



# Evaluating the Side x Side Program

# Evaluation Team



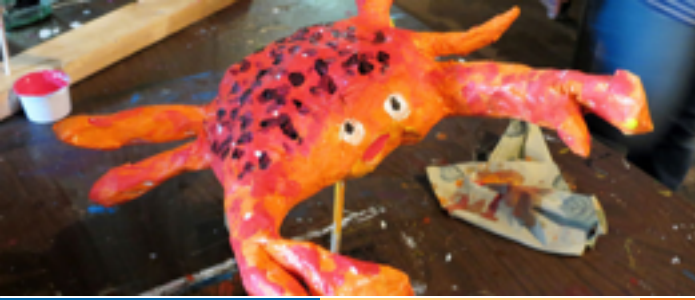
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# What is Side x Side?

- ▶ An innovative arts integration program that seeks to foster critical thinking, creativity, and innovation in classroom content instruction through arts-based activities.
- ▶ Seeks to simultaneously increase student achievement in content areas and interest in the arts
- ▶ Collaboration between Youth in Action (Portland organization), Portland Public Schools, USM, and local teaching artists



# Evaluation Goals

## Impact on teachers and/or students

- ▶ Understand the benefits & challenges
  - ▶ Is it feasible to implement?
- ▶ Understand the programs impact on student learning.
  - ▶ Is there evidence that other schools should participate in this program in the future? If so, how?

# Other Evaluation Goals

## Help Side x Side Improve and Finalize Program Activities

- ▶ Learn with the teachers currently implementing the activities

## Understand Benefits and Challenges to Implementation

- ▶ Learn what helps & hinders teacher use of activities

# Your Role

## as a Side x Side Teacher

### ► Help gather data

- Without your data, there is no evidence to determine the benefits and challenges of the Side x Side program
- Analysis looks at the Side x Side group as a whole (NOT individual teachers or students)

# Benefits of Participation

- ▶ Free Side x Side professional development
- ▶ Collaboration with a teaching artist
- ▶ Access to free Side x Side resources

# Teacher Data Collected

## Teacher Surveys (online)

- ▶ (2) Surveys (pre and post) per year
- ▶ Approximately 10-20 min. each

## Teacher Logs (online)

- ▶ 1 during your Side x Side unit
- ▶ Approximately 10 minutes

## Teacher Interviews (phone)

- ▶ A few teachers will be invited



# Student Data Collected Survey(s)

## Student Surveys

- ▶ *EDC staff will work with you to collect this data. We need your help distributing parental consent forms and arranging for data collection.*
- ▶ Focused on motivation, knowledge of career paths and community, and creativity
- ▶ Grades 3-5: (2) paper and pencil surveys completed in class
- ▶ Grades K-2: (1) short survey completed via interview with EDC staff (sample of students)

# Student Data Collected

## Assessment Results

### Student Assessment Data

- *You do NOT need to help with this!*
- No student names given to EDC
- Provided by the district

# How is Data Kept Secure?

- All data collection is overseen and regulated by an Institutional Review Board for Human Protection
- Data stored on encrypted devices
- Online data collected with encrypted links
- Data files stored with participant ID# rather than name
- Paper surveys sealed in envelopes and mailed/given directly to evaluator
- Use student ID#s, *not student names*

# Questions?

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## Contact

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# About EDC

(Educational Development Center)

# Where We Come From



- ▶ Founded in Massachusetts in 1958 by scientists and mathematicians from MIT
- ▶ Developed innovative curricula rooted in technology and scientific inquiry

# Transforming Learning

- ▶ *PSSC Physics* revolutionized the way science was taught.
- ▶ Focus on engaging learners with hands-on involvement using innovative approaches
- ▶ Includes curriculum and materials development, professional development, and leadership

# Improving Health

- ▶ EDC began working in the health field in 1968.
- ▶ Today, our health projects cover topics such as suicide and bullying prevention, mental health promotion, HIV/AIDS education, PTSD, and substance abuse prevention.



# Around the World



- ▶ Our first international project began in Africa in 1961.
- ▶ Today, EDC has 250 projects in more than 30 countries.
- ▶ Interactive radio instruction (IRI) is one signature project.

# EDC Today

- ▶ About 1,350 staff worldwide
- ▶ Programs in about 30 countries
- ▶ Office in Gardiner, Maine
- ▶ Guided by this cornerstone principle:  
***Learning transforms lives.***