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Creative Classroom Collaboratives (C³): An Arts Education Model Development & Dissemination Project



metis associates

Presented By:

Carol Brown, Project Director
Marisol Cunnington, Research Associate
Angelina Lopez, Research Assistant

making a meaningful difference

C³ Project (Intervention)

Instruction & Arts Exposure

- C³ teaching artist leads arts-integrated lessons once week, for 5 weeks, 2 units a year
- ELA, theater, dance, & music activities
- Each unit based on a focal dance or music performance
- Students attend performances at local venues



Unit Planning & Professional Development

- Annual Summer Institute with teachers, specialists, teaching artists
- Quarterly Peer to Peer meetings:
 - Collaborative unit planning
 - Arts integration professional development



C³ Project Goals

1. Build capacity of teachers and teaching artists to incorporate collaborative practice in their instruction and to encourage creative expression in their students.
2. Increase student engagement in critical thinking processes and improve their achievement in critical 21st Century skills, art and core academic areas.
3. Reform school planning to better integrate essential 21st Century skills across the school community through relevant engagement in the arts.
4. Share the tools and lessons learned through the project with NYS and the larger education community.

C³ Study Overview

- Quasi-experimental study
- Assess C³ project implementation and impacts
- Triangulate qualitative and quantitative data
- Outcomes measured based on project goals



C³ Study Participants

School Year	Study Cohort	School Staff Participants	Student Participants
2011-2012	Cohort 1	2 nd Grade Teachers Visual Art Specialists Music Specialists Library Specialists	2 nd Grade Students
2012-2013	Cohort 1	2 nd Grade Teachers Visual Art Specialists Music Specialists Library Specialists	3 rd Grade Students
	Cohort 2	3 rd Grade Teachers	2 nd Grade Students
2013-2014	Cohort 1	Visual Art Specialists Music Specialists Library Specialists	4 th Grade Students
	Cohort 2		3 rd Grade Students
	Cohort 3	4 th Grade Teachers	

C³ Study Participants

Demographics of Participating C³-Schools

School	School District	Grade Levels	Title I	Total Students	% Free/Reduced Lunch	% Limited English Proficiency
Treatment School 1	WFUFSD	K-5	Yes	743	32%	6%
Treatment School 2	WFUFSD	K-5	Yes	804	37%	2%
Treatment School 3	WFUFSD	K-5	Yes	737	33%	6%
Treatment School 4	RCSD	K-4	Yes	560	80%	29%
Comparison School 1	WFUFSD	K-5	Yes	847	37%	3%
Comparison School 2	WFUFSD	K-5	Yes	881	27%	7%
Comparison School 3	RCSD	K-4	Yes	390	67%	31%


Source: New York State Education Department School Report Cards 2011-2012 (most recent available data)

Note: Data presented are for the full school populations, and not just for the grade levels served by the grant.

C³ Year 3 Student Participants by Cohort and Study Group

Group	Cohort 1	Cohort 2	Total Students in Year 3
Treatment Group	390	522	912
Comparison Group	301	349	650

C³ Evaluation Activities

 Treatment & Comparison

 Treatment Only

Surveys

Pre-post:

- Classroom Teachers
- Arts, Music, and Library Specialists
- Teaching Artists

21st Century Skills Rubric

Pre-Post:

- Students
- Teachers & Specialists

ELA & Math Achievement

Annual Analysis:

- 3rd grade spring 2013
- 3rd & 4th grade spring 2014

Principal Rubric

Pre-Post:

- Assessment for each Teacher

Documentation Review

- Unit plans & PD materials

Observations

For each unit of study:

- Teaching artist lesson observations
- Quarterly Peer to Peer meetings

Interviews & Focus Groups

Annually:

- Classroom Teachers
- Administrators
- Teaching Artists

C³ 21st Century Skills Rubric

Creativity & Innovation

- Think creatively
- Work creatively with others
- Implement innovations

Critical Thinking & Problem Solving

- Reason effectively
- Use systems thinking
- Make judgments and decisions
- Solve problems

Communication & Collaboration

- Communicate clearly
- Collaborate with others

C³ Preliminary Findings



Goal I

To build the capacity of teachers and teaching artists to incorporate collaborative practice in their instruction and to encourage creative expression in their students.



Teacher Cohort I Results: Increases in Treatment Teachers' Collaborative Instruction Practices & Attitudes

Overall Composites

■ Summer 2011 to Spring 2012 ← After Implementation Year 1

Use of and skill in cooperative instruction and common vocabulary

N=20

85%

Attitudes about collaborative instruction

N=20

50%

Teacher Cohort I Results: Increases in Treatment Teachers' Collaborative Instruction Practices & Attitudes

Overall Composites

■ Summer 2011 to Spring 2012

■ Spring 2012 to Spring 2013

← After Implementation Year 2

Use of and skill in cooperative instruction and common vocabulary



Attitudes about collaborative instruction



Teacher Cohort I Results: Increases in Treatment Teachers' Collaborative Instruction Practices & Attitudes

Overall Composites

■ Summer 2011 to Spring 2012

■ Spring 2012 to Spring 2013

■ Summer 2011 to Spring 2013

Overall: Two Years of Implementation

Use of and skill in cooperative instruction and common vocabulary



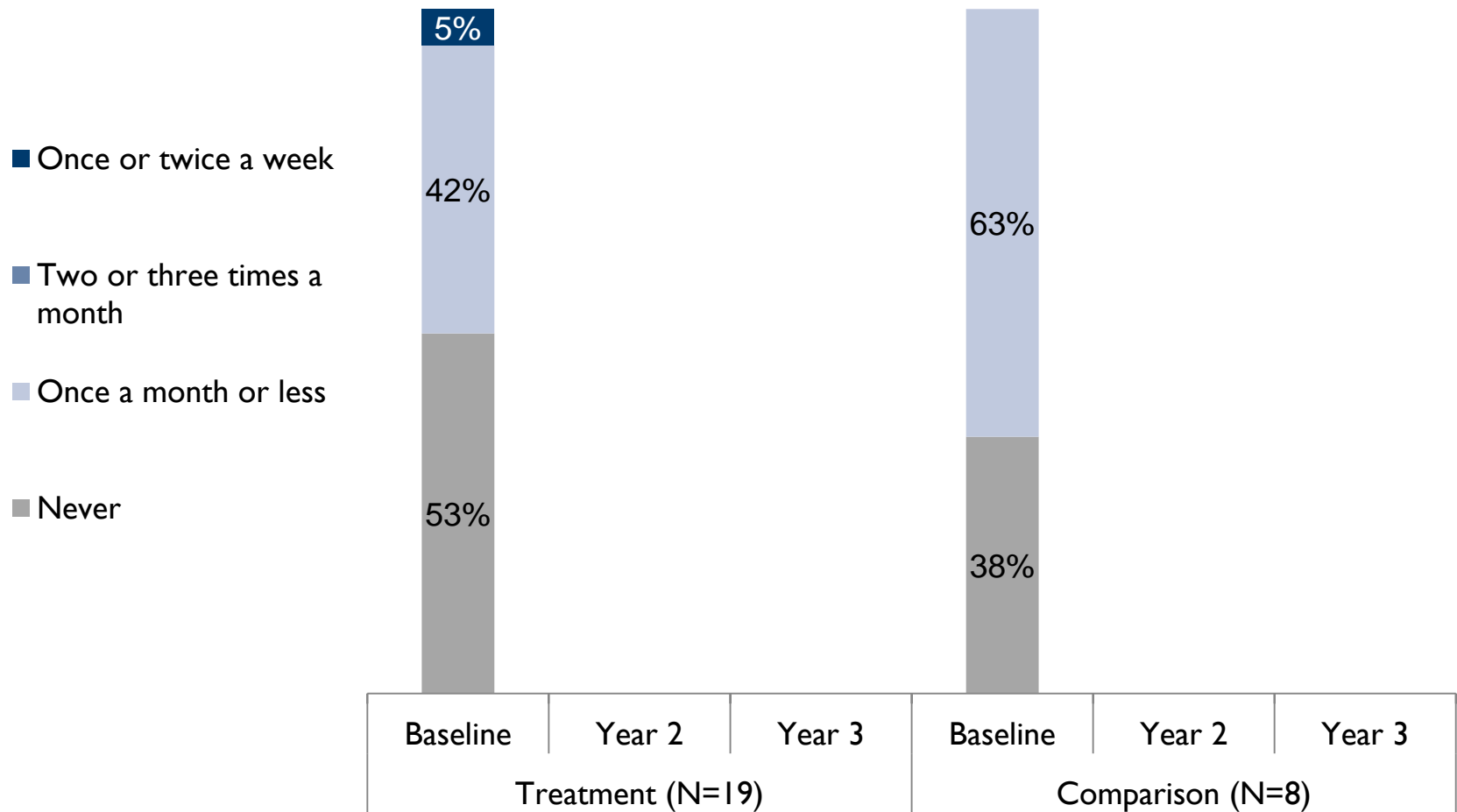
Attitudes about collaborative instruction



Teacher Cohort I: Collaborative Instruction Practices

Baseline 2011 to Spring 2013

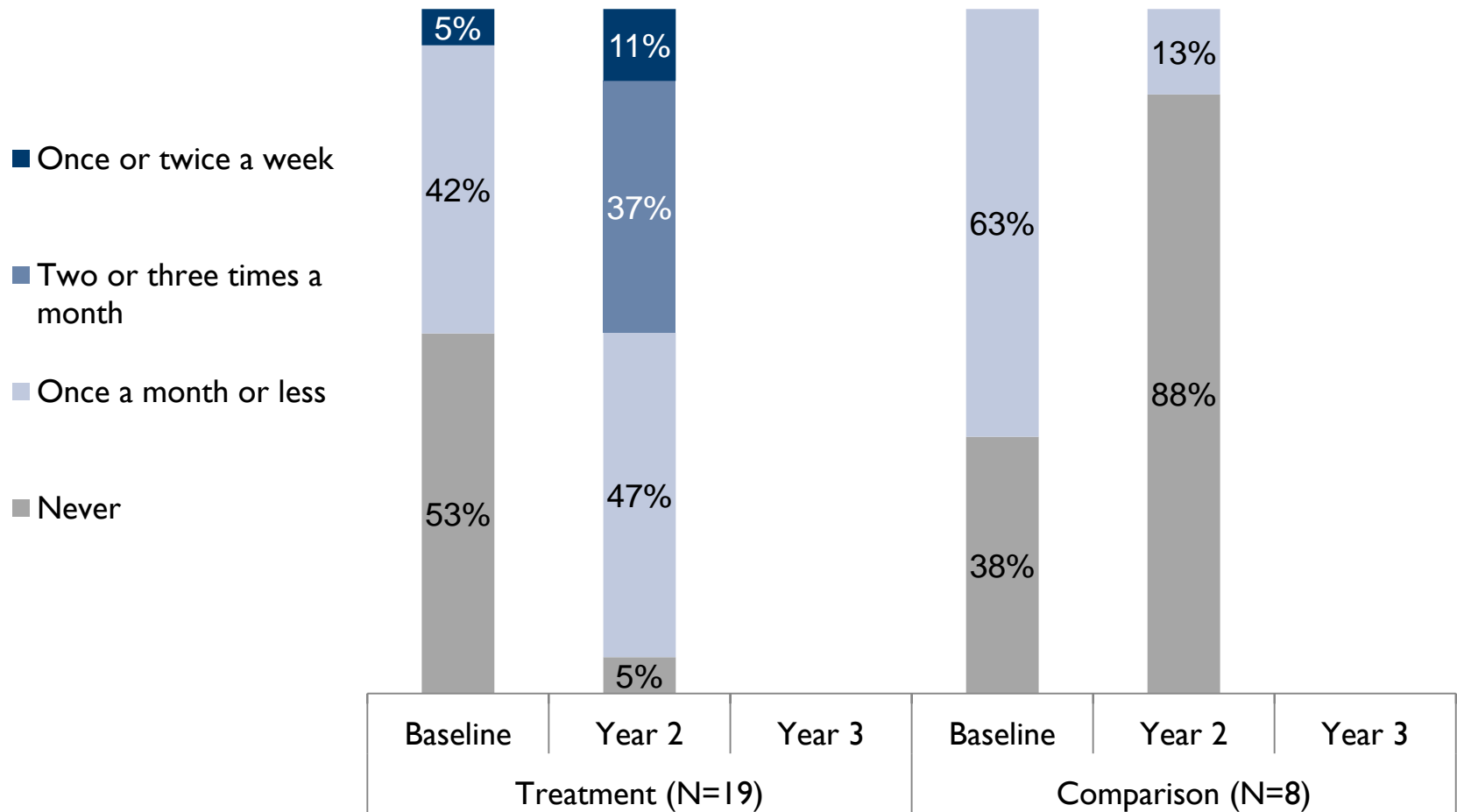
I discussed shared curricular goals with an arts educator



Teacher Cohort I: Collaborative Instruction Practices

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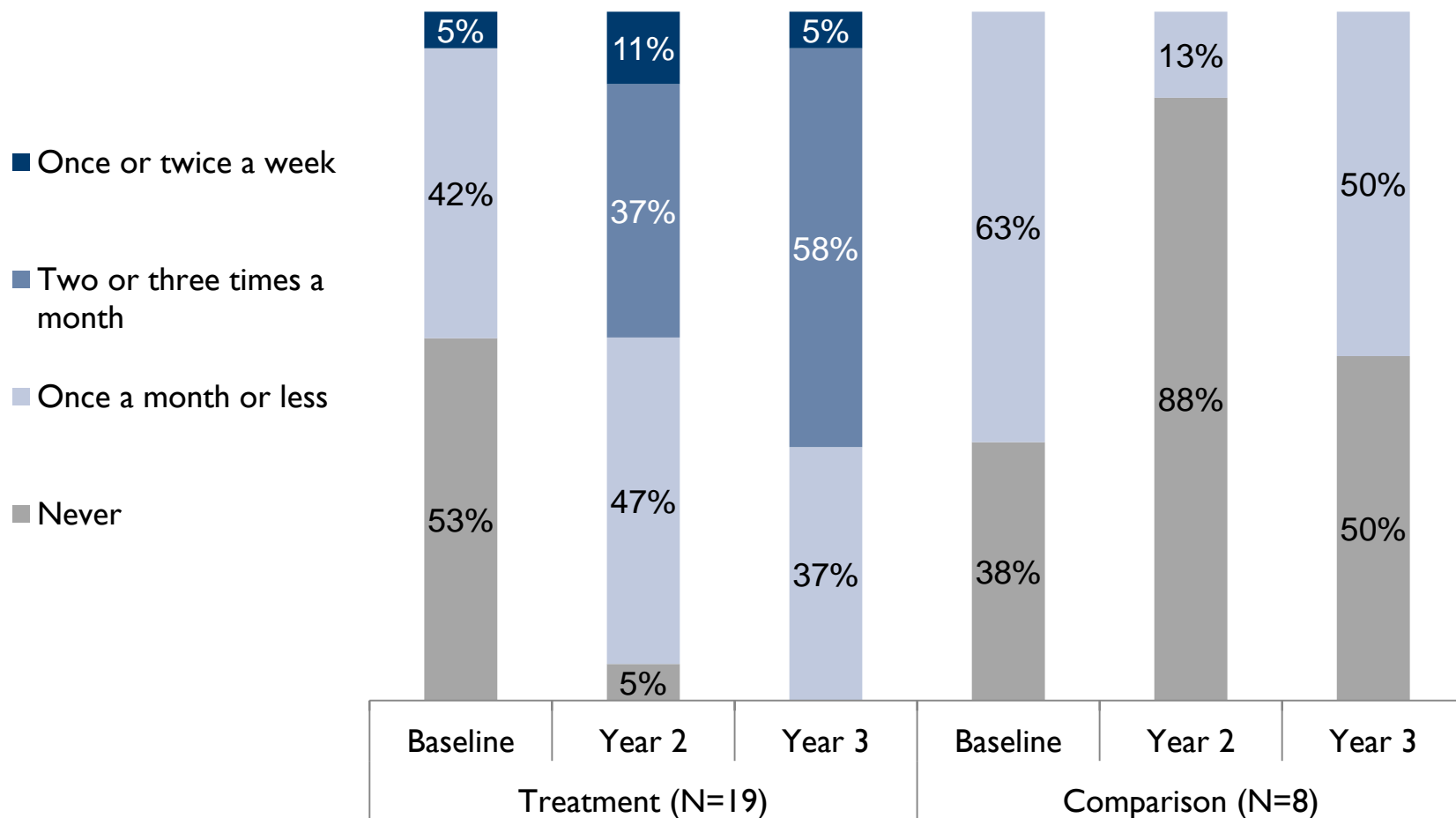
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Teacher Cohort I: Collaborative Instruction Practices

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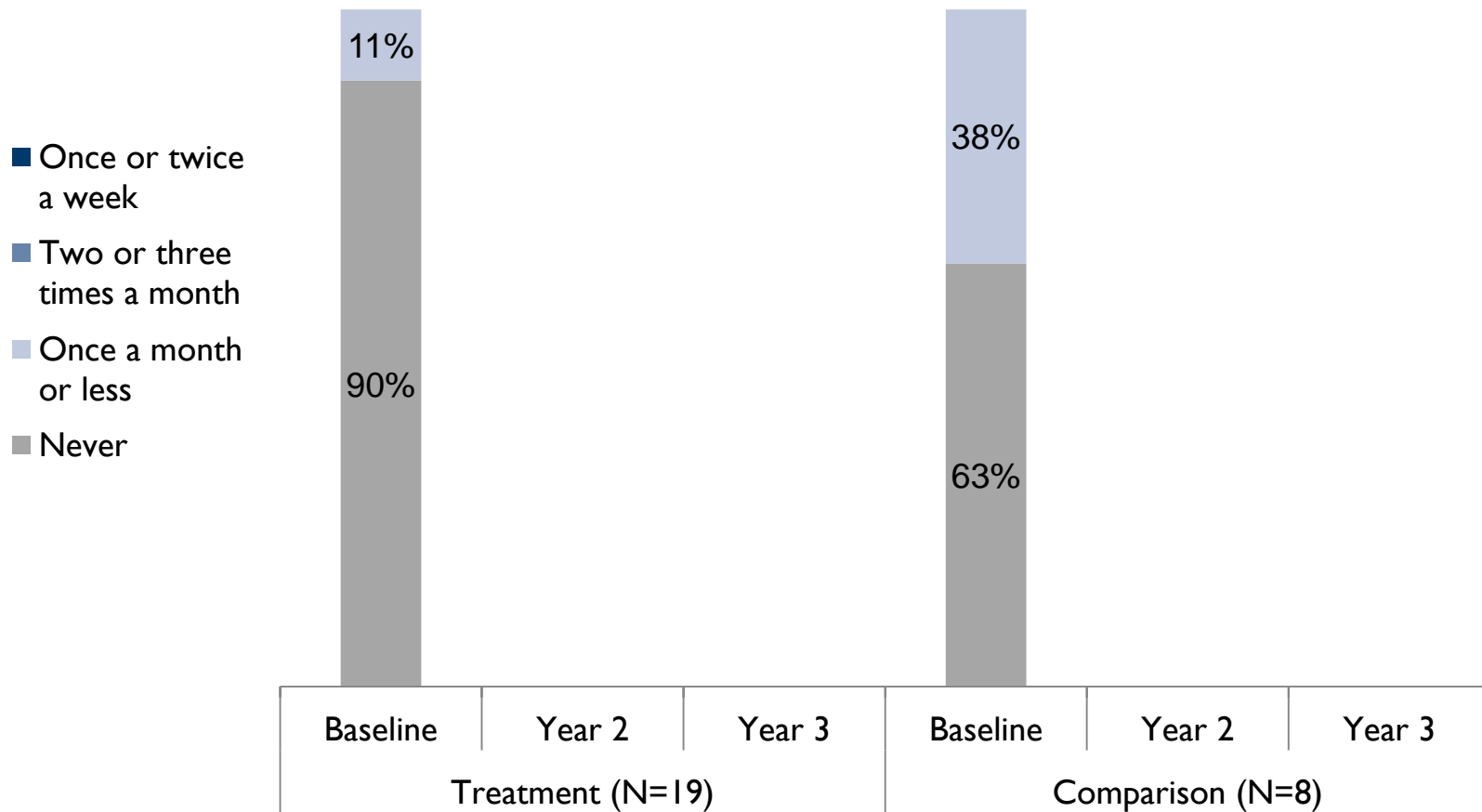
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Teacher Cohort I: Collaborative Instruction Practices

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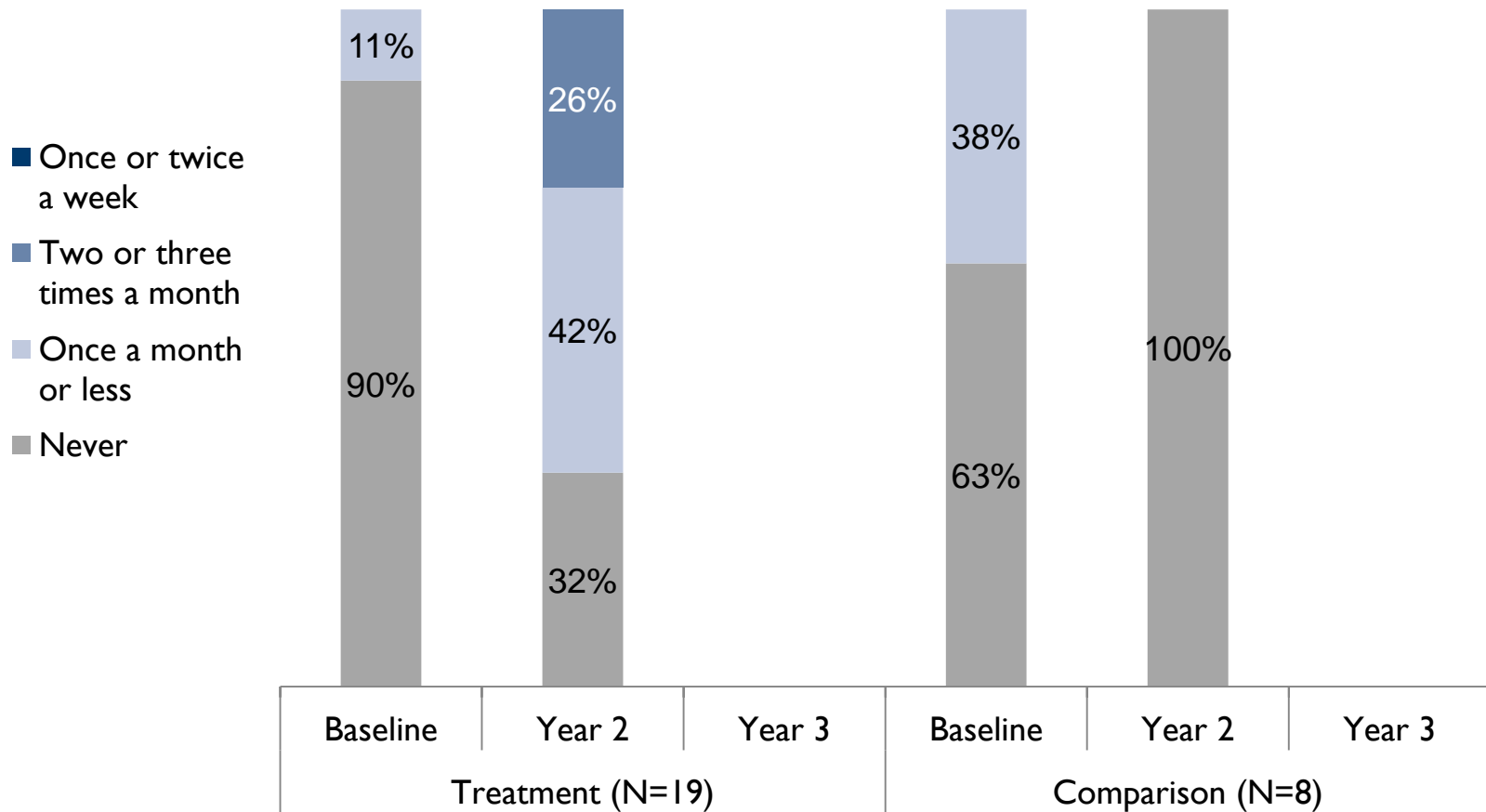
I received feedback from an arts educator on my instructional methods



Teacher Cohort I: Collaborative Instruction Practices

Baseline 2011 to Spring 2013

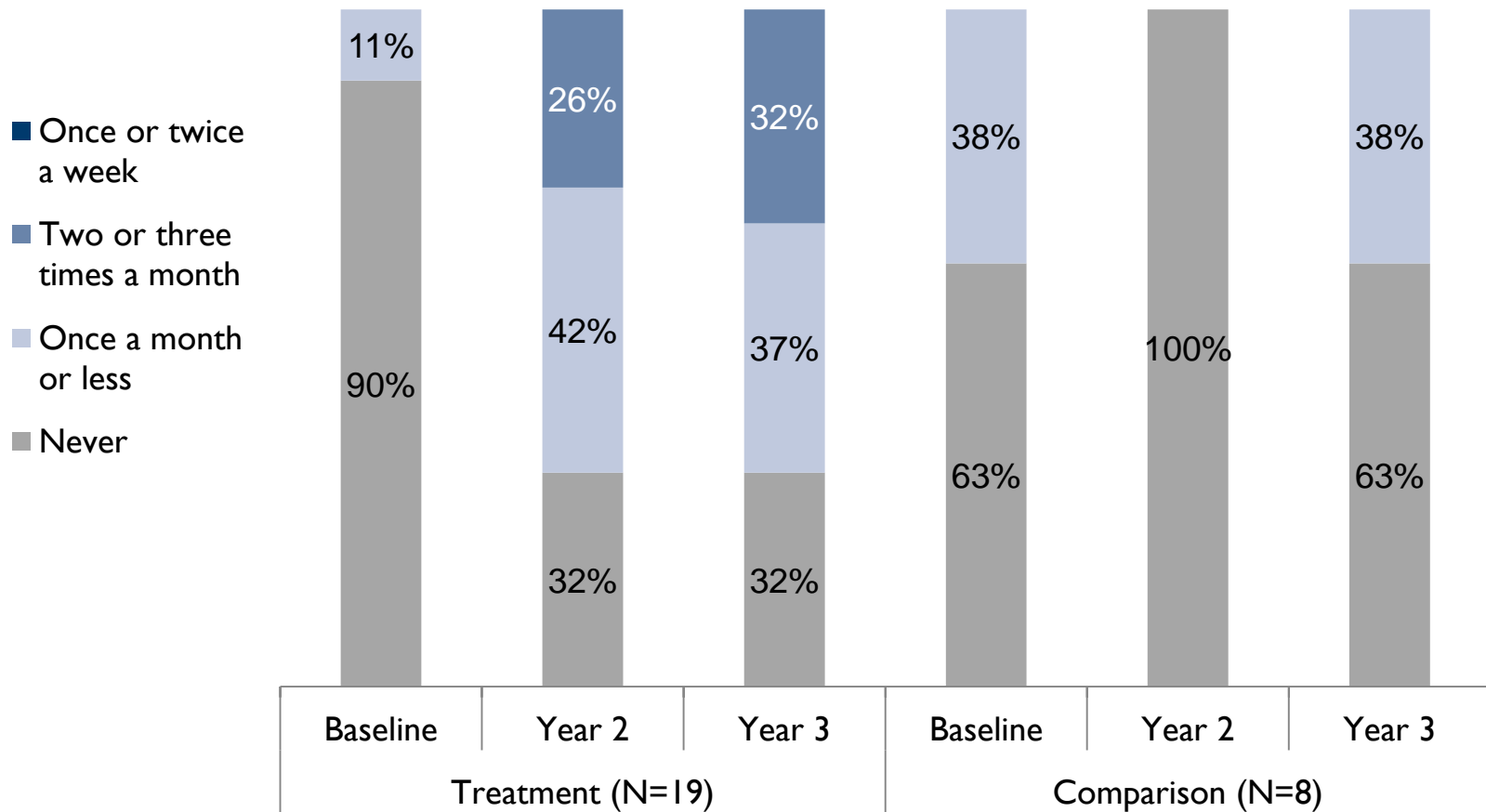
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Teacher Cohort I: Collaborative Instruction Practices

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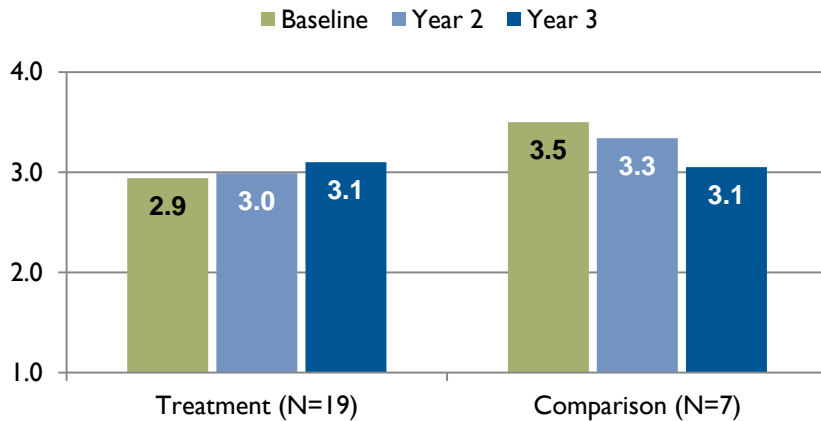
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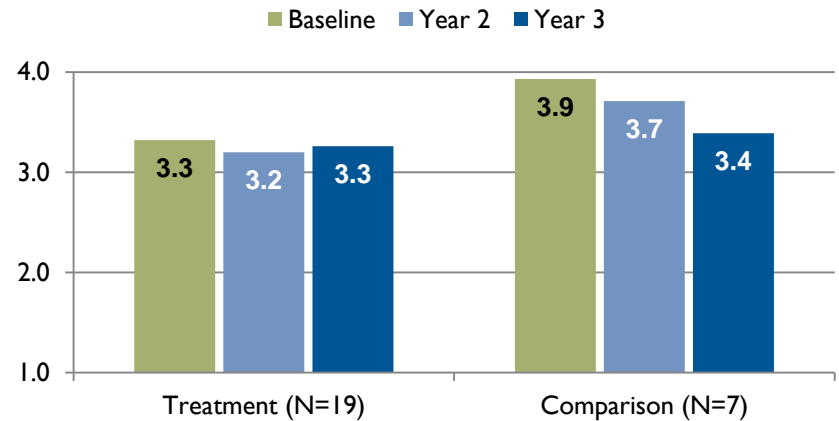
Teacher Cohort I: Gains in 21st Century Skills

Baseline 2011 to Spring 2013

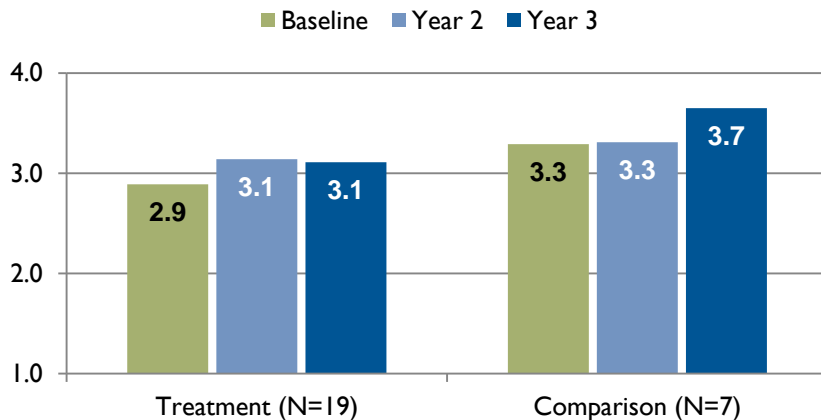
Creativity and Innovation*



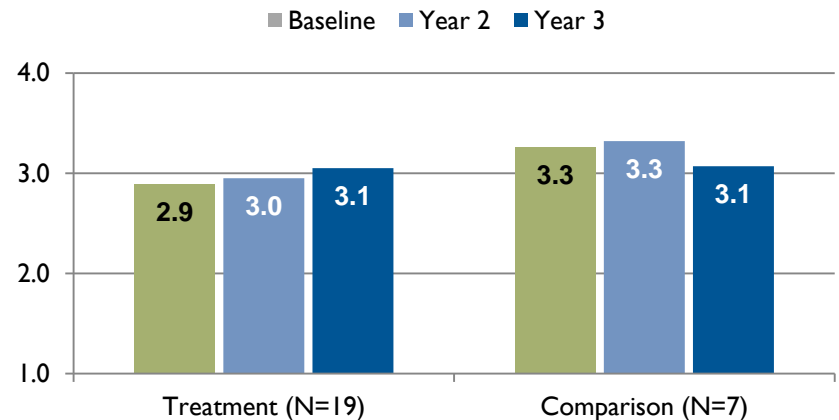
Collaboration



Critical Thinking & Problem Solving



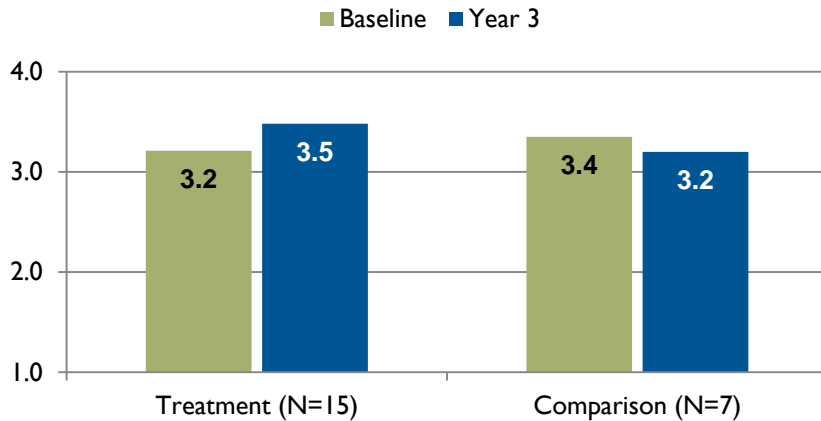
Communication



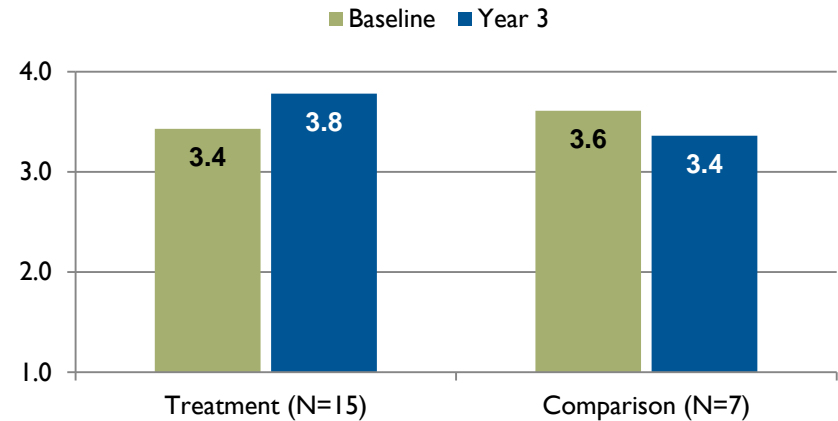
* Denotes statistically significant difference between the gains in the treatment and comparison groups at the $p < 0.01$ level.

Teacher Cohort 2: Gains in 21st Century Skills, Baseline 2012 to Spring 2013

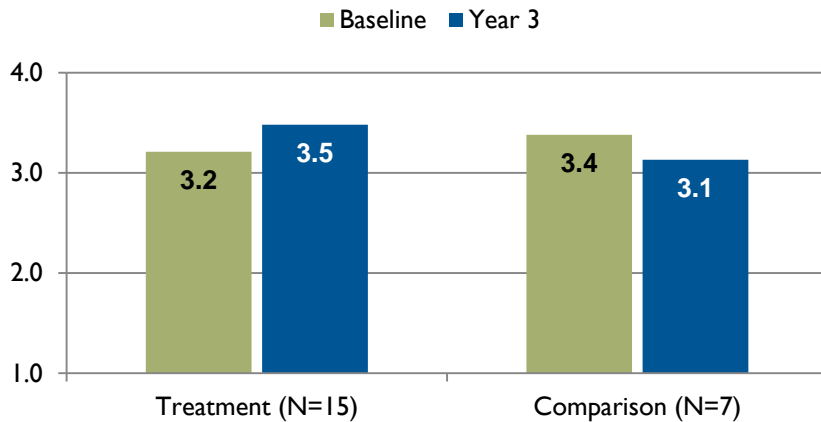
Creativity and Innovation*



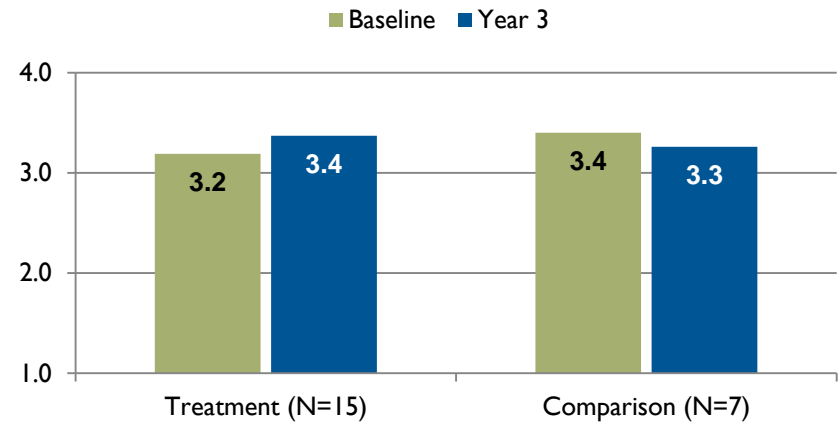
Collaboration



Critical Thinking & Problem Solving



Communication



* Denotes statistically significant difference between the gains in the treatment and comparison groups at the $p < 0.01$ level.

C³ Focus Group Findings

Implementation feedback:

- Units of study well-aligned and engaging
- Lessons well-adapted for special education and ELL students
- Lesson planning improved
- Timing and availability to plan with school librarians, art and music teachers varies across schools
- Opportunities for collaboration and sharing

Impacts on collaborative instruction:

- More likely to “think outside of the box” in planning instructional approaches
- Learned strategies to incorporate art, music and library resources into the classroom

Goal 2

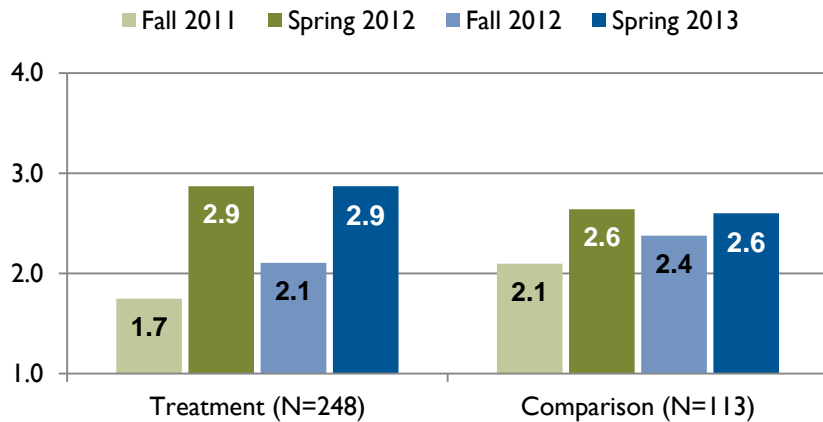
Increase student engagement in critical thinking processes and improve their achievement in critical 21st Century skills, art and core academic areas.



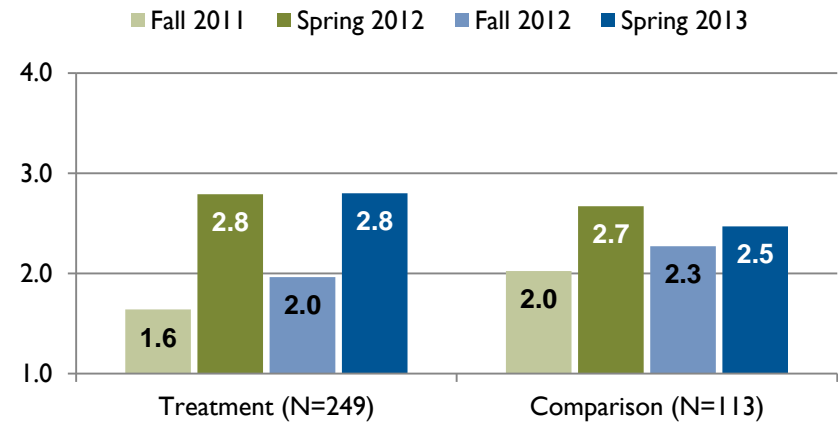
Student Cohort I (3rd Grade): Gains in 21st Century Skills

Baseline 2011 to Spring 2013

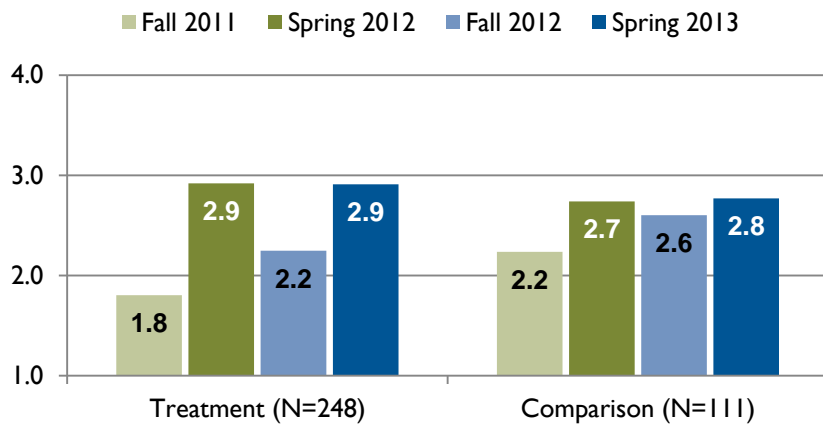
Creativity and Innovation*



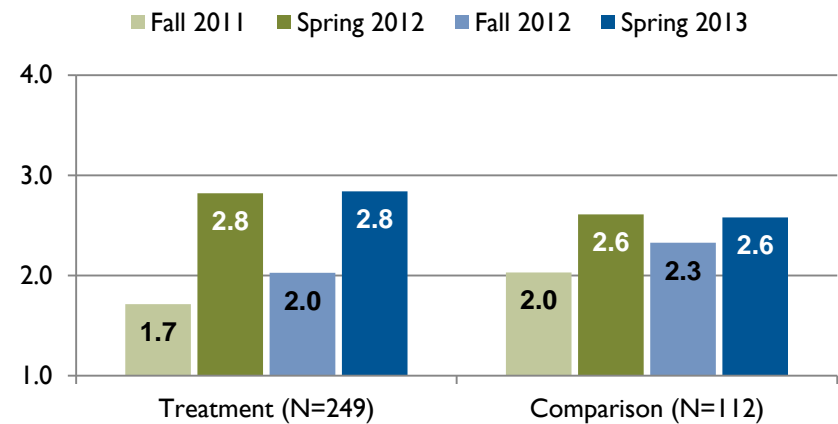
Critical Thinking & Problem Solving*



Collaboration*



Communication*

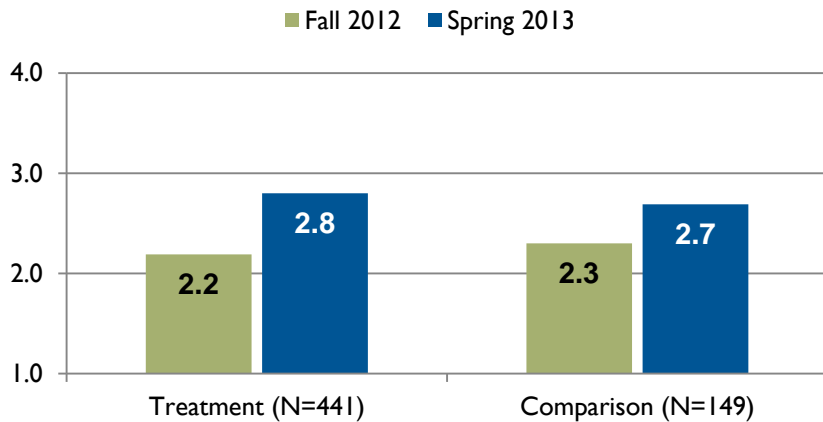


* Denotes statistically significant difference between the gains in the treatment and comparison groups at the $p < 0.01$ level.

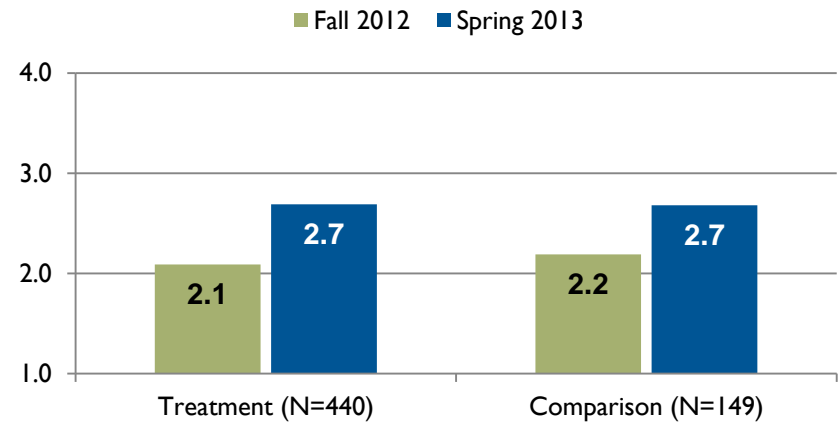
Student Cohort 2 (2nd Grade): Gains in 21st Century Skills

Baseline 2012 to Spring 2013

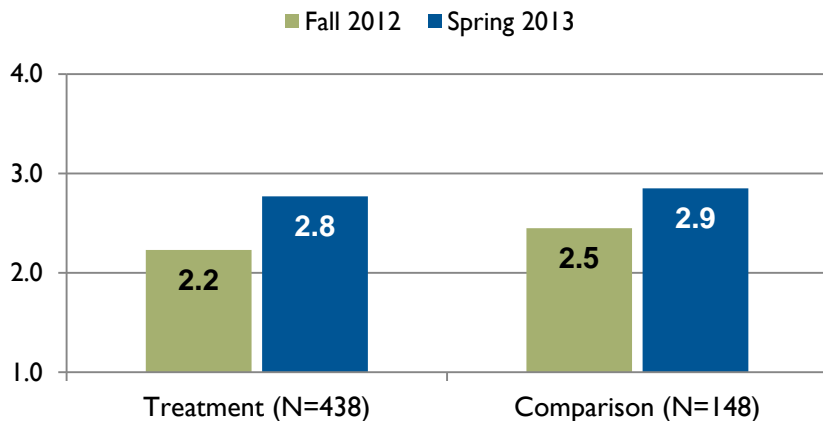
Creativity and Innovation**



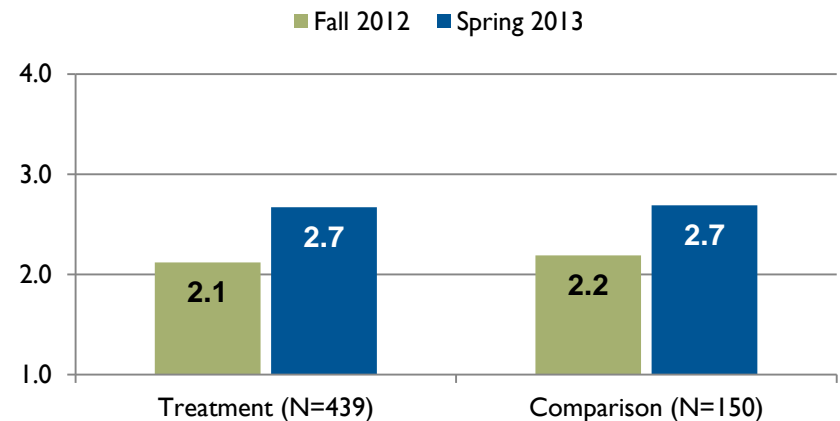
Critical Thinking & Problem Solving



Collaboration*



Communication



* Denotes statistically significant difference between the gains in the treatment and comparison groups at the $p < 0.05$ level.

** Denotes statistically significant difference between the gains in the treatment and comparison groups at the $p < 0.01$ level.

C³ Focus Group Findings: *Impacts on Students*

Helped students build skills:

- 21st Century skills
- Performance skills
- Public speaking skills

Helped students understand concepts:

- Character development
- Dialogue
- Performing arts vocabulary
- The craft and process behind creative performances
- Performance storylines

Goal 3

Contribute to reforms in school planning that better integrate essential 21st Century Skills across the school community through relevant engagement in the arts.



Goal 4

Share tools and lessons learned with NYS and the larger education community and expand and sustain the C³ model.



C³ Project Dissemination



Educationally, the arts have a place in the classroom not only for their own sake, but also as rich, relevant and integral connections to classroom work that support as well as align with and enliven core curriculum.

Professional DEVELOPMENT

Professional educators, teaching artists, administrators, and community partners will engage in ongoing professional development to ensure that students are in learning environments that are fertile for creative and critical growth.

- [Summer Institute](#)
- [TA Training](#)
- [Peer-to-Peer](#)

Units

See what an arts integrated unit of study looks like when elementary teachers and teaching artists collaborate to develop instructional strategies. C3 partners can also log in to submit new units to share.

Cultural OPPORTUNITIES

Cultural Opportunities for students contains links to performers/organizations where students can experience the arts and much more. These references offer field trip and/or on-site programming. To arrange for a visit for your school or to inquire about more information, please contact the organization directly.

- [David Gonzalez](#)
- [Step Afrika!](#)
- [Peter and the Wolf](#)
- [Frindle](#)
- [The True Story of the Three Little Pigs](#)
- [ES BOCES](#)
- [Tilles Center](#)
- [Westhampton Beach PAC](#)

Questions?

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Comments?



metis associates

120 Wall Street, 21st Floor
New York, New York 10005
212-425-8833
www.metisassociates.com