External Evaluation Report
Elevate ARTS – Implementation Year 1
Professional Development for ARTS Educators

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CONTENTS

Appendices

EXECUTIVE SUMMARY

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

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

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

Participation rates in the various project activities were high. On average, teachers attended 85 percent 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. In terms of teacher knowledge gains, there was an average increase of 34.3 percentage points from pretest to posttest for the 23 teachers who participated for at least six months. A paired samples *t*-test found these gains to be significant, and the GPRA measure for teacher knowledge gains was met.

Teacher perceptions of Year 1 project activities were very favorable. Teachers described their summer institute experiences as "enriching," "enlightening," "amazing," and "one of the best professional development experiences I've attended." Teachers were also very satisfied with their experiences at the four professional learning community (PLC) sessions, as evidenced by 95% or more agreement to the vast majority of survey items pertaining to the quality of the sessions.

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

The project leadership team shared their perceptions of the support and guidance offered by the project and the development of digital tools. While the project leadership team views all of the elements of Year 1 as "very successful," it was through the mentors/teaching partners that the

most valuable source of support was provided. Because of this support and the collaboration with their peers, teacher feelings of isolation have diminished.

SECTION 1
Introduction

The major purpose of this evaluation is to better understand the first 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 first year included a week-long summer institute, four professional learning community (PLC) sessions, and professional support from a cadre of mentors/teaching partners.

The evaluation of the project includes both the study of the implementation of the first 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 first year, teacher perceptions of the sessions, and recommendations to be used for improving the project in subsequent years. The goals with respect to studying outcomes for teachers are to determine the extent to which teachers attended the project activities and to determine the extent to which teachers made gains in their arts content knowledge.

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

Evaluation Study Design

This study uses a multiple-methods approach to document evidence pertaining to project implementation and outcome measures. These methods include document analysis, quantitative and qualitative analyses of data obtained from teacher and mentor/teaching partner surveys, quantitative analysis of teacher attendance data, quantitative analysis of teacher knowledge gains using a pretest to posttest design, 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 first 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. What are the perceptions of the teachers of the various project components?

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

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

Approach

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

1. Documents pertaining to the content of the various professional development sessions were gathered and analyzed for content, presenter information, and the length of the sessions.

2. For the summer institute and PLCs, online surveys were administered to elicit feedback from teachers about their perceptions of the sessions.

3. A spreadsheet of attendance was examined to determine the extent to which teachers attended the various activities that were offered.

4. Teacher knowledge was measured using locally-designed tests comprised of 20 multiple choice and one constructed response item pertaining to arts content knowledge (music and visual arts), and pretest-to-posttest score gains were calculated.

5. At the end of the year, teachers and mentors/teaching partners completed an online survey to gather their overall perceptions of the first year of the project.

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

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

SECTION 2
Participating Teacher Characteristics

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

Evaluation Question Addressed:

What are the characteristics of the participating teachers?

School Level and Content Area

The 25 participating teachers (including one on maternity leave) come from seven elementary and three middle schools within the district. All of the participating schools are considered to be high poverty. The greatest number of teachers (15 out of 25, or 60 percent) comes from elementary schools. There are slightly more music teachers than visual arts teachers (14 versus 11).

Table 2-1
Teachers' School Level and Content Area

School Name	Music	Visual Arts	Total
Elementary School	**8**	**7**	**15**
Bear Creek	1[a]	1	2
Campbell Park	1	1	2
Fairmount Park	2	1	3
Lakewood	1	1	2
Maximo	1	1	2
Melrose	1	1	2
Woodlawn	1	1	2
Middle School	**6**	**4**	**10**
Azalea	2	1	3
John Hopkins	3	2	5
Tyrone	1	1	2
Total	**14**	**11**	**25**

[a]Teacher on maternity leave since October 2015.

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SECTION 3
Description of Key Project Components

This section of the study presents a summary of the key project components for the 2015-2016 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.

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Evaluation Questions Addressed:

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

To what extent did the teachers attend the project activities?

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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 2015-2016 school year included a week-long 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 first year of the project were implemented as designed and intended.

<u>Summer Institute</u>

The initial professional development event of the first year of implementation for *Elevate ARTS*, a three-day summer institute, was held at the Museum of Fine Arts in Saint Petersburg, Florida on June 8-10, 2015. Nineteen teachers and seven mentors participated in three days of presentations, discussions, hands-on activities, and reflection on the Design Thinking model and the power of the personal narrative. The intended outcomes of the institute were threefold: (a) build a supportive *Elevate ARTS* culture, (b) understand Design Thinking, and (c) understand the power of the personal narrative.

The institute began with a brief overview of the grant's evaluation requirements, presented by staff from the external evaluation company, RMC Research Corporation[1]. One of the grant

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[1] This analysis was conducted in accordance with the American Evaluation Association's *Guiding Principles for Evaluation* (July 2004). In accordance with its *Respect for People* guidelines, in cases where comments by

requirements is to assess teachers' knowledge using a pretest-posttest design. Thus, teachers took a pretest of their content knowledge, which will be assessed again at the end of Year 1. Following the pretest, participants briefly visited the museum galleries and then learned about the grant and its context from program managers.

The professional development content of the institute began with a session facilitated by Dr. David O'Fallon entitled, "The Danger of a Single Story." Dr. O'Fallon led participants through a presentation and discussion in which personal and dominant narratives were explored. Next, in a session guided by Dr. Michelle Tillander, "Reverberations: Arts Educator Story Map," participants explored the personal narrative and its importance in visual arts. Participants created 10-inch square panels in which they told their individual stories, which by the end of the institute were joined together. Day One concluded with debriefing and the reflective question, "What word or phrase stuck with you today?"

Day Two began with a discussion of the prior day's reflective question. Participants' responses were numerous and varied, with many emphasizing words such as, "empathy," "single story," and "you get to tell your own story." Next, Sue Castleman facilitated a session intended to help participants gain an understanding of the Design Thinking Model and how it is used to create new solutions. Participants received a copy of the "Design Thinking for Educators" toolkit and viewed a short video clip from a television program featuring Design Thinking for Educators. This was followed by a 2012 Ted Talk entitled, "How to Build Your Creative Confidence," which featured David Kelley, founder of IDEO, the company that developed Design Thinking for Educators. In small groups, participants conducted interviews with community experts on ways in which to de-escalate conflict. Then, participants engaged in a hands-on activity in which they designed de-escalation toolkits and shared their solutions with their colleagues. In the afternoon, Ed Woltil facilitated the session, "Music Tells Your Story," in which participants explored the importance of the personal narrative in music. Woltil provided several examples of personal narratives expressed through song, and then facilitated the group in the composition of an original piece entitled, "Dogs Versus Cats." Day Two concluded with reflection, discussion, and the introduction of the evening's two readings, "The Single Best Idea for Reforming K-12 Education," (Denning, 2011)[2] and information pertaining to the Minnesota Humanities Center's work surrounding changing the education narrative. (While many of the institute materials were available to participants in hard copy, all materials for the institute were also shared electronically via LiveBinder).

Day Three of the institute provided participants with the opportunity to engage in group discussions on the readings, reflect on next steps, and learn about developmental research. Participants received a copy of *First Year Teacher Handbook*, written by students from Blackburn Alternative School in Omaha, Nebraska. This school received similar professional development, and the handbook served as an artifact of their growth in knowledge over time.

respondents endangered their anonymity, the identifying portions were omitted. Furthermore, in cases where a comment pertaining to specific individuals was deemed to be inflammatory, the identifying information was omitted. In no instance did these omissions compromise the evaluation findings.

[2] Denning, S. (2011, September 1). The single best idea for reforming K-12 education. *Forbes*. Retrieved from http://www.forbes.com

Teachers were encouraged to contact the school for additional information. Time was allotted for participants to work on their Personal Innovation Portfolio, writing down their ideas, inspirations, and courageous leaps. Participants then had the opportunity to visit the galleries and complete a survey to provide feedback to program managers regarding their desired next steps. The institute concluded with a group reflection and sing along of "Stand by Me."

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

Table 3-1
Summer Institute Session Topics and Facilitators

Topic	Facilitator/Affiliation
Evaluation Overview	Elizabeth Bright, RMC Research Corporation
Overview of the PDAE Grant	Sue Castleman, Jeanne Reynolds, and Lisa Lehmann; *Elevate ARTS* Leadership Team, Pinellas County Schools
The Danger of a Single Story	David O'Fallon, Minnesota Humanities Center
Reverberations: Arts Educator Story Map	Michelle Tillander, University of Florida
Design Thinking	Sue Castleman, *Elevate ARTS* Leadership Team, Pinellas County Schools
Music Tells Your Story	Ed Woltil, Award-winning Musician and Songwriter

Professional Learning Community (PLC) Sessions

Four PLC meetings were held between August 2015 and April 2016. All were held at John Hopkins Middle School in Saint Petersburg, Florida. The first PLC session took place on August 10, 2015. Eighteen teachers and six teaching partners participated in the presentations, collaborative work groups, and reflection on curriculum mapping and classroom processes and procedures. The intended outcomes of the session were threefold: (a) build a supportive *Elevate ARTS* culture, (b) create a curriculum map for the first quarter, and (c) create classroom processes and procedures to achieve the curriculum map. The PLC began with a session facilitated by Margaret Griffin entitled, "Curriculum Mapping Overview." This was followed by teachers working collaboratively in small groups to create curriculum maps for their classrooms for the first quarter. These were then shared with the larger group. The second session of the day was facilitated by Lisa Lehmann and was entitled, "Using Design Thinking to Create Classroom Processes and Procedures." Teachers were once again provided the opportunity to work collaboratively in small groups to create classroom policies and procedures, which were then shared with the larger group.

The second PLC session took place on November 3, 2015. Nineteen teachers and eight teaching partners participated in the presentation, collaborative work groups, and reflection on Design Thinking and lesson study. The intended outcomes of the session were threefold: (a) build a supportive *Elevate ARTS* culture, (b) review concepts related to Design Thinking, and (c) work collaboratively to create a lesson study. The session began with Lisa Lehmann, Grant Coordinator, providing a brief recap of the grant's purpose, goals, and priorities. This was followed by a review of the Design Thinking approach. Next, teachers learned about *lesson study*, which is a form of classroom inquiry in which several teachers collaboratively plan, teach,

observe, revise, and share the results of a single class lesson. Meghan Alfara, Deanna Wilson, and Pam Richardson, who are teachers with experience in lesson study and inquiry, presented information on the purpose of and methodology associated with lesson study. They provided an illustrative example which focused on student engagement in music class. Finally, participants worked in job-like groups (elementary music, elementary art, middle school art, middle school chorus, and middle school band) to discuss and design a lesson study to be used in a classroom. Following the session, each group met to continue their work on the lesson study.

The third PLC session occurred on March 1, 2016. Twenty teachers and seven teaching partners/mentors participated in the presentation, collaborative discussion groups, and reflection on lesson study and Design Thinking. The intended outcomes of the session were threefold: (a) build a supportive *Elevate ARTS* culture, (b) learn best practices from lesson study work, and (c) understand how Design Thinking is used with Lesson Study. The PLC began with Lisa Lehmann, Grant Coordinator, recognizing recent achievements by the group; followed by a recap of the grant's purpose, goals, and priorities. This was followed by a review of the Design Thinking approach and its relationship to lesson study. Next, teachers separated into visual arts and music groups to share their experiences with lesson study. Finally, participants shared out with the larger group about the evolution of their lesson study experiences.

The fourth and final PLC session took place on April 19, 2016. Twenty-two teachers and seven teaching partners/mentors participated in the presentation and discussion of using digital tools for classroom instruction. The intended outcomes of the session were threefold: (a) build a supportive *Elevate ARTS* culture, (b) learn how to use digital tools for classroom instruction, and (c) understand how to use Design Thinking in the classroom. The PLC began with Lisa Lehmann, Grant Coordinator, recognizing recent achievements by the group; followed by a recap of the grant's purpose, goals, and priorities. Next, teachers separated into visual arts and music groups to participate in presentations on the digital resources and supports available, and to view model lessons which incorporate digital tools. Participants then took part in a brief discussion about the use of digital tools in their own classrooms. At the conclusion of the PLC, participants were administered the Year 1 posttest.

Mentoring and Peer-to-Peer Visits

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

The mentors/teaching partners are a team of 10 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, assistance with art exhibitions and music performance, and resources for improving classroom management skills and building relationships with students.

Peer-to-peer visits are held throughout the year and entail teachers with similar roles visiting one another's classrooms. As an illustrative example, middle school chorus teachers visited one another's classrooms on February 23, 2016. Three project teachers, one teaching partner, the grant manager, and a member of the evaluation team were present. Prior to the beginning of the class, the project teacher provided the visitors with an overview of what would occur in his Choral I (beginning chorus) class. The group was working on *Lift Up Your Voice, Alleluia*, words and music by Sally K. Albrecht and *Morning Glory*, words and music by Sandra Howard, as they prepared for their first district Music Performance Assessment (MPA) in early March. During the MPAs, students receive ratings of superior, excellent, good, fair, or poor with comments provided by the judges. The teacher explained that his strategy for these performance assessments is to have the students perform a piece musically and well. He stresses that the experience is an important one for his students, less important is the rating they receive. During the pre-discussion, the grant manager posed the question, "What do you want your 6th graders to look like by the end of this school year? His responses included that the students are musical, aware of what quality tone is (by feeling and listening), and independent readers of music. Further discussion included clarification of the rules of the assessments, tips for successful preparation for the competition, and strategies for overcoming nerves.

Description of the Class Period
The 90-minute block class was comprised of 40 or more grades 6-8 students, some of whom chose to enroll in the class, others who were assigned to the class. For the vast majority of them, it is the first middle school choral class they have taken. An adjunct instructor joined the class, playing piano, allowing the teacher to direct and walk amongst the students. The teacher prepared the students for the class by providing introductory remarks, including an explanation and introduction of the visitors. (Approximately 5 minutes). Next, students assumed "Position One." Here, students sit up straight, lean forward, and stand up using proper standing position – feet shoulder width apart, breathe in and out. Students took part in breathing exercises and posture check. (Approximately 10 minutes). Next, students participated in warm ups with major, minor, and chromatic scales. ("Oh how I lo-ve to sing."). (Approximately 10 minutes). This was followed by sight reading exercises using the *Florida Vocal Association Sight-Reading Materials* (first speak the numbers, then sing the number, then sing the note name). (Approximately 20 minutes). Next, students practiced the two songs they would perform at the competition. The teacher worked with students to improve and perfect their performance, emphasizing pronunciation, phrasing, and volume. Next, a fellow choral director and grant teaching partner worked with the students on "stress word painting" proper emphasis, pronunciation, phrasing, and note formation. (Approximately 30 minutes).This provided the students with an opportunity to experience a different choral direction style. This peer visit was followed by additional visits to the other project teachers' classrooms later that same day.

Teacher participation in mentoring and peer-to-peer visits is tracked through contact logs and attendance sheets. During Year 1, over 750 hours of mentoring activities were provided to project teachers, and all teachers participated in peer-to-peer visits.

Individual Teacher Attendance Rates

The project includes a teacher attendance measure established for reporting to Congress under the Government Performance and Results Act (GPRA). The GPRA objective for the project relating to participant attendance states that *80% of teachers participating in the PDAE Program will receive professional development that is **sustained and intensive.*** In order for a teacher to qualify as participating in professional development that is sustained and intensive, he/she 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.

In order 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 first year of the project. An analysis of these data reveals that

- Twenty (83%) of the teachers completed at least 40 of the 51 hours offered;
- Twenty-two (92%) completed at least 38.25 hours (75%) of the total hours offered;
- On average, teachers attended 43.6 hours (85%) of the total hours offered;
- Fourteen teachers (58%) participated in at least 90% of the total hours offered;
- One teacher joined the cohort in March 2016, and therefore did not complete the professional development hours over a six-month period; and
- Twenty (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.

Table 3-2
Individual Teacher Attendance for Project Events

Teacher	N Hours Attended[3]	% Hours Attended
1	51.00	100
2	51.00	100
3	51.00	100
4	51.00	100
5	51.00	100
6	51.00	100
7	48.00	94
8	48.00	94
9	48.00	94
10	48.00	94
11	48.00	94
12	48.00	94
13	46.00	90
14	46.00	90
15	43.00	84
16	42.00	82
17	40.00	78
18	40.00	78
19	40.00	78
20	40.00	78
21	39.00	76
22	39.00	76
23	29.25	57
24	8.50	17
Average	**43.6**	**86**

[3] Some teachers participated in additional hours of mentoring 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.

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 first year of the project.

Teachers' arts content knowledge was assessed with a pretest prior to participation in project activities in June 2015. The posttest was administered at the conclusion of Year 1 events in April 2016. 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 first 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 first 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 http://designthinkingforeducators.com) to engage students in rigorous arts education. This topic was chosen as it was a major focus of the first year professional development content. A rubric was developed by the evaluation team (and later approved by the project leadership team) to provide consistent guidance for scoring the constructed response item. The rubric ranged from a score of zero (no attempt made) to four (a well-rounded approach is described). The multiple-choice portion of the test is combined with the constructed response score to form a total score.

Descriptive statistics for the pretest and posttest are reported in Table 4-1. Results reveal that
- For the 23 project teachers who participated in the project for at least six months, the average pretest score was 45.8, and the average posttest score was 80.1. Thus, the average gain from pretest to posttest was 34.3.
- All of the teachers' scores improved from pretest to posttest, with gain scores ranging from 5.0 to 70.0.
- Results of the paired samples t-test reveal that there was a significant difference in pretest scores (M=45.8, SD=11.5) and posttest scores (M=80.1, SD 13.8), p=.005. Thus, the GPRA measure for teacher knowledge gains was met.

Table 4-1
Arts Content Knowledge of Participating Teachers (N = 23)

Score	Average	SD	Minimum	Maximum
Pretest	45.8	11.5	25.0	70.0
Posttest	80.1	13.8	45.0	97.5
Gain	34.3	15.7	5.0	70.0

SECTION 5
Teacher Perceptions of the Project

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

Online survey instruments were developed for the summer institute 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 first year's events, electronic *End-of-Year Surveys* were completed by project teachers and mentors/teaching partners to elicit their overall perceptions of the year's activities.

Evaluation Question Addressed:

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

Summer Institute

The three-day summer institute took place June 8-10, 2015, at the Museum of Fine Arts in Saint Petersburg, Florida. Teacher perceptions of the summer institute are presented in Table 5-1. The survey and participant comments are located in Appendix A. Overall perceptions of the institute were quite favorable, as evidenced by more than 90% agreement to 7 of the 11 survey items pertaining to the quality of the institute. The participants agreed to some extent that
- the materials provided were of a high quality;
- the presenters demonstrated a strong command of the information presented and conveyed it in an effective manner;
- the presenters were engaging;
- the location of the institute was suitable;
- the knowledge and skills acquired are applicable in their classrooms; and
- they would recommend the institute to other teachers.

Table 5-1
Participant Perceptions of the Summer Institute

Topic	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
High quality materials	25	68	28	4	0
Presenters' command of information	25	68	28	4	0
Presenters conveyed information effectively	25	52	44	4	0
Presenters were engaging	25	52	40	4	4
Adequate time allotted for talking with presenters	25	60	28	12	0
Adequate time allotted for sessions and activities	25	60	28	12	0
Adequate time allotted for networking with other teachers	25	64	24	12	0
Suitable location	25	88	8	0	4
Relevant and interesting	24	62	21	17	0
Applicable in my classroom	25	68	24	8	0
I would recommend this institute	25	72	20	8	0

Perceived Impact on Participant Knowledge

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

Figure 1
Perceived Impact of Summer Institute on Participant Knowledge

% Responding "Quite a Bit" or "Thorough" Level of Knowledge

Key Concept	Before	After
The danger of a single story	16	92
The importance of the personal narrative in visual arts	16	76
The importance of the personal narrative in music	32	80
The Design Thinking Model	4	44
How to use the Design Thinking Model to create new solutions	0	36
The connection between student behaviors and the personal narrative	20	68

Prior to the institute, 32% or fewer of the participants rated their knowledge level of any of the six key concepts as "Quite a Bit" or "Thorough." Following the institute, these percentages ranged from 36% to 92%. The areas in which perceived knowledge gains were greatest include

- The danger of a single story (increase of 76%)
- The importance of the personal narrative in visual arts (increase of 60%)

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

- The Design Thinking Model (increase of 40%)
- How to use the Design Thinking Model to create new solutions (increase of 36%)

Program managers stressed that the Design Thinking Model is one that will be used throughout the grant, and that many more opportunities will be provided for participants to increase their knowledge in this area.

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

I feel as though these three days were an extremely meaningful way to start a difficult process of bringing about change. I can tell that a tremendous amount of thoughtful planning went into formulating the plan. Thank you.

Enjoyed all the presenters and the information and perspective they had to offer. Great idea to mix music with art!

The institute was one of the best professional development experiences I've attended. As I do not have many opportunities to work with my arts colleagues, I felt energized by the discussions and the work we completed. I gained many insights and plan to implement new ideas in the coming year.

Maybe this is the start of something great for the entire district!

While participants were very satisfied with their experiences during the institute, there were several suggestions made for improvement. These centered around the following three themes: (a) allow more time to learn about and discuss the Design Thinking Model, (b) move participants toward concrete, actionable plans to improve learning in their classrooms, and (c) provide additional opportunities for participants to talk with one another and the presenters regarding their needs.

Professional Learning Community Sessions

The four PLC sessions were held between August 2015 and April 2016 at John Hopkins Middle School in Saint Petersburg, Florida. At the conclusion of each PLC session, participants were asked to complete an online survey. Participants' perceptions of each PLC are reported below. Surveys and comments for each of the sessions may be found in Appendices B-E.

Professional Learning Community Session One

Twenty-two teachers and teaching partners responded to the survey. Perceptions of the first PLC are presented in Table 5-2. Overall, perceptions of the session were very favorable, as evidenced by 95% or more agreement to all 11 of the survey items pertaining to the quality of the session. Five of the 11 items had 100% agreement. All of the participants agreed that
- working collaboratively with colleagues to create a first quarter curriculum map was helpful,
- they plan to use the first quarter curriculum map in their classrooms,
- the information presented on Design Thinking was relevant and interesting,
- working collaboratively with colleagues to create classroom policies and procedures using Design Thinking was helpful, and
- adequate time was allotted for working with colleagues to create classroom policies and procedures.

Table 5-2
Participant Perceptions of the Professional Learning Community Session One

Topic	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
Curriculum mapping was relevant and interesting	22	59	36	5	0
Collaboration on curriculum mapping was helpful	22	73	27	0	0
Adequate time allotted for collaboration on curriculum mapping	22	59	36	5	0
Curriculum map applicable in my classroom	22	55	45	0	0
Design Thinking was relevant and interesting	22	50	50	0	0
Collaboration on classroom processes and procedures was helpful	22	86	14	0	0
Adequate time allotted for collaboration on classroom processes and procedures	22	71	29	0	0
Processes and procedures applicable in my classroom	22	73	22	5	0
I would recommend this session	22	63	32	5	0

Perceived Impact on Participant Knowledge

Teachers were asked to rate their level of understanding of the two key concepts covered during the session using the following scale: *Little or None, Moderate, Quite a Bit,* or *Thorough*. Prior to the session, very few of the participants rated their level of understanding as *Quite a Bit* or *Thorough*. Following the session, 41% of the participants rated their level of understanding of "How to create a curriculum map" as *Quite a Bit* or *Thorough*, and 96% of the participants rated their level of understanding of "Using Design Thinking to create classroom processes and procedures" as *Quite a Bit* or *Thorough* (Figure 2).

Figure 2
Perceived Impact of Professional Learning Community Session One on Participant Knowledge

% Responding "Quite a Bit" or "Thorough" Level of Knowledge
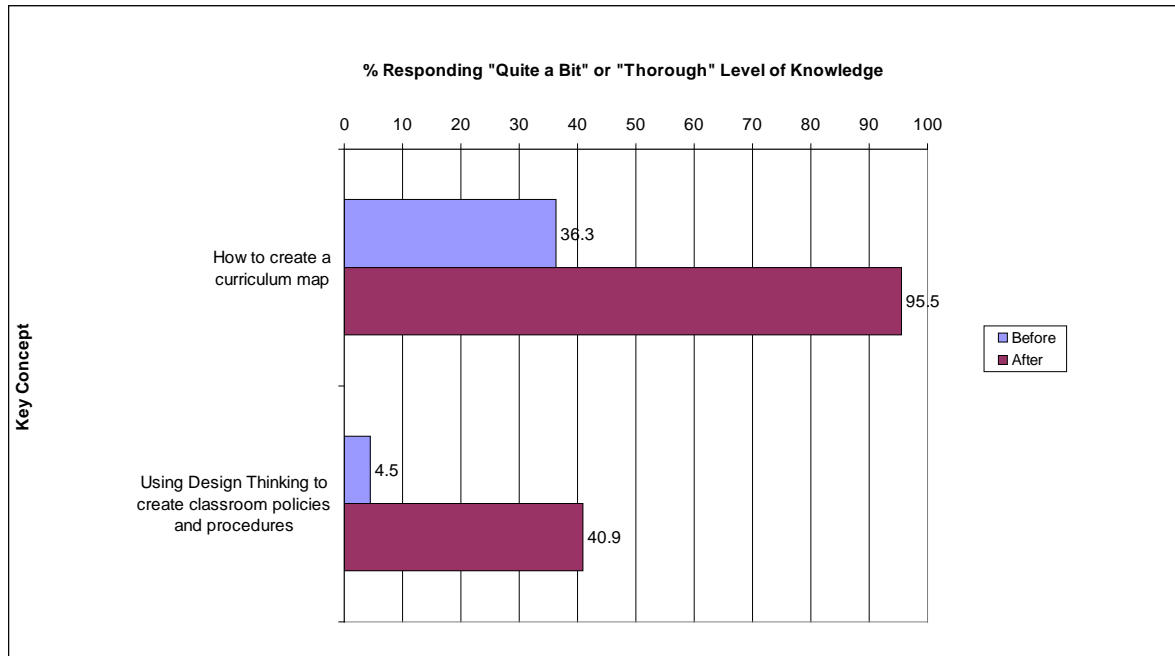
An analysis of the participants' comments confirmed that the session was well received. Participants emphasized this by saying that it was "very well organized," and that there were "great presenters." While participants were very satisfied with their experiences during the session, there were several suggestions for improvement. These were centered around three themes: (a) comprise collaborative groups of two to three people who teach the same subject, (b) hold the session earlier in the summer and have exhibition deadlines available, and (c) consider assigning teachers a small amount of pre-work prior to the session (such as thinking about issues they wish to discuss during the session). Furthermore, the suggestion was made to survey teachers prior to the session to determine their level of understanding of the content to be presented.

Professional Learning Community Session Two

Seventeen teacher participants and one teaching partner responded to the survey. Perceptions of the second PLC are presented in Table 5-3. Overall, perceptions of the session were very favorable, as evidenced by 100% agreement to all six of the survey items pertaining to the quality of the session. More than three fourths *strongly agreed* that

- the information presented on lesson study was relevant and interesting;
- working collaboratively with colleagues to plan a lesson study was helpful; and
- they plan to use the lesson study in their classrooms.

Fewer respondents (two thirds or less), *strongly agreed* that
- adequate time was allotted for working with colleagues to plan a lesson study;
- the information presented on Design Thinking was relevant and interesting; and
- they would recommend the session to another teacher.

Table 5-3
Participant Perceptions of the Professional Learning Community Session Two

Topic	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
Lesson study was relevant and interesting	18	78	22	0	0
Collaboration on lesson study was helpful	18	78	22	0	0
Adequate time allotted for collaboration on lesson study	18	50	50	0	0
Lesson study applicable in my classroom	18	89	11	0	0
Design Thinking was relevant and interesting	18	67	33	0	0
I would recommend this session	18	67	33	0	0

Perceived Impact on Participant 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 participants rating their level of knowledge as "Quite a Bit" or "Thorough" before and after the session is presented in Figure 3.

Figure 3
Perceived Impact of Professional Learning Community Session Two on Participant Knowledge
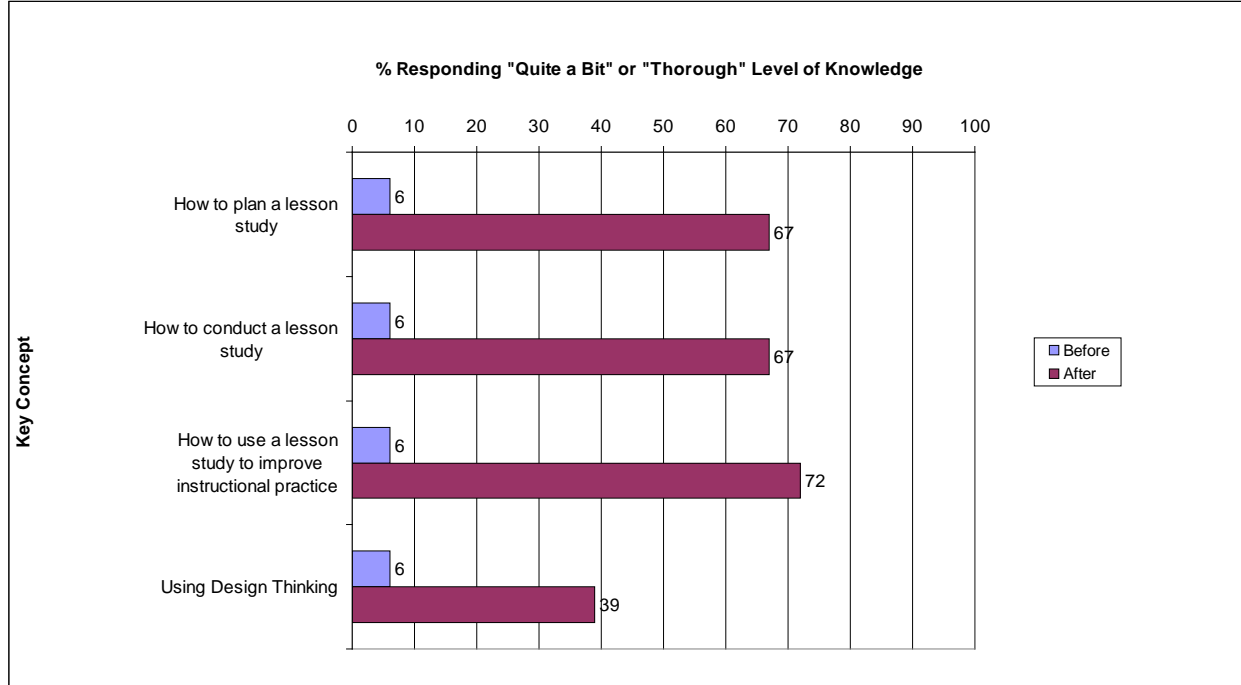
Prior to the session, 6% of the participants rated their knowledge level of the four key concepts as "Quite a Bit" or "Thorough." Following the session, these percentages ranged from 39% to 72%. Reported knowledge gains were greatest in the area of lesson study, the greatest of which was how to use a lesson study to improve instructional practice, with an increase of 66%. The area in which reported knowledge gains were relatively lower was using Design Thinking, with an increase of 33%.

Participants were very satisfied with their experiences during the session, and there were no suggestions made for improvement of the content or the format of the session. However, several participants expressed an interest in obtaining additional information on lesson study and Design Thinking. These requests included examples of previous lesson studies with changes made to the lesson and key findings, how to schedule observations, and the opportunity to discuss ideas/perceptions with their colleagues. Participants requested additional information about Design Thinking, its effectiveness in the classroom setting, and tips for implementing ideas generated through Design Thinking. Finally, the suggestion was made to have a follow-up session after the lesson studies have been conducted to share the results.

Professional Learning Community Session Three

All 20 teachers who participated in the session responded to the survey. However, since two did not attend the entire session, the analysis is based on 18 respondents. Results are reported in Table 5-4. Overall, perceptions of the session were very favorable, as evidenced by 100% agreement to four of the five survey items pertaining to the quality and content of the session. More than three fourths *Strongly Agreed* that

- the information presented on Design Thinking in lesson study was relevant and interesting, and
- they would recommend conducting lesson study to another teacher.

Fewer respondents (two thirds or less) *Strongly Agreed* that
- adequate time was allotted for sharing with colleagues about lesson study, and
- they plan to continue conducting lesson studies.

Table 5-4
Participant Perceptions of the Professional Learning Community Session Three

Topic	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
Design Thinking in lesson study was relevant and interesting	18	78	22	0	0
Sharing about lesson study with colleagues was helpful	18	67	22	11	0
Adequate time allotted for sharing about lesson study	18	61	39	0	0
Plan to continue conducting lesson studies	18	61	39	0	0
Would recommend conducting a lesson study to another teacher	18	89	11	0	0

Perceived Impact on Professional Practice

Teachers were asked to rate the impact of conducting lesson study on six areas of professional practice. These are reported in Table 5-5, in order of perceived greatest impact. More than 85% *Strongly Agreed* that
- o they gained new ideas, and
- o they became more reflective of their instructional practice.

Fewer (50%) *Strongly Agreed* that lesson study helped them to better understand their students.

Table 5-5
Participant Perceptions of the Impact of Lesson Study

Topic	N Respondents	Rank Order	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
Gain new ideas	18	1	90	10	0	0
Become more reflective of my instructional practice	18	2	89	11	0	0
Feel supported by my colleagues	18	3	83	17	0	0
Improve my instructional practice	18	4	78	17	5	0
Create engaging lessons	18	5	78	17	5	0
Better understand my students	18	6	50	44	6	0

Perceived Impact on Participant 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 participants rating their level of knowledge as "Quite a Bit" or "Thorough" before and after the session is presented in Figure 4.

Figure 4
Perceived Impact of Professional Learning Community Session Three on Participant Knowledge

23
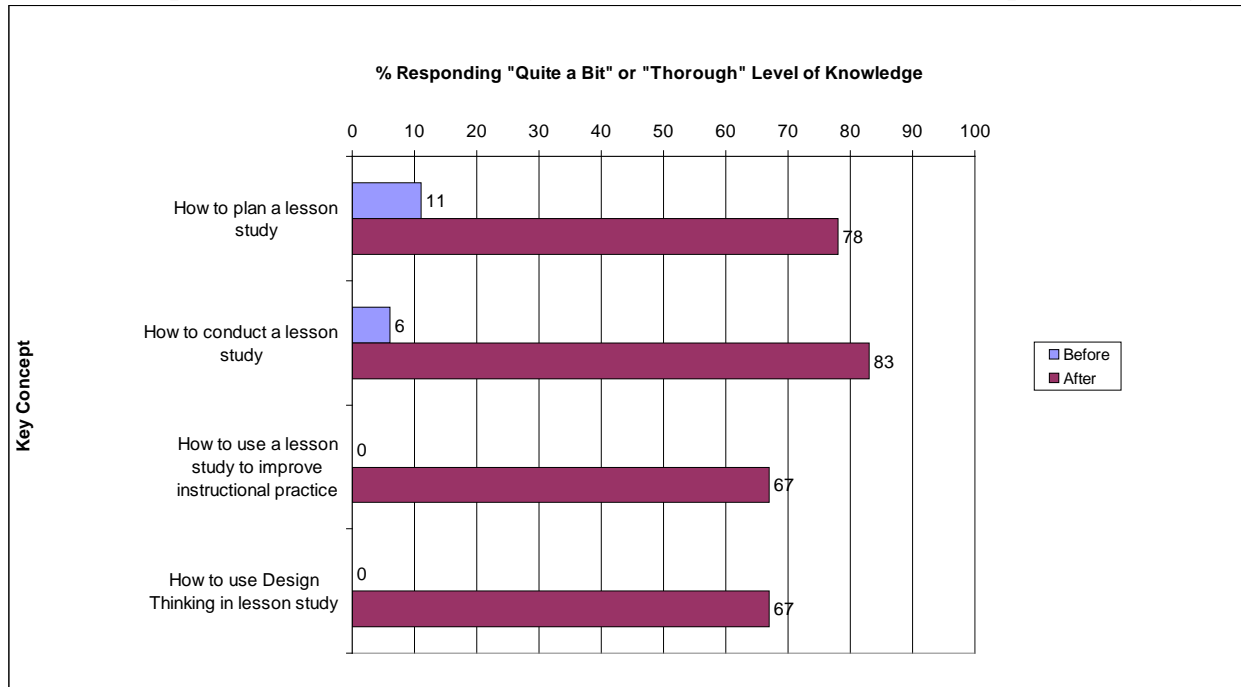
Prior to the session, 11% or fewer of the participants rated their knowledge level of the four key concepts as "Quite a Bit" or "Thorough." Following the session, these percentages ranged from 67% to 77%. Reported knowledge gains were greatest in the area of how to conduct a lesson study, while the remaining three areas had reported gains of 67 percentage points.

Several participants expressed an interest in obtaining additional information on certain aspects of lesson study and Design Thinking. These requests pertaining to lesson study included student assessment, unit planning, analysis/revisions, and additional practice. Requests pertaining to Design Thinking included building ideas, unit planning, evolution, and additional practice.

Professional Learning Community Session Four

All 22 teachers who participated in the session responded to the survey. However, since one did not attend the entire session, the analysis is based on 21 respondents. There were two survey items pertaining to the quality and content of the session. An item-by-item reporting of the results is found in Table 5-6. All participants agreed, at least to some extent, that the information presented on the use of digital tools in the classroom was relevant and interesting. Fewer participants (76%) agreed, at least to some extent, that they would recommend the session to another teacher.

Table 5-6
Participant Perceptions of the Professional Learning Community Session Four

Topic	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
Information on digital tools in the classroom was relevant and interesting	20	55	45	0	0
Would recommend this session to another teacher	20	72	14	14	0

Perceived Impact on Participant 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 participants rating their level of knowledge as "Quite a Bit" or "Thorough" before and after the session is presented in Figure 5.

Figure 5
Perceived Impact of Professional Learning Community Session Four on Participant Knowledge
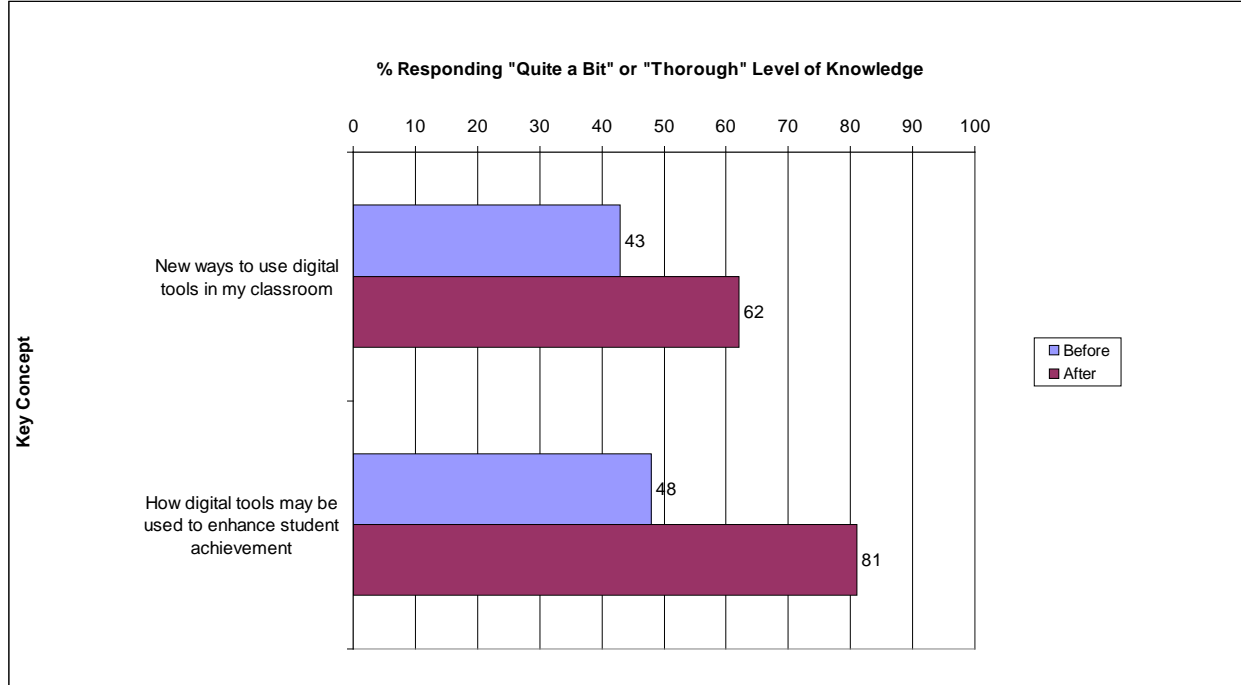
Prior to the session, participants' perceived knowledge level of the two key concepts was quite high, with 43% or more of the participants rating their knowledge level of the two key concepts as "Quite a Bit" or "Thorough." Following the session, these percentages ranged from 62% to 81%. Reported knowledge gains were greatest in the area of how digital tools may be used to enhance student achievement, with a reported gain of 33 percentage points.

Thirteen participants expressed an interest in obtaining additional information on certain aspects of the use of digital tools in the classroom. These requests most often included learning more about Smart Boards, OneDrive, Edmodo, and other digital tools that can be used for lesson presentation and the creation of student projects. Six participants provided additional feedback regarding the use of digital tools. Teachers provided positive feedback on the session, with one teacher stating, "It was very valuable to see videos of other teachers presenting a lesson." Teachers also expressed that it would be valuable to have time to collaborate with colleagues on how they are using digital tools in their classrooms, and to have adequate time to experiment with the various tools.

Overall Perceptions of Year 1 Activities

The *End-of-Year Survey* was designed to elicit data pertaining to teachers' general perceptions of the first year of the project's implementation. The online survey was conducted in April 2016. All of the 24 teachers who participated in the project at the end of the year responded to the survey. A copy of the survey and a complete item-by-item reporting of the results is located in Appendix F.

All of the 24 teachers who participated in *Elevate ARTS* at the end of the 2015-2016 school year responded to the survey. The teachers indicated a great level of satisfaction with their experiences during the first year of project implementation. Nearly all (96%) agreed, at least to some extent, that, overall, they are satisfied with the quality of *Elevate ARTS* and that the project has been relevant to their professional development and support needs.

- At least 80% *strongly agreed* that the project has provided the opportunity for them to
  - engage in dialogue about arts instruction with colleagues,
  - reflect on teaching,
  - feel supported, and
  - network with other arts teachers.

- At least 75% *strongly agreed* that because of *Elevate ARTS*, they have
  - improved their teaching, and
  - increased their willingness to try new ideas in their teaching.

Three items on the *End-of-Year Survey* pertain specifically to performance measures of the project. For these three items, at least 96% agreed to some extent that the

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

This far exceeds the level of 85% specified in the performance measure.

Teachers were asked their overall perceptions of the project. These are reported in order of prevalence in Table 5-7. The information contained in the table indicates that the project is perceived to have impacted some areas more than others, with more teachers reporting increased understanding of conducting lesson study and using Design Thinking than creating a curriculum map.

Table 5-7
Overall Perceptions of the Project

Area	Order of Prevalence	N Respondents	% Strongly/ Somewhat Agree
Applicable to the arts content that I teach	1 (tie)	24	100
Increased my ability to conduct lesson study	1(tie)	24	100
Increased my understanding of Design Thinking and its application to the classroom	2	24	96
Relevant to the students that I teach	3 (tie)	24	92
Helped me to create/refine classroom policies and procedures	3 (tie)	24	92
Helped me to create a curriculum map	4 (tie)	24	83

Teachers were also asked their perceptions of the project's impact on their students. These are reported in order of prevalence in Table 5-8. The information contained in the table indicates that the project is perceived to already have had an impact on students, even with only the first year of implementation completed. At least 75% of the teachers agreed, at least to some extent, that the project has impacted their students in all three areas.

Table 5-8
Perceived Impact of the Project on Students

Area	Order of Prevalence	N Respondents	% Strongly/ Somewhat Agree
Increased their level of engagement in class	1	24	96
Increased their arts content knowledge	2	24	87
Improved their behavior in class	3	24	75

Teachers were asked to share the most important thing that they have learned from *Elevate ARTS*. Of the 21 who provided commentary on this item, three themes emerged. These were related to the support of their colleagues, the use of Design Thinking, and improvements in their teaching. As evidenced by the following comments, teachers have learned

> *…that I am not alone, it's important to see what other teachers in my situation are struggling with and excelling at.*

> *…the process of Design Thinking; how I was already doing it and how I could do it better.*

> *…how to better engage my students and deliver content, through mentor teachers.*

Mentoring and Peer Support

Overall, perceptions of the support provided by the mentors/teaching partners and peers were very favorable, as evidenced by high levels of agreement to survey items pertaining to the quality of the support. One hundred percent of the teachers agreed, at least to some extent, that
- the support and guidance they have received from their mentors/teaching partners has been effective,
- the professional development and coaching that they have received through *Elevate ARTS* PLC has been effective,
- *Elevate ARTS* has provided the opportunity for them to engage in dialogue about arts instruction with colleagues,
- *Elevate ARTS* has allowed them to network with other arts teachers, and
- *Elevate ARTS* has made them feel supported.

The vast majority of teachers found the peer-to-peer visits to be valuable, with 95% agreeing, at least to some extent, that the visits have been helpful to their instructional practice.

Many teachers provided positive commentary about their experiences during mentoring and peer visits, including the following:

The support I have gained from...participating in the peer-to-peer visits and having conversations with my mentor have been invaluable tools to the success of my program. Without these positive experiences, I would be struggling more than I am currently. I appreciate every opportunity we have to work together...

I enjoyed the peer visits very much!

I enjoyed getting my [mentor] visits and surprise encouraging messages. Some days it was the very best moment I had.

Suggestions for improving the mentoring and peer visit process included clearly defining the roles of the mentors and mentees and to have more peer visits among teachers with similar school demographics. Scheduling and making time for classroom visits remains a challenge.

Teachers were asked to provide suggestions for improvement of the mentoring portion of the project. They were overwhelmingly positive regarding their experiences; describing them as "amazingly helpful," "loved getting my visits," and "I enjoyed it." Several teachers suggested having more face-to-face visits with the mentors/teaching partners, as well as peer-to-peer visits. Additionally, teachers value collaboration with others who are in schools that are demographically similar.

Teachers were asked to provide suggestions for improvement of the content of *Elevate ARTS* for its second year of implementation. Of the twelve teachers who provided commentary, the areas most often mentioned included increasing the amount of time devoted to peer and mentor visits, providing model lessons and specific suggestions/resources for delivering content, and providing assistance with classroom management and student behavior, as evidenced by this comment:

More behavioral/psychological tactics to use with students. Studying why students might behave the way they do, and discussing what can be done. Analyzing and discussing behavioral case studies.

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

The support I have gained from attending the Elevate ARTS meetings, participating in the peer-to-peer visits, and having conversations with my mentor have been invaluable tools to the success of my program. Without these positive experiences, I would be struggling more than I am currently. I appreciate every opportunity we have to work together and I look forward to having more of these chances to network and learn from each other.

SECTION 6
Mentor and Teaching Partner Perceptions of the Project

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

The *End-of-Year Survey* was designed to elicit data pertaining to mentors' and teaching partners' general perceptions of the first year of the project's implementation. The online survey was conducted in April 2016. All of the 10 mentors/teaching partners who participated in the project at the end of the year responded to the survey.[4] A copy of the survey as well as a complete item-by-item reporting of the results may be found in Appendix G.

Evaluation Question Addressed:

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

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

- At least 90 percent *strongly agreed* that the project has provided the opportunity for project teachers to
  - engage in dialogue about arts instruction with colleagues,
  - reflect on teaching,
  - feel supported, and
  - network with other arts teachers.

- At least 80% *strongly agreed* that because of *Elevate ARTS*, project teachers have
  - improved their teaching,
  - been supported in their positions as arts teacher, and
  - increased their willingness to try new ideas in their teaching.

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[4] The results for teaching partners/mentors should be interpreted with caution as they are based on a limited sample size of ten.

Overall Perceptions of Year 1 Support

Mentors and teaching partners were asked their overall perceptions of the project. These are reported in order of prevalence in Table 6-1. The information contained in the table indicates that 90% of the mentors/teaching partners strongly agree that the project content is relevant to participating teachers' students and arts content they teach. Fewer (60%) strongly agreed that the project helped participating teachers to create a curriculum map and increased their ability to conduct lesson study.

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

Area	Order of Prevalence	N Respondents	% Strongly Agree
Relevant to the students whom project teachers teach.	1 (tie)	10	90
Applicable to the arts content that project teachers teach.	1 (tie)	10	90
Helped to create/refine classroom policies and procedures	2	10	80
Increased understanding of Design Thinking and its application to the classroom	3	10	70
Helped to create a curriculum map	4 (tie)	10	60
Increased project teachers' ability to conduct lesson study	4 (tie)	10	60

Mentors/teaching partners were asked to share what they think the project teachers they have worked with have learned from *Elevate ARTS*. According to the mentors/teaching partners, participating teachers have learned, among other things, that they are supported in their work, the important role that classroom management plays in student achievement, and the usefulness of Design Thinking. These are evidenced in the following comments:

> *The teachers have gained an understanding that consistent and fair classroom management paired with highly engaging lessons leads to increased student achievement.*

> *Besides gaining a deeper understanding of the particular needs of urban students, as well as the challenges and rewards of an urban setting, the employment of Design Thinking in their practice has been paramount.*

> *That there is a connection of teachers available to assist with questions, concerns, planning, etc. That they are not alone.*

Mentors/teaching partners were asked in which areas the teachers that they work need additional support. Of the ten who provided commentary, the areas most often mentioned included classroom management and student behavior, curricular development and pedagogical strategies aligned to their particular student population, and curriculum mapping.

Mentors/teaching partners were asked to provide suggestions for improvement of the content of *Elevate ARTS* for its second year of implementation. Of the eight who provided commentary, the areas most often mentioned included increasing the amount of time devoted to collaborating with

peers through joint lesson planning and peer visits, learning through model lessons, and sharing ideas to increase student engagement.

SECTION 7
Project Leadership Team Perceptions of the Project

One of the questions of this study relates to the perceptions of the project leadership team of the support and guidance offered by the project and the development of digital tools. To gather data pertaining to this question, a discussion protocol for the project leadership team was developed (Appendix H). The evaluation team conducted the focused discussion with the project leadership team in April 2016, after the completion of the first year of implementation. The information presented in this section is organized by the three main topics covered in the discussion.

> **Evaluation Questions Addressed:**
>
> **What are the perceptions of the project leadership team of the professional support and guidance offered by the project and the development and use of digital tools?**

Professional Support and Guidance

The project leadership team views Year 1 as very successful. Professional support was provided to participating teachers through the Summer Institute, PLC meetings, peer visits, and regular contact with mentors/teaching partners. It was through the mentors/teaching partners that the largest source of support was provided. Bringing teachers together to collaborate with their colleagues has helped to diminish feelings of isolation. Teachers have visited each others' classrooms, and have been visited by their mentors/teaching partners. These interactions are viewed as very valuable support,

> *In 25 years of teaching, I could count on one hand the number of times someone came into my classroom. This is very valuable. The culture has shifted to welcoming the teaching partners and peers. The visits are also causing teachers to reflect on their practice.*

One of the challenges faced during Year 1 is the many directions that teachers are pulled. Scheduling professional development and peer visits can be a challenge, given all of the other demands on teachers' time. By providing professional development at a variety of times, such as during the summer, after school, and also during the school day with teachers being provided substitutes, the challenge has been minimized. Also, teachers are visited in their classrooms by their mentors/teaching partners, thus minimizing the amount of time that teachers are out of their classrooms.

Recruitment and Retention of Arts Teacher Leaders

During Year 1, there were six music and four visual arts mentors/teaching partners. The project leadership team emphasized that the arts teacher leaders (aka mentors/teaching partners) have been integral to the success of *Elevate ARTS*. They have been, "extraordinarily helpful" to the teachers and often, "have a way of celebrating what teachers are doing and inspiring them." Their primary role is one of support, which takes on many facets. For example, mentors/teaching partners communicate regularly with the teachers via email, occasionally send handwritten notes of encouragement, visit with the teachers in their classrooms, engage in lesson study with the teachers, and provide resources based on the individual needs of the teachers with whom they work.

The project leadership team shared that one of the challenges has been finding high quality visual arts teaching partners, and pointed out that in visual arts, the way of work is "…more isolated than in music. That is the nature of art." Finding the right balance of support is key. It is the hope that additional visual arts teaching partners will be added for Year 2.

Development and Use of Digital Tools

According to the project leadership team, the development and use of digital tools will be heavily emphasized in Year 2 and beyond. A major focus will be on the creation of digital student portfolios in both music and visual arts. Several examples of work that has already begun in the use of digital tools were shared. For example, during the last PLC session for Year 1, some teachers recorded their lessons and shared them with their colleagues. Many teachers found this inspiring as it is a way to learn from each other and to learn about themselves. The project leadership team shared that after watching her colleague's lesson, "one teacher sent a follow-up email and expressed that the recorded lesson made her realize how much help she needs."

One of the strengths in this area is that the district has three technology positions that are referendum-funded. They are able to provide support and training across the district. Another strength is that teachers have already received a fair amount of training in the use of technology. The challenge is, "getting them to use it on a regular basis."

There have also been successes in the use of digital tools for evaluating student achievement. For example, teachers across the district have added student images to a data base. Teachers have been trained in adjudicating the images using a four-point rubric, and teachers provide each other with feedback on the student work. This feedback is highly valued, and often inspires teachers to improve. Exemplar work is shared and students have an understanding of what a work that merits a score of "4" looks like. Music is moving in the same direction, with some challenges being faced due to file sizes. During Year 2, mentors/teaching partners will begin using these exemplars with teachers. It is the hope that *Elevate ARTS* teachers will become the "masters" of these digital tools. Work in this area will continue to be a major focus of the grant.

SECTION 8
Summary of Findings

The Pinellas County School Board's Professional Development for Arts Educators Project *Elevate ARTS* has completed its first year of implementation. The first year of the project was well received by the 24 participating teachers. The professional development sessions for Year 1 of the project were centered around the Design Thinking model. The summer institute, the four professional learning community sessions, peer visits, and mentoring activities provided the teachers with valuable experiences which they perceive will have an impact on their ability to provide effective arts instruction to their students.

In this report, key aspects of the project's first 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 43.6 hours or 85% of the 51 hours offered. Twenty (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.

In terms of teacher knowledge gains, for the 23 project teachers who participated in the project for at least six months, the average pretest score was 45.8, and the average posttest score was 80.1. Thus, the average gain from pretest to posttest was 34.3. A paired samples *t*-test found these gains to be significant, and the GPRA measure for teacher knowledge gains was met. Teachers also self-reported high gains in the key concepts of the various professional development sessions.

Teacher perceptions of Year 1 project activities were very favorable. Ninety percent agreed to some extent that the materials provided were of a high quality; the presenters were engaging and demonstrated a strong command of the information presented; and that they would recommend the institute to other teachers. Teachers were also very satisfied with their experiences at the four professional learning community (PLC) sessions. Three items on the *End-of-Year Survey* pertain specifically to performance measures of the project. For these three items, at least 96% agreed 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, and professional development and coaching they have received through the Arts Teacher Leadership Cadre PLC has been effective. This far exceeds the level of 85% specified in the performance measure.

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

The project leadership team shared their perceptions of the support and guidance offered by the project and the development of digital tools. The project leadership team views all of the elements of Year 1 as "very successful," and in particular, the support of the mentors/teaching partners has been very valuable. Through this support, and the collaboration with their peers, teachers feel supported in their work. The use of digital tools for presenting, capturing, and creating will be heavily emphasized during Year 2. The project leadership team pointed out that while teachers have been well-trained and have many digital tools and resources, the challenge will be finding the necessary time to make the most of these resources.

Appendix A

Summer Institute
Survey and Comments

Elevate ARTS Summer Institute Survey, June 2015

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 2015 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.

2. Summer Institute Items

1. I anticipate that I will teach at the following level during the 2015-16 school year:

☐ Elementary School

☐ Middle School

2. I teach the following subject area:

○ Music

○ Visual Arts

Other (please specify)

[   ]

3. I attended the entire Summer Institute.

○ Yes

○ No

4. Overall, the institute materials were of high quality.

○ Strongly Agree

○ Somewhat Agree

○ Somewhat Disagree

○ Strongly Disagree

5. Overall, the presenters demonstrated a strong command of the information presented.

○ Strongly Agree

○ Somewhat Agree

○ Somewhat Disagree

○ Strongly Disagree

Elevate ARTS Summer Institute Survey, June 2015

6. Overall, the presenters conveyed the information in an effective manner.

○ Strongly Agree

○ Somewhat Agree

○ Somewhat Disagree

○ Strongly Disagree

7. Overall, the presenters were engaging.

○ Strongly Agree

○ Somewhat Agree

○ Somewhat Disagree

○ Strongly Disagree

8. Overall, I feel that enough time was allotted for talking with the presenters.

○ Strongly Agree

○ Somewhat Agree

○ Somewhat Disagree

○ Strongly Disagree

9. Overall, I feel that enough time was allotted for the sessions and activities of the institute.

○ Strongly Agree

○ Somewhat Agree

○ Somewhat Disagree

○ Strongly Disagree

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

○ Strongly Agree

○ Somewhat Agree

○ Somewhat Disagree

○ Strongly Disagree

Elevate ARTS Summer Institute Survey, June 2015

11. The location of the institute was suitable.

○ Strongly Agree

○ Somewhat Agree

○ Somewhat Disagree

○ Strongly Disagree

12. Overall, I found the information presented during the institute to be relevant and interesting.

○ Strongly Agree

○ Somewhat Agree

○ Somewhat Disagree

○ Strongly Disagree

13. 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.

14. I would recommend this institute to another teacher.

○ Strongly Agree

○ Somewhat Agree

○ Somewhat Disagree

○ Strongly Disagree

Elevate ARTS Summer Institute Survey, June 2015

15. 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. The danger of a single story	▼	▼
b. The importance of the personal narrative in visual arts	▼	▼
c. The importance of the personal narrative in music	▼	▼
d. The Design Thinking Model	▼	▼
e. How to use the Design Thinking Model to create new solutions	▼	▼
f. The connection between student behaviors and the personal narrative	▼	▼

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

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

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

Appendix A2: Summer Institute Participant Comments

13. If you do not plan to use the knowledge and skills acquired during the institute in your classroom, please help us to better understand how the content might be more useful by telling us why you do not plan to use it.

- It was not concrete enough to put to implement immediately or directly. While it was valuable and valid it is far beyond my ability to translate into actionable activities even if I wanted to. Hopefully in the future it will be integrated with shifts in pedagogic perceptions and politics at local and national level.
- Not practical enough. Too existential!
- Everything was pretty broad and open, nothing concrete that I feel like I would take back. I would need to think about the material that was given abstractly and come up with something specific.
- Would like to have time to make a needs list here and formulate a plan included. Love the whole basis of this. Thanks for opening our eyes.

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

- Allow more time for activities and time to elaborate on the process of finding a solution using the Design Model.
- Content was great, need to move people towards a specific direction on how to collaborate as a team within the district before anyone leaves. Need to get a buy-in so educators don't return to their classrooms and do the same old thing. Sue Castleman's presentation was fantastic...great content.
- Explain the steps of the Design Thinking Model. Explain how various pieces relate.
- Have teachers identify critical areas that they need to address and research and develop actionable concrete plan.
- I don't have any suggestions for improvement of the content of the institute. It was a very enriching human experience.
- I suggest we meet as often as possible for moral support to each other.
- I think more time, practice, and discussion should go into the design thinking model and how it could be used in the classroom, curriculum, school environment, etc.
- I wish there was more EVIDENT correlation between Dr. O'Fallon's work and what the grant hopes to achieve. THE GRANT GOALS WERE VERY CLEAR. I THINK his message is: we need to close the achievement gap with relationship building...building relationships between teachers and students, teachers and the community, teachers and other staff members, teachers and administrators, etc.
- I would like to see more of how the Design Thinking Model works, period. How does it fit into the daily life of an educator. Could it be used in developing lesson plans and if so, how. I would like to have further experiences with composing. I appreciated how we were invited to discuss the meaning of the lyrics of the songs. Also, it was a fun introduction to composition at that level. I need some concrete ideas/methods for working with my elementary students, possibly incorporating their classroom teachers and/or other educators on campus. Additionally, melodic & harmonic writing would provide a great learning experience.
- Just the needs applicable to the schools we work in.
- More time for networking with colleagues and institute leaders.
- More time to collaborate with colleagues.

Appendix A2: Summer Institute Participant Comments

- More time to discuss teachers' needs and challenges. What is an example vision look like over the three year time frame.
- None, great content.
- Overall the content was very good, I felt it was really relevant and informative, one of the speakers, X, tended to be a little dry and that detracted from the engagement for me when that person was speaking. X talked a lot, but didn't ask for much from us as a listening audience. Other than that…
- Perhaps a move lively speaker who is energetic and doesn't speak in monotone. Great info...but super sleepy!
- Please survey the teachers ahead of time to find out what they need. This grant is for teacher retention, why not find out what we need in order to feel confident to stay at our current positions. That would have been useful in your planning of these three days. I feel like I could have come away from this with a wealth of knowledge and a huge toolkit for starting next year, and it was disappointing that I did not. I understand the desire to help us gain perspective and become more empathetic of our students but that is NOT the main problem we face. Most of us are already teaching in these types of schools BECAUSE we are empathetic to those students and have a strong desire to reach them.
- The information presented was very broad and vague. It can be presented in a much more practical way that can easily be applied to the classroom. The material was very conceptual which is easy for application to large groups, but the information should be presented in an easy to use and immediately accessible format.
- The institute needs to be more practical to teaching in a classroom. The activities we did with Michelle and Ed were nice but they offer no practical skills or techniques to help us in the classroom. I feel like I went to a three day lecture without gaining any real world experience that will help me this school year.
- Was there a reason as to why minorities were not included in the selection of experts, presenters, mentors, etc.?

17. I have the following suggestions for improvement of the format of the institute:
- Administrators of the schools and school board members should also attend at least one day to drive home the importance and critical need.
- Get outside a bit.
- Have more small group break out sessions...self directed activities that are organized around teacher selected urgent needs. Behavior management group, curriculum groups, community outreach or school leadership groups. The art and music activities while enjoyable and well intentioned were not helpful for anything I need to address in my classroom. Trying to do too much, too fluffy. Better to talk with actual kids or parents or principals or cops or parishioners and jump start or plug in to actual communities and relationships instead of just hearing about them in Omaha etc.
- I did enjoy the art workshop. It was fun and therapeutic. I do not feel that it was relevant for me as an art teacher. I would suggest splitting the art and music teachers for a portion of the day and simultaneously do trainings that pertain to our subject area. This will save time and allow for more pertinent dissimilation of information.
- I feel like the format was fine but breaks need to be scheduled every hour or hour and a half. Sitting in these chairs for long is uncomfortable and thus my engagement level drops.

Appendix A2: Summer Institute Participant Comments

- I think having the time to work on both an art and music project was great, I enjoyed having the speaker 1st and then the project second after lunch.
- I think more time, practice, and discussion should go into the design thinking model and how it could be used in the classroom, curriculum, school environment, etc. (same as above).
- I thought the format was fine for the first meeting. The next meeting should allow time to collaborate to see if and how we have implemented some of the ideas that came out of the summer sessions.
- I would have enjoyed a fourth day. The music and art afternoons were in danger of running out of time.
- I would like more readings of research. Slightly less theoretical speaking although it was very inspiring and important, shorten it up. Same with the art and music activities... I want to do more ground work directly related to my students. The relationship aspect was the most useful.
- It would have helped me understand the Personal Innovation Portfolio if some examples were provided... we received the "First Year Teacher Handbook", but I think I needed more examples.
- Last day of institute wish there was a plan put in place for the next steps to be followed towards gaining success. Ed is extremely talented, bright and knowledgeable, but the presentation was a bit too long. Wish we could of interviewed all of the experts that Sue brought in.
- More interactive tasks/ activities... time to get up and move around.
- More of the Design Thinking Model. Still not sure of its implications for my classrooms (two schools with dissimilar populations).
- Shorter amount of time when interviewing people from our community, 10 min was too long and it would have been nice to talk to more than three. Shorter time with the music/guitar guy...that was way too long.
- The institute could be presented in shorter sessions with an additional day or two added on. The components of the institute that were interactive were the best parts. Find ways to adapt the "sit and get" portions into interactive sessions as well.
- The institute was definitely more "feely" but I guess that would be acceptable for an introduction into the plan and concept of the ideals that will be executed over the term of the grant. Moving forward I think that practical examples should be share, brainstormed, and produced to use the skills learned with the aesthetic portion we experienced the past three days driving the training but not leading it.

18. Please provide any additional feedback:
- I am really excited for these ideas to start happening from the bottom up. I am so happy to be working in Pinellas and my co worker shared she was on the fence with staying with her school and now she is more confident in staying. I believe my school is looking for this and I wish my principle can be invited and encouraged to attend next year with an artsy invite. I want to work with the music teacher on some things. So much to say...
- Felt uncertain how to adjust my expectations and engagement with these many inviting and inspiring and urgent aspects and issues with the obvious steep challenge and learning growth curve with the frustration of the feel good insipid vague activities vs. positive

collegial concrete evaluative day to day classroom process. Appreciated recognition of how hard and complex this task is from every angle.

- I appreciate the efforts made in planning this event and I understand that things are still in development. But it really felt like things were planned according to what the chair people were interested in learning about, and not so much what us as the teachers in these schools needed to learn about. Also, the Museum is beautiful but the parking situation was not pleasant. Some people have health conditions and walking that far in the heat with laptops was not a fun experience.
- I feel like the institute was okay. I do feel like we stretched out material that could of been taught in one day. If we were taught it on the first day and then given practical examples to help follow through on the theory the following days. I feel this would of been more beneficial.
- As pointed out above, it was an excellent and enriching experience. The content is so powerful, that our professional experience will be divided be divided as before (negative narrative), and after the institute (a new narrative, a new perspective).
- I think this is great information for all teachers, this should be available to everyone.
- The three days really made me think about my curriculum, my classroom, and my approach to education.
- The venue was perfect. The chance to be outside of a school building helped bring the arts into focus.
- The Institute was one of the best professional development experiences I've attended. As I do not have many opportunities to work with my arts colleagues, I felt energized by the discussions and the work we completed. I gained many insights and plan to implement new ideas in the coming year.
- Enjoyed all the presenters and the information and perspective they had to offer. Great idea to mix music with art!
- More time to do the readings during the time at the institute.
- The art work was totally out of my comfort zone but was presented in a way that enabled success on my level. Thank you for the great experience. I'd like to have more of the same type but possibly different mediums (clay, photography, pastels, etc.)
- Maybe this is the start of something great for the entire district.
- I thought this week was very enlightening and know that, together we will see "change" in the respect and appreciation for the A.R.T.S
- Not very clear on expectations as to what is next.
- Lisa Lehmann and Jeanne Reynolds are amazing leaders and make working as a music teacher in Pinellas County Schools a great experience!
- I loved the art project! I loved the deeper grounded respect that I felt gaining a deeper perspective of not only humanity but the students that I teach. I loved the "partnerships" I was able to develop that I wouldn't and haven't necessarily developed from collaborative conversations with teachers at my neighboring elementary and feeder middle school teachers. United we can impact our schools' community and change the face, opinion, and quality of both our music programs and perceptions of our school.
- This summer institute was amazing and very informative. Enjoyed every single minute of it!

Appendix A2: Summer Institute Participant Comments

- I feel as though these three days were an extremely meaningful way to start a difficult process of bringing about change. I can tell that a tremendous amount of thoughtful planning went into formulating the plan. Thank you.

Appendix B

PLC One
Survey and Comments

Appendix B1: PLC One Survey

Elevate ARTS Curriculum Mapping and Processes/Procedures Survey, August 2015

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 August 2015 Curriculum Mapping and Processes/Procedures session. The information that you provide is anonymous and will be reported only in combination with responses from other participants.

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

Appendix B1: PLC One Survey

2. Curriculum Mapping and Processes/Procedures Items

1. I currently teach at the following level:

☐ Elementary School

☐ Middle School

2. I teach the following subject area:

○ Music

○ Visual Arts

Other (please specify)

[   ]

3. I attended the entire Curriculum Mapping and Processes/Procedures session.

○ Yes

○ No

4. The information presented on curriculum mapping was relevant and interesting.

○ Strongly Agree

○ Somewhat Agree

○ Somewhat Disagree

○ Strongly Disagree

5. Working collaboratively with colleagues to create a first quarter curriculum map was helpful.

○ Strongly Agree

○ Somewhat Agree

○ Somewhat Disagree

○ Strongly Disagree

Appendix B1: PLC One Survey

6. I feel that enough time was allotted for working collaboratively with colleagues to create a first quarter curriculum map.

◯ Strongly Agree

◯ Somewhat Agree

◯ Somewhat Disagree

◯ Strongly Disagree

7. I plan to use the first quarter curriculum map developed during the session in my classroom.

◯ Strongly Agree

◯ Somewhat Agree

◯ Somewhat Disagree

◯ Strongly Disagree

If you do not plan to use the curriculum map 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.

[text box]

8. The information presented on Design Thinking was relevant and interesting.

◯ Strongly Agree

◯ Somewhat Agree

◯ Somewhat Disagree

◯ Strongly Disagree

9. Working collaboratively with colleagues to create classroom processes and procedures was helpful.

◯ Strongly Agree

◯ Somewhat Agree

◯ Somewhat Disagree

◯ Strongly Disagree

Appendix B1: PLC One Survey

10. I feel that enough time was allotted for working collaboratively with colleagues to create classroom processes and procedures.

○ Strongly Agree

○ Somewhat Agree

○ Somewhat Disagree

○ Strongly Disagree

11. I plan to use the classroom processes and procedures developed during the session in my classroom.

○ Strongly Agree

○ Somewhat Agree

○ Somewhat Disagree

○ Strongly Disagree

If you do not plan to use the classroom processes and procedures developed during the session 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 them.

12. I would recommend this session to another teacher.

○ Strongly Agree

○ Somewhat Agree

○ Somewhat Disagree

○ Strongly Disagree

13. Think about your depth of understanding of each of the following BEFORE you participated in the Curriculum Mapping and Processes/Procedures session. Then, reflect on your level of understanding AFTER you participated in the session.

	BEFORE the Session	AFTER the Session
a. How to create a curriculum map	⏷	⏷
b. Using Design Thinking to create classroom processes and procedures	⏷	⏷

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

Appendix B1: PLC One Survey

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

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

Appendix B2: Professional Learning Community Session One Participant Comments

7. **If you do not plan to use the curriculum map in your classroom, please help us to better understand how the content might be more useful by telling us why you do not plan to use it.**

   - I have an intern at my school, so we created our own curriculum map. However, some of the map was the same!
   - I have my own that I have used in the past. It would have been nice to see some actual examples and templates of other maps to use.
   - It might have been more helpful to provide guidelines for the map's creation, and had the teachers create their own maps prior to the session. Then, any issues could have been sorted out collaboratively through design thinking with other teachers.
   - We did not have the exhibition schedule available to us and this will change our units. I will use some of it but changed other parts due to creative preference and time allotments for projects.

11. **If you do not plan to use the classroom processes and procedures developed during the session 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.**

   - The first session carried over a bit so we had less time for this. I still really have no idea what Design Thinking is.

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

   - The use of the Curriculum Map I received from Scott Browning was very useful.
   - I would make sure that the exhibition deadlines were available before this course as it greatly affects our timelines and curriculum maps.
   - Have more time to develop the skill of how it will be utilized or put into practice in the classroom.
   - Great presenters!
   - Ask teacher to bring an issue they are having ahead of time.
   - Art and Music have different curriculum needs, no need to share with each other. Waste of time for either to listen to each other. Art should collaborate with art and Music with music when curriculum planning.

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

   - I feel it was very well organized.
   - Planning should happen early in the summer, not three days before school starts. Would allow more time to meet several times to determine appropriate projects for the year.
   - More practice and application time allotted.
   - Breaking groups into smaller groups of 2-3 people.
   - Assign small tasks to be completed prior to session.
   - Survey teachers prior to the sessions to see what their level of understanding is in the expected content to know where to start and how to group teachers.

Appendix B2: Professional Learning Community Session One Participant Comments

16. Please provide any additional feedback:
- There were no responses to this question.

Appendix C

PLC Two
Survey and Comments

Elevate ARTS Lesson Study Survey, November 2015

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 November 2015 Lesson Study 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.

2. Lesson Study and Design Thinking Items

1. I currently teach at the following level:

☐ Elementary School

☐ Middle School

2. I teach the following subject area:

○ Music

○ Visual Arts

Other (please specify)

[   ]

3. I attended the entire Lesson Study session.

○ Yes

○ No

4. The information presented on lesson study was relevant and interesting.

○ Strongly Agree

○ Somewhat Agree

○ Somewhat Disagree

○ Strongly Disagree

Elevate ARTS Lesson Study Survey, November 2015

5. Working collaboratively with colleagues to plan a lesson study was helpful.

- ◯ Strongly Agree
- ◯ Somewhat Agree
- ◯ Somewhat Disagree
- ◯ Strongly Disagree

Elevate ARTS Lesson Study Survey, November 2015

6. I feel that enough time was allotted for working collaboratively with colleagues to plan a lesson study.

◯ Strongly Agree

◯ Somewhat Agree

◯ Somewhat Disagree

◯ Strongly Disagree

7. I plan to use the lesson study developed during the session in my classroom.

◯ Strongly Agree

◯ Somewhat Agree

◯ Somewhat Disagree

◯ Strongly Disagree

If you do not plan to use the lesson study 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.

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8. I would like more information on the following aspects of Lesson Study:

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┌──────────────────────────────────────────┐
│                                          │
│                                          │
│                                          │
└──────────────────────────────────────────┘
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9. The information presented on Design Thinking was relevant and interesting.

◯ Strongly Agree

◯ Somewhat Agree

◯ Somewhat Disagree

◯ Strongly Disagree

10. I would like more information on the following aspects of Design Thinking:

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┌──────────────────────────────────────────┐
│                                          │
│                                          │
│                                          │
└──────────────────────────────────────────┘
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Elevate ARTS Lesson Study Survey, November 2015

11. I would recommend this session to another teacher.

○ Strongly Agree

○ Somewhat Agree

○ Somewhat Disagree

○ Strongly Disagree

Elevate ARTS Lesson Study Survey, November 2015

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

	BEFORE the Session	AFTER the Session
a. How to plan a lesson study.		
b. How to conduct a lesson study.		
c. How to use a lesson study to improve instructional practice.		
d. Using Design Thinking.		

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

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

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

Appendix C2: Professional Learning Community Session Two Participant Comments

7. **If you do not plan to use the lesson study in your classroom, please help us to better understand how the content might be more useful by telling us why you do not plan to use it.**

    There were no responses to this item.

8. **I would like more information on the following aspects of Lesson Study:**
    - Examples of previous lesson studies with changes made to lesson. What were the findings? Any commonalities?
    - The information I'm wanting will not result until the end of the lesson study. I want to know how much of an impact group score studies will have on the overall performance of the chosen piece.
    - How we can figure out our observation of the study with our schedules at school.
    - Sharing of ideas from other groups and how it worked for them.

10. **I would like more information on the following aspects of Design Thinking:**
    - I would like more information about the entire process.
    - How effective is this practice in the classroom setting.
    - Ways to implement ideas.

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

    There were no responses to this item.

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

    There were no responses to this item.

15. **Please provide any additional feedback in the box below.**
    - Perhaps have a follow-up session after the lesson study to discuss common themes (what processes continually worked and what actions did not serve students the best).

Appendix D

PLC Three
Survey and Comments

Appendix D1: PLC Three Survey

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 Lesson Study Sharing session, as well as with conducting a lesson study. The information that you provide is anonymous and will be reported only in combination with responses from other participants.

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

Elevate ARTS Lesson Study Sharing Survey, March 2016

2. Lesson Study and Design Thinking Items

1. I currently teach at the following level:

☐ Elementary School

☐ Middle School

2. I teach the following subject area:

○ Music

○ Visual Arts

Other (please specify)

[   ]

3. I attended the entire Lesson Study Sharing session.

○ Yes

○ No

Appendix D1: PLC Three Survey

4. The information presented on using Design Thinking in lesson study was relevant and interesting.

○ Strongly Agree

○ Somewhat Agree

○ Somewhat Disagree

○ Strongly Disagree

5. The time spent with colleagues sharing about the lesson study work was helpful.

○ Strongly Agree

○ Somewhat Agree

○ Somewhat Disagree

○ Strongly Disagree

6. I feel that enough time was allotted for sharing with colleagues about the lesson study work.

○ Strongly Agree

○ Somewhat Agree

○ Somewhat Disagree

○ Strongly Disagree

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

	BEFORE the Lesson Study Process	AFTER the Lesson Study Process
a. How to plan a lesson study.	⬍	⬍
b. How to conduct a lesson study.	⬍	⬍
c. How to use lesson study to improve instructional practice.	⬍	⬍
d. How to use Design Thinking in lesson study	⬍	⬍

Appendix D1: PLC Three Survey

8. Lesson study has helped me to ...

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
a. Create engaging lessons.	○	○	○	○
b. Become more reflective of my instructional practice.	○	○	○	○
c. Improve my instructional practice.	○	○	○	○
d. Better understand my students.	○	○	○	○
e. Feel supported by my colleagues.	○	○	○	○
f. Gain new ideas.	○	○	○	○

Other (please specify)

9. I plan to continue conducting lesson studies in the future.

○ Strongly Agree

○ Somewhat Agree

○ Somewhat Disagree

○ Strongly Disagree

If you do not plan to conduct lesson studies, please help us to better understand how the content might be more useful by telling us why you do not plan to conduct them.

10. I would recommend conducting a lesson study to another teacher.

○ Strongly Agree

○ Somewhat Agree

○ Somewhat Disagree

○ Strongly Disagree

11. I would like more information on the following aspects of lesson study:

Appendix D1: PLC Three Survey

12. I would like more information on the following aspects of Design Thinking:

[   ]

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

[   ]

Appendix D2: Professional Learning Community Session Three Participant Comments

13. If you do not plan to conduct lesson studies, please help us to better understand how the content might be more useful by telling us why you do not plan to conduct them.
- I will but more organically.

16. I would like more information on the following aspects of lesson study:
- My lesson study is still in progress. My group plans to meet again to discuss how to get to the bigger picture, an Elevate the Arts Concert.
- Student assessment
- Unit planning
- Lesson study
- Analysis and revisions
- Having done this one time, I'd simply like more practice :)

17. I would like more information on the following aspects of Design Thinking:
- Building ideas
- Unit planning
- Yes
- Evolution
- Having done this one time, I'd simply like more practice :)

18. Please provide any additional feedback:
- Great.
- Thank you!!!!
- Love being part of the Elevate ARTS grant.

Appendix E

PLC Four
Survey and Comments

Appendix E1: PLC Four Survey

Elevate ARTS PLC Four Survey, April 2016

Introduction

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

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

Elevate ARTS PLC Four Survey, April 2016

Section 1 PLC Four

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 4 session on April 19, 2016.

◯ Yes

◯ No

4. The information presented on the use of digital tools in the classroom was relevant and interesting.

◯ Strongly Agree

◯ Somewhat Agree

◯ Somewhat Disagree

◯ Strongly Disagree

Appendix E1: PLC Four Survey

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

	AFTER PLC 4	BEFORE PLC 4
a. New ways to use digital tools in my classroom.	[▲▼]	[▲▼]
b. How digital tools may be used to enhance student achievement.	[▲▼]	[▲▼]

6. I would recommend this PLC session to another teacher

○ Strongly Agree

○ Somewhat Agree

○ Somewhat Disagree

○ Strongly Disagree

7. I would like more information on the following aspects of the use of digital tools in the classroom:

[ ]

8. Please provide any additional feedback regarding the use of digital tools in the box below.

[ ]

Appendix E2: Professional Learning Community Session Four Participant Comments

7. **I would like more information on the following aspects of the use of digital tools in the classroom:**
    - Mixing traditional media with digital media
    - OneDrive
    - Various digital tools that are effective and easy to use for assessing students for written and performance based assessments
    - Edmodo and its use in the classroom. Using O365 to increase my workflow and competent use of OneDrive.
    - Making movies
    - Edmodo
    - Different digital presentation styles
    - Better use of my Smart Board
    - Smart Board basics
    - How to get/use a Smart Board in the classroom
    - I'd like more information on the programs available for student use to create art projects.
    - I would like to know how to create your own video tutorial, especially voice over during fast forward.
    - Recording software, Plickers and or other digital evaluation tools

18. **Please provide any additional feedback regarding the use of digital tools:**
    - I am interested in how Edmodo can be used in my class weekly and other student friendly apps as learning tools.
    - More time to try the digital tools and experiment.
    - I would like more digital art training on the iPad
    - It was very valuable to see videos of other teachers presenting a lesson.
    - Digital media is very new to elementary kids and not much is available as far as ideas, techniques and what types of projects can be accomplished by young computer artists. A collaboration of ideas, would be a great start for those of us who have never used it before coming here.
    - Thank you

Appendix F

Teacher End-of-Year Survey and Results

Appendix F1: Teacher End-of-Year Survey

Introduction

This survey is part of RMC Research Corporation's external evaluation of the PCSB Professional Development for Arts Educators grant - Elevate ARTS. The purpose of the survey is to gather data related to teacher participants' perceptions of their experiences during the 2015-16 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.

Appendix F1: End of Year Survey

1. I first began participating in Elevate ARTS activities in...

○ Summer 2015

○ Fall 2015

○ Spring 2016

2. Elevate ARTS has been relevant to my professional development and support needs.

○ Strongly Agree

○ Somewhat Agree

○ Somewhat Disagree

○ Strongly Disagree

3. Overall, I am satisfied with the quality of Elevate ARTS.

○ Strongly Agree

○ Somewhat Agree

○ Somewhat Disagree

○ Strongly Disagree

4. The professional development and support that I have received through Elevate ARTS has prepared me to design and deliver standards-based arts instruction

○ Strongly Agree

○ Somewhat Agree

○ Somewhat Disagree

○ Strongly Disagree

Appendix F1: End of Year Survey

5. The support and guidance that I have received from my Elevate ARTS teaching partner(s) or mentor(s) has been effective.

○ Strongly Agree

○ Somewhat Agree

○ Somewhat Disagree

○ Strongly Disagree

6. The professional development and coaching that I have received through the Elevate ARTS professional learning community (PLC) has 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. Overall, throughout the year, Elevate ARTS provided the opportunity for teachers to...

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
engage in dialogue about arts instruction with colleagues.	○	○	○	○
engage in discussions about Design Thinking.	○	○	○	○
regularly share ideas and materials.	○	○	○	○
reflect on teaching.	○	○	○	○
feel supported.	○	○	○	○

Appendix F1: End of Year Survey

9. Elevate ARTS has...

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
been relevant to the students that I teach.	○	○	○	○
been applicable to the arts content that I teach.	○	○	○	○
taught me to better understand Design Thinking and its application in the classroom.	○	○	○	○
helped me to create or refine my classroom processes and procedures.	○	○	○	○
helped me to create a curriculum map.	○	○	○	○
increased my ability to conduct lesson study.	○	○	○	○

10. Because of Elevate ARTS, I have...

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
been supported in my position as an arts teacher.	○	○	○	○
networked with other arts teachers.	○	○	○	○
improved my teaching.	○	○	○	○
increased my willingness to try new ideas in my teaching.	○	○	○	○

Other (please specify)

[ ]

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

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
increasing their level of engagement in class.	○	○	○	○
improving their behavior in class.	○	○	○	○
increasing their arts content knowledge.	○	○	○	○

Other (please specify)

[ ]

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

[ ]

Appendix F1: End of Year Survey

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

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

15. 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 F2: Teacher End-of-Year Survey Results and Comments

Item	N Respondents	% Summer 2015	% Fall 2015	% Spring 2016
1. I first began participating in Elevate ARTS activities in…	24	67	25	8

Item	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
2. Elevate ARTS has been relevant to my professional development and support needs.	24	71	25	4	0
3. Overall, I am satisfied with the quality of Elevate ARTS.	24	75	21	4	0
4. The professional development and support that I have received through Elevate ARTS has prepared me to design and deliver standards-based arts instruction.	24	54	42	4	0
5. The support and guidance that I have received from my Elevate ARTS teaching partner(s) or mentor(s) has been effective.	24	79	21	0	0
6. The professional development and coaching that I have received through the Elevate ARTS professional learning community (PLC) has been effective.	24	71	29	0	0
7. The Elevate ARTS peer-to-peer visits have been helpful to my instructional practice.	22	68	27	0	5

8. Overall, throughout the year, Elevate ARTS provided the opportunity for teachers to…	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
engage in dialogue about arts instruction with colleagues.	24	83	17	0	0
engage in discussions about Design Thinking.	24	54	42	4	0
regularly share ideas and materials.	24	71	29	0	0
reflect on teaching.	24	83	13	4	0
feel supported.	24	88	12	0	0

9. Elevate ARTS has…	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
been relevant to the students that I teach.	24	38	54	4	4
been applicable to the arts content that I teach.	24	79	21	0	0

taught me to better understand Design Thinking and its application to the classroom.	24	50	46	4	0
helped me to create or refine my classroom processes and procedures.	24	38	54	8	0
helped me to create a curriculum map.	24	33	50	17	0
increased my ability to conduct lesson study	24	67	33	0	0

10. Because of Elevate ARTS, I have	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
been supported in my position as an arts teacher.	24	83	17	0	0
networked with other arts teachers.	24	83	17	0	0
improved my teaching.	24	75	21	4	0
increased my willingness to try new ideas in my teaching.	24	79	17	4	0

Other: I've been supported by the arts not necessarily in my school.

11. I believe my participation in Elevate ARTS has impacted my students by…	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
Increasing their level of engagement in class.	23	26	70	4	0
Improving their behavior in class.	24	21	54	17	8
Increasing their arts content knowledge.	24	29	58	8	4

12. **The most important thing I have learned from Elevate ARTS is (please use as much space as you need)…**
- A new way to approach challenges in my art room. I have met a great support group of teachers in my professional area.
- Collaboration with other art teachers.
- Design Thinking
- Design Thinking
- How to better engage my students and deliver content, through mentor teachers.
- How to utilize more technology to improve my teaching
- I am supported and encouraged in my profession.
- I have learned a lot about strategies that my peers use that are effective during instructional time.
- Impact of video taping myself and learning how I can improve.
- Lesson study and design thinking model
- listening to students' stories
- Networking with colleagues has been valuable.
- stepping back and planning with the whole picture in mind
- that I am not alone, it's important to see what other teachers in my situation are struggling with and excelling at.
- That when it comes from the bottom up, creative things happen!
- The intangible impact one teacher can have on many students at the school.
- The opportunity for networking and planning with other Art teachers has given me great resources.
- The process of Design thinking; how I was already doing it and how I could do it better.

- There are many ways to approach a challenge and it is much more fun with support.
- There is a network of teachers who are great resources.
- What Design Thinking is.

13. **I have the following suggestions for the mentoring portion of Elevate ARTS for next year (please use as much space as you need)…**
- I loved my mentor. She was the best!
- More face time from Mentors at the school
- Peer-peer mentoring.
- I found the collaboration between X and X very useful will continue building these relationships, therefore the number of coaches may need to increase in order to have more access to them during the school day.
- Keep up the great work!
- allow those in the same type of school to work with each other because our environment and issues are common. We need to brainstorm together
- no suggestions, the mentoring has been so amazingly helpful. my mentor always had positive things to tell me and made me feel confident in what I was doing well.
- X is great.
- loved getting my visits and surprise encouraging messages. Some days it was the very best moment I had.
- Clarity on the role of the mentor/mentee to make it the most effective relationship.
- Teacher retention in my school is more about student behavior and classroom management than art content, but I love the collaboration, getting ideas and generally having a sounding board to help me process my teaching experience
- I enjoyed it.
- I will make much more use of my mentors and digital tools to interact remotely.
- How to use Design Thinking as a regular part of my teaching and a regular part of student learning.

14. **I have the following suggestions for the content of Elevate ARTS for next year (please use as much space as you need)…**
- more time for peer visits and observations
- Visit high risk schools, more information about teaching students from poverty from specific age groups.
- More direction on specific curriculum/ resources for use on loan or purchase.
- More behavioral/psychological tactics to use with students. Studying why students might behave the way they do, and discussing what can be done. Analyzing and discussing behavioral case studies.
- Classroom management, how to write lesson plans following the demands that principals place on staff (how are we writing plans to include differentiated instruction, how are we modifying lessons for students with an IEP, meeting the lesson plan criteria for being at a L300 school - I don't know how to do this properly, apparently), sharing of successful lesson ideas, and assistance in getting our talented students represented at All State (chorus, orff).
- I think we should have common PLC's to help one another develop lessons.
- it would be very valuable to see (in person or through video) more teachers working specifically in the 5 turnaround schools, I feel like those situations are a bit more relevant that just a title one school.
- I don't feel that we were ever asked what we need? What do we want to do with Elevate arts? it has been said, if you ever need anything, we are here but if we are learning about this bottom up structure but not implementing it, then what does it matter?
- less touchy-feely more tools to improve practices with time to test our competencies.
- Assistance with working on the Design Thinking model for a lesson would be helpful.
- digital video creation, How to use the smartboard and have the students engage with it, (ie identifying parts of a classical piece of art by circling points or drawing lines on top)
- Help me to create a design thinking project and discuss more about how to do a specific thing.

Appendix F2: Teacher End-of-Year Survey Results and Comments

15. **Please provide any additional feedback about Elevate ARTS in the box below (please use as much space as you need).**
    - Thank you for your HARD WORK!!!
    - The support I have gained from attending the Elevate ARTS meetings, participating in the Peer to Peer visits, and having conversations with my mentor have been invaluable tools to the success of my program. Without these positive experiences, I would be struggling more than I am currently. I appreciate every opportunity we have to work together and I look forward to having more of these chances to network and learn from each other.
    - I really enjoyed the Peer-to Peer observations but scheduling of them when wearing both hats became overwhelming during the months of January-March.
    - I love the Elevated Arts Team! Thank you for all of your help at Maximo! Love it!!!
    - I think this program in its intention is so important. Yes we need to retain these teachers for the sake of our children, but where it backfires is when the teachers are not retained, whether it's their own choosing or not. It's disappointing to lose many members of this core group. In a perfect world we could all grow together in this endeavor, regardless the information learned here is valuable to any teacher whether they are at a struggling school or not. My hope is for the new coming teachers next year to have just as valuable of an experience.
    - Well to retain us as teachers, I think it's just going to have to take smaller class sizes and support with students in class. More man power or smaller class sizes or else we will burn out. All this is wonderful but if we look at it from the hierarchy of needs, this is up on the scale and I feel I am at the bottom of the scale and sometimes barely surviving with the behavior problems of so many students all at once. It just bothers me and doesn't seem fair that we have so many students and other subjects don't yet the same is required of us. Sometimes it doesn't seem to really address the every day problems of my life as a teacher.
    - Thank you for the opportunity to participate in the program!
    - I enjoyed the peer visits very much!!!!

Appendix G

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

Elevate ARTS Mentor/Teaching Partner End-of-Year Survey, April 2016

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 first year of implementation. 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 first year of implementation.

The survey will take approximately 15 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

4. Overall, throughout the year, Elevate ARTS provided the opportunity for project teachers to...

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
engage in dialogue about arts instruction with colleagues.	○	○	○	○
engage in discussions about Design Thinking.	○	○	○	○
regularly share ideas and materials.	○	○	○	○
reflect on teaching.	○	○	○	○
feel supported.	○	○	○	○

5. Elevate ARTS has...

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
been relevant to the students whom project teachers teach.	○	○	○	○
been applicable to the arts content that project teachers teach.	○	○	○	○
taught project teachers to better understand Design Thinking and its application in the classroom.	○	○	○	○
helped project teachers to create or refine their classroom processes and procedures.	○	○	○	○
helped project teachers to create a curriculum map.	○	○	○	○
increased project teachers' ability to conduct lesson study.	○	○	○	○

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

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
been supported in their positions as arts teachers.	○	○	○	○
networked with other arts teachers.	○	○	○	○
improved their teaching.	○	○	○	○
increased their willingness to try new ideas in their teaching.	○	○	○	○

Other (please specify)

[   ]

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

[   ]

Appendix G1: Mentor/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):

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

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

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11. I have the following suggestions for improvement of the teacher test development process for next year (please use as much space as you need).

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

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

Appendix G2: Mentor/Teaching Partner End-of-Year Survey Results and Comments

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

Item	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
2. Elevate ARTS has been relevant to project teachers' professional development and support needs.	10	90	10	0	0
3. Overall, I am satisfied with the quality of Elevate ARTS.	10	80	20	0	0

4. Overall, throughout the year, Elevate ARTS provided the opportunity for project teachers to…	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
engage in dialogue about arts instruction with colleagues.	10	90	10	0	0
engage in discussions about Design Thinking.	10	70	30	0	0
regularly share ideas and materials.	10	80	20	0	0
reflect on teaching.	10	90	10	0	0
feel supported.	10	90	10	0	0

5. Elevate ARTS has…	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
been relevant to the students whom project teachers teach.	10	90	10	0	0
been applicable to the arts content that project teachers teach.	10	90	10	0	0
taught project teachers to better understand Design Thinking and its application to the classroom.	10	70	30	0	0
helped project teachers to create or refine their classroom processes and procedures.	10	80	10	0	0
helped project teachers to create a curriculum map.	10	60	30	10	0
increased project teachers' ability to conduct lesson study	10	60	30	10	0

Appendix G2: Mentor/Teaching Partner End-of-Year Survey Results and Comments

6. Because of Elevate ARTS, project teachers have	N Respondents	% Strongly Agree	% Somewhat Agree	% Somewhat Disagree	% Strongly Disagree
been supported in their positions as arts teachers.	10	80	20	0	0
networked with other arts teachers.	10	90	10	0	0
improved their teaching.	10	80	20	0	0
increased their willingness to try new ideas in their teaching.	10	90	10	0	0

Other: Developed an increased sense of purpose and professional respect for themselves and their colleagues.

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)…**
   - The teachers have gained understanding that consistent and fair classroom management paired with highly engaging lessons leads to increased student achievement.
   - Knowing that they are supported by not only me, but their Elevate Arts teaching partners as well.
   - Besides gaining a deeper understanding of the particular needs of urban students, as well as the challenges and rewards of the urban setting, the employment of design thinking in their practice has been paramount.
   - Lesson structure--how to pace instruction for maximum student engagement
   - Choral Tone
   - That there is a connection of teachers available to assist with questions, concerns, planning, etc. That they are not alone.
   - To be open to new ideas and willing to share and learn from others.
   - Someone is there if they need someone.
   - they have someone to act as a sounding board.
   - To not be afraid to make mistakes. They lead to growth.

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)…**
   - additional curriculum support materials and manipulatives
   - Classroom management-specifically in the area of discipline.
   - The teachers I have worked with are experienced teachers. However, I think that more support in terms of curricular development and pedagogical strategies more aligned to their student population would be beneficial.
   - Preparing lessons specifically designed to meet students' interests
   - Literature selection
   - flow of lesson, curriculum map
   - Application of learning to their student population. Support in not only curriculum, but also student behavior.
   - Classroom management of materials Classroom management of behavior
   - Administrative and staff support. How can we better utilize the grant to also help administrators/staff see the value of what we do?
   - Continued support in Curriculum and Classroom Management

9. **I have the following suggestions for the mentoring portion of Elevate ARTS for next year (please use as much space as you need)…**
   - I believe the mentoring portion of Elevate Arts is well organized and effective.
   - Specific guidelines as to what the mentor is expected to observe and what strategies are to be implemented.
   - We need more face to face time
   - Have teachers think of a problem they are having

- Perhaps more clarification of expectations of Lesson Study...I understand now, having been through it, but initially needed more guidance in the expectations.
- Would like to meet more often with visual art teachers to create curriculum and share ideas.
- My teaching partner mentioned that she felt like it being a part of the grant made it seem like she needed improvement in her teaching. She is an excellent teacher and needs to feel like people think that.
- Push for the building of relationships and to make sure that the teachers in the Title 1 schools get the proper supports they need which are very different from the other schools

10. **I have the following suggestions for the content of Elevate ARTS for next year (please use as much space as you need)…**
- Continue the PLC's and mentoring
- Incorporate using more digital tools for classroom instruction.
- I think it is crucial to have during the summer institute an expert in Urban education, so that the content can be specific to Urban student populations. For example, an expert such as Gloria Ladson-Billings would be very beneficial for both music and art educators working with culturally diverse student populations.
- What do model lessons look like? What are some specific strategies for working with high needs students?
- More time to collaborate with peers...perhaps TDE's during the school day so teachers are not asked to spend additional time outside of contracted hours.
- Step by step teaching. Write with visual art teachers how to design a lesson plan that includes real world connections to capture student attention. Collaborate with visual art teachers better ways to implement district requirements for curriculum.
- How to disengage from power struggles with students in order to keep the majority engaged while also maintaining the flow of instruction
- Obtain information from the teacher about the one thing that they need to improve on for the year

11. **I have the following suggestions for improvement of the teacher test development process for next year (please use as much space as you need).**
- I believe it was an effective process
- I liked how it was handled this year.
- I think the teacher test development process was excellent and do not have any suggestions.
- No suggestions...
- It was a difficult process, but most teachers were able to work well together.
- Make the test relevant to the Pinellas visual art curriculum.
- No improvements at this time

12. **Resources and supports that would help me to be a more effective mentor/teaching partner include (please use as much space as you need)….**
- None are needed
- I would like to take Art Tip. All visual arts classroom teachers are required to take it and receive a computer and other tools/resources for their classrooms. I would feel more equipped to assist my project teachers, if I had the same training and equipment/resources.
- I think important literature based on research is significant to enhance knowledge and, hence, improve the teaching partner process.
- Time to meet with the teachers
- more opportunities to watch the project teachers in action.
- It was just difficult to find time...we get so busy during the week and with the exception of email, it was difficult to schedule meeting times with any of the teachers outside of the school day or other than our scheduled PLC's.
- Bring in outside professional resources that will interact with student population to support the visual arts and make a real world connection. An example would be to bring in an Architect or a firm that would be willing to

work with the students to show the real world connection to students. This would help to bridge a gap between the teacher and the students. Any art related professional willing to come in would help show the importance of the visual arts.

- information from my teaching partner on what they need from me to support their growth
- Resources and supports have been good - Year goals for each teacher would provide more direction.

Appendix H

Project Leadership Team Discussion Protocol

Appendix H: Project Leadership Discussion Protocol

Pinellas County Public Schools Professional Development for Arts Educators
Elevate ARTS
Project Leadership Team Discussion Protocol
April 28, 2016

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?