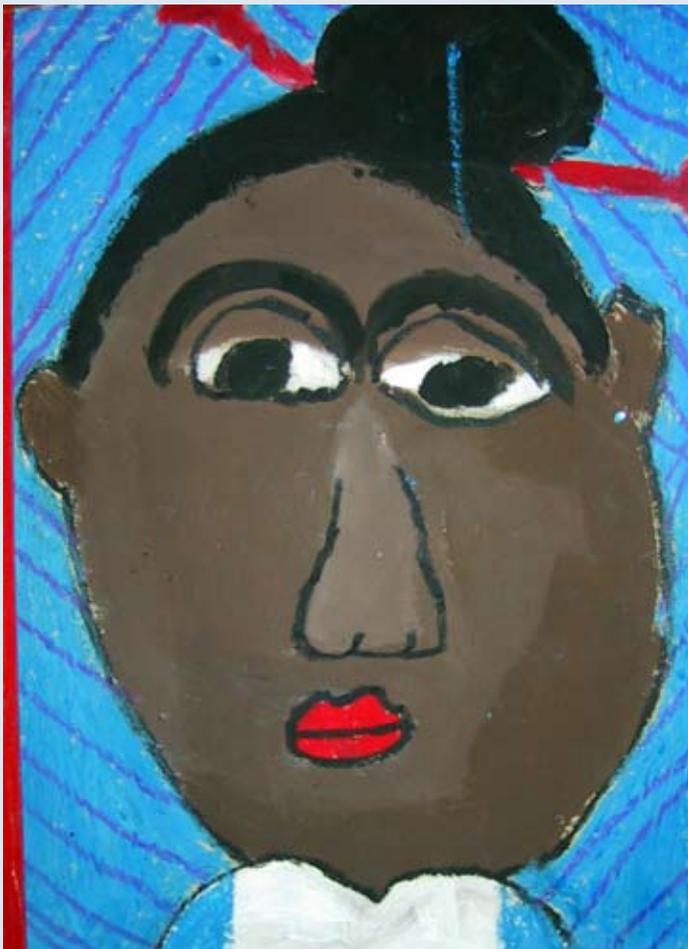


Philadelphia Arts
in Education
Partnership

Artist in Residence Program
The School District of Philadelphia



Program
Assessment
Report
2006



Artist in Residence Program The School District of Philadelphia



Program Assessment Report 2006

Philadelphia Arts in Education Partnership Mission Statement

The mission of the Philadelphia Arts in Education Partnership is to promote learning in and through the arts for students in K-12 schools throughout southeastern Pennsylvania. We accomplish this mission by working with teachers, teaching artists, school districts, colleges and universities, and 82 arts and cultural institutions throughout the region to encourage excellence in art-in-education practice, and to bring arts-based learning experiences to students who otherwise would have limited access to these opportunities.

PHILADELPHIA ARTS IN EDUCATION PARTNERSHIP

EVALUATION OF PROGRAM ACTIVITIES FOR THE SCHOOL DISTRICT OF PHILADELPHIA

EXECUTIVE SUMMARY

Assessing programs has been an integral component of the Philadelphia Arts in Education Partnership (PAEP) since its inception as a professional organization in the fall of 2001. Working with Dr. Evan Leach, independent evaluation consultant, PAEP has developed an extensive plan to set outcome objectives and to assess and evaluate all of its programs accordingly. This is accomplished through the use of multiple methodologies based on collecting quantitative and qualitative data. Survey instruments are used to gather data from all program stakeholders: students, teachers, teaching artists, principals, and arts organizations through which much of PAEP's work is carried out. Additionally, field observations are made by discipline specific specialists who report findings in a standardized way. PAEP also convenes groups of stakeholders around specific issues and reports out on these focus group findings. Through a triangulation of the data, PAEP has been able to test its data collection instruments for validity and reliability.

With the assistance of Dr. Leach, PAEP uses a cross-design synthesis of both formative and summative data to assess all of its programs. Through this constant evaluation, PAEP fine tunes programs and application processes to increase their alignment with the needs of primary stakeholders. As a result, PAEP is able to respond with changes as they are needed during the course of program delivery to insure the highest degree of program success.

In 2006, PAEP engaged in a precedent setting program spearheaded by Dr. Dennis Creedon, Administrator of the Office of Creative and Performing Arts, to place teaching artists in each grade level at 29 School District of Philadelphia (SDP) elementary schools without art or music programs for 10-day residencies. The Artist in Residence Program not only afforded close to 15,000 students with hands-on engagement in a variety of performing and visual arts but also supported grade level literacy requirements and state arts standards. An arts discipline vocabulary component was included as integral to the Artist in Residence Program. At the completion of the program, all grade level teachers, school administrators, and teaching artists convened for a full day Artist in Residence Roundtable Conference to report out on their work.

All conference and professional development content is guided by data collected from stakeholders. This enables PAEP to provide much needed leadership in the arts in education community by offering teachers, teaching artists, and arts organizations training in the necessary skill sets to design and implement arts-based, integrated curricula in K-12 classrooms. From the outstanding results of the survey data, it is evident that these stakeholders do look to PAEP for quality programming and professional development instruction. As an example, last February 3, 2006 PAEP designed and facilitated the conference, Integrating the Arts: Building Literacy Across the Curriculum, for the School District of Philadelphia Office of Creative and Performing Arts. A summary chart of the evaluation of the 27 workshops attended by 430 participants is included in this report.

Data findings overwhelmingly indicate great support for PAEP's professional development programming on integrating the arts to build literacy skills. K-8 classroom teachers who were exposed for the first time to these workshops eagerly asked for more workshops to help them better understand how to integrate the arts into their core curriculum. Also among the findings reported in the evaluation was a lack of specific workshops directed toward high school arts teachers. These teachers felt that too many of the participating arts organizations focused their workshops on the K-8 classroom. As a result of these findings, PAEP is conducting a follow-up conference on April 14, 2007, Integrating the Arts: Building Literacy and Content Knowledge Across the K-12 Curriculum, and has targeted workshops specifically to address the needs of high school arts specialists and subject area teachers such as language arts teachers. Organizations such as the Kimmel Center are paired with PCA Directory musicians and will be offering workshops for high school music specialists. Additionally, we have asked a recently retired School District of Philadelphia high school arts specialist to facilitate an experiential workshop for high school teachers in how to integrate subject content into their art classrooms.

Further, PAEP works with its organizational partners such as: the Philadelphia Museum of Art, the Clay Studio, Philadelphia Young Playwrights, Walnut Street Theater, Asian Arts Initiative, the Shakespeare Festival, Jeanne Ruddy Dance Company, Philadelphia Opera Company, Taller Puertorriqueno, Kulu Mele Dance Company, Chinese Opera Society, to name a few, in the design and delivery of professional development course content. These same institutions also provide ancillary services to schools such as tickets for admission to their museums and concerts, and development of discipline-specific educational materials. PAEP brings this same resourceful mindset to all of its programming for the School District of Philadelphia. Data gathered from all residency and professional development work for the SDP informs programmatic change for improvement. A constant review and refinement of programs, processes, and their applications is ongoing.

Following are program outputs, outcomes, and summative charts that graphically address the impact of:

1. 2006 Artist in Residence Program on stakeholders:
 - Program Outputs
 - Program Outcomes
 - Student survey data reporting on impact of artist residency on self.
 - School administrator survey data reporting on impact of artist residency on students, teachers, and school community.
 - Teacher survey data reporting on impact of artist residency on self.
 - Teacher survey data reporting on impact of artist residency on students.
 - Teaching artist survey data reporting on impact of artist residency on self and school.
 - Teaching artist survey data reporting on impact of artist residency on students.
 - Teacher comments
 - Principal comments
2. Summary of evaluation results for PAEP professional development conference, Integrating the Arts: Building Literacy Across the Curriculum 2006.
3. Summary of professional development evaluation results Artists in Residence Roundtable Conference on Successes, Challenges and Recommendations 2006.

PHILADELPHIA ARTS IN EDUCATION PARTNERSHIP

Evaluation Report for The School District of Philadelphia Office of Creative and Performing Arts Artist in Residence Program and Professional Development Programming 2006

Program Outputs

1. Integrating the Arts: Building Literacy Across the Curriculum professional development Conference for 527 art and music specialists, teaching artists, and classroom teachers (Act 48 hours provided) was designed, facilitated, and supported by PAEP on February 3, 2006 at the George Washington High School to introduce participants to the core art, music, and reading curriculum, and to introduce participants to arts integrated, standards-based residency models for application throughout the Artists in Residence program.
2. Three Artist in Residence program information meetings were held for principals of elementary schools eligible for participation in the program during February 2006. Thirty schools were represented.
3. Additional meetings with principals were held to ascertain arts needs in the schools.
4. Meetings with teaching teams and on-going meetings with teachers and artists at the schools were facilitated and led by PAEP staff from February through June 2006.
5. 88 multi-cultural teaching artists from the PA Council on the Arts Directory of Artists in Residence reflecting the diversity of the student population of the School District of Philadelphia were engaged for the program.
6. 29 School District of Philadelphia elementary schools without art and music specialists participated in the program.
7. 494 classrooms received a 10-day artist residency through the program.
8. Nearly 15,000 students engaged in art making through the program.
9. Arts residency vocabulary lists were generated for music, visual arts, dance, and theater arts and employed by the artists.
10. Assessments were created, distributed, and data collected from students, classroom teachers, residency artists, and school administrators engaged in the program.
11. Artist in Residence Report-Out Conference professional development for 87 classroom teachers, teaching artists, and school administrators who engaged in the Artist in Residence program during 2006 was designed and facilitated by PAEP as a day of reflection and report-out on the successes and challenges of the program. This conference was held on June 22, 2006. (Act 48 hours provided). Assessment data reporting on this conference was analyzed and a program outcome report generated.

PHILADELPHIA ARTS IN EDUCATION PARTNERSHIP

Evaluation Report for The School District of Philadelphia Office of Creative and Performing Arts

Artist in Residence Program 2006

Program Outcomes

Summary Results

Student Survey data

- **90%** of the students stated that they discovered new talents through their participation in the project.
- **87%** of the students said that they are more interested in the arts.
- **83%** of the students felt that they gained confidence through their participation.
- Over **95%** of the students felt that they learned a lot from the residency arts project in subject areas as well as in the arts.

Principal Survey data

- **91%** of principals believed that participation in AIR enhanced school's commitment to the arts.
- **90%** of principals stated that teachers were better able to reach "difficult-to-teach" students through participation in AIR.
- **90%** of principals believed that participation in AIR helped teachers to address state arts standards.

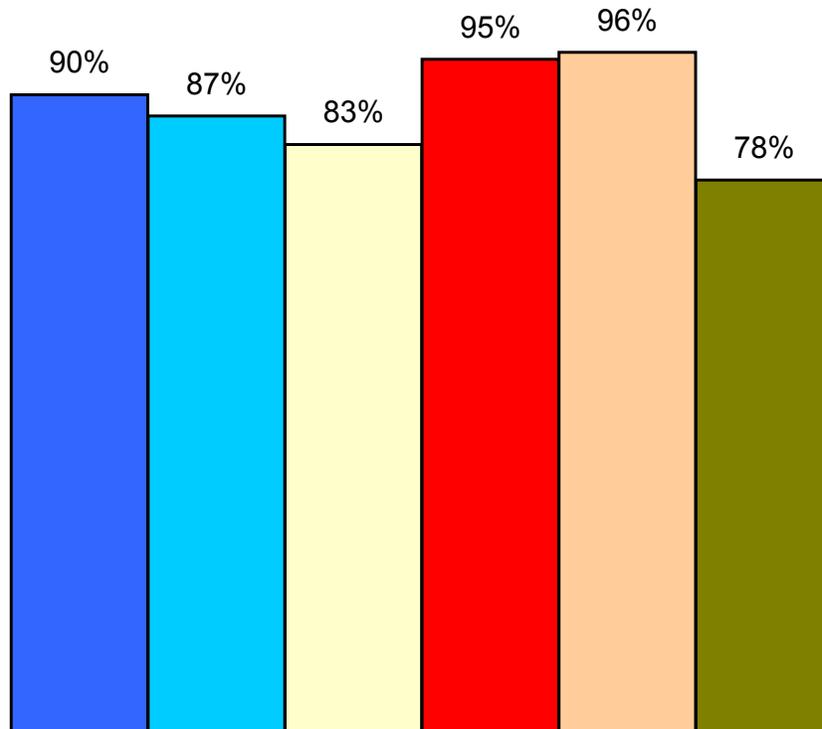
Teacher Survey data

- Nearly **100%** of participating teachers felt that participation in the AIR program:
 - o Enhanced their school's commitment to the arts
 - o Increased their own appreciation of the arts
 - o Heightened their awareness of the benefits of arts education
 - o Enhanced their appreciation of the value to collaborate
- Nearly **85%** of participating teachers felt that the AIR program had a positive impact on students' academic achievement.
- Nearly **95%** of participating teachers felt that the AIR program helped students to discover new talents.
- **93%** of the participating teachers stated that students increased their enthusiasm for school.
- **86%** of the participating teachers believed that participation in the AIR program gave students skills that they would be able to transfer to other projects.
- Teacher comments:
 - o Students learned to work well with each other.
 - o Students learned to work with adults who were not their teachers.
 - o We applied skills from AIR to other curriculum in the classroom.
 - o All the students felt ownership and a sense of accomplishment.
 - o The participation and contribution of each student was encouraged and respected.

Teaching artist data

- **98%** of the teaching artists felt their participation in the AIR program had helped to increase appreciation for the arts at their school.
- **80%** of the teaching artists reported that participation in AIR program increased their level of confidence as a teacher of the arts in a public school setting.
- **93%** of the teaching artists felt that participation in the AIR program had a positive impact on students' academic achievements.
- **92%** of the teaching artists felt that participation in the AIR program increased students enthusiasm for school.
- Teaching artist comments
 - o Having students who dislike “artsy stuff” excel at story improvisations.
 - o It was exciting to see students become aware of their voice as an artistic statement.
 - o It was rewarding to learn how to identify student strengths and then encourage them to grow and expand in that way.

**SDP Artist in Residence 2006 Student Survey Results
(3,500 students sampled out of 12,450 students surveyed)**



- Discovered new talents
- Greater interest in the arts
- Gained greater confidence
- Gained greater content knowledge
- Gained greater arts knowledge
- Improved reading/writing skills

SDP Artist in Residence Program Summary Survey Results

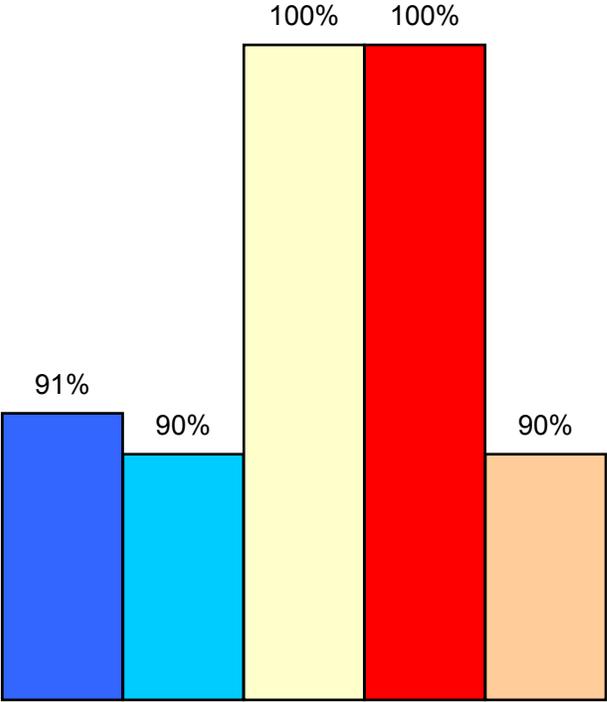
N=3,500 students randomly sampled

Grades 1-4	%	%
	Yes	No
1. My arts project was fun.	96	4
2. I learned many new things.	91	9
3. I liked working with other students on my project.	86	14
4. I liked having a teaching artist working in our classroom.	94	6
5. My arts project made reading more fun.	63	37
6. My arts project made writing more fun.	68	32
7. I would like to do another project like this.	89	11
8. My parents and my teacher were very proud of the work I did.	94	6

SDP Artist in Residence Program Summary Survey Results

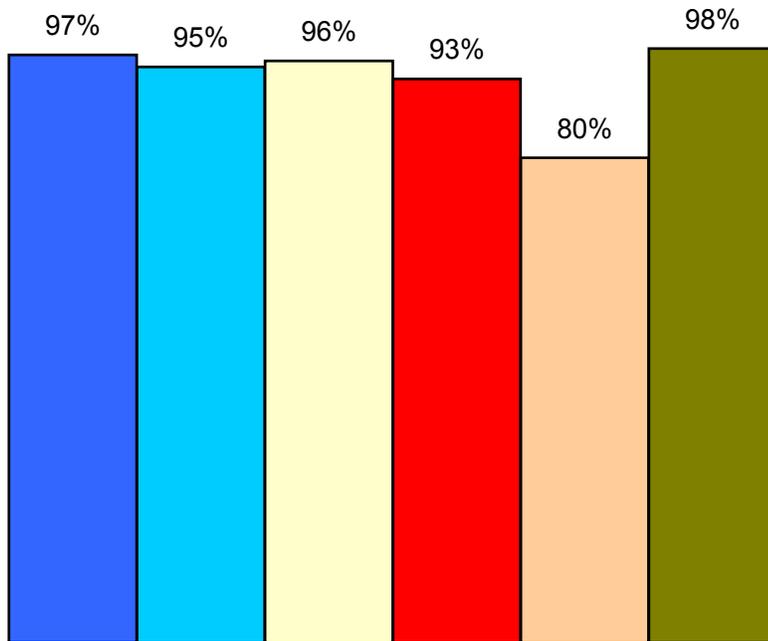
Grades 5-8	%	%
	Yes	No
1. My arts project was fun.	91	9
2. I discovered new talents as result of participating in my arts project.	82	18
3. I learned many new things.	87	13
4. My arts project made me feel better about my abilities.	68	32
5. I can use things I learned in this project in other subjects.	77	23
6. I learned a lot from the teaching artist.	85	15
7. I hope I can do another project with a teaching artist.	81	19
8. Participating in the arts project made learning more fun.	77	23
9. I have discovered that I like the arts more since participating in the arts project.	65	35
10. Because I enjoyed the arts project so much, I plan on or would like to study the arts after school, on Saturdays, and/or during the summer.	31	68

SDP Artist in Residence 2006 School Administrators Report on School Impact (N=10)



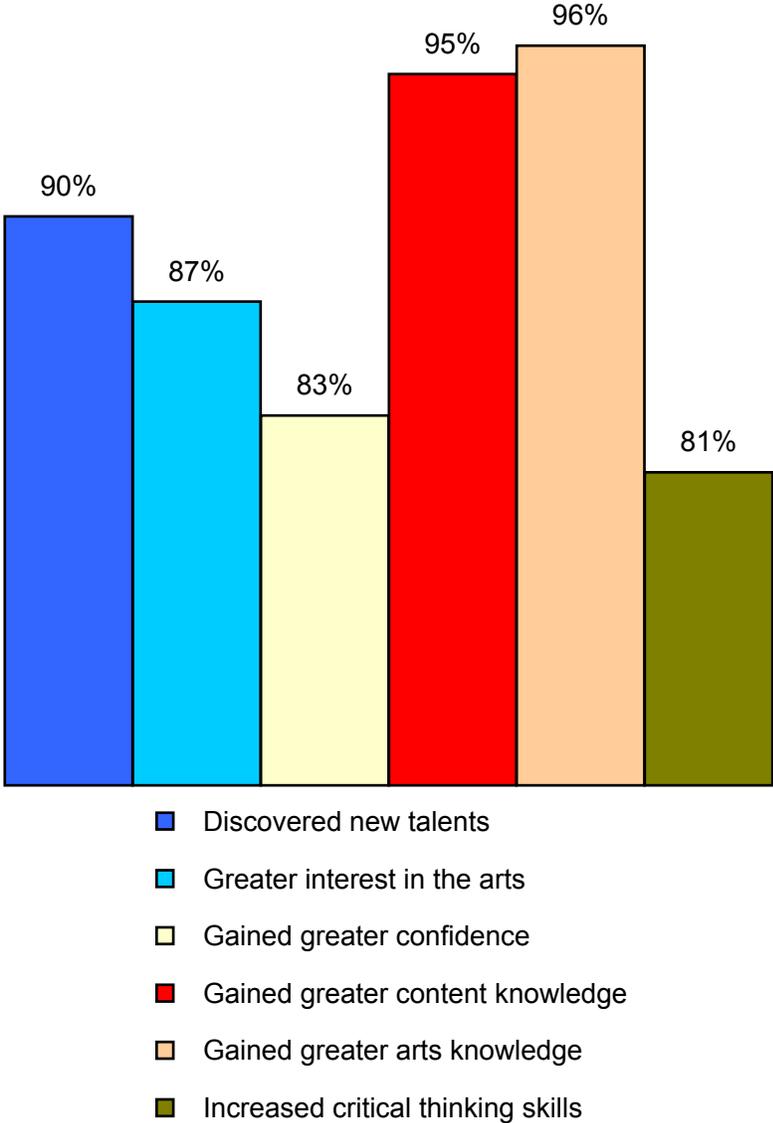
- Participation in AIR has enhanced our school's commitment to the arts
- Participation in AIR has enabled us to reach "difficult to teach" students
- Participation in AIR has heightened my awareness of the benefits of arts education
- Participation in AIR has increased my willingness to host more AIR programs
- Participation in AIR has helped my teachers address state arts standards

SDP Artist in Residence 2006 Teachers Report on Impact on Self (N=151)



- Enhanced schools commitment to the arts
- Increased own appreciation of the arts
- Heightened own awareness of the benefits of arts education
- Enhanced own appreciation of the value of collaboration
- Enhanced ability to reach "hard-to-teach" students
- Increased ability to address arts standards

**SDP Artist in Residence Program 2005-2006
Teachers Report on Student Impact (N=151)**

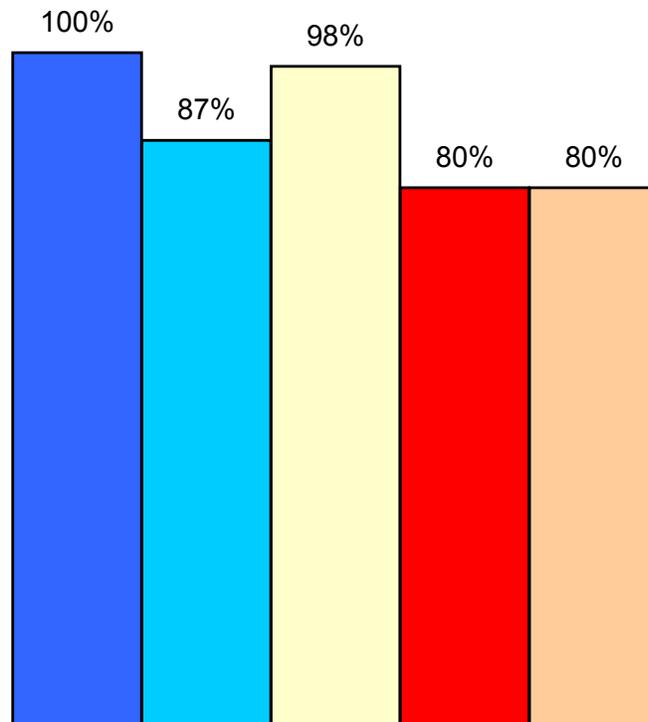


SDP Artist in Residence Program Teachers/Administrators Survey 2006

Program Outcomes Summary Report (N=number of participants)

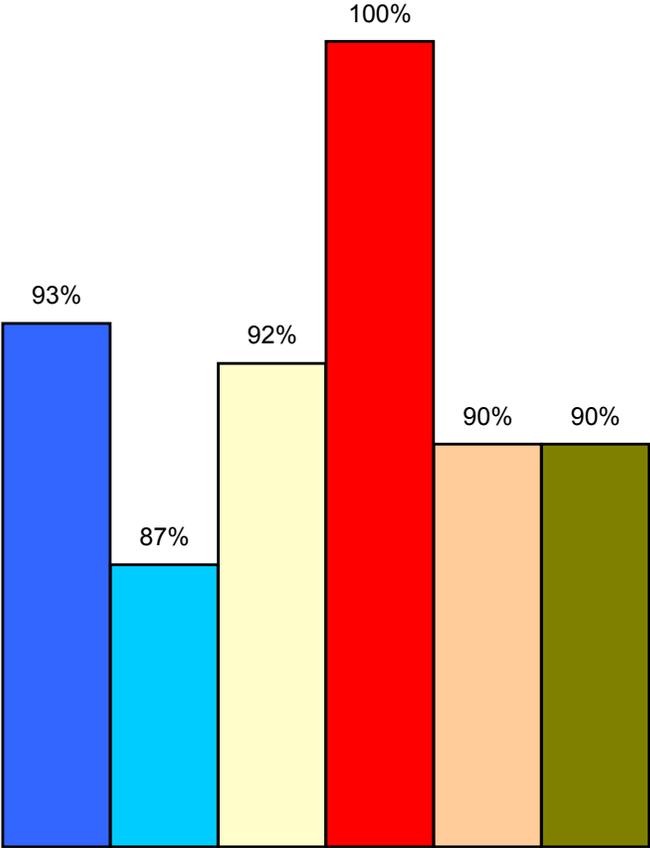
	Teachers (N=151) %	Administrators (N=10) %
• Participation in the AIR program has enhanced our school's commitment to the arts.	61	90
• Participating teachers acquired new techniques to use in the classroom.	94	80
• Participation in the AIR program enabled us to reach "difficult-to-teach" students.	80	90
• Participation in the AIR program increased teachers'/ Administrators' appreciation of the arts.	85	90
• Participation in the AIR program heightened my awareness of the benefits of arts education.	92	100
• Participation in the AIR program teaches you about the value of collaborating with a teaching artist.	97	90
• Working with our teaching artist enabled me to see an even greater value in teaching the arts.	97	90
• Participation in the AIR program helped me to address state and local arts standards.	98	90
• AIR program achieved most or all of our goals and objectives.	97	90
• My experience in the AIR program has increased my willingness to host more AIR programs.	99	100
• This experience has increased my willingness to include more arts within our school's curriculum.	97	100

SDP Artist in Residence 2006 Teaching Artists Report on Program Impact (N=64)



- Participation in AIR increased school's arts appreciation
- Enhanced communities' perception of the value of maintaining the arts in schools
- Through participation in AIR students uncovered hidden talents
- Through participation in AIR my lessons now better address state standards
- Increased level of confidence as a teaching artist in public school setting

SDP Artist in Residence 2006 Teaching Artists Report on Student Impact



- Positive impact on student achievement
- Helped students discover new talents
- Increased students' enthusiasm for school
- Greater appreciation of the arts
- Increased critical thinking skills
- Enhanced collaboration skills

SDP Artists in Residence Program
Teaching Artist Survey 2006

Program Outcomes Summary Report (N=64)

<i>Highly and Moderately Beneficial to Self</i>	%
1. Through participation in the AIR program, my reputation and visibility as a teaching artist has increased.	100
2. Through participation in the AIR program, I helped to increase arts appreciation within the school where I worked.	100
3. Through participation in the AIR program, I learned ways to address state and local Pennsylvania arts standards.	80
4. Through participation in the AIR program, I have been able to demonstrate to the community at large the value of maintaining the arts in schools.	87
5. Through participation in the AIR program, I realize the value of professional development that prepares teaching artist to work in a variety of classroom settings.	97
6. Through participation in the AIR program, I benefit by being able to directly influence the way a student perceives the arts.	98
7. Through participation in the AIR program, I benefit by helping students uncover hidden talents.	98
8. Through participation in the AIR program, I have increased my level of confidence as a teacher of the arts in a public school setting.	80
 <i>Highly and Moderately Beneficial to Students</i>	 %
1. Participation in the AIR program has had a positive impact on students' academic achievements.	93
2. Participation in the AIR program has had a positive impact on students' critical thinking skills.	100

<i>Highly and Moderately Beneficial to Students continued</i>	%
3. Participation in the AIR program helped students feel better about themselves.	97
4. The AIR program allowed students to discover new talents.	80
5. Participation in the AIR program increased students' enthusiasm for school.	92
6. Participation in the AIR program allowed students to acquire a greater appreciation of the arts.	100
7. The students enjoyed working with the teaching artist.	87
8. Participation in the AIR program helped students develop the ability to work together cooperatively.	90
9. Participation in the AIR program gave students skills that they will be able to transfer to other projects.	95

List the 3 most successful or rewarding experiences you encountered during your residency.

- Watching 1st grade skits at end of residency
- Working with a culturally diverse group of students
- Watching the students develop their rhythmic skills, pitch, instrumental skills and music vocabulary
- Cooperative writing of song lyrics, and singing different parts
- Connection between modern and historic music
- Students' eagerness to share and listen to each other's poetry
- Students' enjoyment of sensory awareness writing
- Students' experience that poetry helped "calm them down"
- Watching proficiency & familiarity develop over 10 weeks
- Student pride in outcomes
- Teachers participating in activities along with their students

PHILADELPHIA ARTS IN EDUCATION PARTNERSHIP
ARTIST IN RESIDENCE PROGRAM

TEACHER COMMENTS

A. B. Day School - Cindy Cooper, Grade 3

The most significant way this project enhanced the classroom learning environment was how it reinforced our literacy and science curriculum. Creative skills were used in designing a mural and masks. Writing skills were enhanced using beginning/middle/end, problem/solution/plot, and characteristics of characters. All narrative elements we learned in literacy were reinforced.

J. W. Howe School - Jacqueline Steward, Grade 5

This opportunity gave me some creative ways to utilize the arts through our literacy lessons. I have begun to think of ways to extend [student] comprehension of stories through performing arts.

A. B. Day School - Andrea Caison, Grade 6

I was very reluctant at first. Although I love poetry, I am (was) not comfortable teaching it. Our artist introduced strategies that I am now using that have quickly turned some of my apprehensive writers into passionate poets!

Carnell School - Anita Yampolsky, Grade 1

This project enhanced the classroom learning environment because it added another layer of interest and creativity to our science curriculum. My children love singing. It brought joy to reading, writing, and science. They sing about their animals constantly because its something they wrote. It made our science curriculum of greater interest through song, movement, and art projects. It is something I can try with other subject areas of our curriculum. Although I can't take the place of a music teacher, my class loves singing; they burst out in song constantly. It's like a Broadway musical.

Sheridan Elementary School - Jeannine Dembeck, Grade 4

This project enhanced the classroom learning environment because it helped me realize the importance of allowing children to be more creative. It also enabled me to realize that some children who have academic difficulties need the opportunity to excel in other areas such as the art program.

Overbrook Elementary School - Fiorella DiMarzio, Grade 3

This project enhanced the classroom learning environment because [students] learned about an African village in South Africa [and] how art relates to other subjects. (We did a writing piece on our project.) My willingness to include more arts is high. The problem is a lack of materials and an art teacher in the school. [However], I have learned much and intend to continue doing this art project in future years.

Overbrook Elementary School - Shyrel T. Antrom-Johnson - Grade 5

This project enhanced the classroom learning environment through cross curriculum integration (Arts with research), [by] strengthening time management skills, and “through an overall increase of achievement within this hands-on style of learning.”

Sheridan Elementary School - Claudia Perez, Grade 3

This project enhanced the classroom learning environment because students were excited about learning and open to new ideas. Mr. Mike (dance artist) was a great example to them and taught them in an encouraging and uplifting manner. Students have actively begun incorporating what they’ve learned to not only other areas of their school environment but also to their own lives. This experience in the arts has been amazing one for my class and me. The dedication, patience, and positive role model Mr. Mike showed to our class were overwhelming. It was very easy to work with Mr. Mike and he incorporated the curriculum into his lessons as well, which was great. I am so thankful that my class had this opportunity and definitely would take part in this program again.

SDP Artist in Residence Program 2006

Principal Comments

Edward Gideon School – Victoria Pressley, Principal

1. Participation in the Arts in Residence program helped our teachers address state and local arts standards.
2. This program has fostered a love for the arts in the children in the areas of music, dance, and visual arts (clay).
3. I will purchase additional materials that will be used by teachers to help facilitate the arts within their classrooms.

William Dick School – Donna K. Boehner, Counselor

1. Participation in the Arts in Residence program heightened my awareness of the benefits of arts education, and the program helped our teachers address state and local arts standards.
2. We were extremely pleased with our bookmaking/painting artist whose lessons were focused, and the children had something tangible to show as a result of their efforts. Thank you for this opportunity to take part in this program!

F.S. Edmonds School – Sharen Finzimer, Principal

1. I cannot begin to tell you how the Artist in Residence program revolutionized the F.S. Edmonds School. Teachers collaborating with one another and with the artist was just a joy to see.
2. Teachers created lessons around the projects.
3. Students were engaged all day, and behavior problems diminished because students loved to come to school.
4. Parents would call the school to find out if today was “dance teacher day.”
5. Wait until you come to our front door and see our mural. You won’t believe how beautiful they have made our school.
6. Two changes to our school as a result of our participation in this program are parental involvement due to assembly programs and performances that were attended by extended family, and increased student attention to detail.

John F. McCloskey Elementary School – John Underwood, Principal

1. If I were to change the program in any way, it would be to make the program last longer.
2. In my perfect world, my school would have an art teacher five days per week and a vocal music teacher five days per week. I would also have winds and strings being taught.
3. The Artist in Residence program demonstrated how arts-based learning objectives have the potential to deepen student learning.

S.W. Pennypacker Elementary School – Sharon Glodek, Principal

1. As a result of our school's participation in this program we would like to budget for an art or music specialist for the 2007-2008 year.
2. I want to thank you for bringing Kormassa Bobo, Blamoh Doe, Christina Roberts, Lucy Lau, and Ed Shockley to Pennypacker; they have enriched all of our lives.

Carnell Elementary School - Evan Meloff, Principal

1. Participation in this residency program enabled us to reach "difficult-to-teach" students.
2. This program helped our teachers to include other disciplines in the project.
3. This was a positive experience for the students and teachers at Carnell School.

John L. Kinsey Elementary School – Edward T. Roulhac, Principal

1. One change that I would make is to increase the exposure to the program!
2. The collaboration between our teachers and the teaching artist enabled me to see an even greater value in teaching the arts.

Pennell Elementary School – Gina M. Kaplan, Principal

1. We have added a vocal music position to our school for 2006-2007 as a result of this program!
2. This program also gave us the push to write for and win an award for a Mural Arts Grant next year.
3. This program was a highlight of our year.
4. The students were able to express themselves through a wide range of arts.
5. The excitement and enjoyment was evident in the students' wholehearted participation and the smiles on their faces.
6. I hope this program will be repeated again as I would like to continue to participate in an artist in residence program even though I will be hiring a vocal music teacher.
7. Next year I envision having a school-wide Arts Festival featuring the Pennell Choir, unveiling the mural, and displaying the products of a visual arts component through the Artist in Residence program.

Sheridan Elementary School – Pedro Rivera, Principal

1. Teachers commented on how the artists in the program actively involved all students in the learning process.
2. The students loved making musical instruments as much as they enjoyed playing them.
3. This program helped our teachers make links to academic subjects through the arts.
4. This program demonstrated how arts-based learning objectives have the real potential to deepen student learning in other core academic subject areas.

PHILADELPHIA ARTS IN EDUCATION PARTNERSHIP

Evaluation Report for The School District of Philadelphia Office of Creative and Performing Arts

Professional Development Programming 2006

Program Outcomes

Summary Results

Feb 3, 2006 Conference

Integrating the Arts: Building Literacy across the Curriculum

93% of the participants strongly agreed or agreed that the content of the conference workshops met or exceeded their expectations.

Nearly 100% of the participants strongly agreed or agreed that the quality of instruction met or exceeded their expectations.

Comments:

- All day workshops were exceptionally good – very effective.
- Link to literacy was excellent
- There was a great deal of class participation, which was very enjoyable.
- We, coming from varied backgrounds musically got into heated discussions that were quite meaningful.
- Workshop was very upbeat and commanded our attention. Anticipation was high and an excellent way to begin.

June 22, 2006 Conference

SDP Artist in Residence Roundtable Conference

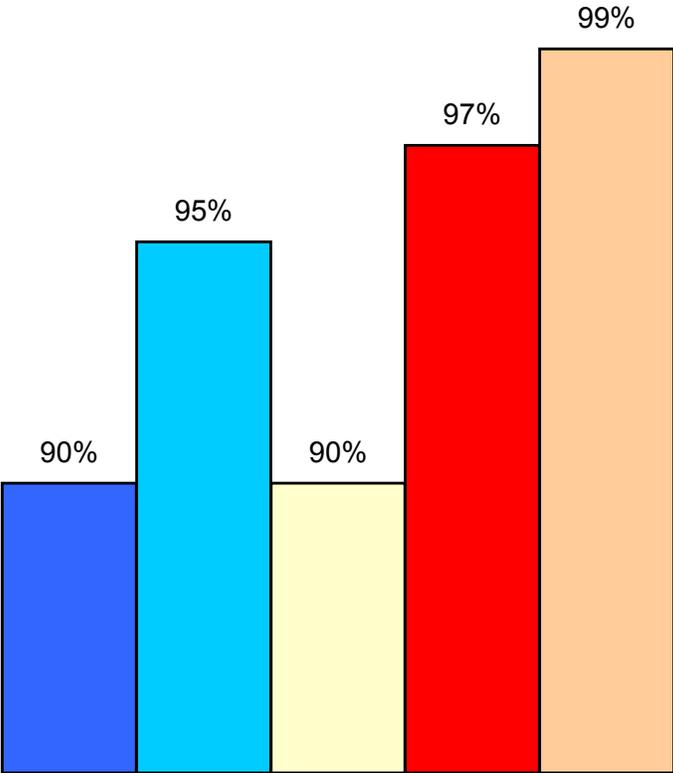
97% of the participants strongly agreed or agreed that the content of the conference met or exceeded their expectations.

Nearly 100% of the participants strongly agreed or agreed that the organization and facilitation of the conference met or exceeded their expectations.

Comments:

- Liked the AIR program and would like to see it continue
- Meeting was focused, good facilitation
- Good experience

Integrating the Arts Conference February 2006 Summary Results (N=430)



- Content of workshops met my expectations.
- Activities were relevant to stated objectives.
- Able to transfer what I have learned to the classroom.
- Instructors very knowledgeable in subject area.
- Material was clearly presented.

PHILADELPHIA ARTS IN EDUCATION PARTNERSHIP

Integrating the Arts: Conference Workshop Evaluation
Friday Feb 3, 2006

Summary of Results

Number of workshops: 27 Conference Attendees completing evaluations: 430 of 525

Course / Activity Content

1. The content of the workshop met my expectations.

55% Strongly agree 35% Agree 6% Disagree 4% Strongly Disagree 0 Not applicable

2. The objectives for the workshop were clearly defined.

58% Strongly agree 37% Agree 5% Disagree 0 Strongly Disagree 0 Not applicable

3. The activities we did in the workshop were very relevant to the stated objectives.

58% Strongly agree 37% Agree 4% Disagree 0 Strongly Disagree 1% Not applicable

4. The content of the workshop increased my knowledge of the use of this art form or subject matter.

58% Strongly agree 13% Agree 7% Disagree 1% Strongly Disagree 1% Not applicable

5. I will be able to transfer what I have learned in the workshop to the classroom/workplace.

56% Strongly agree 34% Agree 6% Disagree 2% Strongly Disagree 2% Not applicable

6. This workshop has helped me be better prepared to meet the needs of my students/work.

48% Strongly agree 38% Agree 13% Disagree 0 Strongly Disagree 1% Not applicable

Course/ Activity Instruction

1. The instructor(s) were very knowledgeable in their subject area.

73% Strongly agree 24% Agree 2% Disagree 1% Strongly Disagree 0 Not applicable

2. The material was clearly presented.

75% Strongly agree 24% Agree 1% Disagree 0 Strongly Disagree 0 Not applicable

3. The instructor(s) communicated their information effectively.

76% Strongly agree 23% Agree 1% Disagree 0 Strongly Disagree 0 Not applicable

PHILADELPHIA ARTS IN EDUCATION PARTNERSHIP

Artist in Residence Roundtable Conference June 22, 2006

Summary

Introduction

PAEP convened a community meeting of its Teaching Artists, Philadelphia Public School System Classroom Teachers and participating School Administrators to initiate a dialogue on effective practice in Arts Residencies in the Public Schools. The intent of this meeting was to identify indicators of residency success, identify significant challenges to success, identify strategies for overcoming these challenges and provide suggestions for effective practice in initiating and managing artist residencies in the public school system. The remainder of this report presents the verbatim responses provided by meeting participants.

I. How do you define Success in an Arts Residency?

Learning/Awareness Raising

- Teacher learns to implement arts after artist leaves
- Gave students alternative ways to learn
- Increased achievement through arts awareness in reading and math
- Special education students achieved higher reading levels
- Teachers gain alternative tools for teaching
- Teacher connected elements of the project to other curriculum areas
- Students found their own voice through the art
- Teachers found their own creative possibilities, found the child within themselves
- Students & teachers learned they can take materials on hand and create
- Commitment of students skills like delayed gratification, patience, was taught through medium of particular project
- Opened up ways for self expression that weren't there before
- Artist awakening career possibilities that may not have been visible in their communities

Attitude Change

- Artist reconnection with school community – sense of fulfillment
- Principal wants to do the program again
- Students have great pride in work and product
- Students were very anxious to take art work home
- Big increase in self-esteem; students were happy
- Spending time on art became valuable
- Writing became more enjoyable because there was a purpose
- Students shared their enthusiasm with other students
- Students wanted to learn new skills

- Ownership for individual and group success
- Excitement and anticipation in school community
- Children want to come to school
- More parents interested and attended special performances
- Students are open to cross over concepts to other areas of study
- Students are enthusiastic
- Improves culture and appearance of school
- Awareness of how arts are integrated into everyday life

Behavioral Change

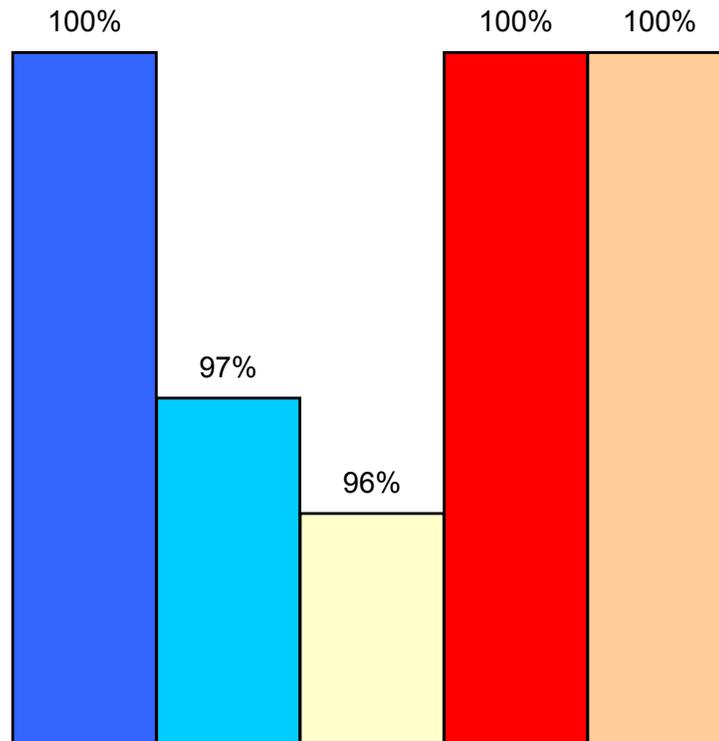
- Students stayed after school on their own & recess to work on the project
- Students reminded the teacher to include rehearsal as homework
- Students tried new styles, techniques
- Students helped each other
- Artist consistently interacts with teacher
- Students demonstrate level of competence with content and process
- Student use vocabulary of specific art form
- Teacher seeks and enjoys collaborative planning
- Teacher demonstrates support for project and confidence in artist
- Students display increased focus/concentration on tasks
- Students demonstrate sense of accomplishment
- Students consistently participate
- Students initiate ideas for further activity
- Students readily cooperate, collaborate and help one another
- Students talk about changed environment
- Students completed projects/performances.
- Community outside of school became involved with the project.

II. What are the most significant Challenges to Success in an Arts Residency?

Challenges

- Disruptive student behaviors
- Need more collaborative time between artist and teacher
- Sometimes the principal did not seem to be aware or interested in the project
- Lack of space
- Process of discipline management
- Diversity training
- Varying skill levels
- Other school activities
- Lack of respect for materials
- Not enough prep time
- Lack of student knowledge
- Student fears
- Student attendance

**SDP Artist in Residence Summary Results Roundtable Conference
June 22, 2006 (N= 48)**



- Content of workshops met my expectations.
- Panel discussion was relevant to stated objectives.
- Content of conference increased my knowledge of arts residency activities.
- Artist residencies are important to the learning of students at my school site.
- Conference was well organized

PHILADELPHIA ARTS IN EDUCATION PARTNERSHIP

Evaluation for Artists in Residence Program Roundtable Conference June 22, 2006

Conference attendees: 62 Evaluation responses: 48

Content of conference

1. The overall content of the roundtable conference met my expectations.

64% Strongly agree 36% Agree 0 Disagree 0 Strongly Disagree 0 Not applicable

2. The group discussion on the characteristics of a successful residency met my expectations.

68% Strongly agree 32% Agree 0 Disagree 0 Strongly Disagree 0 Not applicable

3. Breakout session #1: Discussion of group was relevant to the stated objectives.

57% Strongly agree 36% Agree 0 Disagree 0 Strongly Disagree 7% Not applicable

4. Breakout session #1: The facilitator provided significant opportunity for me to contribute my experience and expertise.

78% Strongly agree 11% Agree 4% Disagree 0 Strongly Disagree 7% Not applicable

5. Breakout session #2: Discussion of group was relevant to the stated objectives.

60% Strongly agree 40% Agree 0 Disagree 0 Strongly Disagree 0 Not applicable

6. Breakout session #2: The facilitator provided significant opportunity for me to contribute my experience and expertise.

73% Strongly agree 23% Agree 4% Disagree 0 Strongly Disagree 0 Not applicable

7. The opportunity to talk with participating teachers, artists, and administrators was valuable.

86% Strongly agree 14% Agree 0 Disagree 0 Strongly Disagree 0 Not applicable

8. The panel discussion was relevant to the stated goals of the conference.

79% Strongly agree 18% Agree 0 Disagree 0 Strongly Disagree 3% Not applicable

9. The content of the conference increased my knowledge of arts residency activities.

67% Strongly agree 29% Agree 4% Disagree 0 Strongly Disagree 0 Not applicable

10. I feel strongly that these artist residencies were important to the learning of students at my school site.

100% Strongly agree 0 Agree 0 Disagree 0 Strongly Disagree 0 Not applicable

Conference organization

1. This conference was well organized.

100% Strongly agree 0 Agree 0 Disagree 0 Strongly Disagree 0 Not applicable

2. The facilitators enabled us to reach our goals.

78% Strongly agree 22% Agree 0 Disagree 0 Strongly Disagree 0 Not applicable

3. Using a 5-1 rubric (5 = best, 1 = worse), rate your overall experience of the conference.

75% 5 25% 4 0 3 0 2 0 1

4. I would attend a PAEP conference/professional development workshop in the future.

89% Strongly agree 11% Agree 0 Disagree 0 Strongly Disagree 0 Not applicable

List 3 areas of professional development workshops/courses that would interest you the most.

1. Teacher and artist collaboration
2. Classroom management
3. Organization and coordination (classroom schedules)
4. Introduction to art for teachers and how they can continue art in the classroom

Additional comments: Please feel free to make any additional comments on the conference or the Artists in Residence Program.

1. Liked AIR program and would like to see it continue
2. Meeting was focused, good facilitation
3. Good experience

I am a classroom teacher 52% a school administrator 11% a teaching artist 37%

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