

CRESST REPORT 760

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**THIRD YEAR REPORT:
EVALUATION OF THE
ARTFUL LEARNING
PROGRAM**

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National Center for Research on Evaluation, Standards, and Student Testing

Graduate School of Education & Information Studies
UCLA | University of California, Los Angeles

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THIRD YEAR REPORT:

EVALUATION OF THE ARTFUL LEARNING PROGRAM

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Abstract

The National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at UCLA was contracted to undertake a three-year external evaluation of the Artful Learning program, an arts-based school improvement model developed from the work and philosophy of the late composer Leonard Bernstein. This is the third-year report of evaluation findings, with a primary focus on Artful Learning participants in the 2003–2004 school year. The purpose of this report is to provide information about the implementation and impact of the program at current participating school sites, as well as place these findings within the context of the overall findings from the three-year evaluation as a whole. Multiple quantitative and qualitative data collection methods were employed throughout this evaluation. Overall, the findings suggest that the Artful Learning program was a useful tool for teachers with a variety of previous teaching experience, district and state contextual demands, grade/content areas taught, and student populations. Teacher satisfaction with the professional development components of the program were high, although assessment was an area singled out as needing additional support. Recommendations, drawing from all three years of the evaluation, are also discussed.

Introduction/Background

The Artful Learning/Leonard Bernstein Center Model is an arts-based school improvement model developed from the work and philosophy of the late composer Leonard Bernstein. The model includes both school- and classroom-level components. At the classroom level, the focus is on teachers using art as an entrée to all aspects of the curriculum, from language arts to math, science, and history. At the school level, there is an emphasis on collaboration and shared leadership.

The Artful Learning model was developed by the Leonard Bernstein Center in 1992. The model has been sponsored by the Grammy Foundation since 1999. The New American Schools endorsed the program as a comprehensive school reform model after an extensive review of achievement results and a site visit. A goal of the Grammy Foundation is inclusion of the model in the North West Regional Education Lab's (NWREL) list of approved school reform models. Over the years, the model has been used in over 40 schools across the country. At the time of this report's writing, 21 schools are actively using the model.

The Artful Learning curriculum is implemented through Artful Learning units, or instructional modules organized around a specific Masterwork of art, along with an underlying *concept* (i.e., a theme that the Masterwork will help express), and a *significant question* to be explored throughout the unit. The Masterwork concept and significant question are used as starting points and organizing constructs for the instructional unit. The term Masterwork within the Artful Learning units often refers to what is traditionally considered the arts, such as a musical piece, painting, or literature, but can also be used to refer to any endeavor or expression of cultural significance. Examples of recent masterworks used in Artful Learning classrooms include a range of events, people, and structures: The Gold Rush, Woody Guthrie songs, Alexander Calder sculptors, the play *A Raisin in the Sun*, drawings by graphic artist M. C. Escher, and the Bay and Brooklyn Bridges.

Each Artful Learning unit is comprised of an instructional process with four interlocking phases: *Experience* (the students interact with the masterwork), *Inquire* (they initiate investigation and research triggered by the masterwork), *Create* (they design their own original creation), and *Reflect* (they use various tools to deepen their understanding of what they have learned and their process of learning it). The Artful Learning model extends beyond the classroom to promote school-level structures/organization that will best support curricular reform. There is an emphasis on shared leadership and collaboration among school staff and stakeholders. Additionally, the Artful Learning model seeks to develop a vision of the arts as both a school-level priority and an integral part of the educational process.

In addition to the curricular model itself, the Grammy Foundation also provides support to each participating school for program implementation. The foundation offers 5 days of initial professional development at each school (Level 1 training), as well as designed scaffolded follow-up training for returning schools (Level 2 & 3 training). There are principals' institutes offered during the year to actively involve administrators in the implementation and school change process. Each school is also encouraged to designate an individual to serve as the Artful Learning coach/facilitator who is the school's on-site consultant during the Artful Learning implementation process.

The National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at UCLA was contracted by the Grammy Foundation to undertake a 3-year external evaluation of the Artful Learning program. This is the third-year report of evaluation findings, with a primary focus on Artful Learning participants in the 2003–2004 school year. Over the course of the 3-year evaluation study, a number of school sites have joined the Artful Learning program and a few school sites have ceased formal implementation of the program.

The changes in the specific sites involved in the program from year-to-year, in addition to staff turnover at individual schools, makes year-to-year comparisons of schools difficult. Although we did not follow “dropout” school sites after they had decided to leave the program, the majority of these sites appear to have made this decision based on changes in leadership at the school site or at the district level, or due to district curricula mandates and demands that precluded the fair implementation of the Artful Learning program. The purpose of this report, however, is to provide information about the implementation and impact of the program at currently participating Artful Learning school sites, including returning school sites and those schools new to the program. Before presenting our results, we briefly describe the methodology used for this report. At the end of the report, we provide some recommendations for both the schools and program designers based on these findings.

Methodology

The evaluation findings presented in this report are based on the integration of several types of quantitative and qualitative data. These data sources include: interviews with administrators and teachers, pre- and post-professional development surveys, school-level implementation surveys, and preliminary school-level achievement data.

Teacher Interviews

CRESST researchers interviewed a sample of teachers from participating Artful Learning schools in Winter 2003 through Spring 2004. The majority of these interviews were conducted by telephone, although a few at Los Angeles-area schools were conducted in person. The goal was to interview 2 teachers from each of the 21 currently participating Artful Learning schools. However, several of the newer-implementing schools had yet to have teachers fully use the Artful Learning program in the classroom, and thus were unable to have teachers participate in the interviews. Ultimately, a total of 24 teachers from 14 schools participated in the interviews. The teachers ranged in previous teaching experience from first year to over 40 years teaching experience. The majority of teachers (16) taught at the primary grades, with 8 teaching at the secondary level. For 10 of the teachers, this was the first year implementing the Artful Learning program; the remainder of teachers ranged from 1 to 6 previous years of Artful Learning program usage.

Researchers used a semi-structured protocol for the interviews. The protocol focused on a number of areas, including teachers’ understanding of the Artful Learning model, their experiences in implementing the model’s components, impact of the model (on students, teachers, and the school as a whole), and successes and roadblocks in the implementation process. The interviews also gathered information about teacher background, experiences,

and general instructional practices. Interviews were audio taped, transcribed, and finally analyzed using Atlasti qualitative data analysis software. A sample teacher interview protocol is included in Appendix A.

Administrator Interviews

Researchers conducted one-on-one telephone interviews with administrators of Artful Learning schools from Winter 2003 through Spring 2004. The administrators were from schools at all phases of the Artful Learning implementation process, including both newly implementing schools and schools that had been implementing the program for several years. Administrators at all 21 of the current Artful Learning participant schools, both new and returning, were invited to participate in interviews, and a total of 15 administrators from 9 of these schools agreed.

The purposes of these semi-structured interviews were both to collect information about the quality of school-level implementation of the various facets of the Artful Learning model and contextual factors surrounding that implementation. Specific successes and potential roadblocks that were encountered in this implementation process were also addressed. Transcribed interviews were analyzed using Atlasti. A sample interview protocol can be found in Appendix A.

Professional Development Surveys

All teachers attending Grammy-offered Artful Learning professional development sessions during the 2003–2004 school year were given two surveys, one at the beginning of the training and one after training completion. These surveys focused on both teachers' perceptions of the quality of the professional development and their own level of expertise on the topics covered during the training sessions. The pre- and post-training surveys are in Appendix A.

A total of 468 teachers completed at least some component of the professional development surveys. 199 teachers provided complete pre- and post-training survey sets, 112 from the Level 1 training, and 87 from the Level 2 training. The professional development survey results were analyzed using SPSS 12.0, a statistical software package. Both basic descriptive and inferential statistical analyses are presented in this report.

Beyond issues of institute quality and utility, the surveys also asked teachers a series of questions set to gauge changes in expertise due to their professional development participation. These items required teachers to rate their expertise on a variety of topics covered during the professional development both at the beginning and end of the session.

The individual items were used to develop four scales each from the pre- and post-professional development surveys. Each scale focused on a key piece of the Artful Learning professional development content: Artful Learning Process (the unique classroom instruction components of the model), Assessment (the model's assessment strategies), Organization (the school-based components of the model), and General Instructional Practice (aspects of quality instructional practice that are linked with—but not unique to—the Artful Learning model). Sample items for each of the scales can be found in Table 1. Table 1 also presents a measure of scale reliability (coefficient alpha) for each of the pre- and post-professional development scales for both the Level 1 and the Level 2 training, as item content varied slightly for Level 1 and Level 2. As this table shows, all of the scales have acceptable measures on internal consistency.

Table 1

Professional Development Expertise Scales: Sample Items and Reliability

Scale	Sample Items	Coefficient Alpha	
		Pre	Post
Artful Learning Process	Selecting appropriate works of art for use in my curriculum.	Level 1 = .92	Level 1 = .90
	Developing questions for students to use in conducting inquiry/research as part of their regular classroom activities.	Level 2 = .96	Level 2 = .95
Assessment	Using a portfolio assessment system.	Level 1 = .92	Level 1 = .92
	Using student assessment results to plan and refine my classroom practices.	Level 2 = .91	Level 2 = .92
Organization	Conducting action research at the school level to examine school-wide curriculum and instruction.	Level 1 = .88	Level 1 = .90
	Coordinating my curriculum with that of other teachers at my school.	Level 2 = .90	Level 2 = .90
General Instructional Practices	Coordinating my curriculum with district standards.	Level 1 = .86	Level 1 = .86
	Coordinating my curriculum with national standards	Level 2 = .87	Level 2 = .86

School-level Implementation Survey

In Winter/Spring 2004, teachers at all participating Artful Learning program schools were asked to complete an implementation survey. Survey items focused on a number of factors, including: implementation of Artful Learning model processes and components, overall instructional and curricular practices, assessment, and organizational/school-level

characteristics. CRESST received 390 completed teacher surveys from 16 schools. Response rates by schools ranged from 10% to 94%, with an average response rate across the schools of 53%.

The implementation survey is in Appendix A. The survey items were used to create a number of scales addressing both classroom practice and school-level factors that play important roles in the Artful Learning model and its underlying theory. Additionally, a scale was designed to focus specifically on the unique arts-based classroom processes of the Artful Learning model. Table 2 presents each of these scales along with a statistical measure of internal consistency, Coefficient Alpha. Note that the coefficient alphas for all of the scales are in the range generally agreed upon as acceptable in the social sciences (Netemeyer, Bearden & Sharma, 2003).

Table 2

Artful Learning Implementation Survey Scales

Scale	Content	Coefficient Alpha
Assessment Use/Understanding	Use of multiple assessment strategies/understanding of how to use assessment	.74
Standards Use/Understanding	Use of standards in planning and instruction	.77
Quality Instructional Practices	Quality of overall instructional techniques	.78
Parent Involvement	Implementation of activities designed to foster parent participation in school activities and understanding of school processes	.70
Shared Mission	Perception of an overall shared instructional mission/vision for the school	.89
Shared Leadership	Participation of multiple stakeholders in school decision-making and leadership processes	.80
Artful Learning Process Implementation	Quality of implementation of Artful Learning instructional processes	.85
Reported Impact	Extent of program impact on student engagement, learning, and achievement	.90

All implementation surveys were analyzed using SPSS 12.0 statistical software. Both basic descriptive statistics and inferential analyses are presented in this report.

Preliminary School-level Achievement Data

The schools included in this report represent a variety of levels of Artful Learning implementation. For measurable student achievement outcomes to be assessed, there needs to be both an extended period of program implementation and several years of data available,

which is only the case for a small subset of current Artful Learning participants. At present, the only sources CRESST has for these schools' achievement information is publicly available school-level data provided on state and/or district websites. There are several limitations to this type of data, including:

The school-level nature of the data. The lack of individual student- and teacher-level data makes it very difficult to identify achievement change and attribute it to Artful Learning program participation, particularly as many of the schools have some teachers who have yet to implement the program in their classrooms. Any Artful Learning achievement impact at the school-level may be diluted by teachers who have yet to receive the training or use the program, and there is no way to separate these teachers out of the analysis in the current data sets available. Furthermore, the data presented on most of these school databases is cross-sectional—that is, presenting data for a given grade from year-to-year. This approach is limited in that any changes can be attributed to cohort effects (i.e., differences between the groups of students enrolled at a school from year-to-year) as opposed to program implementation.

Test comparison problems. The Artful Learning schools use a variety of state or district-based tests in reporting their school-level data, as well as reporting their data in different formats. This makes aggregation for running inferential statistics (i.e., looking at the overall changes in achievement for Artful Learning schools combined) very difficult. Similarly, many of the schools and districts involved have switched achievement tests once or more since joining the Artful Learning program. Again, this interferes with the ability to monitor change over time, as there is not a constant achievement measure in place.

With these caveats in mind, we present in this report a tentative description of school level achievement data. This reporting focuses on the percentage of students meeting or exceeding state standards based on each of the schools' states' assessment systems. We included information for nine Artful Learning schools that have both been involved in the program for at least 3 years and have appropriate retrospective achievement data available on their state/district websites. We also included, for comparison purposes, similar information about the districts as a whole that these schools reside in, and about a set of matched comparison schools. A total of two matched comparison schools were selected for each of the 9 Artful Learning schools, from the same districts as the Artful Learning schools, resulting in 18 comparison schools total. These comparison schools were selected by matching them to the Artful Learning schools based on their similarity across a number of factors, including: school size, teacher/student ratio, percentage of English Language Learners, percentage of free/reduced lunch students, and student demographics. The decision

was made to focus on information for Grades 4 and 8, as these were the two most consistently tracked grades over time across the schools.

As student-level data was not available for the Artful Learning schools or their comparisons, it is thus difficult to ascribe any differences in achievement growth specifically to Artful Learning participation. The lack of student-level data, in conjunction with the small sample size, also do not allow for the running of inferential statistical tests to determine statistical significance. What the data does provide is some descriptive comparisons between the Artful Learning and comparison schools in the changes over time of the percentage of students meeting/exceeding state standards, and some suggestions of areas that would be fruitful ground for additional analyses with student level achievement data.

Findings

The following findings represent an integration of quantitative and qualitative data. First, we present findings about the success and quality of Artful Learning program implementation at the participating sites, including analysis of the overall implementation process and the implementation of the individual instructional components of the model. Issues relating to cross-content curriculum integration and assessment are also discussed. Second, we address findings related to program impact, including professional development impact, school- and classroom-level predictors of implementation, teacher-reported student impact, and student achievement comparisons. Finally, we discuss potential facilitators and barriers to the Artful Learning program's implementation and persistence of use, based on the experiences of the participating schools.

Artful Learning Implementation

The Artful Learning model has multiple layers to it, and requires teacher time, effort, and creativity for full implementation. Rather than an add-on program that can be “dropped into” a school, implementation of Artful Learning is more of an evolving process, with on-going development building on previous implementation and successes. Thus, implementation is a critical component of the overall success of the Artful Learning model. This section of the report discusses findings regarding the implementation of the model as a whole and its various components.

Overall implementation process. An important initial question in addressing the implementation of the Artful Learning program is whether, in fact, teachers are using the program as part of their classroom instruction. The surveyed teachers responded to several questions related to their general use of the program. Overall, their responses suggest that the majority of teachers who go through the Artful Learning training continue to use the program

in the classroom after initial implementation. For example as shown in Figure 1, all but 8% of the responding teachers reported that they had developed an Artful Learning unit during the current school year, and almost half (41%) of the teachers had designed 3 units or more.

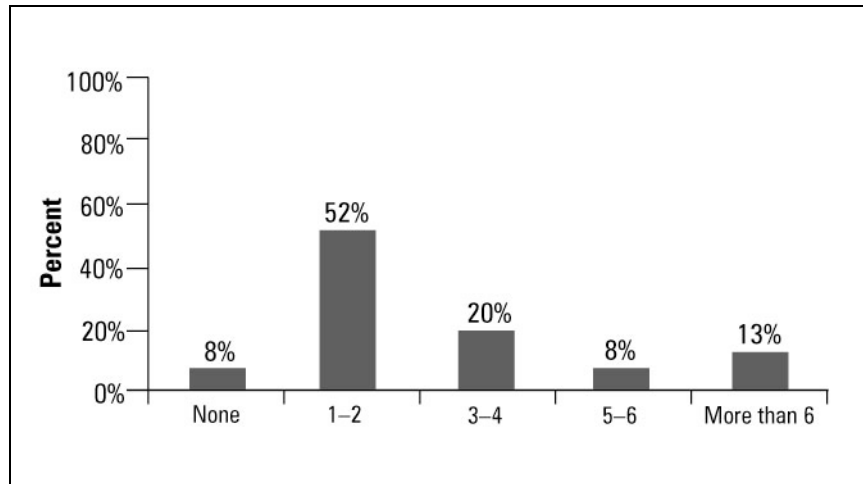


Figure 1. Teacher survey responses: Approximately how many Artful Learning Units have you planned this school year? ($N = 375$)

Beyond the Artful Learning units as a whole, the teachers were asked how often they actually incorporated the arts into their instruction. Again, the majority of teachers, over 50% reported using the creation of art in their instruction “Often,” “Very Often,” or “Always,” with only 2% stating that they never used works of art as part of their regular classroom instruction. Furthermore, approximately three quarters of the teachers responded similarly that they explicitly identified the types of artistic experiences (visual, kinesthetic, auditory) students will engage in as part of their unit planning. These results are presented in Figures 2 and 3, respectively.

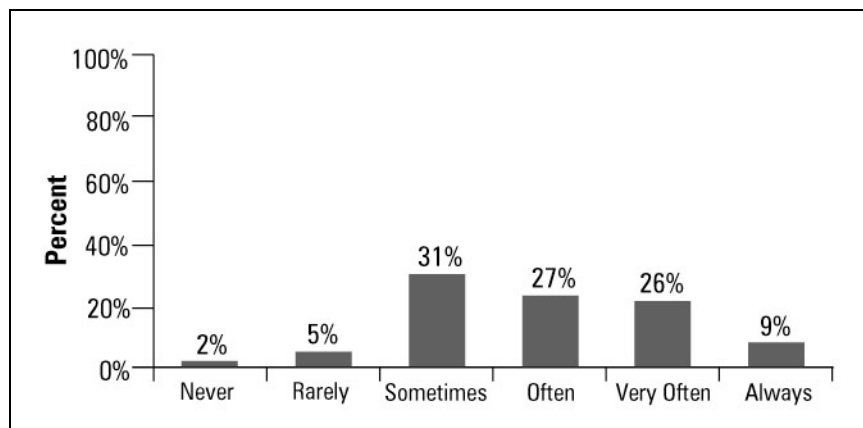


Figure 2. Teacher survey responses: How often do you incorporate the creation of an artistic work into your instruction? ($N = 369$)

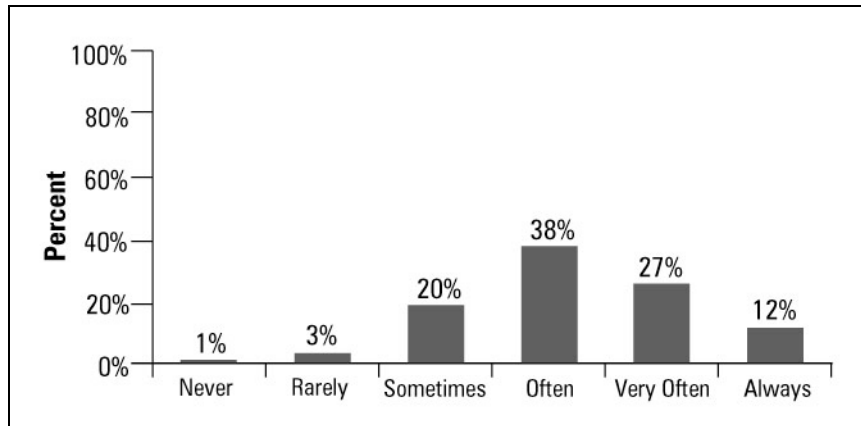


Figure 3. Teacher survey responses: When planning an Artful Learning Unit do you explicitly identify the visual, kinesthetic, or auditory experiences your students will engage in? ($N = 359$)

Outside of their individual classrooms, teachers' perceptions of their schools' use of the arts as a whole was consistent with their individual experiences. Specifically, as displayed in Figure 4, over 70% of the responding teachers "agreed" or "strongly agreed" that arts are incorporated into regular instruction at their schools.

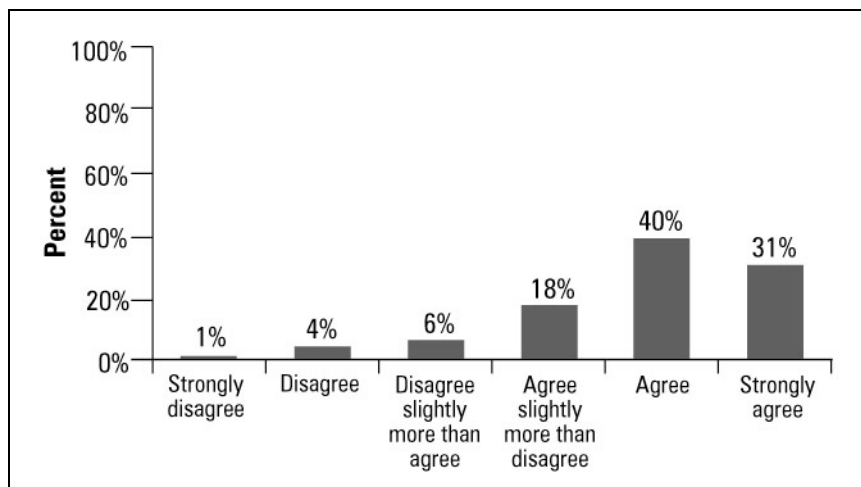


Figure 4. Teacher survey responses: At my school, arts instruction is incorporated into instruction in other subject areas. ($N = 370$)

The implementation level at the schools already using the Artful Learning program appears to be growing as well, based on the teacher survey responses. For example, almost 60% of the teachers reported that the number of teachers using the program at their school and their own use of the program in the classroom had increased compared to previous implementation years. Additionally, 66% of the teachers felt that their understanding of the Artful Learning program had continued to increase. These findings are presented in Figures 5, 6, and 7.

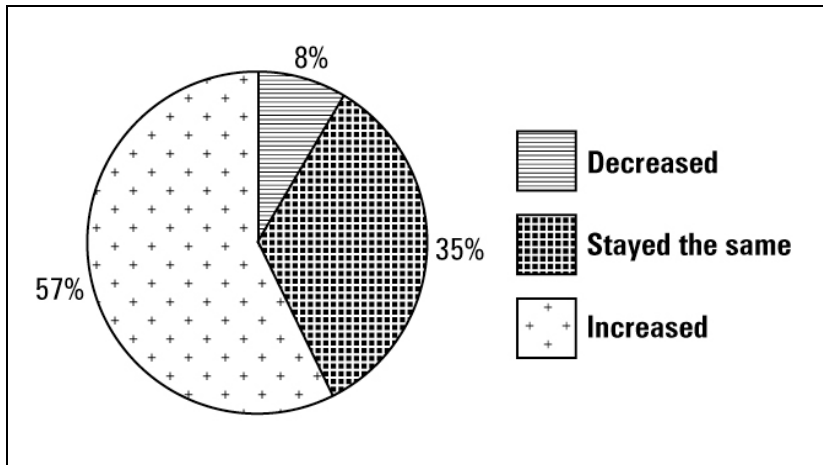


Figure 5. Teacher survey responses: Changes in Artful Learning implementation this year compared to previous years. ($N = 333$)

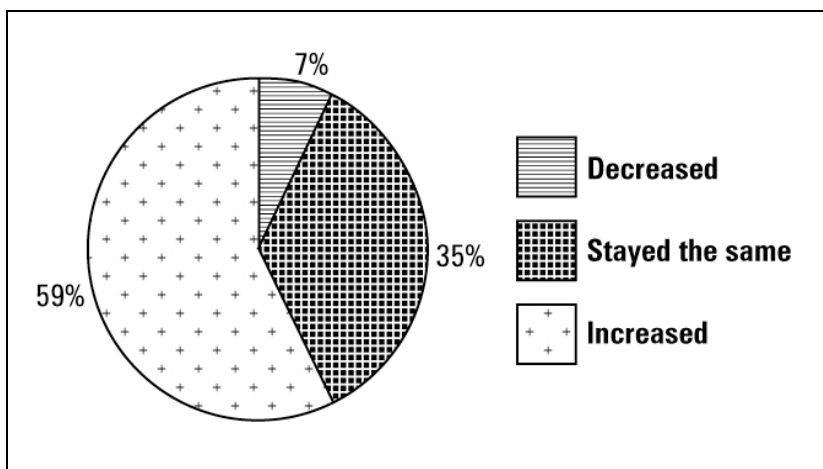


Figure 6. Teacher survey responses: Changes in Artful Learning classroom use this year compared to previous years. ($N = 334$). All percentages have been rounded up to the nearest whole number.

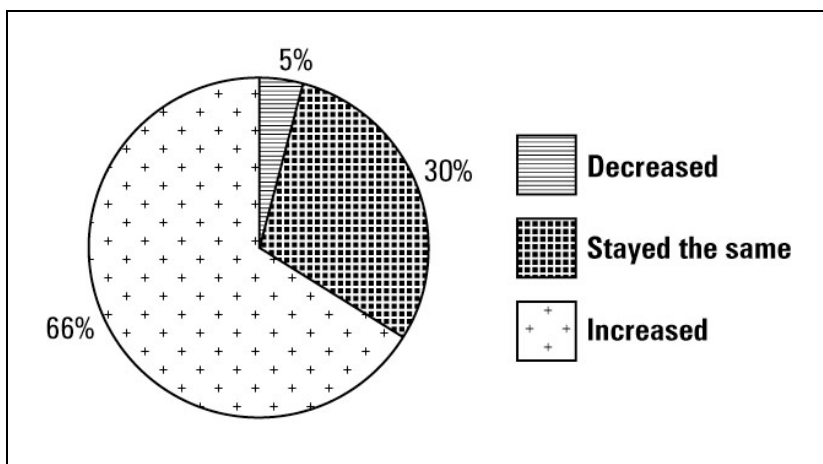


Figure 7. Teacher survey responses: Changes in understanding of Artful Learning components this year compared to previous years. ($N = 332$). All percentages have been rounded up to the nearest whole number.

The professional development post-test survey responses of Artful Learning veteran teachers (i.e., teachers with at least 1 year prior experience using the program in the classroom) provide additional evidence about teachers on-going implementation/satisfaction with the program. For example, 83% of these teachers “agreed” or “strongly agreed” that they were looking forward to continued use of the Artful Learning program in their classrooms, and responded similarly when asked whether the program is useful to them in their day-to-day classroom practices. Additionally, 90% of these teachers “agreed” or “strongly agreed” that there was a need for the Artful Learning program at their school. These results are presented in Figures 8, 9, and 10, respectively.

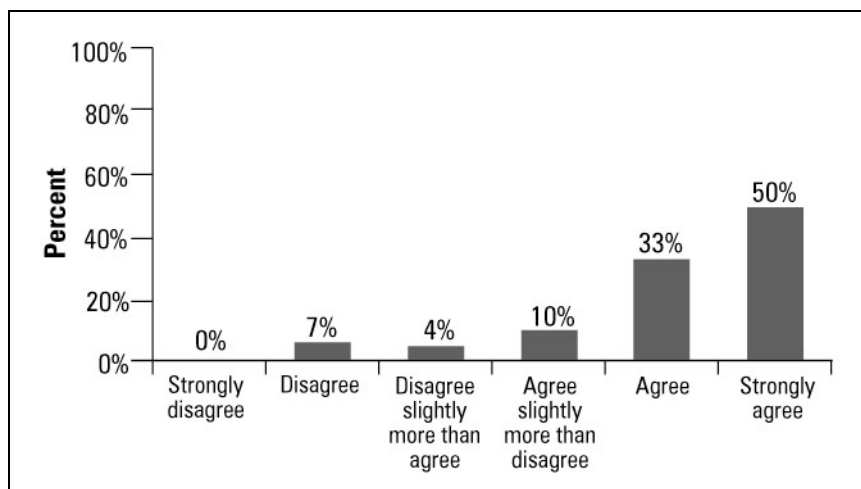


Figure 8. Teacher responses: I am looking forward to continuing to use the artful learning program. (N = 135)

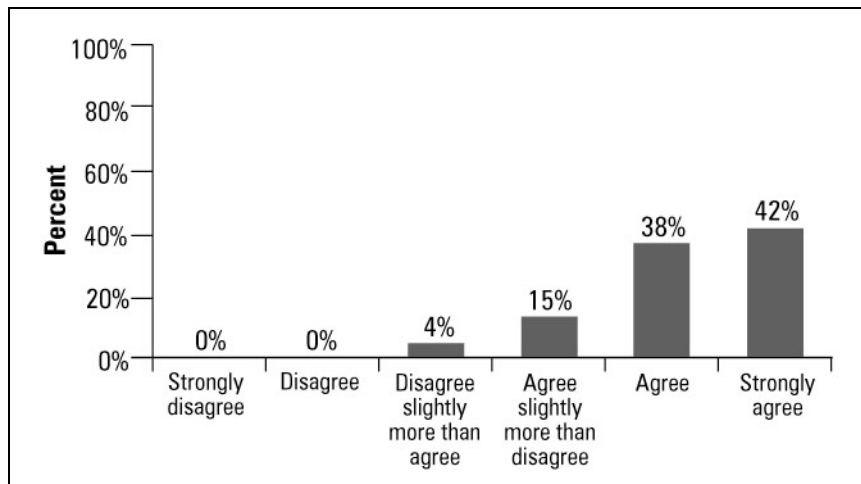


Figure 9. Teacher responses: The artful learning program is useful in my day-to-day practice. (N = 139)

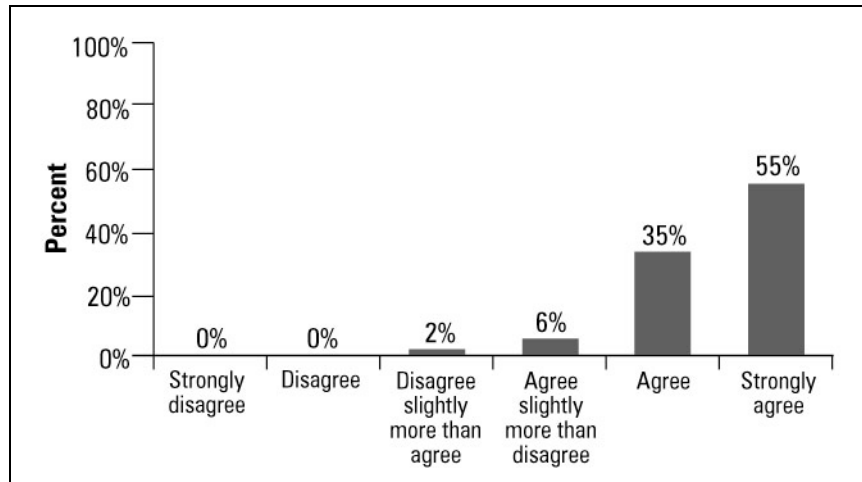


Figure 10. Teacher responses: There is a need for artful learning at my school. (N=139)

Analysis of qualitative data supports these survey findings. Overall, both new and Artful Learning-experienced teachers reported that they approached the planning and implementation of Artful Learning units with great anticipation and excitement. Although some concerns emerged for new teachers, many of them reported that they were encouraged by how the program is working for their students and remained realistic about the program. That is, several of the teachers acknowledged that it will take some time to perfect their Artful Learning-based units. For example:

Even when we were asked to give up 4 summer days for our training last year everyone left that training very energized and excited about what we had been shown, so I think the general consensus would be a very positive outlook in the sense that it's going to give our students one more thing that will help them in their learning, and in their development as a whole child.

I think we're excited about it, and we're seeing a lot of neat things with it. I think it can be stressful just because it's something new. I do think the students are reacting really well to it, so that has made a difference. I'd say overall that it's positive.

Implementation of program components. Although teachers' overall reports about implementation were generally positive, there were some differences based on the component of the unit involved: *Experience*, *Inquire*, *Create*, or *Reflect*. When asked the percentage of time they spent in their classroom on each of the 4-unit component, comparatively less time appeared to be spent on the *Reflect* component than the other three components. For example, over 10% of teachers reported that they spent no time in their classrooms on the *Reflect* component, compared to 7%, 8%, and 5% for *Experience*, *Create*, and *Inquire*, respectively. Similarly, a smaller number of teachers (25%) reported spending

50% or more of their unit time on *Reflect* than spending 50% or more of unit time on *Experience* (38%), *Create* (50%), or *Inquire* (44%).

Interview findings also suggested that teachers continue to experience more difficulty implementing some components of the model than others. In regard to conceptual understanding and implementation of the four components—*Experience*, *Create*, *Inquire* and *Reflect*, new Artful Learning teachers reported that the *Experience* and *Create* components were the easiest to develop and implement, and that the *Inquire* and *Reflect* were the most challenging. The Artful Learning-experienced teachers reported that the *Inquire* component remained the most challenging for them, but that with experience and practice they had better mastery of the *Reflect* component. The Artful Learning-Experienced administrators similarly reported that the *Experience* component appeared to be the easiest for teachers to implement and *Inquire* the most challenging.

Experience was the easiest to implement for teachers because there isn't as much risk involved. It's a low anxiety type of experiencing. It's the beginning step of the project, I think.

The most difficult is developing the *Inquire* Centers. That's the hardest one. You can think of questions, and you can think of activities, but to come up with the materials that go into the *Inquire* Centers is the most difficult. That's the biggest challenge, I think.

Many teachers often cited issues concerning time as the reason why the *Inquire* component posed difficulties, but one teacher's comment was quite revealing in regard to another difficulty with implementing the *Inquire* component. She reported that teachers felt challenged by the possibility of not being able to answer the questions generated by students as part of the *Inquiry* activities.

A lot of teachers don't want students to ask them questions they don't know. So *Inquire* can be difficult because if you are intimidated by a child asking you something you don't know the answer to or maybe asking you something that you didn't plan for.

In terms of teacher feedback on using other parts of the program, both new and Artful Learning-experienced teachers reported that they have a clear understanding of issues such as curricular mapping and Masterworks. They ascribed this understanding to the professional development they received from the Grammy Foundation. For example, interviewed teachers reported on ways in which curricular mapping is organized and operationalized at their school site.

For the curricular mapping process we take our whole year's curriculum and map it out week by week, indicating for each subject area what we planned to cover and the different resources and the different things that we needed to have in there. We needed to

have our significant question, our concept and the Masterwork that would be covered within that unit.

Actually, it works very well because we've done some curricular mapping. I guess it was the first year we did curricular mapping. That was where the teachers met to clump together all of the big objectives, and the big areas that they were studying. They got all that work down on every grade level. They know where they needed to go. They had their little maps, so they knew where they needed to go.

Additionally, both new and Artful Learning-experienced teachers reported very little problems with selecting a Masterwork and described some of the ways in which they are able to embrace the concept of Masterworks and, in turn, find ways for their students to embrace the selected Masterwork.

It provides a launching off point. I know that most (Artful Learning) units can launch from multiple places. For me, (a masterwork) is a great place to start because you can take a look at an art or listen to some art of whatever the Masterwork is, and interpret it in a variety of ways. There are multiple ways of looking at any piece of artwork. One being if it's the best that someone's ever created or if it's something that spans time, and it becomes a timeless piece of art or its intergenerational in that when people hear it today, it's the same as hearing it or seeing it or experiencing it 50 years ago or 100 years ago. Children today sometimes don't often have access to that information to the Masterworks, so, for me, it's a great launching point for a course of study or for a path of thinking. Even if they don't know it right away, they might not understand right away why they're looking at it because I just want them to interpret it in as many ways as they can visually. Can they infer things from it? What do they take literally from it?

Cross-content integration. An on-going issue teachers have reported throughout the last 3 years of Artful Learning evaluation has been the integration of the model across all content areas. Optimally, the Artful Learning process should be embedded in instruction across all content areas and grade levels, rather than being treated separately as "arts instruction." The responses of surveyed teachers suggest that they are attempting to address this issue by weaving Artful Learning processes and activities throughout the curriculum. Figure 11 shows us, for example, that 88% of teachers either "agreed" or "strongly agreed" that they made connections to other subject areas besides art when planning Artful Learning units.

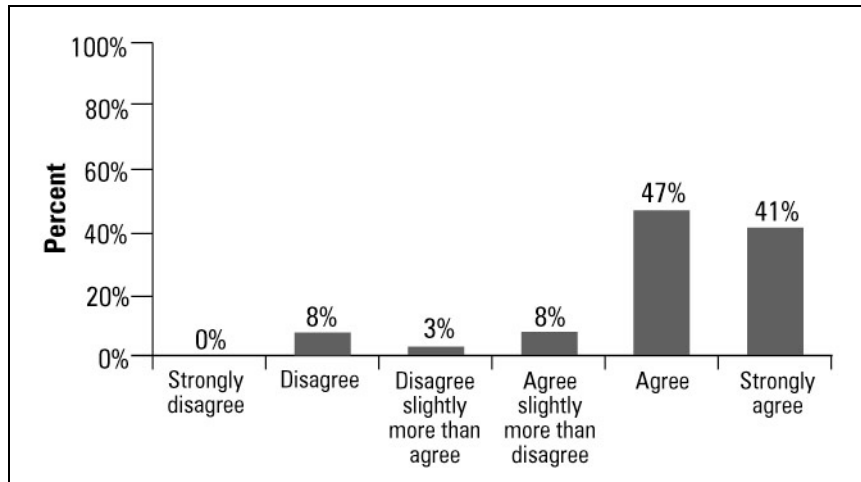


Figure 11. Teacher survey responses: When planning an Artful Learning Unit, I make connections to other subject areas. ($N = 355$)

However, in terms of the actual content areas that teachers incorporated their Artful Learning instruction into, teacher's survey responses did yield some differences. Not surprisingly, more teachers reported integrating Artful Learning into their social studies activities (63%) than into other content areas followed closely by language arts. Conversely, fewer teachers reported integrating Artful Learning into their math instruction (33%) than any of the other content areas. These results, presented in Figure 12, suggest that teachers have found it easier to integrate the arts into some subject areas than others, or may be better able to appreciate possible links in certain subject areas. For example, there may be more intuitive opportunities for connections between language arts and the arts than between math and the arts, thus making teachers less likely to attempt to integrate the arts into their math instruction.

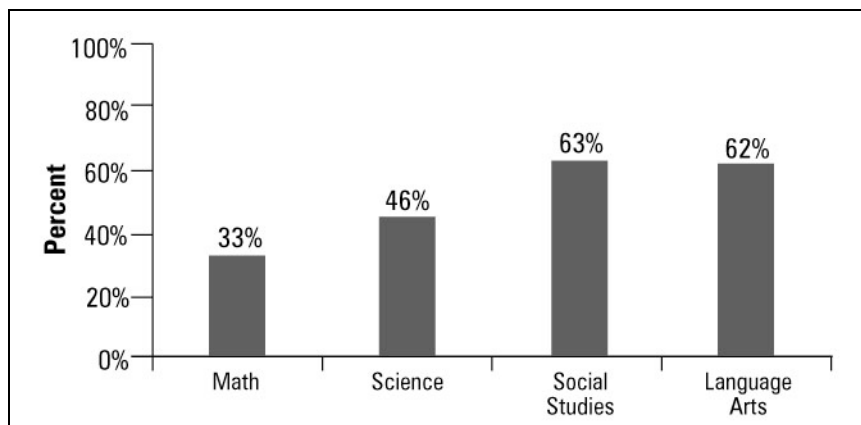


Figure 12. Teacher survey responses: Subject areas incorporating an Artful Learning Unit. ($N = 390$)

The qualitative data supports the quantitative findings, but also elicited that experience with the Artful Learning program also plays a role in teachers' confidence and ability to integrate the program across content areas. That is, when it comes to cross-content integration, many of the new teachers reported that they experienced challenges in mathematics instruction. The majority of the Artful Learning-experienced teachers, on the other hand, reported that they integrated the Artful Learning program across language arts, reading, mathematics, science, and social studies with very few problems. These teachers reported that their practice with integrating the program across content areas over the years has resulted in their confidence to attempt cross content integration with other units.

New Teacher

It was hard to do with math. One of our *Inquire* Centers did have a map component to it, but we feel like, and, again, I don't teach math, but the math teacher talked about how she really had to take out 2 or 3 weeks of math in order to do one of the *Inquire* Centers that was closely related to math. That's really hard to get away from math for 3 weeks in sixth grade.

Artful Learning-experienced teacher

They integrate quite well. I think we do a really good job teaming together in really trying to connect that to any other programs that we're using.

Assessment implementation. Student assessment remains one of the most difficult aspects of the Artful Learning program for teachers to address. Assessment of student learning not only allows teachers to track student growth, but also assists them in tailoring instruction to the ongoing learning needs of students. On one hand, regular assessment of the skills that students gain through Artful Learning involvement requires different lenses than what is provided by the other assessments that teachers typically have access to. On the other hand, heavy district and state assessment requirements often over-burden teachers, making the implementation of additional, Artful Learning-focused assessment materials difficult. For example, only 12% of the surveyed teachers reported that they had implemented student portfolio assessments as part of the Artful Learning program. The remainder of teachers either did not use portfolios at all (22%), or used a different portfolio system implemented prior to beginning the Artful Learning program (66%). Similarly, as show in Figure 13, only 41% of teachers reported any increase in their use of Artful Learning assessments in the last year, while 12% reported that their use had decreased.

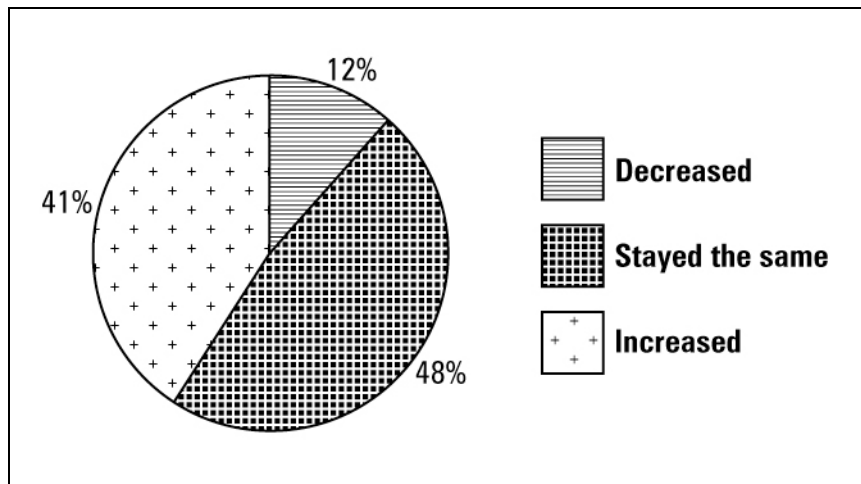


Figure 13. Teacher survey responses: Changes in Artful Learning Portfolio Assessment use this year compared to previous years. ($N = 322$). All percentages have been rounded up to the nearest whole number.

Analysis of qualitative data provides further evidence that, for a variety of reasons, the assessment component of the Artful Learning program remains a challenge for teachers to fully embrace and use with their students. The vast majority of teachers reported that district or state-mandated assessment requirements take precedence over using the Artful Learning assessment model. Additionally, many teachers reported that the Artful Learning assessment model seems to conflict with their existing portfolios systems. Because of this overlap, several teachers reported that they did not see the need to overhaul their current assessment practices, especially when it comes to student portfolios. Many teachers did, however, report that they like how the Artful Learning model calls upon teachers to be more reflective about the delivery of their instructional strategies, which in turn calls upon students to be more reflective about their own learning and progress in the assessment context.

Having the students look more regularly at their progress (is a change). Having them look at their work on a regular basis. Having them think about how they learned looking through their work and their samples of work. How did they learn? How did that help them? How was it different than the way that we learned before? I think more of the student reflection part and doing it more regularly.

I've always been frustrated with my portfolios because once a trimester we sit down and gather up their work, and put it in, and it's not really very reflective. I don't think I did a really good job of that in this unit, but I can definitely see how the Bernstein (Artful Learning) and the reflection piece could change that. I think that's something next year that I'll do differently. Although I used portfolios, I definitely think about them differently, and it gives me a way to make it more meaningful.

Although many interviewed teachers felt the pressure for students to perform well on state- and district-mandated assessments, they also expressed a desire for additional assessment support surrounding Artful Learning content. In fact, some of the teachers reported that they would like to participate in developing additional tools to help rate student work that is generated from the Artful Learning components.

Implementation of Artful Learning organizational components. An important aspect of the Artful Learning program is its' organizational/collaborative processes. For schools and teachers at the beginning levels of implementation, this component is actualized as shared collaboration and development of Artful Learning units, as well as increased collaboration between teachers from various academic departments or "specialties" (e.g., language arts, sciences, arts). At schools that have been implementing the Artful Learning program for longer periods of time, this organizational and collaborative component is expanded to include the use of Artful Learning cadres, or teams of school participants and critical friends focused on various academic and organizational support issues. Given the focus on continued development of school organizational and collaborative structures throughout the model, it is not surprising that the majority of teachers survey respondents reported that the amount of collaboration at their school had increased this implementation year compared to previous years (see Figure 14). Similarly, as shown in Figure 15, the majority of teachers also reported that the support that their administrators provided for the Artful Learning implementation as a whole had increased as well.

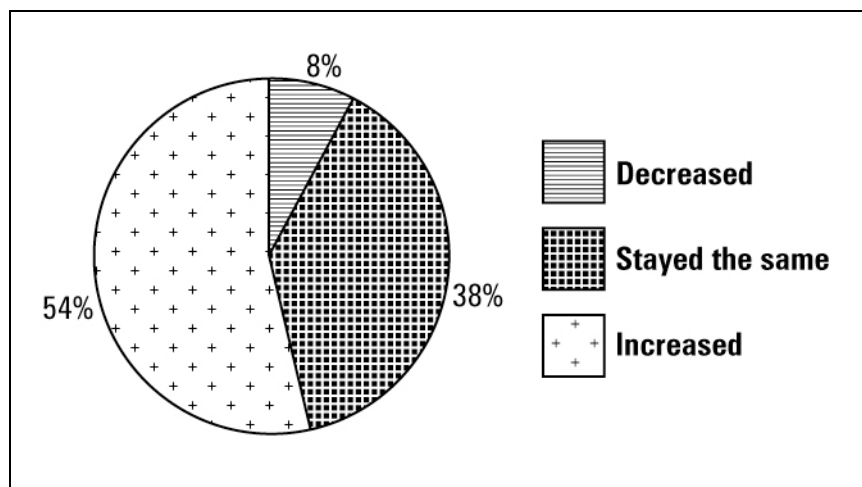


Figure 14. Teacher survey responses: Changes in teacher collaboration this year compared to previous years. ($N = 335$)

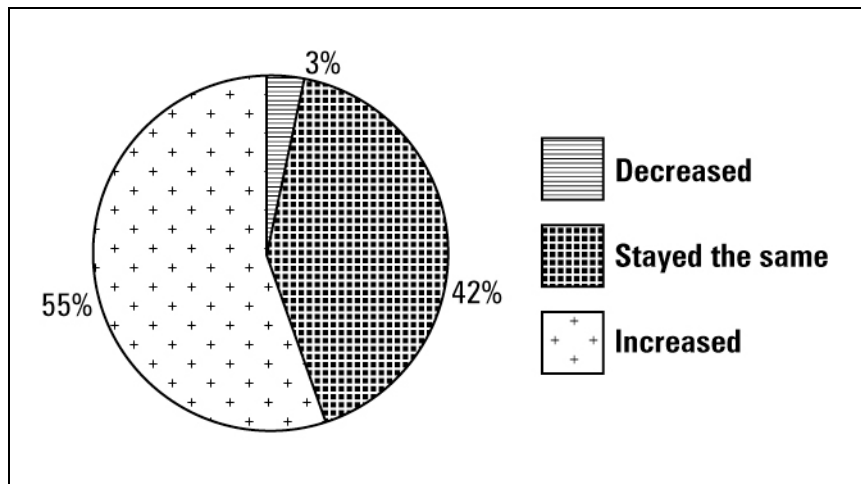


Figure 15. Teacher survey responses: Changes in administrative support for Artful Learning this year compared to previous years. ($N = 335$)

Data from teacher and administrator interviews provides a more in-depth picture of the implementation of the Artful Learning programs organizational components at participating school sites. Both new and Artful Learning-trained teachers and all administrators reported that the implementation of the Artful Learning program has resulted in the initiation of or increase in teacher collaboration. Several teachers reported that collaboration had become more inclusive as a result of the Artful Learning program, broadening to include general education, fine arts and special education teachers. Additionally, communication occurred both within and across grade levels at some school sites, which provided continuity and direction for all teachers.

There is more communication between the grade level teachers that was not there before. There is more collaboration. We were just sitting in the lunch room yesterday, and another grade level were talking about the original creation that their students were doing, and it was just amazing to be sitting there talking about how the students were responding to it. Yes, I think it's across grade levels it's more than normal because we're all talking the same language. We're all doing the same kinds of things.

I think it's drawn us together, and I think it has given us a common ground to have some really deep conversations about learning and students achievement, and how school should work together in a team setting, and what collaboration should look like. So I think in terms of that culture, it has made a big difference especially in the role of the P.E. teacher, the art teacher, the music teacher, and the talent gifted teacher. It has helped us connect all of these. Also the Spanish teacher and the media specialist, it has helped us connect these people more into the core curriculum, and the day-to-day work that we do with teaching children all the things that we teach. So there's been a tremendous connectivity part that I hadn't anticipated.

Artful Learning Impact

As described above, the Artful Learning program is an integrated approach to school transformation with multiple components. Thus, the program is expected to have impact in a variety of areas, including teacher knowledge and practice as well as short- and long-term student outcomes. This section of the report addresses program impact from a variety of perspectives. First, we will discuss the utility and impact of the Artful Learning professional development on teacher attitude and practice. Next, we will address the relationship of Artful Learning implementation to multiple classroom- and school-level outcomes. Also included in this section are findings regarding teacher-reported program impact. Finally, tentative findings regarding school level achievement data are presented.

Professional development impact. Teachers' overall impressions of the effectiveness/utility of the Artful Learning professional development were positive. A vast majority of the surveyed teachers felt that the professional development would help them both better implement the Artful Learning program (89%) and collaborate with other teachers (84%), as displayed in Figures 16 and 17, respectively. Teachers responded in a similar fashion to questions about the general quality of the sessions, with a vast majority reporting that the professional development offerings provided them with useful knowledge and skills, were well-linked to classroom practices, and were well-connected with each other. These responses are presented in Figure 18.

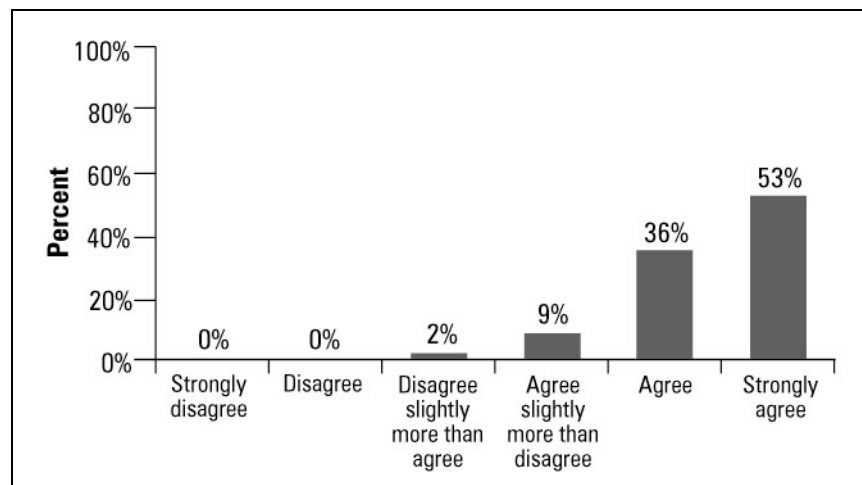


Figure 16. Professional development survey responses: Professional development will help me better implement the program. ($N = 139$)

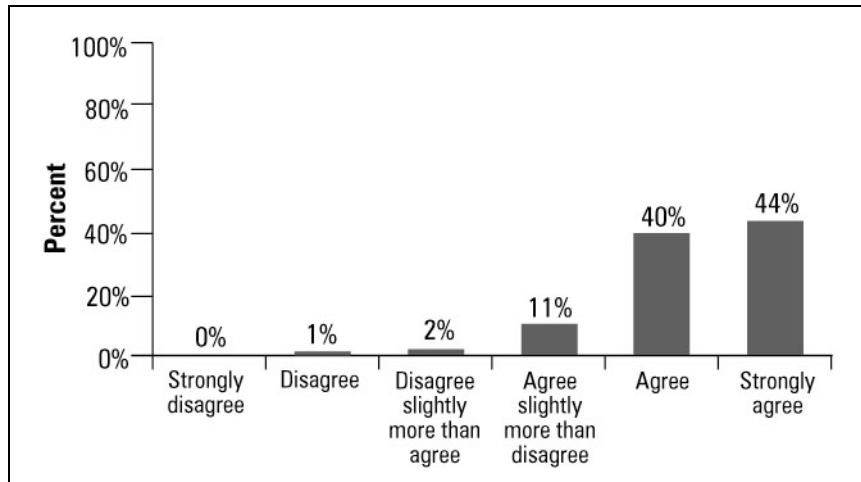


Figure 17. Professional development survey responses: Professional development will help me better collaborate with other teachers. ($N = 140$)

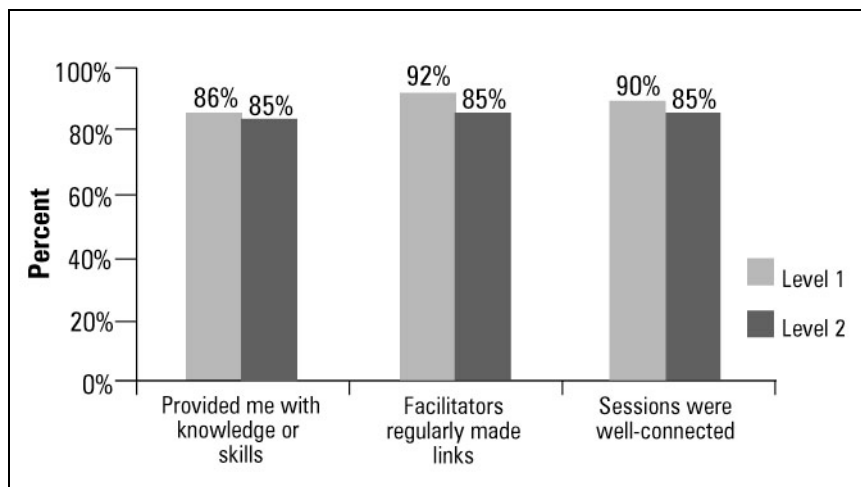


Figure 18. Professional development quality: percentage of teachers responding “agree” or “strongly agree.” ($N = 302$)

Teachers additionally reported how well the professional development prepared them to implement the various components of the Artful Learning program. Not surprisingly, there were differences in teachers responses based on the program component. Specifically, teachers were better prepared by the professional development for implementation of the classroom instruction aspects of the program than the organizational and, in particular, assessment aspects of the program. This finding was consistent for both Level 1 and Level 2 professional development participants, as presented in Figure 19. For example, 79% of Level 1 teachers reported that they were “adequately” or “more than adequately” prepared by the professional development for implementation of the classroom components of the program, but only 38% responded in a similar fashion regarding the assessment components of the program.

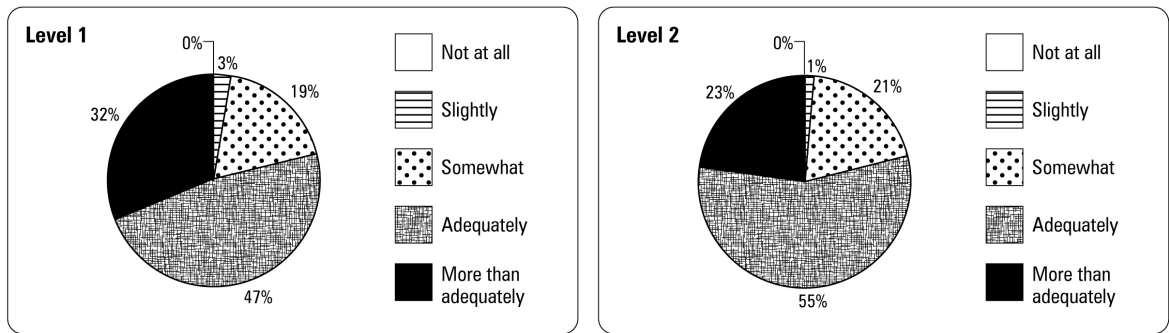


Figure 19. Professional development survey responses: How well did development prepare you to implement classroom component? (Level 1: $N = 162$; Level 2: $N = 140$). All percentages have been rounded up to the nearest whole number.

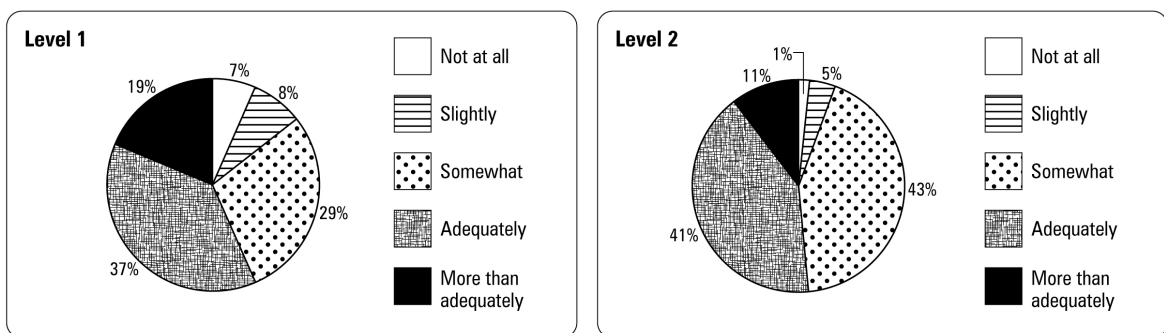


Figure 20. Professional development survey responses: How well did development prepare you to implement organizational component? (Level 1: $N = 161$; Level 2: $N = 138$). All percentages have been rounded up to the nearest whole number.

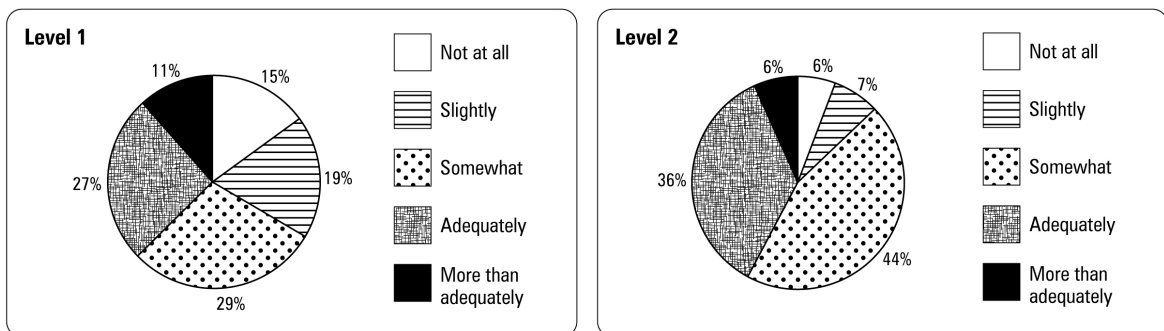


Figure 21. Percentage of teacher responses: How well did development prepare you to implement assessment component? (Level 1: $N = 151$; Level 2: $N = 140$). All percentages have been rounded up to the nearest whole number.

Analysis of qualitative data provided similar findings about the quality of the different components of the professional development offerings. In considering their Artful Learning professional development experiences, many Artful Learning-experienced teachers reported improvements in recent offerings compared to their earlier Artful Learning professional development experiences. Their initial training was cited as being too ambiguous and not

providing enough structure for teachers to implement the program with confidence and certainty. According to the interviewed teachers, the more recent professional development training addressed some of these concerns by providing clearer guidance. These reports suggest that recent changes made to the training by the Grammy Foundation were effective and improved upon earlier offerings. As one administrator stated:

The professional development has been a little more concrete, and more specific to classroom activities. Yes, rather than being more theory-based, it's been more about what can be done in the classroom, and also the focus is writing, so they've linked the program to more writing activities.

The qualitative data also suggests that professional development had a significant positive relationship to program implementation, especially for new sites. New teachers were able to provide clear feedback on how the program is being implemented in their classroom. Many of the new teachers reported that they were excited about the program and exuded a level of confidence that was not evident with new participants from previous years. In particular, new teachers reported that they appreciated the opportunities to practice some of the strategies during their professional development training, which made it easier to return to the classroom and implement the strategy with students.

I think it was also beneficial for us to actually go through the motions of becoming students and trying out the strategies ourselves rather than, "Let's turn to page two, and look at this paper, and talk about it." Or "Let's look at this transparency. This is what the strategies are." It was way more teacher involvement than a lot of other trainings I've been to. Force is a strong word, but when you do force teachers to try the strategies themselves, and become the students that they're going to eventually teach those strategies—it allows you to own those strategies.

I think it's great the way (the professional development) is because it's not only giving us new information and new strategies, and of course we practice it right there in class usually, but also the fact that we're able to apply it to our classroom. It's not just, "You can do this," but we come back to the classroom and we actually implement it in our unit or in our regular everyday teaching.

I think people have liked what they've seen. I think they see it as a really worthwhile way to look at teaching and learning for children. I think they're feeling a lot of work. There is a lot of work to it because implementing something new takes a lot of time, but otherwise, overall, I think it's really positive. I think for me it's been really easy.

Although their overall satisfaction with the professional development was high, new and Artful Learning-experienced teachers reported that there were still some concerns with grade level and content area relevancy of the training. In particular, the lower grade level

teachers reported that many of the examples were geared for the primary school upper grade levels. Others reported that the training is geared for the language arts area, with not enough math and science examples.

I think that for an introductory session, it needs to be brought down a little bit to what we can actually take and do right now. I know that they were showing us what it could look like in a few years, and especially a lot of the information was for the upper grades, so it was hard for me to walk away and say, “I can do this in my classroom.” It made me feel like I wasn’t sure that I could do it.

They had shared *Inquire* Center for a lot of the upper grades of what an *Inquire* Center for the older children would look like, and it seemed really advanced. It was definitely not second grade, but I think I would’ve liked more of a primary example of an *Inquire* Center for next time. There are only so many minutes within a workshop that you can get everything, and...

The presentation and the training were geared for the language arts and reading area, and so the other areas were wanting more examples of how to do that kind of thing with the math or science.

Several teachers reported that because professional development was geared toward grade levels as well as content areas different from what they teach, they had difficulties in implementation. They found it challenging to transfer the information to their grade level or content area from the training when it came to implementing the program.

The pre–post professional development surveys also questioned teachers about their perceived expertise about various instructional, assessment, and school-organizational activities. These items were used to create composite scales, as described in the *Methodology* section of this report, including a scale assessing instructional activities specific to the Artful Learning process, a scale focused on assessment, a scale focused on school organizational/decision-making activities, and a scale focused on general quality instructional practice (i.e., characteristics of quality instructional practice that are part of, but not unique to, the Artful Learning program). The SPSS General Linear Model function was used to run Multivariate Analyses of Variance (MANOVA) for both the Level 1 and Level 2 expertise scales.¹ The overall multivariate *F*s for both the Level 1 ($F = 75.74$) and Level 2 ($F = 33.49$) teachers were statistically significant, $p < .0001$. The results for the individual scales show significant increases across all scales in teacher expertise after participation in the Artful

¹ A MANOVA approach was used to conduct pre-test vs. post-test comparisons for multiple scales without inadvertently increasing the Type 1 error rate (i.e., the possibility that the statistical findings were due to a random error rather than representing true differences in the scores).

Learning professional development. In other words, teachers' reported knowledge and ability had increased across all aspects of the Artful Learning process (instructional, organizational, assessment) after participation in the professional development offerings. These results are presented in Tables 3 and 4 for the Level 1 and Level 2 teachers, respectively.

Table 3

MANOVA Results: Pre/post Level 1 Professional Development Survey Scales Change

Scale	Pre-test Mean/ <i>SD</i>	Post-test Mean/ <i>SD</i>	(Greenhouse- Geisser) <i>F</i>	<i>df</i>	<i>p</i>
Artful Learning Process	2.64/.90	3.71/.59	272.83	1,111	.0001
Assessment	3.04/.94	3.65/.82	84.78	1,111	.0001
Organization	2.78/.88	3.58/.67	133.51	1,111	.0001
General Instructional Practices	3.03/.85	3.65/.71	83.81	1,111	.0001

Note. All scale item responses ranged from 1 (*novice*) to 5 (*expert*).

Table 4

MANOVA Results: Pre/post Level 2 Professional Development Survey Scales Change

Scale	Pre-test Mean/ <i>SD</i>	Post-test Mean/ <i>SD</i>	(Greenhouse- Geisser) <i>F</i>	<i>df</i>	<i>p</i>
Artful Learning Process	2.63/.79	3.41/.57	146.95	1,86	.0001
Assessment	2.60/.79	3.39/.70	101.65	1,86	.0001
Organization	2.64/.74	3.43/.61	104.31	1,86	.0001
General Instructional Practices	2.90/.78	3.50/.70	15.62	1,86	.0001

Note. All scale item responses ranged from 1 (*novice*) to 5 (*expert*).

Overall, teachers' satisfaction with the Artful Learning professional development was fairly high in terms of both the content of the sessions and the processes for new teachers. For returning schools, teachers reported that as their concept understanding increased, they were able to get more out of the professional development training. In some cases, they were able to request professional development assistance based on the specific needs at their school site.

Teacher impact. The vast majority of teachers reported that their attitude, and the attitude of other teachers at their school, toward the Artful Learning program is positive. Regardless of the time and effort that it takes to assign and complete a unit, many teachers reported that they are motivated to do whatever it takes to implement the Artful Learning program successfully.

The fifth grade completed their lesson plan. The way they presented it, the way they worked together with it, the fifth grade and kinder, they came together once they were totally excited about it. I think just from listening and observing, it even makes our curriculum, our state standards, it makes it easier to implement. When I say “easier,” I guess they’re just so excited about it, it seemed like there were so many positive attitudes about it. They were really, really excited about their lesson. They did theirs on the average man.

As a result of the Artful Learning program professional development experience and subsequent unit development, new and Artful Learning-experienced teachers reported that their teaching practice is regularly influenced by the Artful Learning techniques. For example, one teacher reported that the tableaux are her vehicle for integrating the program across the different content areas. Many of the Artful Learning-experienced teachers reported that after their units are developed and implemented, they are inspired to reflect on how they can “perfect” the unit for implementation the following year.

I think that it definitely has forced me to rethink how to approach other units. We only decided to do the Level I implementation where you’re just planning for one unit. That was a lot of work to just plan for one unit. I think that it’s now making me think, “How can I make the other units better?” Like the next unit that we’re working on is about courage in Open Court, and so I’m beginning to think, “How can I make it as exciting as the fossil unit that we did?” It’s making me rethink how I’m going to approach that.

Additionally, one administrator observed that the Artful Learning program calls upon teachers to “naturally” use different modalities for instruction, which in turn reaches learners with different learning styles. And finally, administrators reported that teachers are allowing students to take more control and ownership over their learning.

They are able to teach all the different learning styles and reach more children.

I think it’s allowed us to share ideas. Different ideas. We all have our own way of implementing lessons, but coming together just gave us the opportunity to share different ideas. Now I’ve used things that other teachers use in their classroom, and vice versa. It’s been a good experience.

Implementation impact: Survey and interview findings. The teachers’ implementation survey provided several different types of information about the program impact on aspects of practice related to implementation. First of all, the survey provided information about factors related to greater quality Artful Learning implementation. As described in the *Methodology* section of this report, the implementation survey items were used to develop a series of scales focused on various school and classroom processes. In

order to approach the question of the relationship of teacher and school factors to quality of program implementation, we undertook a multiple regression analysis using scales from the implementation survey.

Multiple regression analysis provides information about the independent relationships between an outcome factor and other factors that could be related to that outcome (referred to as predictors).² In the case of this analysis, the outcome factor or variable was the Artful Learning Process Implementation scale. The predictors included factors/scales that would be hypothesized to be related to higher levels of Artful Learning implementation; that is, schools fully using the Artful Learning model would be expected to excel in these other areas as well. These predictor scales included quality instructional practices, assessment use/understanding, standards use/understanding, shared leadership, shared school mission, parent involvement, and perceived program impact. In addition to these scales, predictors for this analysis also included, as controls, the amount of time the school has been involved in the Artful Learning program and years of prior teaching experience.

The R^2 statistic from the analysis, .48, indicated that approximately 48% of the variance in the Artful Learning Process Implementation scale could be explained by the other variables, with the relationship of the Artful Learning Process Implementation scale to the predictor variables overall being statically significant: $F(9,255) = 25.95$, $p < .0001$. Beyond this overall relationship, the relationship between the Artful Learning Process Implementation scale and the individual variable were analyzed, as presented in Table 5. These results indicate that some, but not all, of the predictor variables had a statistically significant independent relationship with implementation quality.

²In the case of multiple predictor factors, multiple regression analyses the relationship between each predictor factor and the outcome factor while controlling for possible relationships between the other predictor factors. In addition to providing this statistical control to allow for simultaneous multiple comparisons, the multiple regression approach avoids increased error problems that could emerge from running multiple individual analyses. Additional information about multiple regression can be found in Tabachnick and Fidell, (2000).

Table 5

Results of Multiple Regression Analysis: Artful Learning Process Implementation as Outcome Variable

Scale	<i>B</i>	Std. Error	Standardized Beta	<i>t</i>	<i>p</i>
Years Teaching Experience	.034	.021	.075	1.59	.114
Years Using Artful Learning	.070	.038	.090	1.83	.068
Assessment Use/Understanding	.118	.056	.117	2.13	.035
Standards Use/Understanding	.104	.049	.102	2.14	.033
Reported Impact	.208	.043	.245	4.87	.000
Shared Leadership	.102	.062	.107	1.63	.104
Quality Instructional Practices	.134	.054	.131	2.47	.014
Parent Involvement	.090	.047	.105	1.91	.057
Shared Mission	.197	.050	.235	3.94	.000

As the table shows, five factors had a significant independent relationship with the quality of implementation. Higher levels of implementation were related to great use of quality instructional practices in general (i.e., not specific to the Artful Learning program), greater assessment use/understanding and greater use/understanding of state standards. Teachers who implemented the Artful Learning classroom components also reported a greater sense of shared mission/goals at their school than teachers with lower levels of implementation. Not surprisingly, those teachers who were implementing the program at higher levels also reported greater program impact than those with lower levels of implementation. In other words, program implementation was related to a number of positive classroom, school-level, and impact variables, with greater implementation indicating higher levels of these factors. The relationship between Artful Learning and assessment in particular suggests that while, as described elsewhere in this report, teachers are still experiencing difficulties with the assessment components of the program, they may be beginning to make at least some assessment links to their Artful Learning instruction.

It is also important to note that several variables did not have a significant independent relationship with Artful Learning implementation. There was significant relationship between Artful Learning and parent involvement, consistent with the limited parent involvement connections to Artful Learning described in the interviews. However, of the few interviewed teachers who reported on the impact that the Artful Learning program has had on parents, it is important to note that the impact is positive. Teachers spoke of the value and of the effort

made by their schools to inform and invite parents to participate in the Artful Learning process so that it can be supported at home.

You would not believe how many parents get involved in these projects that we do at the school. They come in and they're just raving about it. That's one of the things that I see, and that's why I think our auction is going so well is because I think the parents value this. They say, "I want my child excited at school. They're happy. They're coming home talking about it. That's what I want to see." I think that's what's happening.

Our parenting programs that we offer are also presented using the Artful Learning program. So it helps parents understand better the process that their students are going through. I think the parents have also seen an increase in the enjoyment of learning by their students and in the level of learning.

There also was no significant relationship found on the survey between the level of shared leadership at the school and Artful Learning implementation. This finding was unexpected, given the emphasis on school-level collaboration in the Artful Learning program. However, based on qualitative data it seems that many of the organizational processes at the school—such as decision making and leadership—are constrained by school and district factors outside of the Artful Learning program, and thus may be resistant to the influence of the Artful Learning implementation process.

It is also worth noting that neither teacher experience nor years of involvement in the Artful Learning program were significant predictors of Artful Learning classroom implementation. This finding suggests that, even though the program can be challenging to implement, teachers with a variety of years of teaching experience are capable of using the program consistently. The lack of relationship to years involvement in the Artful Learning program is not surprising as based on qualitative data, there is no apparent relationship between a schools' amount of participation in the program and approach to scale up. That is, there are some older schools that have been slower/less complete in their implementation and use of the program, and newer schools that have been quick to implement the program intensively throughout the school. This suggests that, even though the program can be challenging to implement, teachers with a variety of years of teaching experience are capable of using the program consistently.

The quantitative and qualitative data also provided information about specific areas of program impact on students. In the implementation survey, over 70% of teachers reported that the Artful Learning program had moderately or greatly increased their students' level of engagement/interest with the curriculum. These results are shown in Figure 22

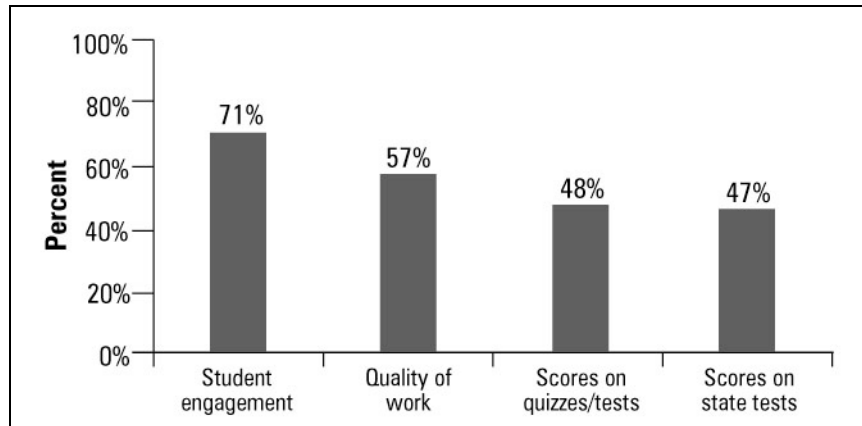


Figure 22. Teacher survey responses: “moderately” and “greatly increased”: Impact of Artful Learning.

Similarly, interviewed teachers and administrators highlighted student engagement and interest as a key impact of the program. As teacher practice through the Artful Learning program called upon the use of different modalities for instruction (e.g., visual, auditory, fine-motor skill activities, and so forth), it resulted in more rigorous instruction and increased student engagement. That is, students received information multiple times and in multiple ways, and this seemed to give many students the ability to “access” or retain and process information using higher level thinking skills.

I think it’s had a tremendous impact in that I think that the students are more engaged in their learning. I’m able to use more rigorous instruction with them because they are experiencing more of the information instead of just having it spewed out at them and having them tell it back. They are processing and applying it using higher level thinking skills, I think too, because they are able to “see” the connection.

They do listen and they are interested and they do remember and they have told me things from last year that I would have thought that they did not get. I thought, “Oh, I did a lousy job and they didn’t understand that.” Then, this year I hear, “I remember when...” and I thought, ‘Whoa! You were listening.’

Their enthusiasm skyrocketed. Their participation. The quality of work definitely. I think in this you give a certain amount of control to the students. It’s not that classic educational model or direct instruction.

In terms of academic impacts, approximately 60% of the surveyed teachers reported moderate or great increases in the quality of students work due to their participation in the Artful Learning program. A slightly smaller percentage of teachers responded similarly regarding students scores on classroom assessments and standardized tests, 48% and 47%, respectively. These findings are displayed in Figure 22. However, it is important to note that

30% of teachers reported that they *did not know* if the program had any impact on student standardized tests. This finding is again consistent with some of the ongoing concerns teachers have reported about linking assessments to their Artful Learning practices highlighted elsewhere in this report.

The qualitative data supports the findings from the teacher survey regarding considering the quality of student work. Teachers reported that students were exposed to many more opportunities for higher-level thought and analysis than they would have been exposed to under normal school circumstances, and through these exposures greater learning is taking place. For example, as one teacher reflected on her experience with students from other school sites, she found that “Artful Learning” students are better able to articulate information and are more accepting of cultural differences than students from other school sites. As teachers described:

I’ve seen writing in the past in this district from as far back as 10 or 15 years. I’m talking about a broader spectrum. Instead of saying just simplistic things like, “I like that,” they are more involved with their writing. I think they are more so than I’ve seen at any school. I told that to the principal when I came here. I said, “The writing is just unbelievable.” I think that you can’t say it’s any one particular thing, but I would say very strongly that Bernstein (Artful Learning) has a major, major impact across the curriculum.

They are more articulate. They are more accepting of different cultural introductions. For instance, if I were to put a picture of an African mask up, they wouldn’t necessarily burst into laughter. They would find it intriguing, and they would appreciate the beauty, and they would already have some prior knowledge perhaps of why the markings are as they are. They can have a higher level of discussion about a piece of art. They’re patient enough and sophisticated enough to engage in *Inquire*. Whereas some of the other students because they have not been exposed culturally they’re first reaction quite possibly would be to laugh because they haven’t had the exposure.

Although both teachers and administrators are seeing student outcomes improve, they admit that they cannot attribute these gains solely to the Artful Learning program due to the absence of an Artful Learning-focused classroom assessment. They are confident in their speculation, however, that the Artful Learning program has played a major role in increasing student scores.

I don’t know that we’ve come up with a tool to assess that, but we certainly have a record of our test scores, and our site does well. We have definitely shown that. We’ve had a couple of dips, but we’ve had more increases than dips since the model has started...

School-level achievement data. As described in the *Methodology* section of this report, the only standardized student achievement data available for our evaluation was aggregate, school-level data. There are several limitations to using this type of data. The lack of linked student- and teacher-level data makes it very difficult to identify achievement change and attribute it to Artful Learning program participation, particularly because many of the schools have some teachers who have yet to implement the program in their classrooms. The lack of individual data also makes it impossible to track individual students over time; rather it only allows for comparisons of successive cohort groups of students; for example, comparing the achievement of Grade 3 students in the year 2002 with Grade 3 students in the year 2003. Such a comparison does not take into account possible changes in the grade's student population, demographics, or prior academic achievement. Furthermore, in terms of Artful Learning, this type of data does not incorporate any information about how long the students included in each cohort have been participating in the Artful Learning program. It should be noted also that the Artful Learning schools are located in a variety of states, each with their own state standards and standards-based achievement tests. Additionally, the nature and methodological limitations of the school-level data do not allow for running of inferential statistics to determine statistical significance of any differences found.

With these caveats in mind, we present descriptive information about changes in student achievement at the Artful Learning schools. Specifically, we compared the growth in students meeting or exceeding state standards at the Artful Learning schools to their districts as a whole and a matched sample of comparison schools. We focused on schools that had been involved in Artful Learning at least 3 years, were currently still using the program, and had 3 years worth of school achievement data publicly available up to 2003. A total of nine Artful Learning schools met these criteria. As described in the *Methodology* section, the decision was made to focus on Grade 4 for the primary schools and Grade 8 for the middle schools, as these were the commonly tracked grades prior to the advent of No Child Left Behind (NCLB) legislation reporting requirements in 2001.³

Table 6 displays the average growth over 3 years in the percentage of students meeting/exceeding state standards⁴ for the nine Artful Learning schools, their districts as a whole, and 18 matched comparison schools (two matched comparison schools for each Artful Learning school). Results are presented for reading, language arts, and math; note that

³ NCLB is federal legislation requiring all schools to test and report test results for all Grades 3–8, among numerous other reporting requirements.

⁴ The states differed in the terms they used for these designations, but all states had categories for students who had met or exceeding grade level requirements.

due to state testing policies, five of the Artful Learning schools provided separate scores for both reading and English language arts, two schools provided results for reading only, and two schools provided results for English language arts only. All of the schools provided math scores.

Table 6

Average Growth in Percentage of Students Meeting/Exceeding State Standards for Artful Learning Schools, their Districts, and Matched Comparison Schools (2000–2003)

	Reading	ELA	Math
Artful Learning Schools	11.5	5.4	9.7
District	5.5	5.2	5.9
Comparison Schools	4.9	3	5.6

Note. Data sources: State Department of Education websites for CA, FL, GA, PA, and OR.

As the Table 7 shows, on average the Artful Learning schools showed a larger growth in the percentage of students meeting and exceeding standards than either their districts as a whole or their matched comparison schools for reading and math, and showed a larger growth than their matched comparison schools in English language arts. When broken down year-by-year, this trend appears most consistent for reading and math; with the Artful Learning schools on average out-performing in growth their districts as a whole and their matched comparison schools for each of the years included in the analysis, as shown in Table 6. For example, even when, on average, there were dips in the percentage of students meeting and exceeding standards year-to-year, these dips were generally less for the Artful Learning schools than for their comparison schools or districts as a whole.

Table 7

Average Growth in Percentage of Students Meeting/Exceeding State Standards by School Year for Artful Learning Schools, their Districts, and Matched Comparison Schools

Year	Artful Learning	District	Comparison
<u>Reading</u>			
2000-'01	17.1	10.5	14
2001-'02	1.5	1.5	-2.5
2002-'03	-1.4	-3.8	-3.5
<u>ELA</u>			
2000-'01	8.6	5.2	5.1
2001-'02	1	2.5	-2.4
2002-'03	-1.8	-1	-1
<u>Math</u>			
2000-'01	8.1	3.8	4.7
2001-'02	2.1	2.0	2.5
2002-'03	3.6	2	2

Note. Data sources: State Department of Education websites for CA, FL, GA, PA, and OR.

As noted elsewhere in this report, these results should be interpreted with caution due to the methodical considerations outlined. These findings alone are not sufficient as evidence of a direct, specific impact of the Artful Learning program on student achievement, which would require the analysis of individual student level data with matched control student samples. However, these descriptive results do provide some tentative positive information regarding student achievement in the Artful Learning schools, and emphasize the importance of exploring possible avenues for analyzing, with district approval, student level data.

A smaller number (four) of Artful Learning schools also have also collected several years writing assessments as part of their state and/or district's assessment plan. Due to changes in state and district reporting, data was only available for all of these schools for 2000, 2001, and 2002. Figure 23 shows changes over time in the percentage of students at the two highest writing assessment designations for these four Artful Learning schools and their districts as a whole.

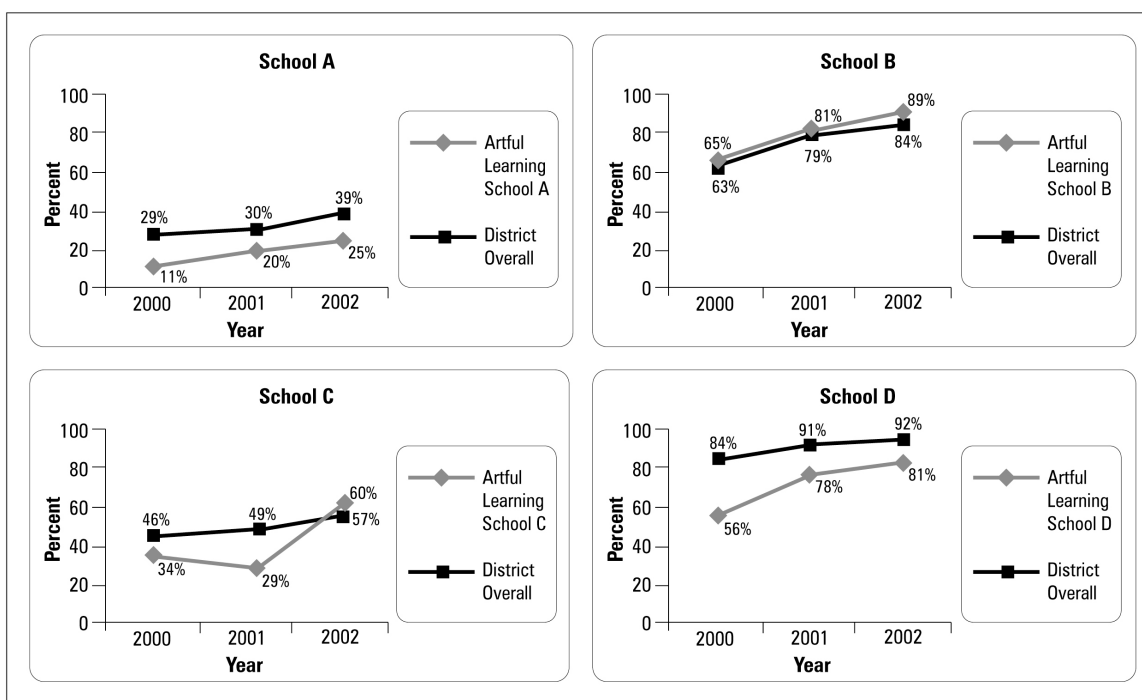


Figure 23. Change in percentage of students at the two highest writing assessment categories for four Artful Learning schools and their districts.

Again, although the data is anecdotal, there are again examples of greater growth in the Artful Learning schools than the districts as a whole. Each of the schools showed comparatively greater growth from 2000 to 2002 than its larger district; on average, the Artful Learning schools grew 22% in the students at the two highest designations of writing assessment, while the district only grew an average of 12%. Writing is a particularly important skill area within the Artful Learning framework, as writing-based activities are often used as a bridge between arts and the other content areas, especially as part of the *Reflect* component of the Artful Learning model. Writing assessment data from additional Artful Learning schools would thus be a very useful piece of information in terms of the overall achievement impact picture for the program.

Facilitators and Barriers to Implementation

Across the years of CRESST's Artful Learning evaluation, several themes have emerged from the qualitative data regarding factors that have facilitated program implementation and barriers or roadblocks that have interfered with the implementation process. This year, as in years previous, implementers identified several variables that had the potential to either help or hinder the schools' overall implementation process. The "veteran" Artful Learning teachers, those who have been using the program for several years, had some particularly interesting insights about this process. For the purposes of this

discussion, the variables are divided into three general categories: resources, materials, and time; structures for support; and district/state requirements.

Resources, materials, and time. Many teachers reported that access to materials, including Masterworks, was a barrier to implementation. This difficulty included financial concerns for purchasing materials as well as problems locating or gaining access to multiple copies of a Masterwork. As discussed earlier in this report, many of the teachers are highly motivated and excited about the Artful Learning program, but the struggle to gain access to materials can compromise implementation as teachers grow tired of trying to access the necessary materials for implementation.

Our team, unfortunately, has been having a hard time finding multiple copies of our Masterworks. I'm not sure how we're going to work around that. ...(the Grammy Foundation) has encouraged us not to give up, and that we'll find the resources. We've only been able to find our Masterwork sold as part of a set of multiple posters.

I think there were times where I felt like materials, and even though the school said they'd pay for everything, that's still hard to have happen where it's like you have to tell them way in advance what you need to buy. It's so much easier to just go out by yourself and get the materials. That can be a process of running around. I know my friend, and the other second grade teachers had a lot of materials to gather if they were teaching the art portion or the science portion. So probably the roadblock would be gathering the materials.

Both new and Artful Learning-experienced teachers reported that finding the time to develop the units during the school day continues to be a concern. In particular, at school sites where implementing the Artful Learning program is voluntary, teachers who do not initially implement the program see the amount of time that their colleagues who do implement devote to the program as a deterrent. That is, if implementation is voluntary, the time devoted by the first “wave” of implementation can serve a disincentive for later implementation and scale up to additional teachers.

The only thing that I've really heard as far as a concern is about the intense amount of planning time that it's taking us to build our unit.

I guess what's been most difficult is just the coming together. Just for us to have that time to sit down, and just talk—communicate.

Intense and long. Last year we planned together...on our own time. We do not have common planning, so we would always talk in snatches on our lunch break, snatches, in the morning, and then when we really got serious this year, we would stay after school everyday at least once or twice a week for hours—for *hours*. Other teachers recognized,

“You must have to put a lot more work into Artful Learning. I don’t want to put in more hours, so I don’t want to do it.”

Many of the new teachers expressed concerns about finding sufficient class time to implement their Artful Learning unit. These teachers also reported that it was difficult for them to determine the amount of class time that should be dedicated to each of the four components.

It’s been difficult because of time. We’re so short on time that they are not being given the opportunity to have enough time to explore. That’s what I feel. It tends to be, the whole group lesson I introduced it as an *Inquire*, and then when we go to the center they can’t spend a lot of time there.

Most of the difficulty was in, number one, the amount of time it takes. Time management was a big thing. The first year, I did something similar to it, but my time management was so bad that I had to cut back on the number of pieces the students had to produce. I don’t think they really got the full impact of the connection to the literature because all of the literature was set in the 1940s. Time management was difficult.

Structures for support. There were several additional sources of implementation support that either facilitated or, by their absence interfered with the implementation process. Overall, teachers reported that, to varying degrees, their school administration were supportive of the Artful Learning program. For example, just over three-quarters of the surveyed teachers “agreed” or “strongly agreed” that their administrators supported Artful Learning implementation, as shown in Figure 24. Interviewed teachers similarly highlighted the presence and importance of support from their administrators in the overall implementation process.

She is always in there positive, positive, positive. She never puts anybody down. I think for this research, and whatever the conclusion of this is, that this program would never be as successful as it is without the leadership. If you didn’t have a principal so totally into the arts, so open to taking a risk, I mean she’s taken big risks and gotten slapped on her fingers. “You can’t do that.” She takes the risks, but look at the payoff. It’s just great.

She’s excited about it. As far as being able to go up and ask her questions about it, I don’t think that she has enough knowledge of the program yet. Now the vice principal she has a lot more knowledge than the actual principal. She’s ready to share. She’s the one that opened the school up on Saturdays for us to have the time to come in and do this.

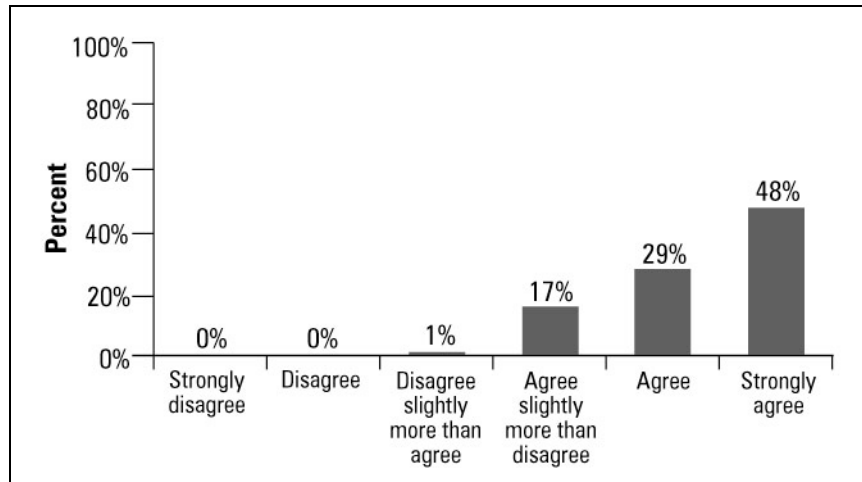


Figure 24. Teacher responses: There is support for Artful Learning implementation from administrators at my school. ($N = 272$)

Beyond administrator support, the availability of an Artful Learning coach appeared to play an important role in supporting the implementation process. Those teachers who had a designated Artful Learning coach at their school highly valued the support that was provided by these coaches for implementation. Among surveyed teachers who had a coach, the vast majority rated the myriad support offered as “useful” or “very useful,” as shown in Figure 25. The Artful Learning coaching activities of team building, assistance in unit development, and supplementary group professional development seminars were rated particularly highly.

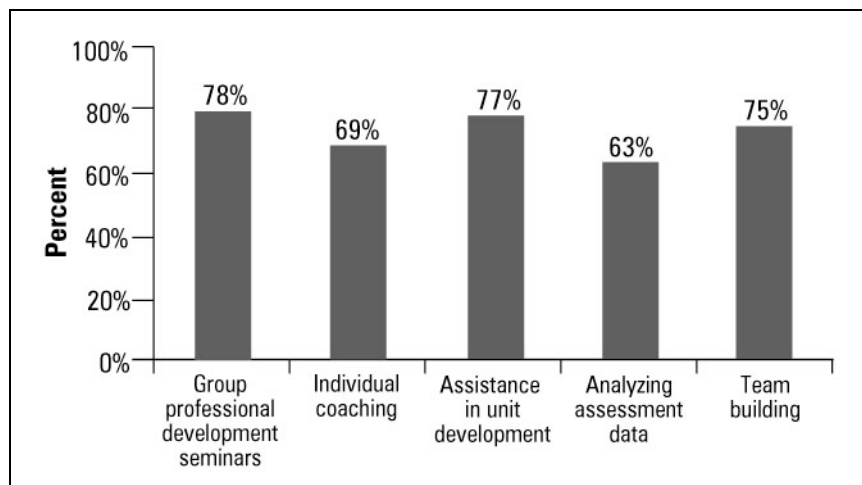


Figure 25. Teachers responding “useful” or “very useful”: Types of coaching support. ($N = 251$)

The interview data similarly indicated that those teachers who had access to coaches saw them as an important supportive factor in the implementation process. As one teacher with previous Artful Learning implementation experience described the importance of her coach:

One thing, if there's anything you need other than money she's [Artful Learning coach] there. She'll go out and help you find Masterworks. She'll help you find whatever you need to support the lesson. If you need sample lessons she tries to help with that. She had a little survey that she passed out earlier. It says, "What are you needs? I'm available to do this." Quite a few people took her up on it. She is there in a supportive way and in a leadership way. I told you the things we did at the end of last year. She was in charge of getting all of that done. She pulled the teachers together in a supportive way and in a leadership way. Maybe you're not sure you're doing something correctly, and maybe you need to talk it over with her to see if you're on the right track she's there. Also, she let the community know what we were doing, and she had the community involved.

Although those teachers who worked with an Artful Learning coach described it as an invaluable part of the implementation process, many teachers reported that they do not have an Artful Learning coach and/or were confused about what an Artful Learning coach was and what they did. Many of the interviewed teachers were either unaware that their school actually had a coach, or assumed that a designated grade level leader as the "coach." Similarly, when asked if they had a Artful Learning coach at their school, almost 20% of the surveyed teachers said "no," and an additional 14% did "not know" if they did or not. These results are shown in Figure 26.

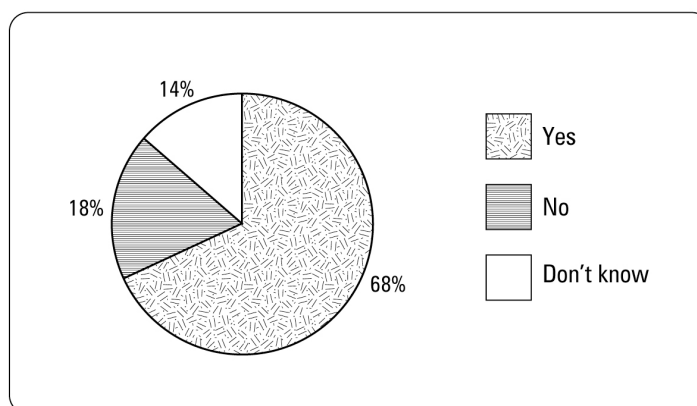


Figure 26. Teacher survey responses: Presence of an Artful Learning coach. ($N = 367$)

As described in earlier sections of this report, there was very little impact of the Artful Learning implementation on parent and community involvement. However, there were some anecdotal examples of ways that parent resources have been tapped on to facilitate program implementation and perseverance. For example, one of the more experienced sites reported how they involved the community to raise funds to financially sustain the Artful Learning program at their school site, as district money becomes tougher to get. This particular school

site holds an annual auction. Each year, the fundraising goal has increased with hopes of attaining the same amount that was used to initially implement the program. Such an approach not only helped raise funds for the school, but also promoted parent “buy-in” to the program.

Yes, and that was real key to have the time and the funding to be able to do that. For a while, in the middle of our 6- or 7-year period, we didn’t have the funding, and we were kind of doing it on our own. Finally, we started this auction, and that has brought more funding in, so the last couple of years people are getting more excited about it because of this new funding that we have now. We’re going for more this year.

District and state requirements. A final key variable that has either facilitated or impeded Artful Learning implementation are state/district mandates and requirements. Several of the new and Artful Learning-experienced teachers reported that they had concerns about competing with curricula mandates and trying to incorporate the Artful Learning program into these mandates. As more and more states and districts align standards, assessments, and curricula, and publishing companies follow suit by providing new standards-based curricula textbooks and materials, principals and school districts are encouraged or sometimes mandated to adopt these new standards-based textbooks and materials.⁵ The Artful Learning participants are impacted because teachers are often being asked to shift their attention to implementing these new comprehensive curricula, that, on face value at least, are not always consonant with the Artful Learning model. Likewise, many administrators described the rigorous mandates set forth by the district that must be adhered to, and how these mandates interfered with their school site’s ability to consistently implement the Artful Learning program.

Our district has a very structured and rigorous curriculum that teachers have to adhere to, so it’s difficult to engage in Bernstein (Artful Learning) activities. Teachers really have to make it a priority to include the program. It’s a challenge.

It was much harder this year because we had a new staff, and we had three or four new programs that they said we must do.

The one thing is that (Artful Learning) requires a little more time than what we have, and maybe this is our design flaw in creating our *Inquire* Centers than what you have time for. They have time for it, so that adjustment hasn’t been bad. Maybe when we designed it, too, I think we took that into consideration of, “Let’s just fit this into our normal day,” because we couldn’t upset our normal day.

⁵ Currently, 21 states have a formal textbook adoption policy in place, requiring districts to select their curriculum from a list of approved published programs.

Interestingly, some of the Artful Learning-experienced teachers reported that although they are mandated to use standards-based curricula, as they have begun using the Artful Learning program they have found it enriches their teaching and brings more life to their mandated curricula. They are thus optimistic about finding ways to implement both the mandated curricula and the Artful Learning program. These teachers reported that although there were initial struggles, they were able to eventually integrate both the mandated curricula with Artful Learning, and this was by choice. That is, teachers reported that there was value added in using both programs.

I tried a couple of the different strategies. I tried the tableau. They enjoyed that. They did a reader speeder for one of the stories within the fossils unit. They got a lot out of that. I tried to incorporate dinosaur rap songs and they really liked that. For hands on activities, they got to become scientists, and open up owl pallets, and take out bones from the owl pallet, and recreate a skeleton. They had literature, and more literature to read about dinosaurs. Between all of our mixing activities, they were making soil in one of the groups with real getting your hands all dirty. The social studies that I did with my students was good because it was also incorporating personal objectives including some of the Artful Learning strategies. I guess I'm being kind of vague, but I feel like they were so much more excited about this unit. I don't think it's just because it was dinosaurs, I think it's because we really tried to just expand beyond the dry Open Court reading.

Not surprisingly, given increasing federal testing requirements associated with NCLB legislation, many Artful Learning participants feel that state and district assessment requirements also interfere with consistent and persistent implementation of the Artful Learning program. The amount of time spent on testing activities and test preparation distracted from these teachers' Artful Learning units, and their attempts to view their instruction through the lenses of Artful Learning. As two teachers described:

I happen to facilitate the fourth grade/grade level team, and as far as any barriers that I see, it happens regardless of what you're doing, and it doesn't have anything to do with this arts program. It's the overburden and pressure that's put on teachers across the nation because of standardized testing.

As far as the Rubrics we use, they are the Rubrics our county requires us to use. So for the language arts teachers there are Rubrics that are required from my county for me to use for sixth grade writing samples, and seventh and eighth grades, so those are the Rubrics that I use for all of my writing assignments.

On the other hand, a smaller number of districts, rather than interfering with the Artful Learning implementation process, were taking formal steps to support the implementation of the program. For example:

Our Superintendent is trying to provide those collaboration times for us to work together. My team, the second grade team, we get together at those collaboration times, and we go over our plan for our units. We've been able to use that as sort of the preparation time, but I know that people are a little nervous as far as the intensity that's involved in this. It's pretty extensive, and I think people are concerned about, "How much of the work that I'm doing in the classroom, and how much of the time do I just need in prep am I having to give up or having to re-focus towards the developing the Bernstein (Artful Learning) model?" Outside of that, I would say most people are very excited about it.

For the majority of teachers and school administrators, however, the districts were at best a non-entity in the implementation process: not providing any additional support but not creating any insurmountable roadblock. The question of fitting Artful Learning in among growing state and district mandates remains a concern among the schools in terms of the long-term sustainability of the program.

Conclusions/Recommendations

Following is a summary of the evaluation results presented in this report. The results are placed in the context of the whole sum of evaluations findings from CRESST previous data collection years. This section concludes with a series of suggestions/recommendations for the continued improvement and refinement of the Artful Learning program.

Summary/Conclusions

The findings presented in this report represent the final year's data from CRESST's 3-year role as external evaluator for the Artful Learning program. It is therefore useful to view these findings within the context of previous years' findings. Many aspects of the Artful Learning participants' experiences this year are consistent with the findings in earlier years' evaluation reports (Griffin & Schwartz, 2002; Griffin, Miyoshi, & Kao, 2003). Over all years of the evaluation, participants have been extremely pleased with the professional development that they receive from the Grammy Foundation, and these positive evaluations have continued to grow as the Foundation has revised and refined the professional development offerings over the years. Furthermore, as the schools have continued their participation in the program and received additional levels of training, this satisfaction has continued, with teachers consistently pleased with all levels of the professional development.

Across the years, there has also been consistent satisfaction with and persistence of use of the program on the part of the teachers, even in the face of some of the potential roadblocks described in this report and previous years' reports. Across the schools, teachers have continued to design units that integrate the Artful Learning process across multiple content areas. Across all years of data, similar components of the program have emerged as causing the most difficulty to teachers in implementation, including *Reflect* and *Inquire* activities and the integration of the model into subjects matter not traditionally linked to art (i.e., science and math). At the same time, the quality and creativity of the Artful Learning units that teachers are designing seems to have grown over time. Teachers are tapping on a more diverse spectrum of masterworks as they continue to implement the program, and are more apt to describe a well-thought out process of selecting a masterwork that fits their curriculum content than in earlier implementation years, as opposed to relying on the limited set of masterwork examples provided in the Grammy professional development offerings.

Across the evaluation years, assessment has also continued to be a difficulty for participating teachers. The assessment needs reported by teachers have grown to include both issues relating to student assessment and those relating to self-assessment of instructional quality. Basically, teachers remain unsure about exactly what they should be doing to assess students within the Artful Learning framework, and how to use whatever information they gather from the assessments. Given the growing state and district assessment demands that many of the schools are faced with, a more pertinent question might be how to integrate Artful Learning-focused assessment into the schools' existing, mandated assessment systems. This year, the teachers appeared to be taking greater steps towards such integration, as evidenced by both survey and interview findings. However, assessment remains a difficult component of the model overall to teachers, who appreciate the critical role of assessment in terms of both guiding their instructional practice and demonstrating student success.

It is important to note that assessment has also been tied to issues of program impact throughout the years of this evaluation. Throughout the years, reported program impact from participants has been high, particularly in terms of student engagement and classroom learning. Although their assessments of program impact on student achievement has been relatively high as well, a significant number of teachers remain unsure about impact in this area, predominantly due to the fact that they are not actually sure how to assess it. For this year's evaluation report, adequate data was available to consider school-level changes in achievement for the Artful Learning schools in comparison to schools not using the program, with some positive trends emerging. Again, although these trends provide some important initial information, they also leave many information gaps that can only be filled by analysis

of student-level data. So, both at the individual teacher level and the program-wide level, availability and use of various types of assessment information remains an issue requiring on-going attention.

Finally, throughout the years of the evaluation some consistent trends have emerged in terms of the potential barriers to program implementation that participating schools have faced. Specifically, the role of the larger school district and district mandates has been prominent throughout the years of the evaluation, as has continued to grow with the increased demands placed on states due to No Child Left Behind (NCLB, 2002). Regardless of the amount of district buy-in to the Artful Learning program, each school has had to address the initial task of fitting the Artful Learning instruction and its time demands, both in terms of classroom time and time for planning, into the overall demands of district-wide curriculum and assessment requirements. For schools with mandatory textbook adoptions⁶ this task has been particularly challenging, attempting to integrate Artful Learning instruction into pre-existing curricular packages that have been both designed to stand on their own and structured to consume all of the school day time set aside for a particular subject area. Looking back over the 3 years data, most of the teachers facing textbook adoption, although initially struggling, have found ways to incorporate Artful Learning into the mandated programs that they are using. However, the process of integration and role of the Artful Learning curriculum at these schools is somewhat different from that at schools that do not have a program adoption but have the autonomy to create their own curriculum.

In summary, throughout this evaluation the Artful Learning program has shown to be a useful tool for teachers with a variety of previous teaching experience, district and state contextual demands, grade/content areas taught, and student populations. The professional development support provided to schools through the Grammy Foundation has been effective for the teachers, and the foundation has continued to adapt and fine-tune the training based on feedback and the needs of the schools. However, there is still potential for continued growth and improvement, both in terms of schools using the program and in the program organization/design itself. With that in mind, based on this year's evaluation data in integration with data from the evaluation as a whole, we provide some recommendations for the future of the Artful Learning program.

⁶ Currently, 20 states have mandatory textbook adoption policies; that is, districts in the state must use one of a list of approved published curricula for a specific content area. The majority of these adoptions are in language arts and math, although states are beginning to implement similar policies for science as well.

Recommendations

Recommendations can be divided into three broad categories: training and support, assessment, and evaluation considerations.

Training and support. As described elsewhere in this report, Artful Learning teachers were very satisfied with the professional development provided by the Grammy Foundation, as well as with the level of support provided by their school administrators. However, there are some additional areas of support that could be developed to assist teachers in the ongoing implementation process. These types of support include:

Better use/integration of unit examples: Teachers and schools should provide more specific guidelines for developing unit components, stressing the importance of implementing all four components (*Experience, Inquire, Create, and Reflect*). For example, there should be time available during all levels of professional development for teachers to develop all four units, with multiple examples provided from a variety of artistic modalities. Many teachers need to see unit examples to use as a guide during their first years of developing units. Although this may compromise creativity, it may actually strengthen their units over time.

Eye towards curricular adoption: As noted previously, the experiences of teachers who are trying to implement Artful Learning in the context of core state-wide curriculum are different from those teachers who are not subject to a required state or district-wide curriculum. Furthermore, the processes and products of designing units look very different for the teachers using a state-adopted published curriculum compared to those who do not. Such issues could be integrated into the Artful Learning professional development and materials, with examples provided from schools and classrooms that have successfully implemented Artful Learning units within an adopted materials context.

Better orientation/support for website use: The Artful Learning website is an incredible resource for dissemination and communication between Artful Learning schools and participants. However, teachers are not making the use of it that they could, due to a combination of lack of information and lack of technical comfort. More experience/practice with the Artful Learning website could be built into the training activities, both to orient teachers to the website and to give them the hands-on opportunity to access the types of resources that are available there.

Renewed focus on art and music teachers: The training should continue to emphasize the value in using art and music teachers to support teachers with suggestions, integration across content areas, and so forth. These teachers should be included in all phases of the Artful Learning professional development for all of the participating schools.

Consistency of coaches: Those teachers who worked with Artful Learning coaches found the experience very helpful in terms of the implementation process. However, many teachers either did not have a coach at their school or were not aware that there was a coach. Attempts should be made to bolster the coaching process, both in

terms of emphasizing the importance to schools of having an Artful Learning coach, and working with the schools to best integrate the coach into the day-to-day workings of the school.

Assessment. The integration of assessment into the Artful Learning program emerged as an area of some difficulty throughout the evaluation process. Although some of the more experienced teachers are beginning to find ways to address assessment within the Artful Learning classroom, many teachers still struggle with this issue, both in terms of assessing their students and their own work. Some suggestions for ways to better support teachers in the assessment process include:

Develop common assessments: One on-going concern on the part of teachers has been how to approach classroom assessment as part of their Artful Learning units, in order to determine student progress and guide their instruction. Although the Artful Learning rubrics themselves are a useful base to build on, they do not seem sufficient for most teachers, particularly those in the earlier phases of Artful Learning implementation. Teachers might be assisted by a common assessment strategy and procedure that they could then adapt to each of their Artful Learning units to develop individual assessments tied to each unit. These individual assessments could then be shared along with the units on the Artful Learning website. Furthermore, should resources become available, the Artful Learning program itself could develop a common set of performance-based assessments at key grade levels for teachers to use in order to monitor student progress within the Artful Learning framework.

Develop structured materials for self-assessment: There was a great deal of uncertainty among teachers regarding the quality of the Artful Learning classroom processes, and how to determine if they were effectively implementing the program. Teachers reported a desire for additional tools to assist them in this process, such as a self-assessment rubric or checklist, as well as some guidance in the process of self-assessment. These materials and supports, once designed, could be easily provided through the Artful Learning professional development, the Artful Learning website, or through other targeted professional development.

More focused coaching and observation: A number of new and Artful Learning-experienced teachers reported that they would like to have more opportunities for immediate feedback and “critiques” and “observations” of their units. They expressed a desire for Artful Learning experts to visit and critique their Artful Learning unit and lessons to assure that they are implementing the program effectively and target areas for improvement. Logistically, the Artful Learning coaches are the individuals best poised to provide this sort of feedback. In order to facilitate the feedback/observation process, coaches could be provided with observation forms and a more formal structure for feedback to teachers.

Evaluation. As a competitive school reform model, evaluation will continue to be a concern for the Artful Learning program whether they maintain a formal external evaluator or not. Even without a formal external evaluation, the Artful Learning program will need to have internal evaluation structures in place to continue to monitor the program's quality and effectiveness. Following are some recommendations to consider in terms of future evaluation endeavors:

Student-level achievement data: An ultimate concern among educators and policy-makers is evidence of school reform program impact on student achievement. As this report describes, there are some promising trends in the school-level data regarding the program schools in comparison to schools not using the program. However, individual student-level data, preferably from Artful Learning participants and non-participants, is needed in order to truly demonstrate program impact on student standardized test scores. Access to such data, however, will require not only district agreement, but also time and collaboration with district assessment offices. Such agreements and time should be negotiated with districts up front when schools first sign on for the Artful Learning program.

Other student indicators: The only student data available for the present evaluation was school-level achievement data. Artful Learning teachers additionally highlight student engagement/interest as a primary area of impact for the program. Future evaluation undertaking could thus include a student engagement measure, which could be administered to students prior to beginning Artful Learning instruction and at 1–2 points later in the school year. Again, this undertaking would require the buy-in of Artful Learning participating schools and teachers.

Targeted case studies: The recommendations described above require a level of district commitment across multiple states that may not be possible for all Artful Learning schools, especially in terms of attempts to secure a comparison group of students. A feasible approach may be focusing on 2–3 Artful Learning schools that will be receptive to evaluation activities for case studies, rather than trying to collect information broadly from all Artful Learning participants. Optimally, this undertaking would not only require a school's commitment to participate and share student level data (with, of course, district approval) but also their help in identifying possible comparison groups within the school (e.g., new implementing teachers, teachers who have yet to scale up). Such targeted data collection would help further support any broader data collected from all Artful Learning schools as a whole.

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APPENDIX A: SAMPLE PROTOCOLS

**Grammy Project
Evaluation of the Artful Learning Program**

**Teacher Interview Protocol
Returning AL Program Participant (Blue)
2003–4**

Interviewer: **READ VERBATIM TO INTERVIEWEE**

Thank you for agreeing to participate in this interview. The purpose of this interview is to gain an understanding of the implementation of the Artful Learning Program. This interview will take approximately 45–60 minutes.

Your name will not be used in the final transcription, and any identifying information will be deleted from the final transcript. No one will read the transcript other than the members of the UCLA Evaluation Team, and all contents of this interview are confidential.

You may choose not to answer a question, and/or choose to terminate the interview if you do not feel comfortable. Participation in this study is strictly voluntary. The decision not to participate will in no way affect your relationship with the Artful Learning program, the Grammy foundation, or with UCLA.

If there are sensitive issues that you would like to discuss, but prefer for them not to be entered into the transcription, the interviewer will honor your request and that portion of your interview will not be transcribed. You may also ask for clarification at any time if you don't understand a question, would like clarification, or would like the question repeated.

Do you have any questions?

Okay, I have several questions I would like to ask you to discuss. If you are ready, we will begin.

BACKGROUND QUESTIONS

1. Background questions: I would like to ask you a few background questions about your school and your experiences as a teacher.

Probes:

How long have you been teaching?
How long have you taught at your current school?
What subjects/grades do you currently teach?
What credentials/certification do you hold and how long have you held them?
How long has your school been involved in the Artful Learning program?
How long have you personally been implementing the program in your classroom?
What other curricular programs do you use in your classroom? Are these programs school-wide, or unique to your classroom?

PROGRAM IMPLEMENTATION

2. What is the overall attitude at your school towards the Artful Learning Program?
How well does the program integrate with other curricular programs used at your school/in your classroom?
How was the implementation process different this year than in years past?
Do you see any added benefits to your continued implementation of this year compared to previous years?

IMPACT: PROGRAM

3. What is the role of masterworks in your Artful Learning-based instruction?
Probes:
Were there any difficulties in your understanding of the masterwork concept and how it might apply to your classroom? In finding appropriate masterworks to use?
What specific masterworks did you incorporate into instruction?
How specifically did you use the masterworks in the classroom?
4. Have you participated in the development of any Artful Learning instructional units? If so, please describe your experiences with the design and implementation process.

Probes:

Who was involved? How many teachers participated?
How many units did you design?
What was the content of the units?
What was the design process like?
Were there any difficulties in the design process? If so, how did you address them?

5. Describe how state or national standards were considered in developing your Bernstein Unit(s).

Probes:

Were standards easier to consider for some of the program components than for others (Experience, Inquire, Create, and Reflect)?
If YES, which components were easier for considering standards and why?
Which components were difficult for considering standards and why?

IMPACT: ASSESSMENT

6. What impact, if any, did the Artful Learning model have on how you assess student progress?

Probes:

Use of portfolio assessment strategies? If there was no impact, why?
Did you use portfolios before? If so, are there any differences in how you use them now compare to before the Artful Learning Program?
What was your implementation of the components of the portfolio system – process – repertoire – presentation?

PROFESSIONAL DEVELOPMENT

7. What types of professional development activities did you participate in during the school year to support the implementation of the Artful Learning program? How useful to you were these activities?

Probes:

Who offered the activities?

What level of training did you attend? (Level I, Level II, Level III?)

What did you learn that was useful to you?

How could the content or the process of the professional development be improved?

8. Did any of your professional development experiences include curricular mapping? If so,
What is your understanding of the curricular mapping process?
Have you participated in any curricular mapping activities at your school? If so, please describe.
Did you find these activities useful? Why/why not?

SUPPORT

9. Does your school have an Artful Learning Coach? What types of support does this person provide to you/your school?

Probes:

Is the support provided useful? What additional support/assistance would you like to receive from your coach?

10. Please describe the extent of support your school received from the Grammy Foundation in the implementation of the Artful Learning program (a lot, some, a little, none?). Were there areas you would have liked to receive more support in?

Probes:

Additional professional development from the Grammy Foundation?

Technical support? Curricular support? Support for changes in school organization/structure?

Did you use the LBC website as a resource? What aspect(s), if any, of the website did you find useful, and how specifically did you use them?

11. How would you describe the level of support for Artful Learning implementation that you received from your school principal? (a lot, some, a little, none?). What are your reasons for this description?

Probes:

Were there any specific areas you would have liked to receive more support in?

Any specific examples of how your principal supported the implementation process?

Did your principal seem knowledgeable about the Artful Learning program?

CAPACITY BUILDING AND SUSTAINABILITY

12. What impact, if any, did the Artful Learning model have on your school's organization?

Probes:

Increased shared decision-making/leadership?

Increased communication/collaboration between teachers?

Increased communication between teachers and the principal?

School-wide data use and self-reflection/self-assessment?

13. How has your participation in the Artful Learning program changed the way you interact with other teachers at your school?

Probes:

How curriculum is designed? Nature of decision-making?

Any specific examples?

14. Has your school implemented Artful Learning Cadres? If so, what types of cadres have you participated in?
Probes:
Describe specific examples of cadre activities.
Were the cadres useful at all to you in your implementation of the Artful Learning program?
Why/why not?
15. Beyond the Artful Learning cadres, has your school developed any processes for group analysis of Artful Learning student work/rubrics? If so:
Describe the make up and procedures of this group(s). What types of material do you analyze? How do you analyze the materials as part of the group? How is this information used?
Please provide an example of this analysis process.
16. If this is not your school's first year participating in the Artful Learning Model, what other changes have you noticed this year in implementation compared to previous years?
Probes:
Nature and quality of support and professional development from the Grammy Foundation?
Nature and quality of materials provided by the Grammy foundation?
Level of implementation of the program at your school?
Teacher and administrator buy-in?
Improved comfort with the instructional process?
Changes in school organization and decision-making processes?
Any other specific examples?

IMPACT: OVERALL PROGRAM

17. Overall, what impact do you feel the Artful Learning model has had on your classroom and your school?
Probes:
Teachers? (practices, attitudes, school culture).
Students? (interest, participation, quality of work, achievement)
Administrators? (relationship with teachers, decision-making strategies)
Parents?
The community?

THANK YOU FOR YOUR TIME AND PARTICIPATION!

**Grammy Project
Evaluation of the Artful Learning Program**

**Leadership Interview Protocol
Returning AL Program Participant (green)**

2003–4

Interviewer: **READ VERBATIM TO INTERVIEWEE**

Thank you for agreeing to participate in this interview. The purpose of this interview is to gain an understanding of the implementation of the Artful Learning Program. This interview will take approximately 45–60 minutes.

Your name will not be used in the final transcription, and any identifying information will be deleted from the final transcript. No one will read the transcript other than the members of the UCLA Evaluation Team, and all contents of this interview are confidential.

You may choose not to answer a question, and/or choose to terminate the interview if you do not feel comfortable. Participation in this study is strictly voluntary. The decision not to participate will in no way affect your relationship with the Artful Learning program, the Grammy foundation, or with UCLA.

If there are sensitive issues that you would like to discuss, but prefer for them not to be entered into the transcription, the interviewer will honor your request and that portion of your interview will not be transcribed. You may also ask for clarification at any time if you don't understand a question, would like clarification, or would like the question repeated.

Do you have any questions?

Okay, I have several questions I would like to ask you to discuss. If you are ready, we will begin.

School Type: ___ Elementary School ___ Middle School ___ High School

School #: _____

The interviewee is: ___ a coach/teacher ___ a coach/administrator
 ___ an administrator ___ other _____

BACKGROUND QUESTIONS

1. Background questions: I would like to ask you a few background questions about your school and your experiences as an administrator (*note: skip these questions if we already have this information*).

Probes:

How long have you been an administrator/teacher?

How long have you been an administrator/AL coach at your current school?

How long has your school been involved in the Artful Learning program?

PROGRAM IMPLEMENTATION

2. How would you rate the level of implementation of the Artful Learning program at your school site? (Majority implementation? Full implementation? Partial implementation?) Ask teacher to define his/her rating of “majority,” “full,” or “partial” implementation.

Do you think there are any changes in implementation level this year compared to last?

Probes:

How many teachers have gone through the Artful Learning training?

How many teachers were trained this year? How many in years past?

What approach did your school site take in training teachers and in implementing the Artful Learning Program (e.g., whole school at once, phase-in teachers by grade, experience, etc.)?

Describe ways in which the program integrates other curricular programs used at your school in your teachers’ lessons. Any other examples?

What other curricular programs are used by teachers at your school (e.g., Open Court, Houghton-Mifflin Mathematics, etc.)?

Are these programs school-wide, grade-wide, or unique to each teacher’s class?

3. Describe your school site’s overall experience with implementing the Artful Learning curriculum in the classroom.

Probes:

Discuss some of the barriers that emerged during the implementation process.

What are some of the reasons that teachers have experienced struggles during the implementation process?

Discuss some of the positive experiences that emerged during the implementation process.

What are some of the reasons why teachers may have experienced ease during the implementation process?

Have there been any differences in the ease or difficulty of Artful Learning implementation this year compared to years past? Please describe. What do you think led to these differences?

IMPACT: PROGRAM

(Questions 4 and 5 for Artful Learning Coaches ONLY.)

4. What is the role of masterworks in teachers Artful Learning-based instruction?
Probes:
Were there any difficulties in their understanding of the masterwork concept and how it might apply to their classroom? In finding appropriate masterworks to use?
What types of masterworks did they incorporate into instruction?
How specifically did they use the masterworks in the classroom?
5. I would like you to consider each of the components: EXPERIENCE—INQUIRE—CREATE—REFLECT. Can you provide examples of each of these components of the model? EXPERIENCE? INQUIRE? CREATE? REFLECT?
Probes:
Was implementation any different this year than in years past?
(Elementary level ONLY) Were all components of the model incorporated across subject areas?
Were some components easier to implement than other?

IMPACT: ASSESSMENT

(Question 6 for Artful Learning Coaches ONLY.)

6. Did the Artful Learning model impact the manner by which your teachers assess student progress?
Probes:
Describe any pre-existing assessment methods that were modified by your teachers as a result of being a participant in the Artful Learning Program.
Describe any new assessment methods that were influenced and developed by your teachers as a result of being a participant in the Artful Learning Program.
Describe the use of Artful Learning Student Portfolio assessment strategies by your teachers. How many teachers use it? How long have they been using it?
Describe ways in which teachers have used existing or new assessment results to change or inform their classroom practice, as a result of participation in the Artful Learning Program.
How are standardized test results used at your school site to inform curriculum and practice? Has your participation in the Artful Learning program had any impact on how this is done?
7. Are there any other differences this year compared to years past in your experiences with the implementation of the Artful Learning model that we have not asked you about? Please describe.

PROFESSIONAL DEVELOPMENT

8. Did you attend any professional development training during the summer or school year to support the implementation of the Artful Learning program?
Probes:
Who offered the training?
Describe the content of the training.
How would you rate the training? Excellent—Fair—Poor
Can you cite some examples to support your rating of E/F/P?
Were there any improvements in your professional development from last year to this year? - Describe.
How could the professional development training activities be improved for administrators/coaches?

9. Did any of your professional development experiences cover curricular mapping?

If YES, probes:

What is your understanding of curricular mapping (explain in detail)?

Is curricular mapping being coordinated at your school site?

-Who is involved in curricular mapping?

-How easy or difficult was it to develop curricular mapping? Describe.

-How easy or difficult was it for teachers to grasp the concept and implement curricular mapping? Describe.

SUPPORT

10. How would you rate the level of support provided by your school district for the Artful Learning program at your school site?

11. Describe the support from your school district that your school site received during the implementation of the Artful Learning program (e.g., low, moderate, high).

Probes:

Describe the benefits, if any, of the support provided by your school district as it relates to the Artful Learning Program and your school site.

Describe the barriers, if any, of the lack of support provided by your school district as it relates to the Artful Learning Program and your school site.

a) IF applicable. Describe any measures taken by you/your school site to initiate more district support, as this support relates to the Artful Learning Program.

b) IF applicable. Discuss ways that might help to facilitate more district support for your school site, as this support relates to the Artful Learning Program.

Have there been any changes in the support from the district for the Artful Program in this year compared to previous years? Please describe.

12. Describe the support from the Grammy foundation that your school site received this year.

Probes:

Support to principals?

Support to teachers?

Technical support?

Materials?

Are there (any other) areas you received or would have liked to receive more support in?

Are there any differences in the support you received this year compared to previous years? Please describe.

CAPACITY BUILDING (INCLUDING LEADERSHIP) AND SUSTAINABILITY

13. What impact did the Artful Learning model have on your school's organization in the following FOUR areas?

Communication between teachers?

Communication between teachers and the Artful Learning coaches?

Communication between teachers and the principal?

School-wide self-reflection and/or self-assessment?

14. (RETURNING TEACHERS ONLY) Has your school implemented Artful Learning Cadres? If so, what types of cadres have you participated in?

Describe specific examples of cadre activities.

Were the cadres useful at all to you in your implementation of the Artful Learning program?

Why/why not?

15. What has been the impact of teacher turnover on the implementation of the Artful Learning program?
Probes:
What has been the level of teacher turnover at your school since the implementation of the Artful Learning program?
16. What types of support would be necessary to sustain the Artful Learning Program.
From within your school?
From your school district?
From the Grammy Foundation?

IMPACT: OVERALL PROGRAM

17. Describe the overall impact that the Artful Learning model has had on your school site.
Probes:
Teachers
Students
Administrators
Parents
Community
Is there any impact that is new for your school this year?

THANK YOU FOR YOUR TIME AND PARTICIPATION!

Artful Learning Level I Professional Development Training Pre-test Survey

Session Date:

Session Location:

ID Number:

Background information:

Grade(s) you teach:

Number of years using the Artful Learning model:

Number of years teaching elementary school:

Number of years teaching secondary school:

Subjects taught (if applicable):

Please rate your level of knowledge on the following topics:

	1 (Novice)	2	3	4	5 (Expert)
1. Selecting appropriate works of art to (visual, musical, kinesthetic, literature) use in your curriculum	1	2	3	4	5
2. Techniques for using works of arts (visual, musical, kinesthetic, literature) as an educational tool throughout the curriculum	1	2	3	4	5
3. Developing questions for students to use in conducting inquiry/research as part of their regular classroom activities.	1	2	3	4	5
4. Assisting students in conducting inquiry/research as part of their regular classroom activities.	1	2	3	4	5
5. Teaching students to reflect on their own work as an educational tool	1	2	3	4	5
6. Designing lessons throughout the curriculum for students to produce their own creative work (e.g., art, music, literature, dance).	1	2	3	4	5
7. Supporting students in the creation of artistic works (music, dance, literature, visual art) as part of your regular classroom curriculum	1	2	3	4	5
8. Using self-reflection to examine and improve your own curriculum and instructional techniques.	1	2	3	4	5
9. Conducting action research in my classroom to assess your own instructional techniques or curriculum	1	2	3	4	5
10. Using reflective techniques at the school level (e.g., with other teachers and administrators) to examine and improve school-wide instructional strategies	1	2	3	4	5
11. Conducting action research at the school level to examine school-wide curriculum and instruction	1	2	3	4	5
12. Using reflective techniques at the school level (e.g., with other teachers and administrators) to examine school organizational strategies.	1	2	3	4	5
13. Using technology to support instruction throughout the curriculum	1	2	3	4	5
14. Using a portfolio assessment system	1	2	3	4	5
15. Using student assessment results to plan and refine your classroom practice	1	2	3	4	5
16. Using assessment results to evaluate your own effectiveness as a teacher	1	2	3	4	5
17. Using assessment results to help select instructional materials	1	2	3	4	5
18. Developing student literacy	1	2	3	4	5
19. Instructing English language learners	1	2	3	4	5
20. Instructing students in special education programs	1	2	3	4	5
21. Coordinating your curriculum with that of other teachers at my school	1	2	3	4	5
22. Coordinating your curriculum with state standards	1	2	3	4	5
23. Coordinating your curriculum with national standards	1	2	3	4	5

Please indicate the extent to which you agree or disagree with the following statements:

	Strongly disagree 1	Disagree 2	Disagree slightly more than agree 3	Agree slightly more than disagree 4	Agree 5	Strongly Agree 6	Don't Know/ Unsure 7
24. I feel that there is a need for the Artful Learning program at my school.	1	2	3	4	5	6	7
25. I feel that the Artful Learning program will be useful to me as part of my day-to-day classroom practices.	1	2	3	4	5	6	7
26. I will be able to integrate the Artful Learning program with the other curricular programs/ materials I already use in my classroom.	1	2	3	4	5	6	7
27. There is support for implementation of the Artful Learning program from the administrators at my school.	1	2	3	4	5	6	7
28. There is support for implementation of the Artful Learning program from most of the teachers at my school.	1	2	3	4	5	6	7
29. I am looking forward to implementing the Artful Learning program in my classroom this fall.	1	2	3	4	5	6	7

Artful Learning Level I Professional Development Session Post-test Survey

Session Date:

Session Location:

ID Number:

1. Please rate your level of knowledge on the following topics:

	1 (Novice)	2	3	4	5 (Expert)
1. Selecting appropriate works of art to (visual, musical, kinesthetic, literature) use in your curriculum	1	2	3	4	5
2. Techniques for using works of arts (visual, musical, kinesthetic, literature) as an educational tool throughout the curriculum	1	2	3	4	5
3. Developing questions for students to use in conducting inquiry/research as part of their regular classroom activities.	1	2	3	4	5
4. Assisting students in conducting inquiry/research as part of their regular classroom activities.	1	2	3	4	5
5. Teaching students to reflect on their own work as an educational tool	1	2	3	4	5
6. Designing lessons throughout the curriculum for students to produce their own creative work (e.g., art, music, literature, dance).	1	2	3	4	5
7. Supporting students in the creation of artistic works (music, dance, literature, visual art) as part of your regular classroom curriculum	1	2	3	4	5
8. Using self-reflection to examine and improve my own curriculum and instructional techniques.	1	2	3	4	5
9. Conducting action research in my classroom to assess my own instructional techniques or curriculum	1	2	3	4	5
10. Using reflective techniques at the school level (e.g., with other teachers and administrators) to examine and improve school-wide instructional strategies	1	2	3	4	5
11. Conducting action research at the school level to examine school-wide curriculum and instruction	1	2	3	4	5
12. Using reflective techniques at the school level (e.g., with other teachers and administrators) to examine school organizational strategies.	1	2	3	4	5
13. Using technology to support instruction throughout the curriculum	1	2	3	4	5
14. Using a portfolio assessment system	1	2	3	4	5
15. Using student assessment results to plan and refine my classroom practice	1	2	3	4	5
16. Using assessment results to evaluate my own effectiveness as a teacher	1	2	3	4	5
17. Using assessment results to help select instructional materials	1	2	3	4	5
18. Developing student literacy	1	2	3	4	5
19. Instructing English language learners	1	2	3	4	5
20. Instructing students in special education programs	1	2	3	4	5
21. Coordinate my curriculum with that of other teachers at my school	1	2	3	4	5
22. Coordinating my curriculum with district and state standards	1	2	3	4	5
23. Coordinating my curriculum with national standards	1	2	3	4	5

2. Please indicate the extent to which you agree with the following statements about this Artful Learning training session:

	Strongly disagree 1	Disagree 2	Disagree slightly more than agree 3	Agree slightly more than disagree 4	Agree 5	Strongly Agree 6
1. Overall, the training provided me with knowledge or skills that are very useful in my classroom practices	1	2	3	4	5	6
2. The training facilitators regularly made links between the content covered and specific instructional practices	1	2	3	4	5	6
3. The training sessions that I attended were well connected to each other	1	2	3	4	5	6

3. How useful to you were the following aspects of this Artful Learning training session:

	Not at all useful 1	Slightly useful 2	Somewhat useful 3	Useful 4	Very Useful 5	N/A I did not have the opportunity to do this 6
1. Practicing the instructional strategies that were discussed	1	2	3	4	5	6
2. Discussing/reflecting with other teachers about what you had learned	1	2	3	4	5	6
3. Getting feedback from trainers about your teaching practices	1	2	3	4	5	6

4. How well do you feel that this training session prepared you to undertake the following activities:

	Not at all 1	Slightly 2	Somewhat 3	Adequately 4	More than adequately 5
1. Implementing the Artful Learning instructional strategies in my classroom	1	2	3	4	5
2. Implementing the Artful Learning Portfolio assessment system	1	2	3	4	5
3. Implementing the school organizational aspects of the Artful Learning model	1	2	3	4	5

5. Please indicate the extent to which you agree or disagree with the following statements.

	Strongly disagree 1	Disagree 2	Disagree slightly more than agree 3	Agree slightly more than disagree 4	Agree 5	Strongly Agree 6	Don't Know/ Unsure 7
1. I feel that there is a need for the Artful Learning program at my school.	1	2	3	4	5	6	7
2. I feel that the Artful Learning program will be useful to me as part of my day-to-day classroom practices.	1	2	3	4	5	6	7

(Question continues on next page)

	Strongly disagree 1	Disagree 2	Disagree slightly more than agree 3	Agree slightly more than disagree 4	Agree 5	Strongly Agree 6	Don't Know/ Unsure 7
3. I will be able to integrate the Artful Learning program with the other curricular programs/ materials I already use in my classroom.	1	2	3	4	5	6	7
4. There is support for implementation of the Artful Learning program from the administrators at my school.	1	2	3	4	5	6	7
5. There is support for implementation of the Artful Learning program from most of the teachers at my school.	1	2	3	4	5	6	7
6. I am looking forward to implementing the Artful Learning program in my classroom this fall.	1	2	3	4	5	6	7

6. What activity helped the most? Why?

7. What activity helped the least? Why?

8. What are some of the current/most important obstacles to using what you've learned?

9. Please indicate names of facilitators: #1 _____ #2 _____

10. #1 facilitator's knowledge: (low) 1 2 3 4 5 (high)

#1 facilitator's ability to present: (low) 1 2 3 4 5 (high)

11. Suggestions you might have for facilitator #1:

12. #2 facilitator's knowledge: (low) 1 2 3 4 5 (high)

#2 facilitator's ability to present: (low) 1 2 3 4 5 (high)

13. Suggestions you might have for facilitator # 2:

14. The materials: (low quality) 1 2 3 4 5 (high quality)

15. The facility and the arrangements: 1 2 3 4 5

16. As you use the Artful Learning Model, how is it most likely to help you, your students and your school?

17. Other comments or suggestions to improve the Bernstein Artful Learning Model School Improvement professional development:

Artful Learning Level II Professional Development Training Pre-test Survey

Session Date:

Session Location:

ID Number:

Background information:

Grade(s) you teach:

Number of years using the Artful Learning model:

Number of years teaching elementary school:

Number of years teaching secondary school:

Subjects taught (if applicable):

Please rate your level of knowledge on the following topics:

	1 (Novice)	2	3	4	5 (Expert)
1. Selecting appropriate masterworks (visual, musical, kinesthetic) to use in your curriculum	1	2	3	4	5
2. Instructional techniques for using masterworks in your classroom	1	2	3	4	5
3. Designing Artful Learning Instructional Units	1	2	3	4	5
4. Designing the Experience component of your Artful Learning Units	1	2	3	4	5
5. Designing the Inquire component of your Artful Learning Units	1	2	3	4	5
6. Designing the Create component of your Artful Learning Units	1	2	3	4	5
7. Designing the Reflect component of your Artful Learning Units	1	2	3	4	5
8. Developing significant question for your Artful Learning Units	1	2	3	4	5
9. Selecting a concept for your Artful Learning Unit(s)	1	2	3	4	5
10. Linking your Artful Learning Units to state and local standards	1	2	3	4	5
11. Designing a Unit that alters the Artful Learning sequence (Experience, Inquire, Create, Reflect)	1	2	3	4	5
12. Using curricular mapping techniques to plan instruction	1	2	3	4	5
13. Using self-reflection to examine and improve your own curriculum and instructional techniques	1	2	3	4	5
14. Conducting action research in your classroom to assess your own instructional techniques or curriculum	1	2	3	4	5
15. Meeting as a team with the other Artful Learning teachers at your school to support program implementation	1	2	3	4	5
16. Meeting as a team with the other Artful Learning teachers at your school to design Artful Learning units	1	2	3	4	5
17. Meeting as a team with the other Artful Learning teachers at your school to conduct action research at the school level	1	2	3	4	5
18. Using technology to support your classroom instruction	1	2	3	4	5
19. Using technology resources to help design your Artful Learning Units	1	2	3	4	5
20. Using a portfolio assessment system	1	2	3	4	5
21. Assessing students during the Experience component of your Artful Learning Units	1	2	3	4	5
22. Assessing students during the Inquire component of your Artful Learning Units	1	2	3	4	5
23. Assessing students during the Create component of your Artful Learning Units	1	2	3	4	5

	1 (Novice)	2	3	4	5 (Expert)
24. Assessing students during the Reflect component of your Artful Learning Units	1	2	3	4	5
25. Coordinating your curriculum with that of other teachers at your school	1	2	3	4	5
26. Coordinating your curriculum with district and state standards	1	2	3	4	5
27. Coordinating your curriculum with national standards	1	2	3	4	5
28. Developing a professional portfolio of your work to chart your professional growth	1	2	3	4	5
29. Using a professional portfolio of your work to present information about your instructional skills to others	1	2	3	4	5

Please indicate the extent to which you agree or disagree with the following statements.

	Strongly disagree 1	Disagree 2	Disagree slightly more than agree 3	Agree slightly more than disagree 4	Agree 5	Strongly Agree 6	Don't Know/ Unsure 7
1. I feel that there is a need for the Artful Learning program at my school.	1	2	3	4	5	6	7
2. I feel that the Artful Learning program is useful to me as part of my day-to-day classroom practices.	1	2	3	4	5	6	7
3. I will be able to integrate the Artful Learning program with the other curricular programs/ materials I already use in my classroom.	1	2	3	4	5	6	7
4. There is support for implementation of the Artful Learning program from the administrators at my school.	1	2	3	4	5	6	7
5. There is support for implementation of the Artful Learning program from most of the teachers at my school.	1	2	3	4	5	6	7
6. I am looking forward continuing to use the Artful Learning program in my classroom.	1	2	3	4	5	6	7

Artful Learning Level II Professional Development Session Post-test Survey

Session Date:

Session Location:

ID Number:

1. Please rate your level of knowledge on the following topics:

	(Novice) 1	2	3	4	(Expert) 5
1. Selecting appropriate masterworks (visual, musical, kinesthetic) to use in your curriculum	1	2	3	4	5
2. Instructional techniques for using masterworks in your classroom	1	2	3	4	5
3. Designing Artful Learning Instructional Units	1	2	3	4	5
4. Designing the Experience component of your Artful Learning Units	1	2	3	4	5
5. Designing the Inquire component of your Artful Learning Units	1	2	3	4	5
6. Designing the Create component of your Artful Learning Units	1	2	3	4	5
7. Designing the Reflect component of your Artful Learning Units	1	2	3	4	5
8. Developing significant question for your Artful Learning Units	1	2	3	4	5
9. Selecting a concept for your Artful Learning Unit(s)	1	2	3	4	5
10. Linking your Artful Learning Units to state and local standards	1	2	3	4	5
11. Designing a Unit that alters the Artful Learning sequence (Experience, Inquire, Create, Reflect)	1	2	3	4	5
12. Using curricular mapping techniques to plan instruction	1	2	3	4	5
13. Using self-reflection to examine and improve your own curriculum and instructional techniques	1	2	3	4	5
14. Conducting action research in your classroom to assess your own instructional techniques or curriculum	1	2	3	4	5
15. Meeting as a team with the other Artful Learning teachers at your school to support program implementation	1	2	3	4	5
16. Meeting as a team with the other Artful Learning teachers at your school to design Artful Learning units	1	2	3	4	5
17. Meeting as a team with the other Artful Learning teachers at your school to conduct action research at the school level	1	2	3	4	5
18. Using technology to support your classroom instruction	1	2	3	4	5
19. Using technology resources to help design your Artful Learning Units	1	2	3	4	5
20. Using a portfolio assessment system	1	2	3	4	5
21. Assessing students during the Experience component of your Artful Learning Units	1	2	3	4	5
22. Assessing students during the Inquire component of your Artful Learning Units	1	2	3	4	5
23. Assessing students during the Create component of your Artful Learning Units	1	2	3	4	5
24. Assessing students during the Reflect component of your Artful Learning Units	1	2	3	4	5
25. Coordinating your curriculum with that of other teachers at your school	1	2	3	4	5
26. Coordinating your curriculum with district and state standards	1	2	3	4	5
27. Coordinating your curriculum with national standards	1	2	3	4	5
28. Developing a professional portfolio of your work to chart your professional growth	1	2	3	4	5
29. Using a professional portfolio of your work to present information about your instructional skills to others	1	2	3	4	5

2. Please indicate the extent to which you agree with the following statements about this Artful Learning training session:

	Strongly disagree 1	Disagree 2	Disagree slightly more than agree 3	Agree slightly more than disagree 4	Agree 5	Strongly Agree 6
1. Overall, the training provided me with knowledge or skills that are very useful in my classroom practices	1	2	3	4	5	6
2. Overall, the training provided me with knowledge or skills that will help me to better collaborate with other teachers at my school.	1	2	3	4	5	6
3. The training facilitators regularly made links between the content covered and specific instructional practices	1	2	3	4	5	6
4. This session was well-connected to previous Artful Learning professional development I have attended	1	2	3	4	5	6

3. How useful to you were the following aspects of this Artful Learning training session:

	Not at all useful 1	Slightly useful 2	Somewhat useful 3	Useful 4	Very Useful 5	N/A I did not have the opportunity to do this 6
1. Practicing the instructional strategies that were discussed	1	2	3	4	5	6
2. Completing worksheet/workbook activities	1	2	3	4	5	6
3. Discussing/reflecting with other teachers about what you had learned	1	2	3	4	5	6
4. Getting feedback from trainers about your teaching practices	1	2	3	4	5	6

4. How well do you feel that this training session prepared you to undertake the following activities:

	Not at all 1	Slightly 2	Somewhat 3	Adequately 4	More than adequately 5
1. Designing Artful Learning Units	1	2	3	4	5
2. Implementing the Artful Learning instructional strategies in my classroom	1	2	3	4	5
3. Implementing the Artful Learning Portfolio assessment system	1	2	3	4	5
4. Implementing Artful Learning cadres at my school	1	2	3	4	5
5. Developing my professional portfolio	1	2	3	4	5

5. Please indicate the extent to which you agree or disagree with the following statements.

	Strongly disagree 1	Disagree 2	Disagree slightly more than agree 3	Agree slightly more than disagree 4	Agree 5	Strongly Agree 6	Don't Know/ Unsure 7
1. There is a need for the Artful Learning program at my school.	1	2	3	4	5	6	7
2. The Artful Learning program is useful in my day-to-day classroom practices.	1	2	3	4	5	6	7
3. The information and techniques I learned in this session will help me to better implement the Artful Learning program in my classroom.	1	2	3	4	5	6	7
4. There is support for implementation of the Artful Learning program from the administrators at my school.	1	2	3	4	5	6	7
5. There is support for implementation of the Artful Learning program from most of the teachers at my school.	1	2	3	4	5	6	7
6. The information and techniques I learned in this session will help me to better collaborate with other teachers at my school.	1	2	3	4	5	6	7
7. I am looking forward to continuing to use the Artful Learning program in my classroom.	1	2	3	4	5	6	7

6. What activity helped the most? Why?

7. What activity helped the least? Why?

8. What are some of the current/most important obstacles to using what you've learned?

9. Please indicate names of facilitators: #1 _____ #2 _____

10. #1 facilitator's knowledge: (low) 1 2 3 4 5 (high)

#1 facilitator's ability to present: (low) 1 2 3 4 5 (high)

11. Suggestions you might have for facilitator # 1:

12. #2 facilitator's knowledge: (low) 1 2 3 4 5 (high)
- #2 facilitator's ability to present: (low) 1 2 3 4 5 (high)
13. Suggestions you might have for facilitator # 2:
14. The materials: (low quality) 1 2 3 4 5 (high quality)
15. The facility and the arrangements: 1 2 3 4 5
16. In your experience using the Artful Learning Model, how has it most helped you, your students and your school?
17. Other comments or suggestions to improve the Bernstein Artful Learning Model School Improvement professional development:

**ARTFUL LEARNING PROGRAM/LEONARD BERNSTEIN CENTER:
IMPLEMENTATION SURVEY**

Please answer the following questions about your typical experiences at your school during the present (2002–2003) school year.

Please Shade Circles Like This → ●

Not Like This → ☒ ☑

1. What is your current position?

☐ Classroom Teacher

☐ Administrator

☐ Resource Specialist

☐ Other

2. What category does the grade level(s) you teach fall in?

☐ Kindergarten

☐ Grade 1, 2, or 3

☐ Grade 4 or 5

☐ Grade 6, 7, or 8

☐ Grade 9, 10, 11, or 12

☐ N/A or None of the above

3. How long have you been teaching?

☐ Less than 1 year

☐ 1–2 years

☐ 3–5 years

☐ 6–10 years

☐ 11–15 years

☐ More than 15 years

4. When did you first implement the Artful Learning Program in your classroom?

☐ This school year (2002 – 2003)

☐ Last school year (2001 – 2002)

☐ Prior to the 2001 – 2002 school year

☐ I have not implemented it in my classroom yet

5. How many Artful Learning Professional Development trainings have you attended?

0	1	2	3	4	More than 4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. To what extent do you agree or disagree with the following statements:

	Strongly disagree	Disagree	Disagree slightly more than agree	Agree slightly more than disagree	Agree	Strongly agree	Not applicable
a. When planning a lesson, I take state and national standards into account.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I incorporate these standards in my classroom teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My students are aware of the standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Most of my students have the ability to meet the standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I can teach the standards to a diverse group of learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. How familiar are you with the following?

	Very familiar	Somewhat familiar	Familiar	Not very familiar	Not familiar at all	Not applicable
a. State/national standards at your grade level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. State/national standards at the grade level below.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. State/national standards at the grade level above.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. How prepared do you feel to implement your curriculum in the following content areas?

	Not at all	Slightly	Somewhat	Adequately	More than adequately	I do not teach this content area
a. Math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Social Studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Language Arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Art	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Based on the following scale:

	More than once a week	Weekly	Bi-weekly	Monthly	Never
a. How often do you send information about your classroom home to parents?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. How often do you meet with parents at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Based on the following scale:

	Never	Once/twice a year	3–5 times a year	6–11 times a year	12 or more times a year
a. How often do you review achievement data for the students in your classroom?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. How often do teachers and administrators formally meet together at your school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. When teachers meet at your school, approximately what percentage of time is typically spent on the following things?
Round to the nearest percent.

	0%	25%	50%	75%	100%
a. Sharing problems, stories, or concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Discussing the latest research and its implications for practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Analyzing student work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Modifying the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Discussing student achievement data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Discussing school-wide goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Based on the following scale:

	Never	Rarely	Sometimes	Often	Very often	Always
a. How often do you change a lesson based on reviewing informal assessment results?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. How often do you change a lesson based on reviewing formal assessment results?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. How often do the following activities occur in a typical day in your classroom?

	Never	Rarely	Sometimes	Often	Very often	Always
a. Students are working together in small groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Students are engaged in a whole class discussion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Students are reviewing and reflecting on their work with other classmates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Teacher is reviewing and reflecting on work with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Student work samples are on display.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Students are motivated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. To what extent do you agree or disagree with the following statement:

	Strongly disagree	Disagree	Disagree slightly more than agree	Agree slightly more than disagree	Agree	Strongly agree	Not applicable (I have not established specific behavior standards for my students)
a. Students follow the behavior standards I have established in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Approximately, what percentage of students at your school:

	0%	25%	50%	75%	100%
a. participate in after school academic programs (homework clubs, tutoring, reading groups, computer classes)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. participate in after school extracurricular activities offered at your school (music, sports)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. How often do...

	Never	Rarely	Sometimes	Often	Very often	Always
a. you use tests with open-ended questions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. you use extended writing assignments to evaluate student work?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. you use projects to evaluate student work?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. you use presentations to evaluate student work?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. you use a rubric in your assessments?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. all teachers at the same grade level use the same assessments?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. you provide models of quality work to parents when giving an assignment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. To what extent do you agree or disagree with the following statements:

	Strongly disagree	Disagree	Disagree slightly more than agree	Agree slightly more than disagree	Agree	Strongly agree	Not applicable
a. I understand the purpose of each assessment I use in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I use the assessments to help modify my classroom practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I understand the purpose of state and/or district-wide standardized tests that my students complete.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Please estimate how often the following occur:

	Never	Rarely	Sometimes	Often	Very often	Always
a. Teachers' input and opinions influence decision making at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Parents' input and opinions influence decision making at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Paraprofessionals' input and opinions influence decision making at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Teachers at my school are rewarded for their accomplishments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. What means does your school use to share information with parents about school goals and mission?

	Never	Rarely	Sometimes	Often	Very often	Always
a. Meetings held more than monthly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Monthly meetings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Newsletter/handouts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. To what extent do you agree or disagree with the following statements:

	Strongly disagree	Disagree	Disagree slightly more than agree	Agree slightly more than disagree	Agree	Strongly agree	Not applicable
a. Classroom materials and supplies are readily available to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My school regularly monitors changes in student achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My students maintain a portfolio of their assessments to track their progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I have access to student data on other schools with similar demographics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. To what extent do you agree or disagree with the following statements:

	Strongly disagree	Disagree	Disagree slightly more than agree	Agree slightly more than disagree	Agree	Strongly agree	Not applicable (We don't have a mission statement)
a. There is a shared vision for instruction among teachers and administrators at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Most teachers at my school know the school mission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Our mission statement addresses the future direction of the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Our mission statement emphasizes student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Our mission addresses instructional methods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Our mission addresses school organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. Based on the following scale:

	Daily	At least twice a week	Weekly	Bi-weekly	Monthly
a. Typically, how often do you add a student portfolio?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Typically, how often do you review a portfolio?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. Based on the following scale:

	None	Less than 1/2 hour	1/2 hour	1 hour	2 hours	More than 2 hours
a. During a typical school day, how much time is set aside by the school for teacher planning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. During a typical week, how much time are you given for teacher team meetings?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. To what extent do you agree or disagree with the following statements about your school:

	Strongly disagree	Disagree	Disagree slightly more than agree	Agree slightly more than disagree	Agree	Strongly agree	Not applicable
a. Adequate space is available to teachers for team meetings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The school calendar includes days for teachers to work in teams (pupil free or substitute days).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. When there is a conflict or disagreement amongst staff, it usually gets resolved fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Teachers take responsibility for other teachers' students when they are on the yard.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. There is a sense of caring and support in the school community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. To what extent do you agree or disagree with the following statements?

	Strongly disagree	Disagree	Disagree slightly more than agree	Agree slightly more than disagree	Agree	Strongly agree	Not applicable
a. My school uses parents as resources in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My school collaborates with other schools in my district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My school uses professors or students from nearby universities as resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. My school offers adequate opportunities for teacher professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The professional development offered is aligned with the school mission/goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Teachers at my school have a significant impact on decisions regarding the content of professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. The professional development activities offered at my school are useful to me in changing my classroom practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. The professional development activities offered at my school provide research-based information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. How well did the Artful Learning (Leonard Bernstein Center) professional development activities you participated in this year prepare you for the implementations of Artful Learning Units?

Not at all	Slightly	Somewhat	Adequately	More than adequately	Not Applicable (I did not participate in the Artful Learning Professional Development Activities)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. To what extent do you agree or disagree with the following statements about your school/classroom?

	Strongly disagree	Disagree	Disagree slightly more than agree	Agree slightly more than disagree	Agree	Strongly agree	Not applicable
a. There is sufficient professional development at my school on understanding how to effectively implement school improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My school maintains its commitment to improvement all year long.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. There is a strong arts instruction program in place at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. At my school, arts instruction is incorporated into instruction in other subject areas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. When planning an Artful Learning Unit, I make connections to other subject areas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. Approximately how many artful Learning Units have you planned this school year?

None	1–2	3–4	5–6	More than 6
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. In which of the following subject areas have you incorporated an Artful Learning Unit?

Math	Science	Social Studies	Language	Other
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. What best describes your use of student portfolios for student assessment:

a. I do not use student portfolios.	<input type="radio"/>
b. I use student portfolios, but I was already using them when I implemented the Artful Learning program in my classes.	<input type="radio"/>
c. I started using student portfolios because of my implementation of the Artful Learning program.	<input type="radio"/>

31. Based on the following scale:

	Never	Once	2–3 times	4–5 times	5 times or more	Not applicable (students' don't have portfolios)
a. How often during an Artful Learning Unit do you have students add to their portfolios?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. How often during an Artful Learning Unit do you have students reflect on the work in their portfolios?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. How often do you as a teacher assess your instruction of an Artful Learning Unit?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. Which kinds of technology have you incorporated into your Artful Learning Unit activities?

Audio	Video	Computers/Internet	Musical
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. Based on the following scale: How often do you typically incorporate technology into an Artful Learning Unit?

Daily	At least twice a week	Weekly	Bi-weekly	Monthly
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34. Based on a typical Artful Learning Unit you've implemented, approximately what percentage of time is spent on the following components of the Artful Learning Model?

	0%	25%	50%	75%	100%
a. Experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Inquire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Create	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Reflect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

35. Based on the following scale:

	Never	Rarely	Sometimes	Often	Very often	Always
a. When planning an Artful Learning Unit, how often do you explicitly identify the content standards you are addressing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. When planning an Artful Learning Unit, how often do you explicitly identify the visual, kinesthetic, or auditory experiences your students will engage in?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. How often when planning an Artful Learning Unit, do you explicitly identify what higher level thinking skills your students will be engaged in?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

36. To what extent do you agree or disagree with the following statements?

	Strongly disagree	Disagree	Disagree slightly more than agree	Agree slightly more than disagree	Agree	Strongly agree	Not applicable
a. I understand the role of a significant question in the Artful Learning process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. When planning an Artful Learning Unit, I allow time for reflection at the end of the unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I give students opportunities to share with each other what they've learned during an Artful Learning Unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

37. Did your school have an Artful Learning coach to facilitate your implementation of the program?

<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Don't know
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38. If you answered yes to #37, how useful were the following types of support the coach provided:

	Not at all useful	Slightly useful	Somewhat useful - would have liked more support in this area	Useful - I received support in this area	Very useful - I received more than adequate support in this area	N/A - our coach did not provide this type of support.
a. Group professional development seminars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Individual coaching on classroom practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Assistance in developing specific Artful Learning Units	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Assistance in analyzing/using assessment data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Team building/support for team meetings and other teacher collaboration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

39. Based on the following scale:

	Never	Rarely	Sometimes	Often	Very often	Always
a. How often do you incorporate the creation of an artistic work (e.g. musical piece, drama, painting, poem...) into your instruction?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. How often do you meet with arts or music specialists to discuss your Artful Learning unit?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. How often do you share you own creative works with your students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

40. Comparing the implementation of the Artful Learning program at your school this year to previous years, do you feel that:

	Decreased	Stayed the same	Increased
a. The number of teachers implementing the program has:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The amount of collaboration among teachers has:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Your administrators' support for the program has:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The amount of support your school receives from the Grammy Foundation has:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Your use of the program in your classroom has:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Your use of the Artful Learning portfolio assessments has:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Your understanding of the Artful Learning program components has:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

41. What impact do you feel the Artful Learning program has had on:

	Don't know	Negative impact	No impact	Slightly increased	Moderately increased	Greatly increased
a. Your students' engagement/interest with the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The quality of your students' work (classroom assignments, homework, projects)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Students' scores on class tests or quizzes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Students' scores on standardized tests (e.g., district or statewide assessments)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

42. This question is designed to help us gain a better understanding of teachers' opinions of various school conditions, situations, and activities. Please indicate your opinion about each of the statements below.

Your answers will be kept strictly confidential.

	Strongly agree	Moderately agree	Agree slightly more than disagree	Disagree slightly more than agree	Moderately disagree	Strongly disagree
a. If a child doesn't learn something the first time, teachers will try another way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Teachers in this school are skilled in various methods of teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Teachers here are well-prepared to teach the subjects they are assigned to teach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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(Continued)

	Strongly agree	Moderately agree	Agree slightly more than disagree	Disagree slightly more than agree	Moderately disagree	Strongly disagree
d. Teachers in this school really believe every child can learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. If a child doesn't want to learn, teachers here give up.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Teachers here fail to reach some students because of poor teaching methods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Teachers here don't have the skills needed to produce meaningful student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Teachers in this school have what it takes to get the children to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Teachers in this school are able to get through to difficult students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Teachers here are confident they will be able to motivate their students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. The lack of instructional materials and supplies makes teaching very difficult.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Teachers in this school do not have the skills to deal with student disciplinary problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Teachers in this school think there are some students that no one can reach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. The quality of school facilities here really facilitates the teaching and learning process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Home life provides so many advantages that students are bound to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. These students come to school ready to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Drugs and alcohol abuse in the community make learning difficult for students here.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. The opportunities in this community help ensure that these students will learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Students here just aren't motivated to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. Learning is more difficult at this school because students are worried about their safety.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
u. Teachers here need more training to know how to deal with these students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for your participation in this survey!