

# External Evaluation Report Elevate ARTS – Implementation Year 4 Professional Development for ARTS Educators

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*External Evaluation Report, Elevate ARTS – Implementation Year 4, Professional Development for ARTS Educators* is a report on the fourth year of the project's implementation. The evaluation was conducted by RMC Research Corporation. We are grateful to the participating teachers and 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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# **EXECUTIVE SUMMARY**

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

This report is an evaluation of the fourth and final 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, 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 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 fourth-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 relationships with their students, thereby increasing students' engagement and learning.

Participation rates in the various project activities were high. On average, teachers attended 84% of the total hours offered. Eighty-three percent of the teachers met all of the requirements for the GPRA measure for teacher attendance, exceeding the target by three percentage points. Teacher knowledge gains were measured using two discipline-specific tests. For visual arts teachers, there was an average increase of 13.8 percentage points from pretest to posttest. For music teachers, there was an average increase of 11.5 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 11 classrooms to examine *Elevate ARTS* teachers' use of digital tools in their instruction. In all classrooms visited, 100% of the teachers demonstrated the effective use of digital tools.

Teacher perceptions of Year 4 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 were "proud" and "grateful" to have participated in Elevate ARTS, and described that they had, "experienced incredible professional growth" as a result of their participation.

Teaching partners expressed a great deal of satisfaction with the fourth year of implementation. All *strongly agreed* that *Elevate ARTS* has been relevant to the professional development and support needs of project teachers, has been relevant to the students whom they teach, and is



applicable to the arts content that they teach. Teaching partners report that teachers are feeling supported in their work and understand that building relationships with their students is tantamount to success.

The project leadership team shared their perceptions of the support and guidance offered by the project, its impacts over the years, lessons learned, and efforts surrounding sustainability. Year 4 saw a deepening of the relationships between the teachers, teaching partners, and grant manager. A great deal of individualized support was provided. Project leadership described myriad ways in which Elevate ARTS has impacted the teachers and their students over the years. These mainly included (a) increased student achievement and involvement in the arts; (b) improved culture in which the Elevate ARTS teachers are well-respected by their peers and truly accept that ALL children can succeed; (c) increased involvement of teachers and teaching partners in presenting at district, state, and national professional conferences; and (d) improved relationships with community arts organizations. Project leadership expressed immense positivity for using Design Thinking and culturally responsive lessons as the centerpieces of the grant's approach, as well as bringing the visual arts and performing arts teachers together for the grant. In thinking about sustainability, Elevate ARTS teachers have learned how important the pacing of lessons is; that well-planned lessons that expect high achievement from students are the key to improved student achievement. Through the use of Title IV, Part A funding and a partnership with the district's Supervisor of English Language Arts, there will be a program focused on Kindergarten through grade two in selected Title I schools, many of which are Elevate ARTS schools. Many of the tenets of the Elevate ARTS approach will be incorporated into this new program.



# SECTION 1 INTRODUCTION

The major purpose of this evaluation is to better understand the fourth and final 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 fourth year included a three-day summer institute, four professional learning community (PLC) sessions, professional support from a cadre of teaching partners, and peer-to-peer classroom visits. The year culminated in June 2019 with the Elevate ARTS teachers offering professional development sessions to their arts colleagues from throughout the Pinellas County School system during the day-long summer institute *Lessons That Work*!

The evaluation of the project includes both the study of the implementation of the fourth 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 fourth year, teacher perceptions of the sessions, and recommendations. 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 teaching partners' perceptions of the fourth year of the project. A section is also devoted to the project leadership team's perceptions of the Year 4 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 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 fourth 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 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?

# 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 visit protocol. Data were gathered during announced visits to a sample of participating teachers' classrooms.
- 6. At the end of the year, teachers and teaching partners completed an online survey to



gather their overall perceptions of the fourth 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 project.

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, 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 Table 2-1.

## **Evaluation Question Addressed:**

# What are the characteristics of the participating teachers?

# School Level and Content Area

The 23 participating teachers come from seven elementary and three middle schools within the district. All of the participating schools are considered to be high poverty. Slightly more teachers teach at the elementary level than at the middle school level (13 versus 10). There are three more music teachers than visual arts teachers (13 versus 10).

| School Name       | Music | Visual Arts | Total |
|-------------------|-------|-------------|-------|
| Elementary School | 7     | 6           | 13    |
| Bear Creek        | 1     | 1           | 2     |
| Campbell Park     | 1     | 1           | 2     |
| Fairmount Park    | 1     | 1           | 2     |
| Lakewood          | 1     | 1           | 2     |
| Maximo            | 1     | 0           | 1     |
| Melrose           | 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             | 13    | 10          | 23    |

# Table 2-1

| <b>Teachers' School Level and Content Area</b> | Teachers' | School | Level | and | <b>Content Area</b> |
|--|-----------|--------|-------|-----|---------------------|
|--|-----------|--------|-------|-----|---------------------|



# SECTION 3 DESCRIPTION OF KEY PROJECT COMPONENTS

This section of the study presents a summary of the key project components for the 2018-19 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 fourth 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 2018-19 school year included a three-day summer institute, four PLC meetings, and 15 hours of peer visits and mentoring, for a total of 51 hours. All of the events for the fourth year of the project were implemented as designed and intended.

#### **Summer Institute**

The first professional development event of the fourth year of implementation for Elevate ARTS, a three-day summer institute, was held at Gibbs High School and the Museum of Fine Arts in Saint Petersburg, Florida on May 30 – June 1, 2018. Days one and three of the institute were exclusively for the Elevate ARTS teachers and teaching partners. Day two was devoted to Elevate ARTS teachers and teaching professional development workshops to their arts colleagues from throughout the Pinellas County School system.

#### Days One and Three of the Institute

Seventeen teachers and ten teaching partners/mentors participated in days one and three of the institute, which featured presentations, discussions, hands-on activities, and reflection. The intended outcomes of days one and three of the institute were fivefold: (a) build a supportive Elevate ARTS community, (b) share success stories and ways to implement, (c) disseminate classroom strategies learned through the project to district teachers, (d) incorporate national arts education best practices into Elevate ARTS, and (e) use Design Thinking.



Day one of the institute began with Lisa Lehmann, Grant Manager, welcoming participants and providing an overview of the first day's event. Next, staff from the external evaluation company, RMC Research Corporation, provided an overview of the grant's evaluation requirements and highlights of the Year 3 evaluation findings. The grant requires the assessment of teachers' arts content knowledge using a pretest-posttest design. Thus, teachers took a pretest that day. The posttest will be administered at the conclusion of Year 4 professional development. Following the pretest, Sue Castleman, Pinellas County Schools' Specialist for Visual Arts, and Jeanne Reynolds, Pinellas County Schools' Specialist for Performing Arts, shared the history of the grant and its focus on retaining teachers, building relationships, using Design Thinking and digital tools, and focusing on STEAM in the arts.

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 and successes 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, planning effective lessons, 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. Topics and presenters are summarized in Table 3-1.

## Table 3-1

Five Slides in Five Minutes Topics and Presenters

| Topics   | Presenter        |
|--|------------------|
| Modern Rock Band – Little Kids Rock  | Meghan Alfaro    |
| Field Trip Success, Community World Map Mural, and Dali<br>Museum's "How to Make Surrealist Art."                                  | Sandra Bourne    |
| Hurricane Irma Survival, STEAM Conference Presentation,<br>and Student Performance at STEAM Conference in<br>Philadelphia          | Marie Hill       |
| All Students Participate in Art Shows, Building Relationships,<br>Lesson Planning, Behavior Management with Racing Dots            | Allie Cameron    |
| Successful Field Trips, Great American Teach-In, Student<br>Participation in Art Shows, Peg Board for Organization of<br>Materials | Karen Santangelo |
| Starting and Elementary Beginning Band   | Brenda Urban     |
| Restorative Practices to Decrease Student Violence, Artsonia to Build Relationships  | Renée Smith      |
| Building Positive Culture and Climate with Students, Benefit<br>Concert for Marjorie Stoneman Douglas High School                  | Scott Browning   |
| Classroom Organization, Art Club for 3 <sup>rd</sup> Graders, Dali Art<br>Mobile   | Cheri Connolly   |



| Topics  | Presenter        |
|---|------------------|
| Student Art Show Participation, Art Club  | Felicia Stamp    |
| Dalcroze Method Implementation = Calmer and More<br>Focused Students, STEAM in the Music Lab  | Pam Richardson   |
| Attention Grabbers, Emojis, Catch a Kid Doing Great, and<br>Scraping Crayons Onto Glue Images   | Halleh Pinney    |
| Field Trip to Dunedin Arts Center and Building Relationships  | Allyson Barner   |
| Keys to a Quick Start – Building Relationships with Students,<br>Teachers, Parents, and Administrators  | Adam Gray        |
| <i>Use of Videos and Step-by-Step Power Points to Guide the</i><br><i>Creation of Student Art Work</i>  | Karen Powell     |
| Strategies for Successful Concert Participation – Seek<br>Results, Not Perfection!  | Leon Carson      |
| 60 <sup>th</sup> Student Art Show - Over 30,000 Student Artworks Shown<br>Over the Years, Animal-Themed Art Show to Raise Pennies<br>for Pet for Elderly to Purchase Dog and Cat Food         | Wendy Bruce      |
| Flower Banner for Marjorie Stoneman Douglas High School<br>Students, Presented at NAEA Conference in Seattle, Field<br>Trips, Art Shows, National Art Awards Ceremony at Carnegie<br>Hall     | Julie Smith      |
| Building Culture, Summer Band Camp  | Elisha Lyles     |
| Collegial Support, Warm-up Exercises, Using Recorders to<br>Build Site Reading Skills   | JaNae Robinson   |
| Clay Food Unit, Artomé to Build Student Art Show for 700<br>Students, Artsonia  | Lauren Moon      |
| Celebrating Success – Visiting Music Teachers Visited Class<br>and Provided Feedback, More Students Staying with Music In<br>HS, Music Library Is Almost Done                                 | Josette Harris   |
| Classroom Design and Organization, All County Chorus<br>Concert, Max Moves Dance Team, MLK50 Tribute<br>Performance   | Tamara Castellón |
| Aesthetics in Music Workshops: Students Try a Variety of<br>Instruments, International Day Featuring African Drumming,<br>Attended MPA, Hand Drum Class for a Very Large Class,<br>Fundraiser | Austin Vickrey   |
| The Impact of Relationships on Student Engagement, Student<br>Achievement at Competitions, We Impact Others' Lives  | Stan Butts       |
| Looking Back on Four Years at Melrose, "The Best Thing I<br>Ever Did Was Believe in M.E.!"  | Shaday Lackey    |

Following the "Five Slides in Five Minutes," day one of the institute concluded with a debriefing of the day.



Day three began with inspiring talks and performances by two Pinellas County high school musicians. Then, in the session, "Defining and Confronting Implicit and Explicit Bias with Elevate Arts" Hillary VanDyke built on the prior work done by Dr. Mary Conage and Elevate ARTS. Using the *Conage Continuum of Education Equity*, which includes the categories of apathy, awareness, application, and advocacy; participants reflected on a variety of actions related to equity and to what extent each is a consistent part of their professional practice. VanDyke emphasized that understanding people and cultures, valuing counter-narratives, teaching in a culturally relevant way, and having an equity mindset are all effective ways to counteract bias. Participants then went on a *Privilege Walk*, during which they reflected on statements related to their upbringing, for example, "Take a step forward if you had an adult in your household who came to this country against their will." This was followed by two videos, *What kind of Asian Are You?* and *To This Day Project*. Participants reflected on bias, prejudice, and stereotypes and the dangers of relying on a single story. The session concluded with a quote from Walter Gilliam, "Biases are natural but they must also be reckoned with."

Next, participants visited the Museum of Fine Art's *Magnetic Fields Exhibit*; the first American exhibition dedicated exclusively to the formal and historical dialogue of abstraction by women artists of color. The exhibition includes works by twenty-one artists born between 1891 and 1981. Following the visit, Dr. Mary Conage led a discussion with the teachers of what this exhibit means to them and their students.

In the final discussion of the institute, *Now What, So What?* participants were invited to discuss with one another what a culminating Elevate ARTS event at their school would look like, how could other staff members be involved, and what steps need to be taken to achieve this.

# Day Two of the Institute

Day two of the institute, entitled *Elevate Your Teaching!*, featured professional development workshops presented by Elevate ARTS teachers and teaching partners. The sessions were open to all arts teachers in the district, contributing to the dissemination work of the grant. Eighty-six people attended, including 18 Elevate ARTS teachers, 9 Elevate ARTS teaching partners/ mentors, and 59 teachers from non-Elevate ARTS schools throughout Pinellas County. Session titles and presenters are listed in Table 3-2.

#### Table 3-2

Summer Institute Day Two Elevate Your Teaching! Session Titles and Presenters

| Title  | Presenters  |
|--|---|
| First Morning Breakout Sessions                                |   |
| Student Engagement: Sharing What Works                         | Wendy Bruce, Cheri Connolly,<br>Haleh Pinney, Renée Smith |
| How to PAINLESSLY Keep Your Middle School Students<br>Engaged! | Allyson Barner, Karen<br>Santangelo, Haley Treiber        |



| Title  | Presenters   |
|--|--|
| Cruisin' Through Student Engagement  | Tamara Castellón, Rebekah<br>Chambers, Elisha Lyles, Brenda<br>Urban                             |
| Second Morning Breakout Sessions   |  |
| Getting Digital in the Art Room  | Sandra Bourne, Lauren Moon   |
| Technology in the Music Classroom  | Scott Browning, Leon Carson,<br>JaNae Robinson, Austin<br>Vickrey                                |
| States of Matter! The Arts Lab   | Sara Black, Josette Harris,<br>Marie Hill, Pam Richardson  |
| Third Morning Breakout Sessions  |  |
| Culturally Responsive Instruction in the Art Room  | Allie Cameron, Karen Powell,<br>Julie Smith, Felicia Stamp                                       |
| Cultural Responsiveness: More Than Black and White   | Meghan Alfaro, Stan Butts,<br>Adam Gray, Shaday Lackey   |
| First Afternoon Breakout Sessions  |  |
| Inventive Identities in Portraiture  | Sandra Bourne, Renée Smith   |
| Print and Mix Your Media!  | Wendy Bruce, Cheri Connolly,<br>Haleh Pinney, Karen<br>Santangelo, Julie Smith, Felicia<br>Stamp |
| You Want ME to Read What? Building Consistency,<br>Continuity, and Fluency in Rhythmic Sight-Reading K-8 | Scott Browning, Josette Harris,<br>Shaday Lackey, Pamela<br>Richardson, JaNae Robinson           |
| Second Afternoon Breakout Sessions   |  |
| It's Drywall Y'all!  | Allyson Barner, Allie Cameron,<br>Karen Powell, Haley Treiber                                    |
| <i>Do, Mi, and So Beautiful: Articulating the Development of Vocal Tone from K-8</i>                     | Meghan Alfaro, Stan Butts,<br>Tamara Castellón, Adam Gray,<br>Marie Hill                         |
| Third Afternoon Breakout Sessions  |  |
| Digital Instruction in the Art Room  | Sara Black, Lauren Moon  |
| Ideation: A "Think Tank" Session for the Instrumental<br>Classroom                                       | Leon Carson, Rebekah<br>Chambers, Elisha Lyles, Brenda<br>Urban, Austin Vickrey                  |





Elevate ARTS Teaching Partner Brenda Urban and Pinellas County Schools Arts Teacher Colleagues Participate in the "States of Matter! The Arts Lab" Session.



Elevate ARTS Teaching Partner Lauren Moon and Teachers Haleh Pinney, Sandra Bourne, and Felicia Stamp Participate in the "It's Drywall Y'all" Session.

Photos: RMC Research/Elizabeth Bright



Day two concluded with the teachers and teaching partners debriefing on the day, by answering these two questions: (1) What went really well? (2) What would you change next time? Presenters expressed a great deal of satisfaction with the level of interest of their audiences, as evidenced by the comment, "I was surprised at all of the questions they asked! They really wanted to know this information!" Additionally, the importance of collaborating *as a team* of presenters was very valued. Presenters added that, for the next time, they would have liked to have had additional allotted time to rehearse their presentations.

# Professional Learning Community (PLC) Sessions

Four PLC meetings were held between September 2018 and March 2019 at the Imagine Museum in St. Petersburg, Florida.

## Professional Learning Community (PLC) Session One

The first PLC session took place on the morning of September 12, 2018. Twenty-two teachers and nine teaching partners participated in presentations and discussions focused on culturally responsive instruction, restorative practices, relationship building, and classroom culture.

The PLC began with Lisa Lehmann, Grant Coordinator, recognizing teachers who are new to the grant. She asked teachers to share with their neighbor, "their greatest triumph of the year." Then, she showed a short video on the Elevate ARTS Summer Institute, which featured Elevate ARTS teachers and teaching partners facilitating professional development sessions attended by teachers throughout the district. Next, Senator Darryl Rouson spoke about the impact of the arts on the health of communities, telling the teachers:

Your work is hugely significant. The potential for arts to impact mental health and substance abuse is great. The arts are important. Be passionate about what you do...it's all about the children. They're the most important equation in the room.... It's about the health of our communities. It's about taking these precious jewels when they come from toxic environments, and while we've got them, we have a responsibility to help. That's what I need you for. I need creative, innovative solutions to what you see. So, climb, run, walk, act, dream! Dare to dream that you can make a difference. That's what I did. I'm excited that you've made this commitment of time, talent, and energy. There are people in Tallahassee...who are behind you.

Next, Elizabeth Bright, Grant Evaluator, provided an update on evaluation findings of the previous year's implementation and solicited volunteers to have their classrooms visited in spring 2019 for this year's evaluation.

Next, six articles from the September 2018 issue of *Educational Leadership* were reviewed and discussed. These included:

- *Boosting Your Teacher Credibility* by Douglas Fisher and Nancy Frey. (Students' belief that they can learn from a teacher is powerful).
- *Syncing Behavior Strategies* by Jill Harrison Berg. (To improve climate, teachers and administrators must work together).



- *Finding Your Classroom* by Tracey Tinley. (How a Nike ad campaign helped one teacher change students' beliefs on learning and set the right tone for the school year).
- Are the Kids Really Out of Control? by H. Richard Milner IV, Heather B. Cunningham, Lori-Delale-O'Connor, and Erika Gold Kestenberg (Students need support, not punishment).
- *Room for Improvement* by Robert Dillon. (Becoming more intentional about classroom design can help teachers manage behavior, build community, and improve learning).
- You Don't Know Me Like That by Gabriel "Asheru" Benn. (Rapport is a building block of effective classroom management. Without it, cultural misunderstandings between teachers and students can devolve into chaos).

Using the "3-2-1 Protocol" (3 things you learned, 2 connections to your class, 1 question you still have), all teachers read the first article and posted their comments on a board, and then did a gallery walk of the comments. Next, teachers separated into school-level visual arts and music groups to read one assigned article using the 3-2-1 Protocol. Following the small-group readings, each group shared information on their article with the larger group. The final part of the session was devoted to a tour of the Imagine Museum.

# Professional Learning Community (PLC) Session Two

The second PLC session took place during the afternoon of September 12, 2018. Twenty-two teachers and nine teaching partners continued the work of the prior PLC session and participated in presentations and discussions focused on culturally responsive instruction, restorative practices, relationship building, classroom culture, and student-centered lesson design.

The PLC began with a video featuring Jonathan Grant Brown. Grant Brown is widely viewed as an innovative leader in the field of empowering students and teachers alike in being exceptional in their pursuit of a successful future, no matter their background. Grant Brown has "overwhelmingly benefited from what a collection of talented educators can provide," and believes that building, nurturing, and growing proper relationships accelerates student learning. In the video, Grant Brown described how he and his younger brother were abandoned by their mother when he was five years old, his fourteen years in the foster care system, and the effect that a system of teachers who cared about him had on his life. Determined to "cause trouble," he was consistently told, "You have a lot of potential." At pivotal points in his education, when determined to take the wrong path, there was always a teacher who "interrupted" his life. He credits his 7<sup>th</sup> grade teacher with, "physically taking me off of the path to prison and on to the path to college" by placing him in a Pre-Algebra class. In high school, he was determined to not reach the age of 18, as that would be the age when he would no longer have a foster family. Once again, a caring teacher "interrupted" him and saw to it that Grant Brown was put on the path to the college of his dreams. Grant Brown credits these "interruptions," which he defines as, "an unwavering, systematic approach to ensuring young peoples' success," with his success. It took everyone in his school district working together to make him who he is today:

It is the interruptions we decide to deliver on the young people we face every day that will determine the future they will have. They can become interruptions for other people, and your work is multiplied. I realized what success is when I went to visit my foster



family. I realized that success is ensuring that my foster brothers and sisters would have the opportunity to be interrupted. Who has interrupted your life to afford you the opportunity to be where you are today?

Next Jeanne Reynolds, Pinellas County Schools' Specialist for Performing Arts, asked the teachers to think of a word that represents the story shared by Grant Brown. Words mentioned included: Empowering. Truth. Hope. Reach. Enlightening. Determination. Relationships. Interruption. Love. Next, teachers were asked to draw connections between Grant Brown's story and the articles read in the prior PLC session. Finally, she asked the teachers to think about the "Jonathans" in their classrooms, and a few shared stories about their students. Reynolds asked, "What things can you do if you have that student? Aren't all of those teachers who interrupted him practicing restorative practice?"

The next part of the session was devoted to using Design Thinking to create student-centered lessons. Sue Castleman, Pinellas County Schools' Specialist for Visual Arts, further explained that the lesson should revolve around self-expression, critical thinking, and reflection. She urged the teachers to consider the critical content and the cognitive complexity of the tasks of the lesson; and to consider how to get each student's personal expression to be unique and have everyone's voice heard as a group while still honoring individuals.

Teachers then separated into school-level visual arts and music groups to develop studentcentered lessons. Teachers were asked to consider the following:

- What is the Critical Content?
- How does it celebrate the student voice?
- What are the learning goals?
- What are the Learning Targets/Key Learnings?
- What are the connections to cultural relevance and restorative practices?
- What are the details of the lesson?
- What materials/equipment are needed?
- How will you share the outcome of the implementation of the lesson with your group?

The session continued with each group describing their lesson and how the results of the lesson implementation would be shared with others in their group. Examples include:

- An elementary-level music group will make recordings of their ensemble concerts, share them with the other teachers in the group, and their colleagues' students will critique the performances. Then, the feedback will be integrated into the performance, new recordings will be made, and colleagues' students will critique the new recordings.
- A middle-school visual arts group plans to collaborate on a "Word-Image" art exhibit using mixed- media. The theme will be, *What if...* The students' images will be shared within the group.

The session concluded with Lisa Lehmann emphasizing the importance of collaborating with colleagues who "speak your language" and encouraging teachers to continue their conversations



to, "create engaging lessons to help the Jonathans in your class." Upcoming events of relevance to the teachers were also discussed.

# Professional Learning Community (PLC) Session Three

The third PLC session was held during the morning of March 6, 2019. Twenty-three teachers and eleven teaching partners participated in this event, a three-hour Professional Learning Community (PLC) session. The session featured presentations and discussions focused on building relationships, developing positive classroom culture, and contributing to equity in education.

The PLC began with Lisa Lehmann, Grant Coordinator, recognizing teachers who are new to the grant. Then, she asked participants to share with their neighbor, "their greatest triumph of the year." Next, she provided an overview of the Elevate ARTS grant, including the grant's goals. Additionally, selected teachers and teaching partners shared their thoughts on Elevate ARTS and how it has impacted them. For Elevate ARTS Teacher Scott Browning, the grant has increased his awareness of the collegial and administrative support available to arts teachers. He added that the survey questions have caused him to reflect on his professional practice and reminded him to use what he has learned with his students. Finally, he expressed hope that he will continue to use Design Thinking and provide the best instruction for his students. Teaching Partner Cheri Connolly shared that she has enjoyed the opportunity to meet and share ideas with other teachers. "Email is great, but it is not the same as face-to-face talk," she pointed out, also noting that being able to go into each other's classrooms has been very valuable. She hopes that the teachers will be able to continue to schedule time to meet with one another. Elevate ARTS Teacher Julie Smith recalled the beginning of the grant, and how nice it was to meet with other art teachers, helping her to feel less isolated. She explained that through the years it has been helpful to build personal relationships with colleagues and to visit other schools. In particular, she would like to see the opportunity to visit teachers in other schools continue. Teaching Partner Pam Richardson pointed out that collaboration is very important, and that Elevate ARTS teachers have been on the cutting edge of district initiatives. She hopes that the support and sharing will continue. Lisa Lehmann summed up the comments as, "Most importantly, it's about the relationships we have built with students and each other."

Next, the teachers separated into cooperative content-area groups to participate in group article reading, using the "3-2-1 Protocol" (3 things you learned, 2 connections to your class, 1 question you still have). The visual arts teachers read and discussed *Taking Back Baltimore Through the Arts* by Sia Kyriakakos from the December 2018/January 2019 issue of *Educational Leadership*. The music teachers read Robert Clark's article, *Escaping the Oppressive Classroom: Lessons Learned from Teaching in a Low-Socioeconomic High School (Part 1)*, from the November 2018 issue of Florida Musical Director.

Following the group article reading, Dr. Mary Conage's presentation, *Goodbye, Yellow Brick Road*, drew parallels between Elevate ARTS and the Wizard of Oz. She explained, "Like the characters in the Wizard of Oz, teachers have met friends along the way and overcome challenges."



Dr. Conage challenged the teachers to facilitate the shift toward equity in education, reminding them, "What you do *does matter*." She urged the teachers to "know your story, strategies, and strengths. And know that there are people who support you and believe in you." She shared several stories of her own, then asked the teachers to share in small groups their stories of being "that teacher, that student, and an onlooker" in the realm of equity. She explained that it is important for us as educators to come to terms with how we contribute to inequity so that we can move forward. Using the *Block Party* protocol, teachers listened to music and then each time it stopped, discussed with a partner a given topic, such as a memory of an arts class lesson or their favorite thing to teach. Next, Dr. Conage explained that the types of learning and teaching that occur influence the extent to which learning inequities are perpetuated. The levels of learning, she explained, include *Semantic* (memorizing), *Episodic* (experiencing), *Procedural* (doing), and *Reflexive* (feeling). The extent to which teachers are able to create learning experiences in which students can perform and feel will impact the learning that occurs. The session concluded with the teachers working individually to complete a "Strengths Selfie" using the prompts: *I am..., I have..., I know..., and I can....* These were shared with a partner.

#### Professional Learning Community (PLC) Session Four

The fourth PLC session took place during the afternoon of March 6, 2019. Twenty-two teachers and eleven teaching partners participated in this event, a three-hour Professional Learning Community (PLC) session. The session featured the use of Design Thinking for the continued planning of professional development presentations to be delivered to arts teachers from throughout Pinellas County Schools.

The PLC began with Lisa Lehmann, Grant Coordinator, providing the context for the planned June 4<sup>th</sup> summer institute, *Lessons That Work!* The day featured Elevate ARTS teachers sharing their vetted student-centered lessons that have been developed using the Design Thinking approach, as well as other topics of high interest to arts teachers.

Teachers then separated into their existing school-level visual arts and music groups to continue work on their presentations of the student-centered lessons. Teachers were asked to consider the following:

- What is the Critical Content?
- How does it celebrate the student voice?
- What are the learning goals?
- What are the Learning Targets/Key Learnings?
- What are the connections to cultural relevance and restorative practices?
- What are the details of the lesson?
- What materials/equipment are needed?

The session continued with a *Celebration of Five Years of Elevate ARTS*, featuring highlights of the grant's accomplishments, pictures taken over the life of the grant, and a cake. The session concluded with the administration of the teacher posttest.



# **Mentoring and Peer Visits**

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

The 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 visits are held throughout the year and entail teachers with similar roles visiting one another's classrooms. As an illustrative example, elementary music teachers visited a (non-Elevate ARTS) colleague's classroom to observe a series of classes on January 30, 2019. Three Elevate ARTS teachers, one member 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 Peer Visit Lesson

The 45-minute class is comprised of 19 fifth-grade students who attend music class once per week. Students enter the room and are seated on the floor. One student switches the displayed "I can..." statements for the lesson. The teacher greets the students with a sung, "Echo, here we go." Students sing in reply. The teacher sings, "Echo let me see. Let me see who's here today. Charlie over the ocean. Charlie over the sea. Charlie caught a blackbird. Can't catch me. Aidan caught a blackbird...." and each student echoes in song as a means of assessment and attendance taking. All point to the "I can..." statements displayed on the board. One student reads the Level 3 statement for today's lesson: "I can compare and contrast works within genre, style, and culture using correct music vocabulary." As warm up, the students sing solfège while using appropriate hand signals. The teacher asks, "What can we do to make it better?" Students reply, "Form vowels more emphatically and sing forte." The teacher asks, "Which vowels are hardest for you? Discuss with your partner."

The lesson transitions to the introduction of the song, *Baztango Esku Dantza*. The teacher asks, "Based on the title, what do you think about this song? Where is it from? As you listen to this piece of music, think about what part of the world it is from and what happens in the music. Talk to a partner, then share." The students respond, "There was a drum. And another instrument that sounds like a flute." The teacher explains that is actually a *txistu*, and it is played by the musicians at the same time they play the drum. It is from the Basque region between France and Spain. A competitive hand dance is done to this song at festivals. She explains further that there are no filmed recordings of the dance available online because the Basque are a very private culture. The teacher asks the students to predict what they think will happen with the tempo in the song. Students predict, "Maybe it will go allegro and then adagio... I think something loud will happen and then it will pause (teacher points out the sign on the board for accent)." Next, all practice the hand dance. First, the teacher leads and students practice individually sitting down, then standing facing a partner as more movements are added...under left, under right...rest, rest. Then they practice to the music. The tempo increases and then decreases. Students gather seated on the floor in front of the board with the various tempo terms posted. "That's not the whole thing, and that's the easy part! What happened with the tempo? It started out andante and how did it end?" "Presto," the students reply. The teacher summarizes, "Yes, it went from andante to moderato to allegro and all the way to presto. What are you going to do when the music gets faster and you can't do it?"

A student asks, "How did you know the dance went like that?" The teacher responded, "I learned this from my friend who was at a festival. She was not allowed to film it, but she was able to record the audio of the person playing the music and showed me the hand dance motions, and I was able to purchase the music." Students added more movements and then stood again facing a new partner performing the hand dance to the music. First andante, then more quickly. The teacher asked, "What did you do when you got so mixed up you couldn't keep going?" A student replied, "I stopped until the next phrase and then started up again." Students continued practicing with their partner.

Next, the teacher asked, "How is this music similar and different to what you listen to every day?" The class discussed that the instruments are different, there are no words, you can dance to it, and not only is it a folk song but it is also a folk dance that is passed down through generations. Both our music and this music has ABC sections, differing tempos, and varying dynamics. The teacher concludes the lesson by offering praise to the students, "I am incredibly proud of where you are right now when I think back to the beginning of the year. Where do you think you are right now?" All respond, "Level 4 [the highest level]." The teacher reminds them that there is still vocabulary to work on and to bring their recorders next week.



After several class periods had been observed, the group debriefed. There was a discussion of how to efficiently take attendance, as this is especially important for new teachers to know. Following the final class observation, the teachers engaged in a conversation with the observed teacher. In the group was a first-year teacher who wondered how the observed teacher came up with all of these high-quality lessons. The observed teacher shared that she had acquired many lesson ideas over her 27 years of teaching and emphasized that a teacher should go with what feels comfortable musically. She also recommended the book, Teach Like a Champion, and suggested that teachers pick one concept as the focus of the lesson and then expand gently by choosing the songs and materials that go with it. She stressed that lessons should first and foremost be *concept-based*. In terms of student engagement, the teacher keeps the students busy from the moment they walk in the door by meeting them with a song to help them make the transition into music class. The song will be used later in the lesson. The teacher suggested to, "start with pieces that you're passionate about because you're a mirror for the students." She also added that it takes years of working with the students to get to the point where they are able to work in small groups, and suggested teachers always work with the large group first, and then move on to smaller group and individual work. The observed teacher asked if the Elevate ARTS teachers had any questions about what she did or why she did it. One asked about the order in which she read lyrics, if it is a left to right sweep and top to bottom. The observed teacher stressed that she is careful to use a left to right sweep, and top to bottom to reinforce the proper music and literacy skills.

The grant manager posed the question, "What did you more experienced teachers take away today that you can modify for your classroom?" One responded, "I saw that you didn't squelch their creativity." The observed teacher clarified that she aims to set her students up for success by reminding them of procedures and expectations ahead of time, for example, to use rest position for their hands *before* they are sitting in front of a xylophone. The discussion concluded with a comparison of the recorder curriculum and procedures used at each teacher's school.

Teacher participation in mentoring and peer visits is tracked through contact logs and attendance sheets. During Year 4, over 630 hours of mentoring activities were provided to project teachers, and 22 of the 23 teachers (96%) participated in 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 3-3. A total of 51 hours of professional development was offered during the fourth year of the project. An analysis of these data reveals that



- Eight (35%) of the teachers attended 100% of the 51 hours offered;
- On average, teachers attended 43 hours (84%) of the 51 hours offered;
- Nineteen (83%) of the teachers completed at least 40 of the 51 hours offered;
- Twenty-two (96%) of the teachers participated in the professional development over at least a six-month period; and
- Nineteen (83%) of the teachers met all of the requirements for the GPRA measure for teacher attendance, exceeding the target of 80%.



Table 3-3Individual Teacher Participation in Professional Development

| Teacher | N Hours Attended <sup>1</sup> | % Hours Attended |  |
|---------|-------------------------------|------------------|--|
| 1       | 51.0                          | 100%             |  |
| 2       | 51.0                          | 100%             |  |
| 3       | 51.0                          | 100%             |  |
| 4       | 51.0                          | 100%             |  |
| 5       | 51.0                          | 100%             |  |
| 6       | 51.0                          | 100%             |  |
| 7       | 51.0                          | 100%             |  |
| 8       | 51.0                          | 100%             |  |
| 9       | 49.5                          | 97%              |  |
| 10      | 43.5                          | 85%              |  |
| 11      | 43.0                          | 84%              |  |
| 12      | 43.0                          | 84%              |  |
| 13      | 43.0                          | 84%              |  |
| 14      | 43.0                          | 84%              |  |
| 15      | 43.0                          |                  |  |
| 16      | 43.0 84                       |                  |  |
| 17      | 43.0                          | 84%              |  |
| 18      | 42.5                          | 83%              |  |
| 19      | 42.0                          | 82%              |  |
| 20      | 35.0                          | 69%              |  |
| 21      | 31.0                          | 61%              |  |
| 22      | 24.8                          | 49%              |  |
| 23      | 21.0                          | 41%              |  |
| Average | 42.7                          | 83.7             |  |

<sup>&</sup>lt;sup>1</sup> Numbers are based on the 23 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 fourth year of the project.

Teachers' arts content knowledge was assessed with a pretest prior to participation in project activities on May 30, 2018. The posttest was administered at the conclusion of formal Year 4 professional development events on March 6, 2019. 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 fourth 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 fourth 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 <u>http://designthinkingforeducators.com</u>) to carry forward the achievements of Elevate ARTS both within the Elevate ARTS schools and districtwide. This topic was chosen as Design Thinking has been a major focus throughout the implementation of the Elevate ARTS grant, and sustainability has been especially addressed during the fourth and final year of implementation. 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 55.3% correct, and the average posttest score was 69.1% correct. Thus, the average gain from pretest to posttest was 13.8 percentage points.
- The sample size was too small to conduct a Wilcoxon signed rank test. Seven teachers' scores improved from pretest to posttest, with gain scores ranging from a decrease of 10 percentage points to an increase of 40.0 percentage points.

| Score    | Average | SD   | Minimum | Maximum |
|----------|---------|------|---------|---------|
| Pretest  | 55.3    | 17.5 | 37.5    | 80.0    |
| Posttest | 69.1    | 14.0 | 47.5    | 90.0    |
| Gain     | 13.8    | 16.9 | -10.0   | 40.0    |

 Table 4-1

 Visual Arts Content Knowledge of Participating Teachers (N = 10)

For the 13 music teachers,

- The average pretest score was 34.4% correct, and the average posttest score was 45.9% correct. Thus, the average gain from pretest to posttest was 11.5 percentage points.
- Seven of the teachers' scores improved from pretest to posttest, with gain scores ranging from a decrease of 17.5 percentage points to an increase of 52.5 percentage points.
- Results of the Wilcoxon signed rank test reveal that there was a significant difference in pretest scores (M=34.4, SD=19.7) and posttest scores (M=45.9, SD 19.3), p=.04207, with a Wilcoxon value of 1.7272. Thus, the GPRA measure for music teacher content knowledge gains was met.

# Table 4-2 Music Content Knowledge of Participating Teachers (N = 13)

| Score    | Average | SD   | Minimum | Maximum |
|----------|---------|------|---------|---------|
| Pretest  | 34.4    | 19.7 | 5.0     | 80      |
| Posttest | 45.9    | 19.3 | 17.5    | 72.5    |
| Gain     | 11.5    | 20.1 | -17.5   | 52.5    |



# SECTION 5 ENHANCED INSTRUCTIONAL PRACTICE: TEACHER USE OF DIGITAL TOOLS

This section details the class visits that were conducted by the external evaluator in a sample of *Elevate ARTS* classrooms during February 2019. 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, 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 visit 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 Visit 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 Visit Protocol.

#### **Sample Selection**

For the purpose of selecting a sample of classes to be visited, in September 2018 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 assurance that teachers' anonymity would be protected and that they would be given the opportunity to see the visit protocol prior to the visit. Of the 23 participating teachers, 48 percent (11) volunteered to have their classrooms visited.



In Table 5-1 the number of classrooms visited by grade level is reported. The classrooms visited spanned Grades 1 through 8, with Grades 1-5 accounting for two-thirds of the visits. There was one theatre classroom, and six visual arts and four music classrooms visited.

| Grade Level | N Classes | % of Classes |  |
|-------------|-----------|--------------|--|
| 1           | 2         | 18           |  |
| 2           | 2         | 18           |  |
| 3           | 1         | 9            |  |
| 4           | 1         | 9            |  |
| 5           | 1         | 9            |  |
| 6-8 (mixed) | 3         | 27           |  |
| 8           | 1         | 9            |  |

Table 5-1Classroom Visit Sample by Grade Level

## **Procedures for Class Visits**

Following the volunteer sign-up in September 2018, the visit schedule, procedures, and the classroom visit protocol were sent to the teachers electronically. The class visits were conducted February 4 - 8, 2019. One evaluator visited all 11 classes, thereby eliminating the need for interrater reliability estimation. Teachers were asked to provide a copy of the lesson plan 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 11 classrooms were quite varied, with all of the visited teachers using the Smart Board in their lesson.



| Table 5-2                        |  |
|----------------------------------|--|
| <b>Digital Technologies Used</b> |  |

| Digital Technology                   | Frequency | How Used  |
|--------------------------------------|-----------|---|
| Smart Board                          | 11        | Teachers take attendance by having students<br>"click" on their icon; display instructional<br>support materials including lesson agendas,<br>learning goals, and lesson presentations; display<br>videos, such as, "An Interview with Artist<br>Kehinde Wiley"; display examples of artworks.<br>In music classes, songs, videos, lyrics, melodic<br>patterns and rhythms, and orchestral scores are<br>displayed.<br>Students use the Smart Board to create and<br>display rhythms. |
| iPad                                 | 5         | Teachers demonstrate the creation of artworks,<br>and use applications for tuning orchestra<br>instruments and keeping steady beat.<br>Students create artworks with applications and<br>take photos for their art projects.  |
| Computer                             | 2         | Students conduct research, create theatrical scripts, and create artworks.  |
| Software, websites, and applications | 14        |   |
| Reflector (application)              | 3         | Displays teacher's iPad on the Smart Board  |
| Amaziograph (application)            | 2         | Create artwork that features patterns   |
| Dropbox (software)                   | 2         | Save and organize student work  |
| • Faces iMake (application)          | 1         | Students use to create artwork  |
| Kaleidacam (application)             | 1         | Students use to create artwork  |
| • Metronome (application)            | 1         | Functions as a traditional metronome, used to<br>keep and speed up/slow down tempo in orchestra<br>class  |
| • Microsoft 365 (software)           | 1         | Students use to create theatrical scripts   |
| Adobe Photoshop (software)           | 1         | Students create a music store display wall  |
| Pixelmator (application)             | 1         | Students use to create artwork  |
| • Tuner (application)                | 1         | Students and teacher tune orchestra instruments   |



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.

# **Exemplar Lesson Featuring Digital Tools**

Following is a description of a lesson from the class visits. It is from an eighth-grade *Creative Photography 2* class taught by Sandra Bourne<sup>2</sup>, an Elevate ARTS teacher from John Hopkins Middle School. The lesson was designed to address the curriculum standards contained in Table 5-3.

| Curriculum Standards Addressed in the Lesson <sup>3</sup> |   |  |  |  |
|---|---|--|--|--|
| Curriculum  | Description   |  |  |  |
| Standard Code   |   |  |  |  |
| VA.68.C.1.2   | Use visual evidence and prior knowledge to reflect on multiple            |  |  |  |
|   | interpretations of works of art.  |  |  |  |
| VA.68.C.3.2   | Examine and compare the qualities of artworks and utilitarian objects to  |  |  |  |
|   | determine their aesthetic significance.                                   |  |  |  |
| VA.68.S.2.2   | Create artwork requiring sequentially ordered procedures and specified    |  |  |  |
|   | media to achieve intended results.  |  |  |  |
|   | Identify suitable audience behavior needed to view or experience artworks |  |  |  |
| VA.68.H.1.2   | found in school, art exhibits, museums, and/or community cultural         |  |  |  |
|   | venues.   |  |  |  |
|   | Use technology applications through the art-making process to express     |  |  |  |
| VA.68.F.3.1   | community or global concerns.   |  |  |  |

#### Table 5-3

<sup>3</sup> As stated by the teacher who designed the lesson. The description of the standards was obtained from the Pinellas County Schools website:

https://www.pcsb.org/cms/lib/FL01903687/Centricity/Domain/5508/MJ%20Creative%20Photography%202.pdf



<sup>&</sup>lt;sup>2</sup> Teacher name used with permission.

# **Exemplar Lesson Featuring Digital Tools**

In an eighth-grade *Creative Photography 2* classroom, digital tools were integrated into a lesson centered around a Visual Communication Design Challenge. The teacher, Sandra Bourne, began the 85-minute class by welcoming the visitor and her 16 eighth-grade students. She thanked those who were able to attend the Scholastic Art Awards the previous night, and encouraged all to attend in the future, as there were many great artworks on display. During the previous class, students were asked to begin thinking about a wall design for a music store in an upscale mall. In this lesson, students were given the following one-day Design Challenge: *You are a graphic designer and are in charge of a wall design in a music store that must visually communicate the music genre, mood, and environment of the space in order to bring in customers and keep them there.* 

The teacher explained that Principles of Design as well as the colors used are paramount, and urged students to consider how they will use tools in Adobe Photoshop to create a vignette. They should consider their chosen music genre and the colors chosen to reflect it. The project should encompass an entire wall of the music store. Next, the teacher added what she termed an "Art History Zinger." Whatever the design is, students must apply one of three art history influences to it. Either an Impressionist, Expressionist, or a Fauvist influence. She urged the students to think about visual communication, and explained that while they may use text, it should be meaningful and creative.

Next, the teacher used the Smart Board to present information on each of these influences and to provide examples of each. She explained that in the late 1800's, Impressionists used light and color in the moment, evidenced by quick brush strokes. These artworks were not carefully rendered. This movement originated primarily in France. Examples included works from Claude Monet, Renoir, and Mary Cassatt. She asked the students, "How does this differ from the Expressionism?" She explained that Expressionism is all about emotional expression. The Expressionists were primarily in Austria, Germany, and Russia. They had concerns of economic strife and war, and used bold lines to express emotion. Examples from Edward Munch, Max Beckman, and Kandinsky were shown. The teacher went on to explain about Fauvism. In this movement, the use of color was not representational. An example was shown of a work from Matisse. The teacher continued, "What kind of music store would be an impressionist painting? Would hard rock and heavy metal go with impressionism? I think not. Your design needs to sound like your music store." The teacher explained to the students that when they present their artworks during critique, they must present their design and explain how their chosen Art History influence was used and why it is applicable.

The teacher then shared an exemplar project from the previous year, displayed in Figure 5-1. The teacher also provided examples of projects from previous years that didn't work well. In one, the student spent too much time painting and drawing and wasn't able to complete it. In another, the student used an Anime character with poor image quality, and this character would limit the people who would be drawn into the store. The teacher cautioned students to use copyright free images, reviewing how to find these, and to be sure that the chosen images are of sufficiently high resolution.

Students immediately got to work on their laptop computers, and the teacher supported them with their designs as needed.



Figure 5-1 Exemplar Artwork by Sandra Bourne's Student, Sophia Weaver



Photo by Sandra Bourne. Artwork used with permission.

In this exemplar artwork, the student found a copyright-free image of records and applied a filter to add horizontal static lines to it. She applied a brick wall in the background, adjusting the opacity so that the different layers could be seen. Then, she applied what looks like spray can graffiti to write the word "Music" across the album, which was appropriate because her music store was a vintage vinyl shop and this artwork evoked the 1970s/1980s eras.



# 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 fourth year's events, electronic *End-of-Year Surveys* were completed by project teachers and 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 May 30 – June 1, 2018 at Gibbs High School and the Museum of Fine Arts in Saint Petersburg, Florida. Days one and three of the institute were exclusively for the Elevate ARTS teachers and teaching partners. Day two was devoted to Elevate ARTS teachers and teaching partners presenting professional development workshops to their arts colleagues from throughout the Pinellas County School system. Teacher and teaching partner perceptions of days one and three of the summer institute are presented in Tables 6-1 and 6-2, respectively. The survey and teacher comments are located in Appendix B.

#### Days One and Three of the Summer Institute

Overall, teacher perceptions of the institute were quite favorable, as evidenced by more than 90% agreement to all of the 11 survey items pertaining to the quality of the institute. Furthermore, at least 85% of the teachers *strongly agreed* that

- the presenters were engaging and conveyed the information effectively,
- the locations of the institute were suitable, and
- they would recommend the institute to other teachers.

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


| Торіс   | N<br>Respondents | %<br>Strongly<br>Agree | %<br>Somewhat<br>Agree | %<br>Somewhat<br>Disagree | %<br>Strongly<br>Disagree |
|---|------------------|------------------------|------------------------|---------------------------|---------------------------|
| High quality presentations                                      | 14               | 79                     | 21                     | 0                         | 0                         |
| Presenters' command of information                              | 14               | 79                     | 21                     | 0                         | 0                         |
| Presenters conveyed information effectively                     | 14               | 86                     | 14                     | 0                         | 0                         |
| Presenters were engaging  | 14               | 86                     | 14                     | 0                         | 0                         |
| Adequate time allotted for talking with presenters              | 14               | 71                     | 21                     | 7                         | 0                         |
| Adequate time allotted for sessions and activities              | 14               | 71                     | 21                     | 7                         | 0                         |
| Adequate time allotted for<br>networking with other<br>teachers | 14               | 50                     | 43                     | 7                         | 0                         |
| Suitable locations  | 14               | 86                     | 14                     | 0                         | 0                         |
| Relevant and interesting  | 14               | 71                     | 21                     | 7                         | 0                         |
| Applicable in my classroom                                      | 14               | 79                     | 21                     | 0                         | 0                         |
| I would recommend this institute                                | 14               | 86                     | 14                     | 0                         | 0                         |

Table 6-1Teacher Perceptions of Days One and Three of the Summer Institute

Teaching partner perceptions of the institute were also very favorable, as evidenced by 100% agreement to all of the 11 survey items pertaining to the quality of the institute. Like the teachers, teaching partners also felt that more time could have been allotted, with fewer teaching partners strongly agreeing that adequate time was allotted for talking with presenters, institute sessions and activities, and networking with other teachers.

| Table 6-2   |
|---|
| <b>Teaching Partner Perceptions of Days One and Three of the Summer Institute</b> |

| Торіс  | N<br>Respondents | %<br>Strongly<br>Agree | %<br>Somewhat<br>Agree | %<br>Somewhat<br>Disagree | %<br>Strongly<br>Disagree |
|--|------------------|------------------------|------------------------|---------------------------|---------------------------|
| High quality presentations                     | 10               | 100                    | 0                      | 0                         | 0                         |
| Presenters' command of information             | 10               | 100                    | 0                      | 0                         | 0                         |
| Presenters conveyed<br>information effectively | 10               | 100                    | 0                      | 0                         | 0                         |



| Торіс   | N<br>Respondents | %<br>Strongly<br>Agree | %<br>Somewhat<br>Agree | %<br>Somewhat<br>Disagree | %<br>Strongly<br>Disagree |
|---|------------------|------------------------|------------------------|---------------------------|---------------------------|
| Presenters were engaging  | 10               | 90                     | 0                      | 0                         | 0                         |
| Adequate time allotted for talking with presenters              | 10               | 50                     | 50                     | 0                         | 0                         |
| Adequate time allotted for sessions and activities              | 10               | 70                     | 30                     | 0                         | 0                         |
| Adequate time allotted for<br>networking with other<br>teachers | 10               | 70                     | 30                     | 0                         | 0                         |
| Suitable locations  | 10               | 90                     | 10                     | 0                         | 0                         |
| Relevant and interesting  | 10               | 100                    | 0                      | 0                         | 0                         |
| Applicable in my classroom                                      | 10               | 100                    | 0                      | 0                         | 0                         |
| I would recommend this institute                                | 10               | 100                    | 0                      | 0                         | 0                         |

Perceived Impact on Participant Knowledge

Participants were asked to rate their level of understanding of key concepts covered during days one and three of the institute using the following scale: *Little or None, Moderate, Quite a Bit,* or *Thorough.* The percentage of teachers and teaching partners rating their level of knowledge as "Quite a Bit" or "Thorough" before and after the institute is presented in Figures 6-1 and 6-2, respectively.





### Figure 6-1 Perceived Impact of Days One and Three of the Summer Institute on Teacher Knowledge

Prior to the institute, 57% or fewer of the teachers rated their knowledge level of the three key concepts as "Quite a Bit" or "Thorough." Following the institute, these percentages ranged from 57% to 100%. Perceived knowledge gains were large, and there was an increase of 43 percentage points in all three areas. Both pre- and post-institute knowledge levels were lowest for the Magnetic Fields Exhibit.





### Figure 6-2 Perceived Impact of Days One and Three of the Summer Institute on Teaching Partner Knowledge

Teaching partners also self-reported great gains in their knowledge of the three key concepts of the institute. Prior to the institute, 50% or fewer of the teaching partners rated their knowledge level of the three key concepts as "Quite a Bit" or "Thorough." Following the institute, these percentages ranged from 70% to 100%. Perceived knowledge gains were large, and there was an increase of 50 percentage points in all three areas. Both pre- and post-institute knowledge levels were lowest for the Magnetic Fields Exhibit.

### Future Use of Information

Participants were asked to rate the likelihood that they would use information from each of the days one and three sessions in the future. These results are reported in Tables 6-3 and 6-4 for teachers and teaching partners, respectively.

### Table 6-3

### **Teacher Likelihood of Use of Information**

|   |             | %          | %        | %        | %          |
|---|-------------|------------|----------|----------|------------|
|   | Ν           | Definitely | Probably | Probably | Definitely |
| Session/Concept                             | Respondents | Will       | Will     | Will Not | Will Not   |
| Success Stories of Elevate<br>ARTS Teachers | 14          | 64         | 36       | 0        | 0          |



| Defining and Confronting<br>Implicit and Explicit Bias with<br>Elevate ARTS | 14 | 79 | 21 | 0  | 0 |
|---|----|----|----|----|---|
| Magnetic Fields Tour  | 14 | 50 | 21 | 29 | 0 |

Reported anticipated use of the information across the three sessions/concepts was high, with at least 70% of the teachers reporting that they will "probably" or "definitely" use the information. The highest percentage of teachers (79%) reported that they will definitely use the information from the session "Defining and Confronting Implicit and Explicit Bias with Elevate ARTS." Fewer teachers (50%) reported that they will definitely use the information from the "Magnetic Fields Tour."

## Table 6-4Teaching Partner Likelihood of Use of Information

| Session/Concept   | N<br>Respondents | %<br>Definitely<br>Will | %<br>Probably<br>Will | %<br>Probably<br>Will Not | %<br>Definitely<br>Will Not |
|---|------------------|-------------------------|-----------------------|---------------------------|-----------------------------|
| Success Stories of Elevate<br>ARTS Teachers                                 | 10               | 50                      | 40                    | 10                        | 0                           |
| Defining and Confronting<br>Implicit and Explicit Bias with<br>Elevate ARTS | 10               | 70                      | 30                    | 0                         | 0                           |
| Magnetic Fields Tour  | 10               | 60                      | 20                    | 10                        | 10                          |

The findings for the ten teaching partners are somewhat similar to those of the teachers. Reported anticipated use of the information across the three sessions/concepts was high, with 90% or more indicating that they definitely or probably will use the information. The highest and lowest percentages of teaching partners who reported that they will definitely use information from the "Defining and Confronting Implicit and Explicit Bias with Elevate ARTS" and "Success Stories of Elevate ARTS Teachers" were 70% and 50%, respectively.

An analysis of the participants' comments confirmed that the summer institute was very well received. Participants emphasized this by saying that it was "a wonderful experience," and "inspiring." Further evidence is provided by these comments:

I have received enormous inspiration at each institute. How wonderful and fortunate we are/I am to be included in such an important grant work. I wish it wouldn't end.

Thank you for the food - it made it possible for all of us to not waste time at restaurants and getting back at different times. The food was very good also. I felt like this workshop allowed my peers and I to bond together more so than other times.

Well done, bravo! A+/100%



I found this summer institute to be very beneficial, and greatly appreciated the time and effort put into pulling it all together.

One participant offered this thoughtful commentary on the Magnetic Fields Exhibit and the institute in general:

[The] Magnetic Fields tour opened my eyes to understand the women were able to "see" through their circumstances that may have been challenging or considered "bad" to portray the good and beautiful/meaningful things. WE need to see "through" our kids and not get comfortable with "surface" relationships. Every aspect of this training was carefully scaffolded to build within the educator the background knowledge needed to be successful.

### Day Two of the Summer Institute

Seventy-eight of the 86 day two participants completed the survey, a 91% response rate. Of the teachers who completed the survey, 50 (64%) teach elementary school, 17 (22%) teach middle school, 6 (8%) teach high school, and the remaining 5 (5%) teach at multiple levels. Teachers were nearly evenly distributed across discipline, with 49% teaching music and 51% teaching visual arts. An item-by-item reporting of the results is found in Table 6-5. Appendix B contains the survey and participant comments on day two of the summer institute.

Overall, teacher perceptions of the institute were quite favorable, as evidenced by at least 90% agreement to all five of the survey items pertaining to the quality of the institute. Furthermore, at least 80% of the teachers *strongly agreed* that

- the information presented during the institute was relevant and interesting,
- the location of the institute was suitable, and
- they would recommend the institute to another teacher.

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

| Торіс   | N<br>Respondents | %<br>Strongly<br>Agree | %<br>Somewhat<br>Agree | %<br>Somewhat<br>Disagree | %<br>Strongly<br>Disagree |
|---|------------------|------------------------|------------------------|---------------------------|---------------------------|
| Relevant and interesting  | 78               | 87                     | 13                     | 0                         | 0                         |
| Adequate time allotted for<br>networking with other<br>participants | 78               | 63                     | 31                     | 6                         | 0                         |
| Suitable location   | 78               | 84                     | 10                     | 5                         | 1                         |
| Adequate time allotted for talking with presenters                  | 78               | 57                     | 32                     | 10                        | 1                         |

## Table 6-5Participant Perceptions of Day Two of the Summer Institute



| Торіс                            | N<br>Respondents | %<br>Strongly<br>Agree | %<br>Somewhat<br>Agree | %<br>Somewhat<br>Disagree | %<br>Strongly<br>Disagree |
|----------------------------------|------------------|------------------------|------------------------|---------------------------|---------------------------|
| I would recommend this institute | 78               | 85                     | 15                     | 0                         | 0                         |

While participants were very satisfied with their experiences during the institute, there were several suggestions for improvement. In terms of the institute content, 39 teachers provided commentary. Many of the comments were positive in nature, such as, "I liked the variety...thank you!" The remaining comments were mainly centered around the following three themes: (a) provide more hands-on and "make and take" sessions, (b) provide more session options, particularly for the middle and high school levels, and (c) lengthen the time allowed for each of the sessions. In terms of the format of the institute, 37 teachers provided commentary. Nearly one-third of the comments provided positive feedback with no suggestions for improvement, such as, "You all did a great job...impressive." The remaining comments primarily centered around two themes: (a) increase the length of the sessions to allow for more in-depth discussion and questions and answers, and (b) provide more sessions for participants to choose from. Finally, 14 teachers provided additional general feedback. The majority of these comments were positive and offered praise to the presenters and organizers, as evidenced by these comments:

It was great! I was so excited to do a make and take and get to actually take [it] home and have an example to use in teaching...

Great training and sharing time! Thank you! :)

*Great training – love the conference style format used this year!* 

### Summary of the Summer Institute

The summer institute was very well received by participants. For days one and three, the positive perceptions are summed up by this comment, "*Thank you so much for giving me this opportunity. I enjoyed this institute very much. It's the highlight of my summer training.*" During days one and three, the presenters demonstrated a strong command of the information presented and conveyed it effectively, the knowledge and skills acquired are applicable in participants' classrooms, and nearly all participants agreed that they would recommend the institute to other teachers. Perceived knowledge gains of the three key concepts for days one and three were large, with the percentages rating their knowledge level as "Quite a Bit" or "Thorough" increasing at least 40 percentage points for each concept. Participants offered positive commentary on their experiences and made a few suggestions for the improvement of days one and three of the institute. These primarily focused on providing coffee, providing additional information on cultural responsiveness, including content relevant to classroom instruction, and allowing more time for discussion.

Perceptions of day two were also very favorable. There was at least 90% agreement to the five survey items pertaining to quality. Additionally, at least 80% of the teachers *strongly agreed* that



the information presented during the institute was relevant and interesting, the

location of the institute was suitable, and that they would recommend the institute to another teacher. Participants provided positive commentary on their experiences and offered a few suggestions for improvement. These included providing more hand-on sessions, providing more session options, and increasing the length of the sessions to allow more time for discussion.

### **Professional Learning Community Sessions**

Four PLC meetings were held between September 2018 and March 2019 at the Imagine Museum in St. Petersburg, Florida. At the conclusion of each PLC session, teachers were asked to complete an online survey. Teachers' perceptions of each PLC are reported below. Surveys and comments for each of the sessions may be found in Appendices C to F.

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

Twenty-one of the 22 teachers who participated in the session responded to the survey. There were slightly more music teachers (52%) than visual arts teachers (48%), and more elementary (62%) than middle school (38%) teachers. The survey and teachers' comments on the session are located in Appendix C.

There were 10 survey items pertaining to the quality and content of the session. An item-by-item reporting of the results is found in Table 6-6. Teacher perceptions of the session were high, with all of the teachers agreeing, at least to some extent, to 9 of the 10 items. Furthermore, at least 80% of the teachers *strongly agreed* that the discussion on how the arts can positively impact substance abuse and mental health was relevant and interesting, the information and discussions surrounding Culturally Responsive Instruction and Building Classroom Culture were relevant and interesting and that they plan to use this information, and that the tour of the Imagine Museum was relevant and interesting. Fewer teachers (62%) strongly agreed that the information and discussion on Restorative Practice were relevant and interesting and that they plan to use this information (65%). All agreed that they would recommend the session to another teacher.

### Table 6-6

**Teacher Perceptions of the Professional Learning Community Session One** 

| Торіс  | N<br>Respondents | %<br>Strongly<br>Agree | %<br>Somewhat<br>Agree | %<br>Somewhat<br>Disagree | %<br>Strongly<br>Disagree |
|--|------------------|------------------------|------------------------|---------------------------|---------------------------|
| Discussion on how the arts<br>can positively impact<br>substance abuse and mental<br>health was relevant and<br>interesting. | 20               | 85                     | 15                     | 0                         | 0                         |
| Plan to use information from<br>discussion on the arts and<br>substance abuse/mental<br>health.                              | 21               | 71                     | 29                     | 0                         | 0                         |



| Торіс   | N<br>Respondents | %<br>Strongly<br>Agree | %<br>Somewhat<br>Agree | %<br>Somewhat<br>Disagree | %<br>Strongly<br>Disagree |
|---|------------------|------------------------|------------------------|---------------------------|---------------------------|
| Information and discussion<br>on Culturally Responsive<br>Instruction were relevant and<br>interesting. | 21               | 81                     | 19                     | 0                         | 0                         |
| Plan to use information on<br>Culturally Responsive<br>Instruction.                                     | 20               | 80                     | 20                     | 0                         | 0                         |
| Information and discussion<br>on Restorative Practice were<br>relevant and interesting.                 | 21               | 62                     | 33                     | 5                         | 0                         |
| Plan to use information on<br>Restorative Practice.   | 20               | 65                     | 35                     | 0                         | 0                         |
| Information and discussion<br>on Building Classroom<br>Culture were relevant and<br>interesting.        | 21               | 81                     | 19                     | 0                         | 0                         |
| Plan to use information on<br>Building Classroom Culture.   | 21               | 81                     | 19                     | 0                         | 0                         |
| Tour of Imagine Museum was relevant and interesting.  | 21               | 95                     | 5                      | 0                         | 0                         |
| Would recommend this session to another teacher.  | 21               | 76                     | 24                     | 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 6-3.





### Figure 6-3 Perceived Impact of Professional Learning Community Session One on Teacher Knowledge

Prior to the session, teachers' perceived knowledge level of the four key concepts was moderate, with between 38% and 62% rating their knowledge level as "Quite a Bit" or "Thorough." Following the session, these percentages increased between 28 and 43 percentage points. Reported knowledge gains were highest in the areas of the role that the arts can play in impacting the health and well-being of students and how to use a restorative practice approach to improve student behavior, with reported gains of 43 and 42 percentage points, respectively.

Six teachers offered commentary on the improvement of the content of the PLC session. Of these, half offered praise ("Great PLC today!"). The remaining three comments suggested that (a) teachers share with one another their strategies and ideas for restorative practice, cultural responsiveness, and building classroom culture; (b) the goals and intended outcomes be listed for the various topics, (c) more time be devoted to article discussion. Two teachers offered suggestions for improving the format of the session. These included allowing more time to collaborate on topics and more comfortable seating. Several teachers expressed gratitude for the session, as evidenced by this teacher's comment, "[It was] more productive to have this PLC out of the classroom! Thanks."



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

All 22 of the teachers who participated in the session responded to the survey. There were slightly more music teachers (55%) than visual arts teachers (45%), and more elementary (59%) than middle school (41%) teachers. The survey and teachers' comments on the session are located in Appendix D.

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 6-7. Participant 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.

| Торіс   | N<br>Respondents | %<br>Strongly<br>Agree | %<br>Somewhat<br>Agree | %<br>Somewhat<br>Disagree | %<br>Strongly<br>Disagree |
|---|------------------|------------------------|------------------------|---------------------------|---------------------------|
| Grant Brown video and discussion were relevant and interesting.                       | 22               | 100                    | 0                      | 0                         | 0                         |
| Plan to use information from<br>Grant Brown discussion in<br>my classroom.            | 22               | 91                     | 9                      | 0                         | 0                         |
| Time spent working in groups<br>to create student-centered<br>lessons was productive. | 22               | 86                     | 14                     | 0                         | 0                         |
| Would recommend this session to another teacher.                                      | 22               | 86                     | 14                     | 0                         | 0                         |

| Table 6-7   |
|---|
| <b>Teacher Perceptions of the Professional Learning Community Session Two</b> |

### 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 6-4.







Prior to the session, teachers' perceived knowledge level of the three key concepts was moderate, with between 32% and 36% rating their knowledge level as "Quite a Bit" or "Thorough." Following the session, these percentages rose between 45 and 68 percentage points. Reported knowledge gains were highest in the area of how teachers can "interrupt" a student's life and make a lasting impact, with a reported gain of 68 percentage points.

Fourteen teachers provided commentary on the most important thing they learned during the day. These comments centered around the following themes: (a) building relationships with and impacting students may take time, and these are important; (b) teachers should think about things affecting their students that they cannot see; and (c) "interrupting" students is important. These themes are evidenced by the following selected comments:

To build relationships, and to know that even if I can't see the rewards today, to hope that I am still having a positive impact on my students' lives.

Before I have my initial responses to a student's behavior, take a moment to consider the things I do not see.

I am inspired to be that teacher that interrupts what a student may believe about themselves (negative beliefs that they are not smart or talented). I am inspired to not be so quick to jump to conclusions about students and to look past their often-resistant attitudes. I am inspired to push students to be better than they think they can be. I am



inspired to allow my enthusiasm and passion for my content area to be known and felt among my students.

Three teachers provided commentary on improving the content of the session. One of these offered praise for the session, stating,

I loved the video and listening to Jonathan Brown's story. It makes me wonder how many Jonathan Browns I have sitting in my classroom right now. This session was very enjoyable. Also having time to work on a lesson with my colleagues was very valuable.

The remaining two would like to see the discussions extended and another suggested having teachers bring a sample lesson to discuss.

In terms of the format of the session, several teachers offered praise for the format, with one stating:

Doing the plc on a work day instead of after school has been a huge improvement. It was stressful going to a 3-hour meeting after a long day with students.

Another requested more comfortable seating and more time for discussion with colleagues.

Several teachers expressed gratitude for the session, summed up by this teacher's comment, "Thank you for a lovely PLC!"

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

All 22 of the teachers who participated in the entire session responded to the survey. There were slightly more music teachers (55%) than visual arts teachers (45%), and slightly more elementary (55%) than middle school (45%) teachers. The survey and teachers' comments on the session are located in Appendix E.

Five survey items pertained to the quality and content of the session. An item-by-item reporting of the results is found in Table 6-8. Teacher perceptions of the session were high, with 95% or more of the teachers agreeing, at least to some extent, to all five items. Furthermore, 95% of the teachers *strongly agreed* that the information and discussions during *Goodbye*, *Yellow Brick Road* and the group article reading were relevant and interesting.

| Table 6-8                         |                       |             |             |           |
|-----------------------------------|-----------------------|-------------|-------------|-----------|
| <b>Teacher Perceptions of the</b> | <b>Professional I</b> | earning Com | munity Sess | ion Three |
|                                   |                       |             |             |           |

| Торіс  | N<br>Respondents | %<br>Strongly<br>Agree | %<br>Somewhat<br>Agree | %<br>Somewhat<br>Disagree | %<br>Strongly<br>Disagree |
|--|------------------|------------------------|------------------------|---------------------------|---------------------------|
| Information and discussion in <i>Goodbye, Yellow Brick Road</i> were relevant and interesting. | 22               | 95                     | 5                      | 0                         | 0                         |



| Торіс   | N<br>Respondents | %<br>Strongly<br>Agree | %<br>Somewhat<br>Agree | %<br>Somewhat<br>Disagree | %<br>Strongly<br>Disagree |
|---|------------------|------------------------|------------------------|---------------------------|---------------------------|
| I plan to use information<br>from <i>Goodbye</i> , <i>Yellow Brick</i><br><i>Road</i> . | 22               | 91                     | 5                      | 4                         | 0                         |
| Information and discussion<br>on group article were relevant<br>and interesting.        | 22               | 95                     | 5                      | 0                         | 0                         |
| I plan to use information from the group article.                                       | 22               | 86                     | 9                      | 5                         | 0                         |
| I would recommend this session to another teacher.                                      | 21               | 90                     | 5                      | 5                         | 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 6-5.

#### Figure 6-5 Perceived Impact of Professional Learning Community Session Three on Teacher Knowledge





Prior to the session, teachers' perceived knowledge level of the five key concepts varied from moderate to high, with between 45% and 82% rating their knowledge level as "Quite a Bit" or "Thorough." Following the session, these percentages increased between 13 and 55 percentage points. Reported knowledge gains were highest in the areas of the importance of knowing your students' and your own story, strategies, and strengths; and how we can contribute to equity in education, with reported gains of 55 and 50 percentage points, respectively.

Twenty-one teachers offered commentary on the most important thing they learned from *Goodbye, Yellow Brick Road.* These centered around three main themes: (a) the importance of knowing their own story, as well as their students' stories, and using this to build relationships, (b) that they are supported in their work, and (c) the four levels of learning. One teacher summed up her experience as follows:

Being open and reflective with other teachers with not just my strengths, but also weaknesses. Sessions like these generally focus on what good work we are doing. I just loved the honesty with which I was forced to share and reflect on my own practice and dispositions.

Twenty-one teachers commented on the group article discussion. Six teachers offered commentary on the improvement of the content of the PLC session. These centered around the following three themes: (a) the importance of building relationships with students, (b) the use of the arts to help empower students, and (c) similarities between Elevate ARTS teachers and their students to those who are featured in the articles.

Fourteen teachers provided suggestions for improvement of the content of the session. Half of these offered praise, "I loved it all!" and "Have more of these." Others provided specific suggestions, including improved lighting, more time to interact with their colleagues, a larger space for the activities, and a request to have access to books (preferably electronically) that were mentioned during the PLC.

Two teachers offered suggestions to improve the format of the session. These included holding multi-day sessions and providing tables to work at for a portion of the session.

Several teachers expressed gratitude for the session and for the Elevate ARTS grant, as evidenced by these teachers' comments:

Great lessons learned and a wonderful time to have face-to-face conversations with those who are having the same struggle as me.

Thank you. I'm very grateful for this resource.

Please continue having meetings for teachers to come together and discuss the realities of the classroom.

What an amazing PLC! I am now asking myself questions on how to use these strategies



and ideas in my own teaching!

Will miss Elevate ARTS grant work. Wish we could continue forever.

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

All 22 of the teachers who participated in the entire session responded to the survey. There were slightly more music teachers (55%) than visual arts teachers (45%), and more elementary (59%) than middle school (41%) teachers. The survey and teachers' comments on the session are located in Appendix F.

Two survey items pertained to the quality and content of the session, and one pertained to the level of preparedness for the June professional development session. An item-by-item reporting of the results is found in Table 6-9. Participant perceptions of the session were high, with at least 90% of the teachers *strongly agreeing* that there was adequate time for discussions and the time spent working on student-centered lessons was productive. Fewer teachers (59%) *strongly agreed* that they feel well prepared for the June presentation.

| Торіс  | N<br>Respondents | %<br>Strongly<br>Agree | %<br>Somewhat<br>Agree | %<br>Somewhat<br>Disagree | %<br>Strongly<br>Disagree |
|--|------------------|------------------------|------------------------|---------------------------|---------------------------|
| Adequate time for discussions.   | 22               | 91                     | 9                      | 0                         | 0                         |
| Time spent working in groups<br>on student-centered lessons was<br>productive.           | 22               | 95                     | 5                      | 0                         | 0                         |
| I feel well prepared to present<br>information on my group's<br>student-centered lesson. | 22               | 59                     | 36                     | 5                         | 0                         |

### Table 6-9

**Teacher Perceptions of the Professional Learning Community Session Four** 

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 6-6.





### Figure 6-6 Perceived Impact of Professional Learning Community Session Four on Teacher Knowledge

Prior to the session, teachers' perceived knowledge level of the two key concepts was moderate, with between 32% and 50% rating their knowledge level as "Quite a Bit" or "Thorough." Following the session, these percentages rose between 36 and 54 percentage points. Reported knowledge gains were highest in the area of the specific steps my group will take to prepare for the June 4<sup>th</sup> professional development presentations, with a reported gain of 54 percentage points.

Two teachers provided specific suggestions for improving the content of the session. These included sending out reminders about the lesson plans throughout the year, and another suggested allowing more time for planning and collaboration. The remaining seven offered praise for the session.

In terms of the format, one teacher suggested improving the lighting of the workspace. The remaining seven offered praise for the format, as evidenced by these comments:

Nothing at this time, I liked the collaborative aspect of the training.

I love the format; I got a lot out of today's work.

Many teachers expressed gratitude for the PLC as well as Elevate ARTS in general:

Thank you, Lisa, for planning such great PLCs, not just today, but in the past. I have



enjoyed and learned a lot from the various presenters, grant teachers, and support teachers made available because of Elevate ARTS.

I enjoyed getting a glimpse into other people's classrooms that taught the same lesson. Seeing how they approached the lesson added to my repertoire of teaching strategies.

I love what you are doing. The support is invaluable.

This has been so helpful for my first year of teaching.

### **Overall Perceptions of Year 4 Activities**

An *End-of-Year Survey* designed to elicit data pertaining to teachers' general perceptions of the fourth year of the project's implementation was conducted in March 2019. All 23 teachers 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 fourth 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 they would recommend Elevate ARTS to a colleague. All agreed that Elevate ARTS has helped them to build relationships with other arts teachers.

- At least 90% strongly agreed that the project has provided the opportunity for them to
  - engage in dialogue about arts instruction with colleagues,
  - o regularly share ideas and materials,
  - reflect on teaching, and
  - o feel supported.
- At least 90% *strongly agreed* that because of Elevate ARTS, they have
  - been supported as an arts teacher,
  - networked with other arts teachers,
  - improved their teaching, and
  - $\circ$  increased their willingness to try new ideas in their teaching.

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 received from their Elevate ARTS teaching partner(s) or mentor(s) have been effective,
- professional development and coaching they received through the Arts Teacher Leadership Cadre PLC have been effective, and
- professional development and support they received through Elevate ARTS have 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 6-10. The information contained in the table indicates that the project is perceived to have impacted some areas more than others, with more teachers reporting strengthened relationships with colleagues and students; and increased understanding of cultural competence in the arts classroom, Design Thinking, and how to create classroom processes and procedures; than creating strong STEAM lessons.

| Area   | Order of<br>Prevalence | N<br>Respondents | %<br>Strongly<br>Agree |
|--|------------------------|------------------|------------------------|
|  | Trevalence             | -                |                        |
| Helped me to strengthen relationships with colleagues                              | 1                      | 23               | 100                    |
| Helped me to understand cultural competence and its impact in the arts classroom   | 2 (tie)                | 23               | 87                     |
| Helped me to create/refine classroom processes/procedures                          | 2 (tie)                | 23               | 87                     |
| Increased my understanding of Design Thinking and its application to the classroom | 3 (tie)                | 23               | 83                     |
| Taught me best practices for engaging students                                     | 3 (tie)                | 23               | 83                     |
| Helped me to strengthen relationships with students                                | 3 (tie)                | 23               | 83                     |
| Taught me best practices in classroom management                                   | 4                      | 23               | 78                     |
| Increased my ability to conduct lesson study                                       | 5                      | 23               | 65                     |
| Helped me to build strong STEAM lessons  | 6                      | 23               | 52                     |

# Table 6-10Overall Perceptions of the Project

Teachers were also asked their perceptions of the project's impact on their students. These are reported in order of prevalence in Table 6-11. Teachers report that the project has impacted their students in all three of the listed areas, including their arts content knowledge, level of engagement, and behavior.

### Table 6-11 Perceived Impact of the Project on Students

| Area   | Order of<br>Prevalence | N<br>Respondents | %<br>Strongly/<br>Somewhat<br>Agree |
|--|------------------------|------------------|-------------------------------------|
| Increased their arts content knowledge       | 1 (tie)                | 23               | 96                                  |
| Increased their level of engagement in class | 1 (tie)                | 23               | 96                                  |
| Improved their behavior in class             | 2                      | 23               | 91                                  |

Teachers were asked to share the most important thing that they have learned from Elevate ARTS. Of the 20 who provided commentary on this item, three main themes emerged: (a) that their Elevate ARTS colleagues are there to support them and they are not alone, (b) the importance of building relationships, especially with students, and (c) the importance of cultural responsiveness in the classroom. These themes are evidenced by the following comments:



*That I am not alone in my challenges and I have a community of people standing with me.* 

Everyone has many personal stories. It helps us all to connect to each other and feel valued when we share our stories with each other. When I understand my students better through knowing their stories it helps me to build better relationships with them and the time I am with them is more valuable to me and to them.

*Culturally relevant teaching and building relationships with students is key for learning to take place.* 

I have learned so much about cultural responsiveness that I am able to use these ideas in my classroom. Now I am asked to present about culturally responsive art teaching because the grant has taught me so much.

Teachers were also asked what professional development and support they still need. Eighteen teachers shared their thoughts, many of whom would like to have time with their colleagues to talk and be supported in their work. For instance, having an, "ongoing conversation to debrief and plan with like-minded colleagues" is the way one teacher expressed her needs. Others would like to participate in additional professional development around lesson planning, building relationships, culturally responsive classrooms, equitable grading training, and social emotional learning.

In terms of teachers' ideas on how to sustain the accomplishments of Elevate ARTS, of the 16 who provided commentary, the vast majority would like to see the peer visits, mentoring, and PLC meetings, continue:

Continue peer visits and PLCS with awesome speakers and awesome venues!

Saturday PLCs, teacher work day PLC, bring own food, potluck, we could use our schools on rotation as location.

Keep the mentoring and peer visits going – that's where a lot of the magic is.

Collaboration with peers was the most valuable part of this program and would be great to continue.

Nine teachers offered additional commentary on Elevate ARTS, all of which were positive about their experiences in Elevate ARTS:

I am so proud to have been able to be a part of something so momentous even as I was so late to join the grant this school year. There is so much I feel that I still need to and can learn in order to become a better teacher. Without the support of Elevate ARTS this year I would have been lost.



Elevate ARTS has helped me get through my first year in this school district, without a doubt.

I feel very grateful and lucky to be in a position where I'm included in this important grant work. Many memorable moments were made, learned and retained in my experiences for participation in Elevate Arts. I've experienced incredible professional growth. If all teachers had access to such an experience the world would be a better place!

### **Mentoring and Peer Support**

Overall, perceptions of the mentoring support provided by the teaching partners and peers was 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 received from their teaching partners has been effective (95% agreement),
- the professional development and coaching that they 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 strengthen relationships with colleagues (100% agreement),
- Elevate ARTS has made them feel supported (100% 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 visits to be valuable, with 95% agreeing, at least to some extent, that the visits have been helpful to their instructional practice.



### SECTION 7 TEACHING PARTNER PERCEPTIONS OF THE PROJECT

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

The *End-of-Year Survey* was designed to elicit data pertaining to teaching partners' general perceptions of the fourth year of the project's implementation. The online survey was conducted in March 2019. Ten teaching partners responded to the survey.<sup>4</sup> A copy of the survey as well as a complete item-by-item reporting of the results may be found in Appendix H.

### **Evaluation Question Addressed:**

## What are the perceptions of the teaching partners of the various project components?

The results of the analysis of the teaching partner survey data corroborated the findings of the data analysis for the participating teachers. Like the teachers, the teaching partners indicated a great level of satisfaction with their experiences during the fourth 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 agreed they would recommend Elevate ARTS to a colleague.

- All *agreed, at least to some extent,* that Elevate ARTS has provided the opportunity for project teachers to
  - o engage in dialogue about arts instruction with colleagues,
  - o engage in discussions about Design Thinking,
  - o regularly share ideas and materials,
  - o reflect on teaching,
  - plan lessons with their colleagues,
  - o network with other arts teachers,
  - improve their teaching, and
  - increase their willingness to try new ideas in their teaching.

### **Overall Perceptions of Elevate ARTS**

Teaching partners were asked their overall perceptions of the project. These are reported in Table 7-1. All of the teaching partners *strongly agreed* to four of the six items pertaining to the overall quality.

<sup>&</sup>lt;sup>4</sup> The results for teaching partners/mentors should be interpreted with caution as they are based on a limited sample size of 10.



| Table 7-1Teaching partner Overall Perceptions of the Project |  |
|--|--|
|  |  |

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

Teaching partners were asked to share what they think the project teachers they have worked with have learned from Elevate ARTS. According to the teaching partners, participating teachers learned, among other things, that they are supported in their work, how to create culturally relevant student-centered lessons, and that building relationships with their students is tantamount to success. These are evidenced in the following comments:

That there are a variety of support systems and structure in place to make sure that students and teachers have the resources they need, whenever they need it.

Culturally relevant, student-centered lessons that are highly engaging. Discussions with other teachers.

The importance of building relationships with students.

Teaching partners were asked in which areas teachers need additional support. Of the ten who provided commentary, the areas most often mentioned included classroom management; lesson planning; effective behavior management; and relationship/culture building with administrators, colleagues, and students.

Teaching partners were asked to provide suggestions for sustaining the accomplishments of Elevate ARTS. All 10 provided commentary, and all suggested continuing the key elements of Elevate ARTS, including: regular PLC meetings, mentoring through teaching partners, and peer-to-peer classroom visits.



### 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. 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 2019, after the completion of the fourth year of implementation. The information presented in this section is organized by the five 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?

### **Professional Support and Guidance**

The project leadership team viewed Year 4 as very successful. Professional support was provided to participating teachers through the Summer Institute, PLC meetings, peer visits, and regular contact with teaching partners and the grant manager.

Through the teaching partners and the grant manager, a great deal of individualized support was provided to teachers. Year 4 saw a deepening of this support, as evidenced by this comment made by a project leader:

The grant enabled us to provide dedicated professional support focused to the needs of the [the arts teachers in] Elevate ARTS schools. There was a specific person and focus in the form of a teaching partner who provided professional support and a culture of support for the teachers due to the dedicated staff for this project...the culture among the grant teachers and their teaching partners was very good. Not only have we seen grant teachers grow, we have seen the teaching partners grow in their leadership. It would have been a real problem if we had not included the teaching partners in the grant. When issues arose, there was a larger safety net of support, in the form of a peer.

Project leaders shared that this culture of support was recently described as "utterly invaluable" by one Elevate ARTS teacher. This culture has been nurtured by demonstrating to the teachers that they were valued. This was achieved through, among other elements, the scheduling of the PLC meetings during the school day and holding trainings in arts institutions rather than in the schools.

Project leadership also pointed out that including mentors and consultants from within the district and out of the district also supported the teachers. The mentors visited classrooms and provided excellent modeling for the teaching partners.



While the support of the grant manager and teaching partners is viewed as having benefited *all* Elevate ARTS teachers, it is viewed as being especially valuable to those grant teachers who do not have degrees in education. According to one project leader,

Providing them with a teaching partner and grant manager gave them more support than they ordinarily would have had. They are further along than perhaps they would have been.

### **Impact of Elevate ARTS**

Project leadership described the myriad ways in which Elevate ARTS has impacted the teachers and their students. These mainly include (a) increased student achievement and involvement in the arts; (b) improved culture in which the Elevate ARTS teachers are well-respected by their peers and truly accept that ALL children can succeed; (c) increased involvement of teachers and teaching partners in presenting at district, state, and national professional conferences; and (d) improved relationships with community arts organizations, which have led to increases in field trips. These are evidenced by the following comments:

In visual arts, we have seen real, strong evidence in the achievement in VA, as well as participation in county wide exhibitions. There have been top award winners from *Elevate ARTS schools*.

Elevate ARTS teachers and teaching partners have presented at state and national conferences, including those with difficult acceptance rates. They have presented every year of the grant. It was very rewarding to watch them present. Now, they have submitted their own proposals for the 2019-20 school year.... There are many repeat attendees at their sessions.

The Elevate ARTS teachers enjoy the improved perception of their colleagues, and they no longer see themselves as "victims." Rather, they see themselves and their students as worthy.

These schools are no longer seen in a negative way. They are "elevated."

### **Lessons Learned**

Project leadership emphasized that there have been several lessons learned from the implementation of Elevate ARTS. First, a great deal of positivity was expressed for using Design Thinking and culturally responsive lessons as the centerpieces of the grant's approach:

[It was great] that Design Thinking was included. The grant was written for these schools way ahead of the curve. The arts are giving a voice to children. In choosing the schools that we did, using Design Thinking, culturally responsive lessons, building relationships, honoring a person's story...the arts are being used by children to tell their story in a safe way.



Furthermore, project leaders expressed a great deal of satisfaction with bringing the visual arts and performing arts teachers together for this grant. Throughout the grant, they were able to build partnerships and support one another. Additionally, by having the Elevate ARTS teachers offer training that is open to all teachers throughout the district during the Summer Institute, the impact of the grant has been widened. These "very well received" sessions have boosted the selfconfidence of the Elevate ARTS teachers, while providing teachers throughout the district with valuable information.

To a lesser degree, Elevate ARTS attempted to incorporate Science, Technology, Engineering, Arts, and Math (STEAM) into its approach. In retrospect, leaders believe that, "STEAM perhaps shouldn't have been viewed as a separate entity...professional development was provided, but didn't take off that much."

In terms of what they would have done differently, leaders mentioned that they would have liked to have had the principals more highly involved in the grant, in order to increase their understanding of the support model that it used:

Principals are so very important. Not sure what to do here.... It would have been hard to involve them. Principals have to choose their time. There may have been a way to honor them. We did involve some in a panel discussion. Accentuating the positive is good and could be expanded on ... opportunities to see their kids succeed .... Would show the principals the importance of achievement in the arts and how it impacts achievement in other areas.

Additionally, leaders would have differentiated the professional development sessions more based on the experience level of the teachers:

Differentiated instruction for adults is needed. The peer visits helped with this. But the formal training should also be differentiated – an experienced teacher has different needs than a brand-new teacher.

### **Remaining Needs of Teachers**

Project leaders pointed out that Elevate ARTS teachers continue to need to feel supported, build strong relationships with their colleagues, and engage their students with culturally responsive lessons. While there will no longer be regular PLC meetings to support these efforts, leaders were quick to point out that the *structure of the lessons* will remain with the teachers. They have learned how important the pacing of lessons is; that well-planned lessons that expect high achievement from students are key. They hope that Elevate ARTS teachers will continue to share this knowledge with one another and other teachers throughout the district and beyond.

While the teaching partners, mentors, grant manager, and the Elevate ARTS teachers themselves have all provided a great deal of support, and definitively played a role in improving teacher retention at Elevate ARTS schools, outside factors that affect retention remain a challenge:



The state requires that, for the schools in Oversight, they must move a certain proportion of their teachers, and sometimes the leadership. With this great deal of turnover, it is difficult to see systemic change.

Leaders could not have predicted the continued exceptionally high turnover rate in Elevate ARTS schools. Because of this continued high turnover, there will be differentiated needs. Those who have been in Elevate ARTS schools for years have different needs than the brand-new teachers coming into the schools. The new teachers, based on survey data, most need support to combat their feelings of isolation. The teachers act as "information brokers" for one another. They know who to ask for help and they feel comfortable doing so. Leadership is hopeful that at least some of these needs will be met by the experienced Elevate ARTS teachers and teaching partners.

### Sustaining the Accomplishments of Elevate ARTS

Over the past two years, project leaders have been actively engaged in sustainability planning. Through the use of Title IV, Part A funding and a partnership with the district's Supervisor of English Language Arts, there will be a program focused on Kindergarten through grade two in selected Title I schools, many of which are Elevate ARTS schools. In this literacy-focused project, the art, music, and language arts teachers will collaborate to prepare culturally responsive lessons that incorporate the arts and literacy. Many of the tenets of the Elevate ARTS approach will be incorporated into this new program.

There is a hope that perhaps the Elevate ARTS teachers will provide some of the needed training for the program as there is, "a lot of work to be done [throughout the district] in culture building and relationships. A lot of the training the district is doing has already been done in the grant."

At the middle school level, leaders pointed out that prior to the grant, there was a cadre that was involved with similar work as a pilot project. In visual arts, there will be a more well-defined approach to providing support and relationships in the form of a cadre. Teachers will be teamed up based on their needs and who would best work together. There will be substitutes provided so that they can visit each other's classrooms. This cadre approach is particularly favorable to the music teachers, who are used to working together in ensembles.



### SECTION 9 SUMMARY OF FINDINGS

The Pinellas County School Board's Professional Development for Arts Educators Project *Elevate ARTS* has completed its fourth year of implementation. The fourth year of the project was well-received by the 23 participating teachers. The professional development sessions for Year 4 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 offered to teachers throughout the district during the June 2019 summer institute *Lessons That Work!* The 2018 summer institute, four professional learning community sessions, peer visits, and mentoring activities provided the teachers with valuable experiences which they perceive have impacted their relationships with and ability to provide effective arts instruction to their students.

In this report, key aspects of the project's fourth 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 43 hours or 84% of the 51 hours offered. Nineteen (83%) of the teachers met all of the requirements for the GPRA measure for teacher attendance, exceeding the target of 80% by three percentage points.

Teacher knowledge gains were measured using two discipline-specific tests. For visual arts teachers, there was an average increase of 13.8 percentage points from pretest to posttest. For music teachers, there was an average increase of 11.5 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 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 11 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 4 project activities were very favorable. For the summer institute, all agreed that the presentations were relevant and interesting and that they would recommend the institute. 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.

Teaching partners expressed a great deal of satisfaction with the fourth year of implementation. All *strongly agreed* that *Elevate ARTS* has been relevant to the students whom project teachers teach, applicable to the arts content that they teach, has helped them to create/refine their classroom policies and procedures, and has helped them to create one or more professional development sessions. Additionally, 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, its impacts over the years, lessons learned, and efforts surrounding sustainability. Year 4 saw a deepening of the relationships between the teachers, teaching partners, and grant manager. A great deal of individualized support was provided. Project leadership described myriad ways in which Elevate ARTS has impacted the teachers and their students over the years. These mainly included (a) increased student achievement and involvement in the arts; (b) improved culture in which the Elevate ARTS teachers are well-respected by their peers and truly accept that ALL children can succeed; (c) increased involvement of teachers and teaching partners in presenting at district, state, and national professional conferences; and (d) improved relationships with community arts organizations. Project leadership expressed a great deal of positivity for using Design Thinking and culturally responsive lessons as the centerpieces of the grant's approach, as well as bringing the visual arts and performing arts teachers together for the grant. In terms of sustainability, Elevate ARTS teachers have learned how important the pacing of lessons is; that well-planned lessons that expect high achievement from students are the key to improved student achievement. Through the use of Title IV, Part A funding and a partnership with the district's Supervisor of English Language Arts, there will be a program focused on Kindergarten through grade two in selected Title I schools, many of which are Elevate ARTS schools. Many of the tenets of the Elevate ARTS approach will be incorporated into this new program.



# **Appendix A**

Classroom Visit Protocol

### *Elevate ARTS* April 2018 Classroom Visit Protocol

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

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

| Type Title How Used |  |   |  |  |
|---------------------|--|---|--|--|
| -37*                |  | (e.g., teach or learn new concepts, demonstrate<br>knowledge, create something new, solve<br>problems, communicate, collaborate). |  |  |
|                     |  |   |  |  |
|                     |  |   |  |  |
|                     |  |   |  |  |
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|                     |  |   |  |  |
|                     |  |   |  |  |

<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).

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

<sup>2</sup> Adapted from:

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)

# **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

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
- Visual Arts

Other (please specify)

3. I am a teaching partner/mentor for Elevate Arts.

- 🔵 Yes
- O No

Other (please specify)

4. I attended the entire Summer Institute.

O Yes

O 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
- O Somewhat Agree
- Somewhat Disagree
- Strongly Disagree
- 7. Overall, the presenters conveyed the information in an effective manner.
- Strongly Agree
- O Somewhat Agree
- Somewhat Disagree
- Strongly Disagree

### 8. Overall, the presenters were engaging.

- Strongly Agree
- Somewhat Agree
- O 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

11. Overall, I feel that enough time was allotted for networking with other institute participants.

- Strongly Agree
- O Somewhat Agree
- O Somewhat Disagree
- Strongly Disagree

12. The location of the institute was suitable.

- Strongly Agree
- O Somewhat Agree
- O Somewhat Disagree
- Strongly Disagree
- 13. Overall, I found the information presented during the institute to be relevant and interesting.
- Strongly Agree
- O 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.

|  | BEFORE Summer Institute | AFTER 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 classrom | \$                      | \$                     |
| h. Building relationships  | \$                      | \$                     |

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 | Definitley Will Not |
|--|-----------------|---------------|-------------------|---------------------|
| Administrative Panel                       | $\bigcirc$      | $\bigcirc$    | $\bigcirc$        | $\bigcirc$          |
| The Importance of an<br>Individual's Story | $\bigcirc$      | $\bigcirc$    | $\bigcirc$        | $\bigcirc$          |
| Equity Continuum                           | $\bigcirc$      | $\bigcirc$    | $\bigcirc$        | $\bigcirc$          |
| Managing Anti-Social<br>Behavior           | $\bigcirc$      | $\bigcirc$    | $\bigcirc$        | $\bigcirc$          |
| Hatitude!                                  | $\bigcirc$      | $\bigcirc$    | $\bigcirc$        | $\bigcirc$          |

#### 18. Please rank order your preference for the four required PLC meeting times for the 2017-18 school year.

| 0-0<br>0-0<br>0-0 | Saturday mornings (8:30am - 11:30am)  |
|-------------------|---------------------------------------|
| **<br>**<br>**    | Saturday afternoons (1:00pm - 4:00pm) |
| 0-0<br>0-0<br>0-0 | Weekday evenings (4:30pm - 7:30pm)    |
| 0-0<br>0-0<br>0-0 | Full day TDE                          |
| **<br>**<br>**    | A variety of the above times          |

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

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!

- 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

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   |
| Uisual 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   |
| 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:   |
|   |
|   |
|   |
|   |

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

| 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: |  |
|  |  |
| 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 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.

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

### Appendix C: PLC One Survey

| 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 following BEFORE you participated in the PLC session. Then, reflect on your level of understanding AFTER you participated in the session. |   |                   |  |  |
|  | BEFORE the Session  | AFTER the Session |  |  |
| a. Designing lessons that are culturally responsive  | <b></b>   |                   |  |  |
| b. Overcoming challenges in the arts classroom   | \$  | \$                |  |  |
| c. Building community in my school through the arts  | \$  | \$                |  |  |
|  | 15. I have the following suggestions for improvement of the content of the session: |                   |  |  |
| 16. I have the following suggestions for improvement of th   | ne format of the session:   |                   |  |  |
|  |   |                   |  |  |
|  |   |                   |  |  |
| 17. Please provide any additional feedback in the box below.   |   |                   |  |  |
|  |   |                   |  |  |
|  |   |                   |  |  |
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|  |   |                   |  |  |
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|  |   |                   |  |  |
|  |   |                   |  |  |
|  |   |                   |  |  |

- 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

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 interesting.

Strongly Agree

- Somewhat Agree
- Somewhat Disagree
- Strongly Disagree

6. I plan to use the information from the discussion of Legacy 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 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.

7. The time spent working in grant goal groups to begin creating presentations for professional development was productive.

Strongly Agree

Somewhat Agree

Somewhat Disagree

Strongly Disagree

8. Think about your depth of understanding of each of the following BEFORE you participated in the PLC session. Then, reflect on your level of understanding AFTER you participated in the session.

|   | BEFORE the Session | AFTER the Session |
|---|--------------------|-------------------|
| a. Using Design Thinking to create presentations for professional development                   | \$                 | \$                |
| b. Learning how the arts can influence the culture of a community                               | \$                 | \$                |
| c. Learning how the culture and spirit of a community impact emotional and educational outcomes | •                  | \$                |

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

- 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:

11. I have the following suggestions for improvement of the format 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

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.

| 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 American museum was relevant and interesting.
- Strongly Agree
- Somewhat Agree
- Somewhat Disagree
- Strongly Disagree

6. I plan to use the information from the visit to the Dr. Carter G. Woodson Museum 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 in your classroom, please help us to better understand how the visit might be more useful by telling us why you do not plan to use it.

7. Think about your depth of understanding of each of the following BEFORE you participated in the PLC session. Then, reflect on your level of understanding AFTER you participated in the session.

|   | BEFORE the Session | AFTER the 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
- Strongly Disagree

9. I have the following suggestions for improvement 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.

- 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

**Appendix F: PLC Four Survey** 

### Elevate ARTS PLC 4 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 during PLC 4. The information that you provide is anonymous and will be reported only in combination with responses from other participants.

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

- 1. I attended the entire PLC 4 session on April 9, 2018.
- 🔿 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 continue work on the presentations for professional development was productive.

- Strongly Agree
   Somewhat Agree
   Somewhat Disagree
- Strongly Disagree

6. Think about your depth of understanding of each of the following BEFORE you participated in PLC 4. Then, reflect on your level of understanding AFTER you participated in the session.

|   | BEFORE PLC 4 | AFTER PLC 4 |
|---|--------------|-------------|
| 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 interested in developing professional development presentations.

- Strongly Agree
- Somewhat Agree
- Somewhat Disagree
- Strongly Disagree
- 8. The information about the Dali Museum Innovation Labs was relevant and interesting.
- Strongly Agree
- Somewhat Agree
- Somewhat Disagree
- Strongly Disagree

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

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

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

### **Appendix G: Teacher End of Year Survey**

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
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

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

### Appendix G: Teacher End of Year Survey

| 9. Elevate ARTS has helped me to build relationships with other   | r Arts teache     | rs.               |                      |                      |
|---|-------------------|-------------------|----------------------|----------------------|
| Strongly Agree  |                   |                   |                      |                      |
| Somewhat Agree  |                   |                   |                      |                      |
| Somewhat Disagree   |                   |                   |                      |                      |
| Strongly Disagree   |                   |                   |                      |                      |
| 10. Overall, Elevate ARTS provided the opportunity for teachers   | s to              |                   |                      |                      |
|   | Strongly<br>Agree | Somewhat<br>Agree | Somewhat<br>Disagree | Strongly<br>Disagree |
| engage in dialogue about arts instruction with colleagues.  | $\bigcirc$        | $\bigcirc$        | $\bigcirc$           | $\bigcirc$           |
| engage in discussions about Design Thinking.  | $\bigcirc$        | $\bigcirc$        | $\bigcirc$           | $\bigcirc$           |
| regularly share ideas and materials.  | $\bigcirc$        | $\bigcirc$        | $\bigcirc$           | $\bigcirc$           |
| reflect on teaching.  | $\bigcirc$        | $\bigcirc$        | $\bigcirc$           | $\bigcirc$           |
|   | $\bigcirc$        | $\bigcirc$        | $\frown$             | $\bigcirc$           |
| feel supported.<br>.1. Overall, Elevate ARTS has  | $\bigcirc$        | $\bigcirc$        |                      |                      |
| feel supported.<br>11. Overall, Elevate ARTS has  | Strongly<br>Agree | Somewhat<br>Agree | Somewhat<br>Disagree |                      |
|   |                   |                   |                      | Strongly<br>Disagree |
| 11. Overall, Elevate ARTS has   |                   |                   |                      |                      |
| 11. Overall, Elevate ARTS has<br>been relevant to the students that I teach.  |                   |                   |                      |                      |
| 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   |                   |                   |                      |                      |
| 11. Overall, Elevate ARTS has<br>been relevant to the students that I teach.<br>been applicable to the arts content that I teach.<br>taught me to better understand Design Thinking and its application in the<br>classroom.  |                   |                   |                      |                      |
| 11. Overall, Elevate ARTS has<br>been relevant to the students that I teach.<br>been applicable to the arts content that I teach.<br>taught me to better understand Design Thinking and its application in the<br>classroom.<br>helped me to create or refine my classroom processes and procedures.  |                   |                   |                      |                      |
| 11. Overall, Elevate ARTS has<br>been relevant to the students that I teach.<br>been applicable to the arts content that I teach.<br>taught me to better understand Design Thinking and its application in the<br>classroom.<br>helped me to create or refine my classroom processes and procedures.<br>taught me best practices in classroom management.   |                   |                   |                      |                      |
| 11. Overall, Elevate ARTS has<br>been relevant to the students that I teach.<br>been applicable to the arts content that I teach.<br>taught me to better understand Design Thinking and its application in the<br>classroom.<br>helped me to create or refine my classroom processes and procedures.<br>taught me best practices in classroom management.<br>increased my ability to conduct lesson study.  |                   |                   |                      |                      |
| 11. Overall, Elevate ARTS has<br>been relevant to the students that I teach.<br>been applicable to the arts content that I teach.<br>taught me to better understand Design Thinking and its application in the<br>classroom.<br>helped me to create or refine my classroom processes and procedures.<br>taught me best practices in classroom management.<br>increased my ability to conduct lesson study.<br>helped me to build strong STEAM lessons.  |                   |                   |                      |                      |
| 11. Overall, Elevate ARTS has<br>been relevant to the students that I teach.<br>been applicable to the arts content that I teach.<br>caught me to better understand Design Thinking and its application in the<br>classroom.<br>helped me to create or refine my classroom processes and procedures.<br>taught me best practices in classroom management.<br>increased my ability to conduct lesson study.<br>helped me to build strong STEAM lessons.<br>taught me best practices for engaging students.<br>helped me to understand cultural competence and its impact in the arts |                   |                   |                      | -                    |

| 12. Because of Elevate ARTS, I have                       |                   |                   |                      |                      |
|---|-------------------|-------------------|----------------------|----------------------|
|   | Strongly<br>Agree | Somewhat<br>Agree | Somewhat<br>Disagree | Strongly<br>Disagree |
| been supported in my position as an arts teacher.         | $\bigcirc$        | $\bigcirc$        | $\bigcirc$           | $\bigcirc$           |
| networked with other arts teachers.                       | $\bigcirc$        | $\bigcirc$        | $\bigcirc$           | $\bigcirc$           |
| improved my teaching.                                     | $\bigcirc$        | $\bigcirc$        | $\bigcirc$           | $\bigcirc$           |
| increased my willingness to try new ideas in my teaching. | $\bigcirc$        | $\bigcirc$        | $\bigcirc$           | $\bigcirc$           |
| Other (please specify)                                    |                   |                   |                      |                      |
|   |                   |                   |                      |                      |

13. I believe my participation in Elevate ARTS has impacted my students by...

|  | Strongly<br>Agree | Somewhat<br>Agree | Somewhat<br>Disagree | Strongly<br>Disagree |
|--|-------------------|-------------------|----------------------|----------------------|
| increasing their level of engagement in class. | $\bigcirc$        | $\bigcirc$        | $\bigcirc$           | $\bigcirc$           |
| improving their behavior in class.             | $\bigcirc$        | $\bigcirc$        | $\bigcirc$           | $\bigcirc$           |
| increasing their arts content knowledge.       | $\bigcirc$        | $\bigcirc$        | $\bigcirc$           | $\bigcirc$           |
| Other (please specify)                         |                   |                   |                      |                      |

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

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

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

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

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

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

| Item  | N  | %<br>Summer<br>2015 | %<br>Fall<br>2015 | %<br>Spring<br>2016 | %<br>Summer<br>2016 | %<br>Fall<br>2016 | %<br>Spring<br>2017 | %<br>Summer<br>2017 | %<br>Fall<br>2017 | %<br>Spring<br>2018 |
|---|----|---------------------|-------------------|---------------------|---------------------|-------------------|---------------------|---------------------|-------------------|---------------------|
| 1. I first began<br>participating in<br>Elevate ARTS<br>activities in | 22 | 18                  | 9                 | 0                   | 14                  | 23                | 0                   | 14                  | 18                | 4                   |

|    | Item  | N<br>Respondents | %<br>Strongly<br>Agree | %<br>Somewhat<br>Agree | %<br>Somewhat<br>Disagree | %<br>Strongly<br>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<br>that I have received through Elevate ARTS<br>has prepared me to design and deliver<br>standards-based arts instruction.           | 22               | 82                     | 18                     | 0                         | 0                         |
| 5. | The support and guidance that I have<br>received from my Elevate ARTS teaching<br>partner(s) or mentor(s) has been effective.   | 22               | 77                     | 18                     | 5                         | 0                         |
| 6. | The professional development and coaching<br>that I have received through the Elevate<br>ARTS professional learning community<br>(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<br>that I have received through Elevate ARTS<br>have helped me to increase the use of digital<br>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<br>Respondents | %<br>Strongly<br>Agree | %<br>Somewhat<br>Agree | %<br>Somewhat<br>Disagree | %<br>Strongly<br>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<br>Respondents | %<br>Strongly<br>Agree | %<br>Somewhat<br>Agree | %<br>Somewhat<br>Disagree | %<br>Strongly<br>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<br>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                         |

| <b>12.</b> Because of Elevate ARTS, I have                | N<br>Respondents | %<br>Strongly<br>Agree | %<br>Somewhat<br>Agree | %<br>Somewhat<br>Disagree | %<br>Strongly<br>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                         |

| <b>13.</b> I believe my participation in Elevate ARTS has impacted my students by | N<br>Respondents | %<br>Strongly<br>Agree | %<br>Somewhat<br>Agree | %<br>Somewhat<br>Disagree | %<br>Strongly<br>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.

- 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**

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

### 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.

- 1. I am a mentor/teaching partner in
- music.
- 🔵 visual arts.

2. Elevate ARTS has been relevant to project teachers' professional development and support needs.

- Strongly Agree
- Somewhat Agree
- Somewhat Disagree
- Strongly Disagree
- 3. Overall, I am satisfied with the quality of Elevate ARTS.
- Strongly Agree
- Somewhat Agree
- Somewhat Disagree
- Strongly Disagree

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

| 4. Overall, throughout the year, Elevate ARTS provided the opportunity for project teachers to |                   |                   |                      |                      |  |  |
|--|-------------------|-------------------|----------------------|----------------------|--|--|
|  | Strongly<br>Agree | Somewhat<br>Agree | Somewhat<br>Disagree | Strongly<br>Disagree |  |  |
| engage in dialogue about arts instruction with colleagues.                                     | $\bigcirc$        | $\bigcirc$        | $\bigcirc$           | $\bigcirc$           |  |  |
| engage in discussions about Design Thinking.   | $\bigcirc$        | $\bigcirc$        | $\bigcirc$           | $\bigcirc$           |  |  |
| regularly share ideas and materials.   | $\bigcirc$        | $\bigcirc$        | $\bigcirc$           | $\bigcirc$           |  |  |
| reflect on teaching.   | $\bigcirc$        | $\bigcirc$        | $\bigcirc$           | $\bigcirc$           |  |  |
| feel supported.  | $\bigcirc$        | $\bigcirc$        | $\bigcirc$           | $\bigcirc$           |  |  |
| plan lessons with their colleagues.  | $\bigcirc$        | $\bigcirc$        | $\bigcirc$           | $\bigcirc$           |  |  |

### 5. Elevate ARTS has...

|  | Strongly<br>Agree | Somewhat<br>Agree | Somewhat<br>Disagree | Strongly<br>Disagree |
|--|-------------------|-------------------|----------------------|----------------------|
| been relevant to the students whom project teachers teach.   | $\bigcirc$        | $\bigcirc$        | $\bigcirc$           | $\bigcirc$           |
| been applicable to the arts content that project teachers teach.                                   | $\bigcirc$        | $\bigcirc$        | $\bigcirc$           | $\bigcirc$           |
| taught project teachers to better understand Design Thinking and its application in the classroom. | $\bigcirc$        | $\bigcirc$        | $\bigcirc$           | $\bigcirc$           |
| helped project teachers to create or refine their classroom processes and procedures.              | $\bigcirc$        | $\bigcirc$        | $\bigcirc$           | $\bigcirc$           |
| increased project teachers' ability to conduct lesson study.                                       | $\bigcirc$        | $\bigcirc$        | $\bigcirc$           | $\bigcirc$           |
| helped project teachers to create one or more professional development sessions.                   | $\bigcirc$        | $\bigcirc$        | $\bigcirc$           | $\bigcirc$           |

### 6. Because of Elevate ARTS, project teachers have...

|   | Strongly<br>Agree | Somewhat<br>Agree | Somewhat<br>Disagree | Strongly<br>Disagree |
|---|-------------------|-------------------|----------------------|----------------------|
| been supported in their positions as arts teachers.             | $\bigcirc$        | $\bigcirc$        | $\bigcirc$           | $\bigcirc$           |
| networked with other arts teachers.                             | $\bigcirc$        | $\bigcirc$        | $\bigcirc$           | $\bigcirc$           |
| improved their teaching.  | $\bigcirc$        | $\bigcirc$        | $\bigcirc$           | $\bigcirc$           |
| increased their willingness to try new ideas in their teaching. | $\bigcirc$        | $\bigcirc$        | $\bigcirc$           | $\bigcirc$           |
| Other (please specify)  | _                 |                   |                      |                      |
|   |                   |                   |                      |                      |
|   |                   |                   |                      |                      |

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)...

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

 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):

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

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

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

 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)...

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

### Appendix H: 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<br>Respondents | %<br>Strongly<br>Agree | %<br>Somewhat<br>Agree | %<br>Somewhat<br>Disagree | %<br>Strongly<br>Disagree |
|------------------------|---|------------------|------------------------|------------------------|---------------------------|---------------------------|
|                        | ARTS has been relevant to project<br>' professional development and<br>needs. | 10               | 100                    | 0                      | 0                         | 0                         |
| 3. Overall,<br>Elevate | I am satisfied with the quality of ARTS.                                      | 10               | 80                     | 20                     | 0                         | 0                         |

| <b>4.</b> Overall, throughout the year, Elevate ARTS provided the opportunity for project teachers to | N<br>Respondents | %<br>Strongly<br>Agree | %<br>Somewhat<br>Agree | %<br>Somewhat<br>Disagree | %<br>Strongly<br>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<br>Respondents | %<br>Strongly<br>Agree | %<br>Somewhat<br>Agree | %<br>Somewhat<br>Disagree | %<br>Strongly<br>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<br>Design Thinking and its application to the<br>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: Teaching Partner End-of-Year Survey Results and Comments

| 6. Because of Elevate ARTS, project teachers have               | N<br>Respondents | %<br>Strongly<br>Agree | %<br>Somewhat<br>Agree | %<br>Somewhat<br>Disagree | %<br>Strongly<br>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: 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?