EVALUATION + DESIGN
PROGRAM DESIGN • EVALUATION DESIGN • INFORMATION DESIGN

evaluation 2016
OCTOBER 24-29 I ATLANTA, GA

urban
arts
partnership

RAD idea:
A student-centered, collaborative, mixed-methods tool to assess change in arts-integrated classrooms

inspire. engage. educate.

who are we?

Urban Arts Partnership advances the intellectual, social and artistic development of underserved public school students through arts-integrated education programs
to close the achievement gap.

CLOSING THE ACHIEVEMENT GAP

UAP uses the arts to address educational inequity and provide the opportunity for young people to gain the skills and understanding they need to move on to college and career.

INSPIRING PUBLIC EDUCATION

Our professional development programs give classroom teachers a transformational set of creative approaches, tools and resources to address Common Core learning standards through the arts.

UNLOCKING STUDENT POTENTIAL

UAP programs ignite curiosity, develop character, and create pathways to success and excellence for students in Kindergarten to 12th Grade.
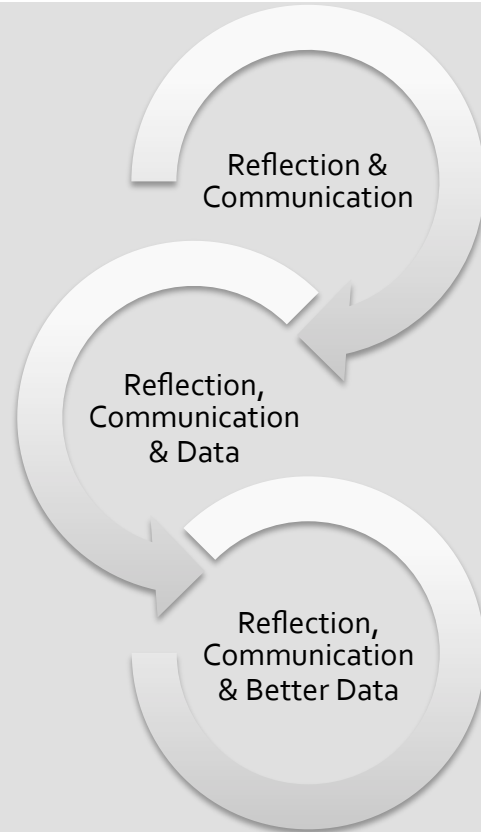
agenda

1. introductions
2. a RAD history
3. findings 2015-16
4. reflecting & refining again
5. Q&A

Reflection & Communication

Reflection, Communication & Data

Reflection, Communication & Better Data

How do we capture teaching and learning in arts education through an accessible and feasible evaluation tool that incorporates multiple perspectives?

How do we use the data and continue to refine the tool to address our needs?

Trust the process!

RAD report 2015-16

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Students reflect
Emerging I Achieving I Excelling

Teaching artists submitted:
- ❑ Student art work (3 students)
- ❑ Artistic, Academic rubrics
- ❑ SEL 11-item observation checklist

Co-teachers
reflect

Teaching artists
reflect

submission rates

	Report 1	Report 2
Changemakers	39	23
Arts Integration	23	16
Fresh Ed	9	4
Story Studio	23	15
Total (67 TAs)	**94**	**58**

Program: Story Studio
Project: *Stop Motion Animation/Story Boards*

What are two challenges you encountered when working on this project?
I did not like writing Why? *It was too hard It got boring because too much imagining things.*

What are two things you did really well when working on this project?
My story was funny. My story was a good idea.

What was your experience like when presenting your work to the class? How did it help you make the work better?
Yes. I present. I like to talk about my life and myself.

What are two challenges you encountered when working on this project?

Making the characters was hard and also remembering everything about that day was hard because I was so young when it happened. I am glad I did it and I talked to my mom about it later. The hardest thing about my artwork was to make it look scary like the place in my story.

What are two things you did really well when working on this project?

I like very much how my characters look now. They are different and interesting like they want to talk. I like the background too. I liked writing my story and using words to make people feel scared and to make them know how scared I was.

What was your experience like when presenting your work to the class? How did it help you make the work better?

Everyone was looking at me excited to know what was going to happen next. When I was telling the story, I was making the sounds of the motorcycle and the trees. I was using movements and words to make the story come alive. I think I did a good story telling job.

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[I] communicated with my partner. You know, leading each other when we needed. If you forget one part we help each other out.

Helping others figure things out. Teaching them how to do the settings.

It was hard getting my classmates to help me with the project. I did a lot of the work by myself.

Keeping the floor clean and working together with other students was a bit hard.

How talkative the class is - it's annoying.

If I were in charge of the class I would change the way people's attitudes are and I would put all the bad people in another room away from the people who want to learn.

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Focus, paying attention, and following directions.

The successes I made this year was listening to Mr. Z.

The part of taking pictures that was a challenge is when you have to make it (the camera) focus. It's hard with the big camera sometimes. I could focus (myself) more and try harder.

Focussing, sometimes I lost focus and got distracted

The experience working with Mrs. T was fantastic. She was always available to discuss lessons and student progress and she was always the one to alert me when classes were cancelled due to testing. She was open to the process and recognized the major value that art-making has on teaching. She shared her excitement with her class and that helped to make the classroom a warm and inviting atmosphere.

My experience with the "Urban Arts" Initiative has been fantastic! The instructor has shown commitment to both the students and the teacher. The instructor is also well prepared and brings a wealth of instructional framework into the classroom.

- ❑ Growth in collaboration
- ❑ Challenges with logistics and co-planning
- ❑ Support for teaching artists by other school staff
- ❑ Interest in professional development

"legacy feature": TA-designed artistic rubrics

Does not attempt or does little to attempt the assigned project. Does not participate or participation is limited. Struggles to use techniques and create artistic ownership over work.

Student works towards completing the assigned project. Student may benefit from directions being broken down into small steps. Student demonstrates artistic ownership and technique is on level. Student does their best to incorporate teacher feedback.

Student requires little direction from teacher. Student attacks project with creativity and confidence. Student experiments and takes risks. Student supports their colleagues during artistic projects.

"legacy feature": TA-designed academic rubrics

Student scores below a 65 on class room tests and assessments. Student's reading level is a 1 or 2 according to 6th grade ELA rubric and is using the Mayan software to catch up.

Student scores between a 70-85 on classroom tests and assessments. Student reads on a level 3 or 4 on 6th grade ELA rubric

Students do not complete their packet, students unwilling or unable to complete their poem, students do not participate in VTS conversation, students arrive or leave late from class

Student scores a 90 or higher on classroom tests and assessments. Student reads at a level 5 according to ELA rubric

Students complete their packet with some reminding, will help students complete their poem, students participate in VTS conversation, students are on time entering and leaving the classroom

Students finish their packet ahead of time and have an early start on their project, students create a thoughtful complete poem, students contribute thoughtful comments to the VTS conversation, students arrive on time and help out in the classroom
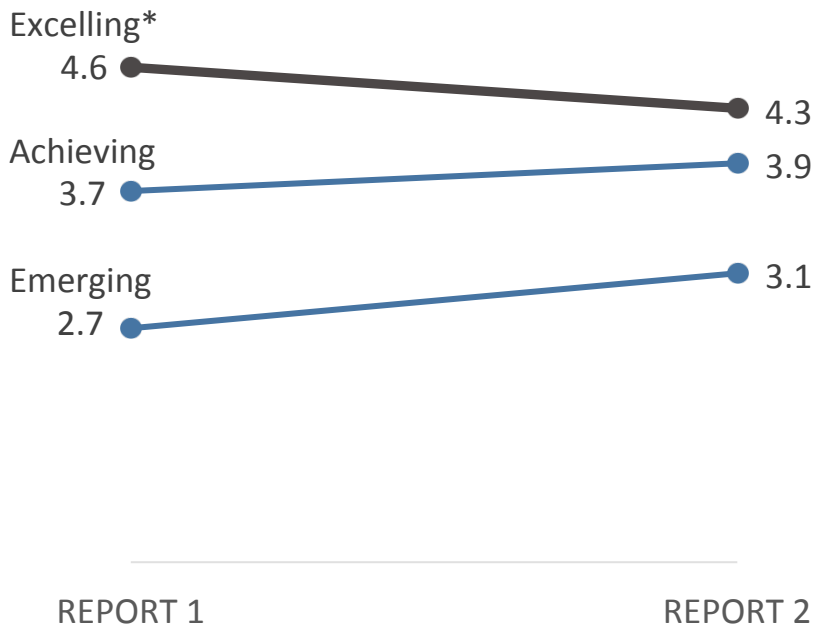
social-emotional learning checklist

- **Engagement:**
  - Student actively participates in class
  - Student appears interested in the project
- **Academic self-efficacy:**
  - Student demonstrates confidence when starting to work on a challenging project/task*
  - Student asks questions that demonstrate curiosity about the topic or skill beyond the project
- **Problem-solving:**
  - Student engages in trial-and-error in completing a project

- **Interpersonal skills:**
  - Student works well in collaboration with other students*
  - Student seeks out opportunities to work with others without being told to do so
  - Student provides constructive critique to peers
- **Growth mindset (or something?):**
  - Students accepts and uses constructive critique
  - Student sees mistakes as a learning opportunity
- **Academic behaviors:**
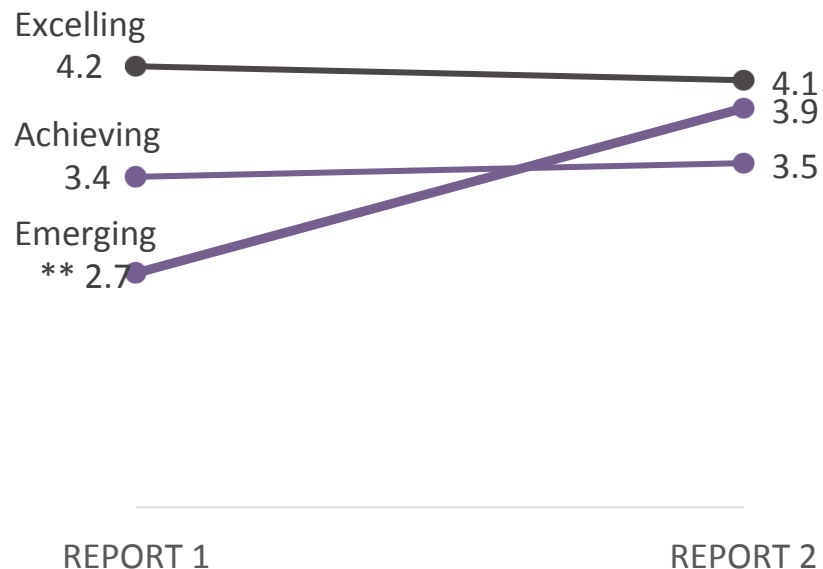 - Student finishes assignments on time

Curiosity & Engagement Scale (α=.90)   **Collaboration & Improvement Scale (α=.88)**

social-emotional learning checklist

Curiosity & Engagement Scale

Excelling*
4.6 — 4.3

Achieving
3.7 — 3.9

Emerging
2.7 — 3.1

REPORT 1   REPORT 2

Collaboration & Improvement Scale

Excelling
4.2 — 4.1

Achieving
3.4 — 3.9

Emerging
** 2.7 — 3.5

REPORT 1   REPORT 2

The fine print: Emerging n=32, Collaboration & Improvement scale increase: t=5.17, p<.0005; Achieving n=38; Excelling n=39, Curiosity & Engagement scale t=2.27, p=.029

this year: more versions, better deadlines

1 version /
4 programs

4 versions /
7 programs

Differentiation!

this year: artistic process rubrics

1. Artistic response connected with the academic content (Arts Integration)

2. Artistic response inspired by self-expression & the world around the student (CRP)

3. Asking critical questions (Critical Inquiry)

4. Refinement and reflection (Artistic Inquiry)

this year: more specific questions

Student Q1: How does your project show who you are, as a person?

Student Q2: How does your project show what you are learning in this class?

Student Q3: If you were in charge of this class, what is one thing you would change?

CRP & Connecting

Teacher Q2: In what ways (if at all) has the project helped your students to express themselves?

Teacher Q3: In what ways (if at all) has the project helped your students to learn academic content?

Teacher Q6: How often do you use the arts integration activities that your TA introduces in this class, in your other classes?

Never	Rarely	Sometimes	Often	Very often

this year: closer triangulation

TA Q1: In what ways (if at all) has the project helped your students to learn academic content? To this end, how closely is the project tied with the teacher's curriculum for the class?

TA Q2: In what ways (if at all) have you incorporated culturally responsive pedagogy in the classroom to help students learn?

CRP & Connecting

Would this kind of tool be useful in your work? How would you adapt it?

What feedback do you have to help us refine?

contact us!

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