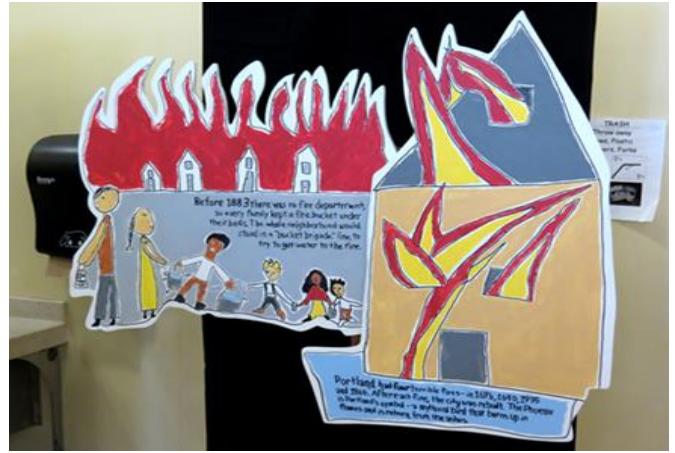


SIDE x SIDE EVALUATION: TEACHER HIGHLIGHTS



“ I think I'm most looking forward to the students being able to show what they know in a really creative way that is going to inspire them. ”

“ I feel strongly that [art] is an important piece to kids and those are the things they remember and what they learn doing that way tends to be what we remember. ”

Overall Teacher Feedback

Teachers had positive experiences with the Side x Side program and teaching artists, and reported positive impacts on students and learning.

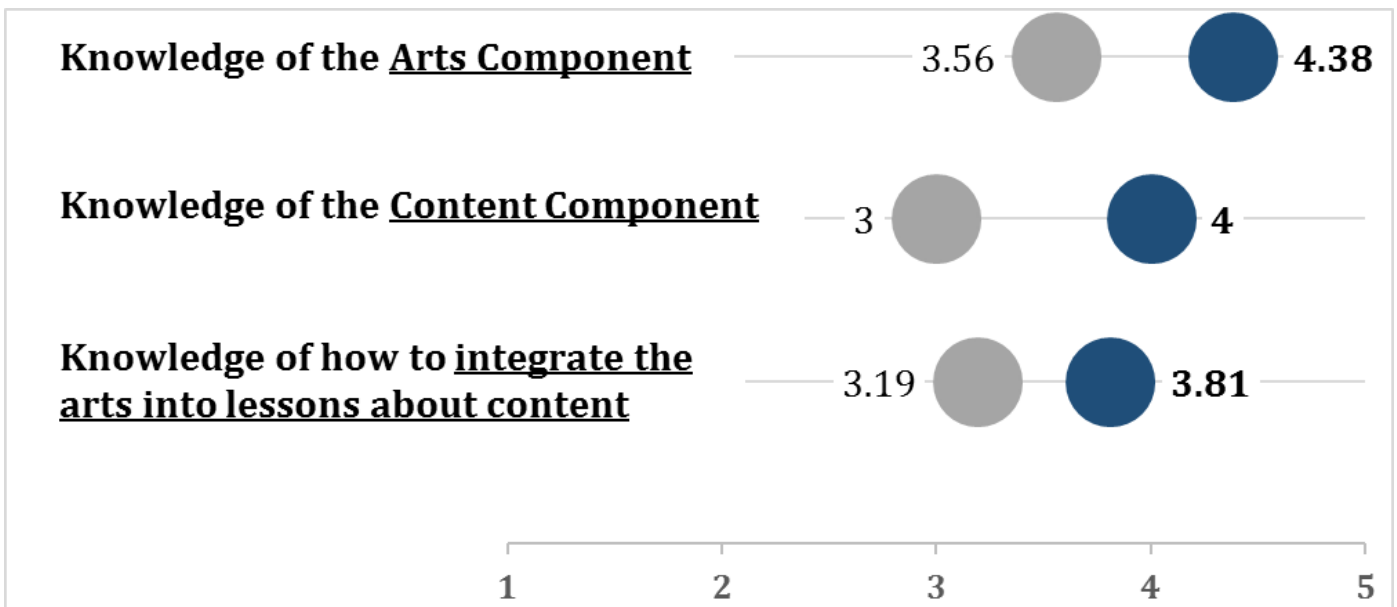
- Teachers had positive experiences working with teaching artists.
- In interviews, teachers reported positive impact on students including:
 - increased student interest and retention of content,
 - increased interest in art, and
 - increased pride in their work.
- Teachers felt that the unit and the teaching artists were responsive to students' needs. Over time, the projects have become more highly tailored to content that is already focused on.
- Teachers were increasingly comfortable integrating arts with content lessons.
- Scheduling and time constraints were the primary obstacle.

Teachers Common Goals:

- Engaging students in new and creative instructional practices,
- Allow for student's to express their ideas and what they have learned,
- Creating more memorable learning experiences, and
- Provide opportunities for students to create something they are proud of.

The average knowledge of teachers increased across all three domains over the two years.

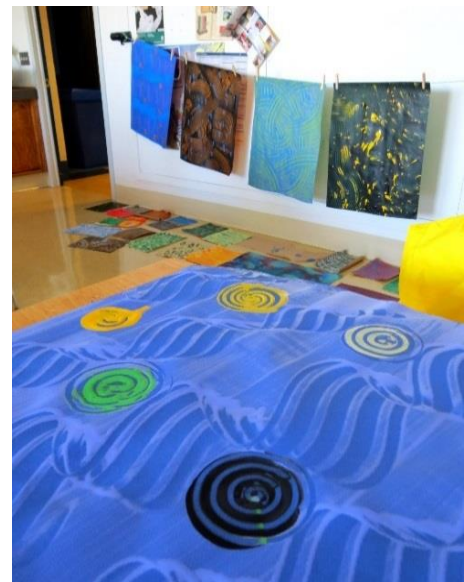
The average scores for the pre- and post- items are reported for the Treatment group only on a scale of 1-5. Paired samples t-tests were used to determine if the change from the first year's pre-survey means to the second year's post-survey means were statistically significant. The findings reveal that there was a statistically significant difference between pre-survey and post-survey for **knowledge about the arts¹** and **knowledge about the content²**; however, there was not a statistically significant difference between pre-survey and post-survey for **knowledge about how to integrate arts into lessons about content**.



KEY: Squares represent mean ratings on each variable at pre-survey and circles represent mean rating at post-survey.

¹ Pre-Survey (M=3.19, SD=1.120) to Post-Survey (M=3.81, SD=.78), t(31)=3.401, p=.002.

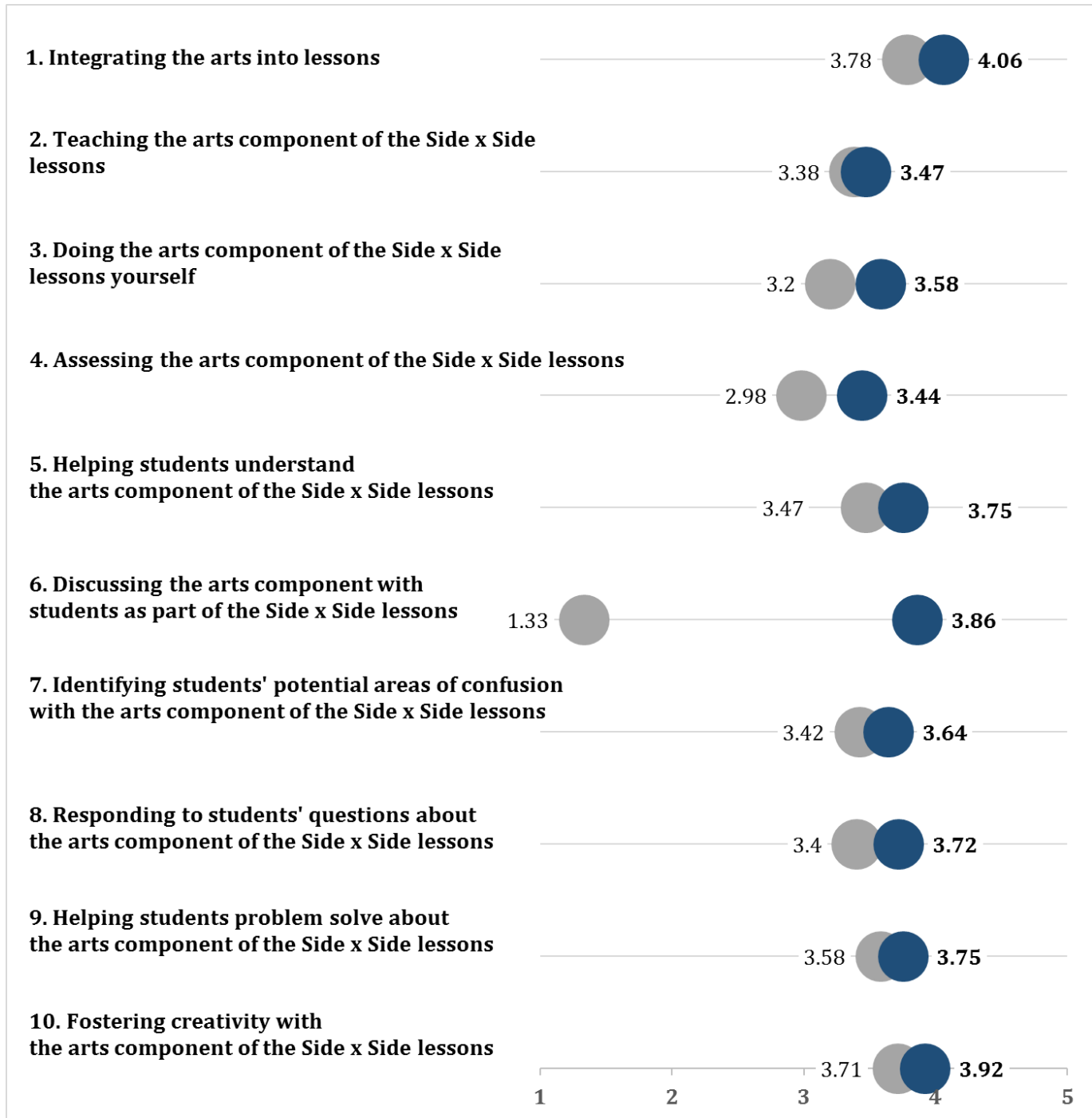
² Pre-Survey (M=3.56, SD=1.105) to Post-Survey (M=4.38, SD=.751) t(31)=4.003, p=.000.



COMFORT INTEGRATING THE ARTS

Teacher comfort with integrating the arts increased from pre to post.

Responses for the ten questions related to teachers' comfort integrating art into Side x Side lessons were combined into an overall composite score,¹ and compared across time using a paired samples t-test. All items showed a mean increase over time and there was **a significant difference** at the post-test at the end of the second year of the program (p=.001).



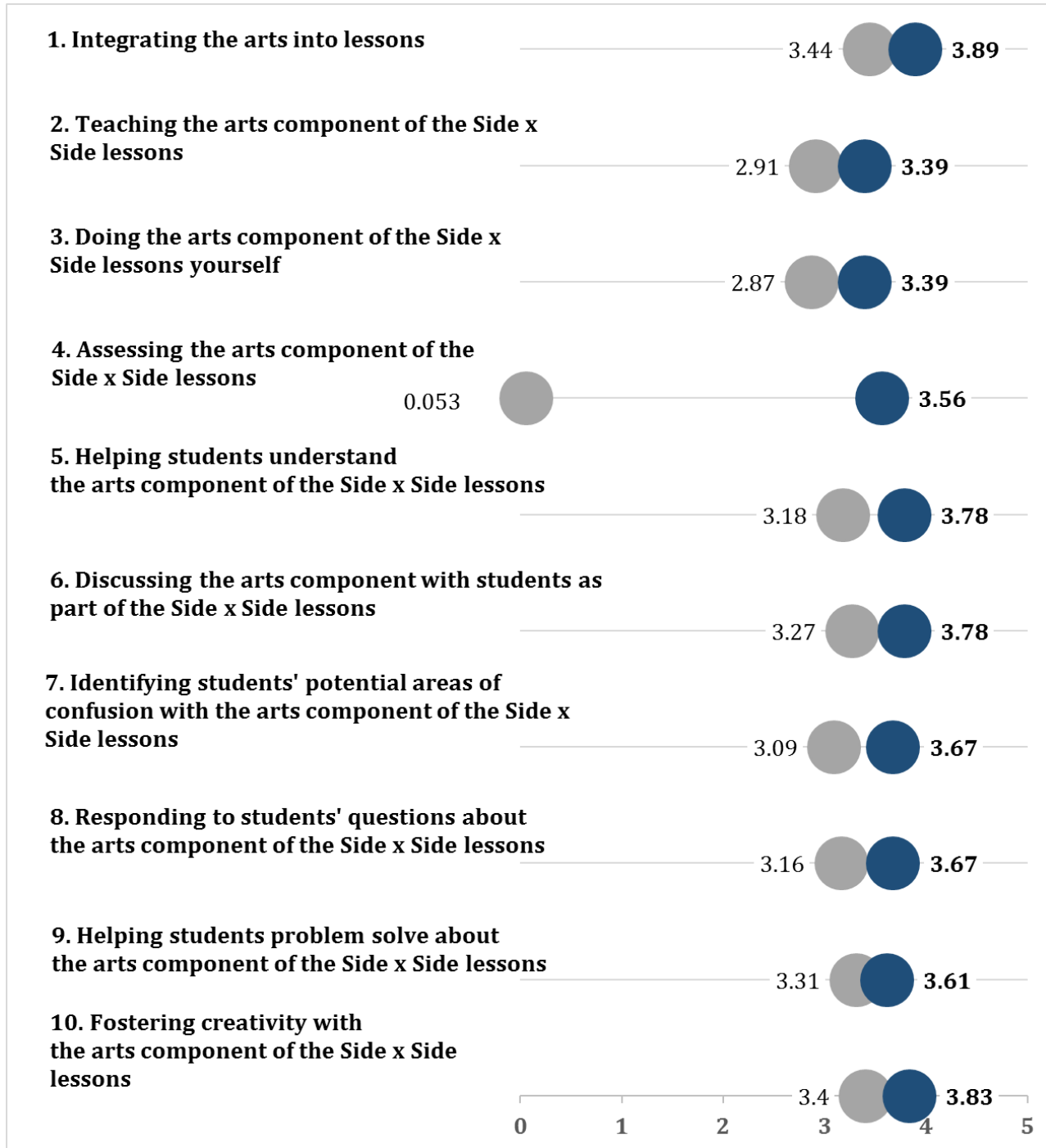
KEY: Grey circles represent mean ratings on each variable at pre-survey and blue circles represent mean rating at post-survey.

¹ Scale 1 (lowest)-5 (highest) based on respondents definition of comfort and preparedness.

PREPAREDNESS INTEGRATING THE ARTS

Teacher preparedness with integrating the arts increased from pre to post.

Responses for the ten questions related to teachers' preparedness integrating art into Side x Side lessons were combined into an overall composite score, on a scale from 1-5, and compared across time using a paired samples t-test. All items showed a mean increase over time and there was **a significant difference** across both years of the program (p=.028).

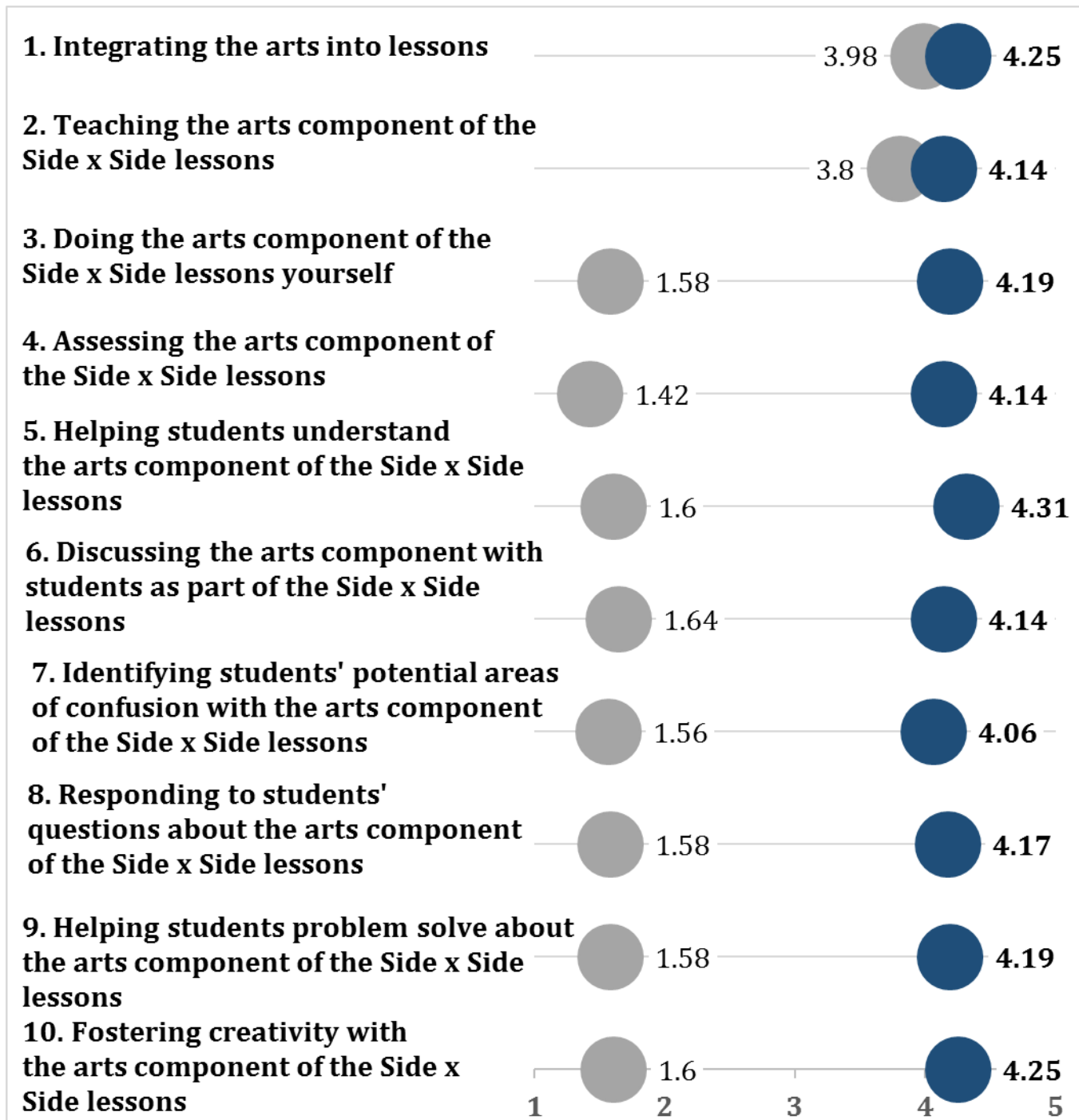


KEY: Grey circles represent mean ratings on each variable at pre-survey and blue circles represent mean rating at post-survey.

COMFORT INTEGRATING THE CONTENT

Teacher comfort with integrating the content increased from pre to post.

Responses for the ten questions related to teachers' comfort integrating content into Side x Side lessons were combined into an overall composite score, on a scale from 1-5, and compared across time using a paired samples t-test. All items showed a mean increase over time and there was **a significant difference** across both years of the program ($p=.031$).



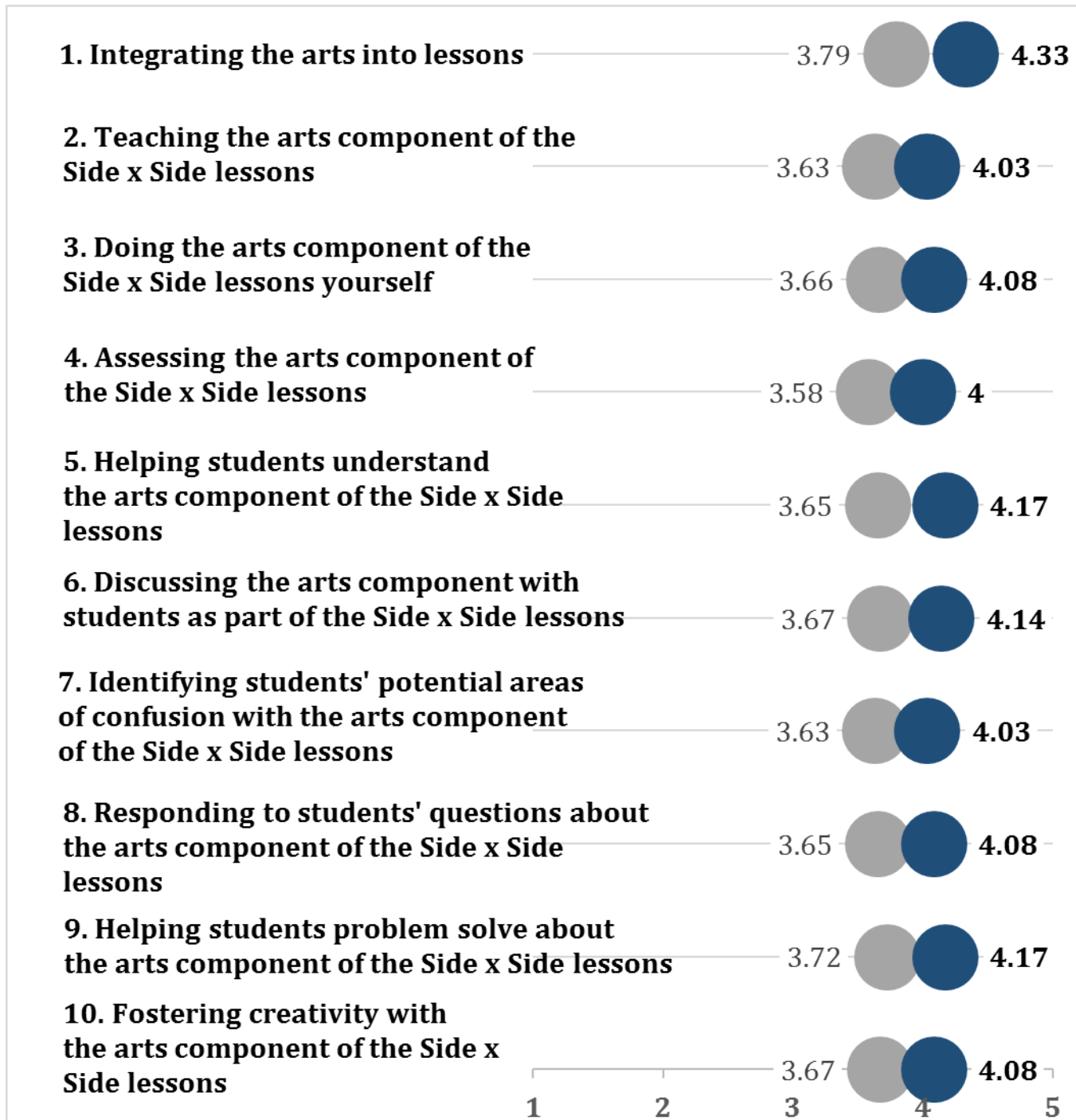
KEY: Grey circles represent mean ratings on each variable at pre-survey and blue circles represent mean rating at post-survey.

¹ Scale 1 (lowest)-5 (highest) based on respondents definition of comfort.

PREPAREDNESS INTEGRATING THE CONTENT

Teacher preparedness with integrating the content increased from pre to post.

Responses for the ten questions related to teachers' preparedness integrating art into Side x Side lessons were combined into an overall composite score, on a scale from 1-5, and compared across time using a paired samples t-test. All items showed a mean increase over time and there was **a significant difference** across both years of the program ($p=.007$).



KEY: Grey circles represent mean ratings on each variable at pre-survey and blue circles represent mean rating at post-survey.

¹Scale 1 (lowest)-5 (highest) based on respondents definition of comfort and preparedness.

Professional Development for Teachers

Before the beginning of Side x Side, some teachers noted uncertainty with how the arts would integrate with the content. Teachers were generally appreciative of the support offered during the professional development sessions, but a few offered suggestions for how to make the time and experience most useful.

“

The artists did an AMAZING job listening to the teachers and understanding the constraints we were under because of all the other items we had as teachers on our plates, as well as all the curriculum we were trying to teach in addition to our unit. Their creative minds were open and willing to take this project in any direction, at the drop of a hat. They were truly amazing.

”



“

It's some of the best professional development I've had because it's been honoring how much we work...it feels like there's a lot of respect coming from the program toward us as the teachers and I appreciate that.

”

“

I'm not a particularly creative person. I feel pretty prepared because the teaching artists we are working with seem incredibly competent and excited. If it wasn't for them I wouldn't feel comfortable at all.

”

Teachers Feedback on Teaching Artists

Teachers noted that teaching artists took initiative in teaching the class. They had great, creative ideas and were able to engage and motivate students. Teachers reported learning a lot from each other due to the collaboration. The artists brought new and exciting lessons into the classroom, and they were knowledgeable about their craft.

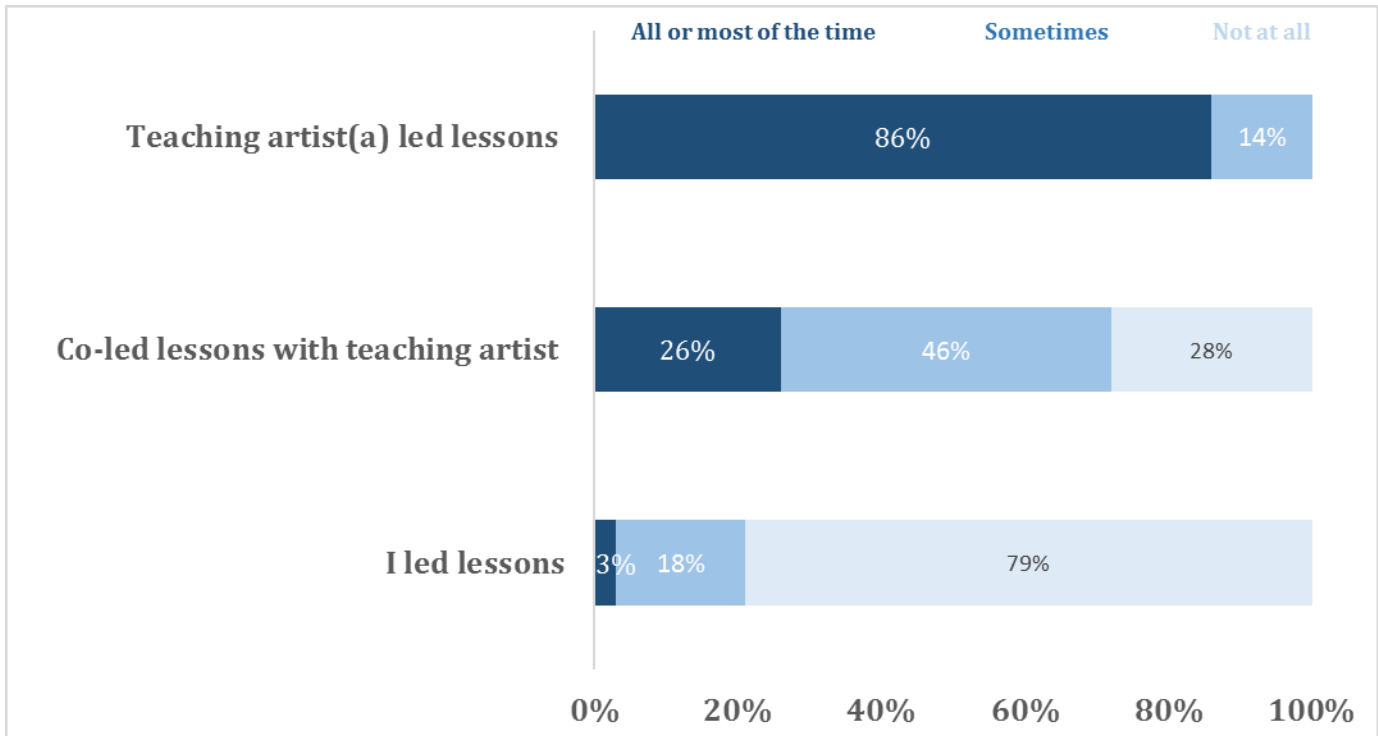
- Some teachers reported that the teaching artists were very organized, with great class management skills and preparedness. Because of their creativity, students were very excited to learn in new ways, and consequently learned a lot.
- Teachers also mentioned that teaching artists were very enthusiastic about the projects, and flexible with the integration.
- After two years of implementation, three quarters (75%) of teachers are somewhat confident they could complete the Side x Side unit without the support of the teaching artist.

Suggestions for Working with Artists

Some teachers would like more planning in terms of dates and creating lesson plans. Some teachers also suggested teaching artists learn more about developmental needs of students.

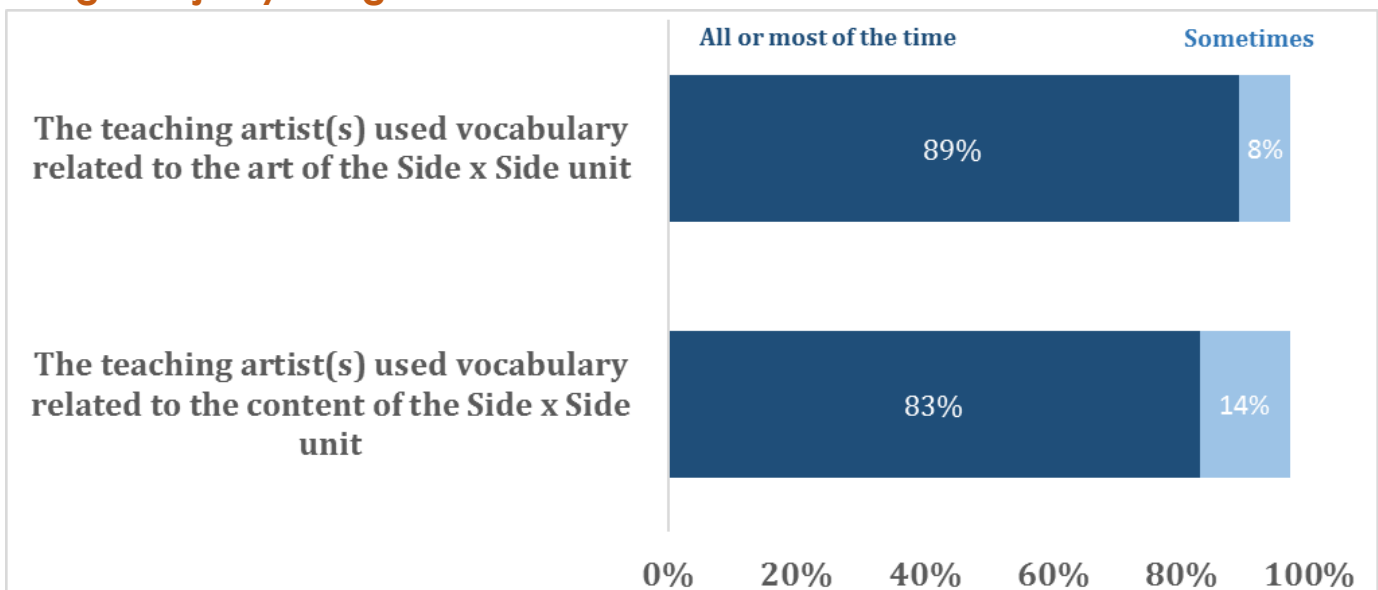
Teachers Feedback on Teaching Artists

When the teaching artists visited the classrooms, the artists tended to lead or co-lead the lessons.



"All of the time" and "Most of the time" have been combined into a single category.

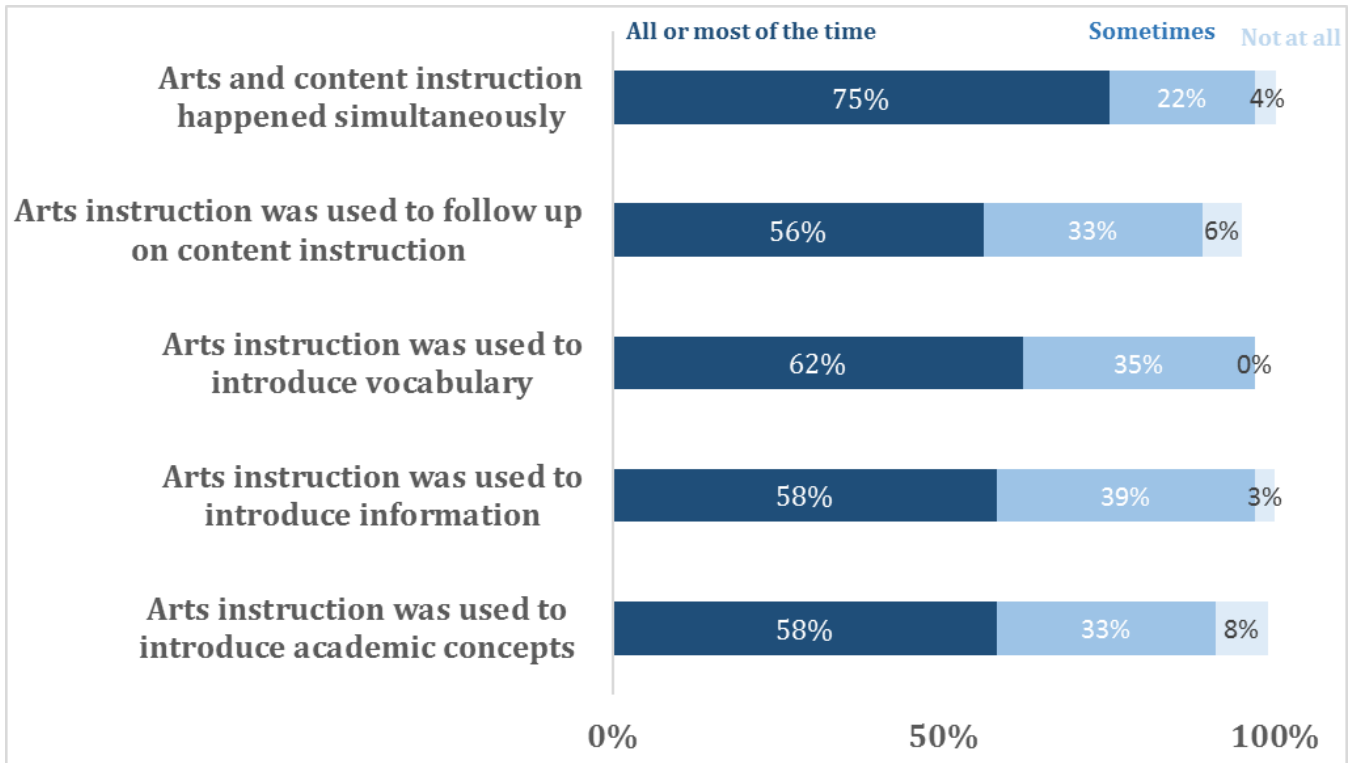
96% of teachers noted that teaching artists frequently used vocabulary related to the art and 97% used vocabulary related to the academic content of the Side x Side unit at some point during the lesson, with a large majority using it all or most of the time.



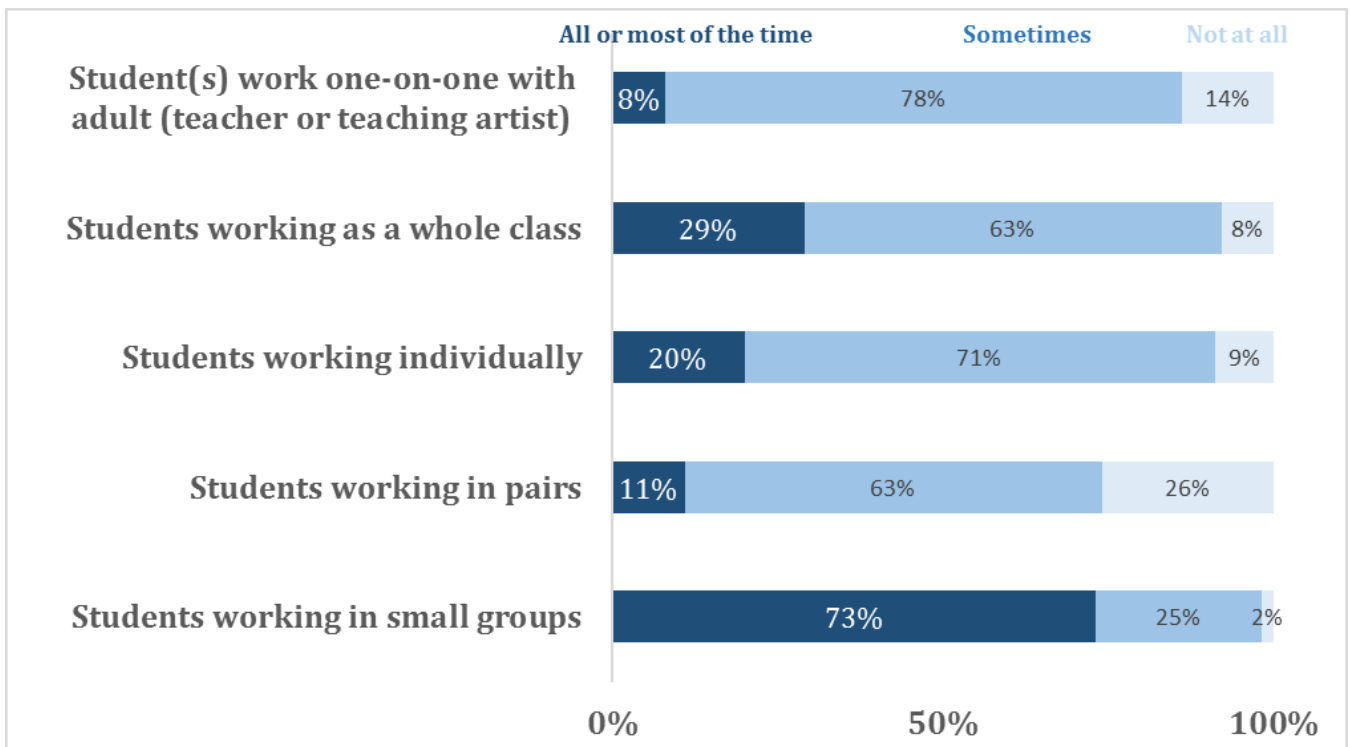
"All of the time" and "Most of the time" have been combined into a single category.

Teacher Feedback on Side x Side Instruction

Teachers reported that in many cases arts instruction was used to, introduce and reinforce academic content and vocabulary.



Teachers reported that when Teaching Artists visited, the instructional groupings included students working in small groups, whole class, individually and one-on-one with teaching artists.



“All of the time” and “Most of the time” have been combined into a single category.