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Philadelphia Arts in Education Partnership

Artist in Residence  
A School District of Philadelphia Funded Program

Assessment Report 2007



# Artist in Residence

## A School District of Philadelphia Funded Program

### Assessment Report 2007



### 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 all students.

# PHILADELPHIA ARTS IN EDUCATION PARTNERSHIP

## EVALUATION OF PROGRAM ACTIVITIES FOR THE SCHOOL DISTRICT OF PHILADELPHIA

### 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.

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 every grade level at 29 School District of Philadelphia (SDP) elementary schools without art or music programs. The Artist in Residence program (AIR) not only afforded close to 15,000 students 10-session residencies with hands-on engagement in a variety of performing and visual arts but also supported grade level literacy requirements and Pennsylvania state arts standards. 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.

The School District of Philadelphia contracted with PAEP again in 2007 to deliver this program model in 27 elementary schools. More than 9,000 students in 265 classrooms engaged in visual and performing arts residencies. The strong collaborations that were built the prior year between the teaching artists and schools resulted in many classroom teachers and administrators requesting the same artists in year II, and in some cases, year I student assessments guided the school's choice of artists. Program refinements reflected recommendations by stakeholders made in 2006 and included pre and post testing of grade level specific arts discipline vocabulary banks developed by PAEP with the assistance of the teaching artists. This vocabulary component was designed in compliance with Pennsylvania State Arts and Humanities Standards and School District of Philadelphia literacy requirements. As in 2006, PAEP held a one-day Artist in Residence Roundtable Conference on June 22, 2007, at which time classroom teachers, teaching artists, and administrators were afforded time to reflect on the year's work and to report out on the challenges and successes of the program.

Data gathered from all residencies and professional development work for the SDP is used to inform programmatic change for improvement. A constant review and refinement of programs, processes, and their applications is ongoing. Following are program 2007 outputs, outcomes, and summative charts that graphically address the impact of:

1. 2007 Artist in Residence Program on stakeholders:
  - Program Outputs
  - Program Outcomes
    - o Teacher survey data reporting on impact of artist residency on students.
    - o Teaching artist survey data reporting on impact of artist residency on students.
    - o Pre and post vocabulary results.
    - o Student survey data reporting on impact of artist residency on self.
    - o School administrator and teacher survey data reporting on impact of artist residency on students, teachers, and school community.
    - o Teachers' report on effectiveness of residency program.
    - o School administrators' report on effectiveness of residency program.
    - o Teaching artist survey data reporting on impact of artist residency on self and school.
    - o Teachers' comments on program benefits.
    - o School administrators' comments on program benefits.
    - o Teaching artists' comments on program benefits.
2. Summary of professional development evaluation results Artist in Residence Roundtable Conference: Successes, Challenges and Recommendations 2007.



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## PROGRAM OUTPUTS 2007

- 27 School District of Philadelphia elementary schools without art or music specialists participated in the program.
- 265 School District of Philadelphia classrooms including special needs received 10-session residencies.
- 53 multi-cultural teaching artists from the PA Council on the Arts Directory of Artists in Education reflecting the diversity of the student population of the School District of Philadelphia were engaged for the program.
- 9,000 students participated in hands-on arts experiences.
- Meetings with teaching teams and on-going meetings with teachers and artists at the schools were facilitated and led by PAEP staff from January through June 2007.
- Arts residency vocabulary lists were generated for music, visual arts, dance, literature, and theater arts, and employed by the artists.
- A standardized format for pre and post vocabulary tests and student impact surveys were created.
- Assessments were designed, distributed, and data collected from students, classroom teachers, residency artists, and school administrators engaged in the program.
- *Artist in Residence Roundtable Conference* professional development for 63 classroom teachers, teaching artists, and school administrators who engaged in the Artist in Residence program during 2007 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, 2007. (Act 48 hours provided). Assessment data reporting on this conference was analyzed and a program outcome report generated.



## IMPACT ON STUDENT LEARNING

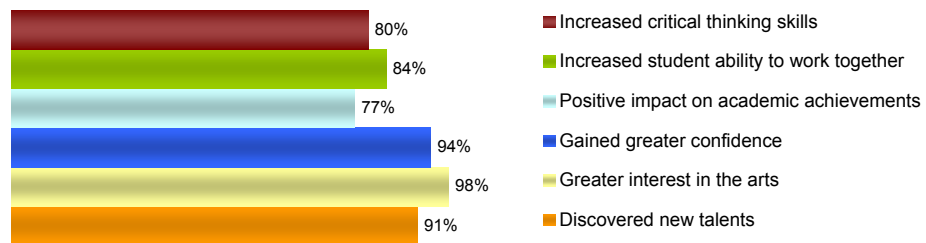


“Thank you for showing us how to do things that we thought we could never accomplish.”

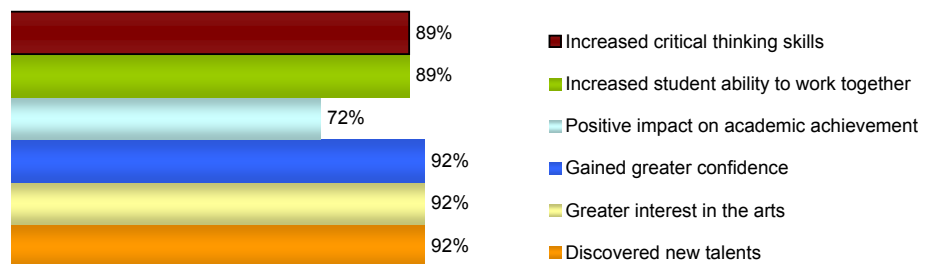
~6th grade student  
Olney School

Classroom teachers and teaching artists reported on benefits to students who engaged in hands-on experiences with artists and the artistic process over 10-session residencies throughout the spring of 2007. These artist residencies included authentic African folk dancing, painted murals, clay masks and pots, playwriting and poetry, hip-hop and ballet, and jazz and choral singing. Students acquired new artistic skills as they strengthened critical thinking abilities by developing an understanding of process and how each step plays an important role in creating artwork. Through vocabulary development and reflection exercises, they also learned how to review their own work and the work of fellow students. Finally, other meaningful benefits to students centered on building their self-esteem and their ability to work collaboratively with fellow classmates. The charts below reflect aggregated data that examines beneficial results from the classroom teachers and teaching artists. Fifty percent of participating teachers from 265 classrooms and 53 artists participating in multiple residencies provided data.

### Teachers Report on Student Impact 2007



### Teaching Artists Report on Student Impact 2007





## TEACHERS REPORT ON STUDENT LEARNING

	B	LB	NB	NA
Participation in the AIR program has had a positive impact on my students' academic achievements.	77%	13%	2%	8%
Participation in the AIR program has had a positive impact on my students' critical thinking skills.	80%	14%	2%	3%
Participation in the AIR program helped students feel better about themselves.	94%	6%	0%	0%
The AIR program allowed my students to discover new talents.	97%	2%	2%	2%
Participation in the AIR program increased students' enthusiasm for school.	84%	13%	2%	1%
Participation in the AIR program allowed my students to acquire a greater appreciation of the arts.	98%	1%	1%	0%
My students enjoyed working with the teaching artist.	98%	2%	0%	0%
Participation in the AIR program helped improve my students' ability to work together cooperatively.	84%	14%	2%	1%
Participation in the AIR program gave my students skills that they will be able to transfer to other projects.	88%	8%	3%	1%



“My students learned that it takes time, patience and commitment to work through the stages of a project from conception to completion.”

~Classroom Teacher

## TEACHING ARTISTS REPORT ON STUDENT LEARNING

	B	LB	NB	NA
Participation in the AIR program has had a positive impact on students' academic achievements.	72%	2%	2%	24%
Participation in the AIR program has had a positive impact on students' critical thinking skills.	89%	4%	0%	8%
Participation in the AIR program helped students feel better about themselves.	92%	2%	0%	6%
The AIR program allowed students to discover new talents.	92%	2%	0%	6%
Participation in the AIR program increased students' enthusiasm for school.	86%	4%	0%	10%
Participation in the AIR program allowed students to acquire a greater appreciation of the arts.	92%	0%	0%	8%
The students enjoyed working with the teaching artist.	91%	0%	0%	9%
Participation in the AIR program helped students develop the ability to work together cooperatively.	89%	2%	0%	9%
Participation in the AIR program gave students skills that they will be able to transfer to other projects.	87%	2%	0%	12%

### Key:

B: Participation in the AIR program was *beneficial* in this respect.

LB: Participation the AIR program offered *little benefit* in this respect.

NB: Participation in the AIR program offered *no benefit* in this respect.

NA: This item is *not applicable* to my experience in the AIR program.

## ADDING A LITERACY COMPONENT TO ARTIST IN RESIDENCE PROGRAM



In 2006-07 the Office of Creative and Performing Arts requested that the Philadelphia Arts in Education Partnership include an arts literacy vocabulary component as part of the School District policy on literacy across the curriculum. Because the art forms represented in these residencies spanned a wide spectrum of the arts, PAEP selected five areas in the arts: visual, music, dance, theater, and literary, and chose applicable vocabulary in each. Teaching artists then selected the most appropriate vocabulary for inclusion in their residency sessions. PAEP constructed vocabulary assessments as part of their student surveys to insure standardization of the vocabulary tests except for word selection. Nine thousand students were engaged in residencies throughout the spring of 2007. A sample size of approximately 3,200 students was randomly selected for evaluation.

“This program not only teaches you art but also teaches you history and vocabulary. This program can change many people’s lives - art helps you to express yourself.”  
~4th grade student

### PAEP SDP VOCABULARY TESTS

#### Descriptive Statistics

	Mean	Count
Pre Vocabulary	48.062	3266
Post Vocabulary	62.115	3210

•The mean score on the post vocabulary test (62.115) was higher than the pretest (48.062) score. The sample size for both the pre and post vocabulary tests was approximately 3,200 students.

#### Descriptive Statistics Vocabulary Pre-Test Split By: Grade

	Mean	Count
Pre Voc, Total	48.062	3266
Pre Voc, 1.0	36.161	279
Pre Voc, 2.0	41.394	454
Pre Voc, 3.0	48.802	520
Pre Voc, 4.0	51.931	685
Pre Voc, 5.0	52.275	546
Pre Voc, 5.5*	50.493	69
Pre Voc, 6.0	46.730	367
Pre Voc, 7.0	53.969	97
Pre Voc, 7.5*	46.787	136
Pre Voc, 8.0	56.336	113

#### Descriptive Statistics Vocabulary Post-test Split By: Grade

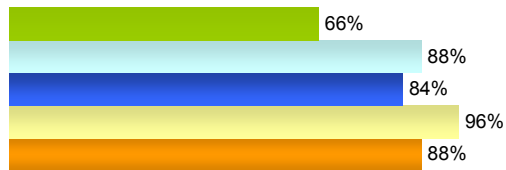
	Mean	Count
Post Voc, Total	62.115	3210
Post Voc, 1.0	43.799	343
Post Voc, 2.0	62.209	470
Post Voc, 3.0	67.841	542
Post Voc, 4.0	68.848	632
Post Voc, 5.0	57.167	713
Post Voc, 5.5*	62.085	59
Post Voc, 6.0	65.916	296
Post Voc, 7.0	76.756	41
Post Voc, 7.5*	58.803	71
Post Voc, 8.0	83.488	43

•The test scores did not vary significantly by grade with the exception of the students in 7th, 7.5th and 8th grades who scored significantly higher on the post test. Students in the first grade scored significantly lower on the post test.

\*Represented mixed grade level residencies. (A teaching artist might work with two fourth grades and two sixth grades in one residency.)

## STUDENTS RESPOND

Student Survey 2007



- Skills learned in arts projects transferable to other core curriculum
- Improved learning skills in literacy
- Improved collaboration skills
- Gained interest in the arts
- Discovered new talents

### POST STUDENT SURVEY - 1ST THROUGH 4TH GRADE

	Yes %	No %
• Art projects are fun.	97	3
• I can learn new things.	96	4
• I like working with other students on projects.	84	16
• Art projects make learning more fun.	91	9
• I like coming to school.	70	30
• I am a good artist.	78	22

### POST STUDENT SURVEY - 5TH THROUGH 8TH GRADE

	Yes %	No %
• I have some artistic talent.	88	12
• The arts are fun.	94	6
• I can learn things about myself through the arts.	76	24
• Participating in arts projects makes learning more fun.	88	12
• I look forward to coming to class.	74	26
• I can apply the lessons learned in art to my other classes.	66	34

Students also had a voice in the AIR program assessment. In seeking to find out the full range of impact these residencies had on students, they were given an opportunity to address issues of increased awareness of the arts, building self-esteem, increased collaboration skills, and discovery of new talents to name a few of the areas of interest. Surveys were designed for first through fourth grade and from fifth through eighth grade.

### STUDENTS COMMENT ON RESIDENCY EXPERIENCE:

"I am proud of myself. I am proud of you. I had so much fun. The most important thing is that my mask is important to me."

~2nd grade student

"Students can show that they have lots of talent. We could be creative and show some imagination."

~6th grade student

"He made me feel good about myself because I use to doubt myself about not knowing how to draw. But now I draw better than I use to."

~4th grade student

"School would be a better place if Gideon Elementary had clay and arts next year. In clay and arts we learn new skills."

~6th grade student

"Clay art is very important for kids that need a break. Some kids are hyperactive and need a break from class work."

~6th grade student

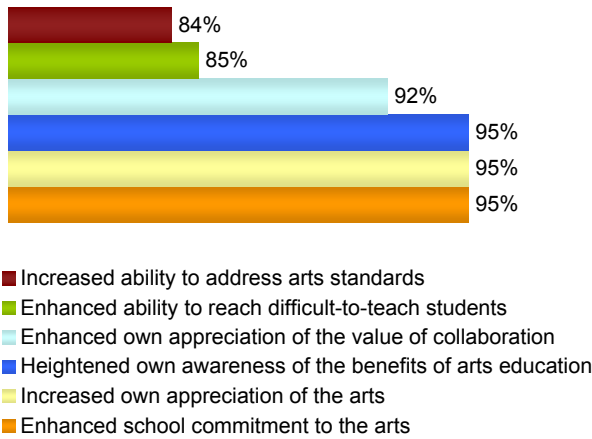
"I've really improved my drawing skills and it's all thanks to you. You do a great job as an art teacher. I would love to be like you when I grow up. It sounds fun to teach kids a great way to express themselves with art."

~4th grade student



# IMPACT OF ARTS RESIDENCIES ON TEACHERS AND SCHOOL CULTURE

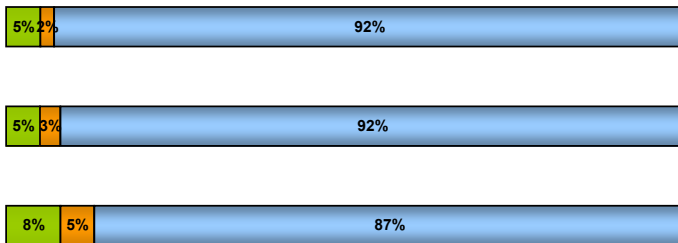
## Teachers Report on Impact on Self 2007



## TEACHERS REPORT:

The 2007 Artist in Residence program engaged 9,000 students in 265 classrooms in 27 schools, down from 2006 when nearly 15,000 students in 494 classrooms in 29 schools experienced arts residencies. However, a significant number of classroom teachers again participated in the program in year II. The response rate of survey returns increased from 30% in 2006 to 50% in 2007 even though 229 fewer teachers participated in the program. Teachers reported a greater ability in 2007 to reach difficult-to-teach students through the Artist in Residence program. Teachers reaffirmed that through this program, they came to value even more the collaboration between themselves and the artist, the artist and their students, and finally their students and themselves. Teachers saw increased value in arts education and increased commitment to the arts by their school community.

## Teachers Report on Project Effectiveness 2007



	AIR program achieved most or all of our goals	This experience increased my willingness to host more AIR programs	This experience increased my willingness to include more arts in our school
Yes	87%	92%	92%
No	5%	3%	2%
Not Reporting	8%	5%	5%

## PRINCIPALS REPORT:

Principals and other school administrators who participated in this study reported significant impact on both teachers participating in the program and on school culture. One hundred percent of the administrators from nearly half of the schools that participated in 2007 stated that the program demonstrated to them the potential to deepen student learning through incorporating arts-based learning across the curriculum. Additionally, they believed that the AIR program taught teachers and students the value of collaboration. Ninety percent reported that the program enabled them to reach difficult-to-teach students. Finally, all of the school administrators felt that participation in the program increased their own commitment to the arts and, in turn, enhanced the school's commitment to teaching and learning in and through the arts.



## ARTIST IN RESIDENCE PROGRAM OUTCOMES SUMMARY 2007

(N=number of participants)

	Teachers (N=132)	Administrators (N=10)
Participation in the AIR program has enhanced our school's commitment to the arts.	95%	90%
Teachers acquired new techniques to use in the classroom.	77%	80%
Participation in the AIR program enabled us to reach "difficult-to-teach" students.	85%	90%
Participation in the AIR program increased my appreciation of the arts.	95%	90%
Participation in the AIR program has heightened my awareness of the benefits of arts education.	95%	100%
Participation in the AIR program teaches about the value of collaboration.	92%	100%
Participation in the AIR program fostered collaboration between our students and teacher(s).	NA*	100%
Participation in the AIR program helped teachers include other disciplines in the project.	NA*	100%
Participation in the AIR program helped teachers address state and local arts standards.	84%	90%

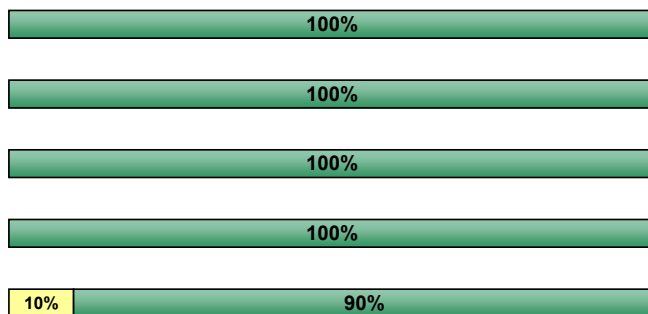


"Students learned that it's 'ok' to be different, and to not always draw inside the lines."  
~Classroom Teacher

\* Question addressed to school administrators only

## SCHOOL ADMINISTRATORS REPORT ON PROGRAM EFFECTIVENESS

School Administrators Report on Program Effectiveness 2007



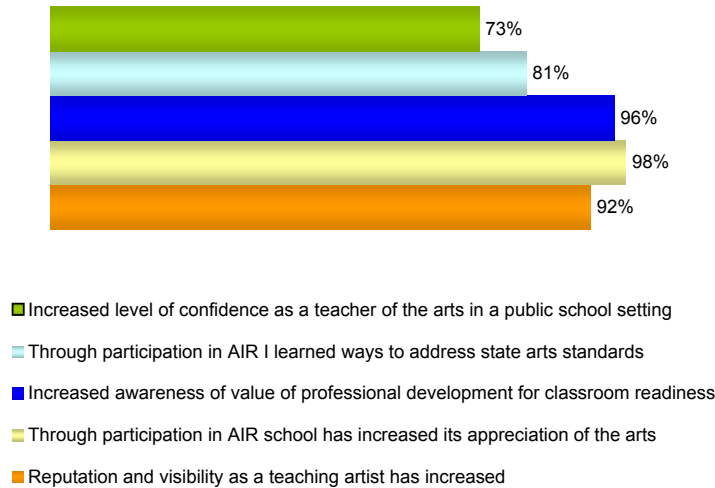
	Achieved all or most goals and objectives	Increased willingness to host more AIR programs	Increased awareness for the need of arts specialists in school	Increased willingness to include more arts within curriculum	Recommend participation to my peers
Yes	90%	100%	100%	100%	100%
No	10%				

When asked to report on the effectiveness of the Artist in Residence program, school administrators overwhelmingly stated that all or almost all of the goals and objectives were achieved. Additionally, one hundred percent said that they would include more arts in their school's curriculum. All of them categorically reported that they would host more residency programs and recommend to their peers the value of these programs. Furthermore and most importantly, all school administrators reported that they saw the need to have an arts specialist on staff at their school.



# TEACHING ARTISTS REPORT

Teaching Artists Report on Program Impact 2007



Teaching artists played a key role in the success of the Artist in Residence program. Because this program reached 9,000 students in 27 schools, artists were responsible for contacting grade level teachers, meeting with them to plan a residency that was integrated into the curriculum, and collecting assessment data from teachers, students, and school administrators for their residency work. Adding the arts literacy vocabulary to the residencies required teaching artists to develop a plan that was sensitive to age appropriate curriculum tying the vocabulary to specific arts activities. Professional development workshops designed and implemented by PAEP helped teaching artists to learn a variety of techniques that would engage students in learning this vocabulary. Proof of PAEP's success in delivering this type of professional development was demonstrated by 96% of teaching artists reporting that they see great value in professional development that prepares them to work in a variety of classroom settings.

## TEACHING ARTISTS REPORT ON PROGRAM IMPACT 2007

Through participation in the AIR program, my reputation and visibility as a teaching artist has increased. 92%

Through participation in the AIR program, I helped to increase arts appreciation within the school where I worked. 98%

Through participation in the AIR program, I learned ways to address state and local Pennsylvania arts standards. 81%

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. 79%

Through participation in the AIR program, I realized the value of professional development that prepares teaching artists to work in a variety of classroom settings. 96%

Through participation in the AIR program, I benefitted by being able to directly influence the way a student perceives the arts. 100%

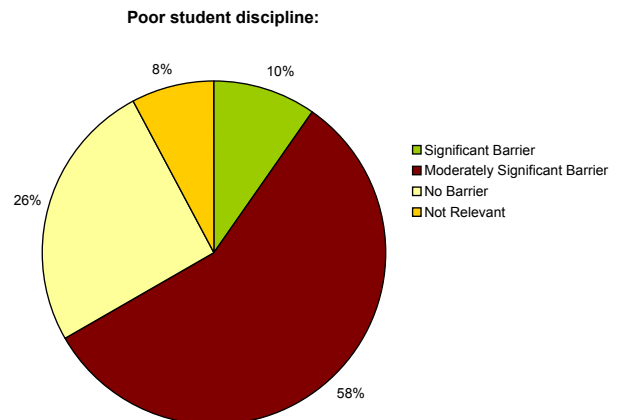
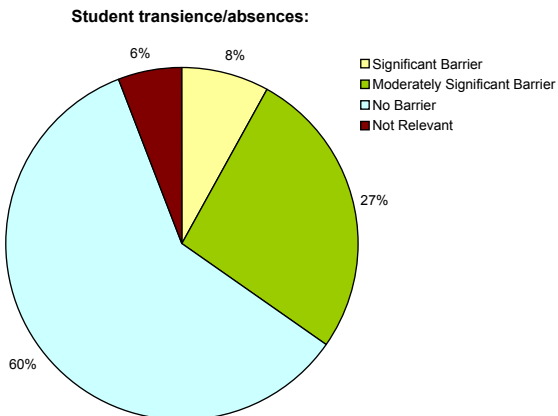
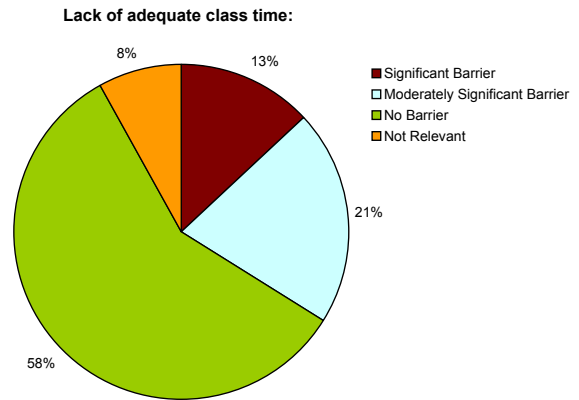
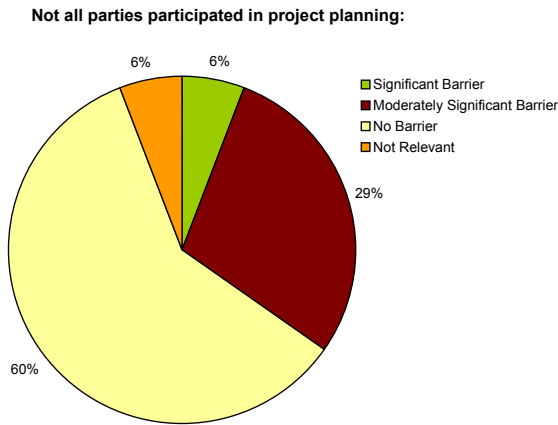
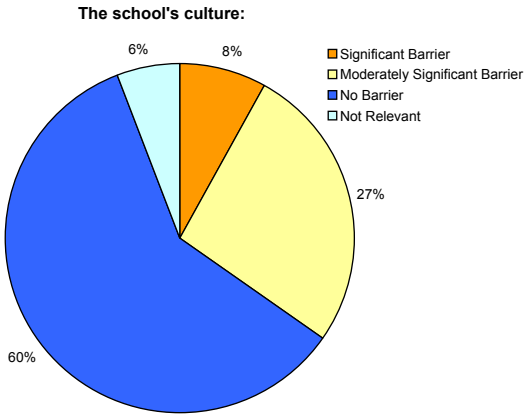
Through participation in the AIR program, I benefitted by helping students uncover hidden talents. 98%

Through participation in the AIR program, I have increased my level of confidence as a teacher of the arts in a public school setting. 73%



# TEACHING ARTISTS REPORT ON BARRIERS TO PROJECT EFFECTIVENESS

Teaching artists saw real value in the work that they did with underserved students. While many did report that barriers to project effectiveness had some impact on their projects, they were moderately significant barriers that included: lack of collaboration in project planning, student transience, and student discipline issues. For the most part, teaching artists felt that there was sufficient support from classroom teachers, school administrators, and especially students to achieve substantive learning in and through the arts over the 10-sessions they were in the classroom. Moreover, teaching artists described how students worked together building teamwork where it did not exist before. Students had multiple opportunities to increase their self-esteem and individual motivation to succeed. Difficult-to-teach students were many times playing leadership roles and demonstrating to fellow students that they, too, can find a way to succeed. Teaching artists returning to schools where they had been the previous year reported that students told them with pride how they still had their projects from the prior year. Moreover, these students were able to demonstrate a higher level of arts skills in year II's projects because they retained the information gained from the previous year.



## TEACHERS COMMENT ON PROGRAM BENEFITS

Teachers were asked to list significant benefits to students through program engagement as well as improvements to the learning environment in their classrooms. PAEP aggregated the data by grouping similar responses and reporting the percentage of teachers that separated out into each category.



### Most significant things students learned through participation in this program:

32% of teachers reported that students discovered new talents and learned skills related to the arts.

32% reported that students acquired new knowledge and improved listening skills.

11% reported that there was an increase in student collaboration.

24% reported on a variety of benefits such as:

- Greater awareness of world cultures.
- The process of creating a “work of art” from scratch.
- Creating art by engaging with historical imagery.
- The children were taught valuable lessons enhancing their self-esteem.
- Students learned that it takes time, patience and commitment to work through the stages of a project from conception to completion.
- Students learned that patterns (which we usually talk about in math only) can be incorporated into art.



### Most significant ways in which this project has enhanced the classroom learning environment:

23% of teachers reported that participation in the program improved skills related to learning and connected art to core curriculum.

23% said students demonstrated increased creative expression, self-esteem, and respect for classmates.

14% reported an increased in collaboration.

14% reported that students were more willing to participate or try new things.

13% stated that students expanded knowledge or awareness of the arts.

13% reported a variety of outcomes such as:

- Students were able to strengthen their bonds with classmates as they had to share and wait their turn with some activities.
- Incorporated art into the other subjects taught in the classroom.
- Exposed students to new knowledge.
- Improved memorization skills.
- Shy students now more likely to participate.
- Students practiced and developed tenacity toward doing a good job.





## SCHOOL ADMINISTRATORS COMMENT ON PROGRAM BENEFITS

*Sharen Finzimer Edmonds School*

This year has really been highly successful. The artists have a fabulous rapport with everyone at the school level. The parents are still raving about how wonderful the intervention has been for our students.

*Rachel Marianno Birney School*

PAEP's program has enriched Birney School. Students, staff, and parents revere the term "artist". We have such a reverence for the artist because of the gifts they have given to us. Over the past two years, PAEP has introduced us to the dances of Harlem, the discipline of dance, and the art of choreography. We learned to appreciate the work of Jacob Lawrence, the vocabulary of visual arts, the pride in creating a mural and the history of drumming and African dance. Our little ones enjoyed the process of clay and sculpture. These are just a few of the gifts we have been given. We consider it a privilege to be a part of this artistic learning experience. Without it our education is incomplete.

*Sharon Thaxton Prince Hall School*

We would love to have this program again. We would like to expand it for our kindergarten and first grades.

*Richard Raisman Emlen School*

It is unbelievable how such a small amount of time and materials made a huge impact on our school! There has been a void at Emlen as a result of not having an arts program. Bravo to our artist in residence - he is genuinely concerned about the future of our learners. Thank you so very much for bringing this amazing program to our school.



## TEACHING ARTISTS COMMENT ON PROGRAM BENEFITS

### **Most successful or rewarding experiences encountered during the residency:**

- Working with bilingual classes to provide instruction, appropriate resource materials.
- Art show - student pride in outcomes, pride in individual work, team work, even other class work.
- Team approach to projects brought out differences in artistic view points and was an avenue to develop student critics and approaches to aesthetics and helped overcome absenteeism issues.
- Teachers saw deep thinking in students they hadn't seen before.
- Teacher informed me that one of her students had written nothing all year until our poetry class.
- It was gratifying to see teachers be able to alter lessons to give more creative assignments.
- Each week, progressively, the students improved in their ability to be patient while lessons were explained.
- Rules were reviewed at the start of each lesson, both verbally and through "acting out" correct ways of behaving.
- Students were not so demanding, cooperated with each other, and helped each other.
- Restored confidence in those that were shy or scared to move.
- Created leadership roles for students as well as a motivation to give 100% and do their best.



PHILADELPHIA ARTS IN EDUCATION PARTNERSHIP  
ARTISTS IN RESIDENCE ROUNDTABLE CONFERENCE  
Report Out Session Summary  
June 22, 2007

PAEP convened a community meeting of participants in The School District of Philadelphia Artist in Residence program. Teaching artists, classroom teachers, and school administrators guided by Dr. Evan Leach, PAEP's independent evaluator, initiated a dialogue on effective practices in arts residencies in public school settings. 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 initiating and managing artist residencies in the public school system. The remainder of this report presents the verbatim responses provided by meeting participants.

### *Success Factors*

- Administration relaying information to teaching staff.
- Teacher participation helps, fuels student participation.
- Feeling welcomed in the school community.
- Teacher/artist meeting before beginning.
- Residual effects for students, visible change in students.
- Teacher feedback.
- Momentum.
- Good relationship teacher/artist.
- Ability to problem solve (by students).
- Community/school/artists partnership (parental involvement increased).
- Increased student achievement.
- Inter-cultural relations and sharing.
- Enthusiasm of children; keeping students engaged.
- Artist is prepared.
- Artist uses different ways to involve all kids.
- Find out what excites the kids... use that to fully engage the kids.
- Students need ownership in the program.
- Engaged and involved teachers.
- Residencies that occur in the beginning of the year... not at the end!!
- Space enough to move...
- Finding out what works for different students.
- Students need to know the difference between art and entertainment.
- Students learning: a correct understanding of terminology and skills.
- That the students express themselves, take risks, that they "own" the language.
- Seeing what you taught become a reality for students.
- Making sure that the students with behavior problems are better supervised.
- Planning meetings to discuss school policy.
- Know the goals.
- Plan the implementation.
- Watching children process ideas and be creative.
- Establishing rules and expectations.
- Students with attitude or anger, successfully transformed.
- Students with bad attendance all come the days the artist is there.
- Children with real talent get to shine and be encouraged.
- Students demonstrate ability to creatively synthesize what is presented.
- Successful moments:
  - ~ Precursor to success when kids feel good about themselves expand opportunity for student leadership and cooperation.
  - ~ Finding right match artist and teacher.
  - ~ Student accountability with predetermined criteria.
  - ~ Classroom management partnership with teacher taking the lead.

## *Challenges*

- Need to be flexible with school climate, concerns.
- Teacher participants who will be engaged and supportive.
- Connection of artist to students.
- Inflexible style (artist not adapting to classroom structure).
- Being more inclusive-more classes involved.
- Space constraints.
- Sudden schedule changes not communicated.
- Classes dispersed to other rooms when teacher was absent.
- Teacher's expectations are too high.
- Pulled into rooms to do extraneous stuff.
- Teacher tries to get "chaos" of artist work "under control" when controlled chaos is part of artist's work.
- Children's diet is a barrier- need more H2O for all dancing/movement they are doing.
- Lack of supplies.
- Time constraints.
- Program needs to start earlier in the year.
- Artist's program needs to tie more into curriculum.
- More time needed for teacher/artists collaboration.
- What about problem children who may destroy the integrity of the program for others?
- Teachers who are afraid kids will judge them in artistic endeavors.
- Special Education or English as a Second Language issues.
- Substitutes during residencies.
- Photo/video approval forms/rules cleared before/during residencies.
- Convincing administration that this is an important program and a priority.
- Ideas from students are not always welcomed by teachers who are used to everyone doing the same thing.
- Children kicked out of artist's class for too little infractions.
- Lack of clearly stated objectives.
- Sticking to schedule regarding time.
- Matching the art/artists to interests/age of students. (Children have choices, and or teachers have choices.)
- Lack of teacher preparation.
- Class sizes are too big for certain art forms.
- Teacher doesn't really know what to do with AIR ... intimidated, threatened.

## *Solutions*

- Encouraging support from administration/teachers.
- Plan ahead, be flexible.
- Communicating and planning/sharing regarding facilities/resources.
- Increase teacher engagement with lesson.
- Schedule and maintain follow-up progress meetings.
- Guidelines for initial meetings and follow-up meetings that identify Talking Points that should be addressed. First-timers (artists and teachers) may take things for granted or not think of certain things:
- Potential problem students.
- Objectives.

### *Solutions continued*

- Integrating curriculum.
- Plan meeting times.
- Communicate expectations.
- Classroom management techniques/strategies.
- Level of commitment.
- Policy procedure.
- Needs of the artist (space, resources, time).
- Recognize and solve agenda conflicts with best interest of student in mind.
- Clear plan/coordination.
- Encourage active participation from teachers.
- Planning, communicating, passion for arts.
- Generate list of requirements/potential challenges for each art form – dancers and musicians need space. Visual needs appropriate space, sink, etc. Actors need “stage”.
- Standardized pre-residency planning.
- Invitation to planning; full attendance of participants at planning meeting.
- Students in planning meeting.
- Check points - every two weeks classroom teachers and teaching artists.
- Lunch time meeting.
- Teacher’s willingness to participate as one of the students with equal - democratic weight.
- Willingness to risk-not be right, willingness to fail.
- Co-teaching student/learner; teacher/learner.
- Teacher engagement, connections to curriculum being taught prior to or during residency.
- Convincing administration/teachers that the program should be a priority.
- Effective communication by PAEP of guidelines for residencies to administrators and teachers.
- Training opportunities for artists, teachers, and administrators.
- Be flexible with school climate concerns.
- Artist observes classrooms they will be in before the residency.
- Principal is in the planning meeting.
- In the planning meeting, collaborate with teachers and administrators about ideal scheduling.
- Five double periods instead of ten single periods. (option)
- Try to schedule minimum of one hour classes.
- Make artist’s needs clear in terms of space/set-up/tables/storage/clean up because those impact use of time.
- If project is integrated with subject matter/curriculum, teachers won’t see the sessions as infringement on their teaching time.
- Encourage a “how’s-it-going” meeting with artists and teachers halfway through residency.
- Artists should aim for depth over breadth; be realistic about what can be done in 10 days.
- Make teachers, artists, and schools aware of PAEP program, funding availability and opportunities to advocate in Harrisburg or with Philadelphia School Reform Commission.
- Lobby for a year-round residency program (not only in the spring).
- Document and publicize experiences of teachers, students, and artists in program.

## STUDENT LETTERS



Dear Mr. Richard,  
Thank you for making and teaching us the Turkish marbling, Japanese art and the homemade paper. I hope you come next year, I appreciate it!  
Sincerely, Esther, 6th grade, Olney School

Dear Mr. Pope,  
Thank you for telling about John Coltrane and his song A Love Supreme. Thank you for showing us how to learn the Brazilian beat. Thank you for telling us about Jazz music. Thank you for telling us about the two opera singers.  
Jamal, 3rd grade, Thurgood Marshall School

Dear Mr. Pope,  
Thank you for the jazz music. Thank you for the melody, harmony, rhythm. We enjoyed the Brazilian beat. We appreciate the saxophone and the drums. I remember everything that we talked about. One thing is the Harlem Renaissance. We learned lots of things from you. We are listening to everything you say.  
Sherry "A Love Supreme," 5th grade, Cleveland School

Dear Ms. Madlene,  
I'm excited about making African masks. It's fun to make art. It made me feel special. I learned that you can make shapes with clay. Plus I know that when you put it in the oven, it's like glass. When it is glass, you paint it, but I painted it in 3 sides. It was beautiful. My teacher will be able to take pictures of me and my mask.  
Your friend, Tomar, 2nd grade, Birney School

Dear PAEP,  
I wish Mr. Wilkie will come back because when he was here, I got to learn a lot of things. When I drew my first picture I showed him and he told me what to do. So I tried it and it came out way better than it was. Before Mr. Wilkie came, I was afraid to show my art, but now I'm not because I know it was going to be nice because Mr. Wilkie taught me and the class a lot. I hope he comes back so he can teach me more.  
Emmanuel, 4th grade, Birney School

Dear PAEP,  
I am grateful because this program brought art into my life. In the beginning of this program Mr. Wilkie came in and told us the quote "I Am Large and Contain Multitudes" and he asked us to think about the quote, and about what it means to you. Then I thought, while I was thinking, I realized that this quote can mean anything and that it makes you think. This program not only teaches you who you are but also teaches you history and vocabulary. This program can change many people's lives and art helps you to express yourself. This program was extremely interesting. So please let this program continue. Thank you.  
Sincerely, Ugomua, 4th grade, Birney School

Dear Ms. Pressley,  
The reason why I'm writing this letter is because a lot of students love clay arts. Learning art is very educational for children because they are using their imagination and it is a great accomplishment in a child's life. First of all, children love clay arts because you can learn about different cultures. Kids can be adventurous because in clay arts, we learn about different cultures like Chinese. For instance, this year we learned about Chinese masks and Chinese dragons. Next, children learn new things about clay and what parts of clay is what. Also, we learn about certain animals. Like dragons and how to make scales. Making water and waves using clay and colors. In conclusion, children can be more imaginative. They can use their own imagination to create their piece of art. Children can be smarter if we had clay studio because it helps them use their imagination. We need clay studio.  
Sincerely, Tijera, 6th grade, Gideon School

Dear PAEP,  
Hi, my name is Connor. I want to thank you for teaching about art. For example, you taught me all the things I can possibly know about art. You had Mr. Wilkie teach me all the vocabulary words. The words taught me are scale, value and line and so on. Mr. Wilkie also taught me how to copy drawings on to parachute paper. I had to use charcoal and put it on the back of a regular piece of paper then place the paper over top of the parachute paper and trace it onto it. I also learned all the art terms by Mr. Wilkie and went home and studied them when I got bored. I learned the steps to make a mural from Mr. Wilkie. I'm making a mural with my dad now that he taught me. I know the vocabulary words that go with a mural. Now I know that art is fun and easy to learn.  
Sincerely, Connor, 4th grade, Birney School

# PAEP



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Raye M. Cohen, Education Programs Director  
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Philadelphia Arts in Education Partnership  
c/o The University of the Arts  
320 S. Broad Street  
Philadelphia, PA 19102  
215•717•6596 215•717•6061 (fax)  
www.paep.net paep@uarts.edu

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Sheridan School  
Smith School  
Spring Garden School  
Thurgood Marshall School





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