

ARTS FOR ACADEMIC ACHIEVEMENT:
Results from the Annual Teacher Survey

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PREPARED FOR
Minneapolis Public Schools

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Executive Summary

The purpose of the four-year Arts for Academic Achievement project is to transform teaching and learning through partnerships between schools and artists and arts organizations. The theory of action underlying the initiative is that when teachers and artists collaboratively develop instruction that integrates arts and nonarts disciplines, instruction in nonarts disciplines becomes more effective and student achievement increases.

Unlike arts integration initiatives that focus on partnerships as a way to restore discipline-based arts instruction to the curriculum, the purpose of the Arts for Academic Achievement project is to strengthen instruction and improve student learning in nonarts areas such as reading and science. In this project arts integration is not intended to replace the comprehensive, sequential arts instruction that is already provided by trained arts educators in the district. Instead, the project is based on the belief that students benefit from a curriculum that includes both disciplinary-based instruction in the arts and nonarts instruction that is enhanced by integrating the arts. The major issue of this project is not about which is better, disciplinary education in the arts or arts integration, but rather what, when, and how to use each in order to teach students most effectively.

This report is one in a series of reports based on research conducted throughout the Arts for Academic Achievement project by the Center for Applied Research and Educational Improvement at the University of Minnesota. The purpose of this report is to summarize the results of a teacher survey administered in Spring 2002, near the end of the project's fourth and final year of implementation. The survey was designed to gather information in areas such as: frequency of arts integrated instruction, what teachers and arts partners did together, teacher satisfaction with their arts partnership experiences, the impact of arts integration on teachers' work, and teachers' personal experiences in the arts.

Overall, 1260 teachers took the survey for a completion rate of 74%. Although ideally 100% of the teachers would have completed the survey, a completion rate of 74% indicates we can be fairly confident the results represent the experiences of all teachers in the project sites.

The results are organized into two sections. In the first section, survey results from the 4th year of the project are presented. These results are organized around the following series of questions:

- How many teachers integrate the arts?
- How much do teachers integrate the arts?
- Which disciplines are being integrated?
- How much professional development about the arts did the teachers receive?
- What do teachers and arts partners do together to integrate the arts?
- What is the impact of integrating the arts?

How many teachers integrate¹ the arts? Over three-fourths of the teachers (77%) reported they integrated the arts into their students' lessons during the 2001-2002 school year. A comparison of responses by elementary teachers with responses by secondary teachers reveals that elementary teachers are significantly more likely to integrate the arts than secondary teachers – 81% versus 70%, respectively.

How much do teachers integrate the arts? Elementary teachers were more likely to integrate the arts across subject areas than were secondary teachers.² Individual schools also varied in the amount of arts integration reported by teachers.

Which disciplines are being integrated? The area of English/Reading is most often integrated at both the elementary and secondary levels, followed by History/Social Studies and Science. Of the core academic subjects, mathematics is the least likely to be integrated with arts in elementary and secondary schools.

How much professional development about integrating the arts did teachers receive? Ten percent of the teachers reported receiving “a lot” of professional development related to integrating the arts with non-arts areas.

What do teachers and arts partners do together to integrate the arts? Fifty-four percent of teachers that integrated the arts reported that they worked with an arts partner. Again this year, elementary teachers were significantly more likely to have an arts partner than secondary teachers (62% and 33%, respectively).

Arts partners were involved in a variety of activities in the classroom, but were more likely to provide instruction to students than to collaborate with the teacher. Across the years of the project, there appears to be more in-depth involvement between teachers and arts partners, as demonstrated by a decrease in the number of teachers that reported their partner “never” shared ideas about teaching and learning or co-developed arts curriculum with their arts partner.

When an arts partner is in the classroom, teachers are “very likely” to make sure their students are attentive and focused (89%), observe their students to understand how they learn (81%) and to expand their teaching methods (76%), and to participate with students in the activity (69%). Teachers are less likely to team-teach with the arts partner (50%).

Similar to teacher responses regarding their activities when an arts partner is in the classroom, 49% of the teachers reported they were “very likely” to team-teach with an arts education specialist. However, teachers reported less involvement when an arts education specialist is in the classroom, as evidenced by lower percentages of teachers that reported they were “very likely” to make sure students are attentive and focused (80%), observe students to understand how they learn (75%) and to expand their teaching methods (73%), and to participate with students in the activity (65%).

¹ The survey defined arts integration as instruction in which arts-related concepts and activities are infused with other academic area. Others may call this arts infusion or education through the arts.

² On a t-test of independent samples, the probably was less than .0001 that this difference would be caused by chance.

What is the impact of integrating the arts? In general, teachers reported that arts integration had a positive impact on their work and their school. The impact was most positive in terms of the school's interest in and support of the arts and the engagement of students in the classroom. Responses regarding the impact of arts integration on student achievement, relations with parents, authentic assessment, use of graduation standards to plan instruction, and their workload were not as positive.

The second part of the results section presents longitudinal survey results for schools that have been in the project for all four years. These data are presented in the following sub-sections:

- Arts Integration: Amount and Frequency
- Changes Over Time: Arts Partner Activities
- Changes Over Time: Professional Collaboration
- Changes Over Time: Attitudes

Arts Integration: Amount and Frequency Across all years of the program, elementary teachers reported more arts integration than their secondary counterparts. More elementary teachers reported “a lot” of integration in more subjects than secondary teachers as well. In general, the percentage of teachers indicating that they integrate “a lot” increased over the course of the project.

Changes Over Time: Arts Partner Activities Three questions were used to assess change in collaborations between teachers and arts partners. Across the program, there was a decrease in the percentage of teachers that indicated they “never” co-developed an arts-education curriculum or arts-integrated assessment, or shared ideas about teaching and learning with their arts partner.

Changes Over Time: Professional Collaboration A major focus of AAA was the collaboration between teachers and between teachers and artists. Between Year 1 and the Final Year, there was an increase in the number of times teachers reported meeting with other teachers to discuss collaborative work related to instruction.

Changes Over Time: Attitudes We assessed changes in attitude with a variety of questions. Three questions, regarding knowledge of the school's program to increase arts in the curriculum, other approaches to improve student achievement, and perceptions of feeling too occupied with other things to work on including the arts, all showed positive change between Year 1 and the Final Year (e.g., much higher percentage indicating “not at all true” and fewer choosing “very true”). Other questions looked at teacher attitudes from Year 1 to the Final Year in the areas of student learning and enjoyment, future use of arts integration, etc. Teachers' perceptions about arts integration were more positive in the Final Year of the project. There were increases in the percentage of teachers who felt that learning was more effective for students through arts integration; planned future use of arts integration in the classroom; and that students enjoy using the arts to demonstrate their knowledge. There also appears to be greater personal and school-wide commitment to the arts. A higher percentage of teachers in the Final Year than in Year 1 indicated that their school's School Improvement Plan and Personal Development Plan included the arts, and that their school's staff development plan reflected a commitment to increasing skills in the arts.

Introduction

The purpose of the four-year Arts for Academic Achievement project is to transform teaching and learning through partnerships between schools and artists and arts organizations. The theory of action underlying the initiative is that when teachers and artists collaboratively develop instruction that integrates arts and nonarts disciplines, instruction in nonarts disciplines becomes more effective and student achievement increases.

Unlike arts integration initiatives that focus on partnerships as a way to restore discipline-based arts instruction to the curriculum, the purpose of the Arts for Academic Achievement project is to strengthen instruction and improve student learning in nonarts areas such as reading and science. In this project arts integration is not intended to replace the comprehensive, sequential arts instruction that is already provided by trained arts educators in the district. Instead, the project is based on the belief that students benefit from a curriculum that includes both disciplinary-based instruction in the arts and nonarts instruction that is enhanced by integrating the arts. The major issue of this project is not about which is better, disciplinary education in the arts or arts integration, but rather what, when, and how to use each in order to teach students most effectively.

Arts for Academic Achievement is a “bottom-up” change effort; a team of interested teachers within a school initiates a project by designing a program of arts integration and arts partnerships that reflects the unique context of its school and community. Teams are required to link their program goals to school and district improvement plans, which include standards for student learning; however, the project does not specify a curriculum framework or model for teacher-artist collaboration, nor does it stipulate which arts and nonarts disciplines should be included in the plan. As a result, a variety of art forms and nonarts disciplines are included in the project. To deepen the change process, teams are required to do an annual action research project related to how arts integration is affecting student achievement.

In one sense, each school site is a laboratory for how teachers and arts partners can work together to integrate arts and nonarts to improve teaching and learning. More than 100 arts partners, including arts organizations and individual artists in dance, theatre, visual arts, music and media are involved in the project, as well as certified visual arts and music teachers.

This report is one in a series of reports based on research conducted throughout the Arts for Academic Achievement project by the Center for Applied Research and Educational Improvement at the University of Minnesota. The purpose of this report is to summarize the results of the survey administered annually to teachers in schools involved in the Arts for Academic Achievement Project. The survey was designed to gather information in areas such as: frequency of arts integrated instruction, what teachers and arts partners did together, teacher satisfaction with their arts partnership experiences, the impact of arts integration on teachers’ work, and teachers’ personal experiences in the arts.

Methodology

During April and May 2002, members of the CAREI research team went to 40 of the 43 project sites to administer the survey during a staff meeting³. All teachers were asked to complete the survey even if they had not been directly involved in any project activities during the year. Teachers were informed that their responses would be kept confidential and the survey results would not be used to determine future funding. CAREI researchers collected the completed surveys before leaving to ensure confidentiality.

A total of 1260 licensed staff members completed the survey, a response rate of 74%. An overall completion rate of 74% is acceptably high and indicates that one may be fairly confident that the responses reported here reflect the experiences of all teachers involved with the AAA project.

Completion rates for licensed teachers at individual schools varied from 21% to 95%. A complete listing may be found in Appendix A. It should be noted that three schools had a response rate below 50%; therefore, one should be cautious when interpreting responses across schools. However, we were very conservative when interpreting response rates for individual schools; hence, the response rates listed in Appendix A likely underestimate the true response rate for individual schools. In general, we can assume that site-level responses adequately portray the experiences of all teachers at that site.

Results

Teacher survey results are organized into two sections. In the first section, survey results for all schools in the fourth year of the project are presented. In the second section, we present longitudinal results for those schools that were in the project all four years.

Year 4 Teacher Survey Results

How many teachers integrate the arts?

The primary purpose of the survey is to determine how much teachers integrate the arts. Based on the definition shown below, over two-thirds of the teachers (77%) report that they integrated the arts into their students' lessons during the 2001-2002 school year.

Arts integration is instruction in which arts-related concepts and activities are infused with other academic areas. Others may call this arts infusion or education through the arts.

³ 3 sites did not schedule a time for CAREI to administer the survey.

A comparison of elementary and secondary teachers' responses reveals that elementary teachers integrate the arts more often than secondary teachers – 81% versus 70%, respectively. This difference is not surprising given the results of research on school change generally, which clearly indicates that secondary schools face greater challenges to implementing a reform initiative than elementary schools. This discrepancy is also not unexpected for a project such as Arts for Academic Achievement because elementary teachers are expected to know how to teach a range of disciplines whereas secondary teachers specialize in one discipline.

The proportion of teachers integrating the arts varies considerably among the schools, a finding that is not unexpected given that the schools had different levels of previous experience with partnerships and arts integration at the start of the project. Among the 30 elementary schools that completed the survey, the proportion of teachers integrating the arts ranges from 41% to 100%. The range among the 10 secondary schools is slightly narrower, between 48% to 86% of teachers in secondary schools report they are integrating the arts.

How much do teachers integrate the arts?⁴

To gain a picture of which nonarts disciplines teachers are integrating with the arts and the extent of integration, the survey asked how much the arts have been integrated into their students' lessons in eight nonarts disciplines. To assess the overall extent of arts integration that occurred, regardless of which nonart area is under consideration, we created a scale called Total Arts Integration by adding up teachers' responses for each discipline. The possible values of the scale range from 1 to 24. To obtain a scale total of 24, a teacher would have had to indicate they were integrating the arts "a lot" into their instruction in all eight academic areas listed on the survey.

Among those teachers who integrated the arts, the mean Total Arts Integration score was 7.0. A score of 7.0 could result from several integration scenarios, such as: a teacher doing "a lot" of integration in two nonart disciplines and "very little" in a third, a teacher doing "some" integration in three nonart disciplines and "very little" in a fourth, or a teacher doing "very little" arts integration in seven disciplines.

Other data collected by CAREI through teacher interviews and classroom observations suggest that teachers are more likely to concentrate their arts integration in one area rather than do a sprinkling across many nonarts disciplines. This suggests that when interpreting scores on the Total Arts Integration scale, a scenario of greater integration with a few nonarts disciplines is a more likely explanation for a score than a scenario of less intense integration with more nonarts disciplines. This is also consistent with other data describing the amount of time teachers and artists need to collaboratively develop instruction; again, they would be more likely to focus on one nonarts discipline rather than several.

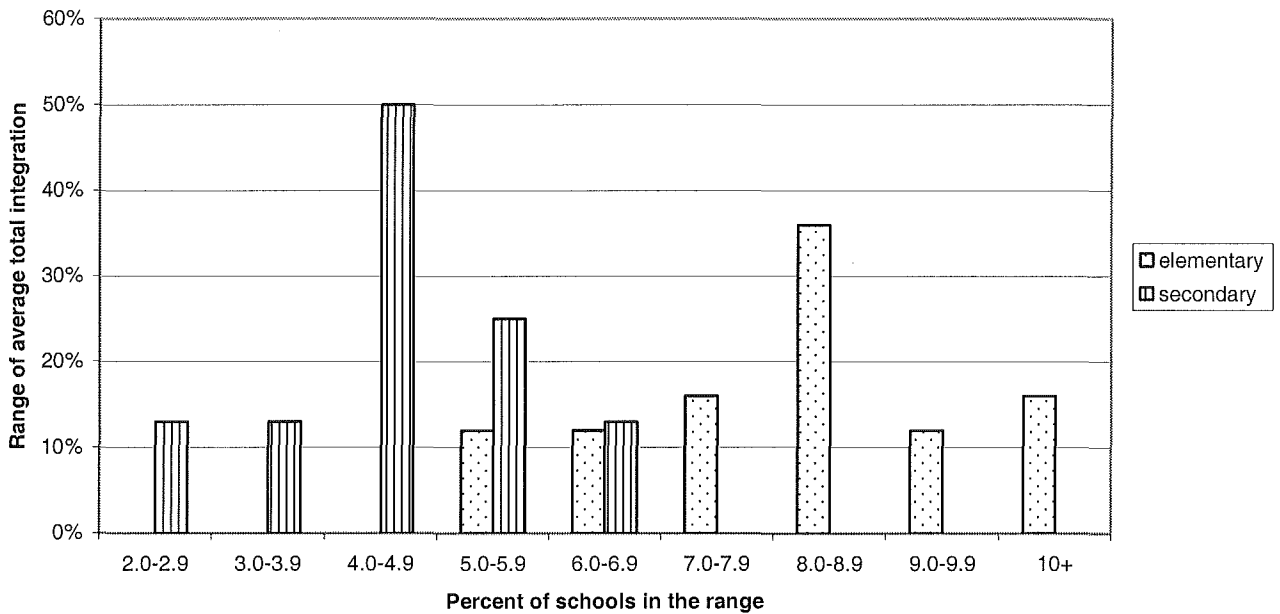
Just as more elementary than secondary teachers reported that they integrated the arts, the Total Arts Integration scores for elementary teachers are significantly⁵ higher than the scores for

⁴ From this point on, our percentages are based on the subgroup of teachers who reported that they integrated the arts during the 2001-2002 school year rather than all teachers who completed the survey. This reduces the number of respondents from 1260 to 980.

secondary teachers. For elementary teachers, AI scores ranged from 1 to 24, with a mean of 8.07. In contrast, AI scores for secondary teachers ranged from 1 to 21, with a mean of 4.17. Because elementary teachers are responsible for teaching multiple subject areas, whereas secondary teachers focus on a single discipline, we would expect the extent of integration to be lower in secondary schools because a single teacher has only one discipline option available for integrating with art.

Individual schools also vary considerably in the extent teachers are integrating the arts (See Figure 1). Among elementary schools the average Total Arts Integration score ranges from 3.2 to 11.1, indicating that in the most active elementary school the average teacher was likely to be integrating three disciplines with the arts “a lot” and doing “very little” arts integration in a fourth discipline. In comparison, the average score in secondary schools ranges from 2.0 to 4.4, with an average teacher in the most active school likely to be integrating the arts “a lot” in two disciplines.

Figure 1: Average Total Integration for elementary and secondary schools

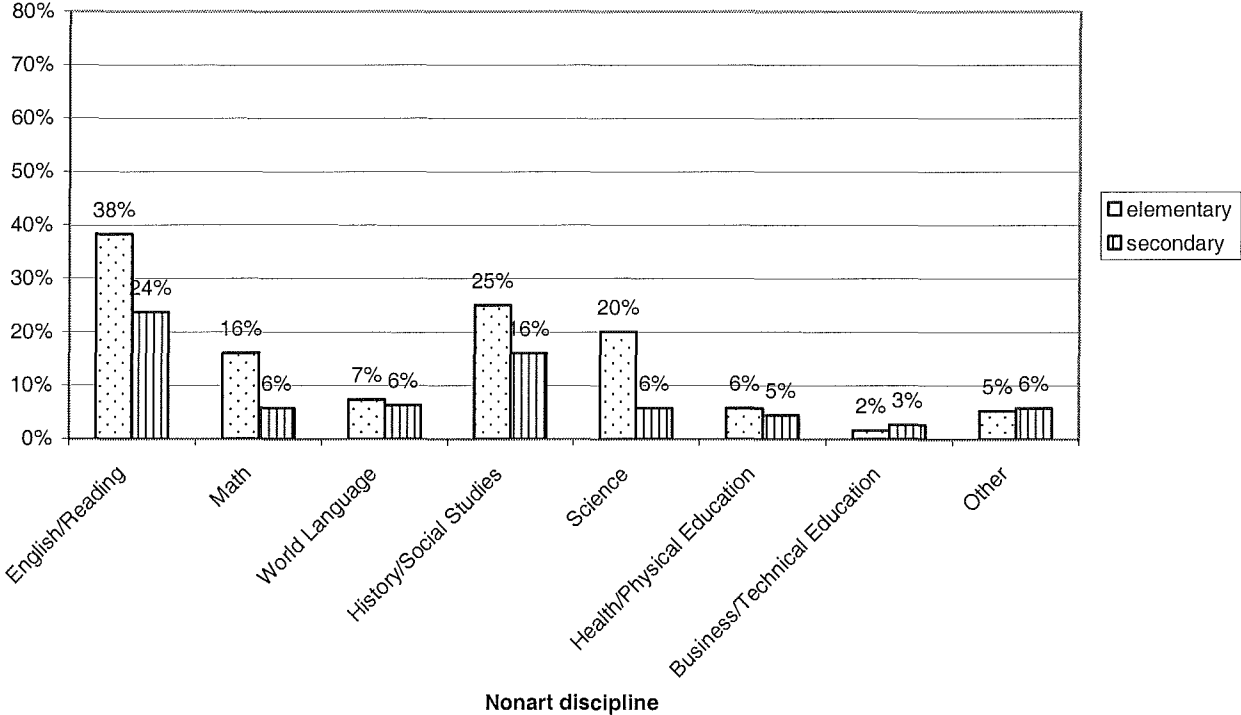


⁵ On a t-test of independent samples the probability was less than .01 that this difference would be caused by chance.

Which disciplines are being integrated?

In addition to the percentage of teachers reporting they integrate the arts, a second indicator of program implementation is how much teachers report integrating the arts in specific disciplines. As an indicator of arts integration in specific academic disciplines, we use the proportion of teachers reporting they integrate the arts “a lot” in a subject area.

Figure 2: Percent of teachers reporting "a lot" of integration



As found in the prior teacher surveys, the area of English/Reading is most often the focus of arts integration. Thirty-eight percent of the elementary teachers who teach English/Reading and who said they integrated the arts reported integrated “a lot” in this discipline (Figure 2). The rate for secondary English/Reading teachers is lower, 24% of those that teach this subject reported that they integrated “a lot” in this discipline. At the elementary level, History/Social Studies and Science were the disciplines next most often integrated with the arts; 25% and 20% of the teachers reported integrating arts with the subjects, respectively. In secondary schools, History/Social Studies was the second most frequent focus of arts integration, with 16% of the teachers reporting they integrated the arts “a lot” in this area.

How much professional development about integrating the arts did teachers receive?

Ten percent of the teachers reported that they received “a lot” of professional development this year related to integrating the arts into non-arts areas of the curriculum. As shown in Table 1, another 40% received “some” professional development in this area, a likely reflection of the professional development opportunities provided by the project.

Table 1. Amount of professional development for integrating the arts into non-arts areas

| None | Very Little | Some | A lot |
|------|-------------|------|-------|
| 25% | 25% | 40% | 10% |

Similar to the results obtained over the last three years, teachers who report having an arts partner reported significantly more professional development than those who did not⁶. Having an arts partner provides professional development through the relationship; it is a direct form of classroom-based teacher development, sometimes called job-embedded professional development, which research shows to be the most effective form of teachers professional development. Having a partner may also stimulate teachers to seek out other development opportunities.

Elementary teachers reported receiving significantly more professional development than secondary teachers, mirroring the results from previous years⁷. This is likely to be caused, in part, by the higher proportion of elementary teachers who have arts partners (discussed in another section).

What do teachers and arts partners do together to integrate the arts?

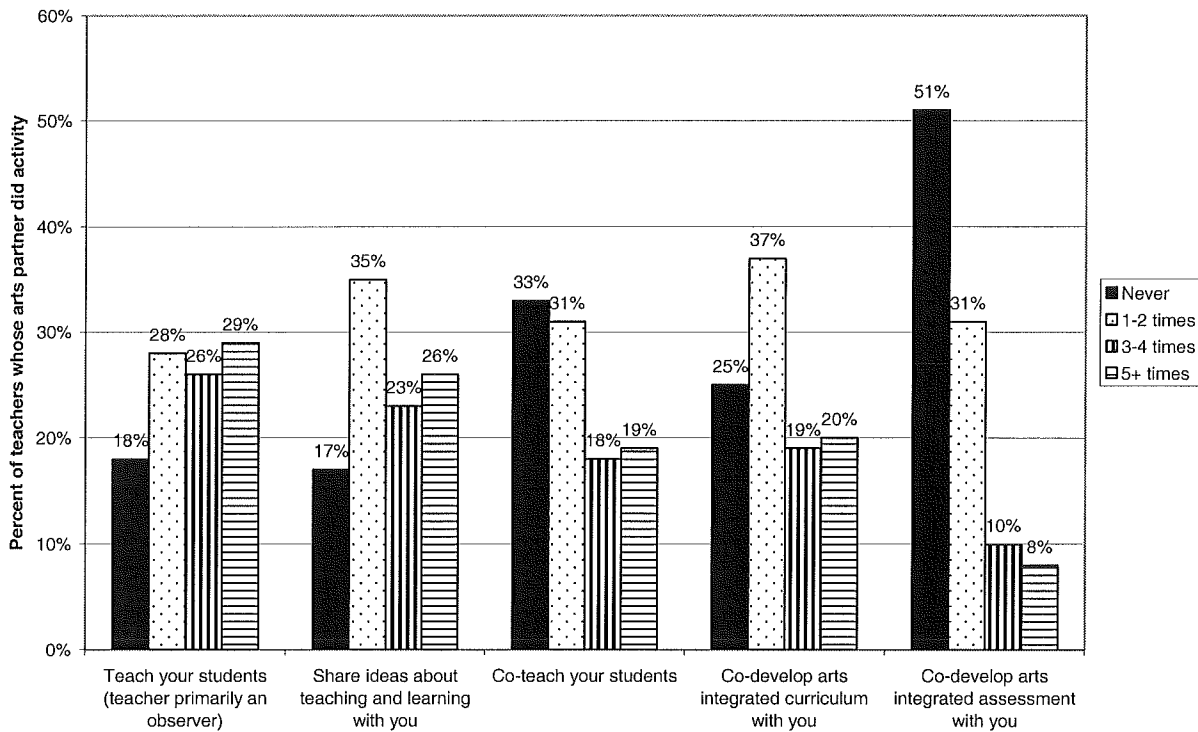
Just over half of the teachers (54%) who integrated the arts this year said they worked with an arts partner. Again this year, elementary teachers were more likely to have arts partners than secondary teachers (62% and 33%, respectively).

Arts partners did a variety of activities as part of their collaboration with classroom teachers. As shown in Figure 3, they were more likely to provide instruction for students than to collaborate with the teacher. This is not unexpected because collaborating with the teacher to co-develop curriculum or assessment, or to share ideas about teaching are more complex tasks that require more time. The lower frequency of co-development relative to providing instruction could also reflect the reality that teachers and artists develop multiple activities in a single planning session.

⁶ On a t-test of independent samples the probability was less than .001 that this difference would be caused by chance.

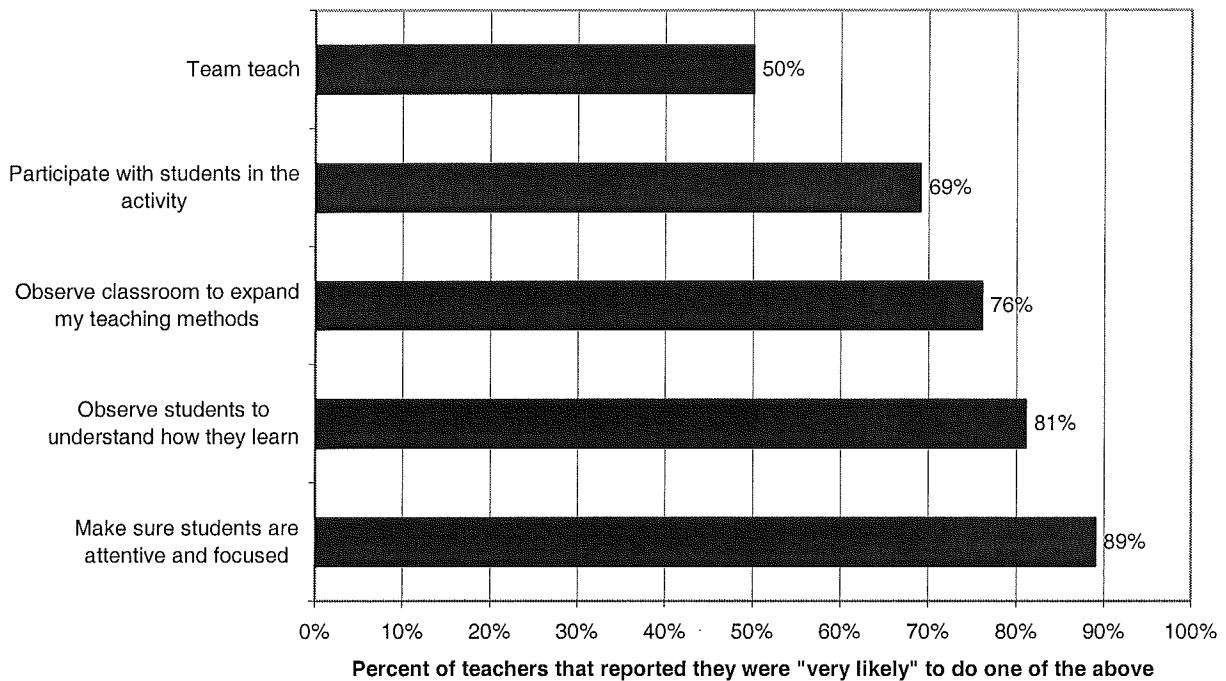
⁷ On a t-test of independent samples, the probability was less than .001 that this difference would be caused by chance.

Figure 3: Art partner activities



We were also curious about the roles teachers play when the arts partner is working in their classroom. Ideally, the teacher and artist would be team teaching; 50% of the teachers reported this was the case for them. However, teachers were more likely to do other activities, such as making sure students are attentive and focused, observing their students to understand how they learn, and participating in the activity with their students (See Figure 4). Overall the results indicate that even if they weren't team teaching, the majority of teachers were participating in ways that would increase their knowledge of their students or make the activity go smoothly.

Figure 4: Teacher roles when partner is in the classroom



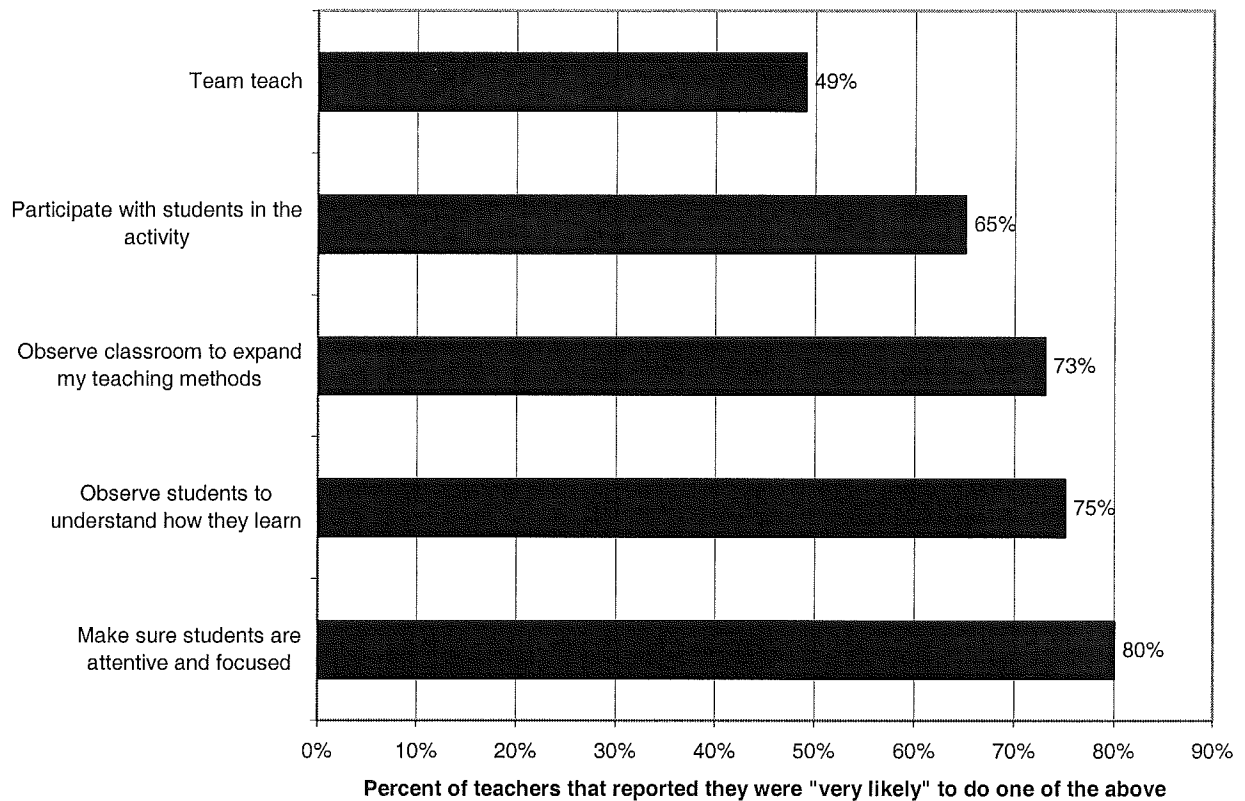
Arts Specialist Teachers as Arts Partners

In addition to artists or arts organizations, arts specialist teachers on staff in AAA schools are also often involved in arts integration in the classroom. Fifty-seven percent of the elementary teachers reported working with an arts specialist to integrate the arts during the past year. The rate for secondary schools was considerably lower at 28%.

As we did for external arts partners, we also examined the role of the classroom teacher when working with arts education specialists to integrate the arts. Similar to teacher responses regarding their activities when an arts partner is in the classroom, 49% of teachers indicated that they were “very likely” to team teach with an arts education specialist. However, fewer teachers reported they were “very likely” to participate with students in the activity, observe the classroom to expand teaching methods, observe students to understand how they learn, and make sure students are attentive and focused when an arts education specialist rather than an arts partner is in the classroom. One explanation for these differences may be that “team teaching” means something different when the arts partner is an arts specialist instead of an external artist. Because arts specialists are typically working with students when the classroom teacher has a preparation period, it may be more difficult for the teacher and arts specialist to be in the classroom teaching together. Their teaming may instead reflect co-planning to help students see

connections between the lessons they are teaching individually. If this is true, there are mixed implications. While partnering with a specialist already on staff may be more easily sustained because no additional funds are required, the impact on the practice of classroom teachers may be lessened because they are not in the classroom when their students are learning in the arts and therefore are not as likely to receive benefits of co-teaching, and reflecting, and job-embedded staff development.

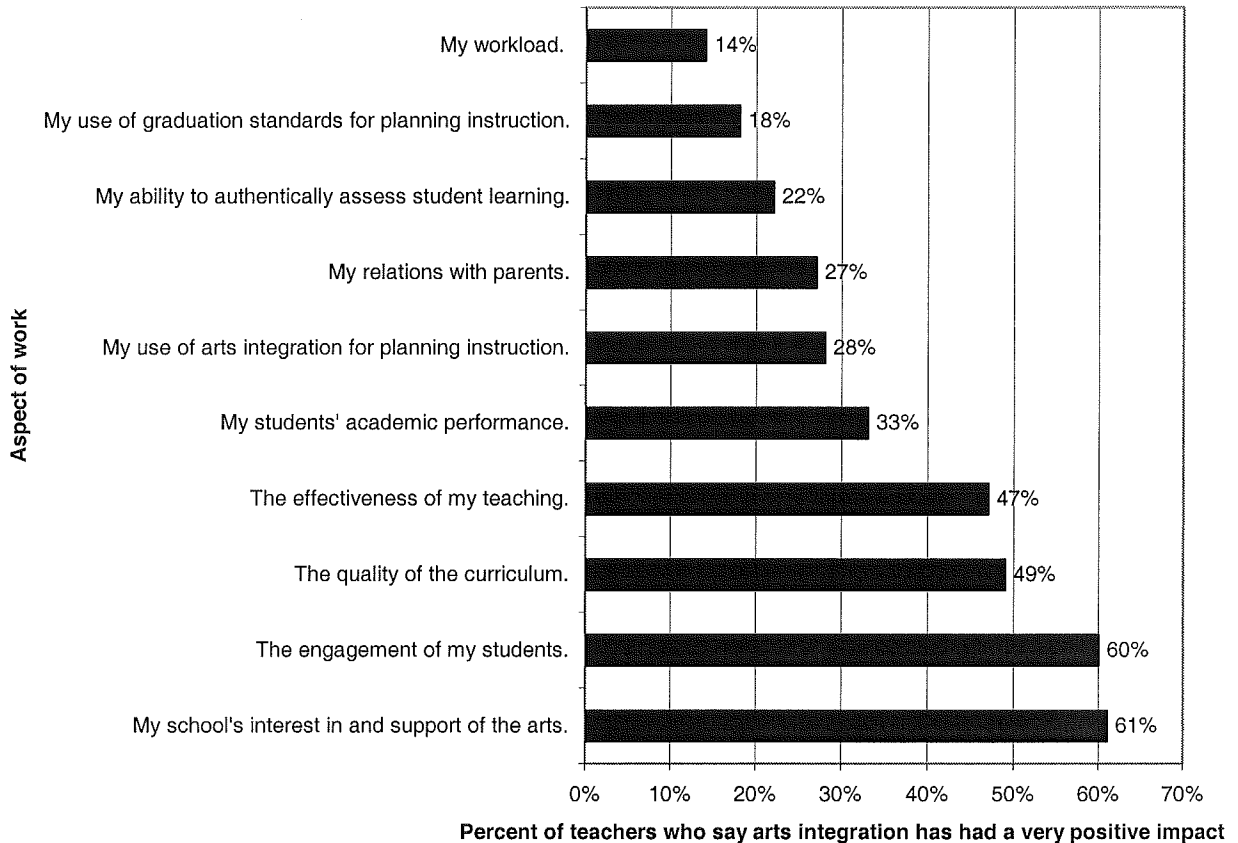
Figure 5: Teacher roles when arts education specialist is in the classroom



What is the impact of integrating the arts?

In general, teachers responded that arts integration had a positive impact on their work and their school. Figure 6 shows the percent of the staff that reported a “very positive” impact for aspects of their work.

Figure 6: Impact of arts integration



The impact was seen as most positive in terms of the school’s interest in and support of the arts and the engagement of students in the classroom. Other areas positively affected were the quality of the curriculum and the effectiveness of their teaching. Teachers were not as positive about the impact of arts integration on student achievement, relations with parents, authentic assessment, use of graduation standards to plan instruction, and their workload.

Longitudinal Results: Schools in the Project for 4 years

In the next section, longitudinal data are presented for 25 schools that completed the teacher survey and participated in all four years of the AAA program.

Arts Integration: Amount and Frequency

A consistent finding of the AAA project was that elementary teachers reported more arts integration than their secondary counterparts. As noted earlier, this difference is not surprising given research on school change and for a project like AAA because elementary teachers instruct in a range of subjects, whereas secondary teachers specialize in one discipline.

Table 2. Total Arts Integration

| <u>Year</u> | <u>Mean Total AI</u> | <u>Elementary Mean AI</u> | <u>Secondary Mean AI</u> |
|-------------|----------------------|---------------------------|--------------------------|
| 98-99 | | | |
| 99-00 | 6.95 | 7.68 | 5.2 |
| 00-01 | 7.44 | 8.32 | 5.28 |
| 01-02 | 6.76 | 8.07 | 3.96 |

Note: This question was not asked in the same way in the first year of the program; thus, comparisons to years 2, 3, and 4 are not available.

In all three years that the question was asked, English/Reading was the subject most often integrated “a lot” at the elementary and secondary levels, followed by History/Social Studies (see Tables 3 and 4). More elementary teachers reported integrated the arts “a lot” in all subjects than their secondary counterparts. In general, the percentage indicating that they integrate “a lot” increased over the course of the project. However, these results should be interpreted with some caution. Survey items are a somewhat imprecise measure of how much teachers integrate the arts, therefore, small changes could represent variation in how teachers interpret the response choices of “a lot” or “some” from year to year rather than an actual change in how teachers integrate.

Table 3. Percent of Elementary Teachers Reporting “A Lot of Integration”

| | <u>1999-2000</u> | <u>2000-2001</u> | <u>2001-2002</u> |
|------------------------------|------------------|------------------|------------------|
| English/Reading | 30% | 28% | 31% |
| Math | 8% | 12% | 14% |
| World Language | 3% | 6% | 5% |
| History/Social Studies | 11% | 19% | 21% |
| Science | 13% | 17% | 17% |
| Health/Physical Fitness | 4% | 4% | 4% |
| Business/Technical Education | 2% | 1% | 1% |
| Other | 1% | 2% | 5% |

Note: Data in this table are based on the entire sample of teachers who completed the survey, rather than those who reported integrating the arts; therefore, percentages presented here are different than those reported in prior reports.

Table 4. Percent of Secondary Teachers Reporting “A Lot of Integration”

| | <u>1999-2000</u> | <u>2000-2001</u> | <u>2001-2002</u> |
|------------------------------|------------------|------------------|------------------|
| English/Reading | 19% | 16% | 17% |
| Math | 5% | 5% | 4% |
| World Language | 6% | 5% | 4% |
| History/Social Studies | 11% | 11% | 11% |
| Science | 4% | 5% | 4% |
| Health/Physical Fitness | 4% | 3% | 3% |
| Business/Technical Education | 4% | 2% | 2% |
| Other | 2% | 5% | 4% |

Note: Data in this table based on the entire sample of teachers who completed the survey, rather than those who reported integrating the arts; therefore, percentages presented here are different than those reported in prior reports.

Changes Over Time: Arts Partner Activities

We were interested in whether and how collaborations between teachers and arts partners changed over the course of the project. The questions about these activities, appropriately, were not asked until the second year of the project; therefore, comparisons are between Year 2 and the Final Year.

The item stem for each of the following three questions was: “How many times did you and your arts partner...” Do the following: co-develop arts integrated curriculum, co-develop arts integrated assessment, and share ideas about teaching and learning. As can be seen in Figures 7, 8, and 9, there was a general decrease in the percentage of respondents reporting they “never” co-developed an arts integrated curriculum (30% to 23%), co-developed an arts integrated assessment (52% to 48%), or shared ideas about teaching and learning (23% to 17%).

Figure 7. Co-development of arts integrated curriculum

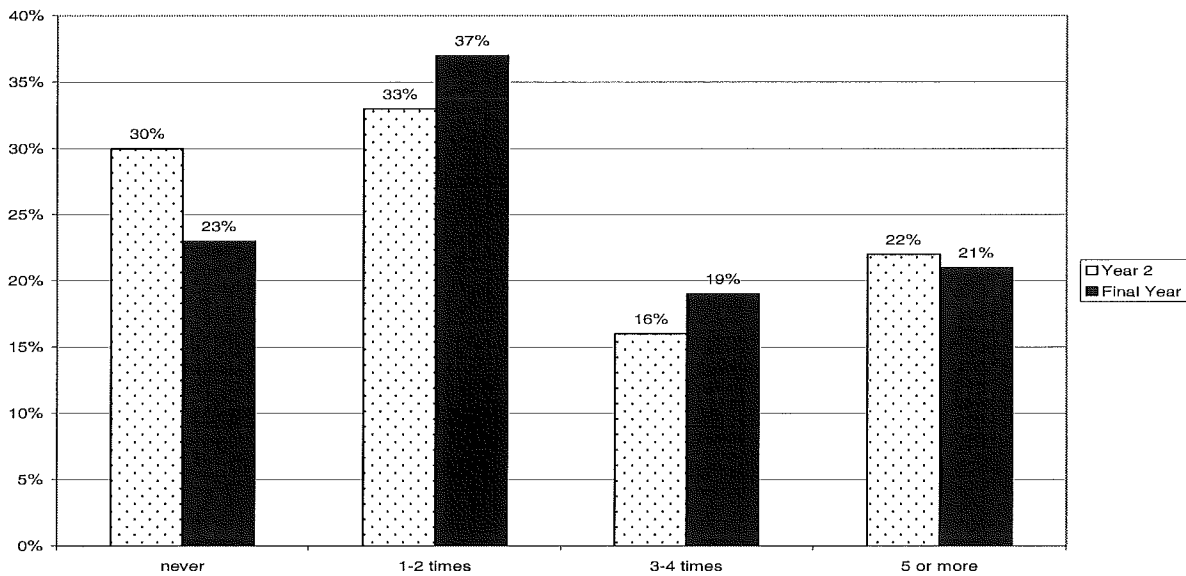


Figure 8. Co-development of arts integrated assessment

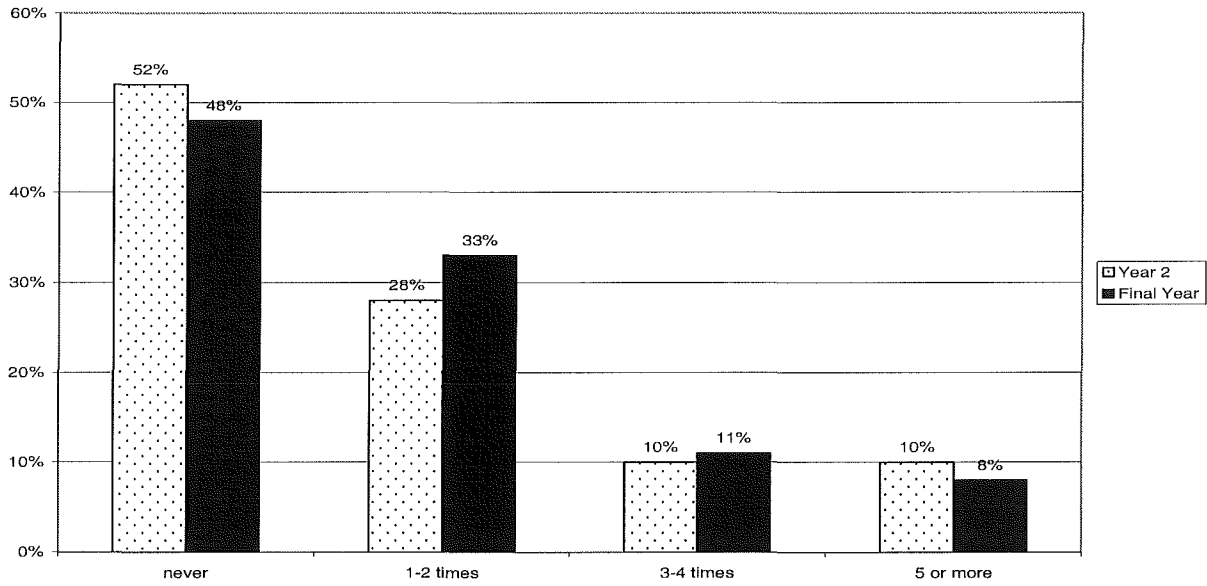
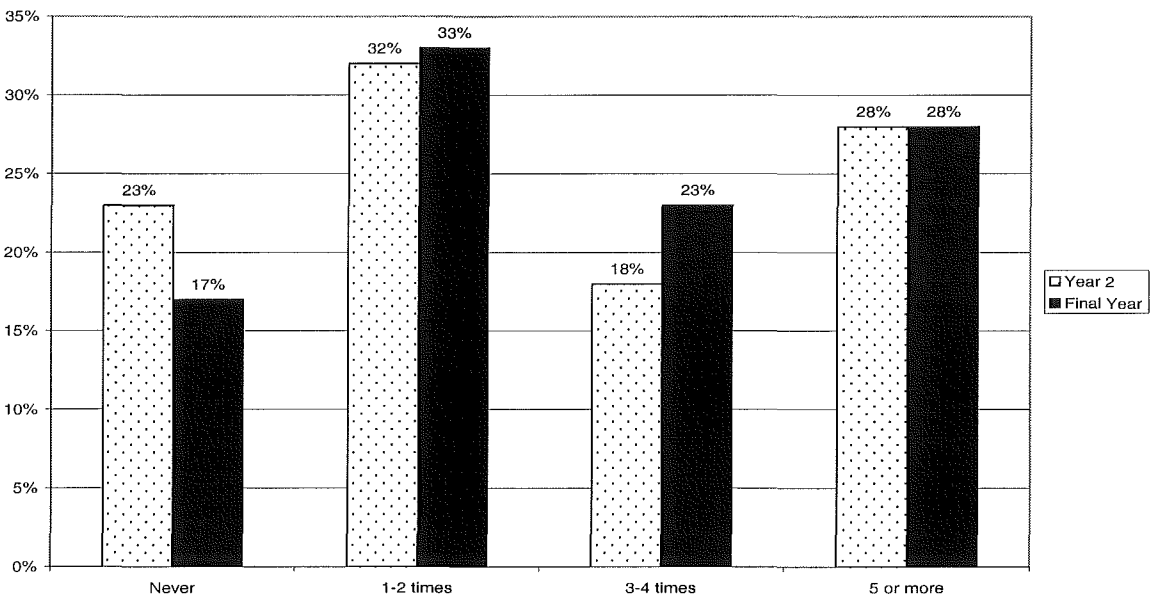


Figure 9. Share ideas about teaching and learning



Changes Over Time: Professional Collaboration

A major focus of the AAA program was the collaboration among teachers and between teachers and artists. As shown in Table 5, there is an increase between Year 1 and the Final Year in the number of times teachers reported meeting with other teachers to discuss collaborative work related to instruction.

Table 5. Collaborative work

During this school year, about how many times did you meet with other teachers on collaborative work related to instruction (e.g., lesson planning, curriculum development, guidance and counseling, evaluation of programs)?

| | Year 1 | Final Year |
|------------|--------|------------|
| Never | 4% | 2% |
| Once | 4% | 2% |
| Twice | 8% | 5% |
| 3-4 Times | 18% | 13% |
| 5-9 Times | 16% | 17% |
| 10 or more | 50% | 62% |

Changes Over Time: Attitudes

We were also very interested in changes in teachers' attitudes regarding arts integration from Year 1 to the Final Year of the AAA project. We assessed changes in attitude with a variety of questions. Three questions, regarding knowledge of the school's program to increase arts in the curriculum and other approaches to improve student achievement and perceptions of feeling too occupied with other things to work on including the arts, show positive change between Year 1 and the Final Year (e.g., much higher percentage indicating "not at all true" and fewer choosing "very true") (Figures 10, 11, and 12.)

Figure 10. I have very limited knowledge about our school's program to increase arts in the curriculum.

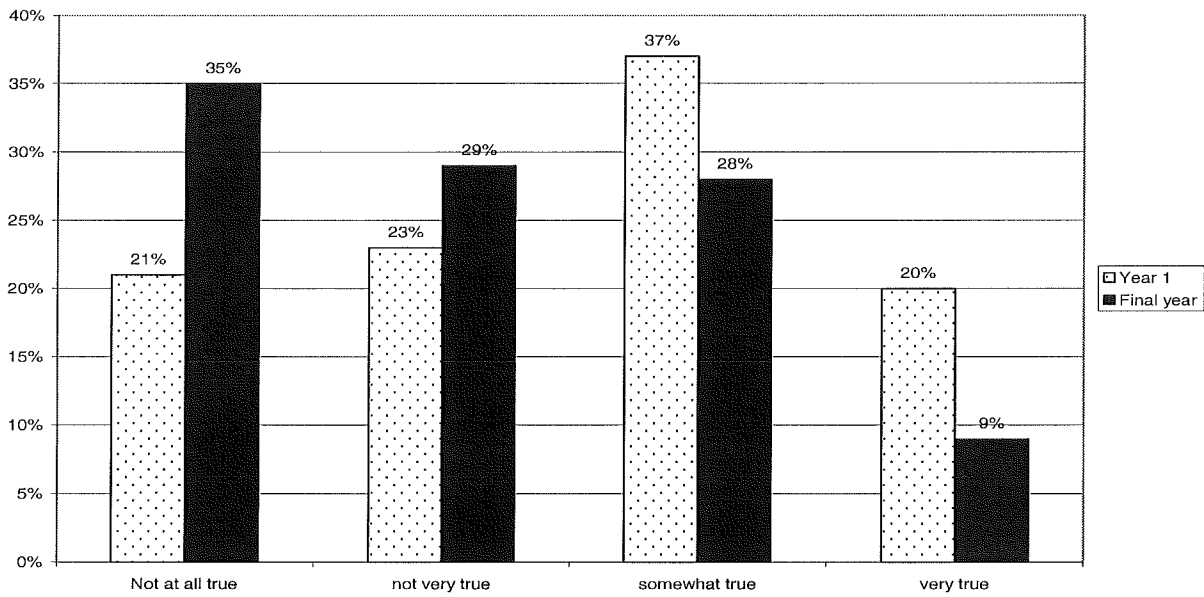


Figure 11. I know of other approaches to increase student achievement that might work better than including the arts.

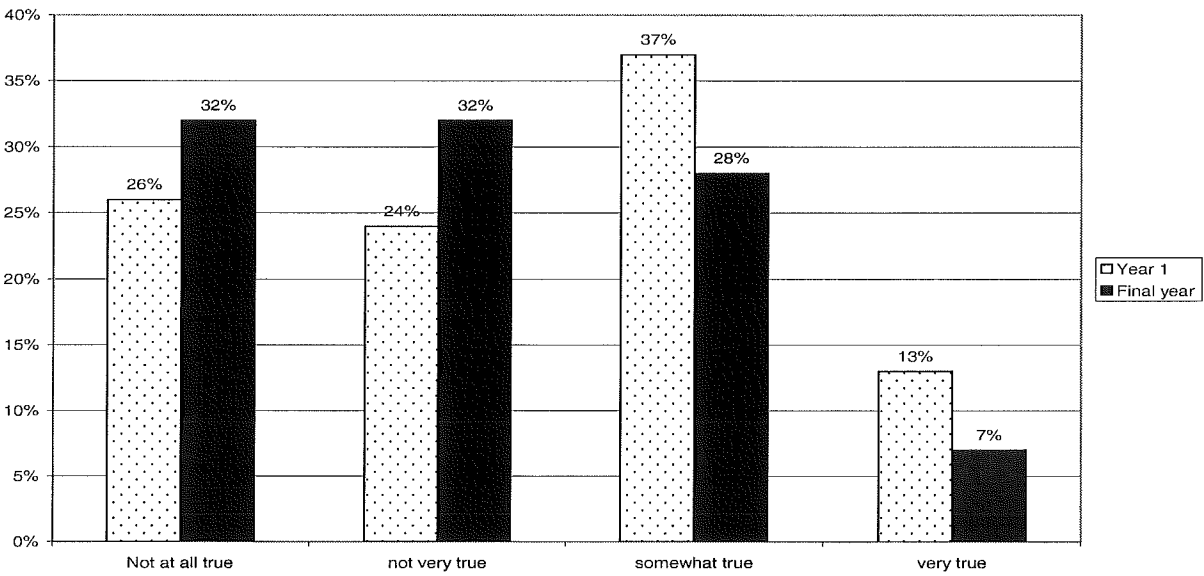
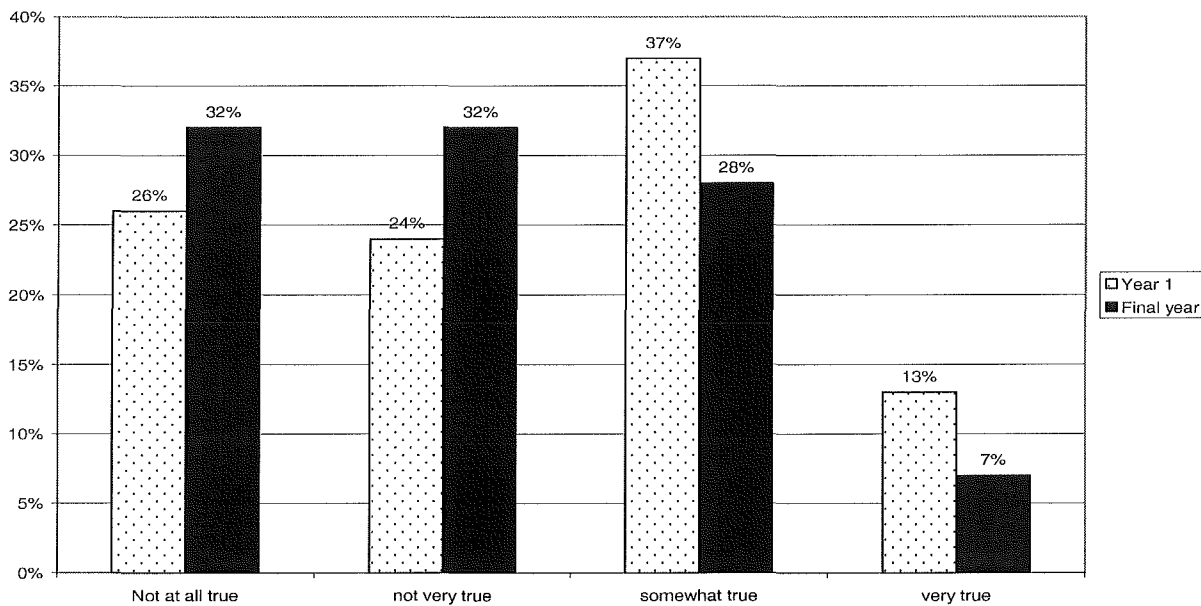


Figure 12. I am completely occupied by other things - I don't have time to work on increasing arts in the curriculum.



Changes in attitudes were also assessed with questions regarding student learning and enjoyment, future use of arts integration, and so on. As can be seen in Table 6, teachers' perceptions of arts integration were more positive in the Final Year of the project, although they were already quite high, leaving a somewhat restricted range for demonstrating change. There were increases in the percentage of teachers who felt that learning was more effective for students through arts integration (76% vs. 80%); planned future use of arts integration in the classroom (76% vs. 79%); and, that students enjoy using the arts to demonstrate their knowledge (83% vs. 88%). There also appears to be a greater personal and school-wide commitment to the arts. For example, a higher percentage of teachers in the Final Year than in Year 1 indicated that their School Improvement Plan (SIP) and Personal Development Plan included the arts (43% vs. 55% and 25% vs. 29%, respectively), and that their school's staff development plan reflected a commitment to increasing skills in the arts (35% vs. 43%).

Table 6. Perceptions of Arts Integration

| | Year 1 True | Year 4 True | Year 1 False | Year 4 False | Year 1 Don't Know | Year 4 Don't Know |
|--|------------------------|------------------------|-------------------------|-------------------------|------------------------------|------------------------------|
| Learning is more effective for my students when concepts are presented or supplemented with arts activities. | 76% | 80% | 3% | 4% | 21% | 17% |
| In the future, I will continue integrating one or more of the arts in my teaching on a regular basis. | 76% | 79% | 3% | 4% | 21% | 17% |
| My students enjoy using the arts to show what they know. | 83% | 88% | 2% | 3% | 15% | 9% |
| Our School Improvement Plan (SIP) includes the arts. | 43% | 55% | 16% | 12% | 41% | 33% |
| My Personal Development Plan (PDP) reflects our site's arts education initiatives. | 25% | 29% | 63% | 62% | 12% | 9% |
| Our school's staff development plan reflects a commitment to increasing staff skills in arts education. | 35% | 43% | 21% | 22% | 44% | 35% |
| Learning is more effective for my students when concepts are presented or supplemented with arts activities. | 76% | 80% | 3% | 4% | 21% | 17% |

Appendix A Response Rates by School

| School | Number Respondents | Number of Licensed Staff | Response Rate |
|-------------------|--------------------|--------------------------|---------------|
| Armatage | 15 | 30 | 50% |
| Bancroft | 35 | 41 | 85% |
| Brookside | 19 | 21 | 90% |
| Dowling | 25 | 35 | 71% |
| Fulton (LHU) | 39 | 42 | 93% |
| Lucy Laney | 33 | 43 | 77% |
| Lyndale | 33 | 39 | 85% |
| Putnam | 12 | 24 | 50% |
| Tuttle | 20 | 22 | 91% |
| Waite Park | 11 | 31 | 35% |
| Whittier | 33 | 37 | 89% |
| Willard | 32 | 39 | 82% |
| Jefferson | 43 | 57 | 75% |
| Kenny | 26 | 30 | 87% |
| Kenwood | 22 | 27 | 81% |
| Loring | 16 | 33 | 48% |
| Northrup | 4 | 19 | 21% |
| Longfellow | 20 | 21 | 95% |
| Sullivan | 47 | 80 | 59% |
| Barton Open | 28 | 37 | 76% |
| Marcy | 34 | 39 | 87% |
| Ramsey | 58 | 72 | 81% |
| Webster Open | 49 | 66 | 74% |
| West Central | 34 | 38 | 89% |
| Windom Open | 24 | 30 | 80% |
| Sheridan | 43 | 54 | 80% |
| Four Winds | 26 | 37 | 70% |
| Olson Middle | 42 | 49 | 86% |
| Sanford Middle | 33 | 44 | 75% |
| Folwell | 33 | 47 | 70% |
| Anthony | 47 | 50 | 94% |
| North High | 45 | 75 | 60% |
| South High | 73 | 110 | 66% |
| Southwest High | 60 | 85 | 71% |
| Washburn High | 61 | 80 | 76% |
| WOC | 17 | 20 | 85% |
| Field | 19 | 31 | 61% |
| Mill City | 10 | 13 | 77% |
| Downtown Open | 28 | 45 | 62% |
| Connection Center | 11 | 20 | 55% |
| Total | 1260 | 1713 | 74% |