

# External Evaluation Report Elevate ARTS – Implementation Year 3 Professional Development for ARTS Educators

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External Evaluation Report, Elevate ARTS – Implementation Year 3, Professional Development for ARTS Educators is a report on the third 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* (2018 Update). 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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## **CONTENTS**

<b>Executive Su</b>	ımmary	i
Section 1	Introduction	1
	Evaluation Study Design	1
	Evaluation Study Questions	2
	Approach	2
<b>Section 2</b>	Participating Teacher Characteristics	4
	School Level and Content Area	4
Section 3	<b>Description of Key Project Components</b>	5
	Project Events and Attendance	5
	Individual Teacher Attendance Rates	15
Section 4	Teacher Knowledge Gains	17
Section 5	<b>Enhanced Instructional Practices: Teacher Use of Digital Tools</b>	19
Section 6	Teacher Perceptions of the Project	23
	Summer Institute	23
	Professional Learning Community Sessions	26
	Professional Learning Community Session One	27
	Professional Learning Community Session Two	29
	Professional Learning Community Session Three	31
	Professional Learning Community Session Four	32
	Overall Perceptions of Year 3 Activities	34
	Mentoring and Peer Support	36
Section 7	Mentor and Teaching Partner Perceptions of the Project	38
	Overall Perceptions of Year 3 Support	38
<b>Section 8</b>	<b>Project Leadership Team Perceptions of the Project</b>	40
	Professional Support and Guidance	40
	Recruitment and Retention of Arts Teacher Leaders	41
	Development and Use of Digital Tools	41
Section 9	Summary of Findings	43

Append	lices
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Appendix A: Classroom Visitation Protocol	A-1
Appendix B: Summer Institute Survey and Comments	B-1
Appendix C: PLC One Survey and Comments	C-1
Appendix D: PLC Two Survey and Comments	D-1
Appendix E: PLC Three Survey and Comments	E-1
Appendix F: PLC Four Survey and Comments	F-1
Appendix G: Teacher End-of-Year Survey and Results	G-1
Appendix H: Mentor/Teaching Partner End-of-Year Survey and Results	H-1
Appendix I: Project Leadership Team Discussion Protocol	I-1

#### **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-five elementary and middle school music and visual arts teachers who participated in the third year of implementation of the project come from eight elementary and three middle schools within the district.

This report is an evaluation of the third 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, peer visits, and mentoring activities occurred as scheduled. The third-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 87% of the total hours offered. Eighty percent of the teachers met all of the requirements for the GPRA measure for teacher attendance, meeting the target. Teacher knowledge gains were measured using two discipline-specific tests. For visual arts teachers, there was an average increase of 22.3 percentage points from pretest to posttest. For music teachers, there was an average increase of 25.8 percentage points from pretest to posttest. The sample size for the visual arts scores was too small to conduct the Wilcoxon signed rank test. However, for the music scores, these gains were found to be statistically significant, and the GPRA measure for teacher knowledge gains was met.

Classroom visits were conducted in a sample of classrooms to examine *Elevate ARTS* teachers' use of digital tools in their instruction. In all of the classrooms visited, 100% of the teachers demonstrated the effective use of digital tools.

Teacher perceptions of Year 3 project activities were very favorable. Teachers were very satisfied with their experiences at the summer institute and 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. Teachers described their Year 3 experiences as "amazing," "beneficial," and "inspiring."

Mentors/teaching partners expressed a great deal of satisfaction with the third year of implementation. All *strongly agreed* that *Elevate ARTS* has been relevant to the professional development and support needs of project teachers and has provided project teachers with the opportunity to improve their teaching, regularly share ideas and materials, and to plan lessons



with their colleagues. 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. Year 3 saw a deepening of the relationships between the teachers and their mentors/teaching partners. Teachers and their teaching partners worked closely together throughout the year to prepare professional development sessions that were open to arts teachers throughout the district during the Summer Institute. 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 third 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 third 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 third 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 third 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 third year of the project. A section is also devoted to the project leadership team's perceptions of the third-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 third 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 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 third 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, enhanced instructional practices through 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 (16 out of 26, or 62%) comes from elementary schools. There are two 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	8	8	16
Bear Creek	1	1	2
Campbell Park	1	1	2
Fairmount Park	1	1	2
Lakewood	1	11	2
Maximo	1	1	2
Melrose	1	1	2
Midtown Academy	1	1	2
Woodlawn	1	1	2
Middle School	6	4	10
Azalea	2	1	3
John Hopkins	3	2	4
Tyrone	1	1	2
Total	14	12	26

<sup>&</sup>lt;sup>1</sup>Teacher resigned.



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

This section of the study presents a summary of the key project components for the 2017-18 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 third 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 2017-18 school year included a week-long summer institute, four PLC meetings, and 15 hours of peer visits and mentoring, for a total of 54 hours. All of the events for the third year of the project were implemented as designed and intended.

#### Summer Institute

The first professional development event of the third 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 5-7, 2017. Nineteen teachers and nine teaching partners/mentors participated in three days of presentations, discussions, hands-on activities, and reflection. The intended outcomes of the institute were fivefold: (a) build a supportive Elevate ARTS community, (b) maximize the Pinellas County Schools' administrative vision for Elevate ARTS, (c) share ideas and techniques to implement in the classroom, (d) incorporate national arts education best practices into Elevate ARTS, and (e) use Design Thinking.

The institute began with an overview of the grant's evaluation requirements and highlights of the Year 2 evaluation findings, presented by staff from the external evaluation company, RMC Research Corporation. The grant requires the assessment of teachers' arts content knowledge using a pretest-posttest design. Thus, teachers took a pretest and the posttest will be administered at the conclusion of Year 3 professional development.



The professional development content of the Summer Institute began with a panel featuring administrators from Pinellas County Schools. The panel was facilitated by Dr. David O'Fallon, President of the Minnesota Humanities Center and lead professional developer for Elevate ARTS. Panelists included Dr. Michael Grego, Superintendent; Mrs. Peggy O'Shea, School Board Chairperson; Mr. Bob Poth, Area Superintendent; and Dr. Solomon Lowery, Principal at Azalea Middle School. As a means of introducing themselves, panelists shared their own varied and extensive experiences with the arts. Next, panelists were asked to share their thoughts on how Elevate ARTS plays into the future of students in Pinellas County. Statements such as, "Arts is the pillar of learning." and "Elevate ARTS teachers will show the rest of the district how to 'do' professional development." were met with applause from the audience. Panelists also shared their thoughts on the importance of the arts in the district's "Bridging the Gap Strategic Plan," which seeks to close the achievement gap between black students and their peers. The panelists also offered guidance to the Elevate ARTS teachers in how they can best communicate with their on-site administrators regarding their needs. Panelists urged the teachers to engage their administrators by showing them the work their students are doing by inviting them into their classrooms, to art shows, and to student performances. Following the panel, participants enjoyed a performance of the song Children Will Listen from the musical Into the Woods by two musicians from the St. Petersburg Opera Company,

Next, in the session, "The Story, the Journal, and You" Dr. David O'Fallon led the group through a series of exercises in which they shared their intention/hope for the afternoon, listened to a partner tell a story, and retold their partner's story as if it were their own.

The overarching purpose of Elevate ARTS is to provide innovative, collaborative, and sustained professional development through a teacher-driven professional development model. Thus, teachers and teaching partners were invited to share their expertise with their colleagues through short presentations on a topic of their choice. Teachers presented "Five Slides in Five Minutes." The presentations focused on topics such as using digital tools in the arts classroom, managing student behavior, effective lesson planning, organizing the arts classroom, fostering student engagement, and planning field trips. Following each presentation, time was allotted for questions and discussion. The presentations are archived on the Elevate ARTS portal.

Day two began with an "Arts Minute" during which a video was shown of Elevate ARTS teacher Rebekah Chambers' orchestra students performing at the district's principals' breakfast. The performance underscored the importance of relationships – due to Rebekah's strong relationship with her students, she was able to ask them to come to school early to prepare for the performance, and they were more than willing to do so.

In the session "Equity Continuum," Dr. Mary Conage built on the prior work done with Elevate ARTS. Using the "Equity Leader's Self-reflection Survey," participants reflected on a variety of actions related to equity and to what extent each is a consistent part of their professional practice. Dr. Conage went on to discuss the continuum of education equity; which includes the categories of apathy, awareness, application, and advocacy. She stressed that antipathy can occur anywhere along the continuum, and that the support of colleagues can help combat it. Dr. Conage also shared information on professional learning opportunities and resources to move participants



along the equity continuum. After the session, the award-winning short-film *Gray*, which was produced by a student in Pinellas County Schools, was shown.

In the session "Personal Narrative," Dr. David O'Fallon stressed the importance of an individual's story and urged participants to not let anyone else tell their story. He showed Chimamanda Ngozi Adichie's *Ted Talk* entitled *The Dangers of a Single-Story*. Participants were provided with handouts on journaling and time for personal reflection.

The session "Managing Anti-Social Behavior" featured Colleen Howard-Wahls and Pam Bryant presenting information developed by the American Federation of Teachers and the Educational Research and Dissemination Project. The session began with participants sharing a behavior problem from their classrooms with a partner. Participants discussed the roots of behavior problems and learned about devising effective rules for the classroom (they should be definable, reasonable, enforceable, few in number, and student-generated). Information on classroom routines, schedules, negative practices to avoid, and alpha/beta commands was also shared.

In "The National Perspective," Dr. David O'Fallon described the transformation in education that is occurring. He shared a video featuring Sir Ken Robinson entitled *Changing Paradigms*. Participants were asked to reflect on immediate changes they could make in their classrooms.

Day three began with discussion of the reflective question, "What changes can you make in your classroom now?" Dr. O'Fallon shared the core values driving the work at the Minnesota Humanities Center. To increase engagement, the Humanities Center builds and strengthens relationships, recognizes the power of story and the danger of absence, learns from and with multiple voices, and amplifies community solutions for change. He also emphasized that the answer to "How?" is "Yes" and reminded participants to continue to think about the statement, "You are professionals, what do you profess?"

Next, teachers and teaching partners continued their presentations in "Five Slides in Five Minutes." This was followed by a docent tour of the exhibit "Dorothy Height's Hats." Participants learned about Civil Rights icon Dr. Dorothy Irene Height (1912-2010) who was known for her courage, intelligence, leadership, and hats.

In the final session of the Summer Institute, "Hatitude," Dr. Michele Tillander led participants through an exercise in which they used Design Thinking to create an original hat and choose a word to represent themselves and what they profess. Participants uploaded digital images of their hats to the online art gallery *Artsonia* and included an artist statement with their images.

Examples of the hats made by the teachers and teaching partners are depicted in Figures 3-1 through 3-4.



Figure 3-1. Tamara Castellón Working on Her Hat.



Tamara's word is "intuition."

Figure 3-2. Alicia Urbano's Hat.



Alicia's word is "boundlessness."







Karen's word is "truth."

Figure 3-4. Janderlyn White Poses with Her Hat



Janderlyn's word is "radiance."

Photos: RMC Research/Elizabeth Bright

The Summer Institute concluded with a "Chalk Walk." Participants were given time to reflect on their experiences, write on paper walls what resonated with them, and what their next steps are. They were invited to respond to their colleagues' thoughts also.



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

Table 3-1 Summer Institute Session Topics and Facilitators

Topic	Facilitator/Affiliation		
Evaluation Overview	Dr. Elizabeth Bright, RMC Research Corporation		
Administrative Panel	Dr. David O'Fallon, Minnesota Humanities Center		
The Story, the Journal, and You	Dr. David O'Fallon, Minnesota Humanities Center		
Teacher Presentations	Elevate ARTS Teachers and Teaching Partners		
Equity Continuum	Dr. Mary Conage, Pinellas County Schools		
Personal Narrative	Dr. David O'Fallon, Minnesota Humanities Center		
Managing Anti-Social Behavior	Colleen Howard-Wahls and Pam Bryant, American Federation of Teachers, Educational Research, and Dissemination Project		
The National Perspective	Dr. David O'Fallon, Minnesota Humanities Center		
Hatitude!	Dr. Michelle Tillandar		

#### Professional Learning Community (PLC) Sessions

Four PLC meetings were held between October 2017 and April 2018. Meetings were held at a variety of locations around St. Petersburg, Florida, including: John Hopkins Middle School, the Morean Center for Clay, the Dr. Carter G. Woodson African American Museum, and the Salvador Dali Museum.

The first PLC session took place on October 5, 2017. Fifteen teachers and nine teaching partners/mentors participated in the discussion of successes and challenges in the arts classroom, developing relationships, fostering culturally responsive classrooms, and building community in schools through the arts. The intended outcomes of the session were fourfold: (a) build a supportive Elevate ARTS culture, (b) learn how to build community in schools through the arts, (c) understand the Year 4 goal of teacher-led trainings, and (d) begin planning for PLCs 2 and 3.

The session 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. Teachers then separated into school-level visual arts and music groups to participate in discussions on successes and challenges in their classrooms and developing relationships to build culturally responsive classrooms. The second part of the session was devoted to a panel discussion on building community in schools through the arts. The panel featured music/band teacher Marie Hill from Jamerson Elementary School, a magnet school of excellence and top elementary STEM program in the nation; Mike Vassallo, the principal of Dunedin Middle School and former drama director; Dr. Pam Richardson, New Heights Elementary music teacher and Elevate ARTS teaching partner; Allyson Barner, Dunedin Elementary art teacher and Elevate ARTS teaching partner; and Dr. Carrol Hutton, transformation zone schools' math coach. The teachers on the panel shared that attending general



education meetings, staying visible throughout the school, communicating regularly with teachers, sharing short performances and art work with teachers and parents, and holding after school art and music sessions with teachers and parents have been effective in building community. Panel members also stressed the importance of "AA" - be an advocate and articulate what you do in your classroom. The final part of the session was devoted to defining professional development needs and using Design Thinking to plan for the teacher-led Summer Institute to be held at the end of May 2018.

The second PLC session took place on the morning of November 1, 2017 at the Morean Center for Clay in Saint Petersburg, Florida. Twenty-five teachers and nine teaching partners/mentors used Design Thinking to plan presentations for the Summer Institute and participated in a session featuring Dr. Katurah Jenkins-Hall which focused on bringing awareness to the rich heritage of the community that Elevate ARTS schools serve. The intended outcomes of the session were fourfold: (a) build a supportive Elevate ARTS culture to foster high student achievement, (b) use Design Thinking to create presentations for professional development, (c) understand how the arts can influence the culture of the community, and (d) learn about the rich heritage of the community to impact student achievement.

The session began with Lisa Lehmann, Grant Coordinator, sharing information about recent arts conferences and Elevate ARTS teachers and teaching partners who presented, as well as congratulating teachers whose students had recently won awards. She also shared a short video of one Elevate ARTS teacher's drum line that had recently been spotted at a busy street corner "drumming up" business for a car wash fund raiser. This was followed by a recap of the grant's purpose and goals. Next, Elizabeth Bright, Grant Evaluator, asked for volunteers to participate in classroom visits in spring 2018 as part of the evaluation. Then, a discussion of what makes a good presentation followed. Teachers separated into groups based on the grant goals they expressed an interest in at the prior PLC. The groups included: using digital tools in the classroom, designing Science, Technology, Engineering, the Arts, and Mathematics (STEAM) lessons, increasing student engagement, and delivering culturally responsive instruction. The groups used Design Thinking (the Ideation Stage) to create professional development sessions to be delivered at the 2018 Summer Institute. These presentations will be open to all arts teachers in the district, contributing to the dissemination work of the grant. The second part of the session was devoted to a presentation and discussion featuring Dr. Katurah Jenkins-Hall. Dr. Hall emphasized the importance of the personal narrative, how community is built through the sharing of narratives, and that the key to building culture is to honor the space that people are in. She shared information about Legacy-56, an organization whose mission is to remember, reclaim, and restore the African-American community in Pinellas County. Following Dr. Hall's presentation, the teachers returned to their grant goal groups to continue working on their professional development presentations.

The third PLC session was held during the afternoon of November 1, 2017 at the Morean Center for Clay in Saint Petersburg, Florida. Twenty-five teachers and nine teaching partners/mentors continued to use Design Thinking to plan presentations for the Summer Institute and participated in a session held at the Dr. Carter G. Woodson African American Museum. The intended outcomes of the session were fourfold: (a) build a supportive Elevate ARTS culture to foster high student achievement, (b) use Design Thinking to create presentations for professional



development, (c) understand how the arts can influence the culture of the community, and (d) learn about the rich heritage of the community to impact student achievement.

The session was an extension of the work begun during PLC 2, in which participants began to plan professional development sessions for the Summer Institute based on the *grant* goals. During PLC 3, participants began to plan professional development sessions based on *content* goals. Participants separated into groups based on the areas they expressed an interest in at a prior PLC. For music, groups included rhythmic reading, vocal and choral tone, instrumental technique, and ensemble intonation. For visual arts, groups included drawing, painting, mixed media, ceramics/sculptures, print making, and digital art. The groups used Design Thinking (the Ideation Stage) to create professional development sessions that will be delivered at the 2018 Summer Institute. The second part of the session was devoted to a visit to the Dr. Carter G. Woodson African American Museum, located in St. Petersburg, Florida. The museum's mission is two-fold: (a) to preserve, present, and interpret African American history and to engage a broad and diverse audience through these activities; and (b) to promote an understanding among various groups that make up the St. Petersburg community in order to enhance its ability as a society to respect and value diversity and foster equal rights and social justice. Participants learned about Dr. Carter G. Woodson, the Father of Black History Month; current events and exhibits at the museum, including musical and dance performances, art exhibits, and historical and cultural discussions; and opportunities for collaboration on joint projects and exhibits. Participants also had the opportunity to view the current exhibit featuring the Florida Highwaymen, a small group of African American artists who, in the 1950s, traveled along the highways of the central east coast of Florida selling their artwork, and to spend time in the museum's garden.

The fourth and final PLC session took place on April 9, 2018. Twenty-two teachers and nine teaching partners used Design Thinking to plan presentations for the Summer Institute and participated in a session highlighting the Dali Museum's Innovations Labs. The intended outcomes of the session were fourfold: (a) build a supportive Elevate ARTS culture to foster high student achievement, (b) complete the Elevate ARTS teacher posttest, (c) use Design Thinking to create presentations for professional development, and (d) finalize details for the Summer Institute presentations.

#### 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 two colleagues' classrooms to observe a series of classes on April 4, 2018. Seven 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 a Lesson from a Peer Visit

The 45-minute class is comprised of 16 fourth grade students who have music class once per week. The students sit down in their seats, and the teacher takes attendance using a vocal pitch assessment. Singing out each student's name, individual students respond in song, "I am doing fine" using appropriate pitch and hand signals. The teacher reminds the students of the behavior goals, and the students transition to the floor (re-doing the transition because it was not done at the level of expectation the first time). On the floor, students view Esperanza Spalding's performance of Overjoyed at the White House in front of President Obama and the song's composer, Stevie Wonder. In preparation, the teacher asks the students to look at the level of the performance – when a person is smiling and enjoying the performance, that is performing at a high level; and to identify the instrument she is playing. Following the performance, the class discussed their thoughts on the quality and type of performance. The teacher asked, "What style of music is this?" "Jazz." "It's actually a ballad that has been jazzified. The way they did that was using the string base and certain rhythms and the way she used her voice – skat. Those elements make it jazz. Was the performance quality of a high level?" Some students did not like the performance. The teacher stated, "We can respect the music, and if you do not care to have that as part of the repertoire that you like, then don't. You cannot argue that she is an artist and she is good at what she does."

Next, the class transitions into a review of material from before Spring Break. The teacher uses *Music Studio* from McGraw Hill displayed on the Smart Board. A student volunteer reads the goal, "Signal to show aural identification of the style of different songs." The teacher explains the difference between aural and visual by having the students place their hands on their ears and eyes. The students view a filmed performance of *Ritmo en el Corazan* by famed Afro-Cuban singer Celia Cruz, also known as the "Queen of Salsa." Students stand and tap their hands to the music. The teacher demonstrates a salsa dance movement and students step forward and rock back in beat to the music. Rock forward; rock back; step 1, 2, 3 in place.



#### Description of a Lesson from a Peer Visit Cont.

Next, the lesson moves to a discussion of style differences between four versions of the song *Walk in the Parlor*. The teacher plays a sample of each of four versions, including traditional, waltz, parade, and salsa. The students are asked to make comparisons in terms of meter, tempo, instruments, words, and movement. Students noted the absence of voice in the parade version, as it is an instrumental version. Students also noted that the salsa version had a guitar and trumpet, concluding that different types of music may include some of the same instruments.

The teacher closes the lesson asking the students if they learned something today. If not, she reminds them that it is their responsibility to ask a question if there is something they don't understand.

After several class periods had been observed, the group debriefed. The grant manager posed the question, "What is your classroom management profile?" and shared a handout with the teachers to help them reflect on their classroom management style. Then the teachers had a discussion of elements of effective classroom management that they saw during the lessons. They noted that the observed teacher has a way of getting passionate about what the students do, without anger. The bar is set high, and students had to reset and redo transitions if they were not done properly; there was no accepting mediocrity. The teachers also discussed that the classroom performance space must be a "safe space" where there is trust, no making fun of another's singing, and freedom to ask questions. One of the teachers asked, "How much time do you spend writing your lesson plans?" and all agreed that the largest part of time is spent finding the resources they want to pull in, such as performances. The teachers emphasized that in terms of planning, once the key learning goal is in place, it is easy to go from there. Everything falls into place very naturally because that is the end target. Teachers also agreed on the importance of exposing the students to a variety of musicians. 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 3, over 800 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 54 hours of professional development was offered during the third year of the project. An analysis of these data reveals that

- On average, teachers attended 47 hours (87%) of the 54 hours offered;
- Twenty (80%) of the teachers completed at least 40 of the 54 hours offered;
- Twenty (80%) of the teachers completed at least 40.5 hours (75%) of the 54 hours offered;
- Twenty-three (92%) of the teachers participated in the professional development over at least a six-month period; and
- Twenty (80%) of the teachers met all of the requirements for the GPRA measure for teacher attendance, meeting the target of 80%.



Table 3-2
Individual Teacher Participation in Professional Development

Teacher	N Hours Attended <sup>1</sup>	% Hours Attended
1	54.0	100%
2	54.0	100%
3	54.0	100%
4	54.0	100%
5	54.0	100%
6	54.0	100%
7	54.0	100%
8	51.0	94%
9	51.0	94%
10	51.0	94%
11	51.0	94%
12	51.0	94%
13	46.0	85%
14	46.0	85%
15	46.0 85	
16	45.0	83%
17	45.0	83%
18	43.5	81%
19	42.5	79%
20	40.8	75%
21	39.0	72%
22	38.9	72%
23	37.0	69%
24	35.8	66%
25	27.0	50%
Average	46.6	86%

<sup>&</sup>lt;sup>1</sup> Numbers are based on the 25 Elevate ARTS teachers employed at the conclusion of the 2018-19 school year. Some teachers participated in additional hours of mentoring and/or peer visits beyond the required 15 hours. For the purposes of calculating average number and percentage of hours attended for the entire cohort, these teachers were entered as having completed 15 hours of mentoring and/or peer visits.



# **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 third year of the project.

Teachers' arts content knowledge was assessed with a pretest prior to participation in project activities in June 2017. The posttest was administered at the conclusion of Year 3 events in April 2018. 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 third 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 third 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 plan a quality lesson/project that will result in an improved lesson, thereby improving student achievement in the arts. This topic was chosen as it was a major focus of the third-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 10 visual arts teachers,

- The average pretest score was 49.5% correct, and the average posttest score was 71.8% correct. Thus, the average gain from pretest to posttest was 22.3 percentage points.
- The sample size was too small to conduct a Wilcoxon signed rank test. However, all of the teachers' scores improved from pretest to posttest, with gain scores ranging from 7.5 to 40.0 percentage points.

**Table 4-1 Visual Arts Content Knowledge of Participating Teachers (N = 10)** 

Score	Average	SD	Minimum	Maximum
Pretest	49.5	13.6	25.0	70.0
Posttest	71.8	11.7	60.0	92.5
Gain	22.3	12.2	7.5	40.0

For the 12 music teachers,

- The average pretest score was 55.0% correct, and the average posttest score was 80.8% correct. Thus, the average gain from pretest to posttest was 25.8 percentage points.
- All of the teachers' scores improved from pretest to posttest, with gain scores ranging from 5 percentage points to 52.5 percentage points.
- Results of the Wilcoxon signed rank test reveal that there was a significant difference in pretest scores (M=55.0, SD=12.0) and posttest scores (M=80.8, SD 13.5), p=.005. Thus, the GPRA measure for music teacher content knowledge gains was met.

Music Content Knowledge of Participating Teachers (N = 12)

Score	Average	SD	Minimum	Maximum
Pretest	55.0	12.0	37.5	77.5
Posttest	80.8	13.5	57.5	100.0
Gain	25.8	12.5	5.0	52.5



#### **SECTION 5**

### **Enhanced Instructional Practice: Teacher Use of Digital Tools**

This section details the class visitations that were conducted by the external evaluator in a sample of *Elevate ARTS* classrooms during April 2018. The purpose of the visits was to determine the extent to which *Elevate ARTS* teachers effectively use digital tools in their arts classroom instruction.

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

To what extent did the teachers effectively use digital tools in their classrooms?

Specifically, classroom visits were conducted in order to gather data related to the following performance measure:

Beginning with the second implementation year, each year of the project at least 85% of sampled project teachers will demonstrate the effective use of digital tools in their classrooms. Data will be gathered during announced classroom visits to a sample of participating teachers' classrooms using a locally-developed classroom visitation protocol.

Class visits were conducted to examine *Elevate ARTS* teachers' use of digital tools in their arts classroom instruction. Specifically, the visits were designed to collect data relevant to

- 1. the types of digital technologies used to deliver arts instruction;
- 2. the method in which digital technologies are used to deliver arts instruction; and
- 3. the alignment, support, compatibility, and fit of the chosen technology to the lesson.

#### **Development of the Classroom Visitation Protocol**

Development of the protocol began in the fall of the 2016-17 school year. The protocol development process included input from the project leadership team; and staff from the external evaluator, RMC Research Corporation. The protocol was designed to specifically record the titles and types of digital technologies used by teachers, the method in which they were being used, and how these technologies aligned with the lesson. See Appendix A for the Classroom Visitation Protocol.

#### **Sample Selection**

For the purpose of selecting a sample of classes to be visited, in November 2017 the external evaluator solicited a pool of volunteers from the entire *Elevate ARTS* cohort. The process included an explanation of the purpose of the visits, and the assurances that teachers' anonymity would be protected and that they would be given the opportunity to see the visitation protocol prior to the visit. Of the 25 participating teachers, 36 percent (9) volunteered to have their classrooms visited.



In Table 5-1 the number of classrooms visited by grade level is reported.<sup>2</sup> The classrooms visited spanned Grades K through 8, with Grades 6-8 accounting for half of the visits. The classrooms were evenly divided between the disciplines of music and visual arts.

Table 5-1 Classroom Visitation Sample by Grade Level

Grade Level	N Classes	% of Classes
KG	1	10
1	1	10
3	3	30
6-8	5	50

#### **Procedures for Class Visitations**

Following the volunteer sign-up in November 2017, the visitation schedule, procedures, and the classroom visitation protocol were sent to the teachers electronically. The class visits were conducted April 10 – April 13, 2018. One evaluator visited all 10 classes, thereby eliminating the need for interrater reliability estimation. Teachers were asked to provide a copy of the lesson materials and some basic information pertaining to the lesson content, lesson objectives, and its connection to the Pinellas County Curriculum. The evaluator remained in the classroom for the entire length of each lesson.

#### **Findings**

#### Digital Technologies Used

In Table 5-2, the digital technologies used in order of prevalence and a brief description of how each was used by teachers and students are reported. As can be seen in the table, the types of digital technologies used in the ten classrooms was quite varied, with nearly all (80%) of the teachers using Smart Boards in their lesson.

<sup>&</sup>lt;sup>2</sup> One teacher had two separate classes included in the sample.



2

Table 5-2
Digital Technologies Used

Digital Technologies Used  Digital Technology	Frequency	How Used
Smart Board	8	Teachers display instructional support materials including class agendas, learning goals, notes, questions, and a timer. They also display instructional videos, such as, "The Percussion Show" and "Pattern Fish" by Trudy Harris. Also used interactively to display a story book, melodic patterns and rhythms and accompanying hand gestures, performance rubrics, and musical scores.
		Students use the Smart Board move notes from one side of the board to another to create and display rhythms
iPad	4	Teachers display a timer and spinning wheel to choose student helpers
		Students research ideas for a drawing, create a drawing, and use to practice and play rhythms
Computer	3	Teachers assign grades and take attendance.
		Students practice on keyboard, create digital art work
iPhone	1	Teacher uses the metronome application
Alexa	1	Teacher uses to set timer and keep class on track
Software, websites, and applications	12	
<ul> <li>Art Rage (application)</li> </ul>	2	Students create drawings on their iPads
• Rhythm Cat (application)	2	Students use on iPads to learn, practice, and play rhythms
• Apple Classroom (application)	1	Teacher monitors and controls student iPad use
Brileemusic.com (website)	1	Sheet music is displayed and played on the Smart Board for students to rehearse
Garage Band (application)	1	Teacher records student performances to be graded at a later time
• Photoshop (software)	1	Students create a movie poster
Quavermusic.com (website)	1	Music is displayed and played on the Smart Board for students to practice
Reflector (application)	1	A book is displayed on the Smart Board while teacher reads aloud to the class
Rhythm Swing (application)	1	Students use on iPads to learn, practice, and play rhythms
• Sightreadingfactory.com (website)	1	Students work independently on computers to practice sight reading of music



In all of the classrooms visited, 100% of the teachers demonstrated the effective use of digital tools in their instruction. That is, at a minimum,

- technologies selected for use in the lesson were aligned with one or more lesson objectives;
- technology use supported instructional strategies;
- technology selection(s) were appropriate, given lesson objectives and instructional strategies; and
- content, instructional strategies, and technology fit together within the lesson.

Following is a description of a lesson from the class visits.

#### Lesson Example<sup>1</sup>

In a third-grade general music classroom, technology was integrated into a lesson designed to meet the Key Learning Goal, "I can read/notate rhythmic patterns with quarter note, quarter rest, eighth note, and half note while maintaining a steady beat."

The teacher began the 45 minutes lesson by asking the 17 students to sit in their assigned seats, which were placed in a U-shape. The students learned a new vocal pattern using "So-La-Mi-Mi-Re-Do." The vocal pattern and corresponding hand signals were displayed on the Smart Board. The class practiced the new vocal pattern together as a group, then individually for a grade, which was recorded using the teacher's laptop computer, serving also as attendance. Next, the class moved to the center carpet. The teacher reminded students that they already knew whole, half, quarter, and eighth notes. Next, she showed them a card with sixteenth notes ("ti ka ti ka") and the whole class practiced it based on the rhythm on the card as a whole group, first with hands only, then lips and hands. The teacher explained that students would rotate through four centers, spending four minutes in each.

- In the first center, led by the teacher, focused on providing guided practice with reading notation using rhythm flash cards.
- In the second center, students used an artistic rhythm approach to practice how to make and perform rhythms with pipe cleaners. Students bent piper cleaners to make half notes, quarter notes, quarter rest, and eight note patterns with a partner. After completing making rhythms, they practice reading and performing them with their partner.
- In the third center, students worked in pairs to create body rhythms (using stomp, clap, pat, and/or snap) with Note Knacks and perform their creations.
- In the fourth center, students used the Rhythm Cat application on the iPad to learn, practice, and play the rhythms shown. As students performed rhythms with accuracy, the rhythms became more difficult.

Students rotated through the four centers until all students visited each center. Following clean up, students lined up for dismissal. The teacher announced to the class, "One voice can change a room." The students responded, "I am who I am, because we all are."



# **SECTION 6 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 and the PLCs. 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 third 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 5-7, 2017 at the Museum of Fine Arts in Saint Petersburg, Florida. Teacher perceptions of the summer institute are presented in Table 6-1. The survey and teacher comments are located in Appendix B.

Overall, teacher perceptions of the institute were quite favorable, as evidenced by more than 90% agreement to all of the survey items pertaining to the quality of the institute. Furthermore, at least 85% of the teachers *strongly agreed* 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 location of the institute was suitable;
- the knowledge and skills acquired are applicable in their classrooms; and
- they would recommend the institute to other teachers.

Fewer teachers agreed that adequate time was allotted for talking with presenters and for networking with other teachers.



Table 6-1
Teacher Perceptions of the Summer Institute

Торіс	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
High quality materials	18	89	11	0	0
Presenters' command of information	18	94	6	0	0
Presenters conveyed information effectively	18	89	6	5	0
Presenters were engaging	18	78	17	5	0
Adequate time allotted for talking with presenters	18	67	33	0	0
Adequate time allotted for sessions and activities	18	83	17	0	0
Adequate time allotted for networking with other teachers	18	67	28	5	0
Suitable location	18	89	11	0	0
Relevant and interesting	18	83	11	6	0
Applicable in my classroom	18	89	11	0	0
I would recommend this institute	18	89	11	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.



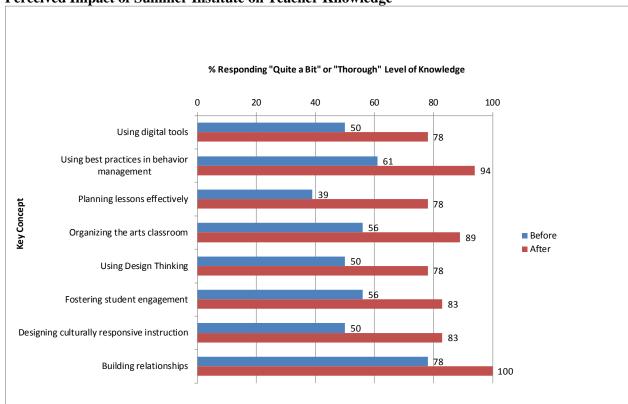


Figure 5-1
Perceived Impact of Summer Institute on Teacher Knowledge

Prior to the institute, with the exception of building relationships, 61% or fewer of the teachers rated their knowledge level of the key concepts as "Quite a Bit" or "Thorough." Following the institute, these percentages ranged from 78% to 100%. The areas in which perceived knowledge gains were greatest include

- Planning lessons effectively (increase of 39 percentage points)
- Using best practices in behavior management (increase of 33 percentage points)
- Organizing the arts classroom (increase of 33 percentage points)
- Designing culturally responsive instruction for the arts classroom (increase of 33 percentage points)

Perceived gains in knowledge were relatively less in the area of building relationships. This is an area that has received a great deal of attention throughout prior professional development activities. Thus, levels of knowledge prior to the institute were already quite high, limiting the amount of growth.

#### Future Use of Information

Teachers were asked to rate the likelihood that they would use information from each of the sessions in the future. These results are reported in Table 5-2.



Table 5-2
Teacher Likelihood of Use of Information

Session/Concept	N Respondents	% Definitely Will	% Probably Will	% Probably Will Not	% Definitely Will Not
Administrative Panel	18	56	33	11	0
Importance of an Individual's Story	18	94	6	0	0
Equity Continuum	18	83	17	0	0
Managing Anti-Social Behavior	18	89	11	0	0
Hatitude!	18	33	44	17	6

Reported anticipated use of the information across the five sessions was high, with at least 75% of the teachers reporting that they will "probably" or "definitely" use the information. The highest percentage of teachers (94%) reported that they will definitely use "The Importance of an Individual's Story." Fewer teachers (33%) reported that they will definitely use the information in "Hatitude!" It was noted during the session that teachers will continue to engage in self-reflection and use the hats in future professional development sessions.

An analysis of the teachers' comments confirmed that the Summer Institute was very well received. Participants emphasized this by saying that it was "a wonderful experience," "enriching," and "a great opportunity to connect to others." Further evidence is provided by these comments:

Thank you so much. This was amazing. I have so much to digest and utilize for my growth.

Everything was perfect! I enjoyed seeing everyone present and felt that I received some excellent tools. This program makes me feel so lucky to be a part of the Elevate ARTS grant!

Thank you for the support in our classrooms and the opportunity to come together with one another.

While participants were very satisfied with their experiences during the institute, there were several suggestions for improvement. These were mainly centered around the following three themes: (a) provide additional training on dealing with the small percentage of students with chronic/intense problem behaviors; (b) provide additional hands-on, collaborative activities; and (c) continue to allow time for teacher presentations, and perhaps a teacher-led panel discussion.

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

The four PLC sessions were held between October 2017 and April 2018 at a variety of locations around St. Petersburg, Florida, including: John Hopkins Middle School, the Morean Center for Clay, and the Salvador Dali Museum. 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 C to F.



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

All 15 of the teachers who participated in the session responded to the survey. The teachers were evenly distributed across elementary and middle school levels; 60% teach visual arts and 40% teach music. The survey and teachers' comments on the session are located in Appendix C.

There were seven survey items pertaining to the quality and content of the session. An item-by-item reporting of the results is found in Table 5-2. Teacher perceptions of the session were high, with all of the teachers agreeing, at least to some extent, that the discussions on successes and challenges in the arts classroom, culturally responsive instruction, and building community through the arts were relevant and interesting. All agreed, at least to some extent, that they plan to use information from these discussions in their classrooms, and they would recommend the session to another teacher.

Table 5-2
Teacher Perceptions of the Professional Learning Community Session 1

Teacher Ferceptions of the Frotessional Learning Community Session 1								
Торіс	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree			
Discussion on successes and challenges in the arts classroom was relevant and interesting.	15	87	13	0	0			
Plan to use information from successes and challenges in the arts classroom in my classroom.	15	93	7	0	0			
Discussion on culturally responsive instruction was relevant and interesting.	15	73	27	0	0			
Plan to use information on culturally responsive instruction in my classroom.	15	80	20	0	0			
Panel on building community through the arts was relevant and interesting.	15	80	20	0	0			
Plan to use information on building community through the arts in my school.	15	87	13	0	0			
Would recommend this session to another teacher.	15	80	20	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.



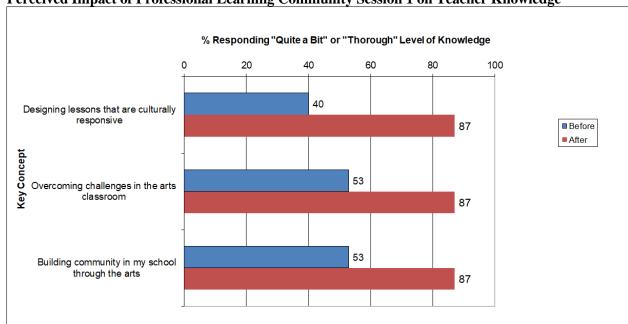


Figure 5-2
Perceived Impact of Professional Learning Community Session 1 on Teacher Knowledge

Prior to the session, teachers' perceived knowledge level of the three key concepts was moderate, with between 40% and 53% rating their knowledge level as "Quite a Bit" or "Thorough." Following the session, these percentages rose between 34 and 47 percentage points to 87% for all three concepts. Reported knowledge gains were highest in the area of designing lessons that are culturally responsive, with a reported gain of 47 percentage points.

Ten teachers expressed an interest in obtaining additional information on particular aspects of overcoming challenges in the arts classroom. These requests were very diverse and included topics such as meeting the needs of a wide variety of learners, learning more about ClassDoJo to build community, and developing time in the schedule to meet with colleagues. In terms of culturally responsive instruction, seven teachers expressed an interest in obtaining more information, specifically how to implement it across a variety of classrooms and ideas for classroom projects. Seven teachers expressed an interest in obtaining more information on building community in schools. Teachers are most interested in learning more about working with content area teachers and developing specific projects, events, and strategies to build community. A few teachers provided commentary on improving the content of the session. Teachers provided positive feedback, with one teacher stating, "I think the content of the session was great!" Others would like more time to meet with their arts colleagues to learn how they are building culture, and another provided praise for conducting the survey of needs to learn what teachers are interested in. In terms of the format of the session, one person expressed an interest in having more breakout sessions. Several teachers expressed their gratitude for the session, summed up by this teacher's comment, "Always a pleasure to participate in Elevate ARTS!"



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

All 25 of the teachers who participated in the session responded to the survey. Sixty percent of the teachers teach at the elementary level, while the remaining 40% teach at the middle school level. Teachers were nearly evenly distributed across discipline; 52% teach music and 48% teach visual arts. The survey and teachers' comments on the session are located in Appendix D.

There were five survey items pertaining to the quality and content of the session. An item-by-item reporting of the results is found in Table 5-3. Teacher perceptions of the session were fairly high, with all teachers agreeing, at least to some extent, that the time spent working in grant goal groups to plan professional development sessions was productive. At least 92% of the teachers agreed, at least to some extent, that the information on what makes a presentation good and the discussion of Legacy-56 were relevant and interesting. Ninety-two percent agreed, at least to some extent, that they would recommend the session to another teacher. Eighty-four percent agreed, at least to some extent, that they plan to use the information from the discussion of Legacy-56 in their classrooms. Those who do not plan to use the information cited a lack of, "relevance or tools for teaching" and a lack of a thorough understanding about Legacy-56 to be an advocate.

Table 5-3
Teacher Perceptions of the Professional Learning Community Session 2

Торіс	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
Information on criteria for good presentations was relevant and interesting.	25	60	36	4	0
Discussion on Legacy-56 was relevant and interesting.	25	68	24	8	0
Plan to use information from the discussion of Legacy-56 in my classroom.	25	64	20	12	4
Working in grant goal groups to plan professional development was productive.	25	80	20	0	0
Would recommend this session to another teacher.	25	64	28	8	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 5-3.



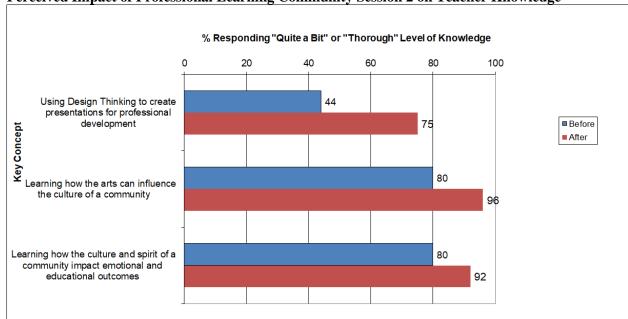


Figure 5-3
Perceived Impact of Professional Learning Community Session 2 on Teacher Knowledge

Prior to the session, teachers' perceived knowledge level of the three key concepts was varied, with 44% rating their knowledge level of using Design Thinking to create professional development presentations as "Quite a Bit" or "Thorough." For the remaining two key concepts, 80% rated their knowledge level as "Quite a Bit or Thorough." Following the session, these percentages rose between 12 and 31 percentage points to between 75% and 96%. Reported knowledge gains were highest in the area of using Design Thinking to create professional development presentations, with a reported gain of 31 percentage points.

Six teachers provided commentary on improving the content of the session. These ranged from hearing more about explicit instructional and behavioral modification strategies for use in the classroom, to hearing from more of the members of Legacy-56. One teacher would value learning more about community resources, as evidenced by this comment:

I feel providing teachers with a wealth of relevant resources in the community could help support teachers.

In terms of the format of the session, one person expressed an interest in having more time for art teachers to discuss challenges in the art room and ways to successfully overcome them. Two teachers provided positive feedback on the format, summed up by this teacher's comment, "The session was perfect." Eight teachers provided additional commentary on the session. All of these were positive, with many expressing gratitude for the session, as evidenced by this comment:

Love the whole-day PLC! We've been asked before which option we prefer (3-hour evenings, weekday, or weekend), and this was the first time we've been able to "unpack" ideas within the luxury of an entire day. This shows respect for us as colleagues.



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

All 25 of the teachers who participated in the session responded to the survey. Sixty percent of the teachers teach at the elementary level, while the remaining 40% teach at the middle school level. Teachers were nearly evenly distributed across discipline; 52% teach music and 48% teach visual arts. The survey and teachers' comments on the session are located in Appendix E.

There were four survey items pertaining to the quality and content of the session. An item-by-item reporting of the results is found in Table 5-4. Teacher perceptions of the session were fairly high, with 92% of the teachers agreeing, at least to some extent, that the visit to the Dr. Carter G. Woodson museum was relevant and interesting and that they plan to use information from the visit in their classrooms. All agreed, at least to some extent, that they would recommend the session to another teacher. Fewer (80%) agreed, at least to some extent, that working in content goal groups to plan professional development was productive.

Table 5-4
Teacher Perceptions of the Professional Learning Community Session 3

Торіс	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
Working in content goal groups to plan professional development was productive.	25	72	8	16	4
Visit to the Dr. Carter G. Woodson African American Museum was relevant and interesting.	24	71	21	4	4
Plan to use information from the visit to the Dr. Carter G. Woodson African American Museum in my classroom.	24	67	25	4	4
Would recommend this session to another teacher.	23	74	26	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.



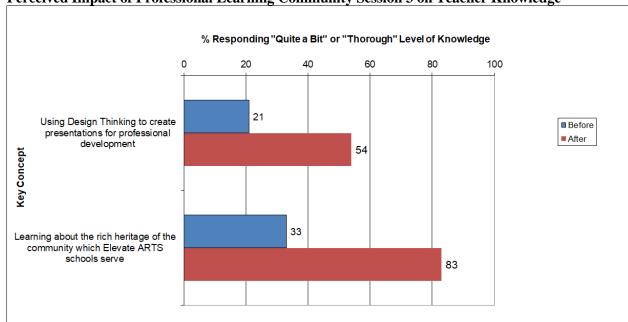


Figure 5-4
Perceived Impact of Professional Learning Community Session 3 on Teacher Knowledge

Prior to the session, teachers' perceived knowledge level of the two key concepts was moderately low, with fewer than one-third rating their knowledge level of the two concepts as "Quite a Bit" or "Thorough." Following the session, these percentages rose 33 and 50 percentage points, respectively, to 54% and 83%. Reported knowledge gains were highest in the area of learning about the rich heritage of the community which Elevate ARTS schools serve.

Five teachers provided commentary on improving the content of the session. These included needing more direction in planning the professional development session, providing time in the future for a discussion on the history of St. Petersburg, needing usable tools, and making this session an all-day event. In terms of the format of the session, two suggestions included working in smaller groups and allowing more time for the garden at the museum. Several teachers provided additional commentary on the session. Many expressed gratitude for the session, as evidenced by this comment, "It was a fabulous museum, and a very successful day!"

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

Twenty teachers who attended the entire PLC session responded to the survey. Forty percent of these teach at the elementary level, 50% teach at the middle school level, and 10% teach at both levels. Teachers were fairly evenly distributed across discipline; 55% teach music and 45% teach visual arts. The survey and teachers' comments on the session are located in Appendix F.

There were four survey items pertaining to the quality and content of the session. An item-byitem reporting of the results is found in Table 5-5. Teacher perceptions of the session were high, with all teachers agreeing, at least to some extent, that the time spent working in content and grant goal groups to plan professional development sessions was productive. Slightly fewer



(95%) agreed, at least to some extent, that the information on the Innovation Labs was relevant and interesting. All agreed that they would recommend the session to another teacher.

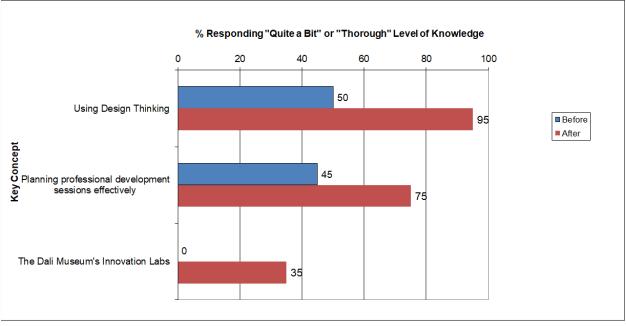
Table 5-5
Teacher Perceptions of the Professional Learning Community Session 4

Торіс	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
Working in content goal groups to plan professional development was productive.	20	85	15	0	0
Working in grant goal groups to plan professional development was productive.	20	95	5	0	0
Information on Innovation Labs was relevant and interesting	20	58	37	5	0
Would recommend this session to another teacher	20	80	20	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 5-5.

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





Prior to the session, teachers' perceived knowledge level of the three key concepts was varied, with no respondents rating their knowledge level of the Dali Museum's Innovation Labs as "Quite a Bit" or "Thorough." For the remaining two key concepts, 45-50% rated their knowledge level as "Quite a Bit or Thorough." Following the session, these percentages rose between 30 and 45 percentage points to between 35% and 95%. Reported knowledge gains were highest in the area of using Design Thinking, with a reported gain of 45 percentage points.

Two teachers provided commentary on improving the content of the session. Both comments centered around having more time. One would have liked to have more time for lunch and visiting the gallery. The other would have liked to have additional time to share the experiences of the Innovation Labs activity, as evidenced by this comment:

I enjoyed the Innovative activity with looking at the art and answering questions. It would be great to have more time to share experiences of that.

In terms of the format of the session, three teachers offered suggestions for its improvement. These were varied and included one person who requested more healthy food at lunch, another who suggested more time to view the exhibits at the Dali Museum, and another who suggested that all involved in planning a professional development session should be, "on the same page" so that planning that occurred earlier in the year could be used, rather than changed with group plans. Two teachers provided positive feedback on the format, summed up by this comment, "Great session today!" Seven teachers provided additional commentary on the session. Five of these were positive, with many expressing gratitude for the session, as evidenced by this comment:

*Great day, it was great sharing and learning from other art teachers!* 

The remaining two comments pertained to having salads available for lunch and keeping the room quiet while the teachers take their test.

### **Overall Perceptions of Year 3 Activities**

An *End-of-Year Survey* designed to elicit data pertaining to teachers' general perceptions of the third year of the project's implementation was conducted in April 2018. Twenty-two of the 25 teachers (88%) 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 third year of project implementation. All 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 helped them to build relationships with other arts teachers.

- At least 85% strongly agreed that the project has provided the opportunity for them to
  - o engage in dialogue about arts instruction with colleagues,
  - o regularly share ideas and materials, and



- o reflect on teaching.
- At least 80% strongly agreed that because of Elevate ARTS, they have
  - o improved their teaching,
  - o increased their willingness to try new ideas in their teaching, 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 all four items. At least 95% of the teachers agreed that the

- professional development prepared them to design and deliver standards-based arts instruction,
- support and guidance they have received from their *Elevate ARTS* teaching partner(s) or mentor(s) has been effective,
- professional development and coaching they have received through the Arts Teacher Leadership Cadre PLC has been effective, and
- professional development and support they have received through *Elevate ARTS* has helped them to increase the use of digital tools in their instructional practice.

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, lesson study, relationships with colleagues, and the impact of cultural competence in the arts classroom than creating strong STEAM lessons.

Table 5-6 Overall Perceptions of the Project

Area	Order of Prevalence	N Respondents	% Strongly/ Somewhat Agree
Increased my understanding of Design Thinking and its application to the classroom	1 (tie)	22	100
Increased my ability to conduct lesson study	1 (tie)	22	100
Helped me to strengthen relationships with colleagues	1 (tie)	22	100
Helped me to understand cultural competence and its impact in the arts classroom	1 (tie)	22	100
Helped me to create/refine classroom processes/procedures	2 (tie)	22	95
Taught me best practices in classroom management	2 (tie)	22	95
Taught me best practices for engaging students	2 (tie)	22	95
Helped me to strengthen relationships with students	2 (tie)	21	95
Helped me to understand cultural competence and its impact in the arts classroom	3	22	91
Helped me to build strong STEAM lessons	4	22	82



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 86% 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 (tie)	22	100
Increased their level of engagement in class	1 (tie)	22	100
Improved their behavior in class	2	22	86

Teachers were asked to share the most important thing that they have learned from *Elevate ARTS*. Of the 14 who provided commentary on this item, three related themes emerged. These were related to the support of their colleagues, building relationships (with both colleagues and students) and being culturally responsive in their teaching, and using Design Thinking in lesson and presentation development. As evidenced by the following comments, teachers have learned

...to be culturally responsive in my teaching. The professional development I received in this area was very inspiring and enabled me to think about implementing curriculum in a variety of ways.

...the development and nurturing of relationships (both with students and colleagues) is critical to school and personal performance.

...that I am supported and I have learned more behavior management and cultural responsiveness.

...a system of iteration and data collection to help measure behavior and learning in my classroom.

... what Design Thinking is.

### **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 95% 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 (95% 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 (100% agreement),
- Elevate ARTS has made them feel supported (95% agreement), and
- *Elevate ARTS* has allowed them to network and build relationships with other arts teachers (100% agreement).

The vast majority of teachers found the peer-to-peer visits to be valuable, with 90% agreeing, at least to some extent, that the visits have been helpful to their instructional practice.

Several teachers provided suggestions for improving the mentoring and peer visit process. These included having mentors visit classrooms to provide feedback and model lessons that highlight areas in which a mentee has asked for assistance, pairing teachers with mentors who are experiencing similar challenges, having the mentors interact with school administrators to convey the value of arts classes, increasing the number of peer visits, and tailoring peer visits to the needs of individual teachers.

Teachers were asked to provide suggestions for improvement of the content of *Elevate ARTS* for its fourth year of implementation. Of the 6 teachers who provided commentary, the areas mentioned included providing teachers with the opportunity to individualize their professional development based on their needs; having more hands-on activities; having more peer-to-peer visits, including mixing school levels; and continuing what has been done in the past, as evidenced by these comments:

Individual teachers can assess their needs and then establish professional development based on those needs.

Have a hands-on activity involving art or music.

Finally, teachers were given the opportunity to provide additional feedback about their experiences with *Elevate ARTS*. One teacher summed up the experience this way,

Collaboration among arts teachers is a great benefit of Elevate ARTS.



# SECTION 7 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 third year of the project's implementation. The online survey was conducted in April 2018. All of the 10 mentors/teaching partners who participated in the project at the end of the year responded to the survey.<sup>3</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 third year of project implementation. All agreed, at least to some extent, that they are satisfied with the quality of *Elevate ARTS*, that it has been relevant to the professional development and support needs of the project teachers, and that it has provided the opportunity for teachers to feel supported.

- All 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 plan lessons with their colleagues,
  - o network with other arts teachers,
  - o improve their teaching, and
  - o increase their willingness to try new ideas in their teaching.

### **Overall Perceptions of Year 3 Support**

Mentors and teaching partners were asked their overall perceptions of the project. These are reported in Table 6-1. The information contained in the table indicates that 100% of the mentors/teaching partners *strongly agreed* to five of the six items pertaining to the overall quality.

<sup>&</sup>lt;sup>3</sup> The results for teaching partners/mentors should be interpreted with caution as they are based on a limited sample size of 10.



3

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

Area	N Respondents	% Strongly Agree
Relevant to the students whom project teachers teach.	10	100
Increased understanding of Design Thinking and its application to the classroom	10	100
Helped to create/refine classroom policies and procedures	10	100
Increased project teachers' ability to conduct lesson study	10	100
Helped project teachers to create one more professional development sessions	10	100
Applicable to the arts content that project teachers teach.	10	90

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, help is available, and that effective planning can increase student engagement and improve behavior. These are evidenced in the following comments:

They are not alone. There is a network of teachers available to help.

For teachers open to help, I feel like they took away ideas to help with classroom management, ways to alter lesson to make them more engaging.

Strategies for planning a successful lesson.

Mentors/teaching partners were asked in which areas the teachers that they work need additional support. Of the nine who provided commentary, the areas most often mentioned included classroom management, 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 fourth year of implementation. Of the six who provided commentary, the areas mentioned were diverse and included providing time and help to comple field trip paperwork; working with people outside of the district; focusing on relationships, culture, and diverse learners; and providing hands-on activities



# SECTION 8 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 May 2018, after the completion of the third 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 3 as very successful. Professional support was provided to participating teachers through the Summer Institute, PLC meetings, peer visits, and regular contact with mentors/teaching partners.

Through the mentors/teaching partners, a great deal of support was provided to teachers. Year 3 saw a deepening of the relationships between the teachers and their mentors/teaching partners, as evidenced by this comment made by a project leader:

The level of professional support has come from the teaching partners and the mentors, which we didn't have prior to this project. The feedback from the teachers is that they have felt the support, and it has helped to decrease isolation. Particularly this year, the teachers have really gotten used to the mentors/teaching partners coming into their classrooms. In addition, the teachers seem more inclined to talk to each other for support and to take on leadership roles. This year, we did two day-long PLC meetings that helped by giving teachers time during the day instead of meeting at night from 5pm-8pm. This honored their professional time, and it helped to cement relationships.

Elevate ARTS teachers became more at ease with their mentors/teaching partners coming into their classrooms to observe, assist, and coach. Many also visited their teaching partners' classrooms. Teachers and their teaching partners have worked closely together throughout the year to prepare professional development sessions that will be open to arts teachers throughout the district during the Summer Institute.

Additionally, teachers have increasingly taken responsibility for their own professional learning and have sought out what they need. For example, two middle school visual arts teachers visited the arts classrooms at the high school where many of their students will attend. This

was very helpful to them to be able to describe and encourage their students to continue their visual arts studies. Elevate ARTS teachers have become leaders in their schools, the district, and nationally. Several teachers presented during a session entitled, *There's No Achievement Gap in Art Class When...* at the National Art Education Association Conference.

While the mentors/teaching partners have provided a great deal of support to the teachers, and definitively played a role in improving teacher retention at Elevate ARTS schools, factors that affect retention that are outside of the realm of the grant remain a challenge, as evidenced by this comment made by a project leader:

What remains a challenge is the parameters over which we have no control when it comes to the retention of teachers. These external forces are monumental and include retirement, moving out of the area, changes to school administrators, and the state requiring the staff to be rehired. These all impact teacher retention. We continue to find ways to be very supportive. The fact that we have teachers who have had success in what others describe as "challenging" schools has been great. The perception of being in an Elevate ARTS school has been dramatically impacted, in a very positive way.

### Recruitment and Retention of Arts Teacher Leaders

Project leadership emphasized that the arts teacher leaders (aka mentors/teaching partners) have been integral to the success of *Elevate ARTS*. During Year 3, there were a total of 11 teaching partners/mentors; six of these were for visual arts, four were for music, and one worked with teachers in both disciplines. The support they provide to teachers is multi-faceted. They communicate regularly with the teachers via email, occasionally send handwritten notes of encouragement, visit with the teachers in their classrooms and invite the teachers to visit their classrooms, and provide resources based on the individual needs of the teachers with whom they work. Some teachers have independently chosen to conduct lesson study with their teaching partner, which is an extension of the work begun in Year 2. For Year 3, one new visual arts teaching partner was recruited. Because she was a teacher at an Elevate ARTS school prior to the grant, she was very pleased to be invited to be a teaching partner. Project leadership noted that the mentors/teaching partners have become more confident in their roles, and the teachers have become better at expressing what their needs are. For new Elevate ARTS teachers, the mentors/teaching partners have helped them to, "fold into the group quite nicely."

Project leadership shared that one of the challenges has been finding a visual arts mentor that is as strong and available as the music mentor. In Year 4, the music mentor is retiring, and so this may provide the impetus to find a new solution now that *two* strong mentors will be needed. The search will begin by asking the teachers who they think the strong mentors are, and what qualities they possess.

### **Development and Use of Digital Tools**

According to project leadership, digital tools are widely used for both delivering instruction and evaluating student achievement. In visual arts, teachers upload their students' work for blind adjudication by other teachers, based on a scoring rubric that is used district-wide. This has been very helpful in evaluating the achievement levels at various schools. In music, the district is



moving toward the use of digital audio files, and there has been an increase in the number of students who audition for state competitions. This will continue to be an area of emphasis for next year. Additionally, the music textbook series has many digital tools built in, and teachers are increasingly using these.

One area of the use of digital tools that will be further explored in Year 4 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. They plan to provide teachers with a well-defined task that will be expected for all to complete.



### SECTION 9 Summary of Findings

The Pinellas County School Board's Professional Development for Arts Educators Project *Elevate ARTS* has completed its third year of implementation. The third year of the project was well-received by the 26 participating teachers. The professional development sessions for Year 3 of the project were centered around the Design Thinking model and expanding the impact of the project by having the teachers and teaching partners design professional development sessions to be offered to teachers throughout the district during the 2018 summer institute. The 2017 summer institute, four professional learning community sessions, 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 third 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 47 hours or 87% of the 54 hours offered. Twenty (80%) of the teachers met all of the requirements for the GPRA measure for teacher attendance, meeting the target of 80%.

Teacher knowledge gains were measured using two discipline-specific tests. For visual arts teachers, there was an average increase of 22.3 percentage points from pretest to posttest. For music teachers, there was an average increase of 25.8 percentage points from pretest to posttest. The sample size for the visual arts scores was too small to conduct the Wilcoxon signed rank test. However, for the music scores, these gains were found to be statistically significant, and the GPRA measure for teacher knowledge gains was met. Teachers also self-reported high gains in knowledge of the key concepts of the various professional development sessions.

Classroom visits were conducted in a sample of classrooms to examine *Elevate ARTS* teachers' use of digital tools in their instruction. In all of the classrooms visited, 100% of the teachers demonstrated the effective use of digital tools. That is, technologies selected for use in the lesson were aligned with one or more lesson objectives; technology use supported instructional strategies; technology selection(s) were appropriate, given lesson objectives and instructional strategies; and the content, instructional strategies, and technology fit together within the lesson. The Smart Board was found to be the most widely-used digital tool.

Teacher perceptions of Year 3 project activities were very favorable. For the summer institute, at least 85% of the teachers agreed that the materials were high quality; the presenters demonstrated a strong command of the material and conveyed it in an effective manner; 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 and their mentoring experiences. Four items on the *End-of-Year Survey* pertain specifically to performance measures of the project. For all four items, the performance measure was met, with at least 95% of the teachers agreeing, at least to some extent, that the professional development prepared them to design and deliver standards-based arts instruction, the support and guidance



they have received from their *Elevate ARTS* teaching partner(s) or mentor(s) has been effective, the professional development and coaching they have received through the Arts Teacher Leadership Cadre PLC has been effective, and 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.

Mentors/teaching partners expressed a great deal of satisfaction with the third year of implementation. All *strongly agreed* that *Elevate ARTS* has been relevant to the students whom project teachers teach, increased teachers' understanding of Design Thinking and its application to the classroom, and has increased teachers' ability to conduct lesson study. 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. Year 3 saw a deepening of the relationships between the teachers and their mentors/teaching partners. Elevate ARTS teachers became more at ease with their mentors/teaching partners coming into their classrooms to observe, assist, and coach. Many also visited their teaching partners' classrooms. Teachers and their teaching partners worked closely together throughout the year to prepare professional development sessions that were open to arts teachers throughout the district during the Summer Institute. 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. The use of technology, particularly the use of Facetime for teachers to observe in one another's classrooms, will continue to be emphasized during Year 4.



# **Appendix A**

# Classroom Visitation Protocol

# Elevate ARTS April 2018 Classroom Visitation Protocol

Pa	rt I: Description of	the Lesson – The teacher being visited should complete this page prior to the scheduled visit.
1.	Lesson Objectives	
2.	Brief description of the lesson	
3.	Connections to Pinellas County School Board Curriculum Key Learnings (Music) or Units of Study (Visual Arts)	Relevant Curriculum Key Learnings (Music) or Units of Study (Visual Arts):
4.	Brief description of how this lesson is related to Elevate ARTS professional development you have received, if applicable.	Instructional practices:
		Materials and/or resources provided by Elevate ARTS that are used in the lesson:

Pa	rt II: General Information	– This and subsequent sections	are to be completed by the visitor.
1.	Date of Visit	/(mm/dd/yy	y)
2.	Visitor Name		
3.	Classroom Code		
4.	Subject Area		
5.	Grade Level(s)		
6.	Number of Students Present for Majority of Class Period	students	
7.	Time of Visit	Visit Start Time:	Visit End Time:
8.	Length of Visit	minutes	
9.	Visitor's narrative description of the lesson		

Туре	Title	How Used
Турс	THE	(e.g., teach or learn new concepts, demonstra knowledge, create something new, solve problems, communicate, collaborate).

<sup>&</sup>lt;sup>1</sup> Digital technologies are screen-based (e.g., software, Web-based resources, video or audio recorder, document camera, and/or calculator).

	ology Integration	Assessment Kubi		<u> </u>	
Criteria	4	3	2	1	Comments
1. Curriculum Goals and Technologies  Curriculum- based technology use	Technologies selected for use in the lesson are strongly aligned with one or more lesson objectives.	Technologies selected for use in the lesson are aligned with one or more lesson objectives.	Technologies selected for use in the lesson are partially aligned with one or more lesson objectives.	Technologies selected for use in the lesson are <u>not aligned</u> with any lesson objectives.	
2. Instructional Strategies and Technologies  Using technology in teaching/ learning	Technology use optimally supports instructional strategies.	Technology use supports instructional strategies.	Technology use minimally supports instructional strategies.	Technology use does not support instructional strategies.	
3. Technology Selection(s)  Compatibility with curriculum goals and instructional strategies	Technology selection(s) are exemplary, given lesson objectives and instructional strategies.	Technology selection(s) are appropriate but not exemplary, given lesson objectives and instructional strategies.	Technology selection(s) are marginally appropriate, given lesson objectives and instructional strategies.	Technology selection(s) are inappropriate, given lesson objectives and instructional strategies.	
4. "Fit"  Content, pedagogy, and technology together	Content, instructional strategies, and technology <u>fit</u> together strongly within the lesson.	Content, instructional strategies, and technology <u>fit</u> together within the lesson.	Content, instructional strategies, and technology <u>fit</u> together somewhat within the lesson.	Content, instructional strategies, and technology do not fit together within the lesson.	

Harris, J., Grandgenett, N., & Hofer, M. (2010). Testing a TPACK-based technology integration assessment instrument. In C. D. Maddux, D. Gibson, & B. Dodge (Eds.), *Research highlights in technology and teacher education 2010* (pp. 323-331). Chesapeake, VA: Society for Information Technology and Teacher Education (SITE)

<sup>&</sup>lt;sup>2</sup> Adapted from:

# Appendix B

# **Summer Institute Survey and Comments**

### Elevate ARTS Summer Institute Survey, June 2017

### 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 2017 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 2017**

### 2 Summer Institute Items

2. Summer institute items
1. I anticipate that I will teach at the following level during the 2017-18 school year:
Elementary School
Middle School
2. I teach the following subject area:
Music Music
○ Visual Arts
Other (please specify)
3. I am a teaching partner/mentor for Elevate Arts.
Yes
○ No
Other (please specify)
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 Agree Somewhat Agree
Strongly Agree Somewhat Agree Somewhat Disagree
Strongly Agree Somewhat Agree Somewhat Disagree Strongly Disagree  9. Overall, I feel that enough time was allotted for talking with the presenters. Strongly Agree Somewhat Agree Somewhat Disagree Strongly Disagree Strongly Disagree
Strongly Agree Somewhat Agree Somewhat Disagree Strongly Disagree  9. Overall, I feel that enough time was allotted for talking with the presenters. Strongly Agree Somewhat Agree Somewhat Disagree
Strongly Agree Somewhat Agree Somewhat Disagree Strongly Disagree  9. Overall, I feel that enough time was allotted for talking with the presenters. Strongly Agree Somewhat Agree Somewhat Disagree Strongly Disagree  10. Overall, I feel that enough time was allotted for the sessions and activities of the institute.
Strongly Agree Somewhat Agree Somewhat Disagree Strongly Disagree  9. Overall, I feel that enough time was allotted for talking with the presenters. Strongly Agree Somewhat Agree Somewhat Disagree Strongly Disagree  10. Overall, I feel that enough time was allotted for the sessions and activities of the institute. Strongly Agree

11. Overall, I feel that enough time was allotted for networking with other institute participants.
Strongly Agree
Somewhat Agree
Somewhat Disagree
Strongly Disagree
12. The location of the institute was suitable.
○ Strongly Agree
Somewhat Agree
Somewhat Disagree
Strongly Disagree
13. Overall, I found the information presented during the institute to be relevant and interesting.
Strongly Agree
Somewhat Agree
Somewhat Disagree
Strongly Disagree
14. I plan to apply the knowledge and skills acquired during the institute in my classroom.
Strongly Agree
Somewhat Agree
Somewhat Disagree
Strongly Disagree
If you do not plan to use the knowledge and skills 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.
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 following BEFORE you participated in the Summer Institute. Then, reflect on your level of understanding AFTER you participated in the Summer Institute.

a. Using digital tools for presenting, capturing, and creating  b. Using best practices in behavior management  c. Planning lessons effectively  d. Organizing the arts classroom  e. Using Design Thinking in the arts classroom  f. Fostering student engagement  g. Designing culturally responsive instruction for the arts classroom  h. Building relationships  d. Operationships  d. Operationship			BEFORE	Curriner montate 74	TER Summer Institute			
c. Planning lessons effectively  d. Organizing the arts classroom  e. Using Design Thinking in the arts classroom  f. Fostering student engagement  g. Designing culturally responsive instruction for the arts classroom  h. Building relationships  for the seasions by placing a check in the appropriate box.  Definitely Will Probably Will Probably Will Not Definitely Will Not Administrative Panel  The Importance of an Individual's Story  Equity Continuum  Managing Anti-Social Behavior  Hatitudel  Saturday mornings (8:30am - 11:30am)  Weekday evenings (4:30pm - 7:30pm)  Full day TDE	a. Using digital tools for p	presenting, capturing, and c	reating	<b>\$</b>	<b>\$</b>			
d. Organizing the arts classroom  e. Using Design Thinking in the arts classroom  f. Fostering student engagement  g. Designing culturally responsive instruction for the arts classroom  h. Building relationships  t. Saturday mornings (8:30pm - 7:30pm)  f. Fostering student engagement  p. Lesigning culturally responsive instruction for the arts classroom  p. Designing culturally responsive instruction for the arts classroom  p. Lesigning culturally responsive instruction for the arts classroom  p. Lesigning culturally responsive instruction for the arts classroom  p. Lesigning culturally responsive instruction for the arts classroom  p. Lesigning culturally responsive instruction for the arts classroom  p. Lesigning culturally responsive instruction for the arts classroom  p. Lesigning culturally responsive instruction for the arts classroom  p. Lesigning culturally responsive instruction for the arts classroom  p. Lesigning culturally responsive instruction for the arts classroom  p. Lesigning culturally responsive instruction for the arts classroom  p. Lesigning culturally responsive instruction for the arts classroom  p. Lesigning culturally responsive instruction for the arts classroom  p. Lesigning culturally responsive instruction for the arts classroom  p. Lesigning culturally responsive instruction for the arts classroom  p. Lesigning culturally responsive instruction for the arts classroom  p. Lesigning culturally responsive instruction for the arts classroom  p. Lesigning culturally responsive instruction for the arts classroom  p. Lesigning culturally responsive instruction for the arts classroom  p. Lesigning culturally responsive instruction for the arts classroom  p. Lesigning culturally responsive instruction for the arts classroom  p. Lesigning culturally responsive instruction for the arts classroom  p. Lesigning culturally responsive instruction for the arts classroom  p. Lesigning culturally responsive instruction for the arts classroom  p. Lesigning culturally responsive instruction for the a	b. Using best practices in	n behavior management		<b>\$</b>	<b>\$</b>			
e. Using Design Thinking in the arts classroom  t. Fostering student engagement  g. Designing culturally responsive instruction for the arts classrom  h. Building relationships  t. T. Using the scale provided, please indicate the likelihood that you will use the information from each of the sessions by placing a check in the appropriate box.  Definitely Will Probably Will Probably Will Not Definitely Will Not Administrative Panel  The Importance of an Individual's Story  Equity Continuum  Managing Anti-Social Behavior  Hatitude!  18. Please rank order your preference for the four required PLC meeting times for the 2017-18 school year.  \$\frac{1}{2}\$ Saturday mornings (8:30am - 11:30am)  \$\frac{1}{2}\$ Weekday evenings (4:30pm - 7:30pm)	c. Planning lessons effect	ctively		<b>\$</b>	<b>\$</b>			
f. Fostering student engagement  g. Designing culturally responsive instruction for the arts classrom  h. Building relationships  \$\displaystyle{\pi}\$ \$\dis	d. Organizing the arts cla	assroom		<b>\$</b>	<b>\$</b>			
g. Designing culturally responsive instruction for the arts classrom  h. Building relationships  \$\begin{array}{c} \limits \li	e. Using Design Thinking	j in the arts classroom		<b>\$</b>	<b>\$</b>			
h. Building relationships   the scale provided, please indicate the likelihood that you will use the information from each of the sessions by placing a check in the appropriate box.  Definitely Will Probably Will Probably Will Not Definitely Will Not Administrative Panel  The Importance of an Individual's Story  Equity Continuum  Managing Anti-Social Behavior  Hatitude!  Saturday mornings (8:30am - 11:30am)  Saturday afternoons (1:00pm - 4:00pm)  Weekday evenings (4:30pm - 7:30pm)  Full day TDE	f. Fostering student enga	agement		<b>\$</b>	<b>\$</b>			
17. Using the scale provided, please indicate the likelihood that you will use the information from each of the sessions by placing a check in the appropriate box.    Definitely Will   Probably Will   Probably Will   Not   Definitely Will   Not		sponsive instruction for the	arts	•	•			
The Importance of an Individual's Story  Equity Continuum  Managing Anti-Social Behavior  Hatitude!  Saturday mornings (8:30am - 11:30am)  Full day TDE  Probably Will Probably Will Not Definitley Will Not D	h. Building relationships			<b>\$</b>	<b>\$</b>			
Equity Continuum  Managing Anti-Social Behavior  Hatitude!  18. Please rank order your preference for the four required PLC meeting times for the 2017-18 school year.  Saturday mornings (8:30am - 11:30am)  Saturday afternoons (1:00pm - 4:00pm)  Weekday evenings (4:30pm - 7:30pm)  Full day TDE	Administrative Panel	Definitely Will	Probably Will	Probably Will Not	Definitley Will Not			
Administrative Panel  The Importance of an Individual's Story  Equity Continuum  Managing Anti-Social Behavior  Hatitude!  18. Please rank order your preference for the four required PLC meeting times for the 2017-18 school year.  \$\int_{\$\text{\$\t	= .		=	ou will use the informa	ition from each of			
Individual's Story  Equity Continuum  Managing Anti-Social Behavior  Hatitude!  Behavior  Behavi		0						
Managing Anti-Social Behavior  Hatitude!  18. Please rank order your preference for the four required PLC meeting times for the 2017-18 school year.  Saturday mornings (8:30am - 11:30am)  Saturday afternoons (1:00pm - 4:00pm)  Weekday evenings (4:30pm - 7:30pm)  Full day TDE		0	0	$\bigcirc$	0			
Behavior  Hatitude!  18. Please rank order your preference for the four required PLC meeting times for the 2017-18 school year.  \$\begin{align*} \text{ Saturday mornings (8:30am - 11:30am)} \\  \text{ Saturday afternoons (1:00pm - 4:00pm)} \\  \text{ Weekday evenings (4:30pm - 7:30pm)} \\  \text{ Full day TDE}								
18. Please rank order your preference for the four required PLC meeting times for the 2017-18 school year.  Saturday mornings (8:30am - 11:30am)  Saturday afternoons (1:00pm - 4:00pm)  Weekday evenings (4:30pm - 7:30pm)  Full day TDE								
Saturday mornings (8:30am - 11:30am)  Saturday afternoons (1:00pm - 4:00pm)  Weekday evenings (4:30pm - 7:30pm)  Full day TDE	Hatitude!			$\bigcirc$				
Saturday mornings (8:30am - 11:30am)  Saturday afternoons (1:00pm - 4:00pm)  Weekday evenings (4:30pm - 7:30pm)  Full day TDE	IO Diana manis and an	r your preference for th	ne four required PLC r	meeting times for the 2	017-18 school year			
₩eekday evenings (4:30pm - 7:30pm)  Full day TDE	t8. Piease rank order							
Full day TDE				meeting times for the 2	otr-10 school year.			
	\$\int \text{\$\left\}\$ Satu	ırday mornings (8:30am - 11	1:30am)	inceding diffes for the 2	orr-to school year.			
A variety of the above times	Satu	urday mornings (8:30am - 11	1:30am) 4:00pm)	meeting times for the 2	orr-to school year.			
	Satu  Satu  Wee	arday mornings (8:30am - 11 arday afternoons (1:00pm - 4 akday evenings (4:30pm - 7:	1:30am) 4:00pm)	inceding united for the 2	orr-to school year.			
	Satu  Satu  Wee  Full of	arday mornings (8:30am - 11 arday afternoons (1:00pm - 4 ekday evenings (4:30pm - 7:	1:30am) 4:00pm)	inceding diffics for the 2	orr-to school year.			
	Satu  Satu  Satu  Wee  A var	arday mornings (8:30am - 11 arday afternoons (1:00pm - 4 ekday evenings (4:30pm - 7:	1:30am) 4:00pm) 30pm)		orr-ro school year.			

A	ppendix B: Summer Institute Survey
	20. I have the following suggestions for improvement of the format of the institute:
	21. Please provide any additional feedback in the box below.

14. If you do not plan to use the knowledge and skills 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.

### **Teachers:**

• Some knowledge/skills have already been mastered.

### **Teaching Partners/Mentors:**

• I will be using much of what was presented the past three days.

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

### **Teachers:**

- Enjoyed the teacher presentations...I felt they were of the most value to me and applicable to my classroom.
- none! This was excellent!!
- Continue teachers presentations
- How do we reach the "red zone" of the triangle?
- I really don't know how I would have changed this. It was outstanding!
- Perhaps next time some less planning examples
- Invite drama and elementary dance
- activities that help us to build culture in our classrooms strategies to help with disruptive behavior art teachers want to know more about call and response strategies to get the students attention we learn from music teachers it is a nice blend of talent and ideas
- Art making workshops presented by teachers

### **Teaching Partners/Mentors:**

- Everything was perfect!
- To have built into the session an opportunity to have some constructive dialogue to be able to debrief some of the issues that we are experiencing in our schools. Perhaps something similar to a panel discussion but everyone involved and a couple of moderators. Teachers could speak to certain topics of relevance. A protocol could be used to make the best use of the time.
- None- it was great
- Content was excellent! I would challenge everyone to think about reaching our top tier kids...what PD are we getting for that?

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

### **Teachers:**

- Allow more time for teachers to collaborate their ideas. We appreciate being able to come together in a less stressful environment.
- I would like to do another artistic activity together with my fellow teachers!!
- More hands on or interactive activities
- We need child psychology and CPI training. The tools provided by the behavior experts were too basic.
   That is why teachers are leaving these schools! They are being asked to do a stressful job that they are not equipped to deal with!

### **Appendix B: Summer Institute Comments**

- It was outstanding!
- Is hard to sit for such long periods of time.
- The format was good

### **Teaching Partners/Mentors:**

- Start earlier
- Could it be 5 days instead of 3? There is so much more.

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

### **Teachers:**

- Thank you for the support in our classrooms and the opportunity to come together with one another.
- I have thoroughly enjoyed this time with my teachers!! I'd love to do it again!
- Love the environment but too cold
- Everything was perfect! I enjoyed seeing everyone present and felt that I received some excellent tools. This program makes me feel so lucky to be a part of the Elevate Arts grant!
- Excellent job! I'm very happy to be a part of this team!
- Thank you so much. This was amazing. I have so much to digest and utilize for my growth.
- thank you it was great!

### **Teaching Partners/Mentors:**

- The 3 days were extremely informative and a wonderful experience!
- Would like to know the "next steps" for the grant itself. After 4 years, what is the expectation and how will teachers continue to have the support that has already been established?
- Excellent 3 day institute! I hope this continues after the grant ends.
- The best one yet! I loved hearing my colleagues present!
- Everything was very useful. I learned new ideas and look forward to putting them into practice.

# **Appendix C**

# PLC One Survey and Comments

### **Appendix C: PLC One Survey**

### Elevate ARTS PLC 1 Survey, October 2017

### 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 October 2017 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 1 Survey, October 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 PLC session.
Yes
○ No
4. The discussion on successes and challenges in the arts classroom was relevant and interesting.
Strongly Agree
Somewhat Agree
Somewhat Disagree
Strongly Disagree

### **Appendix C: PLC One Survey**

5. I plan to use the information from the discussion on successes and challenges in the arts classroom in my classroom.
Strongly Agree
Somewhat Agree
Somewhat Disagree
Strongly Disagree
If you do not plan to use the information from the discussion on successes and challenges in the arts classroom, please help us to better understand how the discussion 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 overcoming challenges in the arts classroom:
7. The discussion on culturally responsive instruction was relevant and interesting.
Strongly Agree
Somewhat Agree
Somewhat Disagree
Strongly Disagree
8. I plan to use the information from the discussion on culturally responsive instruction in my classroom.
Strongly Agree
Somewhat Agree
Somewhat Disagree
Strongly Disagree
If you do not plan to use the information from the discussion on culturally responsive instruction in your classroom, please help us to better understand how the discussion 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 culturally responsive instruction:

### **Appendix C: PLC One Survey**

10. The panel on building community in schools was relevant and interesting.						
Strongly Agree						
Somewhat Agree						
Somewhat Disagree						
Strongly Disagree						
11. I plan to use the information from the panel on building	community in my school.					
Strongly Agree						
Somewhat Agree						
Somewhat Disagree						
Strongly Disagree						
If you do not plan to use the information on building community in your so be more useful by telling us why you do not plan to use it.	chool, please help us to better un	derstand how the panel might				
12. I would like more information on the following aspects of	of building community in sch	nools:				
13. I would recommend this session to another teacher.						
Strongly Agree						
Somewhat Agree						
Somewhat Disagree						
Strongly Disagree						
14. 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. Overcoming challenges in the arts classroom	<b>\$</b>	•				
c. Building community in my school through the arts	<b>\$</b>	<b>\$</b>				

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

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

- 5. If you do not plan to use the information from the discussion on successes and challenges in the arts classroom, please help us to better understand how the discussion might be more useful by telling us why you do not plan to use it.
  - There were no responses to this question.

# 6. I would like more information on the following aspects of overcoming challenges in the arts classroom:

- Behavior management, building relationships, organization of assessments for various classes and grade levels, developing effective music lesson plans
- Clean up and administration
- Dealing with tier 2 & 3 students
- Developing time in the schedule for an arts team meeting at my school.
- Digital photography.
- How to teacher students with multiple ability levels in one class. How do you help the beginner and grow the more advance students place in the same class?
- I would like more opportunities to work with my colleagues are strategies are working for them.
- more info on culturally responsive engagement w students
- More on classroom dojo
- Working with behavior issues challenges students who are disrespectful to teacher and peers
- 8. If you do not plan to use the information from the discussion on culturally responsive instruction in your classroom, please help us to better understand how the discussion might be more useful by telling us why you do not plan to use it.
  - There were no responses to this question.

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

- More ways of connecting with students academically and personally so they "buy in" to what I am trying to "sell" them. How to include a more global view of why students should learn what I'm teaching them.
- Connections with faculty
- How to implement it across a variety of different classrooms.
- Having more tools to use is always a plus!
- Content/projects
- How will this be presented at the summer institute.
- How to celebrate diversity
- 11. If you do not plan to use the information on building community in your school, please help us to better understand how the panel might be more useful by telling us why you do not plan to use it.
  - There were no responses to this question.

## 12. I would like more information on the following aspects of building community in schools:

- Again, more discussion with colleagues on how they are building community.
- Event planning and way to work with other faculty to create these events.
- How do you change the mindset of a student that has a defeated mind frame based on where they go to school? Example, we are a D school, people don't expect us to do well.
- How to build communities with the help of content teachers.
- How to get students to appreciate their differences more.
- More examples of building community strategies
- What specific projects would be good for this.

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

- I think the content of the session was great!
- More time to meet with art teachers to discuss how each of us works with building culture
- The survey was done today to see what people want to learn, which was my suggestion. Cover what people are interested in.
- None it was great

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

- More breakout sessions
- The next sessions, we can meet with expectation of designing an over performance or class rm goal.[sic]

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

- Glad to be back and a part of this group of awesome teachers!
- Always a pleasure to participate in Elevate Arts!
- Thanks

## **Appendix D**

## PLC Two Survey and Comments

## **Appendix D: PLC Two Survey**

## Elevate ARTS PLC 2 Survey, November 2017

### 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 November 2017 PLC 2 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, November 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 PLC session.
Yes
○ No
4. The information on criteria for good presentations was relevant and interesting.
Strongly Agree
Somewhat Agree
Somewhat Disagree
Strongly Disagree

## Appendix D: PLC Two Survey

5. The discussion of Legacy 56 was relevant and interesti	ng.	
Strongly Agree		
Somewhat Agree		
Somewhat Disagree		
Strongly Disagree		
6. I plan to use the information from the discussion of Leg	acy 56 in my classroom.	
Strongly Agree		
Somewhat Agree		
Somewhat Disagree		
Strongly Disagree		
If you do not plan to use the information from the discussion of Legacy the discussion might be more useful by telling us why you do not plan to the discussion might be more useful by telling us why you do not plan to the discussion might be more useful by telling us why you do not plan to the discussion might be more useful by telling us why you do not plan to the discussion might be more useful by telling us why you do not plan to the discussion of Legacy the discussion might be more useful by telling us why you do not plan to the discussion of Legacy the discussion might be more useful by telling us why you do not plan to the discussion might be more useful by telling us why you do not plan to the discussion might be more useful by telling us why you do not plan to the discussion might be more useful by telling us why you do not plan to the discussion might be more useful by telling us why you do not plan to the discussion might be more useful by telling us why you do not plan to the discussion might be more useful by telling us why you do not plan to the discussion might be more useful by telling us why you do not plan to the discussion might be more useful by telling us why you do not plan to the discussion might be more useful by telling us why you do not plan to the discussion might be more useful by telling us why you do not plan to the discussion might be more useful by telling us why you do not plan to the discussion might be more useful by telling us why you do not plan to the discussion might be more useful by the discussion might be more u	to use it.	
development was productive.	caming processianone for pro-	
Strongly Agree		
Somewhat Agree		
Somewhat Disagree		
Strongly Disagree		
8. Think about your depth of understanding of each of the session. Then, reflect on your level of understanding AFT		
a. Using Design Thinking to create presentations for professional development	<b>\$</b>	<b>\$</b>
b. Learning how the arts can influence the culture of a community	<b>\$</b>	<b>\$</b>
c. Learning how the culture and spirit of a community impact emotional and educational outcomes	<b>\$</b>	•

# 9. I would recommend this session to another teacher. Strongly Agree Somewhat Agree Somewhat Disagree Strongly Disagree 10. I have the following suggestions for improvement of the content of the session:

12. Please provide any additional feedback in the box below.

## **Appendix D: PLC Two Comments**

- 6. If you do not plan to use the information from the discussion on Legacy 56 in your classroom, please help us to better understand how the discussion might be more useful by telling us why you do not plan to use it.
  - Had no relevance or tools for teaching
  - I don't feel that I understand enough about it to be an advocate. I couldn't find a website to help me learn more about them.
  - I'll also be sharing the "Read to Remember" and Kenny Leon functions with staff members.
  - Making connections with students and show background and diversity.

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

- Adding a multicultural panel to discuss the spirit of community and its impact on education.
- Bring multiple presenters from each group. For example, I would have enjoyed hearing from two members of Legacy 56.
- Great content!
- I feel providing teachers with a wealth of relevant resources in the community could help support teachers
- more tools to assist us with managing student attitudes and behavior
- we need presenters with factual evidence they have used in the classroom not background history or personal reflection.
- We need to see more of the Legacy 56 in all of our schools campus-wide.

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

- No change
- The session was perfect
- The sessions are broken into digestible chunks which makes it easier to work on each goal.
- more time for art teachers to discuss challenges in the art room and how to deal with them

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

- Good location, it's a new experience for me.
- So far so good
- Great learning experience!
- Thank you for ALL you do!!!
- Great learning experience!
- Love the whole day PLC! We've been asked before which option we prefer (3-hour evenings, weekday, or weekend), and this was the first time we've been able to "unpack" ideas within the luxury of an entire day. This shows respect for us as colleagues.
- Great story by the presenter
- Great! Thanks!

## **Appendix E**

## PLC Three Survey and Comments

## **Appendix E: PLC Three Survey**

## Elevate ARTS PLC 3 Survey, November 2017

### 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 November 2017 PLC 3 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 3 Survey, November 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 PLC session.
Yes
○ No
4. The time spent working in content goal groups to begin creating presentations for professional
development was productive.
Strongly Agree
Somewhat Agree
Somewhat Disagree
Strongly Disagree

## **Appendix E: PLC Three Survey**

5. The visit to the Dr. Carter G. Woodson African America	ın museum was relevant	<b>.</b>
Strongly Agree		
Somewhat Agree		
Somewhat Disagree		
Strongly Disagree		
6. I plan to use the information from the visit to the Dr. Ca	arter G. Woodson Museur	m in my classroom.
Strongly Agree		
Somewhat Agree		
Somewhat Disagree		
Strongly Disagree		
If you do not plan to use the information from the visit to the museum visit might be more useful by telling us why you do not plan to use it.	n your classroom, please help	us to better understand how the
7. Think about your depth of understanding of each of the session. Then, reflect on your level of understanding AFT	•	•
	ER you participated in th	e session.
session. Then, reflect on your level of understanding AFT a. Using Design Thinking to create presentations for professional	ER you participated in th	e session.
session. Then, reflect on your level of understanding AFT  a. Using Design Thinking to create presentations for professional development  b. Learning about the rich heritage of the community which	TER you participated in the BEFORE the Session	e session.
a. Using Design Thinking to create presentations for professional development  b. Learning about the rich heritage of the community which Elevate A.R.T.S. schools serve	TER you participated in the BEFORE the Session	e session.
a. Using Design Thinking to create presentations for professional development  b. Learning about the rich heritage of the community which Elevate A.R.T.S. schools serve  8. I would recommend this session to another teacher.	TER you participated in the BEFORE the Session	e session.
a. Using Design Thinking to create presentations for professional development  b. Learning about the rich heritage of the community which Elevate A.R.T.S. schools serve  8. I would recommend this session to another teacher.  Strongly Agree	TER you participated in the BEFORE the Session	e session.
a. Using Design Thinking to create presentations for professional development  b. Learning about the rich heritage of the community which Elevate A.R.T.S. schools serve  8. I would recommend this session to another teacher.  Strongly Agree  Somewhat Agree	TER you participated in the BEFORE the Session	e session.
a. Using Design Thinking to create presentations for professional development  b. Learning about the rich heritage of the community which Elevate A.R.T.S. schools serve  8. I would recommend this session to another teacher.  Strongly Agree  Somewhat Agree  Somewhat Disagree	ER you participated in the BEFORE the Session	e session.

# 10. I have the following suggestions for improvement of the format of the session: 11. Please provide any additional feedback in the box below.

- 6. If you do not plan to use the information from the visit to the Dr. Carter G. Woodson Museum in your classroom, please help us to better understand how the discussion might be more useful by telling us why you do not plan to use it.
  - Don't need a performance space.

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

- The next session could discuss the history of St. Petersburg.
- Make any future event of this type an all-day event.
- Need usable tools.
- We worked great on our content session!
- More direction with content goals project.

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

- Smaller groups
- Give more time for the garden.
- Great pacing!

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

- I didn't feel as much productivity as I would like because of the difference in personalities in our group. The alpha of the group didn't steer the direction well and for that reason, I didn't agree that it was productive. I like the idea of being able to use the time to work on the projects.
- Great training
- Thanks!
- Love the Carter G. Woodson museum and how we can possibility incorporate it into our schools!
- It was a fabulous museum, and a very successful day!

## Appendix F

## PLC Four Participant Survey and Comments

## Elevate ARTS PLC 4 Survey, April 2018

1. I attended the entire PLC 4 session on April 9, 2018.

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.

• •
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. The time spent working in content goal groups to continue work on the presentations for professional development was productive.
Strongly Agree
Somewhat Agree
Somewhat Disagree
Strongly Disagree

## **Appendix F: PLC Four Survey**

5. The time spent working in grant goal groups to condevelopment was productive.	ontinue work on the presentation	ns for professional
Strongly Agree		
Somewhat Agree		
Somewhat Disagree		
Strongly Disagree		
6. Think about your depth of understanding of each Then, reflect on your level of understanding AFTER	• • •	•
a. Using Design Thinking.		
b. Planning professional development presentations effectively.		
c. The Dali Museum's Innovation Labs		
7. I would recommend this session to others interest presentations.  Strongly Agree  Somewhat Agree  Somewhat Disagree  Strongly Disagree	sted in developing professional d	levelopment
8. The information about the Dali Museum Innovation	on Labs was relevant and interes	sting.
Strongly Agree		
Somewhat Agree		
Somewhat Disagree		
Strongly Disagree		
9. I have the following suggestions for improvement	t of the content of the session:	

# 10. I have the following suggestions for improvement of the format of the session: 11. Please provide any additional feedback in the box below.

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

- I enjoyed the Innovative activity with looking at the art and answering questions. It would be great to have more time to share experiences of that.
- More time for lunch and visiting the gallery.

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

- We need food that is more healthy less wheat more substance! But thank you for the food.
- Schedule in more time to see exhibits at the Dali.
- Have leaders on the same page so the planning done in a previous PLC can be used instead of changed with group plans.
- None I liked the flow of the day today!
- Great session today!

## 11. Please provide any additional feedback in the box below:

- Always great experience to work with colleagues in Elevate Arts!
- Thanks to Lisa and everyone else who had a hand in developing this day. It was particularly helpful to me as a new teacher.
- Thank you for doing an excellent job and providing this valuable resource to us. Entered directly on iobservation for collaboration.
- Great training.
- Great day, it was great sharing and learning from other art teachers.
- Please keep the teaching mentors quiet while we are taking the posttest. It was very distracting to hear them chatter while we were trying to think and compose sentences with meaningful content. Many of us are artists and we are distracted easily!
- Salads at lunch.

## Appendix G

## **Teacher End-of -Year Survey Results and Comments**

## Elevate ARTS End-of-Year Survey, April 2018

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 in Elevate ARTS throughout the 2017-18 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.

1. I first began participating in Elevate ARTS activities in
Summer 2015
Fall 2015
Spring 2016
Summer 2016
Fall 2016
Spring 2017
Summer 2017
Fall 2017
Spring 2018
2. Elevate ARTS has been relevant to my 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

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
Strongly Disagree
I did not participate in peer-to-peer visits.
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.
Strongly Agree
Somewhat Agree
Somewhat Disagree
Strongly Disagree

Somewhat Agree  Somewhat Disagree				
Strongly Disagree				
10. Overall, Elevate ARTS provided the opportunity for teach	ers to			
	Strongly Agree	Somewhat Agree	Somewhat Disagree	Stron Disag
engage in dialogue about arts instruction with colleagues.				C
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	
		-	-	
				Strong
11. Overall, Elevate ARTS has				
11. Overall, Elevate ARTS has  been relevant to the students that I teach.	Agree			
11. Overall, Elevate ARTS has  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	Agree			
11. Overall, Elevate ARTS has  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.	Agree			
11. Overall, Elevate ARTS has  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.	Agree			
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.	Agree			
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.	Agree			
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.	Agree			
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	Agree			

	Ctrongly	Somewhat	Somewhat	Stro
	Strongly Agree	Agree	Disagree	Disa
been supported in my position as an arts teacher.				
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 impacte	nd my students hy	,		
13. I believe my participation in Elevate Art 13 has impacte	Strongly	Somewhat	Somewhat	Stro
	Agree	Agree	Disagree	Disa
increasing their level of engagement in class.				
improving their behavior in class.				
increasing their arts content knowledge.				
Other (please specify)				
Other (please specify)				
Other (please specify)  14. The most important thing I have learned from Elevate a need)	ARTS is (please u	use as much	n space as	you
14. The most important thing I have learned from Elevate	ARTS is (please u	ise as much	n space as	you
14. The most important thing I have learned from Elevate	ARTS is (please t	ise as much	n space as	you
14. The most important thing I have learned from Elevate				
14. The most important thing I have learned from Elevate need)  15. I have the following suggestions for the content of Elevaters.				
14. The most important thing I have learned from Elevate need)  15. I have the following suggestions for the content of Elevaters.				
14. The most important thing I have learned from Elevate Aneed)  15. I have the following suggestions for the content of Elevate as you need).  16. I have the following suggestions for the mentoring port	rate ARTS for nex	rt year (plea	ase use as i	much
14. The most important thing I have learned from Elevate need)  15. I have the following suggestions for the content of Elevaters.	rate ARTS for nex	rt year (plea	ase use as i	much
14. The most important thing I have learned from Elevate need)  15. I have the following suggestions for the content of Elevate as you need).  16. I have the following suggestions for the mentoring port	rate ARTS for nex	rt year (plea	ase use as i	much

space as you	need).			
ank you for your r	esponses. Please click on t	:he "done" button below.		

**Appendix G: Teacher End-of-Year Survey Results and Comments** 

Item	N	% Summer 2015	% Fall 2015	% Spring 2016	% Summer 2016	% Fall 2016	% Spring 2017	% Summer 2017	% Fall 2017	% Spring 2018
I first began     participating in     Elevate ARTS     activities in	22	18	9	0	14	23	0	14	18	4

	Item	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
2.	Elevate ARTS has been relevant to my professional development and support needs.	22	82	18	0	0
3.	Overall, I am satisfied with the quality of Elevate ARTS.	22	77	23	0	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.	22	82	18	0	0
5.	The support and guidance that I have received from my Elevate ARTS teaching partner(s) or mentor(s) has been effective.	22	77	18	5	0
6.	The professional development and coaching that I have received through the Elevate ARTS professional learning community (PLC) have been effective.	22	82	18	0	0
7.	The Elevate ARTS peer-to-peer visits have been helpful to my instructional practice.	22	64	27	5	5
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.	22	59	36	5	0
9.	Elevate ARTS has helped me to build relationships with other Arts teachers.	22	100	0	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	59	41	0	0
regularly share ideas and materials.	22	86	9	5	0
reflect on teaching.	22	86	14	0	0
feel supported.	22	77	23	0	0

Appendix G: Teacher End-of-Year Survey Results and Comments

11. Overall, Elevate ARTS has	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
been relevant to the students that I teach.	22	82	18	0	0
been applicable to the arts content that I teach.	22	91	9	0	0
taught me to better understand Design Thinking and its application to the classroom.	22	68	32	0	0
helped me to create or refine my classroom processes and procedures.	22	68	27	5	0
taught me best practices in classroom management.	22	64	32	5	0
increased my ability to conduct lesson study	22	55	45	0	0
helped me to build strong STEAM lessons.	22	32	50	14	5
taught me best practices for engaging students.	22	64	32	5	0
helped me to understand cultural competence and its impact in the arts classroom.	22	73	18	9	0
helped me to strengthen relationships with my students.	21	62	33	5	0
helped me to strengthen relationships with my colleagues.	22	77	23	0	0

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.	22	77	18	0	5
networked with other arts teachers.	22	95	5	0	0
improved my teaching.	22	82	14	5	0
increased my willingness to try new ideas in my teaching.	22	82	18	0	0

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.	22	55	45	0	0
improving their behavior in class.	22	36	50	9	5
increasing their arts content knowledge.	22	64	36	0	0

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

- The most important thing I have learned is to be culturally responsive in my teaching. The professional development I received in this area was very inspiring and enabled me to think about implementing curriculum in a variety of ways.
- Lesson Development.
- The development and nurturing of relationships (both with students and colleagues) is critical to school and personal performance.

## Appendix G: Teacher End-of-Year Survey Results and Comments

- What Design Thinking is.
- To be open to the process and explore various ideas
- Presentation tips
- How important having support is.
- Building strong relationships with my students!
- I'm not the only one in my situation.
- A system of iteration and data collection to help measure behavior and learning in my classroom.
- Teaching standards using visual rubrics.
- I have great colleagues who work well together. They're a great source for information and inspiration.
- Network and build relationships with other teachers.
- That I am supported and I have learned more behavior management and cultural responsiveness.

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

- Continue on the same path as it seems to be successful.
- More peer-peer, including at different levels (elem to see middle, for instance).
- Individual teachers can assess their needs and then establish professional development based on those needs
- Having begun late in the year and the cycle, I'm not sure what things were covered without me.
- More hands on activities.
- Leave the presentations open for us to choose topics instead of how it was put this year.
- Have a hands on activity involving art and music.

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

- If a teacher is having a particularly difficult experience, it would be a good idea for the mentor to come into their classroom for a day and "model" their suggestions.
- Mentors if possible can come to the school sights and provide effect feedback on projects, instructional strategies, or classroom environment
- Love my mentor!!!
- Have the mentors interact positively with the school's administration? Pointing out some value that they see in the arts classes?
- Pair mentors with mentees at more similar behavioral schools.
- Mentor through areas of a teachers struggle
- Make more seasoned teachers in TZone schools mentors to create more relevance.

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

- Collaboration among arts teachers is a great benefit of Elevate Arts.
- Peer observations can be based on the needs of the teachers, which may mean, all teachers will not observe the same peers.

## **Appendix H**

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

1. Lam a mentor/teaching partner in

## Elevate ARTS Mentor/Teaching Partner End-of-Year Survey, April 2018

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 2017-18 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 2017-18 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.

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**

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Stro Disa
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	Stro Disa
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.				(
increased project teachers' ability to conduct lesson study.				
helped project teachers to create one or more professional development sessions.				
6. Because of Elevate ARTS, project teachers have				
	Strongly Agree	Somewhat Agree	Somewhat Disagree	Stro Disa
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 worl is (please use as much space as you need)	ked with hav	ve learned f	rom Elevat	e AR

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

(please use a	s much space a	,					
	following sugges	tions for the m	nentoring portion	on of Elevate	ARTS for I	next year (plea	ase use
much space a	as you need). —————						
10. I have the	following sugge	estions for the	content of Elev	/ate ARTS fo	or next vear	· (please use a	as much
space as you					,	(	
				-			
11. Resource	s and supports t	hat would help	me to be a m	ore effective	mentor/tea	aching partner	
include (pleas	se use as much	space as you i	need)				
include (pleas		space as you i	need)				
include (pleas		space as you i	need)				
include (pleas		space as you i	need)				
	se use as much :						
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## **Appendix H: Mentor/Teaching Partner End-of-Year Survey Results and Comments**

Item	N	%	%
	Respondents	Music	Visual Arts
1. I am a mentor/teaching partner in	10	40	60

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	100	0	0	0
3. Overall, I am satisfied with the quality of Elevate ARTS.	10	80	20	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	100	0	0	0
engage in discussions about Design Thinking.	10	100	0	0	0
regularly share ideas and materials.	10	100	0	0	0
reflect on teaching.	10	100	0	0	0
feel supported.	10	70	30	0	0
plan lessons with their colleagues.	10	100	0	0	0

5. Elevate ARTS has	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
been relevant to the students whom project teachers teach.	10	100	0	0	0
been applicable to the arts content that project teachers teach.	10	90	0	0	0
taught project teachers to better understand Design Thinking and its application to the classroom.	10	100	0	0	0
helped project teachers to create or refine their classroom processes and procedures.	10	100	0	0	0
increased project teachers' ability to conduct lesson study	10	100	0	0	0
helped project teachers to create one or more professional development sessions.	10	100	0	0	0

### Appendix H: Mentor/Teaching Partner End-of-Year Survey Results and Comments

<b>6.</b> 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	100	0	0	0
networked with other arts teachers.	10	100	0	0	0
improved their teaching.	10	100	0	0	0
increased their willingness to try new ideas in their teaching.	10	100	0	0	0

### Other:

Do not feel Elevate ARTS teachers are supported at their schools.

## 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)...

- Help is always available from other art teachers.
- For teachers open to help, I feel like they took away ideas to help with classroom management, ways to alter lessons to make them more engaging.
- They are not alone. There is a network of teachers available to help.
- To think out of the box and understand that time is an important factor when it relates to change.
- Supporting one another. Sometimes we feel isolated when we are the only art teacher in our school. Being able to visit one another and talk with one another on a regular basis is so important. We have special needs in our area that the general ed classrooms might not understand.
- A group of teachers they can network with and reach out to for advice/guidance
- Strategies for planning a successful lesson
- I believe the most important thing is how to access answers to problems/ issues. Curriculum, staff, administration- doesn't matter.
- Engagement strategies, connections with the music community.

## 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)...

- Need their own administration at their schools to support them. Schedule pure grade level classes, don't exceed 35 students per class.
- Support when dealing with classroom management.
- Classroom management
- Classroom management and support from administration. Feeling valued within their school community.
- Classroom safety and verbal de-escalation techniques, importance of highly structured lesson plans
- Increasing student engagement
- Additional support: lesson planning
- Classroom management
- Understanding of the scaffolding of the standards.

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

- After school once every 2 weeks, or once a month have mentors meet with all mentees, taking turns rotating to each teacher's school. Continue to have the mentees chaperone a field trip with the mentor.
- I think the mentoring part was good as long as the mentee was willing to work with their teaching partner. Weekly emails seemed to be helpful for the new teachers
- Monroe TDEs

### Appendix H: Mentor/Teaching Partner End-of-Year Survey Results and Comments

- Have the teachers pick ONE area to work on for the year
- Perhaps training on classroom management/behavior techniques that are really applicable to our schools that are in need.
- Help for mentors on how to advise a partner with a hostile or difficult administration
- Continue TDE's and continue visitations among teachers
- Flexible mentoring. Some of the project teachers are pros and don't need as much support.

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

- Take time during a summer institute to allow mentees to actually fill out all the paperwork required for a field trip.
- I'm not sure. I know a little of what's been covered in the past, but not all so I'm not sure what can be worked off of.
- More work with people outside the district
- Hands-on workshops are always engaging...being able to take projects with us back to the classroom are always appreciated.
- Not sure, but curious how the new relationship with LSI will affect arts teachers and students in our grant schools. Will they need additional supports?
- Continue to focus on instruction for diverse learners
- More tips to build relationship/culture at a school

## 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)....

- Mandatory after school PLC's for each level (elementary and middle) with my mentees.
- I think the most important thing is an open line of communication. One of my mentees and I did a good job with this and it seemed to be helpful for her
- more sharing of ideas
- Allowing more time for us to come together during the school year.
- Same as question 9, how to talk to a teaching partner about building relationships with a hostile or difficult administrator
- Time built into daily schedule to communicate with and support our teachers

## **Appendix I**

Project Leadership
Team Discussion
Protocol

## Pinellas County Public Schools Professional Development for Arts Educators \*\*Elevate ARTS\*\* Project Leadership Team Discussion Topics May 8, 2018

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?