

Perpich Arts Integration Network of Teachers Project

Year Two Evaluation Report

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Cooperative Ventures

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About the Perpich Center for Arts Education

Perpich Center for Arts Education is a state agency that serves all school districts in Minnesota. Created in 1985 by the state legislature, Perpich seeks to advance K-12 education throughout Minnesota by teaching in and through the arts. The Perpich outreach group provides expertise in professional development for educators, research and curriculum and standards development in arts education. The center also includes the Perpich Arts High School, a public, residential program for grades 11 and 12, and the arts education library, which serves the high school and all Minnesota arts educators and teaching artists.

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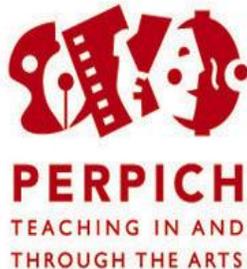


Table of Contents

EXECUTIVE SUMMARY	5
PERPICH ARTS INTEGRATION NETWORK OF TEACHERS PROJECT	5
HIGHLIGHTS FROM 2011-2012	5
YEAR TWO PROJECT AT A GLANCE	5
THE PERPICH ARTS INTEGRATION NETWORK OF TEACHERS PROJECT	6
STUDENT LEARNING	6
STUDENT ENGAGEMENT	7
KEY RECOMMENDATIONS FOR THE PERPICH ARTS INTEGRATION NETWORK OF TEACHERS PROJECT	8
PERPICH ARTS INTEGRATION NETWORK OF TEACHERS PROJECT: OVERVIEW OF REPORT	9
PERPICH ARTS INTEGRATION NETWORK OF TEACHERS PROJECT: EVALUATION FRAMEWORK	10
ORIGINAL PROJECT GOALS	10
DEFINING ARTS INTEGRATION	10
INFLUENCES ON THE EVALUATION DESIGN	12
LOGIC MODEL	13
EVALUATION PLAN	16
PERPICH ARTS INTEGRATION NETWORK OF TEACHERS: PROJECT BACKGROUND	17
SCHOOLS AND TEACHERS INVOLVED IN THE PROJECT	17
BACKGROUND OF NEW TEACHERS INVOLVED IN THE PERPICH ARTS INTEGRATION NETWORK OF TEACHERS PROJECT	18
ROLES OF THE PERPICH ARTS INTEGRATION NETWORK OF TEACHERS PROJECT TEAM	19
PERPICH ARTS INTEGRATION NETWORK OF TEACHERS PROJECT: PROFESSIONAL DEVELOPMENT AREAS OF FOCUS	20
PROFESSIONAL DEVELOPMENT THROUGH REGIONAL WORKSHOPS	20
REGIONAL PROFESSIONAL DEVELOPMENT WORKSHOP GOALS	21
WORKSHOP ONE (OCTOBER 2011)	21
· WORKSHOP TWO (FEBRUARY 2012)	21
· WORKSHOP THREE (APRIL 2012)	21
· WORKSHOP FOUR (JUNE 5 & 6, 2012)	21
COMPLEX STUDENT LEARNING GOALS	22
CO-TEACHING AS A FOCUS OF PROFESSIONAL DEVELOPMENT REGIONAL WORKSHOPS	22
TEACHERS DESCRIBE THE VALUE OF CO-TEACHING APPROACHES	26
DEVELOPING TEACHER TECHNOLOGY KNOWLEDGE AND SKILLS	27
PROJECT IMPACT FOR TEACHERS	28
TEACHERS DESCRIBE PROJECT IMPACT TO STAKEHOLDER AUDIENCES	28
TEACHERS DESCRIBE THE VALUE OF USING ARTS-INTEGRATED TEACHING APPROACHES	29

TEACHERS DESCRIBE PROJECT IMPACT ON PROFESSIONAL LIFE	30
TEACHERS DESCRIBE PROJECT IMPACT ON SUSTAINED KNOWLEDGE OR SKILLS	32
TEACHERS' UNDERSTANDING OF PROJECT EXPECTATIONS	32
TEACHER RATINGS OF PROFESSIONAL DEVELOPMENT WORKSHOPS	32
TEACHERS' SATISFACTION WITH PROJECT INVOLVEMENT	33
EFFORTS TO BUILD ADMINISTRATOR KNOWLEDGE AND SUPPORT FOR THE PROJECT	34
TEACHER RATINGS OF ADMINISTRATOR KNOWLEDGE AND SUPPORT FOR THE PROJECT	34
TEACHER RATINGS OF ADMINISTRATOR KNOWLEDGE OF THE PROJECT	35
TEACHER RATINGS OF ADMINISTRATOR SUPPORT FOR THE PROJECT	35
FINAL COMMENTS ABOUT PROFESSIONAL DEVELOPMENT	38
VALUE OF THE LESSON TEMPLATE FOR TEACHERS	40
PERPICH ARTS INTEGRATION NETWORK OF TEACHERS PROJECT FACILITATORS	41
ARTS INTEGRATION RUBRIC	42
FINAL COMMENTS ABOUT ARTS-INTEGRATED LESSONS	46
<u>PERPICH ARTS INTEGRATION NETWORK OF TEACHERS PROJECT: STUDENT OUTCOMES</u>	<u>47</u>
INFLUENCES ON THE ASSESSMENT APPROACHES USED IN THE PERPICH ARTS INTEGRATION NETWORK OF TEACHERS PROJECT	47
STUDENT ACADEMIC OUTCOMES	48
THE PROTOCOL PROCESS	48
STUDENT ACADEMIC OUTCOME RESULTS	50
STUDENT NON-ACADEMIC OUTCOMES	52
STUDENT NON-ACADEMIC OUTCOME RESULTS	53
SCHOOLS AND GRADE LEVELS FOR STUDENTS WHO COMPLETED THE SURVEY	53
RATINGS OF THE CLASSROOM ENVIRONMENT BY STUDENTS	54
STUDENT SURVEY RESULTS FOR ALL STUDENTS IN GRADES 5 THROUGH 12	56
STUDENT SURVEY RESULTS: STUDENTS IN GRADES 5 THROUGH 8	58
STUDENT SURVEY RESULTS: ALL STUDENTS IN GRADES 9 THROUGH 12	60
COMPARISONS BETWEEN OLDER AND YOUNGER STUDENTS	62
FINAL COMMENTS ABOUT STUDENT OUTCOMES	63
<u>CONCLUDING OBSERVATIONS, COMMENTS, AND RECOMMENDATIONS</u>	<u>64</u>
PROFESSIONAL DEVELOPMENT	64
ARTS-INTEGRATED LESSONS	65
STUDENT ACADEMIC AND NON-ACADEMIC OUTCOMES	66
<u>BIBLIOGRAPHY</u>	<u>67</u>

Executive Summary

Perpich Arts Integration Network of Teachers Project

Highlights from 2011-2012

Project Goals

- 1: Increase the capacity of teachers to design, implement, and assess collaborative arts integration in Minnesota schools, and the capacity of administrators to support this instructional strategy.
- 2: Improve standards-based student learning through collaborative arts integration, a strategy used by teachers and supported by administrators.

The strategies for reaching these goals include:

- Professional development for teachers and administrators on standards-based collaborative arts integration; aligned curriculum, instruction and evaluation; and technology tools
- Leveraging technology as a space for professional development and dissemination of learning and examples

Year Two Project at a Glance

- 806 students in elementary and secondary schools engaged in arts-integrated learning
- 41 K-12 teachers involved, 15 returning from the first year of the project with 26 new teachers

Participating schools included:

- Breckenridge
- Hawley
- Lake Park Audubon
- Morris
- New York Mills
- Osakis
- Perham
- Rothsay

The Perpich Arts Integration Network of Teachers Project

This project fosters collaborative arts integration in Minnesota through K-12 teacher professional development and funding to schools. Supported by Perpich facilitators, teacher teams develop and implement arts-integrated lessons that are student-centered and standards-based.

During the second year of the project, 96% of the teachers improved their ability to design arts-integrated lessons and aligned student assessments.

Aligning standards, learning goals, and assessments guided professional development activities such as teacher network meetings and onsite and virtual meetings with Perpich facilitators.

92% of the teachers improved their understanding of arts integration.

Integrating the arts in meaningful and engaging ways for students inspired teacher involvement and fueled their collaboration.

75% improved their skills for collaborating with colleagues.

Implementing co-teaching approaches moved teachers toward sharing more responsibilities for planning, teaching, and assessing student progress.

83% of the teachers improved their ability to understand what students are learning.

Using a structured process for examining student work products, teachers across different schools, grades, and subjects served as peer reviewers for each other. Teachers began this process by recording

individual observations about student work. Then they shared their observations with others and responded to the question, "What student learning do we see in this sample of student work?" Next, teachers examined the alignment of benchmarks, classroom learning goals, assessment activities, and evaluative criteria. The group then used the criteria to collectively score the student work. The presenting teacher shared his or her experience with the review process. Finally, teachers discussed the quality of the arts-integrated lesson in terms of balance of content, rigor of learning, authenticity of instruction, and richness of connections.

Student Learning

Teachers created arts-integrated lessons and units that aligned the Minnesota Academic Standards, learning goals and curriculum with assessments of student learning. During professional development workshops, teachers practiced reviewing the quality of student work with their colleagues who taught at elementary and secondary levels, taught in different content areas, and who represented multiple school districts involved in the project.

After delivering arts-integrated lessons in their classrooms, teachers graded their students' work and rated achievement of learning evident in student products based on three different levels of proficiency.

Over 83% of the 806 students submitted work that was rated as "proficient" or

“exceeds proficient” by their classroom teachers.

- 16% Exceeds proficient
- 67% Proficient
- 13% Not yet proficient
- 3% Not attempted

Student Engagement

Student engagement is a complex phenomenon. Educators often look to engage students as a means of strengthening student academic performance in addition to improving the teaching and learning environment of the school. Yasse-Mintz (2010) describes student engagement as the “relationship between the student and school community, the student and school adults, the student and peers, the student and instruction, and the student and the curriculum.”

Engaging students while providing an arts-integrated learning experience is an important focus of the project. In order to measure engagement, 419 students

in grades 5 through 12 completed a survey about their learning experiences. Questions focused on classroom environment (teachers and peers), various teaching strategies, and student reactions toward the curriculum content and the arts-integrated experience. Results indicated that students across grade levels were engaged and motivated while learning in an arts-integrated setting. For example, the majority of students agreed with the following statements:

- I put effort into the class [94%]
- I felt proud of what I did [86%]
- I kept working even when stuck [83%]
- I was motivated to try new things [80%]
- The way I was taught helped me to learn [76%]

“Regardless of the definition, research links higher levels of engagement in school with improved performance” (Klem and Connell, 2004).

Klem, A. M., & Connell, J. P. (2004). Relationships matter: Linking teacher support to student engagement and achievement. *Journal of School Health, Vol. 74(7)*, 262-273.

Yazzie-Mintz, E. (2010). *Charting the path from engagement to achievement: A report on the 2009 High School Survey of Student Engagement*. Bloomington, IN: Center for Evaluation & Education Policy. Retrieved October 4, 2012, from www.indiana.edu/~ceep/hssse/images/HSSSE_2010_Report.pdf

Key Recommendations for the Perpich Arts Integration Network of Teachers Project

- Continue offering professional development for teachers, supported by facilitator coaching, to set high expectations for arts-integrated student learning.
- Persist in helping teachers to understand, design, and deliver high-quality arts-integrated learning opportunities for students.
- Keep integrating technology considered useable and practical by teachers and that relates to overall project goals.
- Assist teachers in designing arts-integrated learning opportunities that are relevant to students' lives and their futures.
- Develop strategies for strengthening administrator understanding and support of arts integration.
- Continue studying the quality of arts-integrated lessons, share the processes and results with the field, and use the findings to increase student learning.

Perpich Arts Integration Network of Teachers Project: Overview of Report

This report summarizes the second year (2011-2012) of the Perpich Arts Integration Network of Teachers Project. Made possible by the Minnesota State Legislature through its Arts and Cultural Heritage Fund, the project intends to improve student achievement by providing teachers with professional development opportunities in order to improve the quality and scope of standards-based arts integration. Teachers co-teach with their colleagues to provide arts-integrated learning opportunities for K-12 students in west central Minnesota.

This report consists of several sections:

- Background about the evaluation framework
- A description of the schools and teachers involved in the project
- A description of the project team and their roles
- An overview of the professional development component and evaluation results
- A synopsis of the arts-integrated lesson template, the corresponding rubric, and team ratings of four dimensions of quality arts integration
- The process and findings for student academic and non-academic outcomes
- A summary of conclusions and recommendations
- A bibliography

Perpich Arts Integration Network of Teachers Project: Evaluation Framework

This report opens with a description of the evaluation framework used in the second year of the Perpich Arts Integration Network of Teachers Project. The original project goals (established during the first year and revised midway through the second year) are outlined and a working definition of arts integration is provided. A brief discussion is offered about how the evaluation framework was designed to measure important elements—as identified in the literature—of professional learning initiatives. The logic model and evaluation plan (based on the original goals) are presented.

Original Project Goals

- Improve student achievement in standards-based education across content areas through arts integration.
- Improve the quality and scope of standards-based arts education for students.
- Engage teachers in collaborative professional inquiry about teaching and learning through arts integration.
- Develop and provide professional development and coaching for teachers in assessment of student learning, standards-based arts integration, best practice, community resources, and technology.
- Identify high quality examples of arts integrated curriculum and professional learning with potential for sharing and dissemination.

Defining Arts Integration

During the first year of the project, the Perpich Arts Integration Network of Teachers Project team created a working definition of arts Integration: Arts integration is an instructional approach used by teachers when they work collaboratively to teach the content and processes of two or more subject areas, including one or more arts areas, to increase learning by students to identify, create and apply authentic learning connections.

The following provides additional meaning to the terms and phrases embedded in the definition:

Instructional approach: A method, a set of teaching techniques, or strategies for organizing how educational experiences are designed and delivered.

Used by teachers: Arts integration is intentional teacher activity highlighting and promoting opportunities for discovering and applying authentic interrelationships between content areas with the ultimate goal of enabling students to benefit from the connections they construct as they engage in learning.

Working collaboratively: While arts integration can occur when teachers work independently, the Perpich Arts Integration Network Project team is committed to developing the energy; group efficacy; and expanded, sustainable teaching capacity that results from teachers collaborating to increase student learning.

Content and processes: Though teachers need to be pragmatic and selective about the content (knowledge and concepts) and processes (skills and authentic behaviors) fundamental to the disciplines involved in their arts integration work, each example of arts integration should show careful weighing of what and how to include from the disciplines involved.

Across two or more content areas, including one or more arts areas: Arts integration is an inquiry into authentic connections among the elements, concepts and processes of multiple content areas including the arts.

To increase student learning: Though arts integration may begin with—and perhaps be sustained by teacher interests—its purpose is to support, provoke, engage and sustain student learning.

To identify, create and apply authentic learning connections: Evidence of learning from arts integration needs to reveal how students have made sense of connections intentionally highlighted by teachers, how they have created and developed connections consistent with their own interests and needs, and then how they have applied these connections in authentic expressions of learning.

Influences on the Evaluation Design

The approach to evaluating the professional development component was informed by the Standards for Professional Learning¹ developed by Learning Forward (formerly the National Staff Development Council) and Thomas Guskey's framework² for evaluating professional development. Both influences will be described in greater detail below.

The Standards for Professional Learning represent key features of professional development that are believed to lead to effective instructional practices, supportive organizational leadership, and improved student outcomes. The Standards for Professional Learning include:

Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.

Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

¹ Learning Forward. (n.d.). *Standards for professional learning: Leadership*. Retrieved November 26, 2012 from <http://www.learningforward.org/standards/leadership>.

² Guskey, T.R. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin Press.

Thomas Guskey based his first version of a professional development evaluation framework on a model drawn from business and industry training programs. When he applied his model to the field of education, he found that professional development programs did not yield positive results because the framework did not address the need for support at the school and/or district level in order for teachers to implement new instructional practices in a sustained fashion. This finding led him to add an organizational support and change level (Level 3) to his model. He also believes that each level builds on the previous level, that all levels cannot be immediately measured, and that beginning with the end in mind (e.g., what we want students to be able to learn and do) leads to more effective professional development program designs. Guskey's framework for evaluating professional development includes five levels:

- **Participants' Reactions**
- **Participants' Learning**
- **Organization Support and Change**
- **Participants' Use of New Knowledge and Skills**
- **Student Learning Outcomes**

Based on the Standards developed by Learning Forward and the work of Thomas Guskey, the following objectives are found in the evaluation design of the Perpich Arts Integration Network of Teachers Project:

- Focusing not only on individual teacher outcomes but also the outcomes and interactions of school teams
- Assessing how school structures (e.g., class scheduling, teacher preparatory time, materials, and other resources) and school leadership (e.g., administrators) impacted the implementation and sustainability of arts integration
- Emphasizing the use of evaluation results to measure the effectiveness of completed project activities and for purposes of future planning
- Capturing multiple perspectives including teachers, students, and the project team
- Collecting multiple types of data sources for purposes of reflecting on professional development offerings, project implementation, products, and outcomes for teachers and students

These objectives are also illustrated in the Logic Model and Evaluation Plan that follow.

Logic Model

The next page outlines the Year Two Logic Model developed for the project (see Figure 1). The Perpich team worked together to identify the short-term and intermediate changes that were expected to occur when project activities were delivered. In addition, the changes linked project activities to the long-term vision statements and

served as ways to measure whether the project was moving towards achieving its goals (note that the italicized changes were measured as part of the evaluation). The process of creating the Logic Model was useful for monitoring project implementation and communicating the vision to key stakeholders and external audiences.

The next section of the report describes the schools and teachers involved as well as the project team involved in the Perpich Arts Integration Network of Teachers Project.

Figure 1. Perpich Arts Integration Network of Teachers Project Logic Model (Year Two).

Project Activities Activities which are expected to bring about desired changes	Short-term Change Participant engagement, and changes in knowledge, attitudes, aspirations necessary for taking action and achieving intermediate change	Intermediate Change Practice changes or behavior adoption necessary to change conditions and achieve long-term change <i>Italics indicated Goals to be Measured</i>		Long-term Vision
<p>Develop and provide professional development and coaching for teachers in assessment of student learning, standards-based arts integration, collaboration, best practice, community resources, and technology. (Project Goal 4)</p> <p>Engage teachers in collaborative professional inquiry about teaching and learning in and through the arts and other core content areas. (Project Goal 3)</p>	<p>Teachers learn about standards-based arts integration in and through the arts and make disciplinary connections (thematic/topic, based on a skills, using one or more processes).</p> <p>Teachers learn the fundamentals of assessing student learning (benchmarks, classroom level learning goals, assessment activities, and evaluative criteria) for accountability and professional learning.</p> <p>Teachers learn about best practices for professional inquiry and for collaborative development of arts integrated lessons.</p> <p>Teachers explore community resources for instructional support.</p> <p>Teachers learn about technology to enhance collaboration.</p>	<p><i>Teachers design standards-based arts integrated lessons across content areas.</i></p> <p>Teachers design and adapt assessment activities aligned with standards, benchmarks and classroom learning goals.</p> <p>Teachers engage in professional inquiry while developing arts integrated lessons in collaboration with colleagues.</p> <p>Teachers connect with community resources.</p> <p>Teachers practice using technology.</p>	<p>Teachers implement standards-based arts integrated lessons across content areas. Student learning occurs in a setting where teachers use a standards-based arts integrated approach.</p> <p><i>Teachers reflect on quality evidence of student learning. Students achieve academic learning goals. Students experience non-academic outcomes.</i></p> <p><i>Teachers reflect on their professional inquiry and the quality of collaborative arts integrated teaching and learning.</i></p> <p><i>Teachers partner with community resources while delivering instruction.</i></p> <p><i>Teachers use technology to enhance team planning and delivery of arts-integrated lessons.</i></p>	<p>-Improve the quality and scope of standards-based arts education for students. (Project Goal 2)</p> <p>-Improve student achievement in standards-based education across content areas and in and through the arts. (Project Goal 1)</p> <p>-Identify high quality examples of arts integrated curriculum and professional learning with potential for sharing and dissemination. (Project Goal 5)</p> <p>-Sustain arts integrated and standards-based education.</p>

Evaluation Plan

The Year Two Project Evaluation Plan (see Figure 2 below) emerged from the work to develop the Logic Model. Using the short-term and intermediate changes identified in the Logic Model, corresponding data sources (e.g., evidence) were identified. Once data sources were identified, measurement tools were created (e.g., surveys) and appropriate formative and summative data gathering methods were developed (e.g., online surveying technology).

Figure 2. The Perpich Arts Integration Network of Teachers Project Evaluation Plan (Year Two).

Project Goals*	Short-Term and Intermediate Changes	Data Sources and Methods
1) What evidence indicates that students learn across content areas and in and through the arts? <i>(Project Goal 1)</i>	1a) Students achieve academic learning goals.	Teacher proficiency ratings of student work
	1b) Students experience non-academic outcomes.	Student survey about engagement and motivation
	1c) Students learn more about content areas through arts-integrated teaching.	Teacher discussion group
2) What evidence indicates that teachers design a teaching and learning approach that demonstrates quality standards-based arts integrated education? <i>(Project Goals 2 & 3)</i>	2a) Teachers design standards-based arts integrated lessons across content areas.	Scored templates using rubrics
3) What evidence indicates that teachers pursue professional inquiry using a collaborative process? <i>(Project Goal 2)</i>	3a) Teachers reflect on their professional inquiry questions for the purposes of influencing collaboration.	Teacher discussion group Teacher surveys
	3b) Teachers partner with community resources while delivering instruction.	Teacher surveys
	3c) Teachers learn about and use co-teaching as a collaborative process.	Teacher surveys Teacher discussion group
4) What evidence indicates that teachers use technology to document their learning? <i>(Project Goal 5)</i>	4a) Teachers use technology to enhance team planning and delivery of arts-integrated lessons	Teacher surveys Teacher discussion group

*Goal 4, "Develop and provide professional development and coaching for teachers in assessment of student learning, standards-based arts integration, collaboration, best practice, community resources, and technology," is about the approaches used to meet the other goals, and therefore is not included in the table above.

Perpich Arts Integration Network of Teachers: Project Background

This section of the report describes the schools and teachers involved and provides an overview of the Perpich team and their roles.

Schools and Teachers Involved in the Project

During the second year of the project, nine K-12 schools in the Lakes Country region were involved in the Perpich Arts Integration Network of Teachers Project (see table below). Breckenridge High School, Morris Area Elementary, and Perham Elementary were new schools participating in the second year of the project. The remaining five schools participated in the first year of the project and joined again for the second year (some of the teachers in these schools were new while others had participated in the first year). There were a total of 41 teachers, one-third of whom were arts specialists and two-thirds who were non-arts teachers. Of these 41 teachers, 15 returned from the first year of the project and 26 teachers were new.

Table 1. Schools and the teachers involved in the Perpich Arts Integration Network of Teachers Project.

<i>School</i>	<i># of Teachers</i>	<i>% of Total</i>
Breckenridge High School	5	12%
Hawley High School	3	7%
Lake Park Audubon Elementary	4	10%
Morris Area Elementary	5	12%
Morris Area High School	7	17%
New York Mills High School	5	12%
Osakis Elementary	3	7%
Perham Elementary	6	15%
Rothsay High School	3	7%
Total	41	100%
		<i>Does not equal 100% due to rounding</i>

Background of New Teachers Involved in the Perpich Arts Integration Network of Teachers Project

Eighteen of the 26 new teachers responded to an online survey in October of 2011. The majority of these 18 teachers new to the project in the second year (77%) had not previously participated in any professional development around arts integration. Not surprisingly, most of them (55%) had not delivered any instruction in arts integration.

Regarding how they had come to be involved in the Perpich Arts Integration Network of Teachers Project, more than half of these teachers (67%, as shown in the table below) reported that they had been asked by a teacher colleague to participate. Five teachers said they were asked to participate by an administrator (28%) and one teacher volunteered (6%).

Table 2. How teachers were recruited for the project.

<i>Recruitment Strategy</i>	<i>N</i>	<i>%</i>
Asked by a colleague	12	66.7
Volunteered	1	5.6
Asked by administrator	5	27.8
Total	18*	100.0
<i>*Not all teachers responded to this question</i>		

Teachers were also questioned about their background in the arts prior to their involvement in the Perpich Arts Integration Network of Teachers Project. The most common type of involvement, cited by 50% of respondents, was that of artistic pursuits (such as music lessons, dance training, theater involvement, painting, etc.). Almost a quarter of the group (22%) indicated that they had a degree major or minor in the arts field. Only one participant (6%) had previously participated in professional development activities related to the arts.

A few teachers (11%) reported that they had volunteered on behalf of arts organizations in their community. Only one teacher (6%) had been involved in extracurricular arts activities in their school or district. About a third of the teachers (or 33%) noted that they did not have previous experience with any of the above.

Roles of the Perpich Arts Integration Network of Teachers Project Team

The Perpich team consisted of a project coordinator, three facilitators, a technology integration specialist, and a project evaluator. Team members' roles are described in greater detail below.

- **Project Coordinator**
- Led and participated in the development of the Perpich Arts Integration Network of Teachers Project curriculum
- Developed and delivered teacher professional development in order to improve student achievement through standards-based arts integration
- Participated in the long-range planning of project outcomes and activities
- Advised the evaluation component for the project
- Participated in the development of school site selection criteria
- Participated in contracting for key project personnel

- **Project Facilitators and the Technology Integration Specialist**
- Contributed to the development of the Perpich Arts Integration Network of Teachers Project curriculum
- Participated in the development and delivery of teacher professional development in order to improve student achievement through standards-based arts integration
- Coordinated face-to-face, onsite and electronic meetings to help educators identify school needs and goals and then plan and implement standards-based arts-integrated lessons
- Coached teachers to ensure alignment between state benchmarks, learning goals, assessment activities, and evaluation criteria in arts-integrated lessons
- Provided support and feedback for teachers using technology in order to collaborate, plan, implement, document, and share their learning
- Participated in the long-range planning of project outcomes and activities
- Advised the evaluation component for the project
- Presented about the project at local conferences
- Supported technology integration for teacher professional development

- **Project Evaluator**
- Led the development of the Perpich Arts Integration Network of Teachers Project evaluation plan and logic model
- Participated in the long-range planning of project outcomes and activities
- Designed evaluation methods to align with project goals
- Implemented data collection methods
- Analyzed evaluation data
- Shared evaluation results with Perpich team and other stakeholders via written reports and presentations

Perpich Arts Integration Network of Teachers Project: Professional Development Areas of Focus

This section of the report describes three areas of focus for the professional development component:

- 1) Developing more complex student learning targets,
- 2) Emphasizing co-teaching, and
- 3) Advancing technology knowledge and skills.

Professional Development Through Regional Workshops

Teacher professional development occurred at four regional network workshops in the second year. Members of the Perpich team developed and delivered the workshops. Each workshop lasted one day with the final workshop (in June 2012) lasting two days.

Across all four regional workshops, about 30 hours of professional development was offered. Through these workshops, teachers learned to:

Areas of Focus for the Regional Professional Development Workshops

- Improve standards-based student achievement across content areas in and through the arts **with emphasis on more complex student learning including grade-level targets.**
- Design and implement a sustainable, collaborative and integrative approach to teaching and learning based on research and models in and through the arts **with emphasis on co-teaching.**
- Apply technology to support professional development and the statewide dissemination of project results, examples, and practices for the benefit of Minnesota students, schools, and teachers, and to add to the broader conversation about arts integration in public education.

An overview of the goals for each of the workshops is provided on the following page. Next, each area of focus will be described in greater detail.

Regional Professional Development Workshop Goals

Workshop One (October 2011)

- Build network community and support teacher collaborative learning with particular attention to new participants.
- Explain changes in 2011-2012 program goals including emphasis on co-teaching and introducing an updated arts integration rubric.
- Meet with facilitators to establish site visit schedule and assist initial planning, including use of community resources.
- Understand Perpich Center program evaluation goals and needs.

Workshop Two (February 2012)

- Know how to conduct good on-line exchanges with facilitators and each other by making and responding to Google Docs comments.
- Understand what types of student work to collect and how to collect it through video, photos, and other digital tools.
- Know important features of a panel review process to examine student work.
- Share lesson progress with colleagues in same grade level groups.
- Understand Perpich Center program evaluation goals and processes.

Workshop Three (April 2012)

- Know and practice a protocol for reviewing student work that includes checking the alignment and quality of arts integrated lessons.
- Receive feedback on planned and delivered arts integrated units and understand some ways to use feedback to build collegial professional knowledge.
- Develop teacher reflections and make meaning about the value of feedback about assessment and evaluation of student learning and begin a process to help summarize learning accomplished this year and to inform planning for next year.

Workshop Four (June 5 & 6, 2012)

- Practice a protocol for reviewing student work that includes checking the alignment and quality of arts integrated lessons.
- Receive feedback on planned and delivered arts integrated units and understand some ways to use feedback to build collegial professional knowledge.
- Make meaning about the value of feedback about assessment and evaluation of student learning.
- Bring teacher reflections into sharper focus, and summarize then share individual and project team learning.
- Develop insights for applying & extending learning in the 2012-2013 year, and sketch plans.

Complex Student Learning Goals

During the first year of the Perpich Arts Integration Network of Teachers Project, the Perpich team noticed that some classroom learning goals developed by teachers fell below grade level expectations—particularly at the high school level. As a result, teachers were encouraged to create more challenging goals for students as part of their arts-integrated teaching experiences during their second year. The work of helping teachers develop more complex learning goals, including their rigor, was conducted during site visits when teams worked on their units of arts-integrated learning with the support of the Perpich team.

After the second year, the Perpich Project Coordinator reviewed all 13 arts-integrated lessons developed by teachers with a focus on assessing the rigor (grade-level appropriateness of types of learning) of the classroom learning goals. All 13 units (100%) of arts-integrated learning were assessed as having “adequately rigorous” classroom learning goals as compared to 11 units out of 18 (61%) developed by teachers during the first year of the project.

Co-Teaching as a Focus of Professional Development Regional Workshops

Co-teaching was a focus of the professional development workshops in the second year. Anne M. Beninghof defines co-teaching as “coordinated instructional practice in which two or more educators simultaneously work with a heterogeneous group of students in a general education classroom. ...Co-teaching partners spend time planning together, smoothly share instructional responsibilities, and collaboratively reflect on their practice.”³ Her work informed the co-teaching focus of the project for the second year.

While the Perpich team encouraged teachers to adopt a collaborative planning process during the first year, much of the instruction implemented did not represent a truly arts-integrated approach (according to the Perpich team and as defined by the definition provided earlier in this report). Therefore, the Perpich team promoted the concept of co-teaching to help teachers deepen their understanding of the importance of using a collaborative approach to create arts-integrated lessons.

Teachers learned about four different types of co-teaching (see Figure 3). Team co-teaching was the preferred approach for delivering arts-integrated learning during the second year. Based on the survey results, half the teachers did not have any previous experience with this approach (see Figure 4).

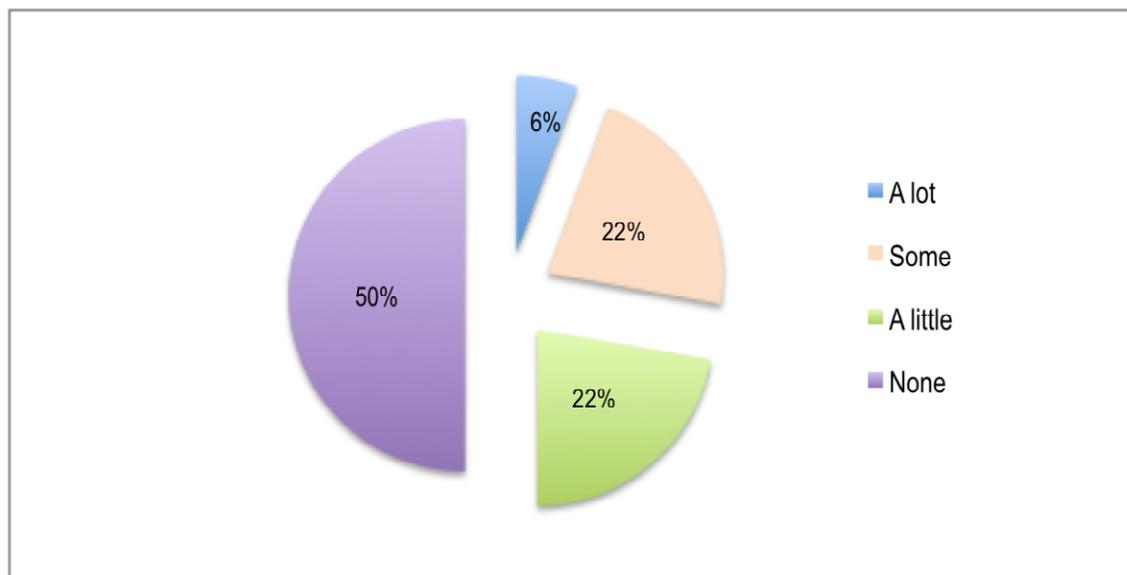
³ Beninghof, A.M. (2012, February 21). *Coteaching isn't taking turns; It's teaching together* [Blog post]. Retrieved from <http://soprislearning.wordpress.com/2012/02/>.

Figure 3. Types of co-teaching presented at the October 2011 workshop.

- 1) Supportive co-teaching: One teacher is assigned primary responsibility for designing and delivering a lesson, others provide support.
- 2) Parallel co-teaching: Multiple teachers deliver the same content to students who are divided into groups.
- 3) Complementary co-teaching: One teacher does something to enhance instruction provided by another teacher.
- 4) Team co-teaching: One or more teachers share responsibility for planning, teaching, and assessing progress of students they teach together.

Source: Beninghof, A.M. (2012). *Co-teaching that works: Structures and strategies for maximizing student learning*. San Francisco, CA: Jossey-Bass.

Figure 4. Teachers' experience with team co-teaching.



Teachers were asked two additional questions about co-teaching as part of the April 2012 online survey: one was about how co-teaching might deepen student learning in arts integration and one was about implementation concerns.

Most of the teachers who responded to the question about how co-teaching might deepen arts-integrated student learning recognized the value of teachers teaming together to deliver learning opportunities across content areas might result in richer learning experience for students.

Q: How might co-teaching deepen student learning in arts integration?

- *Co-teaching or team teaching is an essential key. That is what the [school name] did not have last year. We all had a common theme but did not collaborate. It was thematic [not] collaborative.*
- *Each of us has an area that we are better at, specialize in, have a passion for....co-teaching can give the students an experience that would not have been presented by one teacher, due to their personal expertise, or comfort zone. It also is a safe way to get all students involved instead of being labeled "Band Geek" "Drama Queen" etc.... Some students choose not to do the arts in our area because of the label of it's not cool. Many athletes are not involved in music or theatre. This would give them the opportunity to work for a common goal, get a grade, and permission to be involved in the arts.*
- *It will show students how both/all teachers are invested in the arts. Our work will enhance the importance of the arts in each core curricular area.*
- *The students will be given the material more than once and by different teachers, with different teaching strategies in the same time frame. This will enhance learning because they are getting the material from more than one teacher and it is all connected.*
- *It allows us to use 'experts' from our own school community to share their knowledge with other classes, so that the instruction in an integrated area is better explained than if one teacher tried to learn about all the other subjects.*
- *I would have very little knowledge of how to integrate arts into my class if it weren't for time to talk and collaborate with my colleagues.*
- *Seeing a link between subjects through art and caring through collaboration provides students with a greater understanding of the content being taught.*
- *Students will be involved in deeper learning opportunities and cross-curricular experiences. Teachers can teach to their strengths and use one another to support the lesson at hand/student experiences.*
- *Students want real world situations and co-teaching shows how all subjects are tied together in the real world.*

Teachers also responded to a question eliciting their concerns about co-teaching. Many of the teacher comments corresponded to the structural constraints in their own school setting that could impact their ability to plan arts-integrated instruction with their teaching partner or how it is difficult to be out of their classroom. In addition, some teachers mentioned the challenge of timing the arts-integrated learning experience with their existing curriculum as well as issues involving team dynamics.

Q: As you think about co-teaching, what concerns you or what might get in the way of making this happen?

- *Time constraints with a teacher missing class, or a prep period for planning.*
- *In my district there is no one to co-teach with so I am concerned about how I could make it happen.*
- *Having my own expertise level challenged. Not knowing what level to take it to. Having the extra time outside of the school day to plan, research, and prepare an integrated lesson. Not having the necessary equipment to fulfill the project. Example: Drums, beads, weaving, recordings etc. ...Flexibility of class schedules to fully encompass the lesson objectives.*
- *Not being in the same "place" in your curriculum as someone else. Also making it tie into what is coming before and after the co-teaching material.*
- *Lesson plans for your other classes when you are team or co-teaching. Takes time and when a sub is in the room, learning might not happen. I believe that it is worth the extra work and willing to give it a try. I will still be in the building on these days so this will allow the sub the opportunity to contact me immediately in case of any issues that do arise.*
- *Having the same time allotted as another teacher.*
- *With the overloads we are teaching, large class sizes, concerts, fund raisers, musicals along with family and church commitments I am concerned that this will add too much more to my schedule. We lost one interested member of our team before the meeting because she said her family needed her at home more not less.*
- *Personality struggles.*

Teachers Describe the Value of Co-Teaching Approaches

Two teacher discussion groups were conducted in June of 2012 during the two final professional development workshop days. A total of nine teachers (who had been involved in both years of the project), representing five of the schools, participated in the groups. One discussion question focused on the value of co-teaching. A summary of the key findings from this group discussion is presented below.

Q: Help us to understand the value of co-teaching. Based on your experiences, how do you think co-teaching positively impacts student learning?

Teachers interviewed during the focus group personally enjoyed co-teaching and generally formed teams with colleagues they already had good working relationships with. Capitalizing on existing, strong working relationships made the co-teaching experience go more smoothly for this group of teachers.

Teachers also discussed what they gained as professionals—specifically, going deeper into another discipline and discovering the intersections between their subject and their colleague’s area of expertise.

During this discussion, teachers in one group mentioned that for the future, co-teaching teams should not consist of more than two to three members. For the other group, teachers said that teams should not consist of more than three to four members. In both cases, the teachers said it was too difficult to coordinate planning times with larger teams of teachers.

When asked about how co-teaching positively impacts student learning, teachers described how their behavior influenced students:

How Co-Teaching Impacts Student Learning

Teachers model cooperation

Students benefit from observing adults working together

Teachers model collaborative problem-solving approaches

Students profit from seeing how adults address challenges together

Teachers appreciate and support one another

Students learn how to show respect and appreciation for what others know and can do

Teachers co-teaching

Students have deeper and broader learning experiences when they are exposed to multiple perspectives taught with an arts-integrated approach

Developing Teacher Technology Knowledge and Skills

Technology was another focus of the professional development component for the Perpich Arts Integration Network of Teachers Project. The Perpich team, reflecting on their technology efforts from the first year, decided to help teachers become familiar with and competent at using forms of technology that would simplify their collaborative teamwork. The Perpich team decided to train teachers to use Google Docs as they planned their arts-integrated lessons and then helped them to create and use DropBox accounts in order to share and store these lessons. Teachers participated in training at two of the regional workshops (October 2011 and February 2012) and received ongoing support at site visits and from the Perpich team.

Based on the results from the end-of-workshop surveys conducted in October and June, it was evident that some teachers (10% to 24%) had previous experience with Google Docs. None of the teachers had ever used a DropBox account. While the trainings were useful to many teachers in terms of skill acquisition, it was likely that the ongoing practice of using Google Docs skills and DropBox supported their developing confidence and competence with technology. As noted in the following section, 87% of the teachers involved for one year in the project felt their technology skills had improved to a great or moderate extent and all (100%) of the teachers involved for two years perceived that their technology skills had improved greatly or moderately.

The next report section continues with the professional development component of the project summarizing additional results.

Perpich Arts Integration Network of Teachers Project: Additional Evaluation Results

This section of the report provides a summary of additional evaluation results including:

- Project impact for teachers
- Teachers' understanding of project expectations
- Teacher ratings of workshops
- Teachers' satisfaction with project involvement
- Teacher perceptions of administrator knowledge of and support for the project

At the conclusion of each regional workshop, teachers were invited to complete an online survey (using SurveyMonkey) designed and implemented by the evaluator (survey questions were approved by the Perpich team). The purposes of these surveys were to gather information about teachers' backgrounds; gauge their reactions to the regional workshops and project involvement; determine what they were learning; capture their perspectives about the organizational support they were experiencing; and assess their application of new knowledge and skills.

After each online survey, the evaluator analyzed and reported the results to the Perpich team. The Perpich team used the results to reflect upon, plan subsequent workshops and site visits, and model continuous use of evaluation information.

Project Impact for Teachers

This next section of the report describes teacher perceptions of project impact in three ways. First, teachers were asked to imagine how they would describe the impact of the Perpich Arts Integration Network of Teachers Project to various stakeholder audiences. Second, teachers were asked to explain the value of using arts-integrated approaches in the classroom. Third, teachers were invited to consider how the project had impacted them professionally and in terms of sustained learning, capacities, or abilities.

Teachers Describe Project Impact to Stakeholder Audiences

In April 2012, teachers were asked to consider the following scenario: "If you were going to describe the impact of this project on you to a parent, school board member, or administrator, what would you say?" Twenty-four of the 25 responses were positive in nature, the exception being one teacher who explained that "it has taken much more time than I had anticipated and at this point the time it takes outweighs the benefits." Examples of the remaining comments include:

- *This has been an amazing project for the teachers involved as well as the students. The students have worked hard and we couldn't be happier with the results. They have done a wonderful, wonderful job. They have gone above and beyond what we ever thought possible! We are so proud of all the students that have worked on this project!*

- *This project enabled me to bring students a richer experience as they read a novel and learned about the culture of Cambodia and how it is similar to and different from our own. In today's global society, it is a necessity for our young people to reach out and create awareness of other cultures, and music is a great way to facilitate that.*
- *It plays a huge part in a student's education! To tie curricular areas together gives the students a richer perspective on a learning event. Bringing art into our building has given students a whole new opening to their education.*
- *I would tell them the positive and innovative way the students were taught. How it made me a better teacher by being more thorough, and having the time to establish well thought out Lesson Plans/Rubrics that apply to the Standards. Giving students the opportunity to see teachers working together.*
- *I believe it really helped me look at the music standards in a different, more detailed way. It was a way to keep us accountable to the standards.*
- *Great whole school community project. People get excited before the big show, because we have all been involved, at school, and this is brought home by our students.*
- *There are huge benefits and enrichments in student learning when integrating arts to core education. It makes learning fun and rewarding.*
- *Arts Integration engages the students to learn concepts and other subjects in a fun and positive way. It creates interest in subjects they may have not been interested in before.*

Teachers Describe the Value of Using Arts-Integrated Teaching Approaches

Two teacher discussion groups were conducted in June of 2012 during the two final professional development workshop days. A total of nine teachers (who had been involved in both years of the project), representing five of the schools, participated in the groups. One discussion question focused on arts integration and its impact on student learning. A summary of the key findings is presented below.

Q: Help us to understand the value of integrating the arts. What are the benefits of using an arts integration approach compared to a non-arts integrated approach?

When using an arts integrated approach, teachers said they did not rely on lecture as their primary strategy for teaching (which is their typical daily practice). Rather, they created learning opportunities to intentionally engage students in different ways. As a

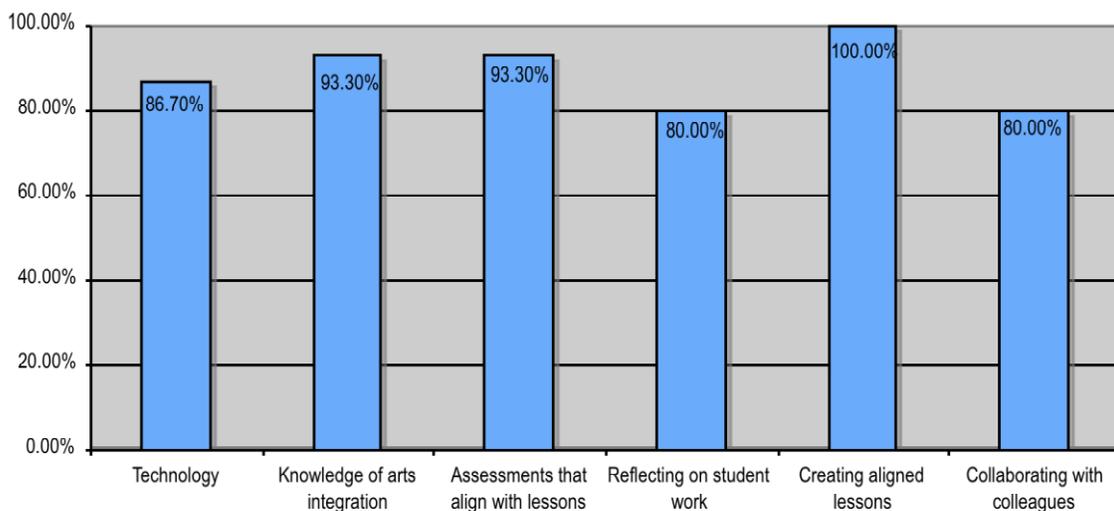
result, teachers said that students were more likely to interact with other students as part of the learning process and that the learning was more experiential, hands-on, or project-based. Teachers believed that students prefer this approach to learning and that they learn more as a result. Further, the integration approach mimics how learning happens outside of school and students might be more likely to remember what they learned because it engaged more of their senses and capitalized on their learning styles.

Teachers often used the term “engagement” when they discussed arts-integrated learning. They believed they witnessed a high level of engagement with their students and found this personally rewarding as teachers. A few spoke of students as “less resistant learners” in arts-integrated settings—even when they were being challenged to do things outside of their comfort zone. Interestingly, teachers mentioned that they thought it was harder for middle school students to be stretched beyond their comfort zone as compared to high school students.

Teachers Describe Project Impact on Professional Life

In June of 2012, teachers were asked to reflect on the impact of the Perpich Arts Integration Network of Teachers Project on their professional life (see Figure 5 below). Teachers were first asked to identify whether this was their first or second year in the project when responding to the question. Results are presented below.

Figure 5. Impact for first year teachers involved in the Perpich Arts Integration Network of Teachers Project.

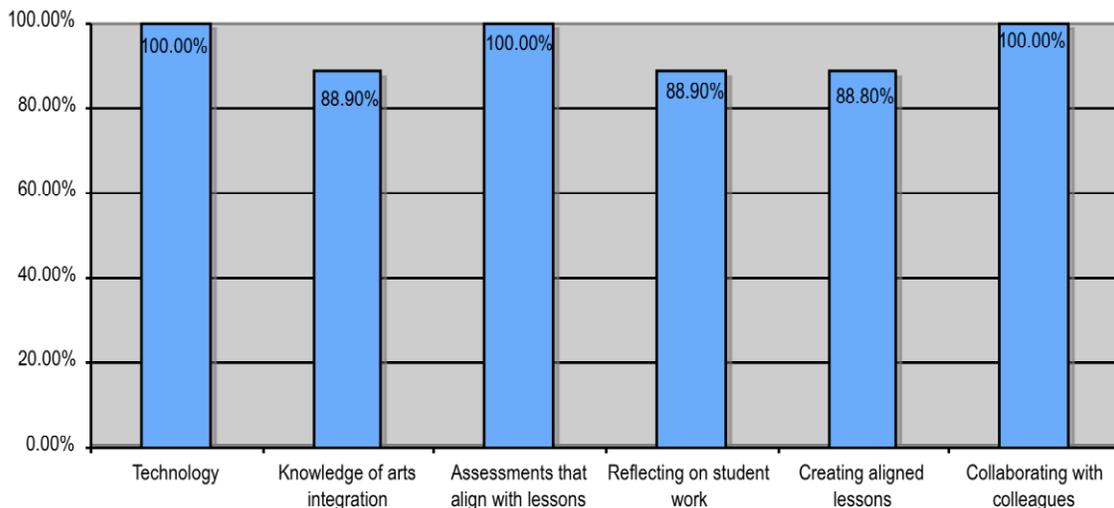


The greatest impact reported by **first year teachers** (n=16) was that of their ability to create arts-integrated lessons that align standards, benchmarks, and classroom learning goals (53% responded “great” improvement and 47% “moderate” improvement). Similarly 60% noted “great” improvement in their knowledge of arts integration, with an additional 33% reporting “moderate” improvement.

In terms of their ability to design assessments that align well with arts-integrated lessons, 53% of teachers felt that there had been “great” improvement, while 40% thought there was “moderate” improvement. The item asking about technology use generated nearly the same positive response, with 47% citing a “great” improvement and 40% a “moderate” one.

Twelve of fifteen participants (80%) indicated that there had been “great” or “moderate” improvement in their ability both to understand what students are learning by reflecting on their work and to collaborate with colleagues to design and deliver arts-integrated lessons. Note that the percentages were derived from combining the responses of “great improvement” and “moderate improvement.”

Figure 6. Impact for second year teachers involved in the Perpich Arts Integration Network of Teachers Project.



Teachers in their second year of the project (n=9) were asked a similar set of questions. As reflected in table above, eight of nine respondents (89%) reported a “great” improvement in their ability to reflect on student work, with an additional individual citing a “slight” improvement. Nearly as many participants (seven of nine, or 78%) reported that their knowledge of arts integration underwent “great” improvement.

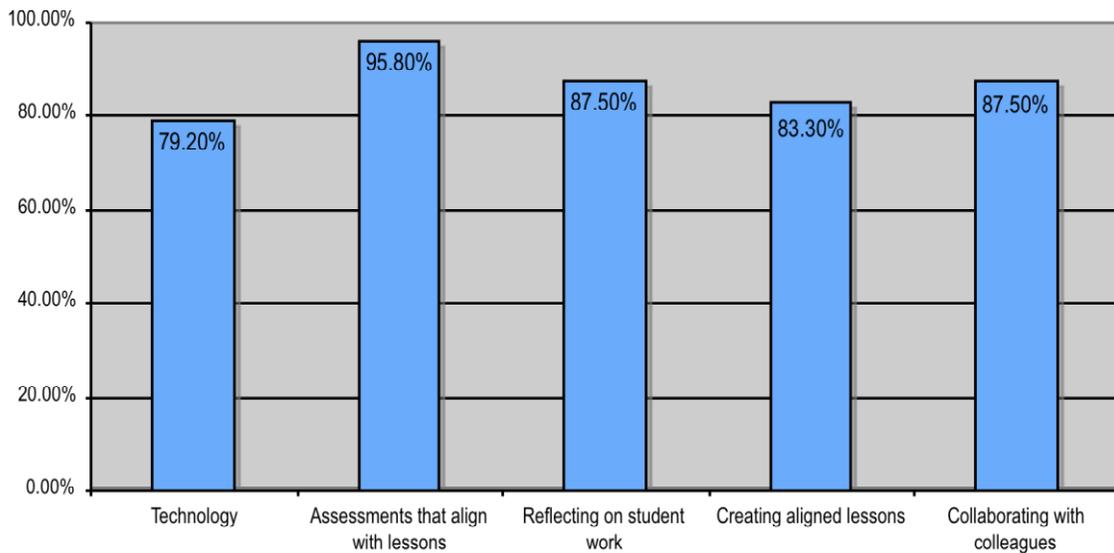
Six of nine teachers (67%) indicated there had been “great” improvement in their ability to collaborate with colleagues to design and deliver arts-integrated lessons. Finally, four in nine participants (44%) reported “great” improvement in their ability to use technology, to design assessments that align with arts-integrated lessons, and to create arts-integrated lessons that align standards, benchmarks, and classroom learning goals.

Again, note that the percentages were derived from combining the responses of “great improvement” and “moderate improvement.”

Teachers Describe Project Impact on Sustained Knowledge or Skills

Also in June of 2012, teachers were asked about the knowledge or skills gained from their involvement that would be sustained in their professional life. The areas most likely to be sustained by teachers included designing aligned assessments, reflecting on student work, and collaboration with colleagues (see Figure 7 below).

Figure 7. Teacher perceptions of what will be sustained in their professional lives as a result of the Perpich Arts Integration Network Project.



Teachers’ Understanding of Project Expectations

On two occasions, teachers were asked to rate the degree to which they understood project expectations. This question was first posed in October 2011 and at that time, 72% of the teachers agreed that project expectations were “clear” to them. When this question was asked again in February 2011, 78% of the teachers agreed that project expectations were “clear” for them.

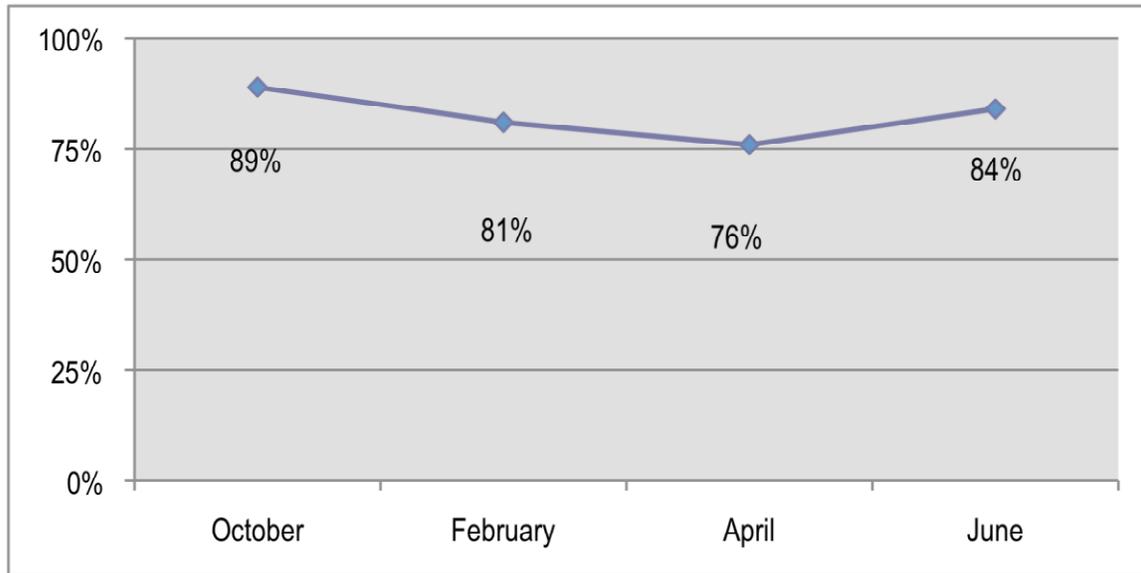
Teacher Ratings of Professional Development Workshops

After each regional workshop, teachers were asked to rate the workshop in terms of its quality with the following response options: Fantastic, Very good, Good, Okay, Poor, and Terrible.

Figure 8 below shows the teacher ratings for the workshops that occurred during the second year of the project. The quality ratings below collapse three of the response

choices—“Fantastic,” “Very good,” and “Good.” The ratings were high across all the workshops with a slight dip below the 80% satisfaction level (to 76%) in February 2012.

Figure 8. Teacher ratings of regional professional development workshops.



Teachers’ Satisfaction with Project Involvement

Teachers were asked to rate their satisfaction with the project at the close of the second year. The majority of teachers reported being “extremely satisfied” (54%) with their involvement in the project. Another 29% were “very satisfied” and 13% were “moderately satisfied”. Additional comments from teachers indicated that they appreciated the opportunities to collaborate with their colleagues; they liked how engaging arts integration was for their students; and they valued the facilitators who worked with their school teams. One individual stated that he or she was not satisfied with his or her involvement due to the lack of collaboration among school colleagues.

Table 3. Teacher ratings of satisfaction with project.

<i>Rating</i>	<i>June 2012 N=29</i>
Extremely satisfied	13 (54%)
Very satisfied	7 (29%)
Moderately satisfied	3 (13%)
Slightly satisfied	0 (0%)
Not at all satisfied	1 (4%)

Efforts to Build Administrator Knowledge and Support for the Project

Noblit, Corbett, and Wilson (2009)⁴, who studied the A+ school program in North Carolina, identified four signs of successful arts reform, one of which is about organizational leadership. According to the authors,

...it is promising when there are multiple avenues of leadership for arts integration in the building. The value of diffused leadership for any organization is well documented, and it is clear that many of the participating schools have several arts integration "champions" among their staff. This happy circumstance ensures that encouragement as well as mentoring opportunities will be abundant. A+ promoted the development of such leadership through its involvement of the principals, creation of the role of "project coordinator," and development of curriculum management teams and the various role-specific training sessions. At a minimum, having both the principal and coordinator in the school building doubles the potential for long-term programmatic leadership (p. 175).

Familiar with the research regarding the importance of administrator support for implementing and sustaining arts-integrated initiatives, the Perpich team worked to connect with project principals during school team site visits to hear about professional development needs in the school. They also created a three-week course for school leaders incorporating online and in-person components. The course focused on aligning curriculum and assessment activities and using shared language about alignment to increase staff capacity within and across content areas, including the arts. The instructional skills offered as a part of the course mirrored what teachers worked on in the Perpich project. Specifically, the skills included unpacking standards and benchmarks, writing well-created learning goals, and selecting and/or designing appropriate and engaging assessment activities. Two project principals enrolled in the course, as well as a superintendent from an area school district. The superintendent completed the course.

Teacher Ratings of Administrator Knowledge and Support for the Project

Because of the Perpich team's efforts to work with administrators and the importance of their role in implementing and sustaining arts-integrated teaching, teachers were asked to describe their **principal's and superintendent's knowledge and support** of the Perpich Arts Integration Network of Teachers Project in April 2011 compared to the beginning of the school year.

⁴ Noblit, G.W., Corbett, H.D., Wilson, B.L. and McKinney, M.B. (2009). Creating and sustaining arts-based school reform: The A+ school program. New York: Routledge.

Teacher Ratings of Administrator Knowledge of the Project

First, teachers were asked to describe their **principal’s knowledge** of the Perpich Arts Integration Network of Teachers Project compared to the beginning of the school year. As reflected in the table below, the most common response from teachers (47%) was that there was “no change” in knowledge about the project. About one-third of the teachers (35%) believed their principal to be “a little more knowledgeable,” with another 12% describing their principal as “more knowledgeable.” Two teachers (6%) thought their administrator was “a lot more knowledgeable.”

Next, teachers were asked to describe their **superintendent’s knowledge** of the Perpich Arts Integration Network Teachers Project compared to the beginning of the school year. As the table below reflects, over one-third of respondents (38%) indicated that they did not know, with nearly as many (29%) believing there had been “no change.” Six teachers (18%) described their superintendent as being “a little more knowledgeable” compared to the beginning of the school year. Three participants (9%) thought their superintendent was “a lot more knowledgeable,” with the remaining two teachers (6%) characterizing them as “more knowledgeable” about the project.

Table 4. Teacher ratings of principal and superintendent knowledge of the project.

<i>Rating</i>	<i>Principals</i>		<i>Superintendents</i>	
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
A LOT more knowledgeable	2	5.9	3	8.8
MORE knowledgeable	4	11.8	2	5.9
A LITTLE more knowledgeable	12	35.3	6	17.6
No change	16	47.1	10	29.4
I don’t know	0	0.0	13	38.2
Total	34	100.0	34	100.0

Teacher Ratings of Administrator Support for the Project

Teachers were then asked to describe their **principal’s support** compared to how she or he had perceived it the previous October. The vast majority of respondents (82%) thought there had been “no change” in principal support. Two teachers (6%) believed their principal to be “more supportive,” with another three teachers (9%) describing him or her as “a lot more supportive.” One respondent (3%) characterized the administrator as being “less supportive” than he or she had been at the beginning of the year (see Table 5).

Next, teachers were asked to describe their **superintendent's support** compared to the beginning of the school year. As reflected in the table below, almost half the teachers (47%) responded to this question by saying that they “didn’t know” the degree to which their superintendent supported the project. About another quarter of the teachers (24%) believed there was “no change” in their superintendent’s support over the school year and another 18% characterized their superintendent as being “less supportive” than he or she had been at the beginning of the year. One teacher (3%) described his or her superintendent as “a lot more supportive”, two teachers (6%) believed their superintendent to be “more supportive” and one teacher said the superintendent was “a little more supportive” compared to last October.

Table 5. Teacher ratings of principal and superintendent support of the project.

Rating	Principals		Superintendents	
	N	%	N	%
A LOT more supportive	3	8.8	1	2.9
MORE supportive	2	5.9	2	5.9
A LITTLE more supportive	0	0.0	1	2.9
No change	28	82.4	8	23.5
LESS supportive	1	2.9	6	17.6
I don't know	0	0.0	16	47.1
Total	34	100.0	34	100.00

Finally, in a follow-up question, teachers were asked to what they would attribute any increase (or decrease) in administrator support or knowledge. Selected comments are presented below.

- *He is very proud of the work we have done this year. He wants us to continue this in the future.*
- *Our principal here is new and had little to no knowledge of the PAINT project at the beginning of the year. Now he has seen some of our students' videos, and he is supportive of the work we've done.*
- *We really have not had any communication with him. We will have to change that.*
- *Our superintendent happened to be monitoring halls while our classes were working on [the project] one day, and we invited him in to see what students were creating. He was so pleased with their projects that he invited us to present our project to our Board of Education at their next meeting. He is fully supportive of our efforts.*
- *Lack of knowledge of what is going on with the project.*

Based on the work in the second year of the project with administrators, and mindful of the research indicating that administrators are important to sustaining arts integration initiatives, the Perpich team determined that it would be useful to specify clear expectations for increased administrator involvement in the project for the future.

Final Comments About Professional Development

The following summary comments are offered about the project:

- Strategies used to build and maintain strong relationships between the Perpich team and teachers continue to be evident in the second year of the project.
- Most of the teachers were clear about the project requirements and their responsibilities at the beginning of the project.
- Teacher project satisfaction and high quality workshop ratings remained strong in the second year.
- The Perpich team is to be commended for three important efforts:
- Using data from the first year to work with teachers to set higher expectations for student learning in the second year,
- Setting a high standard of excellence in arts integration. The team noted that an arts-integrated approach was not fully realized during the first year of the project. Rather than reiterating the same information as in the first year, the Perpich team introduced the concept of co-teaching to support teachers in implementing a higher quality or ideal model of arts integration during the second year. Coming at the concept of arts integration by using a more concrete approach (e.g., co-teaching) seemed to resonate on a deeper level with the teachers.
- Helping teachers to acquire meaningful technology knowledge and skills. Building off the efforts in the first year, the Perpich team reconsidered what might be accomplished with the technology component of the project. The Perpich team identified a set of technology skills that made sense for teacher teams to use and once these skills were acquired, they helped teachers to collaborate plan, deliver, and reflect upon their arts-integrated units of learning.
- It is important to note that teachers involved for two years in the project continued to build their knowledge and skills in key areas that the project sought to impact (e.g., technology; designing assessments that aligned with standards, benchmarks, and learning goals; and in their collaboration with colleagues). These findings provide support for a professional development approach where teachers are allowed more time to deepen their knowledge and more opportunities apply their skills while being supported by skilled facilitators.

- Principal and superintendent support and understanding of the project could be strengthened. While the Perpich team provides administrators with information about the project, clarifying their expectations for involvement is needed. Teachers are well positioned to be regularly communicating with these key stakeholders as well. Teacher teams may benefit from additional planning or coaching as to how to share information that would be compelling to administrators. Principal and superintendent support is a key factor related to sustaining arts-integrated learning for opportunities for students.

Perpich Arts Integration Network of Teachers Project: Arts-Integrated Lessons

This section of the report provides an overview of the template used to document arts-integrated lessons, the supportive role project facilitators played in working with teachers on their arts-integrated lessons, and the arts integration rubric used to critique four dimensions of quality arts integration.

Teacher teams designed standards-based arts integrated lessons across content areas, using a collaborative approach, during their involvement with the Perpich Arts Integration Network of Teachers Project. In the first year of the project, the Perpich team developed a blank template format that would provide a framework for the essential components of a well-designed unit of arts integrated instruction. The teachers then used the template framework in years one and two and provided documentation for their own lessons. The template for both years included the following components:

- Title, unit/lesson name, project duration
- Project summary
- Essential question and unit question
- Team members and background information and facilitator
- Standards and corresponding benchmarks for each content area
- Classroom learning goals aligned to each benchmark
- Student assessment strategies aligned with the classroom learning goal and reflecting one or more authentic learning processes
- A list of assessment products that would be generated from the student assessment activity
- The evaluation tool and aligned criteria

All of the professional development workshops provided content, resources, and support for teachers to develop their templates and most of the work that facilitators did with teachers outside of the workshops was also directed toward helping the teachers complete a template for their arts integrated lessons.

For a detailed explanation for each part of the template, and an example template, see the Perpich Arts Integration Network of Teachers Project Year 1 Evaluation Report at: <https://docs.google.com/a/pcae.k12.mn.us/viewer?a=v&pid=sites&srcid=cGNhZS5rMTIubW4udXN8bGVnYWV5fGd4OjMzMTEuZmM4MTUxOTUxZQ>.

Value of the Lesson Template for Teachers

After the April 2012 professional development workshop, teachers were asked about the degree to which the lesson template helped accomplish four different goals. Nearly

all teachers (94%) indicated that the lesson template had worked “very well” or “well” in “promoting a standards-based, aligned approach for student learning.” Eighty-five percent of participants responded “very well” or “well” to the template “encouraging deep pre-planning” and “increasing the likelihood of impacting student learning.” Finally more than four in five individuals (82%) felt the lesson template had worked “very well” or “well” at “enhancing collaboration” among their colleagues.

Table 6. Value of the Perpich Arts Integration Network of Teachers Project lesson template.

<i>Lesson Template Goals</i>	<i>Teachers Answering “Very Well” or “Well”</i>
Template promotes a standards-based, aligned approach for student learning	94%
Template encourages deep pre-planning	85%
Template increases the likelihood of impacting student learning	85%
Template enhances collaboration among colleagues	82%

Perpich Arts Integration Network of Teachers Project Facilitators

In addition to the professional development workshops, teacher teams worked in small groups with Perpich facilitators during year two of the project. Teacher teams received coaching from facilitators in three meetings (for about two to six hours each) for the purposes of planning, implementing, and reflecting on their arts-integrated lessons. Much of this work was about ensuring alignment across state standards, benchmarks, learning goals, assessment activities, and evaluation criteria in arts-integrated lessons.

After the April 2012 regional network workshop, teachers were asked to describe how working with the facilitators was helpful in accomplishing their goals. The most common response (n=15) was that the facilitators provided **guidance**, focus and/or direction to their work. Examples of participants’ comments included the following:

- *They help clarify questions and guide us in the right direction.*
- *It would be almost impossible to write the lesson plan templates without the trained facilitators. They also help by asking probing questions.*
- *Having facilitators available helped us teachers stay on the right path of arts integration. Our facilitators were consistent in their reminders to stay focused on*

only the standards we would assess, and to continually come back to the purpose of integrating the arts into what we wanted kids to do and learn.

- *Facilitators make the process happen, by giving the teachers deadlines, ways to implement the goals and the process.*

Four teachers specifically mentioned receiving assistance with the **alignment of standards**. They offered remarks such as:

- *They give input that makes doing the template and aligning the work much easier.*
- *It helps us to align the standards together and helps us to dig into the standards that we don't have the time to do on our own.*

Three respondents wrote about the facilitators being an important source of **support and encouragement**. An example of these comments is below:

- *This was the BEST part of the Perpich project by far. Your encouragement matters! I often felt like I was swamped and alone, but it helped some when our facilitators stepped in to encourage my teammates to contribute.*

Finally, two participants pointed out the value of having the facilitators to keep their groups **on task**, while another two appreciated getting a **fresh perspective** on their project.

Arts Integration Rubric

In the first year of the project, the Perpich team developed a Content Integration Rubric and an Alignment Checklist. The Content Integration Rubric described the degree to which the content areas—arts and non-arts—might exist and/or interact in the lesson. The Alignment Checklist focused on the classroom learning goals, student assessments, and evaluative criteria applied to products of student learning. Both Rubrics were used in a holistic fashion as the Perpich team used them to review all of the arts-integrated lessons developed by teachers.

In the first year of the project, application of the rubrics to arts-integrated lessons showed that teachers often collaboratively planned, but then independently delivered instruction in their own classrooms. This observation led the Perpich team to further clarify their expectations of co-teaching with the teachers to include collaborative instruction and reflection. In addition, the team observed that classroom learning goals were often below grade level expectations. Teachers were encouraged to develop more challenging opportunities for application of student knowledge and skills, reflected in more rigorous learning goals, as part of their arts-integrated templates during the second project year.

Based on what was learned during the first year from applying the Content Integration Rubric and the Alignment Checklist to arts-integrated lessons, both were revised and condensed into one Arts Integration Rubric that identified four domains of quality arts integration during the second year. The Rubric was used in an analytical fashion (rather than holistic) during the second year. The Rubric was also shared with the participating teachers who provided feedback about the language of the Rubric at a regional network meeting in October 2011. Teachers also used the Rubric to study their templates and when reviewing student work samples. The Perpich team applied the Rubric during site visits. The Arts Integration Rubric is presented below.

Figure 9. Arts Integration Rubric developed and implemented in the second year of the project.

<i>Criteria</i>	<i>Level 4</i>	<i>Level 3</i>	<i>Level 2</i>	<i>Level 1</i>
Balance of instructional focus	Instructional focus in each content area activates student learning at a high level	Instructional focus in each content area is proportional	Instructional focus is unevenly distributed among the arts and other content areas, or an extra-curricular activity	Instructional focus is not shared among arts and non-arts content areas
Rigor	Learning targets represent challenging rigor	Learning targets are adequate for grade level work	Learning targets may include some below grade-level expectations	Learning targets represent uniformly below grade level expectations
Authenticity	Strongly authentic processes in each content area augment/inform student learning in each	Authentic processes in the content areas scaffold student learning	Authentic processes are used to scaffolding some, but not all student learning	Student work is not scaffolded using authentic processes in any of the content areas
Quality of Connection or Interaction	Elegant Fit: Learning activities provide highest support for students to make connections across content areas including the arts	Augmenting Fit: Learning activities provide support for students to make connections across content areas including the arts	Additive Fit: Learning activities provide moderate support for students to make connections across content areas including the arts	Limited Fit: Learning activities provide limited support for students to make connections across content areas including the arts

The Perpich team applied the Arts Integration Rubric in the second year to the five selected lessons developed by participating teacher teams where four video case studies were developed. The purpose of the review process was to reflect on the templates and consider the question, “What does a quality arts integration project look like?” in terms of the four key areas identified in the rubric.

Five members from the Perpich team provided ratings (one individual did not participate in the rating of one lesson or the “Authenticity” rating for another lesson). Each individual team member’s rating is provided below with the average rating in italics.

Figure 10. Rubric ratings of five arts-Integrated lessons.

<i>Criteria</i>	<i>Lesson 1</i>	<i>Lesson 2</i>	<i>Lesson 3</i>	<i>Lesson 4</i>	<i>Lesson 5</i>
Balance of instructional focus	2,2,2,2,2 <i>average=2</i>	3,3,3,3 3	2,2,2,2,2 2	2,2,2,2,2 2	3,3,3,3,3 3
Rigor	2,2,2,2,2 <i>average=2</i>	3,3,3,3 3	3,3,3,3,3 3	2,2,2,2,2 2	3,4,4,4,4 3.8
Authenticity	2,2,1,1 <i>average=1.5</i>	2,2,3,3 2.5	2,2,2,2,2 2	1,2,2,2,2 1.8	3,3,3,4,4 3.4
Quality of Connection or Interaction	1,1,2,2,3 <i>average=1.8</i>	2,3,3,4 3	2,2,2,2,2 2	1,2,2,2,2 1.8	3,3,3,4,4 3.4

When the Perpich team applied the Arts Integration Rubric to the selected five lessons, they reported that team members (e.g., the raters) shared a common understanding of the criteria and language used to describe the four levels and that reaching consensus about the ratings was relatively straightforward. This suggests that the Rubric is moving toward a useful level of reliability and validity for other arts-integrated projects.

Nonetheless, some areas provoked discussion about differences in interpretation of criteria, leading to yet another revision of the Rubric for future use.

Final Comments about Arts-Integrated Lessons

Based on discussions with the Perpich Arts Integration Network of Teachers Project team, the goals of the project, and feedback collected from teachers, and lesson template ratings, the following comments are offered:

- The ongoing support provided by facilitators is a key strategy to the success of the project. Teachers are aware of the many ways that the facilitators nurture their success—both in terms of content expertise and in terms of leadership. The trust that facilitators built is essential to supporting teachers to take steps outside of their comfort zones as they stretch themselves in terms of their instructional practice.
- Retain the arts integration template. Using the template as a framework to guide teachers in the development of their arts-integrated lessons is essential to providing teachers with a roadmap for documenting their work. In addition, it serves to educate teachers about the important components of alignment that are key for the project and critical for student learning.
- Continue to apply the Arts Integration Rubric. Using the Rubric is critical for understanding the degree to which lessons are reflective of the components related to quality arts integration. Understanding what happens in the classroom is a key factor in connecting the professional development outcomes with the student learning outcomes.
- Plan to disseminate the Arts Integration Rubric. The Perpich team has continued to test the Rubric for describing quality arts integration and applied it in an authentic fashion that will be compelling for a wide variety of stakeholders. This will be an important contribution to the field of arts integration.

Perpich Arts Integration Network of Teachers Project: Student Outcomes

Student academic and non-academic outcomes were identified as two important indicators of success for the Perpich Arts Integration Network of Teachers Project. Both of these project change indicators provided evidence to determine whether students were achieving the classroom learning goals that their teachers identified as part of their arts-integrated lesson plans. This section of the report describes the theoretical foundation for the professional development approaches design to support teachers as they assessed student work. The results for student academic and non-academic outcomes are also presented.

Influences on the Assessment Approaches Used in the Perpich Arts Integration Network of Teachers Project

The Perpich Arts Integration Network of Teachers Project was informed in part by the work conducted by the Queensland Government, Queensland Studies Authority (QSA, formerly the Office of the Queensland School Curriculum Council).⁵ One aspect of the QSA work is helping teachers to develop consistent assessment understandings through examination of student work samples and by working with a panel of subject and grade level peers which the QSA refers to as “moderating processes”.

In a publication developed by the Queensland School Curriculum Council,⁶ they identify the following list of approaches as effective ways to help teachers consistently assess student work:

- Planning collaboratively
- Using a common assessment task
- Developing a common criteria sheet
- Comparing samples of student work
- Sharing understandings about core learning outcomes and their developmental sequence
- Sharing understandings about assessment

The approaches listed above have both accountability and professional learning implications. The Perpich Arts integration Network of Teachers Project focuses on

⁵ Maxwell, G.S. (2002). *Moderation of teacher judgments in student assessment*. Retrieved November 27, 2012 from <http://www.qsa.qld.edu.au/3517.html>

⁶ Queensland School Curriculum Council. (n.d.). *Consistency of teacher judgment*. Retrieved November 27, 2012 from <http://www.qsa.qld.edu.au/3517.html>

professional learning through the moderation process rather than accountability. The projects are similar in that teachers involved in the Perpich project compare samples of student work and their understandings of the sequence of instruction, benchmarks, learning goals, and assessment. The Perpich project differs in that while teachers prepare collaboratively, they create low-stakes learning experiences in an effort to learn about alignment in assessment and curriculum through arts integration. Also, teachers design a shared assessment activity and evaluative criteria but the activity is limited to project classrooms and does not result in a district-wide or state assessment task.

More detail can be found in previous sections of this report describing how the professional development component was designed and implemented, how project facilitators worked with teacher teams, and what teachers documented and produced as part of their arts-integrated template.

Evidence generated from the arts-integrated student assessments and the proficiency ratings provided by teachers served the following purposes for this project:

- To inform ongoing planning, reflection, and continuous improvement processes for teachers as they endeavored to enhance arts-integrated instruction,
- For ongoing professional development as teachers collaborated to review student work,
- To meet internal school and district grading requirements, and
- To communicate with school administrators and other key audiences about student learning in the Perpich Arts Integration Network of Teachers Project.

Student Academic Outcomes

This section of the report will describe the protocol process and the process for determining student academic outcomes (e.g., proficiency ratings).

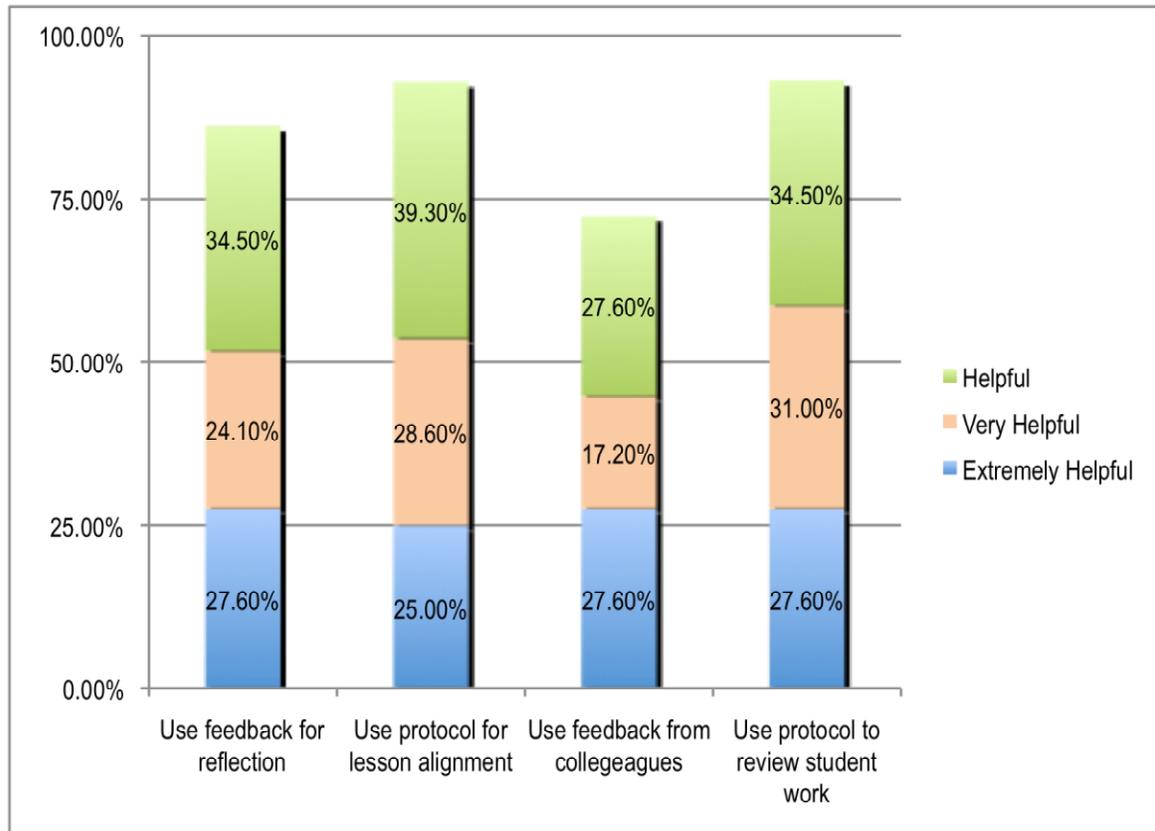
The Protocol Process

During professional development workshops, teachers practiced reviewing student work using a protocol process with their colleagues who taught at elementary and secondary levels, in different content areas, and in different schools involved in the project. The protocol provided teachers with a standardized process and gave teachers a chance to expand their perspectives on assessment by listening to their colleagues. Teachers were asked to give feedback about the protocol process as part of the April online survey of 2012 (see Figure 11):

- Using the protocol for reviewing student work was viewed as “extremely helpful” or “very helpful” by 59% of teachers with an additional 34% indicating that this had been “helpful.”

- More than half (54%) of participants rated “Using the protocol for checking the alignment and quality of arts integrated lessons” as “extremely helpful” or “very helpful.” An additional 39% described the process as “helpful.”
- About half of the participants (52%) found “Using feedback to reflect on what you have learned so far about assessment and evaluation of student learning” to be “extremely helpful” or “very helpful.” An additional one-third of the teachers (35%) described the process as “helpful.”
- Slightly less than half of the teachers (45%) found “Receiving feedback from your colleagues about your planned or delivered arts integrated lessons” to be “extremely helpful” or “very helpful.” Another 28% found it to be “helpful.”

Figure 11. **Teacher feedback about the protocol process.**



The Proficiency Ratings

As previously described in this report, teachers developed arts-integrated lessons that aligned standards, benchmarks, and classroom learning goals with student assessments. Because each arts-integrated lesson was linked to a unique classroom learning experience, each assessment was also distinct in how it measured what students were expected to learn. After delivering arts-integrated lessons in their classrooms, teachers assessed their students' work using their school grading system. The next step was to provide each student with a "proficiency rating." Teachers completed this step after participating in several rounds of the protocol process, they worked collaboratively with their colleagues to develop the ratings, and the Perpich team also provided guidance to teachers as part of this process (see Figure 12 below for rating categories).

Figure 12. Proficiency categories used by teachers to rate student work.

<i>Proficiency Categories</i>
1) Exceeds proficient
2) Proficient
3) Not yet proficient
4) Not attempted

The classroom assessment and the proficiency ratings provided evidence of learning in terms of what students should know and be able to do and the degree to which they should be expected to demonstrate their knowledge and/or skill. The classroom assessment developed by teachers was used to provide evidence of learning for purposes of grading in the project school. The proficiency rating was used to provide evidence of learning for the Perpich Arts Integration Network of Teachers Project so that there was a common way to aggregate evidence across all the project schools regardless of district, grade level, content, and teacher team. The findings from the proficiency ratings are provided next.

Student Academic Outcome Results

Teachers submitted proficiency ratings for 806 K-12 students. Of this body of student data, 16% was considered to exceed proficiency, 67% was rated as proficient, 13% was judged as not yet proficient, and 3% of the students did not complete work for teachers to rate (see Figure 13 below).

It should be noted that a sample of teachers involved in the Perpich Arts Integration Network of Teachers Project submitted ratings of proficiency. Thirty-two teachers (out of 41) from eight of the nine schools submitted ratings for 21 classes (see Table 7 for a summary of teachers who submitted ratings by each project school). One school

(Breckenridge) did not submit ratings because they did not deliver any arts-integrated instruction due to staffing changes mid-year.

Figure 13. Results of teacher proficiency ratings for student work in grades K-12.

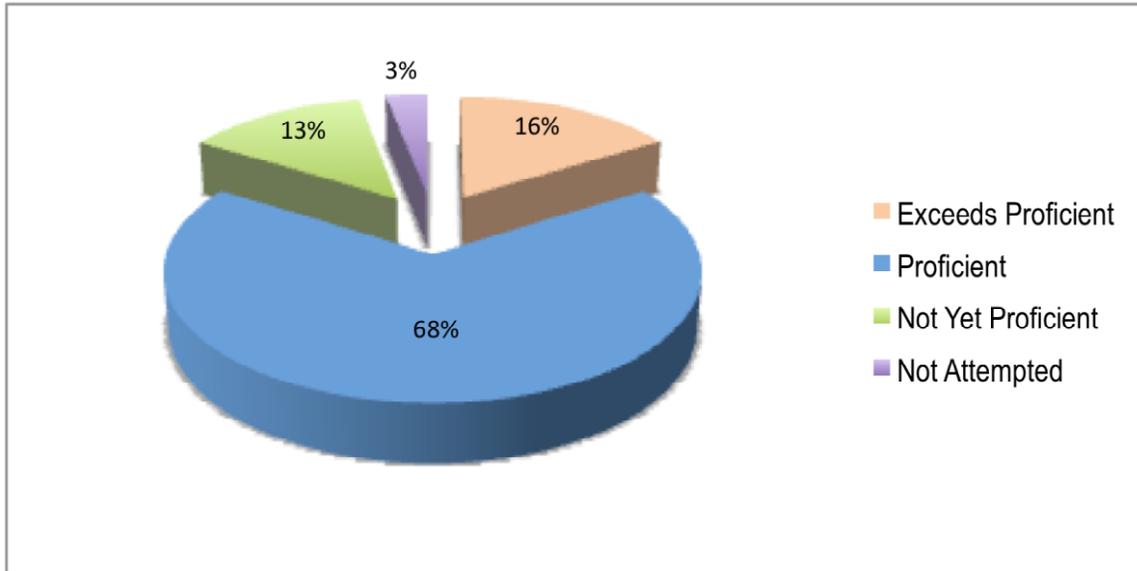


Table 7. Teachers who submitted proficiency ratings by school.

<i>School</i>	<i># of Teachers</i>	<i>% of Total</i>
Breckenridge	0	0.0
Hawley	2	6.3
Lake Park Audubon	3	9.4
Morris Elementary	5	15.6
Morris Secondary	7	21.9
New York Mills	5	15.6
Osakis	3	9.4
Perham	4	12.5
Rothsay	3	9.4
Total	32	100.0

Student Non-Academic Outcomes

Student engagement is a complex phenomenon and not surprisingly, the body of related research is broad. Educators are interested in the topic of student engagement because of the evidence that links higher levels of engagement in school with improved academic performance.⁷

Yasse-Mintz (2010) describes student engagement as the “...relationship between the student and school community, the student and school adults, the student and peers, the student and instruction, and the student and the curriculum.”⁸ Chapman (2003) describes it as a combination of dimensions including students’ cognitive investment, active participation, and emotional commitment to learning tasks.⁹

Kuh (2006) reviewed the student engagement literature and emphasizes the necessity of placing teaching and teachers at the center of this discussion. Furthermore, he and his colleagues found support for connecting high levels of student engagement with “deep learning experiences” provided by teachers.¹⁰ Similarly, Bryson and Hand (2007) found that students are more likely to be engaged when teachers create inviting learning environments, establish high standards for students, challenge students, and openly discuss academic progress with their students.¹¹

During the first year of the project, the team and the evaluator created a self-report survey focusing on student motivation and engagement based on this body of research. Students completed surveys after their arts-integrated learning experiences and were directed by teachers to respond to the survey questions based on that experience. This same surveying approach was continued in the second year in order to continue monitoring student non-academic outcomes. This next section of the report

⁷ Klem, A. M., & Connell, J. P. (2004). Relationships matter: Linking teacher support to student engagement and achievement. *Journal of School Health, Vol. 74*(7), 262-273.

⁸ Yazzie-Mintz, E. (2010). *Charting the path from engagement to achievement: A report on the 2009 High School Survey of Student Engagement*. Bloomington, IN: Center for Evaluation & Education Policy. Retrieved October 4, 2012, from www.indiana.edu/~ceep/hssse/images/HSSSE_2010_Report.pdf

⁹ Chapman, E. (2003). Alternative approaches to assessing student engagement rates. *Practical Assessment, Research & Evaluation, 8*(13), Retrieved October 25, 2012 from <http://PAREonline.net/getvn.asp?v=8&n=13>

¹⁰ Kuh, G.D., Kinzie, J., Buckley, J., Bridges, B.K., and Hayek, J.C. (2006). *What matters to student success: A review of the literature*. Commissioned Report for the National Symposium on Postsecondary Student Success: Spearheading a Dialog on Student Success. Retrieved October 25, 2012, from http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0CCcQFjAB&url=http%3A%2F%2Fnces.ed.gov%2Fnpec%2Fpdf%2Fkuh_team_report.pdf&ei=x6OJUPKjN8a0ygGFvIDQDQ&usg=AFQjCNFLhgJ9Fkwdr-PcpUfmWQ1xCJRqtQ

¹¹ Bryson, C. & Hand, L. (2007). The role of engagement in inspiring teaching and learning, *Innovations in Education and Teaching International, 44*(4): 349-362.

summarizes the results for 5th through 12th grade students who participated in an arts-integration learning experience.

Student Non-Academic Outcome Results

During the second year of the project, a total of 419 students in grades 5 through 12 completed the self-report survey about engagement and motivation. Students in kindergarten through grade 4 were not invited to participate in the process because the questions were not developmentally appropriate for younger students. The table below provides a summary of the number of students who completed the survey in each project school. Table 8 clusters the students completing the survey by elementary, middle school, and high school levels. It should be noted that some teachers were not eligible to have their own students complete the survey if their students were in Kindergarten through grade 4. And, as mentioned previously in this report, Breckenridge did not deliver any arts-integrated lessons due to staffing.

Schools and Grade Levels for Students Who Completed the Survey

The two tables below provide greater detail about the number of students at each project school who completed the survey in addition to number of students completing the survey at the elementary, middle, and high school levels.

Table 8. The number of students completing the survey by school and the percentage of the overall total each school represents.

<i>School</i>	<i># of Students</i>	<i>% of Total</i>
Breckenridge	0	0.0
Hawley	105	25.1
Lake Park Audubon	26	56.2
Morris Elementary	22	5.3
Morris High School	142	33.9
New York Mills	108	25.8
Osakis Elementary	0	0.0
Perham Elementary	0	0.0
Rothsay	16	3.8
Total	419	100.0

Table 9. The number of students completing the survey at the elementary, middle, and high school levels.

Grade Level	# of Students	% of Total
Elementary	48	11.5
Middle School	189	45.1
High School	182	43.4
Total	419	100.0

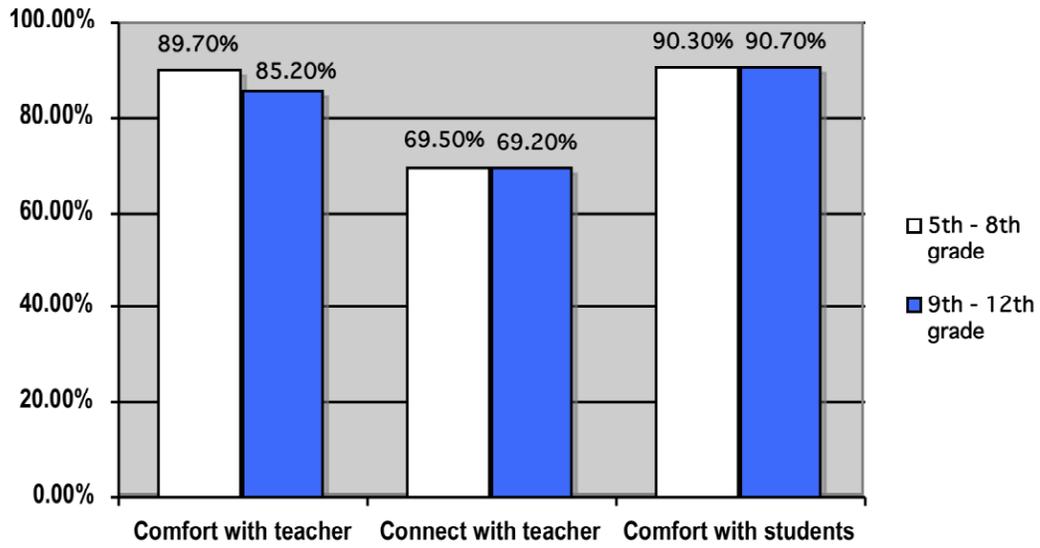
Ratings of the Classroom Environment by Students

The survey findings indicate that the project classroom environments were conducive for learning—students at all grade levels reported a high level of comfort in interacting with their teacher as well with other students (see Figure 14 below). Two of the items (“comfort with teacher” and “comfort with students”) were very highly rated by students in grades 5 through 8 and in grades 9 through 12. While students in all grades reported feeling comfortable with their teacher, they were less likely to indicate that they had a “connection” with their teacher. Findings from these three items are clustered together and reported on because of the research evidence indicating that strong relationships with adults and peers function as strong predictors of student engagement.^{12, 13} In other words, when students do not feel connected with their teachers or fellow students, cognitive engagement is less likely. Items exploring these relationships are commonly found in surveys of student engagement and motivation.

¹² Tucker, C.M., Zayco, R.A., Herman, K.C., Reinke, W.M., Trujillo, M., Carraway, K., Wallack, C., & Ivery, P.D. (2002). Teacher and child variables as predictors of academic engagement among low-income African American children. *Psychology in the Schools*, 39(4), 477-488.

¹³ Perdue, N.H., Manzeske, D.P., & Estell, D.B. (2009). Early predictors of school engagement: Exploring the role of peer relationships. *Psychology in the Schools*, 46(10), 1084-1097.

Figure 14. Student ratings of comfort and connection with teachers and peers.



Student Survey Results for All Students in Grades 5 through 12

The table below presents each item of the survey along with the number and percent of students answering by each response category.

Table 10. Responses of all students in grades 5 through 12.

HOW WAS THIS CLASS FOR YOU? <i>(Each cell contains the percent of students who gave each response, followed by the number of students in italics.)</i>	N = 419 ANSWER CHOICES			
	<u>YES!</u>	yes	no	<u>NO!</u>
1. In this class, I was motivated to try new things.	28.0% <i>117</i>	51.9% <i>217</i>	18.2% <i>76</i>	1.9% <i>8</i>
2. I wanted to learn more outside of class.	18.9% <i>79</i>	36.0% <i>150</i>	36.7% <i>153</i>	8.4% <i>35</i>
3. In class, I kept working even if I was stuck.	27.6% <i>115</i>	55.5% <i>231</i>	14.4% <i>60</i>	2.4% <i>10</i>
4. I wanted to keep coming back to this class.	26.6% <i>110</i>	39.9% <i>165</i>	24.6% <i>102</i>	8.9% <i>37</i>
5. This class sparked my curiosity.	28.1% <i>117</i>	40.4% <i>168</i>	24.8% <i>103</i>	6.7% <i>28</i>
6. I was enthusiastic about this class.	26.0% <i>108</i>	44.6% <i>185</i>	23.6% <i>98</i>	5.8% <i>24</i>
7. This class made me want to be successful.	30.0% <i>125</i>	43.2% <i>180</i>	23.0% <i>96</i>	3.8% <i>16</i>
8. I felt comfortable with other students in this class.	42.3% <i>177</i>	48.1% <i>201</i>	6.9% <i>29</i>	2.6% <i>11</i>
9. I felt a connection with my teacher.	27.3% <i>114</i>	42.1% <i>176</i>	22.2% <i>93</i>	8.4% <i>35</i>
10. I was comfortable interacting with my teacher.	39.0% <i>162</i>	48.7% <i>202</i>	8.2% <i>34</i>	4.1% <i>17</i>
11. The class had real life meaning for me.	19.1% <i>80</i>	38.8% <i>162</i>	32.5% <i>136</i>	9.6% <i>40</i>
12. I was comfortable expressing my ideas in this class.	29.5% <i>123</i>	45.1% <i>188</i>	18.9% <i>79</i>	6.5% <i>27</i>
13. The class work challenged me.	23.0% <i>96</i>	38.8% <i>162</i>	27.5% <i>115</i>	10.8% <i>45</i>
14. I put effort into this class.	45.9% <i>191</i>	48.1% <i>200</i>	4.1% <i>17</i>	1.9% <i>8</i>
15. How I was taught helped me to learn.	28.5% <i>119</i>	47.2% <i>197</i>	19.7% <i>82</i>	4.6% <i>19</i>
16. This class made me think in new ways.	25.8% <i>108</i>	43.1% <i>180</i>	25.8% <i>108</i>	5.3% <i>22</i>
17. I am proud of what I did in this class.	44.5% <i>183</i>	41.4% <i>170</i>	9.2% <i>38</i>	4.9% <i>20</i>

The top five responses from 419 students in grades 5 through 12 representing the eight participating districts are provided in the figure below (note that the “YES!” and “yes” responses are combined and that the classroom environment items are removed from this analysis). Figure 16 represents the four responses where students were less likely to agree with the survey statement. It should be noted that while these four items represent the lowest number of positive responses from students, the number and percentage of students agreeing with these statements is still relatively high (over 50% agreement from students).

Figure 15. Top five responses from the student survey.

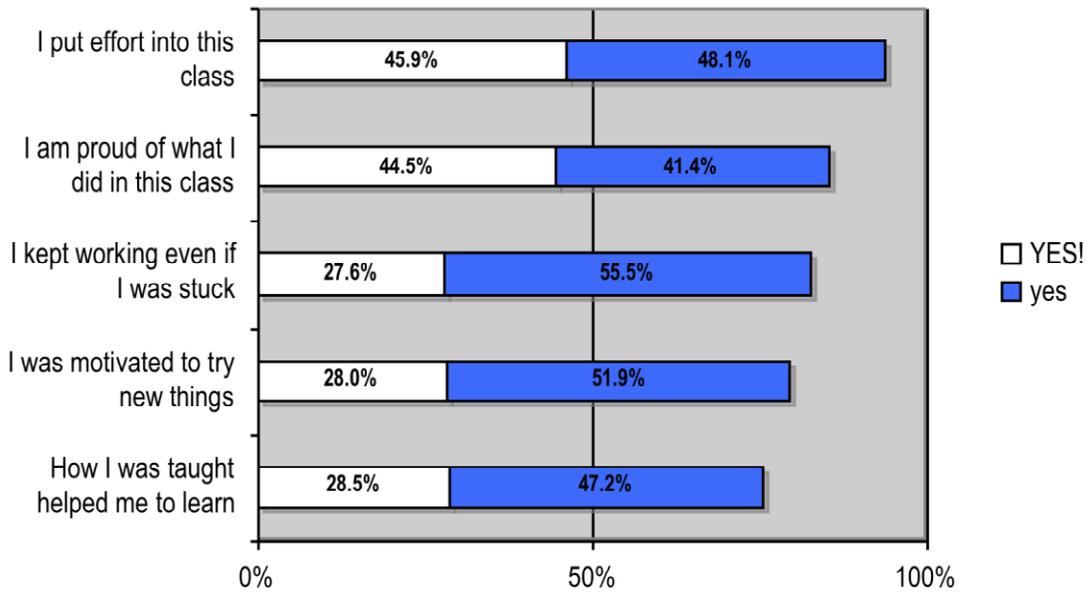
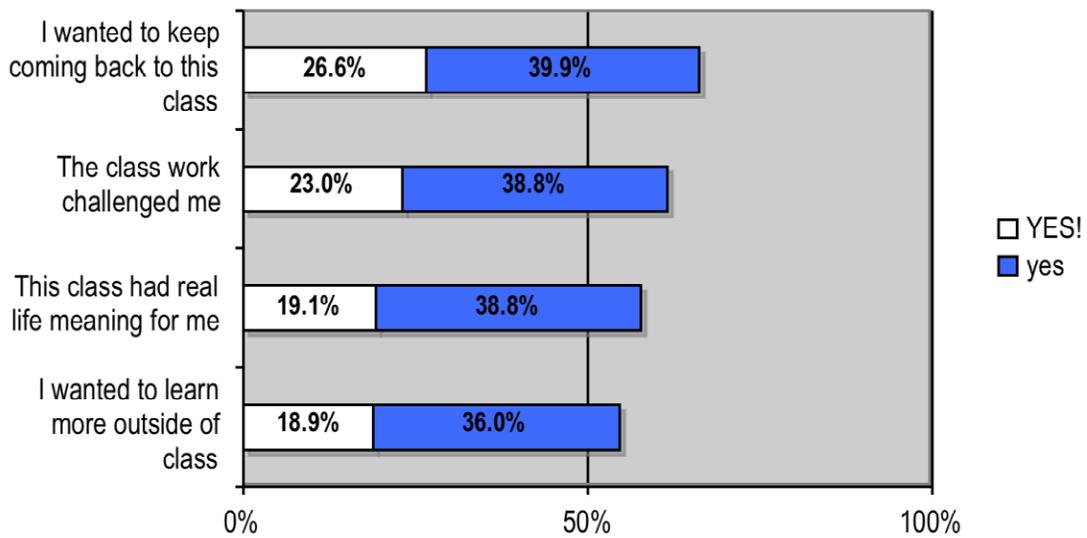


Figure 16. Lowest four responses from the student survey.



Student Survey Results: Students in Grades 5 through 8

This section of the report provides an analysis of the student survey results for 237 students in grades 5 through 8 who completed the survey. As indicated in the table below, four schools—Lake Park Audubon, Morris Elementary, Morris Secondary, and New York Mills—served students in this age group who were old enough to complete the survey.

Table 11. The number of students by school in grades 5 through 8 completing the survey.

School	# of Students	% of Total
Breckenridge	0	0.0
Hawley	0	0.0
Lake Park Audubon	26	11.0
Morris Elementary	22	9.3
Morris Secondary	142	59.9
New York Mills	47	19.8
Osakis	0	0.0
Perham	0	0.0
Rothsay	0	0.0
Total	237	100.0

Four of the top five responses for the students in grades 5 through 8 were the same (although differently ordered) as the top five responses for all students in grades 5 through 12 (note that the “YES!” and “yes” responses are combined and that the classroom environment items are removed from this analysis).

- 1. I put effort into this class (94.4% answering “YES!” or “yes”)**
- 2. I am proud of what I did in this class (85.8%)**
- 3. I kept working even if I was stuck (83.5%)**
- 4. I was motivated to try new things (81.8%)**
- 5. I was comfortable expressing my ideas (78.4%)**

The table below presents each item of the survey along with the number and percent of students in grades 5 through 8 answering by response category.

Table 12. Responses of all students in grades 5 through 8.

<p>HOW WAS THIS CLASS FOR YOU? <i>(Each cell contains the percent of students who gave each response, followed by the number of students in italics.)</i></p>	<p><i>N = 237</i> <i>ANSWER CHOICES</i></p>			
	<p><i>YES!</i></p>	<p><i>yes</i></p>	<p><i>no</i></p>	<p><i>NO!</i></p>
1. In this class, I was motivated to try new things.	27.1% <i>64</i>	54.7% <i>129</i>	16.1% <i>38</i>	2.1% <i>5</i>
2. I wanted to learn more outside of class.	18.3% <i>43</i>	40.4% <i>95</i>	30.6% <i>72</i>	10.6% <i>25</i>
3. In class, I kept working even if I was stuck.	30.5% <i>72</i>	53.0% <i>125</i>	13.1% <i>31</i>	3.4% <i>8</i>
4. I wanted to keep coming back to this class.	25.8% <i>60</i>	38.6% <i>90</i>	24.5% <i>57</i>	11.2% <i>26</i>
5. This class sparked my curiosity.	27.7% <i>65</i>	40.9% <i>96</i>	22.1% <i>52</i>	9.4% <i>22</i>
6. I was enthusiastic about this class.	24.8% <i>58</i>	44.0% <i>103</i>	23.9% <i>56</i>	7.3% <i>17</i>
7. This class made me want to be successful.	31.9% <i>75</i>	44.3% <i>104</i>	18.7% <i>44</i>	5.1% <i>12</i>
8. I felt comfortable with other students in this class.	44.5% <i>105</i>	45.8% <i>108</i>	5.9% <i>14</i>	3.8% <i>9</i>
9. I felt a connection with my teacher.	25.0% <i>59</i>	44.5% <i>105</i>	23.7% <i>56</i>	6.8% <i>16</i>
10. I was comfortable interacting with my teacher.	39.1% <i>91</i>	50.6% <i>118</i>	7.3% <i>17</i>	3.0% <i>7</i>
11. The class had real life meaning for me.	18.6% <i>44</i>	39.8% <i>94</i>	29.2% <i>69</i>	12.3% <i>29</i>
12. I was comfortable expressing my ideas in this class.	32.6% <i>77</i>	45.8% <i>108</i>	14.8% <i>35</i>	6.8% <i>16</i>
13. The class work challenged me.	22.8% <i>54</i>	38.4% <i>91</i>	26.2% <i>62</i>	12.7% <i>30</i>
14. I put effort into this class.	52.5% <i>124</i>	41.9% <i>99</i>	3.0% <i>7</i>	2.5% <i>6</i>
15. How I was taught helped me to learn.	30.6% <i>72</i>	44.7% <i>105</i>	18.7% <i>44</i>	6.0% <i>14</i>
16. This class made me think in new ways.	26.6% <i>63</i>	40.1% <i>95</i>	26.2% <i>62</i>	7.2% <i>17</i>
17. I am proud of what I did in this class.	52.6% <i>122</i>	33.2% <i>77</i>	8.2% <i>19</i>	6.0% <i>14</i>

Student Survey Results: All Students in Grades 9 through 12

This section of the report provides an analysis of the student survey results for 182 students in grades 9 through 12 who completed the survey. As indicated in the table below, four of the nine schools involved in the project served a high school-aged student population.

Table 13. The number of students by district in grades 9 through 12 completing the survey.

<i>School</i>	<i># of Students</i>	<i>% of Total</i>
Breckenridge	0	0.0
Hawley	105	57.7
Lake Park Audubon	0	0.0
Morris Secondary	0	0.0
New York Mills	61	33.5
Osakis	0	0.0
Perham	0	0.0
Rothsay	16	8.8
Total	182	100.0
Breckenridge	0	0.0

All of the top five responses for the students in grades 9 through 12 were the same as the top five responses for all students in grades 5 through 12 (note that the “YES!” and “yes” responses are combined and that the classroom environment items are removed from this analysis).

- 1. I put effort into this class (93.3% answering “YES!” or “yes”)**
- 2. I am proud of what I did in this class (86.1%)**
- 3. I kept working even if I was stuck (82.8%)**
- 4. I was motivated to try new things (77.5%)**
- 5. How I was taught helped me to learn (76.3%)**

The table below presents each item of the survey along with the number and percent of high school students (grades 9 through 12) answering by response category.

Table 14. Responses of all students in grades 9 through 12.

<p>HOW WAS THIS CLASS FOR YOU? <i>(Each cell contains the percent of students who gave each response, followed by the number of students in italics.)</i></p>	<p><i>N = 182 STUDENTS</i> <i>ANSWER CHOICES</i></p>			
	<p><u>YES!</u></p>	<p><i>yes</i></p>	<p><i>no</i></p>	<p><u>NO!</u></p>
1. In this class, I was motivated to try new things.	29.1% <i>53</i>	48.4% <i>88</i>	20.9% <i>38</i>	1.6% <i>3</i>
2. I wanted to learn more outside of class.	19.8% <i>36</i>	30.2% <i>55</i>	44.5% <i>81</i>	5.5% <i>10</i>
3. In class, I kept working even if I was stuck.	23.9% <i>43</i>	58.9% <i>106</i>	16.1% <i>29</i>	1.1% <i>2</i>
4. I wanted to keep coming back to this class.	27.6% <i>50</i>	41.4% <i>75</i>	24.9% <i>45</i>	6.1% <i>11</i>
5. This class sparked my curiosity.	28.7% <i>52</i>	39.8% <i>72</i>	28.2% <i>51</i>	3.3% <i>6</i>
6. I was enthusiastic about this class.	27.6% <i>50</i>	45.3% <i>82</i>	23.2% <i>42</i>	3.9% <i>7</i>
7. This class made me want to be successful.	27.5% <i>50</i>	41.8% <i>76</i>	28.6% <i>52</i>	2.2% <i>4</i>
8. I felt comfortable with other students in this class.	39.6% <i>72</i>	51.1% <i>93</i>	8.2% <i>15</i>	1.1% <i>2</i>
9. I felt a connection with my teacher.	30.2% <i>55</i>	39.0% <i>71</i>	20.3% <i>37</i>	10.4% <i>19</i>
10. I was comfortable interacting with my teacher.	39.0% <i>71</i>	46.2% <i>84</i>	9.3% <i>17</i>	5.5% <i>10</i>
11. The class had real life meaning for me.	19.8% <i>36</i>	37.4% <i>68</i>	36.8% <i>67</i>	6.0% <i>11</i>
12. I was comfortable expressing my ideas in this class.	25.4% <i>46</i>	44.2% <i>80</i>	24.3% <i>44</i>	6.1% <i>11</i>
13. The class work challenged me.	23.2% <i>42</i>	39.2% <i>71</i>	29.3% <i>53</i>	8.3% <i>15</i>
14. I put effort into this class.	37.2% <i>67</i>	56.1% <i>101</i>	5.6% <i>10</i>	1.1% <i>2</i>
15. How I was taught helped me to learn.	25.8% <i>47</i>	50.5% <i>92</i>	20.9% <i>38</i>	2.7% <i>5</i>
16. This class made me think in new ways.	24.9% <i>45</i>	47.0% <i>85</i>	25.4% <i>46</i>	2.8% <i>5</i>
17. I am proud of what I did in this class.	34.1% <i>61</i>	52.0% <i>93</i>	10.6% <i>19</i>	3.4% <i>6</i>

Comparisons Between Older and Younger Students

When findings were compared between age groups (5th – 8th grade and 9th – 12th grade), responses were very similar across most items with four exceptions (where there was a 5% or greater difference between the two groups):

Item: I wanted to learn more outside of class.

58.7% of the 5th – 8th graders answered “YES!” or “yes”

50.0% of the 9th – 12th graders answered “YES!” or “yes”

Item: This class made me want to be successful.

76.2% of the 5th – 8th graders answered “YES!” or “yes”

69.3% of the 9th – 12th graders answered “YES!” or “yes”

Item: I was comfortable expressing my ideas in this class.

78.4% of the 5th – 8th graders answered “YES!” or “yes”

69.6% of the 9th – 12th graders answered “YES!” or “yes”

Item: This class made me think in new ways.

66.7% of the 5th – 8th graders answered “YES!” or “yes”

71.9% of the 9th – 12th graders answered “YES!” or “yes”

In most cases where there were differences, the younger students indicated greater motivation or engagement with the exception of the item asking them whether the class caused them to think about things in new ways.

Final Comments About Student Outcomes

- The majority of student work was rated by teachers as “exceeding proficiency” or as “proficient.” The proficiency ratings, taken into consideration with the other project change indicators, provide another marker to indicate that the project is moving in the direction of achieving its stated goals. In the case of these ratings, they provide evidence that students are learning in the arts and non-arts subjects. Results support arts-integrated learning approaches in the classroom.
- The teacher professional development and support component and the approaches used to measure and communicate about student learning corresponds to best practices for assessing student learning in arts education.
- Student survey results indicate that the project classroom environments are conducive for learning. Teachers are creating rapport with the majority of students and they are providing an environment where students are connecting with their peers and they feel comfortable expressing their ideas. A healthy classroom climate helps ensure that students are motivated to participate and engage in learning.
- Student survey results show high levels of motivation and engagement. In addition, the findings indicate a high level of consistency (in terms of motivation and engagement) across all grade levels.
- While more than half of all the students in grades 5 through 12 want to “learn more outside of the classroom” and find the coursework to have “real life meaning,” almost as many students (42% to 45%) did not have this experience. The Perpich team may want to work strategically with teacher teams to aid students in making these connections. It may help teachers to link their classroom learning goals to some of the work published about 21st Century Learning Student Outcomes and/or high school or college readiness standards.

Concluding Observations, Comments, and Recommendations

This final section of the report recaps the final observations, comments, and recommendations about professional development, the arts integration templates, and student academic and non-academic outcomes.

Professional Development

- Strategies used to build and maintain **strong relationships between the Perpich team and teachers continue to be evident** in the second year of the project.
- Most of the **teachers were clear about the project requirements** and their responsibilities at the beginning of the project.
- **Teacher project satisfaction and high quality workshop ratings remained strong** in the second year.
- The Perpich team is to be commended for three important accomplishments:
 - 1) **Using data from the first year to work with teachers to set higher expectations for student learning** in the second year.
 - 2) **Setting a high standard of excellence in arts integration.** The team noted that an arts-integrated approach was not fully realized during the first year of the project. Rather than reiterating the same information as in the first year, the Perpich team introduced the concept of co-teaching to support teachers in implementing a higher quality or ideal model of arts integration during the second year. Coming at the concept of arts integration by using a more concrete approach (e.g., co-teaching) seemed to resonate on a deeper level with the teachers.
 - 3) **Helping teachers to acquire meaningful technology knowledge and skills.** Building off the efforts in the first year, the Perpich team reconsidered what might be accomplished with the technology component of the project. The Perpich team identified a set of technology skills that made sense for teacher teams to use and once these skills were acquired, they helped teachers to collaborate plan, deliver, and reflect upon their arts-integrated units of learning.
- It is important to note that **teachers involved for two years in the project continued to build their knowledge and skills in key areas** that the project sought to impact (e.g., technology; designing assessments that aligned with standards, benchmarks, and learning goals; and in their collaboration with

colleagues). These findings provide support for a professional development approach where teachers are allowed more time to deepen their knowledge and more opportunities apply their skills while being supported by skilled facilitators.

- **Principal and superintendent support and understanding of the project could be strengthened.** While the Perpich team provides administrators with information about the project, clarifying their expectations for involvement is needed. Teachers are well positioned to be regularly communicating with these key stakeholders as well. Teacher teams may benefit from additional planning or coaching as to how to share information that would be compelling to administrators. Principal and superintendent support is a key factor related to sustaining arts-integrated learning for opportunities for students.

Arts-Integrated Lessons

- The ongoing **support provided by facilitators is a key strategy** to the success of the project. Teachers are aware of the many ways that the facilitators nurture their success—both in terms of content expertise and in terms of leadership. The trust that facilitators built is essential to supporting teachers to take steps outside of their comfort zones as they stretch themselves in terms of their instructional practice.
- Retain the arts integration template. **Using the template as a framework to guide teachers in the development of their arts-integrated lessons is essential to providing teachers with a roadmap for documenting their work.** In addition, it serves to educate teachers about the important components of alignment that are key for the project and critical for student learning.
- Continue to apply the Arts Integration Rubric. **Using the Rubric is critical for understanding the degree to which lessons are reflective of the components related to quality arts integration.** Understanding what happens in the classroom is a key factor in connecting the professional development outcomes with the student learning outcomes.
- Plan to **disseminate the Arts Integration Rubric.** The Perpich team has continued to test the Rubric for describing quality arts integration and applied it in an authentic fashion that will be compelling for a wide variety of stakeholders. This will be an important contribution to the field of arts integration.

Student Academic and Non-Academic Outcomes

- **The majority of student work was rated by teachers as “exceeding proficiency” or as “proficient.”** The proficiency ratings, taken into consideration with the other project change indicators, provide another marker to indicate that the project is moving in the direction of achieving its stated goals. In the case of these ratings, they provide evidence that students are learning in the arts and non-arts subjects. **Results support arts-integrated learning approaches in the classroom.**
- The teacher professional development and support component and the approaches used to measure and communicate about student learning corresponds to **best practices for assessing student learning** in arts education.
- Student survey results indicate that the **project classroom environments are conducive for learning.** Teachers are creating rapport with the majority of students and they are providing an environment where students are connecting with their peers and they feel comfortable expressing their ideas. A healthy classroom climate helps ensure that students are motivated to participate and engage in learning.
- **Student survey results show high levels of motivation and engagement.** In addition, the findings indicate a high level of consistency (in terms of motivation and engagement) across all grade levels.
- While more than half of all the students in grades 5 through 12 want to “learn more outside of the classroom” and find the coursework to have “real life meaning,” almost as many students (42% to 45%) did not have this experience. The Perpich team may want to work strategically with teacher teams to aid students in making these connections. **It may help teachers to link their classroom learning goals to some of the work published about 21st Century Learning Student Outcomes and/or high school or college readiness standards.**

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