Philadelphia Arts in Education Partnership
&
Pennsylvania Council on the Arts

Arts in Education Program
Assessment Report 2006-2008
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The Philadelphia Arts in Education Partnership receives state arts funding support through a grant from the Pennsylvania Council on the Arts, a state agency funded by the Commonwealth of Pennsylvania and the National Endowment for the Arts, a federal agency.
Executive Summary

Research and Program Assessment have and continue to be a critical component of the Philadelphia Arts in Education Partnership’s (PAEP) work to identify, promote, and deliver arts in education program best practices. In 2001, PAEP worked with Dr. Evan Leach, evaluation consultant, to create and implement an overarching assessment plan to monitor the degree of success in meeting outcome objectives across the organization’s program complement. These assessments are accomplished through the use of multiple methodologies for collecting quantitative and qualitative data. Survey instruments are employed to gather data from all program stakeholders: students, teachers, teaching artists, school administrators, and arts organizations. Additionally, discipline specific specialists make field observations and report findings in a standardized manner. PAEP also convenes stakeholder groups to address issues and report out on these focus group findings. Through the triangulation of data collected from multiple program participant groups, PAEP can report on a high degree of validity and reliability in measurement strategy and instrument content.

With the assistance of Dr. Leach, PAEP employs a cross-design synthesis of formative and summative data to assess the efficacy of its programs. PAEP fine tunes programs and application processes to increase their alignment with primary stakeholder needs through this frequent and consistent evaluation. As a result, PAEP is able to respond with changes as they are needed throughout the course of program delivery, insuring the highest degree of program success.

PAEP began managing Pennsylvania Council on the Arts (PCA) Artist in Education residencies in 2004. In 2006-2007 school year, PAEP managed 19 residencies, and in the school year 2007-2008, there were 22 residencies. The information contained in this publication represents two years of data collected through surveying the students, teachers, teaching artists, and school administrators who participated in these arts experiences. This includes:

• Summary of Stakeholder Outcomes

• Program Outcomes for PCA Residencies in 2006-2007 and 2007-2008
  o Teacher survey data reporting on impact of artist residency on students and self.
  o School administrator and teacher survey data reporting on impact of artist residency on students, teachers, and school community.
  o Teaching artist survey data reporting on impact of artist residency on students, self and school.
  o Student survey data reporting on impact of artist residency on self.
  o Teachers’ comments on program benefits.
  o School administrators’ comments on program benefits.
  o Teaching artists’ comments on program benefits.

• Recommendations
Summary of Stakeholder Outcomes

• Nearly all K-3 Students felt their arts project was fun, liked having a teaching artist work in their classroom, and felt their parents and teacher were proud of the work they did. In addition, a strong majority of K-3 Students reported learning new things, liked working with other students on their projects and would like to do another project like this. Approximately half felt their arts project made reading and writing more fun.

• A strong majority of students (grade 4+) felt their arts project was fun; felt they learned many new things through participation in their arts project, and hoped they could do another project with a teaching artist in the future. Approximately 75% of students felt they discovered new talents as a result of participating, learned a lot from the teaching artist and felt the residency project made learning more fun. Approximately 60% felt the project made them feel better about their abilities, felt they can use things they learned about this project in other subjects and discovered they like the arts more since participating in the residency arts project.

• Nearly all participating teachers felt their AIR project enhanced their school's commitment to the arts. A strong majority felt participation enhanced their ability to reach “difficult to teach” students, enhanced their appreciation of the arts, heightened their awareness of the benefits of arts education and helped them address state and local standards. In addition, the majority of participating teachers felt they acquired new classroom techniques and that participation taught them about the value of collaborating with teaching artists. A strong majority of participating teachers felt their AIR program had a positive impact on student academic achievement, enhanced student critical thinking skills and increased student enthusiasm for school. Participation was also believed to allow students to discover hidden talents and acquire a greater appreciation of the arts. A strong majority felt their students improved their ability to work cooperatively and their students acquired skills they will be able to transfer to other projects. Finally, a strong majority of participating teachers felt their AIR program achieved their goals and objectives, and most would recommend participation to their peers.

• All participating school administrators felt that their AIR program significantly enhanced their school’s commitment to the arts and they felt participation enhanced teachers’ ability to address state and local standards. In addition, all participating school administrators felt their AIR program achieved their goals and objectives. As a result, all stated they would recommend participation to their peers and all reported an increased willingness to host more AIR programs. In addition, nearly all claimed their experience in the AIR program increased their awareness for the need of arts specialists at their school and increased their willingness to include more art within their school's curriculum.

• Nearly all responding teaching artists felt participation in the AIR program helped to increase arts appreciation where they worked, gained greater realization of the value of professional development that prepares teaching artists for the classroom, felt they benefited from being able to directly influence the way a student perceives the arts, and have increased their level of confidence as a teacher of the arts in a public school setting. A strong majority of responding teaching artists felt that participation in the AIR program enhanced their reputation and visibility enhanced their ability to address state and local Pennsylvania arts standards and enhanced their ability to demonstrate to the community at large the value of maintaining the arts in schools.
The PCA Artist in Residence program benefits from having at its origins the collaboration among teachers, arts specialists, and teaching artists to design and implement artist residencies. Consequently, teachers and teaching artists begin each residency already believing that there is great value in having the arts as a core element in the learning environment of the classroom. Many teachers select teaching artists to enhance the learning of a particular skill or as a concrete way for students to demonstrate their learning in an interdisciplinary project. Since teachers self-select to participate in a PCA Residency, these teachers tend to be more involved in and supportive of teaching and learning in and through the arts.


- Increased critical thinking skills: 81%
- Increased student ability to work together: 91%
- Positive impact on academic achievements: 72%
- Gained greater self-esteem: 95%
- Greater interest in the arts: 100%
- Discovered new talents: 92%

Teachers Report on Student Impact 2007 - 2008

- Increased critical thinking skills: 79%
- Increased student ability to work together: 86%
- Positive impact on academic achievements: 87%
- Gained greater self-esteem: 87%
- Greater interest in the arts: 92%
- Discovered new talents: 90%
81% of teachers reported that participation in AIR program was highly beneficial to enhancing their schools’ commitment to the arts.

100% of teachers felt that their participation in AIR helped them to acquire new techniques to use in the classroom.

86% of teachers reported that participation in AIR was highly beneficial to increase their awareness of the benefits of arts education.

95% of teachers felt that participation in the AIR program provided students with skills that they will be able to transfer to other projects.

48% of teachers reported that poor student discipline was not a barrier to success; however, 43% reported that it was a moderate barrier to success.

76% of teachers reported that pressures to prepare for standardized testing presented no barrier; 10% reported a moderate barrier; and 10% reported a significant barrier to success.

71% of teachers reported that a pressure to deliver mandated curricula was not a barrier to success; 24% did report it as a moderate barrier.

100% of teachers reported that their AIR program achieved most or all of their goals and objectives.

100% of teachers believed that participation in the AIR program increased their willingness to host more AIR programs.

100% of teachers reported that their experience increased their willingness to include more arts within their school’s curriculum.

**Teachers Report on Impact on Self in 2006 - 2007**

- Increased ability to address arts standards (85%)
- Enhanced ability to reach difficult-to-teach students (86%)
- Enhanced own appreciation of the value of collaboration (91%)
- Heightened own awareness of the benefits of arts education (94%)
- Increased own appreciation of the arts (95%)
- Enhanced school commitment to the arts (97%)

92% of teachers reported that participation in AIR program was highly beneficial to enhancing their schools’ commitment to the arts.

87% of teachers felt that their participation in AIR helped them to acquire new techniques to use in the classroom.

87% of teachers reported that participation in AIR was highly beneficial to increase their awareness of the benefits of arts education.

82% of teachers felt that participation in the AIR program provided students with skills that they will be able to transfer to other projects.

71% of teachers reported that poor student discipline was not a barrier to success; however, 21% reported that it was a moderate barrier to success.

79% of teachers reported that pressures to prepare for standardize testing presented no barrier; 8% reported a moderate barrier; and 11% reported a significant barrier to success.

71% of teachers reported that a pressure to deliver mandated curricula was not a barrier to success; 24% did report it as a moderate barrier.

94% of teachers reported that their AIR program achieved most or all of their goals and objectives.

89% of teachers believed that participation in the AIR program increased their willingness to host more AIR programs.

94% of teachers reported that their experience increased their willingness to include more arts within their school’s curriculum.

Wister Elementary School
Patty Greenspoon, Teaching Artist


90% of administrators reported that the program helped enhance their school’s commitment to the arts.

80% of administrators believed that teachers had acquired new techniques to use in the classroom.

70% of administrators felt that participation in the AIR program helped to reached “difficult to teach” students.

90% of administrators reported that participation in the AIR program not only increased their appreciation of the arts but also heightened their awareness of the benefits of arts education.

100% of administrators believed that participation in the AIR program fostered collaboration between students and teachers.

90% of administrators reported that participation in the AIR program helped teachers to include other disciplines in the project.

100% of administrators believed that their AIR program achieved most or all of their goals and objectives.

100% of administrators stated that they would recommend participation in the AIR program to their peers.

100% of administrators reported that their experience increased their willingness to include more arts within their schools’ curriculum.


94% of administrators reported that the program helped enhance their school’s commitment to the arts.

88% of administrators believed that teachers had acquired new techniques to use in the classroom.

70% of administrators felt that participation in the AIR program helped to reached “difficult to teach” students.

89% of administrators reported that participation in the AIR program not only increased their appreciation of the arts but also heightened their awareness of the benefits of arts education.

89% of administrators believed that participation in the AIR program fostered collaboration between students and teachers.

88% of administrators reported that participation in the AIR program helped teachers to include other disciplines in the project.

100% of administrators believed that participation in the AIR program demonstrated how arts-based learning objectives have the potential to deepen student learning.

100% of administrators believed that their AIR program achieved most or all of their goals and objectives.

100% of administrators stated that they would recommend participation in the AIR program to their peers.

94% of administrators reported that their experience increased their willingness to include more arts within their schools’ curriculum.
Most PCA residencies are 10-sessions or longer. Teaching artists collaborate with teachers in planning these residencies using guidelines developed by PAEP over the years to insure that students are engaged in productive art making rooted in the Pennsylvania Arts and Humanity Standards. PAEP requires that all residencies have a literacy component such as vocabulary development, journal writing, reflection, or essay writing.

PAEP has designed and implemented a rigorous professional development program for teaching artists that prepares them for 21st century classrooms. These three-day Artist Intensives are required training for all artists new to the Directory. Included in these sessions are workshops on understanding a brain-based research approach to learning; creating a residency plan with appropriate lesson plans; assessing student learning; collaborating with teachers; and classroom management to name a few. Experienced Directory artists must attend at least one professional development session each school year. Those include panel discussions by master teaching artists on a variety of issues artists confront in the classroom.

### Teaching Artist Report on Student Impact 2006 - 2007

- **Increased critical thinking skills**: 84%
- **Increased student ability to work together**: 100%
- **Positive impact on academic achievement**: 85%
- **Gained greater confidence**: 92%
- **Greater interest in the arts**: 100%
- **Discovered new talents**: 100%

### Teaching Artists Report on Student Impact 2007 - 2008

- **Increased critical thinking skills**: 97%
- **Increased student ability to work together**: 86%
- **Positive impact on academic achievement**: 85%
- **Gained greater confidence**: 92%
- **Greater interest in the arts**: 92%
- **Discovered new talents**: 96%
85% of teaching artists believed that through participation in the AIR program, their reputation and visibility as a teaching artist had increased.

100% of teaching artists believed that they were able to increase arts appreciation within the schools where they worked.

77% of teaching artists felt that they were able to demonstrate to the community at large the value of maintaining the arts in schools.

77% of teaching artists thought that through participation in the AIR program, the professional development they received was highly beneficial to preparing them to work in a variety of classroom settings; 23% found it moderately beneficial.

100% of teaching artists believed that they benefited from helping students uncover hidden talents as well as being a positive influence on the way students perceived the arts.

78% of teaching artists stated that through participation in the AIR program, they learned how to plan lessons that better meshed with state and local standards.

100% of teaching artists believed that participation in the AIR program allowed students to acquire a greater appreciation of the arts.

100% of teaching artists reported that participation in the AIR program helped students develop the ability to work together cooperatively.

92% of teaching artists stated that participation in the AIR program gave students skills that they will be able to transfer to other projects.

75% of teaching artists believed that through participation in the AIR program, their reputation and visibility as a teaching artist had increased.

85% of teaching artists believed that they were able to increase arts appreciation within the schools where they worked.

82% of teaching artists felt that they were able to demonstrate to the community at large the value of maintaining the arts in schools.

86% of teaching artists thought that through participation in the AIR program, the professional development they received was highly beneficial to preparing them to work in a variety of classroom settings.

100% of teaching artists believed that they benefited from helping students uncover hidden talents as well as being a positive influence on the way students perceived the arts.

75% of teaching artists stated that through participation in the AIR program, they learned how to plan lessons that better meshed with state and local standards.

93% of teaching artists believed that participation in the AIR program allowed students to acquire a greater appreciation of the arts.

95% of teaching artists reported that participation in the AIR program helped students develop the ability to work together cooperatively.

87% of teaching artists stated that participation in the AIR program gave students skills that they will be able to transfer to other projects.
Students grade 4 through grade 12 report on their arts residency experiences:

School year 2006-2007 N=375
School year 2007-2008 N=434

It is difficult to compare student responses from year to year since only a few of the schools participate in consecutive years. Additionally, student populations draw from many different social, economic, and cultural backgrounds where some students have a greater familiarity with the arts than others. Finally, students and teachers are under a great deal of pressure to perform on standardize tests. This pressure may significantly impact both high achieving schools as well as low achieving schools.


- Participating in the residency program made learning more fun: 95%
- They would like to work again with a teaching artist: 94%
- They could use what they learned in other subjects: 83%
- Their arts project made them feel better about themselves: 84%
- They learned many new things: 89%
- The arts project was fun: 91%

Students Report on their PCA Residency Experience 2007 - 2008

- Participating in the residency program made learning more fun: 74%
- They would like to work again with a teaching artist: 80%
- They could use what they learned in other subjects: 64%
- Their arts project made them feel better about themselves: 65%
- They learned many new things: 81%
- The arts project was fun: 85%

Independence Charter School
Francisco Hernandez, Teaching Artist
Students kindergarten through grade 3 report on their arts residency experiences:

School year 2006-2007 N=178
School year 2007-2008 N=219


- My arts project was fun: 96%
- I learned many new things: 87%
- I liked working with other students on my project: 89%
- I like having a teaching artist work in our classroom: 94%
- I would like to do another project like this: 91%
- My parents and my teacher were proud of my work: 94%

Students Report on their PCA Residency Experience 2007 - 2008

- My arts project was fun: 95%
- I learned many new things: 80%
- I liked working with other students on my project: 90%
- I like having a teaching artist work in our classroom: 94%
- I would like to do another project like this: 90%
- My parents and my teacher were proud of my work: 92%

Wister Elementary School
Patty Greenspoon, Teaching Artist

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Comments from teachers, teaching artists, and school administrators were culled from 2006-2007 and 2007-2008 surveys into general themes. The data was then aggregated and comments presented here are representative of those themes.

**Teachers:**
- We now recognize that individual talents can be used to create a joint project.
- Working together as a team is beneficial to all.
- I learned how to plan a project from start to finish.
- This project instilled pride in beautifying the school.
- Parent volunteers got a good look at what we do in art.
- Students were reminded of the importance of following instructions.
- Project information was essential in creating an Underground Railroad Center for students.
- Students learned to depend on each other.
- They learned not to be so critical of other people’s abilities.
- Students were having fun so they wanted to participate.
- Students worked cooperatively to complete a project and put on a show in a timely fashion.
- They developed increased self-esteem and belongingness to our classroom.
- Students learned to follow directions.
- They learned about emotion and feelings that slaves felt and experienced. They were taught to think and feel differently – hopefully they took some of that away with them.
- Students learned the importance of everyone’s participation for success.
- Students were proud of their performance.
- Students who don’t always “shine” in the classroom were able to contribute in a significant way.
- This project really gave my artistic students a chance to shine and my not so artistic students an opportunity to walk away with a new talent and pride in their work.

**Administrators:**
- Our participation in AIR allows us to stay connected to a professional in the field (arts). The students enjoy their studio work and we have an opportunity to showcase their projects.
- The artists who conducted this residency program were so professional and so patient with the students. Their talent amazed students and their knowledge, skill, and enthusiasm truly inspired students to want to participate as fully as possible.
- We would like to continue to participate in similar programs in the future.
- This residency helped our program stand out even more and strengthened our artistic excellence. Parents were very pleased with the program and its outcomes.
- More priority has been given to art education in our budget.
- We will be very open to participating in more activities like this.
- Thank you for providing this wonderful opportunity. Not only was it educational, it was a community building experience!
- We loved the program and will seek to add more programs to our school next year.
Teaching Artists:

- It was rewarding to have students ask when we were going to be coming back.
- It was rewarding to see the transformation in attitude and focus from the start of the residency through its completion.
- I learned that it was important to allow for flexibility in my lesson plan.
- It was important to have patience, to stay cool when chaos prevailed.
- It was rewarding to allow the students to design the project from start to finish.
- It was rewarding to see a boy, thinking at first that textiles weren’t cool, become a helper and completely engaged in the project.
- It was rewarding to see a group of students complete a project and find in themselves a strength and courage to perform.
- Watching the development of complex skills like mold making and using the glass grinder and the diamond engraver was rewarding. Some adults have a problem with these skills.
- The special attention, the working with others, the renewed self-esteem is what cements the credibility of residency programs.
- The workshop helped bond the class together. The success of the class was dependent on the achievement of each individual.
- PAEP was extremely supportive of my project from the beginning of the residency schedule to the end of the project. For instance, without their help contacting the school, the project would have suffered from a lack of planning.
- Knowing that the city school students have such a hunger for arts, it was apparent that they were enthusiastic, worked hard, and applied themselves to learn and participate in all activities I required.

Students:

- I learned to work with my mistakes.
- I learned that art does relate to science.
- I like being a part of big art projects that include the entire class.
- I can do amazing things in art class.
- I am a hard worker; work is enjoyable and I can accomplish many things.
- I think learning can be fun.
- You need to try things to see if you like them.
- I am lucky to be a part of this art project.
- I learned that I can make presentations.
- I can complete a long project.
- I learned I have patience.
- I learned that I like to create.
- I learned that I can work with others.
- I learned there are many different forms of art.
- I can learn from art.
- I can complete even the hardest things if I try.
- I learned that when I fully participate I can get really into the project and have fun.
- I learned that you should always be confident.
- I learned you should always respect yourself.
• Although students found their projects to be fun and rewarding, a minority reported a desire to continue their study of the arts outside of school. Attention needs to be directed to providing a means for the AIR project to be a greater catalyst for arts participation outside of the classroom.

• Many teachers and teaching artists reported acquiring new classroom techniques through AIR participation. Greater attention should be given towards formalizing participant gains in classroom management, collaborative teaching and project assessment and evaluation.

• Participants identified a “lack of time” as an issue in their projects. Greater attention should be given in professional development to time management and project planning techniques.

• Finally, although most stated AIR participation helped them to meet professional standards, this remains a great concern for teachers and administrators. Attention needs to be given to examine how educators can use their project to better address state standards, facilitate teachers’ ability to meet mandated curricular demands and to better communicate how their projects make a meaningful contribution to these standards.

Recommendations:

Wister Elementary School
Patty Greenspoon, Teaching Artist

Exton Elementary School
Lucartha Kohler, Teaching Artist

Wister Elementary School
Patty Greenspoon, Teaching Artist
PCA Residencies 2006-2007

West Philadelphia Cultural Alliance  Philadelphia  Linda Goss
Senior Community Services  Folsom  Valerie Harris
McCall Elementary School  Philadelphia  Hua Hua Zhang
Francis Scott Key  Philadelphia  Strings for Schools
St. Nicholas of Tolentine School  Philadelphia  Strings for Schools
St. Monica School  Philadelphia  Strings for Schools
A. Vare Elementary School  Philadelphia  Kathryn Pannepacker
Paul Robinson House  Philadelphia  Angela Watson
South Brandywine Middle School  Coatesville  People’s Light & Theatre Company
Collingdale Community School  Collingdale  People’s Light & Theatre Company
Saint Denis School  Havertown  Lucartha Kohler
Exton Elementary School  Exton  Lucartha Kohler
Nebinger Elementary School  Philadelphia  Linda Goss
Archbishop Ryan High School  Philadelphia  Odean Pope
Archbishop Ryan High School  Philadelphia  Monnette Sudler
School of the Future /  Philadelphia  Jeanne Ruddy Dance
West Park Cultural and Opportunity Center  Philadelphia  People’s Light & Theatre Company

PCA Residencies 2007-2008

Charlestown Elementary  Great Valley  Richard Aldorosì
Independence Charter School  Philadelphia  Ra’Sheeda Bey
School in Rose Valley  Delaware County  John Blake
West Oak Lane Charter School  Philadelphia  Baily Cypress & Julie Deery
Independence Charter School  Philadelphia  Francisco Hernandez
St. Mary’s Interparochial School  Philadelphia  Elena Drozdova
Children’s House of Bucks County  Bucks County  Gloria Galante & Odean Pope
Wister Elementary School  Philadelphia  Patty Greenspoon
Conshohocken Elementary  Conshohocken  Two of a Kind
Independence Charter School  Philadelphia  The Claymobile
Russell Elementary School  Marple Newtown  Anndee Hochman
School of the Future /  Philadelphia  Brett Keyser
West Park Cultural and Opportunity Center  Philadelphia  People’s Light & Theatre Company
East Coventry, French Creek, North Coventry, & Vincent Elementary Schools  Bucks  Anne-Marie Mulgrew
Collingdale Community School  Collingdale  People’s Light & Theatre Company
Holy Redeemer School  Philadelphia  Gary San Angel
Arts Initiative  Philadelphia  Anula Shetty
St. Nicholas of Tolentine  Philadelphia  Marlon Simon
Upper Merion Area High School  Upper Merion  Ben Volta
Swarthmore Rutledge School  Wallingford-Swarthmore  Walnut Street Theatre Company
Ringing Rocks Elementary School  Pottsgrove  Eva Wylie
Nebinger Elementary School  Philadelphia  Linda Goss & Gretchen Shannon
Imhotep Institute Charter School  Philadelphia  Odean Pope
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Cover art by a third grade special needs student,
Wister Elementary School
Patty Greenspoon, Teaching Artist

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