

SIDE x SIDE EVALUATION: Impact on Teaching Artists



Teaching Artists Overall Feedback

The teaching artists see Side x Side succeeding by providing novel opportunities for arts in schools. The consistency of the program across multiple years primes classrooms to engage in arts integration and builds teachers' skills over time.

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“Because you have artists coming in from outside, they [students] are so excited and so engaged. We can come in with high energy that teachers couldn't do. We create the project with the teachers. They [students] have ownership of the program, Side x Side are always there, I felt so supported.”

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Strengths: Teaching artists spoke highly of the Side x Side program citing productive collaboration with teachers, ample support from the Side x Side team, and ownership and pride that students take in work.

- *“The support they [Side x Side] offer. At the summer PD, there was a very supportive staff. As a teaching artist for me it provides a great structure to go into it [the classroom], it also gives me a lot of freedom. I've done it for 3 years now, my comfort level has grown exponentially.”*

Challenges: Teaching artists expressed that scheduling, lack of time, and the timing and structure of the program itself, and how this can lead to the process feeling “product driven”.

- *“It can be a little product driven. I love doing the art, and doing something that looks cool. The process gets sacrificed because the product matters so much.”*

Professional Development for Teaching Artists

- Teaching artists were pleased with the professional development opportunities offered by Side x Side and felt it was adequate in preparing them for implementing their arts units.
- Teaching Artists felt supported by fellow teaching artists, other teachers, and the Side x Side organization.
- During the project, some Teaching Artists believe the program could benefit from classroom-specific PD, and additional opportunities have helped meet that need, but would also be beneficial.
 - *"It's really great, beyond adequate. We have learned a lot from each other, we all have a different background. [The PD] Filled in any gaps...I attended the Summer Institute and the film making PD."*
 - *"We could learn a lot more from each other, bringing teaching artists that have been doing it for years together to talk about what you can anticipate, tips, you can talk about your process, commiserate together, that would be great."*



Teaching Artists Experience Working with Teachers

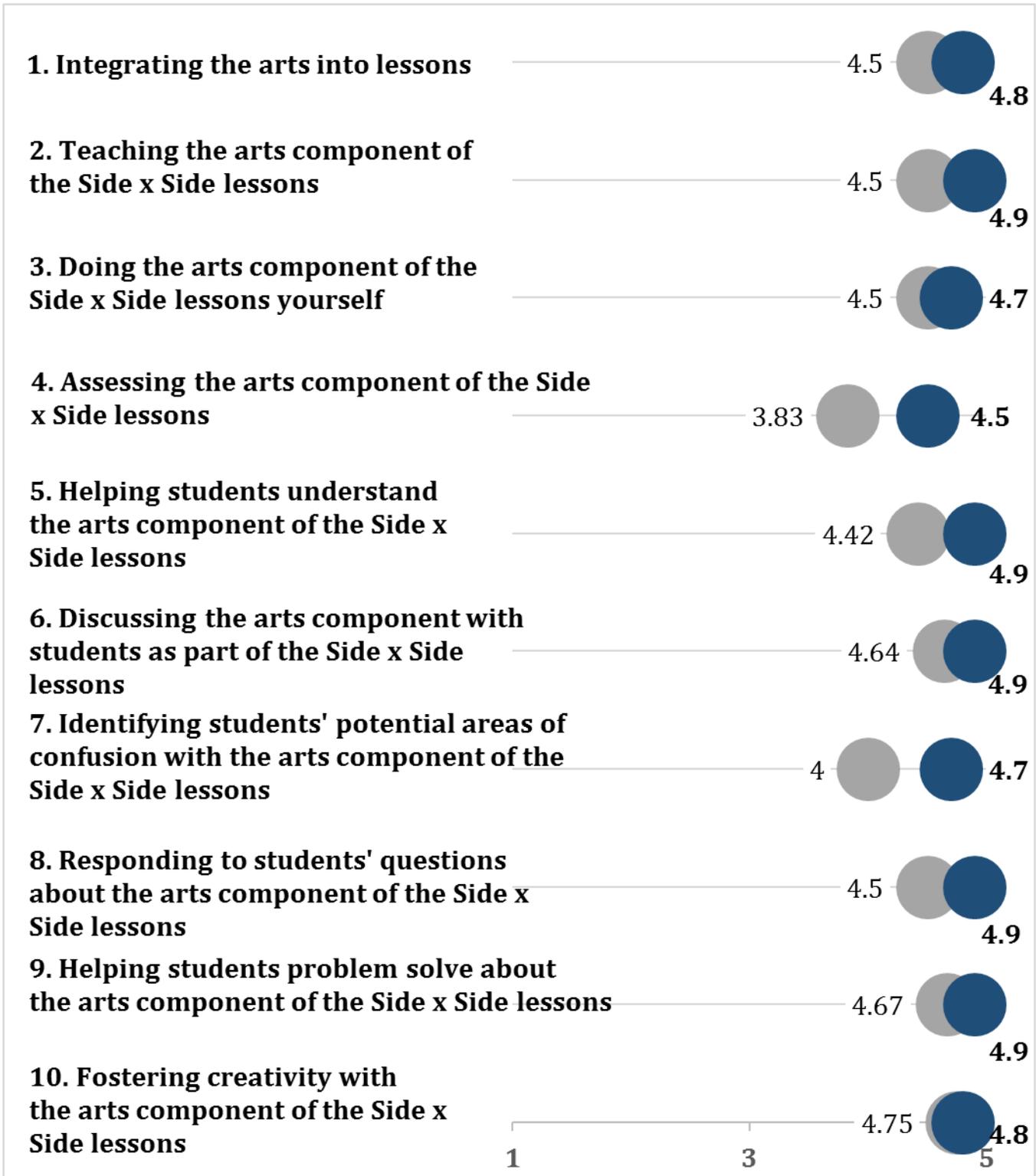
- Teaching artists generally had positive experiences working with teachers.
- Multiple teaching artists cited the support and trust of the teachers they worked with to be a key factor in the success of their working relationships.
- For teaching artists who experienced any issues in the classroom, or when working with teachers, they were able to sort out any issues quickly and effectively.

Teaching Artists said...

- *"They were so trusting, I appreciate their support and their trust."*
- *"My teachers were fabulous. My group is really motivated."*
- *"I never tell them what I want to do, they're just as excited as the children. They jump right in and participate. This year a different teacher took the head role. They're very invested in the project. They put a lot of energy into it."*

Teaching Artists Preparedness with Integrating the Arts

Preparedness Increased in All Areas in the First Year of the Program

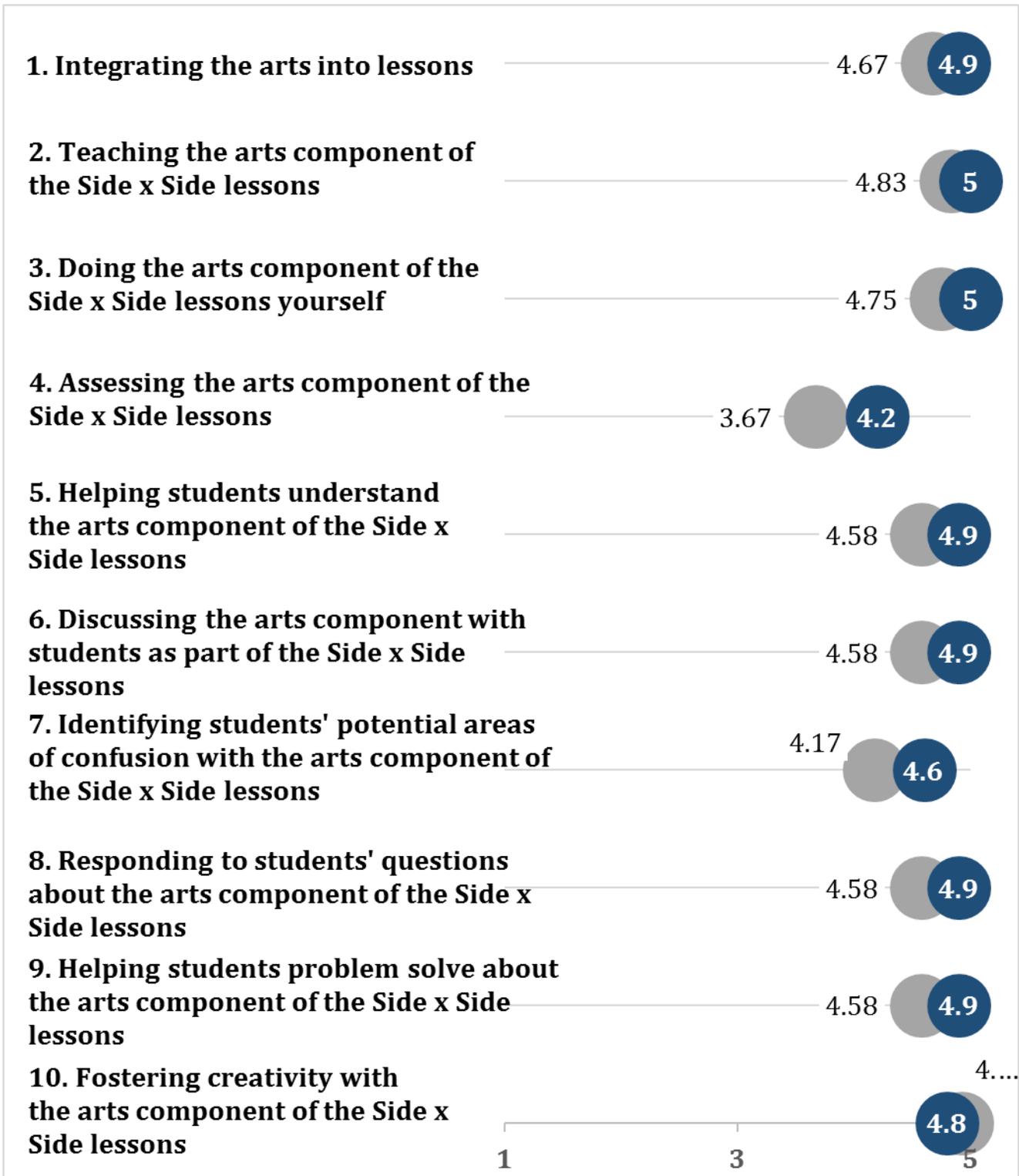


KEY: Grey circles represent mean ratings on each variable at pre-survey and blue circles represent mean rating at post-survey.

There was a significant difference from the pre-survey (M=43.11, SD=5.88) to post-survey (M=46.56, SD=4.67); $t(8) = 2.98, p = .018$.

Teaching Artists Comfort with Integrating the Arts

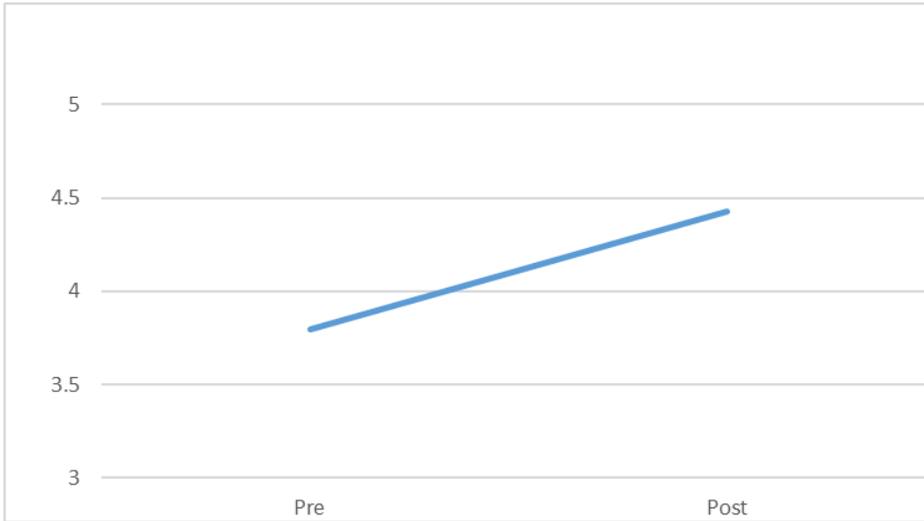
Comfort Increased in Nearly All Areas Over Two Years of the Program



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

There was a significant difference from the pre-survey (M=3.81, SD=.72) at the beginning of the two year project to post-survey at the end of the project (M=4.81, SD=.19); $t(7) = ,p=.004$.

Teaching Artists' Knowledge of the Content Component of the Lesson increased over two years of participation.



Teaching Artists' Adapted their Approach to Meet Student Needs

