knowledge gains were measured using two discipline-specific tests. For visual arts teachers, there was an average increase of 23.1 percentage points from pretest to posttest. For music teachers, there was an average increase of 12.7 percentage points from pretest to posttest. Wilcoxon signed rank tests found these gains to be significant, and the GPRA measure for teacher knowledge gains was met. Teachers also self-reported high gains in the key concepts of the various professional development sessions.

Teacher perceptions of Year 2 project activities were very favorable. For the summer institute, at least 90% of the teachers agreed that the materials were high quality; the presenters were engaging, demonstrated a strong command of the material, and conveyed it in an effective manner; the information was interesting and the knowledge and skills acquired are applicable in their classrooms; and they would recommend the institute to other teachers. Teachers were also very satisfied with their experiences at the four PLC sessions as well as the workshop. Four items on the End-of-Year Survey pertain specifically to performance measures of the project. For three of these four items, the performance measure was met, with more than 85% of the teachers agreeing to some extent that the professional development and coaching they have received through the Arts Teacher Leadership Cadre PLC has been effective, the professional development prepared them to design and deliver standards-based arts instruction, and the support and guidance they have received from their *Elevate ARTS* teaching partner(s) or mentor(s) has been effective. For the fourth item, 79% agreed that professional development and support they have received through *Elevate ARTS* has helped them to increase the use of digital tools in their instructional practice. This fell short of the performance measure target of 85% by 6 percentage points. This is an area that will continue to be developed in Year 3.



Mentors/teaching partners expressed a great deal of satisfaction with the second year of implementation. All agreed, at least to some extent, that they are satisfied with the quality of *Elevate ARTS* and that it has been relevant to the professional development and support needs of project teachers. Mentors/teaching partners credit Elevate ARTS with providing teachers the opportunity to engage in dialogue about arts instruction with colleagues, reflect on teaching, feel supported, and try new ideas in their teaching.

The project leadership team shared their perceptions of the support and guidance offered by the project and the development of digital tools. The project leadership team views Year 2 as "very successful." In particular, the support of the mentors/teaching partners has been very valuable. Through this support, and the collaboration with their peers, teachers feel supported in their work. The use of digital tools for instruction, student work creation, assessment, and adjudication has been emphasized during Year 2. The project leadership team pointed out that teachers have been well-trained and are viewed as technology leaders within their schools and throughout the district. The use of technology will continue to be emphasized during Year 3.



# Appendix A

**Summer Institute Survey and Comments** 

# **Appendix A: Summer Institute Survey**

# **Elevate ARTS Summer Institute Survey, June 2016**

### 1. Introduction

This survey is part of RMC Research Corporation's external evaluation of the Pinellas County School's Professional Development for Arts Educators grant Elevate ARTS. The purpose of the survey is to gather data related to project participants' perceptions of their experiences during the June 2016 Summer Institute in St. Petersburg. The information that you provide is anonymous and will be reported only in combination with responses from other participants.

The survey will take approximately 10 minutes to complete. Please click on the "done" button at the end of the survey to submit your responses. We thank you for your participation.

# **Elevate ARTS Summer Institute Survey, June 2016**

# 2. Summer Institute Items

1. I anticipate that I will teach at the following level during the 2016-17 school year:
Elementary School
Middle School
2. I teach the following subject area:
Music
Visual Arts
Other (please specify)
3. I am a teaching partner/mentor for Elevate Arts.
Yes
○ No
Other (please specify)

# **Appendix A: Summer Institute Survey** 4. I attended the entire Summer Institute. Yes No 5. Overall, the institute materials were of high quality. Strongly Agree Somewhat Agree Somewhat Disagree Strongly Disagree 6. Overall, the presenters demonstrated a strong command of the information presented. Strongly Agree Somewhat Agree Somewhat Disagree Strongly Disagree 7. Overall, the presenters conveyed the information in an effective manner. Strongly Agree Somewhat Agree Somewhat Disagree Strongly Disagree 8. Overall, the presenters were engaging. Strongly Agree Somewhat Agree Somewhat Disagree

Strongly Disagree

# Appendix A: Summer Institute Survey 9. Overall, I feel that enough time was allotted for talking with the presenters

9. O	verall, I feel that enough time was allotted for talking with the presenters.
	Strongly Agree
	Somewhat Agree
	Somewhat Disagree
	Strongly Disagree
10. C	Overall, I feel that enough time was allotted for the sessions and activities of the institute.
	Strongly Agree
	Somewhat Agree
	Somewhat Disagree
	Strongly Disagree
11. C	Overall, I feel that enough time was allotted for networking with other institute participants.
	Strongly Agree
	Somewhat Agree
	Somewhat Disagree
	Strongly Disagree
12. T	The location of the institute was suitable.
	Strongly Agree
	Somewhat Agree
	Somewhat Disagree
	Strongly Disagree
13. C	Overall, I found the information presented during the institute to be relevant and interesting.
	Strongly Agree
	Somewhat Agree
	Somewhat Disagree
	Strongly Disagree

# **Appendix A: Summer Institute Survey**

14. I plan to apply the knowledge and skills acquired during	the institute in my classroo	m.
Strongly Agree		
Somewhat Agree		
Somewhat Disagree		
Strongly Disagree		
If you do not plan to use the knowledge and skills in your classroom, pleamore useful by telling us why you do not plan to use it.	ase help us to better understand h	ow the content might be
15. I would recommend this institute to another teacher.		
Strongly Agree		
Somewhat Agree		
Somewhat Disagree		
Strongly Disagree		
16. Think about your depth of understanding of each of the Summer Institute. Then, reflect on your level of understand Institute.		·
BE	FORE Summer Institute A	FTER Summer Institute
a. Delivering culturally responsive instruction	<b>\$</b>	<b>\$</b>
b. Incorporating STEAM goals into instruction	<b>\$</b>	<b>\$</b>
c. Using Design Thinking to incorporate STEAM into lessons	<b>\$</b>	<b>\$</b>
d. Using digital tools for presenting, capturing, and creating	<b>\Delta</b>	<b>\$</b>
e. Leveraging community arts partnerships	<b>\$</b>	<b>\$</b>

# **Appendix A: Summer Institute Survey**

17. Using the scale provided, please indicate the likelihood that you will use information or resources from each of the field visits with your students by placing a check in the appropriate box.

	Definitely Will	Probably Will	Probably Will Not	Definitely Will Not	Did Not Attend
Mahaffey Theater					
Dali Museum					
St. Petersburg Opera					
Chihuly Collection					
Museum of Fine Arts					
Please add any comments re	garding the visits:				
18. Please rank order ye	our preference f	or the four requir	ed PLC meeting ti	mes for the 2016-	17 school year.
\$\hfpartial \tag{\frac{1}{2}}\$ Saturda	ay mornings (8:30ar	m - 11:30am)			
Saturda \$	ay afternoons (1:00)	om - 4:00pm)			
₩ <b>♦</b> Weekd	ay evenings (5:00pı	m - 8:00pm)			
# Full day	/ TDE				
A variet	y of the above time	S			
19. I have the following	suggestions for	improvement of	the content of the	institute:	
OO I be a see the a fall assistance		:	U - f t -f4l !-		
20. I have the following	suggestions for	improvement of	tne format of the Ir	istitute:	
21. Please provide any	additional feedh	ack in the boy be	elow		
2 iddd provide arry			// <b>/</b> **.		

#### 17. Please add any comments regarding the visits.

- This week's visit to each venue was quite rewarding. It opened my eyes to many ways to incorporate my curriculum through these museums and centers for the arts.
- They were all great!

#### 19. I have the following suggestions for improvement of the content of the institute:

- I did not work well in the room at MFA. the lighting was so dim and the sound was distracting. Some of the activities such as designing an art and music room were too rushed. If we were to do that again, I would take away the distracting materials and just concentrate on drawing a plan or blueprint. the additional materials were not needed and hindered our progress.
- I would like time to write unit and lesson plans with other members. Allowing like content to review and provide input on what strategies may be effective in the lesson
- More movement during the first day. It was a lot of sitting.
- More time for teacher made videos of teachers actually teaching and showing good behavior management.
- The lesson plan sharing was the most valuable exercise for me. Please include more time for teachers to share lessons and experiences with each other. Perhaps educators could be emailed guiding questions beforehand, asking for both information and opinion about various conversation topics (classroom procedures, STEAM implementation successes, behavioral challenges, etc). That way, teachers could arrive at the institute prepared to discuss these high interest topics in small groups. Then, we could all come together as a whole group to gather and share the most influential thoughts.
- The teaching culturally responsive session felt too much based on personal stories and not a lot of cultural theory and practical methods or strategies on how to teach culturally responsive. Although the presenter was full of energy and obviously had a lot of experience I feel that it was not articulated as well as it could have been. Also some group activities would have broken up the time as well.

### 20. I have the following suggestions for improvement of the format of the institute:

- A little bit more organic time to work together. It was nice to do that during the margin time we did have.
- Allow for more peer lesson networking.
- I really enjoy activities where I move around and work with others. I would like to see more of that on the first day.
- I think learning the digital tools through hands on activities is more beneficial.
- I think many of us are tired and needing a break at the end of the year. We have done our best and put our hearts and souls and energies into being the best teachers for our students. We feel depleted and out of punch. Having the institute at this time of the year was tiring for many of us. I did not feel energized when I left every day. I did come away feeling that my best is not good enough. I walked to my car wondering if next year I will be able to cope with adding in more tasks and activities such as Artsonia and STEAM. It feels so overwhelming at times that I need to continue to remind myself, that I am helping students to get to know and love themselves. I am a loving presence in their lives. They feel my concern for them and it is a joy to watch them discover themselves and their abilities to create a work of art that is powerful and original.
- More TDEs for teachers to observe their Elevated Arts Teachers.

### **Appendix A: Summer Institute Comments**

• Some 5 min breaks about ever hour or in between sessions would have been great. Most of us never sit for that long when we work.

# 21. Please provide any additional feedback in the box below.

- I would like to see more peer visits to fab 5 schools. Our unique circumstances bind us together and help us help each other, often times better than our mentors. I would like more Plc meetings with just our group(el art, el music, etc)
- It was very nice to have the food donated. And the field trips were enjoyable and light. Many of us enjoyed Dr. Conage and David O'Fallon talks. That was the best part.
- Overall I think the training is developing nicely.
- Please allow TDE's for observing teachers in the most similar schools (example, let fab five see each other), observing feeder schools, and observing art/music in our own schools
- Thank you for a wonderful experience, yet again. Some classroom management tools and ideas could be helpful, too.
- This was such a great experience and opportunity to connect to others and share ideas and our authenticity!
- Why are we not receiving money for additional supplies especially since our schools are highly transient and sketchbooks usually travel with students? New students always coming in and the "book" money does not cover enough due to the high turnover.

# Appendix B

# PLC One Survey and Comments

Elevate ARTS PLC 1 Survey, September 2016
This survey is part of RMC Research Corporation's external evaluation of the Pinellas County School's Professional Development for Arts Educators grant Elevate ARTS. The purpose of the survey is to gather data related to project participants' perceptions of their experiences during the September 2016 PLC session. The information that you provide is anonymous and will be reported only in combination with responses from other participants.
The survey will take approximately 10 minutes to complete. Please click on the "done" button at the end of the survey to submit your responses. We thank you for your participation.

# **Appendix B: PLC One Survey**

# Elevate ARTS PLC 1 Survey, September 2016

1. I currently teach at the following level:
Elementary School
Middle School
2. I teach the following subject area:
Music
Visual Arts
3. I attended the entire PLC session.
Yes
○ No
4. The digital tools content was relevant and interesting.
Strongly Agree
Somewhat Agree
Somewhat Disagree
Strongly Disagree
E. I when to use the information on digital to do in may also are an
5. I plan to use the information on digital tools in my classroom.
Strongly Agree
Somewhat Agree
Somewhat Disagree
Strongly Disagree
If you do not plan to use the information on digital tools in your classroom, please help us to better understand how the content might be more useful by telling us why you do not plan to use it.

# **Appendix B: PLC One Survey**

	nformation on the following aspects of digital tools:
7. The classroom ma	nagement content was relevant and interesting.
Strongly Agree	
Somewhat Agree	
Somewhat Disagree	
Strongly Disagree	
3. I plan to use the in	formation on classroom manaagement in my classroom.
Strongly Agree	
Somewhat Agree	
Somewhat Disagree	
Strongly Disagree	
	eful by telling us why you do not plan to use it.
9. I would like more i	nformation on the following aspects of classroom management:
	· ·
10. Lwould recomme	nd this session to another teacher
_	and this session to another teacher.
Strongly Agree	nd this session to another teacher.
Strongly Agree  Somewhat Agree	
Strongly Agree	

# **Appendix B: PLC One Survey**

	BEFORE the Session	AFTER the Session
ı. Engaging students using digital tools	•	<b>\$</b>
. Using best practices in classroom management	•	<b>\$</b>
. I have the following suggestions for improv	vement of the content of the session	:
8. I have the following suggestions for improv	vement of the format of the session:	
. Please provide any additional feedback in	the box below.	

- 5. If you do not plan to use the information on digital tools in your classroom, please help us to better understand how the content might be more useful by telling us why you do not plan to use it.
  - It [Davis Digital] is very pieced. I don't see the cohesiveness of delivery. And search engines are horrid. I plan to use pieces to try it out but it has presentation and collection problems. [Visual arts teacher.]

## 6. I would like more information on the following aspects of digital tools:

- Best methods of saving and collecting work on iPads. Best way to access camera roll from an iPad while on laptop etc.
- Demonstration of SmartMusic for my class.
- Effective resources online for music.
- General helpful finds for the new textbooks.
- I look forward to the Davis Digital training
- If I want to access a particular song, how do I save it for use when I have no Wi-Fi connection or for use in a school concert?
- IPads and how to integrate them into learning within the children understanding their neighborhood in efforts to expand their view of the world
- Setting up Smart Music for the practice room
- More training on Davis Art website

# 8. If you do not plan to use the information on classroom management in your classroom, please help us to better understand how the content might be more useful by telling us why you do not plan to use it.

• I am already using several strategies outlined in the book. I disagreed with a few of the concepts that contradicted each other. For example: simplify the rules to three main ideas that are in vague language vs. ensuring students know exactly what the expectations are at all times.

### 9. I would like more information on the following aspects of classroom management:

- De-escalating violent and aggressive behavior
- How to engage and inspire children with special needs
- It was very beneficial for me! So glad it was included!
- More time for discussion on classroom management it was very valuable
- Psychology of low-income students and successful teachers' relationships with them.
- Rewards, the positive and negative affects they have on students

# 12. I have the following suggestions for improvement of the content of the session:

- Hands on digital tools used in our classes. These tools need to be something students can interact with as well as teachers.
- More time for behavior management!
- More time for classroom management strategies in small group setting
- None, it was absolutely perfect!!

# **Appendix B: PLC One Comments**

# 13. I have the following suggestions for improvement of the format of the session:

- Good
- None, it was absolutely perfect!!
- Nothing, the time fits and the pacing went well tonight.

# 14. I have the following suggestions for improvement of the format of the session:

- Thank you
- Thank you for providing us with another meaningful session
- Thank you for the opportunity to hear real-life, genuine examples of what other teachers who are also in the trenches do!
- Thanks for all the great information.

# **Appendix C**

# PLC Two Survey and Comments

# **Elevate ARTS PLC 2 Survey, October 2016**

This survey is part of RMC Research Corporation's external evaluation of the Pinellas County School's Professional Development for Arts Educators grant Elevate ARTS. The purpose of the survey is to gather data related to project participants' perceptions of their experiences during the October 2016 PLC session. The information that you provide is anonymous and will be reported only in combination with responses from other participants.

The survey will take approximately 10 minutes to complete. Please click on the "done" button at the end of the survey to submit your responses. We thank you for your participation.

# **Elevate ARTS PLC 2 Survey, October 2016**

1.1	currently teach at the following level:
	Elementary School
	Middle School
2. I	teach the following subject area:
	Music
	Visual Arts
3. I	attended the entire PLC session.
	Yes
	No
4. T	he culturally responsive instruction content was relevant and interesting.
	Strongly Agree
	Somewhat Agree
	Somewhat Disagree
	Strongly Disagree

# **Appendix C: PLC Two Survey**

5. I plan to use the information on culturally responsive instruction in my classroom.
Strongly Agree
Somewhat Agree
Somewhat Disagree
Strongly Disagree
If you do not plan to use the information on culturally responsive instruction in your classroom, please help us to better understand how the content might be more useful by telling us why you do not plan to use it.
6. I would like more information on the following aspects of culturally responsive instruction:
7. The STEAM lesson content was relevant and interesting.
Strongly Agree
Somewhat Agree
Somewhat Disagree
Strongly Disagree
8. I plan to use the information on STEAM lessons in my classroom.
Strongly Agree
Somewhat Agree
Somewhat Disagree
Strongly Disagree
If you do not plan to use the information on STEAM lessons in your classroom, please help us to better understand how the content might be more useful by telling us why you do not plan to use it.

# **Appendix C: PLC Two Survey** 9. I am well prepared to conduct a STEAM lesson study. Strongly Agree Somewhat Agree Somewhat Disagree Strongly Disagree If you do not feel well prepared to conduct a STEAM lesson study, please help us to better understand how we might support your work by telling us what additional support/help you would like. 10. I would like more information on the following aspects of STEAM lessons: 11. I would recommend this session to another teacher. Strongly Agree Somewhat Agree S

Somewhat Disagree		
Strongly Disagree		
12. Think about your depth of understanding of each of the session. Then, reflect on your level of understanding AFTE	• • •	·
	BEFORE the Session	AFTER the Session
a. Designing lessons that are culturally responsive	<b>\$</b>	<b>\$</b>
b. Designing STEAM lessons	<b>\$</b>	<b>\$</b>
c. Conducting a STEAM lesson study	<b>\$</b>	<b>\$</b>
13. I have the following suggestions for improvement of the	e content of the session:	

pendix	C: PLC Two	Survey				
14. I hav	e the following	suggestions for i	mprovement o	f the format of t	ne session:	
15 Dlag	aa muusida ans		aaliin tha hay l	a a laur		
15. Fleas		additional feedba		Delow.		

5. If you do not plan to use the information on culturally responsive instruction in your classroom, please help us to better understand how the content might be more useful by telling us why you do not plan to use it.

There were no comments to this question.

# 6. I would like more information on the following aspects of culturally responsive instruction:

- How to clarify racial issues with students appropriately (specific examples).
- Activities to do with students to help them understand these concepts.
- How to honor their culture while maintaining an environment that's conducive to learning, i.e. Quiet or at least effective
- I would like to know when Dr. Mary is presenting her PD she mentioned.
- Identifying other cultural components that may affect out students other than actual race that we may not be aware of or we are aware of but have forgotten. This may help make our lesson more inclusive.
- More tools to integrate into my curriculum
- The name of the book Mary mentioned...Cultural Conversation of something like that.
- 8. If you do not plan to use the information on STEAM lessons in your classroom, please help us to better understand how the content might be more useful by telling us why you do not plan to use it.

There were no comments to this question.

9. If you do not feel well prepared to conduct a STEAM lesson study, please help us to better understand how we might support your work by telling us what additional support/help you would like.

There were no comments to this question.

### 10. I would like more information on the following aspects of STEAM lessons:

- I need more understanding of how complex or simple the lessons should be and how to document in lesson plans.
- More examples of direct correlations, such as meter being "0" on the integer line, or notes as symbols for numbers.
- What can I do to the apply the "E" in STEAM?

### 13. I have the following suggestions for improvement of the content of the session:

- Larger room with more seating
- Maybe we could split into grade level and do smaller groups for the STEAM lesson and presentation.
- We could have done some whole group brainstorming for steam lessons for our lesson study.

# 14. I have the following suggestions for improvement of the format of the session:

• The format of the sessions were fine.

# **Appendix C: PLC Two Comments**

# 15. Please provide any additional feedback in the box below.

- Very well organized and informative.
- The cultural response session was very enjoyable.
- I really enjoyed hearing Dr. Conage's real life situation and story sharing it was rich and important information and sharing within our group.

# **Appendix D**

# PLC Three Survey and Comments

# **Appendix D: PLC Three Survey**

# Elevate ARTS Lesson Design Challenge Session Survey, January 2017

### Introduction

This survey is part of RMC Research Corporation's external evaluation of the Pinellas County School Board's Professional Development for Arts Educators grant Elevate ARTS. The purpose of the survey is to gather data related to project participants' perceptions of their experiences during the January 2017 Lesson Design Challenge session. The information that you provide is anonymous and will be reported only in combination with responses from other participants.

The survey will take approximately 10 minutes to complete. Please click on the "done" button at the end of the survey to submit your responses. We thank you for your participation.

**Elevate ARTS Lesson Design Challenge Session Survey, January 2017** 

1. I currently teach at the following level:
Elementary School
Middle School
2. I teach the following subject area:
Music
Visual Arts
3. I attended the entire Lesson Design Challenge session.
Yes
○ No
4. The article and discussion on Design Thinking were relevant and interesting.
Strongly Agree
Somewhat Agree
Somewhat Disagree
Strongly Disagree

# **Appendix D: PLC Three Survey** 5. The "Florida Orchestra" lesson and discussion were relevant and interesting. Strongly Agree Somewhat Agree Somewhat Disagree Strongly Disagree 6. Working collaboratively with colleagues on the Lesson Design Challenge was helpful. Strongly Agree Somewhat Agree Somewhat Disagree Strongly Disagree 7. Briefly describe how you and your colleagues plan to address the Lesson Design Challenge. Please include a general timeframe. To protect your anonymity, please refrain from using names. 8. I feel that enough time was allotted for working collaboratively with colleagues on the Lesson Design Challenge. Strongly Agree Somewhat Agree Somewhat Disagree Strongly Disagree 9. I would like more information on the following aspects of the Lesson Design Challenge or Design Thinking:

# Appendix D: PLC Three Survey 10. I would recommend this session to another teacher. Strongly Agree Somewhat Agree Somewhat Disagree Strongly Disagree 11. Think about your depth of understanding of each of the following the session.

11. Think about your depth of understanding of each of t Lesson Design Challenge session. Then, reflect on your the session.	-	•
	BEFORE the Session	AFTER the Session
a. How to plan a lesson using Design Thinking.	<b>\$</b>	<b>\$</b>
b. How Design Thinking can be used to improve instructional practice.	<b>\( \\ \\ \</b>	<b>\( \dagger</b>
12. I have the following suggestions for improvement of	the content of the session	:
13. I have the following suggestions for improvement of	the format of the session:	
14. Please provide any additional feedback in the box be	elow	
The second and an analysis analysis and an analysis and an analysis and an analysis and an ana		

- 7. Briefly describe how you and your colleagues plan to address the Lesson Design Challenge. Please include a general timeframe. To protect our anonymity, please refrain from using names.
  - My mentor and I planned a lesson for 4th that includes both science and math integration. I can't wait!!!!
  - Study on how to engage students who did not choose the performing arts elective.
  - work together to create a lesson plan
  - We plan to implement our lesson design next week. Our lesson will involve teaching a concept through a simple song, using a variety of activities/methods. This information will be very beneficial for a beginning teacher.
  - We are planning to think out the lesson more over the next couple of weeks and teach it within the next month.
  - We plan to focus on a cultural lesson to help meet a few ELA campus focus requirements.
  - We taught our lessons and I have emailed [my teaching partner] for us to come up with a happy medium.
  - We talked about lessons we have. We planned our next step individually and planed our next meeting date.
  - We plan on making a one day lesson for monochromatic value scale in preparation for a value painting.
  - Rhythm dictation with second grade students. Both teacher led and student led dictation
  - In the next few months the plan is to create a forum where middle school teachers can share how they are successful with students who do not want to be there.
  - We are all going to teach a lesson in clay techniques. We decided to video tape ourselves teaching the lesson. We will meet and watch the videos and make comments and constructive criticism to help each other revise the lesson to make it more effective. We will teach the lesson to another group of students.
  - I will incorporate the Lesson Design Challenge as a follow up to my normal lesson plan to review information taught so that I can add new material into the units relating to testing/reading materials.
  - My colleagues and I agreed on same lesson unit plan for a 3D clay design. We will each
    record ourselves teaching the lesson plan and we are meeting on March 22 after school to
    discuss before our next Elevate Arts meeting.
  - Gather information via internet on how to engage students who didn't choose performing arts as an elective. Come up with strategies for implementation.
  - We are looking at schools that have our similar demographics, and asking how they get students to engage that did not want music as a class. Also creating a Facebook page to give teachers a go to place for solutions when dealing with students that "didn't ask to be in a music course"
  - We came up with an idea for second grade that each of us will teach then we will collaborate before we submit.

# 9. I would like more information on the following aspects of the Lesson Design Challenge or Design Thinking:

- Analyzing the text
- Experimentation, evolution
- How to open this question up to a larger audience.
- I would like to have more peer reviewed articles over Design Thinking.
- Putting together the observation and network components of the design challenge.
- Sharing lesson plans and discussing with colleagues is most beneficial. I would like to do this more.
- Yes

### 12. I have the following suggestions for improvement of the content of the session:

- How to put the design thinking process to work, working with students. I would like to see a student driven session.
- None really, it was very informative!!

### 13. I have the following suggestions for improvement of the format of the session:

- This group is great!!!!
- None really, it was very informative!!

### 14. Please provide any additional feedback:

- Lisa is wonderful!!!!
- Great training
- Very well put together!! I enjoyed it!!

# **Appendix E**

# PLC Four Survey and Comments

### **Appendix E: PLC Four Survey**

### Elevate ARTS PLC 4 Survey, April 2017

### Introduction

This survey is part of RMC Research Corporation's external evaluation of the PCSB Professional Development for Arts Educators grant - Elevate ARTS. The purpose of the survey is to gather data related to teacher participants' perceptions of their experiences during PLC 4. The information that you provide is anonymous and will be reported only in combination with responses from other participants.

The survey will take approximately 10 minutes to complete. Please click the "done" button at the end of the survey to submit your responses. We thank you for your participation.

1. I attended the entire PLC 4 session on April 4, 2017.
Yes
○ No
2. I currently teach at the following level:
Elementary School
Middle School
3. I teach the following subject area:
Music
Visual Arts
4. Participating in the Lesson Design Challenge has been helpful to my instructional practice.
Strongly Agree
Somewhat Agree
Somewhat Disagree
Strongly Disagree

### **Appendix E: PLC Four Survey**

5. Learning about my colleagues' lessons that they be helpful to my instructional practice.	developed through the Lo	esson Design Challenge will
Strongly Agree		
Somewhat Agree		
Somewhat Disagree		
Strongly Disagree		
6. Think about your depth of understanding of each Design Challenge. Then, reflect on your level of understanding of each Design Challenge.	derstanding BEFORE you	u participated in the Lesson
	R Lesson Design Challenge	BEFORE Lesson Design Challenge
a. Planning a lesson	<b>\</b>	•
b. Defining learning goals and target	<b>\$</b>	<b>\$</b>
c. Assessing student learning	<b>\$</b>	<b>\$</b>
d. Using input and feedback to refine the lesson	<b>\$</b>	<b>\$</b>
7. I would recommend the Lesson Design Challeng	e to another teacher.	
Strongly Agree		
Somewhat Agree		
Somewhat Disagree		
Strongly Disagree		
8. I would like more information on the following asplanning:	pects of the Lesson Desig	gn Challenge or lesson
9. Please provide any additional feedback regarding	g the Lesson Design Cha	llenge in the box below.

# 8. I would like more information on the following aspects of the Lesson Design Challenge or lesson planning:

- Experimentation
- Behavior management
- I thought it was a worthwhile experience. I would enjoy doing it again.
- I would like more information as it relates to digital arts.
- It would be good to teach another collaborative lesson next school year.

# 9. Please provide any additional feedback regarding the Lesson Design Challenge in the box below.

- Great job! Can't wait until the summer!!!
- Everything was well put together. Simply excellent.
- I enjoyed listening to other presentations.
- I like meeting others.
- Really like how Lisa facilitates the PLCs. :)
- I like how we can adapt it and not teach the exact same thing and individualize it.
- Having the opportunity to work with colleagues was extremely beneficial.
- I love the idea of lesson design challenges, but unfortunately my group procrastinated and I felt like a student stuck with all the work in a group project. This would have been much more beneficial had my group been more collaborative.
- Never really understood what the training was about.

# Appendix F

# Professional Development Workshop Survey and Comments

### **Appendix F: Professional Development Workshop Survey**

### **Elevate ARTS Workshop Survey, November 2016**

This survey is part of RMC Research Corporation's external evaluation of the Pinellas County School's Professional Development for Arts Educators grant Elevate ARTS. The purpose of the survey is to gather data related to project participants' perceptions of their experiences during the November 2016 workshop. The information that you provide is anonymous and will be reported only in combination with responses from other participants.

The survey will take approximately 10 minutes to complete. Please click on the "done" button at the end of the survey to submit your responses. We thank you for your participation.

### **Elevate ARTS Workshop Survey, November 2016**

1. I	currently teach at the following level:
	Elementary School
	Middle School
2.11	teach the following subject area:
	Music
	Visual Arts
3. I a	attended the entire workshop.
	Yes
	No
4. T	he culturally responsive instruction content was relevant and interesting.
	Strongly Agree
	Somewhat Agree
	Somewhat Disagree
	Strongly Disagree

### **Appendix F: Professional Development Workshop Survey**

5. I plan to use the information on culturally responsive instruction in my classroom.
Strongly Agree
Somewhat Agree
Somewhat Disagree
Strongly Disagree
If you do not plan to use the information on culturally responsive instruction in your classroom, please help us to better understand how the content might be more useful by telling us why you do not plan to use it.
6. I would like more information on the following aspects of culturally responsive instruction:
7. The building relationships content was relevant and interesting.
Strongly Agree
Somewhat Agree
Somewhat Disagree
Strongly Disagree
8. I plan to use the information on building relationships.
Strongly Agree
Somewhat Agree
Somewhat Disagree
Strongly Disagree
If you do not plan to use the information on building relationships, please help us to better understand how the content might be more useful by telling us why you do not plan to use it.
9. I would like more information on the following aspects of building relationships:

### Appendix F: Professional Development Workshop Survey

10. I am well prepared to use the information I learned toda classroom.	ay to plan for an action of po	sitive change in my
Strongly Agree		
Somewhat Agree		
Somewhat Disagree		
Strongly Disagree		
If you do not feel well prepared to use the information you learned today classroom, please help us to better understand how we might support y like.		
11. Overall, I found the information presented during the wo	orkshop to be relevant and i	nteresting.
Strongly Agree		
Somewhat Agree		
Somewhat Disagree		
Strongly Disagree		
12. I would recommend this workshop to another teacher.		
Strongly Agree		
Somewhat Agree		
Somewhat Disagree		
Strongly Disagree		
13. Think about your depth of understanding of each of the workshop. Then, reflect on your level of understanding AFT		·
	BEFORE the Session	AFTER the Session
a. Designing lessons that are culturally responsive	<b>\$</b>	•
b. Articulating and affirming the experiences and strengths of each person	<b>\$</b>	<b>\$</b>
c. Building relationships	<b>\$</b>	<b>\$</b>
d. Using reflection as a form of professional development	<b>\$</b>	<b>\$</b>

# 14. I have the following suggestions for improvement of the content of the workshop: 15. I have the following suggestions for improvement of the format of the workshop: 16. Please provide any additional feedback in the box below.

**Appendix F: Professional Development Workshop Survey** 

5. If you do not plan to use the information on culturally responsive instruction in your classroom, please help us to better understand how the content might be more useful by telling us why you do not plan to use it.

There were no comments to this question.

# 6. I would like more information on the following aspects of culturally responsive instruction:

- How to get Dr. Conage to my school
- Dr. Mary Conage rocks!
- I would like more information on the skill and will concept from Dr. Conage.
- I would like more specific ways for my classroom to integrate more culturally responsive instruction into my lessons.
- More activities to use with students to generate responsible discussion concerning race issues and their feelings about them.
- Volunteer to teach
- How to build relationships
- How to handle classroom management with students

# 8. If you do not plan to use the information on culturally responsive instruction in your classroom, please help us to better understand how the content might be more useful by telling us why you do not plan to use it.

There were no comments to this question.

### 9. I would like more information on the following aspects of building relationships:

- Nothing at this time.
- How to place or chunk more info into lessons that will relate better with students
- I feel like I received more than enough information and feel privileged to be part of this PLC.
- How do you build more specific relationships with the toughest kids?
- More practical activities to use with students.
- How to make the connection and build relationship with parents to increase their involvement and support.
- How to build relationships strategies for younger children
- Building relationship strategies with children in the classroom

### 14. I have the following suggestions for improvement of the content of the workshop:

- Bring back Dr. O'Fallon. I thoroughly enjoyed this session and would like to learn more from him.
- Can we do this day again? Although the sharing of personal information was emotional, it was a great bonding experience and certainly develops a change in our professional bonds
- Content was excellent. Presenters were excellent.
- I think Lisa does a great job as facilitator and appreciate everything she does to support my efforts at my school.
- I would like to have more time to just talk one on one to problem solve.

### **Appendix F: Professional Development Workshop Comments**

- I wouldn't change a thing. This was the best PLC I've been to all year!
- Less focused on touchy/feely stuff for the educator, and more for the kids.
- More content specific ideas on how to include the information.
- More strategies

### 15. I have the following suggestions for improvement of the format of the workshop:

- None really. It was truly phenomenal!!
- I definitely think behavior management strategies could be addressed as challenges for a future PLC.
- No suggestions. Lovely day and "time".
- More bathroom breaks and stand up breaks
- I wouldn't change a thing.
- Keep the format. I like having hands-on activities and discussions as part of the agenda

### 16. Please provide any additional feedback in the box below.

- This was an excellent session and I have enjoyed myself very much! I learned a lot and can't wait to implement the new method of creating relationships with my students
- Thank you for providing us with another meaningful day. Thank you for valuing what we do as professionals. The support you are offering is getting me through my year.
- I am happy to be participating in Elevate ARTS.
- Thanks again to Lisa for all that she does for us. I appreciate it!
- This was the most amazing PLC! I feel like I really connected with my colleagues and learned more about the topics on a person and deeper level.
- I feel today added a few strands to the thread that I'm hanging by. I want to quit a little less than I did yesterday.
- Love having David O'Fallon here! Very enriching for self and for use in classrooms!

# Appendix G

Teacher End-of -Year Survey Results and Comments

### **Elevate ARTS End-of-Year Survey, April 2017**

### Introduction

This survey is part of RMC Research Corporation's external evaluation of the PCSB Professional Development for Arts Educators grant - Elevate ARTS. The purpose of the survey is to gather data related to teacher participants' perceptions of their experiences during the 2016-17 school year. The information that you provide is anonymous and will be reported only in combination with responses from other participants.

The survey will take approximately 15 minutes to complete. Please click the "done" button at the end of the survey to submit your responses. We thank you for your participation.

### **Elevate ARTS End-of-Year Survey, April 2017**

1. I fir	rst began participating in Elevate ARTS activities in
	Summer 2015
F	fall 2015
	Spring 2016
	Summer 2016
F	fall 2016
	Spring 2017
2. Ele	evate ARTS has been relevant to my professional development and support needs.
	Strongly Agree
	Somewhat Agree
	Somewhat Disagree
	strongly Disagree

# Appendix G: Teacher End-of-Year Survey 3. Overall, I am satisfied with the quality of Elevate ARTS. Strongly Agree Somewhat Agree Somewhat Disagree Strongly Disagree 4. The professional development and support that I have received through Elevate ARTS have prepared me to design and deliver standards-based arts instruction. Strongly Agree Somewhat Agree Somewhat Disagree Strongly Disagree 5. The support and guidance that I have received from my Elevate ARTS teaching partner(s) or mentor(s) have been effective. Strongly Agree Somewhat Agree Somewhat Disagree Strongly Disagree 6. The professional development and coaching that I have received through the Elevate ARTS professional learning community (PLC) have been effective. Strongly Agree Somewhat Agree Somewhat Disagree Strongly Disagree 7. The Elevate ARTS peer-to-peer visits have been helpful to my instructional practice. Strongly Agree Somewhat Agree

Somewhat Disagree

I did not participate in peer-to-peer visits.

Strongly Disagree

	<ol><li>The professional development and support that I have received to increase the use of digital tools in my instructional practice.</li></ol>	through E	levate ART	S have help	oed me
(	Strongly Agree				
(	Somewhat Agree				
(	Somewhat Disagree				
(	Strongly Disagree				
(	9. Elevate ARTS has helped me to build relationships with other A  Strongly Agree  Somewhat Agree  Somewhat Disagree  Strongly Disagree  10. Overall, Elevate ARTS provided the opportunity for teachers to		rs.		
	10. Overall, Elevate AKTO provided the opportunity for teachers to	Strongly	Somewhat	Somewhat	Strongly
		Agree	Agree	Disagree	Disagree
	engage in dialogue about arts instruction with colleagues.				
	engage in discussions about Design Thinking.				
	regularly share ideas and materials.				
	reflect on teaching.				
	feel supported.				

11. Overall, Elevate ARTS has...

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
been relevant to the students that I teach.				
been applicable to the arts content that I teach.				
taught me to better understand Design Thinking and its application in the classroom.				
helped me to create or refine my classroom processes and procedures.				
taught me best practices in classroom management.				
increased my ability to conduct lesson study.				
helped me to build strong STEAM lessons.				
taught me best practices for engaging students.				
helped me to understand cultural competence and its impact in the arts classroom.				
helped me to strengthen relationships with my students.				
helped me to strengthen relationships with my colleagues.				
12. Because of Elevate ARTS, I have				
	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
been supported in my position as an arts teacher.				
been supported in my position as an arts teacher.  networked with other arts teachers.				
networked with other arts teachers.				
networked with other arts teachers. improved my teaching.				
networked with other arts teachers.  improved my teaching.  increased my willingness to try new ideas in my teaching.	Agree	Agree	Disagree	Disagree
networked with other arts teachers.  improved my teaching.  increased my willingness to try new ideas in my teaching.  Other (please specify)	Agree	Agree		
networked with other arts teachers.  improved my teaching.  increased my willingness to try new ideas in my teaching.  Other (please specify)	Agree	Agree	Disagree  O O O O O O O O O O O O O O O O O O	Disagree
networked with other arts teachers.  improved my teaching.  increased my willingness to try new ideas in my teaching.  Other (please specify)  13. I believe my participation in Elevate ARTS has impacted my s	Agree	Agree	Disagree  O O O O O O O O O O O O O O O O O O	Disagree
networked with other arts teachers.  improved my teaching.  increased my willingness to try new ideas in my teaching.  Other (please specify)  13. I believe my participation in Elevate ARTS has impacted my sincreasing their level of engagement in class.	Agree	Agree	Disagree  O O O O O O O O O O O O O O O O O O	Disagree

14. The most important thing I have learned from Elevate ARTS is (please use as much space as you
need)
15. I have the following suggestions for the content of Elevate ARTS for next year (please use as much
space as you need).
16. I have the following suggestions for the mentoring portion of Elevate ARTS for next year (please use a
much space as you need).
17. Please provide any additional feedback about Elevate ARTS in the box below (please use as much
space as you need).

Thank you for your responses. Please click on the "done" button below.

Item	N Respondents	% Summer 2015	% Fall 2015	% Spring 2016	% Summer 2016	% Fall 2016
1. I first began participating in Elevate ARTS activities in	24	50	21	0	12	17

	Item	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
2.	Elevate ARTS has been relevant to my professional development and support needs.	23	48	48	4	0
3.	Overall, I am satisfied with the quality of Elevate ARTS.	23	44	52	4	0
4.	The professional development and support that I have received through Elevate ARTS has prepared me to design and deliver standards-based arts instruction.	23	52	44	4	0
5.	The support and guidance that I have received from my Elevate ARTS teaching partner(s) or mentor(s) has been effective.	24	63	25	8	4
6.	The professional development and coaching that I have received through the Elevate ARTS professional learning community (PLC) have been effective.	24	63	37	0	0
7.	The Elevate ARTS peer-to-peer visits have been helpful to my instructional practice.	24	46	50	4	0
8.	The professional development and support that I have received through Elevate ARTS have helped me to increase the use of digital tools in my instructional practice.	24	29	50	17	4
9.	Elevate ARTS has helped me to build relationships with other Arts teachers.	24	88	12	0	0

<b>10.</b> Overall, throughout the year, Elevate ARTS provided the opportunity for teachers to	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
engage in dialogue about arts instruction with colleagues.	22	91	9	0	0
engage in discussions about Design Thinking.	22	64	36	0	0
regularly share ideas and materials.	22	68	27	5	0

reflect on teaching.	22	77	23	0	0
feel supported.	22	91	9	0	0

11. Overall, Elevate ARTS has	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
been relevant to the students that I teach.	24	58	38	4	0
been applicable to the arts content that I teach.	24	63	37	0	0
taught me to better understand Design Thinking and its application to the classroom.	24	67	29	4	0
helped me to create or refine my classroom processes and procedures.	24	54	34	8	4
taught me best practices in classroom management.	24	25	58	4	13
increased my ability to conduct lesson study	24	50	42	8	0
helped me to build strong STEAM lessons.	24	29	46	17	8
taught me best practices for engaging students.	24	42	42	16	0
helped me to understand cultural competence and its impact in the arts classroom.	24	54	42	4	0
helped me to strengthen relationships with my students.	24	34	54	8	4
helped me to strengthen relationships with my colleagues.	24	75	21	0	4

12. Because of Elevate ARTS, I have	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
been supported in my position as an arts teacher.	24	63	37	0	0
networked with other arts teachers.	24	79	21	0	0
improved my teaching.	24	54	42	4	0
increased my willingness to try new ideas in my teaching.	24	63	33	4	0

### Other:

Taken my students on a field trip for the first time. I have received tremendous support from the Elevate ARTS grant participants. I haven't received much support from my school administrators.

Really enjoy having the mentors come to my classroom.

13. I believe my participation in Elevate ARTS has impacted my students by	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
increasing their level of engagement in class.	24	33	54	13	0
improving their behavior in class.	24	17	50	29	4

increasing their arts content knowledge.	24	42	50	8	0
--	----	----	----	---	---

### Other:

Advanced art students received art enrichment through a field trip.

Lisa is extremely supportive.

### 14. The most important thing I have learned from Elevate ARTS is (please use as much space as you need)...

- collaboration with colleagues.
- How to use design thinking to improve my teaching.
- Spending time with like colleagues has been very healthy for the growth of my career.
- meeting with other teachers and discussing projects.
- Design Thinking for long term planning.
- it's always better to have 2 heads or more thinking on a collaborative issue.
- Support from colleagues, sharing ideas and lessons.
- that it's okay to make a mistake in the design process and adjust to best fit the students.
- Collaboration is great.
- Lesson design challenge.
- I have a strong support system and wonderful colleagues.
- Design Thinking! The power of a single story!
- What wonderful teachers exist.
- Networking with other art teachers.
- Collaborating with my colleagues has extremely helpful. I appreciate what the Elevated Arts core of people (especially Lisa) have done to help me. Diane was helpful also!
- Collaboration and design thinking together (sharing) is what helps me make it through year.
- It's okay to ask questions and it is okay to reach out to my colleagues for assistance. I also have learned that I am doing better than I thought I was doing as a music educator.
- Networking.

## 15. I have the following suggestions for the content of Elevate ARTS for next year (please use as much space as you need)...

- A common project to apply design thinking process.
- Behavior management retain teachers!!!
- behavior modification for urban school settings.
- Can we use more environmental resources to match the population of the five target schools?
- clarity and fidelity what the real main thing is.
- Classroom Management Strategies
- Classroom management strategies Understanding the language of the appraisal system and how to communicate to our administrators how we fit into the appraisal system.
- I would like my mentor to be from a school more like mine. I felt that while she was such a big help, she didn't quite understand where I was coming from and her ideas for lessons where not ones that would work best with my students.
- More African American Speakers.
- More relevant peer to peer visits with similar school instructors who have more success. It seems we were all in similar situations. Visiting an instructor who teaches at a 'Fundamental' for example may not be so beneficial for a struggling school demographic with high reassignments etc.
- More time for creating a pacing guide for the year.

- We need more time for lesson planning and procedure planning. I feel like a lot of time is wasted talking about the wrong things. The main issue at our schools is behavior. We need mentors that also deal with 60 % behavior issue students all day as we do. we should be paid to attend the extra meetings and trainings.
- none! Well presented!
- Sharing of behavior management tools and lesson would be awesome! Maybe something like a make and take session.
- Teachers create the content!

# 16. I have the following suggestions for the mentoring portion of Elevate ARTS for next year (please use as much space as you need)...

- Be partnered with schools/teachers with similar types of students.
- better defined roles responsibilities and support in a non "deficient" approach.
- Can we have more discussion about how this should look.
- Can we revisit the number of scheduled observations?
- Focus on behavior management.
- give us a mentor who has students more similar to our population with similar challenges can we request working with or visiting Tonya Hicks?
- I enjoyed the mentoring.
- I loved my mentor, Karen Santangelo!
- I would like my mentor to be from a school more like mine. I felt that while she was such a big help, she didn't quite understand where I was coming from and her ideas for lessons where not ones that would work best with my students.
- Mentors need to show up before school starts and help us design think our rooms and processes for effective behavior management.
- Need mentors to come once a week and help with classroom management issues and help with procedures to cut down on classroom management.
- Set the peer visit according to the perform calendar in Pinellas County
- We learn the most from teachers that teach a similar population to ours. Perhaps partners/mentors with relevant experience would most effectively support our needs.
- We pair up according to strengths and weaknesses.

# 17. Please provide any additional feedback about Elevate ARTS in the box below (please use as much space as you need).

- Elevate the arts has done a great job exposing the arts community to teachers, and I would like to see that relationship grow.
- I appreciate every bit of support that I have received as a result of the Elevate Arts grant. Some days are incredibly challenging and knowing that I have a community of resources to reach to at any given moment is valuable beyond measure. I am thankful for Jeanne and Sue's vision.
- I enjoy the people in Elevate ARTS.
- overall was a good experience. meet a lot of great teachers who helped me along the way.
- thank you all for the encouragement and support you have given us!
- Thank you for helping me at my school. I really appreciate it!

# **Appendix H**

# Mentor/Teaching Partner End-of-Year Survey and Results

### **Appendix H: Mentor Teaching Partner End-of-Year Survey**

### Elevate ARTS Mentor/Teaching Partner End-of-Year Survey, April 2017

This survey is part of RMC Research Corporation's external evaluation of the PCSB Professional Development for Arts Educators grant - Elevate ARTS. The purpose of the survey is to gather data related to mentor and teacher partners' perceptions of their experiences, and those of the teachers whom they mentor during the 2016-17 school year. The information that you provide is anonymous and will be reported only in combination with responses from other respondents. Please note that the term "project teachers" refers to the teachers at grant schools whom you mentored during the 2016-17 school year.

The survey will take approximately 10 minutes to complete. Please click on the "done" button at the end of the survey to submit your responses. We thank you for your participation.

1. I am a mentor/teaching partner in
music.
visual arts.
$2. \ Elevate \ ARTS \ has \ been \ relevant \ to \ project \ teachers' \ professional \ development \ and \ support \ needs.$
Strongly Agree
Somewhat Agree
Somewhat Disagree
Strongly Disagree
3. Overall, I am satisfied with the quality of Elevate ARTS.
Strongly Agree
Somewhat Agree
Somewhat Disagree
Strongly Disagree

### **Appendix H: Mentor Teaching Partner End-of-Year Survey**

4. Overall, throughout the year, Elevate ARTS provided the opportunity for project teachers to					
	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	
engage in dialogue about arts instruction with colleagues.					
engage in discussions about Design Thinking.					
regularly share ideas and materials.					
reflect on teaching.					
feel supported.					
plan lessons with their colleagues.					
5. Elevate ARTS has					
	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	
been relevant to the students whom project teachers teach.					
been applicable to the arts content that project teachers teach.					
taught project teachers to better understand Design Thinking and its application in the classroom.					
helped project teachers to create or refine their classroom processes and procedures.					
helped project teachers to create a curriculum map.					
increased project teachers' ability to conduct lesson study.	$\bigcirc$				
6. Because of Elevate ARTS, project teachers have					
	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	
been supported in their positions as arts teachers.					
networked with other arts teachers.					
improved their teaching.					
increased their willingness to try new ideas in their teaching.					
Other (please specify)					
7. The most important thing that the project teachers I have work is (please use as much space as you need)	red with hav	e learned f	rom Elevate	e ARTS	

### **Appendix H: Mentor Teaching Partner End-of-Year Survey**

8. The project teachers I have worked with are most in need (please use as much space as you need):	d of additional support in the following areas
9. I have the following suggestions for the mentoring portion much space as you need).	n of Elevate ARTS for next year (please use as
10. I have the following suggestions for the content of Eleva space as you need).	te ARTS for next year (please use as much
11. Resources and supports that would help me to be a mo include (please use as much space as you need)	re effective mentor/teaching partner

Thank you for your responses. Please click on the "done" button below.

Item	N	%	%
	Respondents	Music	Visual Arts
1. I am a mentor/teaching partner in	10	50	50

	Item	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
2.	Elevate ARTS has been relevant to project teachers' professional development and support needs.	10	70	30	0	0
3.	Overall, I am satisfied with the quality of Elevate ARTS.	10	70	30	0	0

<b>4.</b> Overall, throughout the year, Elevate ARTS provided the opportunity for project teachers to	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
engage in dialogue about arts instruction with colleagues.	10	80	20	0	0
engage in discussions about Design Thinking.	10	60	40	0	0
regularly share ideas and materials.	10	80	20	0	0
reflect on teaching.	10	80	20	0	0
feel supported.	10	100	0	0	0
plan lessons with their colleagues.	10	50	50		

5. Elevate ARTS has	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
been relevant to the students whom project teachers teach.	10	70	30	0	0
been applicable to the arts content that project teachers teach.	10	90	10	0	0
taught project teachers to better understand Design Thinking and its application to the classroom.	10	60	40	0	0
helped project teachers to create or refine their classroom processes and procedures.	10	70	30	0	0
helped project teachers to create a curriculum map.	10	50	50	0	0
increased project teachers' ability to conduct lesson study	10	70	30	0	0

6. Because of Elevate ARTS, project teachers have	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
been supported in their positions as arts teachers.	10	80	20	0	0
networked with other arts teachers.	10	80	20	0	0
improved their teaching.	10	60	40	0	0
increased their willingness to try new ideas in their teaching.	10	80	20	0	0

# 7. The most important thing that the project teachers I have worked with have learned from Elevate ARTS is (please use as much space as you need) ...

- Being validated in their processes and being comfortable enough to try new ideas.
- Embracing Design Thinking when creating and developing lessons. Also, working on building relationships with each other and building support.
- Forces them to get out of isolation. Good exchange of lesson plan ideas and classroom management tips.
- Support is available...just ask.
- Teachers in other schools have similar issues.
- That networking with their peers will help them improve their instruction and feel more connected with the district wide arts programs.
- That support is available when needed.
- They have learned that they are not alone. And they have safe resources and help.
- To accept support and the willingness to try new things. The awareness of content and how important delivery is.
- They have learned how to call on their colleagues more, both within and outside of the project schools. They seem to feel like they have more discussion and expertise to bring to the table. They feel valued!

# 8. The project teachers I have worked with are most in need of additional support in the following areas (please use as much space as you need) ...

- Dealing with administrators and Marzano.
- More time for support! I feel like getting administration on board with supporting the visual arts and performing arts makes a HUGE impact.
- Ways to organize and distribute classroom supplies, ways to lower class sizes.
- Administrative support and additional classroom support (personnel).
- Breaking down lessons into small chunks, curriculum mapping.
- Classroom management, working with defiant and sometimes violent students, vocal and instrumental pedagogy.
- Administrative support and help in managing student behavior
- Classroom management, student engagement, curriculum knowledge
- Coping strategies.
- Lesson planning.

# 9. I have the following suggestions for the mentoring portion of Elevate ARTS for next year (please use as much space as you need) ...

- Structured activities for mentors to use with resistant mentees.
- Mixing up teachers for a variety -spending time curriculum and lesson planning.
- Art department use to conduct PLC's according to teaching levels (Elementary, Middle and High). We would gather at an art teacher's room. Each teacher would bring a lesson and the end product. This was extremely helpful to me when I was a new teacher. I got to see how different teachers organized their room and I was exposed to multiple lessons. It is more of a collaborative experience and not another meeting you have to go to...and just sit and listen.

- More sharing of ideas/lessons/behavior strategies. Just time to talk.
- Once a month or once every other month have art or music teachers meet and bring a lesson or something to share. Choose a different school to meet at each time.
- Meetings with teaching partners before school starts and then monthly afterward.
- Time to visit and help in each other's classroom
- More training
- Training for mentors on extreme behavior situations
- Have a forum with the teachers so that they can express what they need.

# 10. I have the following suggestions for the content of Elevate ARTS for next year (please use as much space as you need) ...

- SUPPORT through ALL AREAS!
- Share what other schools and districts are doing to handle the challenging populations. Share lessons that are successful with these populations.
- More culturally responsive strategies.... also, tips for working with students with emotional challenges.
- More time to write curriculum.
- I think we have a good plan for next year.
- Training in student behaviors, Trauma for Informed Care (district offered).
- More training for tough school behaviors.
- To focus on the emotional well-being of the teacher as well.

# 11. Resources and supports that would help me to be a more effective mentor/teaching partner include (please use as much space as you need) ....

- Protocols for mentors.
- Going to my teaching partners' classrooms and spending time in their environment was completely eye opening and gave me a better understanding of how to approach mentoring.
- I don't have any good suggestions for this.
- Face to face time....
- Curriculum planning time.
- I have many resources and supports.
- Time in the classroom...almost like an assistant to those teachers who need it.
- Research and information from other schools with similar situations regarding behavior management and student achievement.

# **Appendix I**

# **Project Leadership Team Discussion Protocol**

# Pinellas County Public Schools Professional Development for Arts Educators \*\*Elevate ARTS\*\* Project Leadership Team Discussion Protocol April 27, 2017

The first two discussion topics pertain specifically to the professional support and guidance provided by the project.

- 1. How has the project increased the level of professional support and guidance of participating teachers?
  - a. How have the mentors/teaching partners provided support?
  - b. How have the PLC meetings provided support?
  - c. What are some of the successes you have had in meeting this objective?
  - d. What are some of the challenges you have faced in meeting this objective, and how were these overcome (if at all)?
- 2. To what extent has the process of recruiting and retaining arts teacher leaders (that is, mentors and teaching partners), been an effective one?
  - a. What are some of the successes you have had in this process?
  - b. What are some of the challenges you have faced in this process, and what might be changed for next year?

The next discussion topic pertains specifically to the project's development and use of digital tools.

- 3. We would like to hear your comments on:
  - a. Some of the successes in developing and using digital tools in arts instruction, the evaluation of student achievement, and teacher collaboration.
  - b. Some of the challenges that were faced in developing and using digital tools.
    - What modifications, if any, would you suggest be made to improve the process of developing and using the digital tools?
- 4. What other comments pertaining to *Elevate ARTS* would you like to share with us today?