

PHILADELPHIA ARTS_{IN} EDUCATION PARTNERSHIP

PROGRAM AND
ASSESSMENT REPORT
2002 - 2005

Philadelphia Arts in Education Partnership Program and Assessment Report 2002 - 2005

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PHILADELPHIA
ARTS IN EDUCATION
PARTNERSHIP

PROGRAM AND
ASSESSMENT REPORT
2002 - 2005

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ACKNOWLEDGMENTS

The Philadelphia Arts in Education Partnership is honored to present the following program and assessment report on its work in the areas of arts-based, interdisciplinary learning projects and professional development design and implementation. In 2001, through the leadership support of the William Penn Foundation, the Philadelphia Arts in Education Partnership established the formal mechanisms with which to embark on a research program to gauge the impact of its programs on stakeholder groups including arts and classroom teachers, arts institutions, residency artists, and students. Dr. Evan Leach, external evaluation consultant, worked with PAEP staff to establish an assessment plan and provide the methodology and tools with which to gather and interpret this data. This report is the culmination of the Philadelphia Arts in Education Partnership's work over four years in schools throughout southeastern Pennsylvania. It provides a body of information that further substantiates the importance of learning in and through the arts.

The Philadelphia Arts in Education Partnership extends its gratitude to the students, teachers, principals, artists, and arts organizations engaged in this work for their valuable contributions to the research findings in this report, to the PAEP Board of Directors and consultants, especially Dr. Roberta Snow, for their guidance throughout this

significant undertaking, to The University of the Arts for its institutional support, and in particular, to the William Penn Foundation for its unprecedented, multi-year commitment to PAEP's institutional and programmatic development and growth.

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INTRODUCTION



Schools that have powerful arts programs report an increase in student performance when measured by grades, test scores, attendance, and retention rates. These studies affirm the belief that arts education is integral to the development of well-rounded human beings. The arts promote critical thinking and problem solving skills, help to foster better cultural understanding, encourage the development of a sense of personal responsibility and self-discipline. Arts education, used as a vehicle to motivate teachers, allows for the development of new pedagogical and classroom management methodologies. Researchers and practitioners agree that engaging the expertise of arts and cultural institutions and teaching artists through standards-based, arts integrated programming in the classroom enhances student learning.

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Education reforms and policy changes in the past decade have had a great impact on arts education resulting in a loss of both financial and programmatic support. Budget cuts and current back-to-basics reform movements have severely curtailed the inclusion of arts education, especially in the nation's elementary schools. As a result, many American schools no longer have the means to deliver quality arts education programs to their students. Schools now look to community arts and cultural institutions to help fill the gap

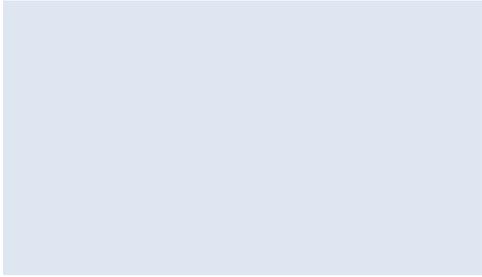
that under-funding and under-valuing of the arts have created. In an effort to deliver state mandated curricula, schools have increased the number of strategic collaborations with arts institutions as a more efficient and effective way to maintain the arts as an



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essential part of public education. Furthermore, some schools also view these partnerships as a means to spearhead their movement to reform learning and engage students more actively in their own education. Arts and cultural institutions across the country have responded to this call. In Philadelphia a passionate commitment to education in and through the arts found an outlet when, in 1996, a group of the city's arts and education leaders joined forces to pool resources and share ideas about the most effective delivery of their arts programs for area schools.

This led to the formation of an all-volunteer coalition of education directors from many of the region's leading arts institutions including the Philadelphia Museum of



Art, Philadelphia Opera Company, Barnes Foundation, The Philadelphia Orchestra, Pennsylvania Ballet, and Main Line Art Center as well as arts education leaders from area institutions of higher learning who were faced with increased demands to create and deliver meaningful arts experiences for school children. This group, the Philadelphia Arts in Education Partnership (PAEP), operating under the aegis of The University of the Arts, created a unified voice in support of arts in education and developed initial programming to encourage that effort. Today, the Philadelphia Arts in Education Partnership celebrates its uniqueness among the nation's arts in education partnerships by virtue of both its core programming and its composition of more than 82 of the region's leading cultural organizations and institutions of higher learning as well as school districts throughout southeastern Pennsylvania.

The Philadelphia Arts in Education Partnership provides engaging educational experiences learning in and through the arts for K-12 students of southeastern Pennsylvania by working collaboratively with teachers, teaching artists, schools, and arts institutions. Through a range of programs and services, PAEP achieves its primary goal of advancing student learning by promoting best practices in the design and implementation of arts in education programming, building capacity in those who deliver arts in education programs, and providing access to resources and networks in support of arts in education programming.

PAEP achieves these goals through the following programs:

- PAEP's Arts-Based Collaborative Partnership Program (ABC Partnership Program) providing significant annual support that encourages arts-based interdisciplinary learning projects between K-12 schools and participating arts institutions;
- Professional development courses, workshops, and conferences to build the capacity of teachers, artists, and arts educators to deliver quality programs;
- Networking and convening activities to create a healthy environment for interaction among PAEP stakeholder institutions in the arts and education field;
- Dissemination of models for best practices including management of multidisciplinary partnerships in the arts;
- Research and assessment documenting the impact of these programs and the arts on student learning as a catalyst for growth and positive change; and
- Residency design, implementation, and management for school and community sites throughout southeastern Pennsylvania as the regional partner for the Pennsylvania Council on the Arts - Arts in Education Division.



“I can do anything if I try. I can push to the edge.”

4th grade student

PAEP PROGRAM OUTCOME OBJECTIVES

Both the PAEP Arts-Based Collaborative Partnership Program and attendant PAEP professional development activities are designed to accomplish the following outcome objectives:

Teacher Needs and Standards: Assist teachers in meeting their needs and addressing state arts standards, thereby contributing to their ability to educate.

Curriculum Integration: Enable teachers, artists, students, and administrators of schools and arts institutions participating in PAEP projects to develop models for integrating State art standards with core curricula.

Pedagogical Development: Enable teachers and artists to learn additional methods for teaching their subjects.

Arts Literacy: Enable participants to become familiar with an art form, as well as educate the arts partner in the teaching of the arts in public school settings.

Attitude Towards School and Arts Education: Enhance student and teacher motivation and confidence in both arts related and non-arts related classes.

Discover New Abilities: Enable both teachers and students to discover new interest in the arts and develop skills and abilities in the arts.

Effective Collaboration between School and Arts Partners: Facilitate the collaboration among teachers, arts partners, and artists to develop arts-based partnership projects that are well managed and mutually beneficial.

In order to accomplish these outcome objectives:

- >> **PAEP developed and implemented an arts-based interdisciplinary partnership model;**
- >> **Instituted the model through the project application guidelines and procedures;**
- >> **Designed and implemented professional development supporting components of the project model; and**
- >> **Measured the impact of these interdisciplinary arts projects on PAEP's stakeholders.**

PAEP PROGRAM OUTPUT ASSESSMENT

PAEP supported **99 ABC** Partnership projects from fall 2001 through spring 2005 that made a direct impact on **10,478** students, **377** teachers, **149** artists, and **49** arts institutions.

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From summer 2002 through summer 2005, professional development programs were offered to arts teachers, classroom teachers, teaching artists, and arts organizations focusing on PAEP's mission to position arts learning as integral to the education of all students. Workshops, courses, and conferences provided ongoing training in: program management, using the arts as structures for learning in the classroom, grant writing, the arts and technology, and assessing student learning in arts-based interdisciplinary projects, to name a few. Participants included **1,711** arts teachers, classroom teachers, artists, and arts organization representatives who engaged in **258** workshops and courses offered by **215** presenters. In addition, PAEP collaborated with **46** of its participating arts and cultural organizations to deliver these conferences, workshops, and courses. Act 48 credit was available to certified teachers for their participation.

“As a teacher I learned, along with my students, about participation, creativity, and motivation to succeed.”

8th Grade Teacher

PAEP’S ARTS-BASED COLLABORATIVE PARTNERSHIP PROGRAM

In the spring of 2001, the William Penn Foundation provided PAEP with three-year funding to professionalize the all-volunteer organization, support arts-based projects between schools and arts institutions, and offer professional development in service to arts in education best practices. A small grants program had been the centerpiece of PAEP’s work from its inception as a volunteer organization. Often no larger than \$1,000, these initial grants subsidized short-term school projects, and funds were allocated for the procurement of pre-designed arts programs delivered by arts institutions or for classroom arts supplies.

With this much larger commitment of funds by the William Penn Foundation, PAEP recognized its responsibility to formalize all aspects of the **Arts-Based Collaborative Partnership Program**. Now, with a grant allocation to school partnerships of more than \$80,000 a year, immediate efforts were made to codify the grant-making process, to build collaborative capacity among project participants, and to begin to document the





“I learned it takes time to achieve something.”

6th Grade Student

impact of these projects on student learning. This work has occurred incrementally over the past four years as PAEP staff continues to identify areas of need based on formal assessment results, informal project observations, recommendations from panelists, and recommendations from project participants.

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Currently, PAEP staff provides oversight for all aspects of the **Arts-Based Collaborative Partnership Program**. Much of this work includes assistance through one-on-one counseling and professional development in the areas of project design, project content and student learning goals, project management, and on-going project mentoring. PAEP convenes panels to select outstanding projects for funding and guides the project implementation through classroom visits. Further, PAEP has instituted mechanisms for building a strong community of schools and arts institution partners by convening project teams for issues discussions throughout the year. In this way, PAEP is able to provide cooperating artists, arts institutions, and teachers with the level of support they need.

“Each of my students came away from this experience feeling like a successful artist. Learning came to life through experience.”

4th Grade Teacher

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In order to receive an **Arts-Based Collaborative Partnership Program** support, the arts-based interdisciplinary project must meet the following criteria:

- The PAEP participating arts organization(s) and the school team, consisting of two or more teachers including an arts teacher if present at the school, must demonstrate how they will work together in an equal partnership.
- The arts-based interdisciplinary projects must utilize experiential teaching and learning methods that address arts standards as well as standards for other disciplines incorporated into the project. These standards must comply with district, state, or national guidelines.
- The project is integrated around a theme, a topic, or essential question.



“PAEP serves as a model for the value of art in the school and provides programs to ensure art remains a valuable educational commodity.”

Participating arts organization

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- The project may be a single unit of study or multiple units and must extend over a significant period of time.
- A teaching artist working in the classroom over time must be an integral part of the project.
- Learning goals and objectives of the project must be clearly defined, and an evaluation plan for student learning designed by the team must conform to PAEP assessment guidelines. The project budget must align with the breadth and scope of the proposed project.

CORE ATTRIBUTES OF SUCCESSFUL PARTNERSHIPS

Since its inception, PAEP has sought to build an effective model for the **Arts-Based Collaborative Partnership Program**. Over the past 4 years, PAEP has worked with 99 of these partnerships, and during this time, PAEP has identified the following core attributes in the areas of contracting, collaboration, and management that successful partnerships possess:

- Formulation and ratification of a contract between all partnership members detailing contributions, work responsibilities, deliverables, and due dates;
- Shared responsibility for project design and implementation;



“This has been the most rewarding experience in my 23 years of being an educator. The partnership experience was very positive and beneficial from start to finish.”

Teacher

- Development of a detailed plan for the assessment of output and outcome objectives with all partners participating in the data collection, analysis, and reporting process;
- Shared workload, except where agreed upon by all members;
- Defined timeline and identification of major milestones; and
- Institution of a formal conflict resolution process where disputes can be settled efficiently and effectively.

PAEP’s professional development program and RFP process have been designed to foster these characteristics in all PAEP **Arts-Based Collaborative Partnership** projects.

PAEP PROGRAM OUTCOMES

“I can have fun but still be in school at the same time.”

5th grade student

Since fall 2002 PAEP’s research has looked at the impact of participation in these projects on students and teachers and the impact of PAEP’s professional development on teachers, teaching artists, and participating arts organizations.

This assessment utilized surveys from all major stakeholders, post session surveys from all professional development sessions and conferences, and student learning outcome rubrics. A review of the assessment data leads to the following conclusions:

- >> **Participation in PAEP caused students to learn about the arts and discover new abilities.** More than **90%** of the PAEP partners believed the PAEP-funded projects allowed their students to discover new talents, develop a greater appreciation of the arts, and develop a greater personal interest in the arts. In addition, more than **66%** of participating students reported significant learning in the arts, discovered new talents, and gained valuable experience working in groups.

>> **Participation in PAEP improved students' perceptions of their abilities as well as their interest in school.** The majority of participating students reported increased confidence, while nearly half claimed their PAEP project made it easier to participate in class, fostered greater interest in school, and helped them to be more successful in their other classes. Finally, more than **70%** of all participating students reported the discovery of new talents as a result of participating in their PAEP arts project.

>> **Nearly all participating arts partners reported significant student learning in the areas of critical thinking, ability to focus, ability to manage class projects, and collaborate effectively with others in completing their final projects.** In addition, nearly all partners reported that the PAEP partnership enhanced student confidence, enhanced student enthusiasm for school, and increased student ownership of the educational process. In addition, stakeholders reported significant student learning in the areas of art skills, cognitive skills, and social skills development.

- >> **Participation in PAEP helped meet teacher needs and address arts education standards.** More than **90%** of participating teachers felt that participation in the PAEP-funded projects helped them to address state and local arts standards, enhanced student learning, and enhanced their schools' commitment to the arts. In addition, more than **85%** of participating teachers felt that the PAEP-funded projects provided them with a way to demonstrate to school administrators how arts-based learning objectives deepen student learning.

- >> **Participation in PAEP caused major stakeholders to enhance their perception of the value of arts education.** PAEP partners reported increased interest in the arts, as well as enhanced perceived value in forming partnerships as a means for delivering arts content and developing innovative arts-based curricula. In addition, more than **85%** of participating teachers reported that their PAEP-funded projects resulted in a heightened awareness of the benefits of arts education, and provided them with a way to demonstrate to school administrators how arts-based learning objectives deepen student learning. Finally, more than **85%** of participating school administrators claimed that the PAEP-funded projects enhanced their schools' commitment to the arts, increased their appreciation of the arts, and heightened their awareness of the benefits of arts education.

- >> **Participating teachers indicated significant pedagogical development.** More than **85%** of participating teachers felt that the PAEP-funded projects enabled them to acquire new techniques to use in the classroom, enabled them to reach “difficult to teach” students, and enhanced their confidence about their ability in the classroom. In addition, more than **85%** of participating teachers felt that the PAEP-funded projects enabled them to apply arts-based learning methods to other classroom learning situations. As a result, approximately **90%** of participating teachers felt that participation in the PAEP-funded projects heightened their enthusiasm for the coming year.

- >> **PAEP’s professional development program was viewed as being well designed, organized, informative, and relevant.** More than **80%** of professional development participants felt that the programming provided by PAEP increased their knowledge of how to use the arts in education and nearly all of these individuals thought they would be able to transfer what they learned to the classroom. More than **75%** of the participants in PAEP professional development stated that the programming met their needs and they would recommend attending to their peers. Finally, more than **80%** of participants felt that PAEP professional development expanded their knowledge of community resources related to arts education.

- >> **Participants in PAEP professional development programs reported an increase in their knowledge of the use of arts in education and nearly all reported an ability to transfer seminar or conference content to the classroom.** Nearly all participants in the *Celebrating the Arts and The Child with Special Needs* conference reported that participation enhanced their knowledge of the use of the arts in the education of special needs students and improved their ability to meet the needs of this student population. In addition, nearly all participants of the PAEP Roundtables reported a better understanding of the collaborative process as well as a better understanding of how to plan and implement a stronger project.

- >> **Participation in PAEP professional development intensive seminars reported an enhanced ability to manage their project, report project assessment data, and enhance the quality of programs provided by their organization.** In addition, nearly all participants in the PAEP program design and management intensive reported an increased understanding of the program design and budgeting process while participants in the program assessment intensive reported an increased understanding of the program assessment process. Virtually all professional development participants would recommend participation to their peers.

STUDENT LEARNING OUTCOMES

PAEP’s Program Assessment utilized a variety of indicators to examine the impact of PAEP programming on participating students. Students, teachers, teaching artists, arts organizations, and principals were surveyed. Below is a summary of the assessment results for each stakeholder group participating in PAEP’s 2002-2005 Arts Based Collaborative Partnership Program:

Key Stakeholder Perceptions of PAEP Impact on Students:

Participation in PAEP:	Teachers	Principals	Teaching Artists	Arts Organizations
Improved literacy skills	77%	92%	83%	90%
Improved critical thinking skills	89%	100%	98%	94%
Achieved greater student learning	90%	95%	98%	95%
Enhanced student self-esteem	92%	100%	96%	95%
Students discovered new talents	92%	95%	100%	94%
Greater appreciation for the arts	94%	100%	100%	97%
Increased student enthusiasm for school	93%	95%	92%	95%
Empowered students	88%	100%	100%	92%

“PAEP gives legitimacy to an arts program. It makes the arts program more relevant.”

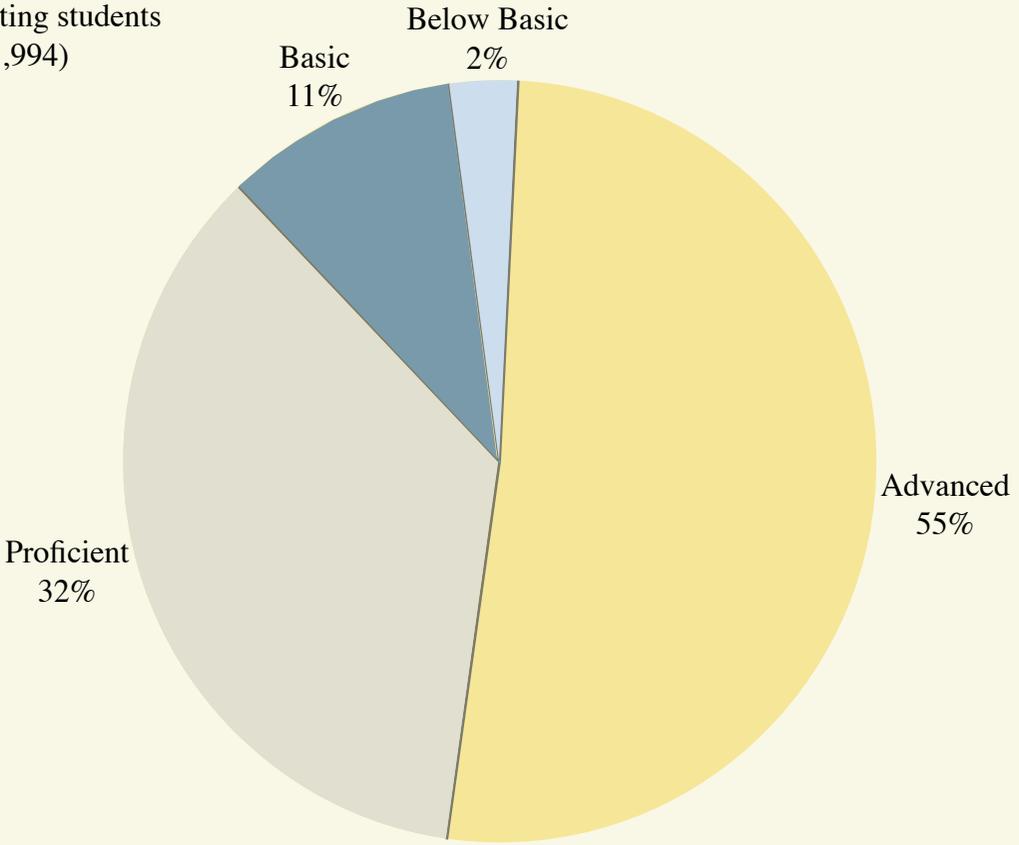
Participating teacher

PAEP designed the **Arts-Based Collaborative Partnership Project Assessment Rubric** to provide a standardized way for teachers to report on student learning. This rubric recognizes that the content and duration of these projects vary greatly. Consequently, each participating teacher uses an approach to evaluate student learning by employing a variety of different assessment strategies, such as portfolio review, performance review, content tests and quizzes, journals, critiques, and standardized tests. The **ABC** application process requires applicants to list learning objectives in three areas:

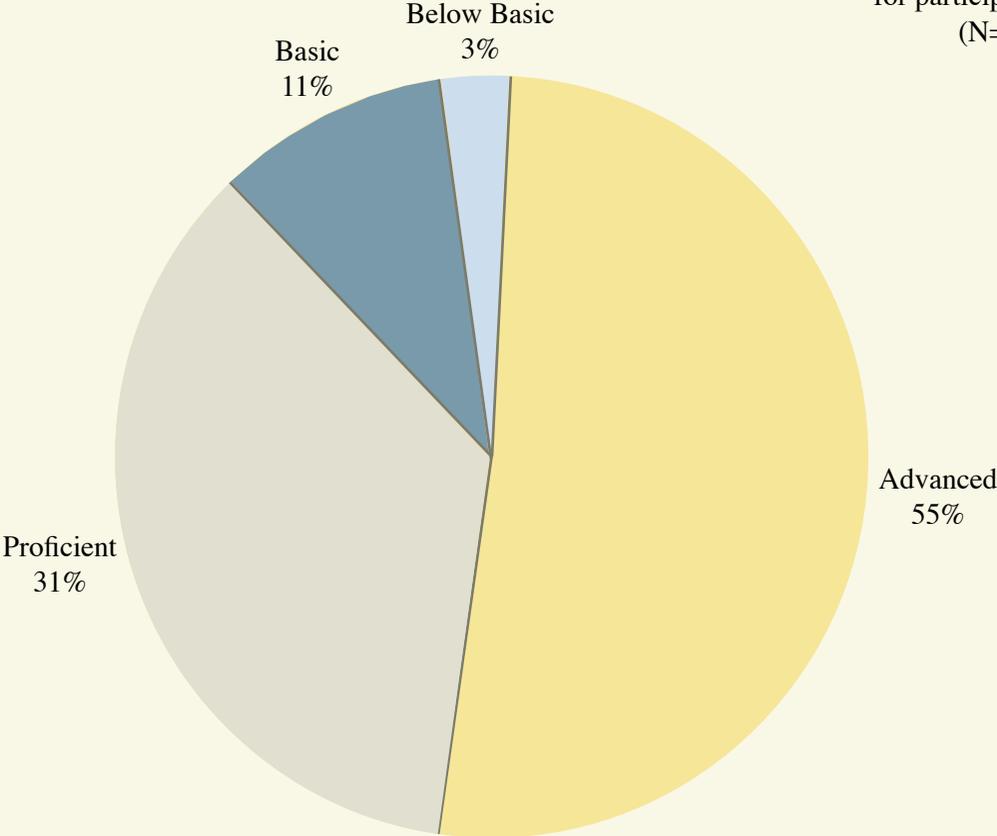
- Arts skill development
- Cognitive/content skill development
- Affective skill development.

The PAEP **ABC** Partnership Project Assessment Rubric asked teachers to list the specific goals described in their application and report on the number of students achieving at the advanced, proficient, basic, and below basic levels as defined by Commonwealth of Pennsylvania education standards at the completion of their **ABC** Partnership projects. This instrument was field-tested in school year 2002-2003 and required in school year 2003-2004 and 2004-2005. PAEP has aggregated the information reported by project teachers on 1,994 students. In the tables that follow, teachers reported that over **80%** of all students performed at a proficient or advanced level in each of the three learning objective areas.

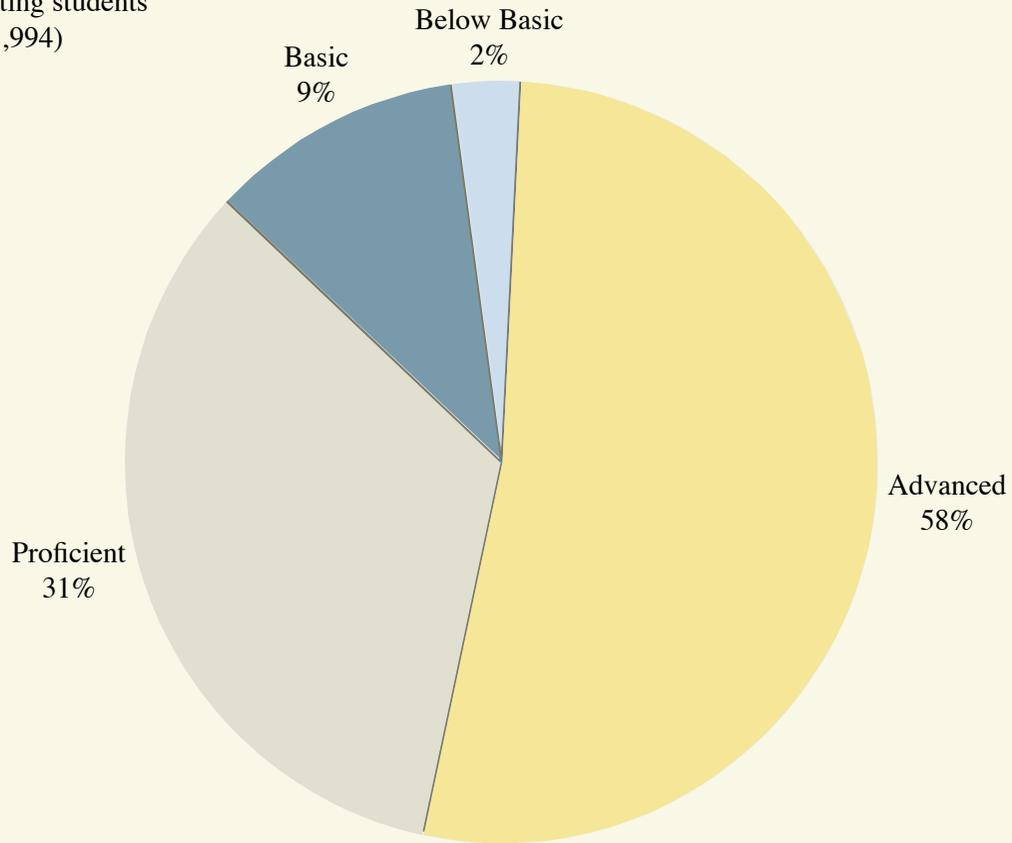
Reporting on Student Learning:
Arts skills development
for participating students
(N=1,994)



Reporting on Student Learning:
Cognitive/content skills development
for participating students
(N=1,994)



Reporting on Student Learning:
Affective skills development
for participating students
(N=1,994)



PAEP PARTNER OUTCOMES

Impact of PAEP Participation on Teachers:

87%	Reported increased exposure to new pedagogical methods
83%	Acquired new classroom techniques
99%	Reported an enhanced commitment of their school to the arts
87%	Reported an enhanced ability to reach “difficult to teach” students
92%	Reported greater enthusiasm about the school year
96%	Enhanced their awareness of the benefits of arts education
73%	Increased their confidence in their classroom ability
91%	Achieved successful integration of multiple disciplines into arts-based curricular projects
88%	Enhanced their ability to address state and local arts standards
95%	Enhanced their ability to make the case for arts-based learning to school administrators

Impact of PAEP Participation on Artists:

82%	Advanced their reputation and visibility as a teaching artist
100%	Reported greater appreciation of the arts in the school
60%	Learned ways to address state and local standards
92%	Enhanced their ability to demonstrate to the community the value of maintaining the arts in schools
89%	Enhanced their ability to help teachers uncover hidden talents
85%	Enhanced their confidence as a teacher of the arts in a public school setting

Impact of PAEP Participation on Arts Organizations:

76%	Increased their organization's profile in the community
56%	Gained access to new audiences for programs
70%	Learned new ways of addressing state and local standards
79%	Enhanced their ability to demonstrate to the community the value of maintaining the arts in schools.

PROFESSIONAL DEVELOPMENT

Concurrent with and complimentary to the **ABC** Partnership Program, PAEP sponsors multiple professional development opportunities for teaching artists, arts teachers, classroom teachers, and administrators. From spring 2002 through spring 2005, **85** presenters have facilitated **68** workshops and seminars attended by **1,711** teachers, artists, and arts administrators. The content of this work addresses field-specific as well as infrastructure support issues, continues throughout the year, and provides opportunities for teacher reflection and dialogue. Workshops, seminars, summer institutes, and annual conferences are structured to be responsive to constituents' needs. Central to PAEP's professional development is programming that supports the **ABC** Partnership Program through capacity building for the providers of arts in education programming.

From 2002 through 2005, PAEP produced four conferences, *Celebrating the Arts in Partnership*, April 13, 2002; *Celebrating the Arts and The Child with Special Needs*, November 16, 2003; *Making Technology Work for the Arts in Education*, January 10-11, 2004, and *Taking the Lead: Using the Arts to Make the Grade*, March 4-5, 2005. The purpose of these conferences was to bring educators, artists, and participating arts institutions together to further their knowledge of current issues affecting arts in education practices, to share effective practices, and to provide a forum for networking

“PAEP facilitates the deeper, more effective, and more credible integration of the arts into all aspects of classroom learning.”

Participating arts organization

among this heterogeneous group. More than **130** presenters representing PAEP participating organizations and schools facilitated **190** workshops for these conferences. Experts in the areas of performing and visual arts, special needs populations, and cutting edge technology designed and led experiential sessions for PAEP's constituents. In addition, PAEP hosted two national Arts Education Partnership conferences, March 30-31, 2003 and October 3-4, 2004, convening renowned professionals from across the country to discuss issues that affect national policy.

In a continuing effort to promote best practices among its constituents, PAEP created a series of professional development roundtables focusing on strategies for success in school-based projects. Current and past **ABC** project recipients and future applicants participated in issue-driven discussions generated by the group. All stakeholders shared experiences and drew upon their expertise to assist each other in overcoming barriers to success as well as building sustainable and mutually beneficial relationships between the arts and education communities.



PROFESSIONAL DEVELOPMENT OUTCOMES

Impact of PAEP Professional Development:

All participants in PAEP’s professional development workshops and conferences are required to complete an assessment survey. This survey focuses on the quality of course activity content and course activity instruction. Professional development participants (N=1,234) reported the following program outcomes from 2002 through 2005:

95%	Reported an increased knowledge of the use of arts in education.
91%	Reported being better prepared to meet the needs of their students.
95%	Stated they were able to transfer what they learned in the classroom to the workplace.
96%	Felt that professional development content met their expectations
97%	Felt that the professional development course instructors communicated their content effectively.



PAEP's ARTS-BASED COLLABORATIVE PARTNERSHIP PROGRAM IN ACTION: Three Case Examples

Wister Elementary School and Rosenbach Museum & Library

From the surrounding streets strewn with broken vials and filled with trash to the grates on the windows and doors, it is not easy to tell that this Philadelphia elementary school is located in the heart of one of the nation's most historic neighborhoods. Before the John Wister Elementary School began its three-year collaboration with the Rosenbach Museum & Library through a PAEP grant, Wister students could not imagine why anyone would want to know about their neighborhood. To them it is only a place of despair and broken dreams.

Wister is a Title I school with nearly 100% of students qualifying for free or reduced lunch. The transient rate is one of the highest in the school district. Forty-nine percent of the student body moves at least once during a single school year. Students struggle with all of the problems that beset many inner city schools: the full spectrum of economic, social, and learning disadvantages.

“Students who had left the school before the end of the school year came back to pick up their work. This had never occurred before.”

-Wister Art Teacher

The PAEP project, *Historic Germantown*, was a collaboration between Wister’s resource teacher, art teacher, and education director from the Rosenbach Museum & Library. The team set learning goals to guide the designing and implementing of curriculum and supporting arts activities in which students would investigate the history, architecture, and function of their own urban, historic neighborhood, and express their findings in various arts media. This project would begin with 26 third grade students and engage these same students for the most part over the course of the next three years as they explored the ‘soul’ of their community – the people, events, and happenings that have made and continue to make the Germantown community unique.

The first year of the project concentrated on developing the concept of creating community through mapping the route students took from school to their homes, past many of the historic landmarks of the community. This portion of the project built math literacy and social skills as well as artistic skills. A visual artist was brought into the project to work with students on developing their drawing skills. Forays into the surrounding environment allowed students to learn and draw from nature. Visits to the historical sites helped to build awareness of how special their community was. Each student created his or her own map displaying an understanding of how to create overhead views, make accurate measurements, and think through a planning process that



contained multiple components. The final communal product that emerged was a guide map to Germantown, *Planet Germantown*, that displayed many of the drawings that students had created from both their mapmaking process as well as their forays into the historic neighborhood. This map so impressed U.S. Library of Congress visitors to the Rosenbach that *Planet Germantown* is now a part of the Library's archives.

The goals for the second year of the project emphasized taking the abstract concepts of what made this Germantown historic community special and creating a concrete understanding of what is required by a group of people to build a community. One of the historic houses that students had visited in the first year asked to be a more active





partner in the process and aided student research. A poet, also from the neighborhood, worked with students to build language arts skills in a way that enabled them to describe their experiences through poetry and prose. In the art room students worked on re-creating their neighborhood by building a three dimensional community. Not wanting to simply replicate Historic Germantown as originally planned, students asked to create a new community as well – a community of the future where abandoned lots became playgrounds and parks filled with flowers and trees, and boarded up houses were reclaimed and beautified. For the first time since she had begun teaching at this school, the art teacher reported that students proudly took their artwork home instead of dumping it in the trash on the way out of the art room. In fact, students who had left the school before the end of the school year came back to pick up their work. “This,” she said, “had never occurred before.”

By the third year other cultural institutions and artists living in the area had heard about Wister’s project and wanted to be a part of it. Since the transient rate of students is so high, the final project of creating a performance piece was modified into smaller units that captured on video the creative results of these interactions between students and artists from their neighborhood including nationally known jazz musicians, a storyteller, a painter, and a poet. These now fifth grade students found that, after all, they had a lot to be proud of in their neighborhood.

Dimner Beeber Middle School & Philadelphia Young Playwrights

Dimner Beeber Middle School, classically styled and built in the early part of the 20th century, sits majestically on a tree-lined street surrounded by clean, neat, fieldstone twins belying the fact that more than 80% of its student body qualifies for free or subsidized lunch as a Title I school. Sixth grade students at Beeber must make the adjustment from the secure and confined world provided by their neighborhood elementary schools to this large, urban middle school where the population of over 900 students represents very diverse socio-economic backgrounds. Beeber has designated this as a transitional grade and has created the Sixth Grade Academy, a small learning community designed to help students adapt to middle school through building personal connections.

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“Through Young Playwrights you discover who you are, you find out what you want to do, and who you want to be.”

Student Playwright

Using the essential question of “Who Am I?” to drive curriculum and encourage students to look inward at themselves as well as outward to learn about their community and their place in it, Beeber turned to the arts to make this learning more meaningful. To that end, Beeber applied in 2001 for PAEP support to collaborate with Philadelphia Young Playwrights, among other arts organizations, to improve reading, writing, and critical thinking skills. Sixty-six students worked directly with teaching artists to produce monologues, autobiographies, and poetry.

The Philadelphia Arts in Education Partnership saw great potential in nurturing the collaboration between Beeber Middle School and Philadelphia Young Playwrights. While the results of the first **ABC** project were promising, PAEP worked closely with Beeber Middle School and Young Playwrights to design and implement a more intense experience for students for the next year. This move put Young Playwrights center stage in the process, and students responded by writing and performing plays, poems, and prose that demonstrated a higher quality of effort based on deeper research stressing reading, analyzing, and interpreting a variety of literary devices. What also began to emerge was the impact of this disciplined approach on test scores.

“It has a way of being contagious. Other classes that weren’t involved asked their teachers if they could write a play.”

Beeber Teacher

According to the principal of Beeber Middle School, student scores in reading and writing began to show improvement. As sixth grade students passed through the process, they brought new skills with them to other subjects as well as to other grades. Over the course of the next three years, this improvement became so evident that many teachers took notice of it. They, too, wanted to participate in this process for improvement. A strong network among teachers using the arts as a strategy for learning has evolved. Beeber Middle School now relies heavily on integrating arts standards with core curriculum. Simultaneously, the PAEP model for collaboration that Beeber Middle School and Young Playwrights used has served as the model for new collaborations that Beeber has formed with other PAEP affiliated and non-affiliated organizations to bring additional art forms to the school.

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A powerful change within Beeber’s school culture has taken place. Test scores are still rising, and the teachers and administration at Beeber firmly believe it is the result of the students’ experiences of learning in and through the arts that accounts for that rise. During the spring of 2004, Beeber’s principal applied to and received from the School District of Philadelphia permission to become Philadelphia’s first and only middle school for the creative and performing arts.

“Although things are never perfect, our projects continue to grow and we build upon our successes.”

Reynolds Art Teacher

Reynolds Elementary School & Philip and Muriel Berman Museum of Ursinus College

There is a new look to many of the urban-blighted neighborhoods in North Philadelphia; new housing is creating a sense of hope and promise for a better future. However, the area around Reynolds Elementary School remains untouched by urban renewal. Dilapidated housing, trash strewn empty lots, and high unemployment place Reynolds in one of Philadelphia’s most dangerous neighborhoods. Walking to and from school can be a perilous experience for Reynolds’ young students.

Fortunately for them, a young, eager art teacher was assigned to that school. One of her first acts was to create an early morning art club using art as a way to create a safe haven for students whose home life reflected the streets where they lived. In 2001 the Reynolds’s art teacher received her first PAEP grant. Getting support from other teachers at her school was not easy. Teachers there tended to view art as very ancillary to what they were required to teach. These issues as well as problems that arose early in the project between the school and the participating arts organization in its delivery of services to students came to the attention of PAEP’s staff as a cry for help.



PAEP quickly responded by first observing the art organization's teaching artist, assessing the situation, and then by making recommendations that would help the students' experience with the artist become more appropriate to the objectives of the project. Secondly, PAEP's newly hired staff recognized that these projects, already in progress, were not especially well-designed or well-managed. PAEP began to institute an assessment strategy to uncover the processes involved in these collaborations between teams of teachers and arts organizations and to design a model of partnership practices that would be used to structure and guide them. A mentoring process to help collaborators develop the skills necessary for working together was also immediately instituted, and the young art teacher from Reynolds Elementary School was the first to receive one-on-one mentoring from the PAEP staff.

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Research data that PAEP gathered from fall 2001 and spring 2002 projects informed the design of professional development that PAEP offered in the summer of 2002. In collaboration with the College of General Studies at the University of Pennsylvania, PAEP offered an intensive course on project management for educators, administrators, and artists. PAEP gave a full scholarship to the Reynolds art teacher. It was during these sessions that she made a strategic connection. Also in attendance was the new education curator from the Philip and Muriel Berman Museum at Ursinus College. Ursinus College is a small, private college located in suburban Philadelphia. The Berman education curator was looking for a community-based project in which to test the knowledge she had gained from the project management course. Together they designed a pilot program that involved art club students from third grade to seventh



grade. These students went to the Berman Museum at Ursinus where they adopted a work of art from the museum collection. Not only did they research and write about their adopted artwork, improving their literacy skills, but they also created art themselves, inspired by the adopted piece and their research on it.

In 2003 Reynolds Elementary School and the Berman Museum received support to expand this pilot project to two classrooms. Ursinus College students who studied under the education curator participated in the project as mentors to the Reynolds students. Reynolds students also had an opportunity to work with an artist whose artwork was on display at the museum during the time the project was underway. A concluding event took place at the museum where not only was the students' art mounted on the walls of the Berman Museum, but also Reynolds students presented their research about the original work of art that had inspired them.

By receiving mentoring that built their capacity to create a successful and sustainable partnership, the Reynolds/Berman Museum collaboration felt confident enough to move forward and apply to PAEP for a second year of support. With mechanisms in place that allowed them to assess the barriers they had encountered and to address them, they felt confident that they could move ahead forging a stronger alliance and enhancing their ability to impact student learning.

PAEP'S OUTLOOK FOR THE FUTURE

The last four years have seen significant growth in PAEP's grant making and programming activities. PAEP will continue to research and assess the impact and benefits of student learning in and through the arts in addition to codifying a best practices model of collaboration between community arts organizations and schools. PAEP is also using its data findings to build a model for professional development: training classroom teachers, arts teachers, and teaching artists in the design and implementation of arts based interdisciplinary curricula, and increasing capacity within these school and community arts partnerships for sustainable and successful collaborations.

PAEP's ultimate goal is to expand access to the arts in K-12 schools through the dissemination of its model for arts partnering, helping schools to fully utilize their community arts resources to promote best practice learning in and through the arts, and to increase PAEP's presence in other communities and in K-12 schools.

Arts-Based Collaborative Partnership Program

2004-2005

J. R. Masterman Laboratory & Demonstration School &
Astral Artistic Services
The Influence of Cultural Diversity in Classical Music

John Wister Elementary School & Rosenbach Museum &
Library
Got the Fever! The Great Yellow Fever Epidemic of 1793

Gwynedd Square Elementary & Abington Art Center
Communicating the Slavery Experience Through the Arts

Exton Elementary School & Chester Springs Studio
Pennsylvania Mosaic

Julia de Burgos Bilingual School &
COSACOSA art at large, Inc.
Mask & Metaphor

Samuel Powel School & Young Audiences of Southeastern PA
Africa Is Not A Country

Spring Garden School & The Clay Studio
*Exploring Latin American & African Cultures
Through the Arts*

John F. Reynolds Elementary School &
Philip & Muriel Berman Museum of Art, Ursinus College
Objects & Identity

John F. Hartranft Elementary School &
The Village of Arts & Humanities
This Little Light of Mine: A Cultural Arts Study

Wagner Middle School & Philadelphia Museum of Art
Chair Design

Francis Scott Key School & Strings For Schools
The Influence of African Culture in the World Through the Arts

Overbrook Educational Center & Strings for Schools
Afro-Caribbean Rhythms

James Rhoads Elementary School & The Barnes Foundation
Patterns In Our Culture

Frederick Douglass Elementary School &
The Barnes Foundation
Patterns in our Culture: Rhythm, Line & Abstraction

Pathway School &
People's Light & Theatre Company
Theatre as a Laboratory for Living

Center School & People's Light & Theatre Company
Creating a Community

J.R. Masterman Laboratory & Demonstration School & Philadelphia Young Playwrights/People's Light & Theatre Company
By: My Self. Generating Theatre from Personal Stories

Beeber Middle School & Philadelphia Young Playwrights
Who Am I? Using Creative & Performing Arts for Self Discovery & Making Literacy Connection.

A.J. Morrison Elementary School & Philadelphia Young Playwrights
Alike & Different

Roosevelt Alternative School & The Branch Out Project
Roosevelt Art Project

Baldi Middle School & Philadelphia Museum of Art
If This Pot Could Speak

Palisades High School & Philadelphia Museum of Art
Raku: Zen & Now Second Year

Father Judge High School and Abraham Lincoln Foundation of the Union League of Philadelphia
The Personal Consequences of the Civil War

St. Andrew the Apostle School & University City Arts League
Book Making and Self-Portraiture

Sts. John Neumann & Maria Goretti High School & Pennsylvania Ballet
Dance: Reflections of Culture

St. Monica School & Strings for Schools
A Magic Carpet Adventure in the Middle East

Sts. Philip & James School & The Barnes Foundation
Art and the Environment: Spaces and Places

Stella Maris School & The Clay Studio
The Many Faces of Egypt: Projects in Clay

2003-2004

Anne Frank Elementary School & The Philadelphia Orchestra/Opera Company of Philadelphia
The Firebird, A Multi-Media Event

Beeber Middle School & Philadelphia Young Playwrights
Who Am I? With Parental Connections/ Involvement- An Expansion Project

Watson T. Comly Elementary School & Young Audiences of Southeastern Pennsylvania
Passport to Our World

Frederick Douglass Elementary School & The Barnes Foundation
Patterns in Our Culture: Rhythms, Line and Abstraction

Francis Scott Key Elementary School & Strings for Schools
Brazilian Adventures in Music and Culture Carnaval !

Franklin Learning Center & Asian Arts Initiative
Life Stories of Franklin Learning Center

Glen Acres Elementary School & People's Light & Theatre Company
Animals Soar

John F. Hartranft Elementary School &
The Village of Arts and Humanities
Children of the Serengeti

William H. Hunter Elementary School &
Strings for Schools
Afro-Caribbean Adventure

Kenderton School & COSACOSA art at large, Inc.
Pillars of Community

McKinley Elementary School &
Abington Arts Center
The Rosenwald Project: The Art of the Book

Andrew J. Morrison Elementary School &
Philadelphia Young Playwrights
Fairy Tales and Playwriting

Olney High School Twi-Lite School &
Indochinese American Council
*How Books and Manuscripts Influenced
the Italian Renaissance*

Overbrook Educational Center &
Strings for Schools
Catch the Vibration

Palisades High School & Philadelphia
Museum of Art
Raku: Zen and Now

John F. Reynolds Elementary School &
Philip and Muriel Berman Museum of Art, Ursinus College
Out of the Vault

John F. Reynolds Elementary School &
Philadelphia Museum of Art
*Integrating Language Arts and Visual Arts:
The Impact on Literacy*

James Rhoads Elementary School &
Enchantment Theatre Company
*Unity in Diversity: How are We Unique?
How are We the Same?*

Roosevelt Alternative High School &
The Branch Out Project
Roosevelt Arts Project

Wissahickon Charter School &
National School and Community Corps
Earth's Last Frontier: Water

John Wister Elementary School &
Rosenbach Museum and Library
Historic Germantown Through the Arts

Monsignor Bonner High School for Boys &
Philadelphia Young Playwrights
Standards-Based Playwriting

St. Albert the Great School & The Clay Studio
Clay Expressions of Pennsylvania History

Visitation BVM School & Philadelphia Young
Playwrights
Playwriting at Visitation

Stella Maris School & The Clay Studio
Ancient Egypt and Projects in Clay

St. Andrew the Apostle School & University City Arts League
Murals and Mottos

2002 – 2003

Frederick Douglass Elementary School &
The Barnes Foundation
*Patterns in Our Culture: Rhythms, Line and Abstraction in
African American Art and Music*

Francis Scott Key Elementary School & Strings for Schools
Catch the Vibration

Albert Greenfield Elementary School & Strings for Schools
Catch the Vibrations

Kenderton School & COSACOSA art at large, Inc.
Memory Mine

Bethel Springs & Concord Elementary Schools &
Walnut Street Theatre
Good Attitude, Good Earth

Beeber Middle School &
Philadelphia Young Playwrights
*Who Am I? With Parental Connections/Involvement –
An Expansion Project*

Roosevelt Alternative School & The Branch Out Project
The Roosevelt Art Project

William M. Meredith Elementary School &
Samuel S. Fleisher Art Memorial
Designing an Alphabet Garden

Palisades High School & Philadelphia Museum of Art
Raku: Zen and Now

Samuel Gompers Elementary School & The Clay Studio
Earth, Art, and Music

St Hubert School for Girls & Philadelphia Museum of Art
Social Commentary Through Art

Our Lady of Hope Catholic School & NANA Inc.
Rooftop Mural

Visitation B.V.M. School &
Philadelphia Young Playwrights
Playwriting at Visitation

Ancillae-Assumpta Academy & Temple University
Exploration of Printmaking

Stella Maris School & The Clay Studio
Working With Clay

St. Maria Goretti Catholic High School for Girls &
The Philadelphia Orchestra
Celebration of Our Diverse Gifts (Dance of Life)

Spring 2002

Beeber Middle School &
Philadelphia Young Playwrights
*Self Discovery through Memoirs, Poetry, &
Dramatic Monologues*

Daniel Boone School & The Village of Arts and Humanities
Coming to Womanhood - Talking Clothes Project

Francis Scott Key Elementary School &
Strings for Schools
Exploring Cultures through Art & Music

William M. Meredith Elementary School &
Samuel S. Fleisher Art Memorial
Queen Village: Discovering Cultural Legacies

New Hope/Solebury Middle School &
Delaware Valley Arts Institute
Conflict & Culture: An Artist's Perspective

Reynolds Elementary School & Pennsylvania Academy of
Fine Arts/Philadelphia Museum of Art
Reynolds Arts and Theater Festival

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James Rhoads Elementary School & The Creative Artists
Network/National School and Community Corps
Earthworms

George Sharswood Elementary School &
Samuel S. Fleisher Art Memorial
*Costume as Material Culture: Building Cultural Bridges for
Communication, Understanding & Appreciation*

John Wanamaker Middle School &
Opera Company of Philadelphia
Survivor: A Hip Opera

John Wister Elementary School &
Rosenbach Museum & Library
Historic Germantown Through the Arts

Bracetti Middle School & Community Education Center
Literature Alive!

Edison / Fareira High School &
The Balch Institute for Ethnic Studies
Philadelphia: A City of Immigrants

Springfield High School & Philadelphia Museum of Art
*Discrimination & Oppression through
Bookmaking & Storytelling*

Universal Institute Charter School & Mural Arts Program
Art in Everyday Life: A Global Perspective

William B. Mann School &
Point Breeze Performing Arts Center
Performing Arts for the Gifted

Fall 2001

Central High School & The Fabric Workshop
Woven Passages

Beeber Middle School & Philadelphia Young
Playwrights
*Self-exploration through Memoirs, Poetry,
& Dramatic Monologues*

Andrew Hamilton Elementary School & The Clay Studio
Southwest Native American

Hartranft Elementary School &
Walnut Street Theatre
Life in Colonial Pennsylvania

William H. Hunter Elementary School & The Clay Studio
Creating a Memory Wall for the New Hunter School

Thomas G. Morton Elementary School & The Clay Studio
Significance of Ocean Life

John F. Reynolds Elementary School & Mum Puppettheatre
The Puppets Could Fly

The Spruance Elementary School &
The Institute for Arts in Education
Talking Walls

Turner Middle School & Painted Bride Art Center
Resistance Through the Arts

John Wister Elementary School &
Rosenbach Museum & Library/Philadelphia Art Museum
If I Could Fly

Holy Spirit School & The Clay Studio
The Work of Our Families: The Work of Our Hands

Monsignor Bonner High School for Boys &
Community College of Philadelphia
The Fine Arts & Technology: Leading Toward the Future

Saint Maria Goretti Catholic School for Girls &
Asian Arts Initiative
The Asian Experience: A Closer Look

St. Martin of Tours School &
The Institute for Arts in Education
Chinese Culture as a Text for Learning

Visitation B.V.M. School &
Philadelphia Young Playwrights
Multidisciplinary Learning through Dramatic Arts

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