



Any Given Child Creative Learning Initiative:
Results From the November 2013 Creative Learning
Initiative Survey

The Creative Learning Initiative is made possible through the collaboration of MINDPOP, The City of Austin, Austin Independent School District, and The Kennedy Center.



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INTRODUCTION

What is the Creative Learning Initiative? In 2011, the John F. Kennedy Center for the Performing Arts chose Austin, Texas, as the seventh partner city for Any Given Child, a program that creates a long-range arts education plan for students in kindergarten through grade 8. The city joined existing partnerships in Sacramento, California; Springfield, Missouri; Portland, Oregon; Las Vegas, Nevada; Tulsa, Oklahoma; and Sarasota, Florida. The Austin Creative Learning Initiative is jointly managed locally by the Austin Independent School District (AISD); the City of Austin; and MINDPOP, an arts partnership dedicated to expanding creative learning in Austin, representing 50 arts and cultural agencies.

The Creative Learning Initiative seeks to assure each and every student benefits from creative learning using a collective impact model that combines the resources of the school district, the city, institutions of higher education, local arts groups, and the Kennedy Center. With the assistance of expert consultation services provided by Kennedy Center staff and MINDPOP, community leaders developed a long-range plan for arts education in Austin that is tailor made for the school district and community. The following goals were developed:

1. Create arts-rich schools for all students
2. Create a community network that supports and sustains the arts-rich life of every child
3. Develop leaders and systems that support and sustain quality creative learning for the development of the whole child
4. Demonstrate measurable impacts on students, families, schools, and our community

Professional development activities play a central role in the Creative Learning Initiative's model designed to achieve these goals. In arts-rich schools, general classroom teachers know how, when, and why to use arts-based strategies to engage students in learning. Schools participating in the initiative commit to scheduling two professional development workshops for their entire teaching staff. The initiatives' professional development model, designed by Dr. Brent Hasty from MINDPOP, in partnership with Katie Dawson from Drama for Schools, takes an instructional approach rather than a curricular approach, and provides teachers with research-based techniques derived from the arts. The workshops focus on how to successfully facilitate the specific arts-based strategies, when to use the strategies within the lesson cycle or in the curricula, and why to use the particular strategy.

In the first year of participation in the Creative Learning Initiative, the teaching faculty learned drama-based instructional strategies. Drama for Schools, in partnership with MINDPOP, led the development of the training agendas, which were differentiated for elementary teachers of prekindergarten (pre-K) through grade 1, grades 2 and 3, grades 4 through 6, and at the secondary level for teachers of English language arts (ELA), mathematics, science, and social studies. In the second year of participation, the faculty learned visual-arts based instructional strategies. MINDPOP led the development of the training agendas in partnership with The University of Texas at Austin, The Blanton Museum, The Contemporary Austin, and Creative Action.

Facilitators of the workshops represented master teachers from Austin's community arts organizations. Creative Action, Drama for Schools, ZACH Theater, Pollyanna Theater, Blanton, and The Contemporary Austin performed the critical role of implementing the training agendas. Following the workshops, campuses received embedded coaching to provide the faculty with additional support, as well as additional intensive workshops designed to build the capacity of the campus and to sustain the techniques beyond the initiative.

CREATIVE LEARNING INITIATIVE SURVEY

The November 2013 Creative Learning Initiative Survey was designed to gather participants' feedback about the arts-based instruction workshop that took place in November, the facilitator(s) of that workshop, the participants' implementation of the arts-based instruction, and the impact of the workshop on their students and their own professional growth. Specifically, the survey comprised the following five sections: (a) respondents' characteristics information; (b) respondents' experience in the workshop; (c) respondents' experience with the facilitator(s); (d) respondents' experience with the arts-based instruction; and (e) respondents' concerns about the arts-based instruction (i.e., Concerns-Based Adoption Model questionnaire; Hord, Rutherford, Huling, & Hall, 2006).

Respondents were first asked whether they participated in the November Creative Learning Initiative workshop. Respondents who participated in the workshop completed all sections of the survey, while respondents who did not participate in the workshop skipped the sections asking about their experience in the workshop and with the facilitator(s) and completed the remaining sections. This report, therefore, is divided according to the survey sections, except that findings from the Concerns-Based Adoption Model questionnaire will be reported separately.

The purpose of this report is to summarize the findings of the survey and to provide information to program stakeholders to consider for planning future professional development activities and as support for the implementation of arts-based instruction. In addition to providing findings from all survey respondents ($n = 836$), the report presents findings disaggregated by school level, workshop topic, and campus.

Staff from the McCallum and Travis vertical teams participated in the Creative Learning Initiative. Staff from 22 of the 24 campuses participated in the November Creative Learning Initiative workshop,¹ and staff from all 24 campuses participated in the survey. The survey also targeted staff from three additional campuses: Sunset Valley Elementary School, Galindo Elementary School, and Ortega Elementary School. Staff in these three campuses attended the same Creative Learning Initiative workshop as did the staff from the two vertical teams participating in the initiative; they did not receive the other interventions (e.g., additional professional development activities and coaching support) that the other campuses received.

¹ Staff from two schools of the McCallum vertical team (i.e., Lamar Middle School and McCallum High School) did not participate in the November workshop. Hence, staff from these two schools did not answer the questions about their experiences in the workshop but answered the subsequent questions about their experience with the arts-based instruction.

The survey was sent to 1472 staff; 836 staff responded to the survey, representing a 57% response rate. The majority of respondents ($n = 644$) indicated that they participated in the workshop. In this regard, findings about respondents' ratings of their experience in the workshop and with the facilitator(s) were drawn from 644 respondents, and findings regarding the other sections were based on all 836 respondents.

The confidence interval for the whole sample is $\pm 2.2\%$ at 95% certainty, meaning we can be 95% certain that the actual population percentage is within 2.2 percentage points on either side of the sample percentage. In other words, responses provided by the responding 836 staff were representative of the population of 1472 staff.

Vertical Team and Campus Level Representativeness of the Survey Respondents

Staff participation at each level within each vertical team and the confidence intervals for the elementary, middle, and high school levels are presented in Table 1. As demonstrated by the confidence levels, results at the elementary level were more representative of the population than were results at the middle and high school levels.

Table 1. Participation and Confidence Intervals, by School Level

		McCallum vertical team	Travis vertical team	Campuses receiving partial services	Total	Confidence interval
Elementary schools	Survey Participants	213	267	65	545	$\pm 3\%$
	Population	379	383	144	906	
Middle schools	Survey Participants	77	94	n/a	171	$\pm 5\%$
	Population	160	160	n/a	320	
High schools	Survey Participants	47	73	n/a	120	$\pm 6\%$
	Population	114	132	n/a	246	

Source. 2013 Creative Learning Initiative Survey

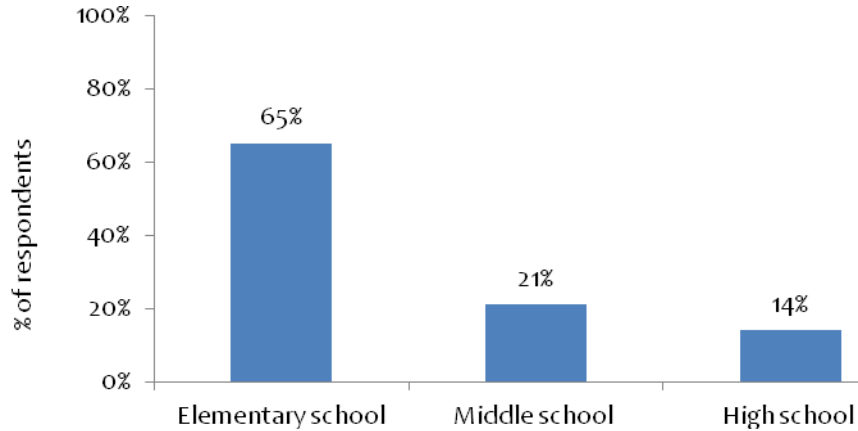
Note. See Appendix for the confidence interval of each individual campus.

Respondents' Characteristics

Of 836 respondents, more than half (65%) taught at elementary schools (Figure 1). The distribution of grade levels (for elementary and middle school teachers) and subjects (for high school teachers) taught by respondents is presented in Figure 2. Teachers ($n = 171$) identified their special areas as special education, administration, art, fine arts, bilingual life skills, coach, choir, counselor, librarian, language arts, music, physical

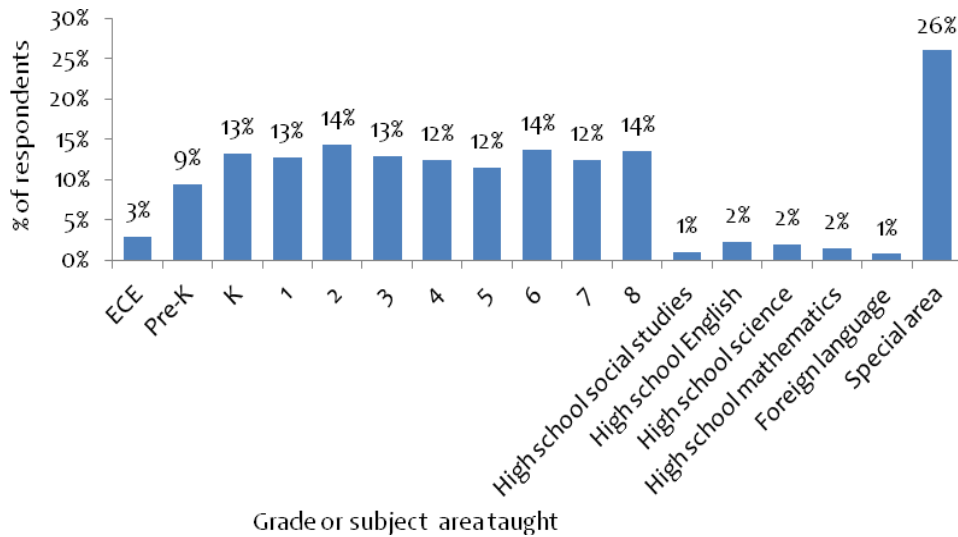
education, and reading specialist. Table 2 presents the distribution of respondents for each campus.

Figure 1. School Level at Which Respondents Taught



Source. 2013 Creative Learning Initiative Survey

Figure 2. Grade Levels at Which Respondents Taught



Source. 2013 Creative Learning Initiative Survey

Note. For this question, participants were able to choose more than one options, so the sum of the percentages is not equal to 100%. ECE is early childhood education. Pre-K is prekindergarten.

Table 2. Campus at Which Respondents Taught

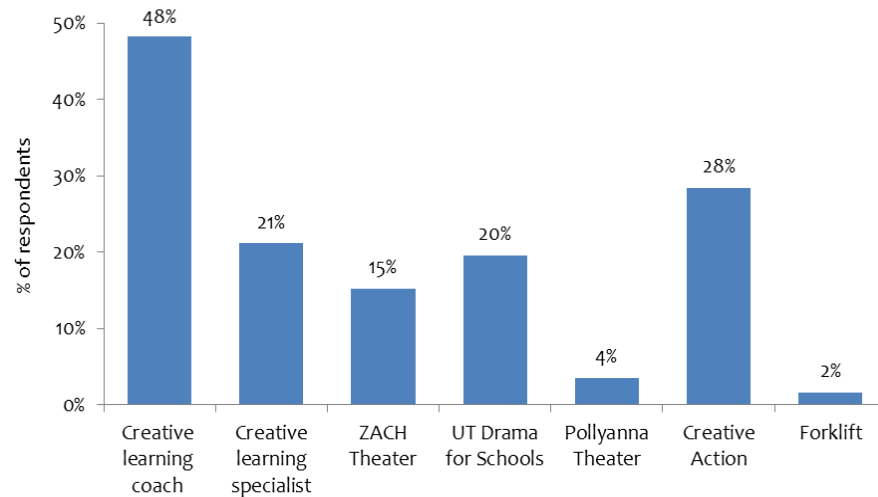
	Number of respondents	Percentage of sample
<u>McCallum vertical team</u>		
Blackshear ES	12	1%
Campbell ES	13	2%
Lee ES	20	2%
Maplewood ES	35	4%
Oak Springs ES	18	2%
Brentwood ES	26	3%
Gullett ES	21	3%
Highland Park ES	31	4%
Reilly ES	13	2%
Ridgetop ES	24	3%
Kealing MS	46	6%
Lamar MS	31	4%
McCallum HS	47	6%
<u>Travis vertical team</u>		
Uphaus ECC	13	2%
Becker ES	30	4%
Dawson ES	29	3%
Linder ES	25	3%
Travis Heights ES	35	4%
Houston ES	48	6%
Rodriguez ES	46	6%
Widen ES	41	5%
Fulmore MS	48	6%
Mendez MS	46	6%
Travis HS	73	9%
<u>Campuses receiving partial services</u>		
Sunset Valley ES	18	2%
Galindo ES	29	3%
Ortega ES	18	2%
Total	836	100%

Source. 2013 Creative Learning Initiative Survey

Note. Response rates for each campus are rounded to the nearest whole number. ECC is early childhood center, ES is elementary school, MS is middle school, HS is high school.

Of survey respondents, 44% ($n = 369$) indicated that they received additional professional development support. The distribution of the sources of additional professional development support is presented in Figure 3.

Figure 3. Additional Professional Development Support Participants Received



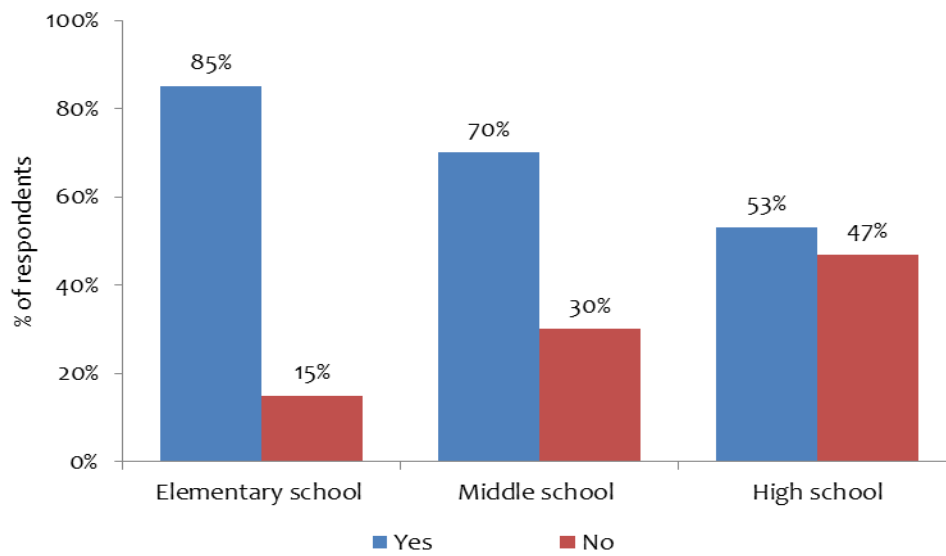
Source. 2013 Creative Learning Initiative Survey

Note. For this question, participants were able to choose more than one options, so the sum of the percentages is not equal to 100%. UT is University of Texas.

RESPONDENTS' EXPERIENCE IN THE WORKSHOP

Findings in this section regarding respondents' ratings of their experience in the workshop were drawn from the 644 respondents who reported they participated in the Creative Learning Initiative Workshop in November 2013. Staff from two schools of the McCallum vertical team (i.e., Lamar Middle School and McCallum High School) did not participate in the November workshop and did not contribute to this section. When disaggregated by school level, a greater percentage of elementary school respondents than of middle and high school respondents indicated that they participated in the training (Figure 4).

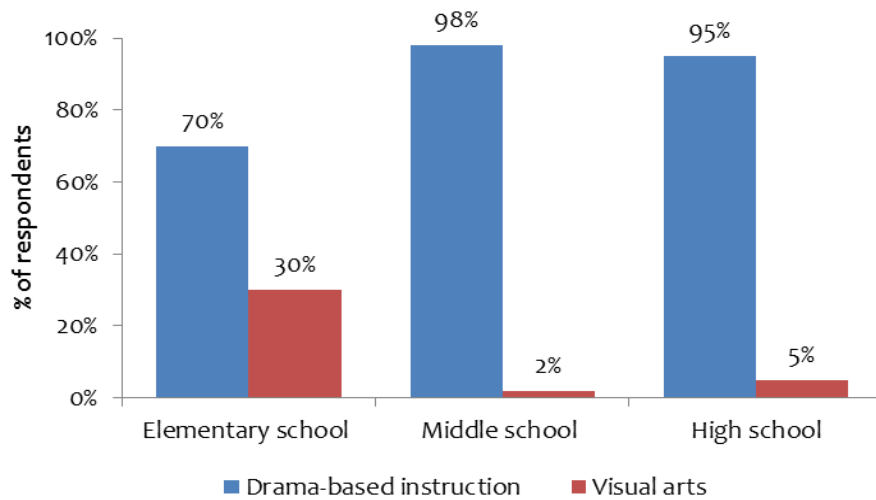
Figure 4. Staff Participation in the Creative Learning Initiative Workshop, by School Level



Source. 2013 Creative Learning Initiative Survey

Following the opening session of the workshop, participants were sent to different breakout sessions, based on their years of participation in the initiative and their teaching role (i.e., grade level or subject) or administrative role at their school. The majority (78%) indicated that they attended a drama-based instruction workshop, and the remaining 22% attended a visual arts workshop. The percentages for each school level are presented in Figure 5.

Figure 5. Staff Participation in the Specific Workshop Topic, by School Level



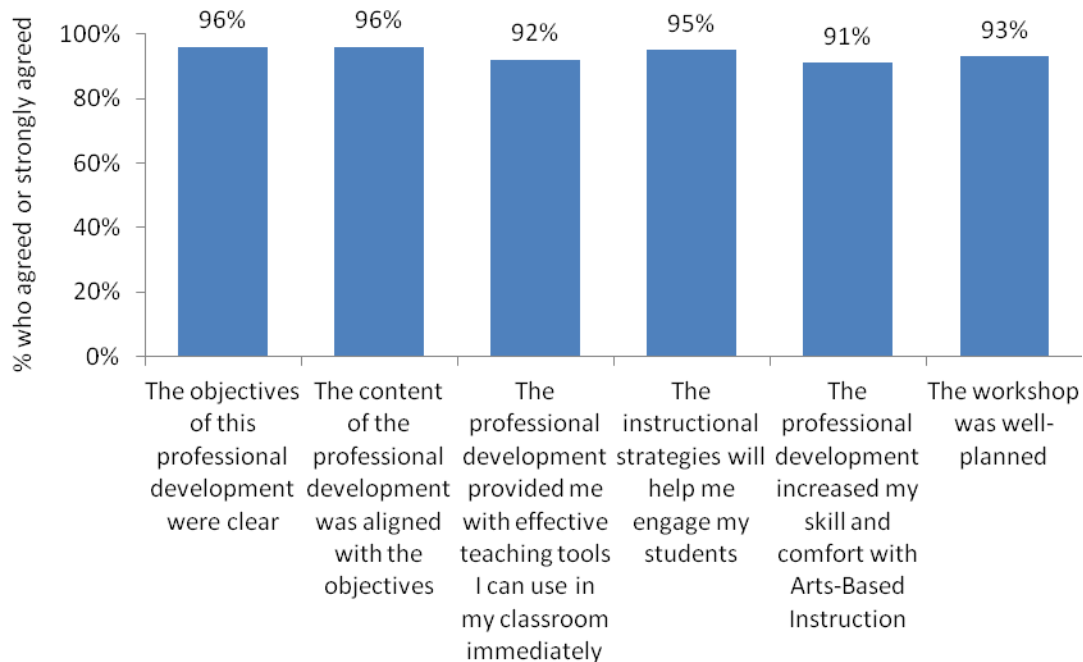
Source. 2013 Creative Learning Initiative Survey

Respondents' Experience in the Workshop

Respondents' ratings of their experience in the workshop were based on their level of agreement with six statements about the content and quality of the workshop and five aspects of their feelings about the workshop presentation. Cumulative frequency percentages of respondents who strongly agreed or agreed with the items are provided. In addition to aggregated findings for all respondents, findings are disaggregated by school level, workshop topics, and campus. The mean scores of respondents' ratings of their experience in the workshop are reported for each campus. In addition, respondents' additional comments about the arts-based instruction workshop are shared.

The vast majority of respondents highly rated the quality and content of the arts-based instruction professional development workshop (Figure 6). In particular, almost all participants strongly agreed or agreed that the objectives of the professional development activities were clear, the content of the professional development activities was aligned with the objectives, and the instructional strategies would help them engage their students.

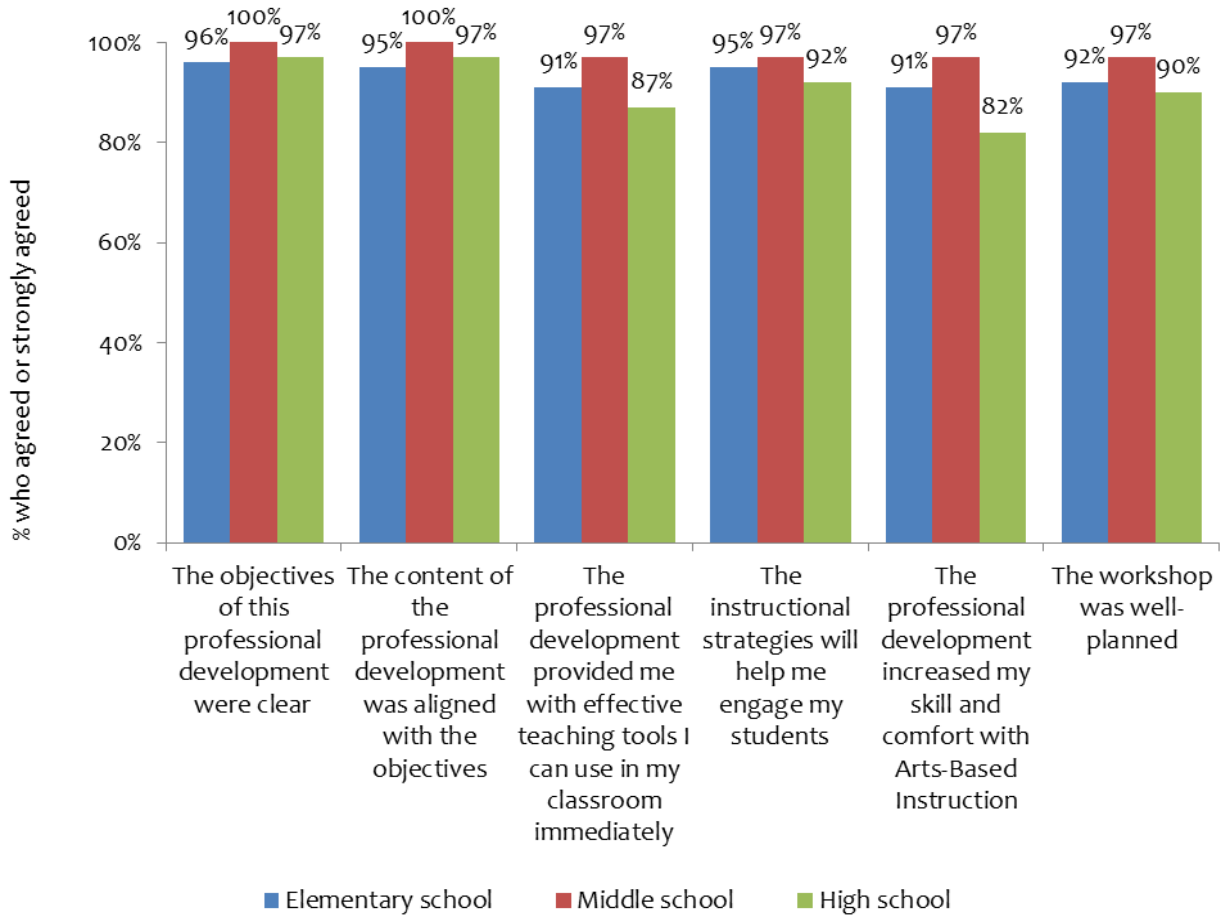
Figure 6. Respondents' Experience in the Workshop



Source. 2013 Creative Learning Initiative Survey

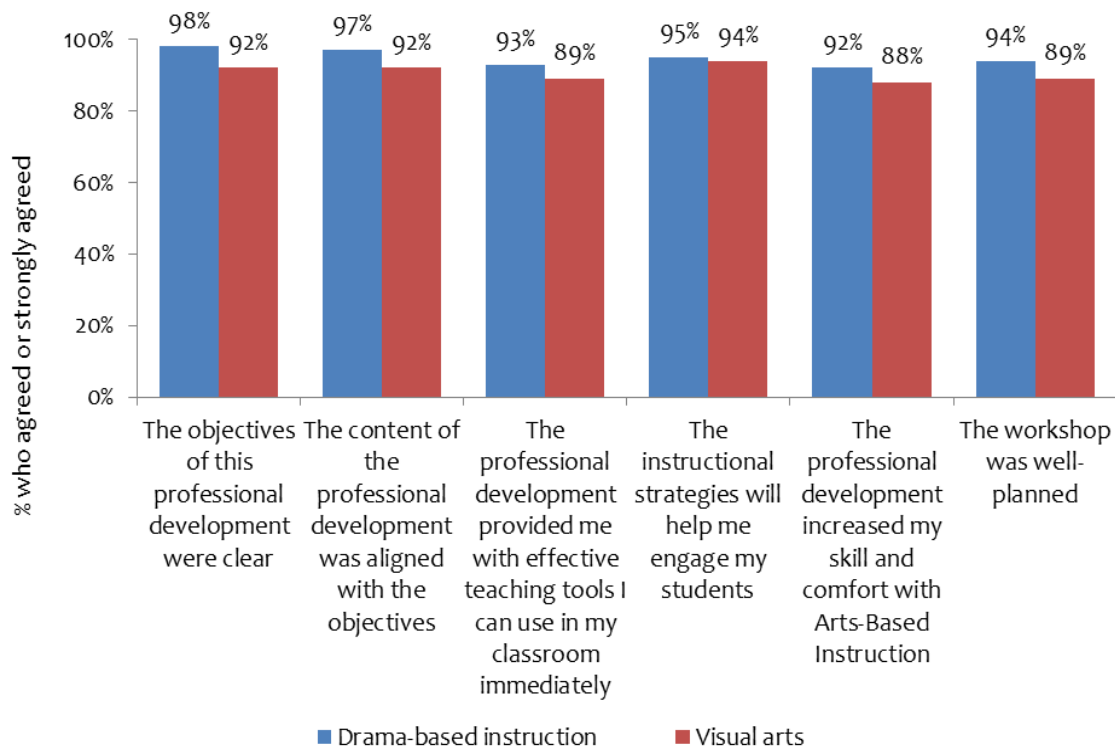
Findings disaggregated by school level revealed that although respondents from all school levels rated the workshop positively, their ratings of the workshop, in general, did not yield big differences between the three groups (Figure 7). A notable finding is that a greater percentage of middle school respondents than of high school respondents strongly agreed or agreed that the professional development activities increased their skill and comfort with the arts-based instruction. When disaggregated by workshop topic, almost all respondents who attended a drama-based instruction workshop strongly agreed or agreed that the objectives of the professional development activities were clear, and the content of the professional development activities was aligned with the objectives (Figure 8). Respondents who attended a drama-based instruction workshop demonstrated more positive ratings of the workshop than did respondents who attended a visual arts workshop with respect to the statements that the objectives of the professional development activities were clear, the content of the professional development activities was aligned with the objectives, and the workshop was well planned.

Figure 7. Respondents' Experience in the Workshop, by School Level



Source. 2013 Creative Learning Initiative Survey

Figure 8. Respondents' Experience in the Workshop, by Workshop Topic



Source. 2013 Creative Learning Initiative Survey

Findings disaggregated by campus showed that all respondents at Reilly Elementary School, Uphaus Early Childhood Center, and Linder Elementary School strongly agreed or agreed with all six statements regarding the workshop (Table 3). Almost all respondents at Maplewood Elementary School, Kealing Middle School, Dawson Elementary School, Rodriguez Elementary School, Fulmore Middle School, and Mendez Middle School strongly agreed or agreed also. In addition, respondents at Uphaus Early Childhood Center, Linder Elementary School, Travis Heights Elementary School, Rodriguez Elementary School, and Fulmore Middle School demonstrated mean scores of greater than 3.50 out of 4.00 (i.e., closer to *strongly agree* than to *agree*) for all or nearly all statements (five or six of the six) about the workshop (Table 4).

Table 3. Respondents' Experience in the Workshop, by Campus

	The objectives of this PD were clear	The content of the PD was aligned with the objectives	The PD provided me with effective teaching tools I can use in my classroom immediately	The instructional strategies will help me engage my students	The PD increased my skill and comfort with arts-based instruction	The workshop was well planned
<u>McCallum vertical team</u>						
Blackshear ES	90%	100%	70%	90%	80%	90%
Campbell ES	100%	91%	91%	100%	91%	91%
Lee ES	100%	100%	100%	95%	95%	89%
Maplewood ES	100%	100%	93%	100%	100%	97%
Oak Springs ES	88%	94%	88%	94%	88%	94%
Brentwood ES	95%	91%	95%	95%	91%	91%
Gullett ES	89%	89%	94%	94%	83%	89%
Highland Park ES	77%	73%	77%	85%	81%	69%
Reilly ES	100%	100%	100%	100%	100%	100%
Ridgetop ES	90%	85%	85%	90%	70%	80%
Kealing MS	100%	100%	100%	100%	94%	91%
<u>Travis vertical team</u>						
Uphaus ECC	100%	100%	100%	100%	100%	100%
Becker ES	100%	100%	88%	96%	92%	96%
Dawson ES	100%	100%	100%	96%	100%	96%
Linder ES	100%	100%	100%	100%	100%	100%
Travis Heights ES	97%	97%	97%	97%	94%	97%
Houston ES	100%	97%	92%	97%	97%	97%
Rodriguez ES	100%	100%	100%	100%	98%	100%
Widen ES	100%	100%	91%	91%	91%	94%
Fulmore MS	100%	100%	95%	95%	98%	100%
Mendez MS	100%	100%	98%	98%	98%	98%
Travis HS	97%	97%	87%	92%	82%	90%
<u>Campuses receiving partial services</u>						
Sunset Valley ES	93%	93%	79%	93%	93%	93%
Galindo ES	84%	89%	63%	84%	68%	79%
Ortega ES	91%	91%	91%	91%	91%	91%

Source. 2013 Creative Learning Initiative Survey

Note. PD is professional development activity. ECC is early childhood center, ES is elementary school, MS is middle school, HS is high school.

Table 4. Mean Scores of Respondents' Ratings of Their Experience in the Workshop, by Campus

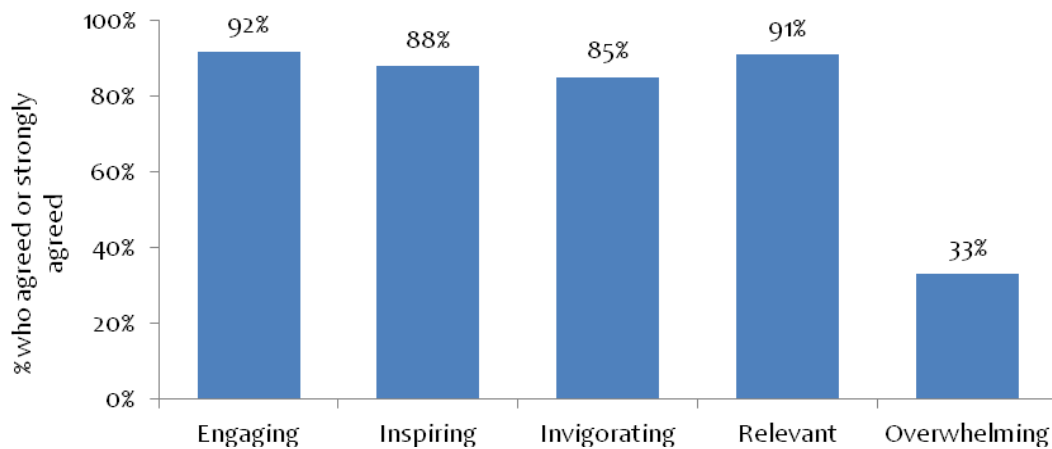
	The objectives of this PD were clear	The content of the PD was aligned with the objectives	The PD provided me with effective teaching tools I can use in my classroom immediately	The instructional strategies will help me engage my students	The PD increased my skill and comfort with arts-based instruction	The workshop was well-planned
<u>McCallum vertical team</u>						
Blackshear ES	3.20	3.40	3.00	3.30	3.20	3.30
Campbell ES	3.36	3.27	3.18	3.45	3.09	3.27
Lee ES	3.42	3.37	3.26	3.26	3.37	3.32
Maplewood ES	3.52	3.52	3.38	3.62	3.50	3.41
Oak Springs ES	3.25	3.31	3.31	3.31	3.19	3.31
Brentwood ES	3.32	3.27	3.32	3.36	3.27	3.23
Gullett ES	3.22	3.22	3.33	3.28	3.00	3.33
Highland Park ES	2.92	2.88	3.00	3.08	2.96	2.81
Reilly ES	3.42	3.42	3.42	3.42	3.33	3.42
Ridgetop ES	3.35	3.30	3.15	3.20	3.00	3.15
Kealing MS	3.58	3.61	3.44	3.53	3.44	3.51
<u>Travis vertical team</u>						
Uphaus ECC	3.64	3.73	3.73	3.73	3.73	3.73
Becker ES	3.38	3.38	3.35	3.46	3.38	3.40
Dawson ES	3.57	3.57	3.43	3.46	3.54	3.54
Linder ES	3.54	3.54	3.62	3.62	3.46	3.54
Travis Heights ES	3.61	3.58	3.56	3.58	3.48	3.55
Houston ES	3.49	3.49	3.46	3.59	3.54	3.51
Rodriguez ES	3.68	3.63	3.65	3.73	3.58	3.65
Widen ES	3.38	3.38	3.22	3.25	3.22	3.28
Fulmore MS	3.69	3.69	3.48	3.55	3.52	3.63
Mendez MS	3.40	3.38	3.33	3.30	3.30	3.33
Travis HS	3.33	3.30	3.16	3.18	3.00	3.21
<u>Campuses receiving partial services</u>						
Sunset Valley ES	3.36	3.29	3.14	3.29	3.29	3.29
Galindo ES	3.00	3.11	2.84	3.11	2.74	2.95
Ortega ES	3.27	3.36	3.27	3.45	3.27	3.36

Source. 2013 Creative Learning Initiative Survey

Note. Strongly agree = 4, agree = 3, disagree = 2, and strongly disagree = 1. PD is professional development activity. ECC is early childhood center, ES is elementary school, MS is middle school, HS is high school.

Participants were asked to rate the workshop presentation(s) on the following characteristics: engaging, inspiring, invigorating, relevant, and overwhelming. The vast majority of respondents strongly agreed or agreed that the presentation was engaging, inspiring, invigorating, and relevant (Figure 9). One-third felt the workshop was overwhelming.

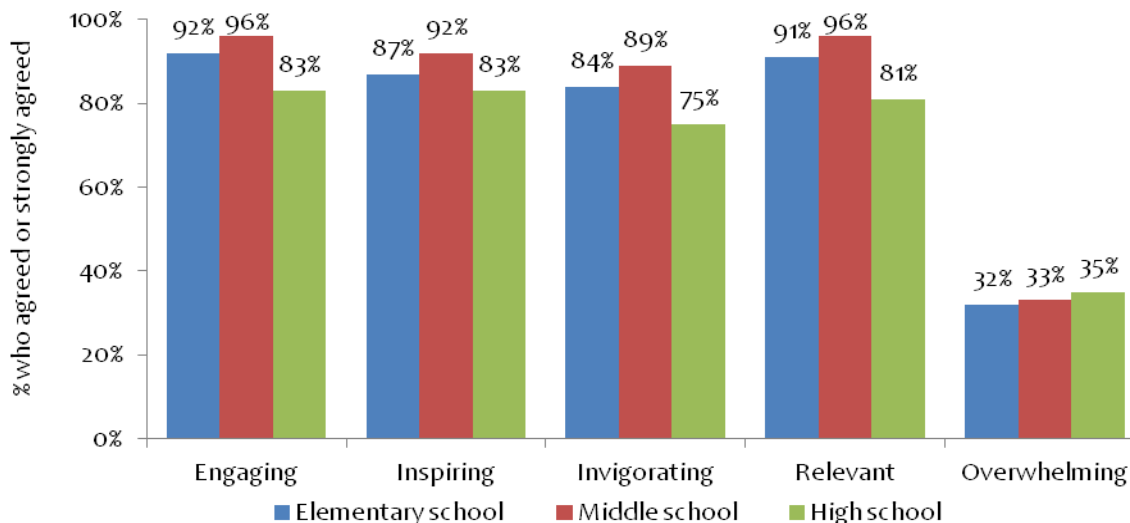
Figure 9. Respondents' Ratings of the Workshop Presentation(s) as Engaging, Inspiring, Invigorating, Relevant, and/or Overwhelming



Source. 2013 Creative Learning Initiative Survey

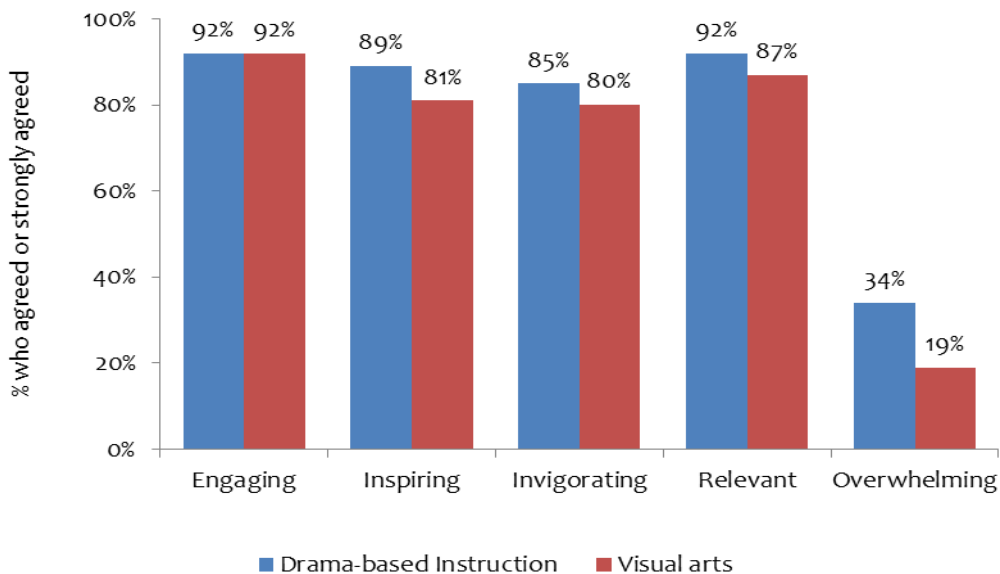
When disaggregated by school level, a greater percentage of middle school respondents than of high school respondents strongly agreed or agreed the workshop presentation was engaging and invigorating (Figure 10). A greater percentage of elementary and middle school respondents than of high school respondents strongly agreed or agreed the workshop presentation was relevant. Findings disaggregated by workshop topic revealed that a greater percentage of respondents attending a drama-based instruction workshop than of respondents attending a visual arts workshop strongly agreed or agreed the workshop presentation(s) was inspiring and overwhelming (Figure 11). The reason why drama-based instruction workshop participants felt the workshop was overwhelming could be that these participants were in their first year of experience with the initiative and the visual arts workshop participants were more experienced with the initiative.

Figure 10. Respondents' Ratings of the Workshop Presentation(s) as Engaging, Inspiring, Invigorating, Relevant, and/or Overwhelming, by School Level



Source. 2013 Creative Learning Initiative Survey

Figure 11. Respondents' Ratings of the Workshop Presentation(s) as Engaging, Inspiring, Invigorating, Relevant, and/or Overwhelming, by Workshop Topic



Source. 2013 Creative Learning Initiative Survey

Results disaggregated by campus showed that all respondents at Uphaus Early Childhood Center strongly agreed or agreed that the presentation was engaging, inspiring, invigorating, and relevant (Table 5). Almost all respondents at Reilly Elementary School, Dawson Elementary School, Linder Elementary School, Rodriguez Elementary School, and Mendez Middle School strongly agreed or agreed also. The mean scores of respondents' ratings of the engaging, inspiring, invigorating, and relevant aspects of the workshop presentation were mostly greater than 3.00 out of 4.00 (Table 6). Notably, respondents at Maplewood Elementary School and Uphaus Early Childhood Center demonstrated mean scores of greater than 3.50 out of 4.00 (i.e., closer to *strongly agree* than to *agree*) in their ratings of the engaging, inspiring, invigorating, and relevant aspects of the presentation.

Table 5. Respondents' Ratings of the Workshop as Engaging, Inspiring, Invigorating, Relevant, and/or Overwhelming, by Campus

	Engaging	Inspiring	Invigorating	Relevant	Overwhelming
<u>McCallum vertical team</u>					
Blackshear ES	100%	90%	90%	90%	40%
Campbell ES	100%	90%	90%	80%	11%
Lee ES	84%	79%	67%	95%	26%
Maplewood ES	100%	93%	89%	96%	26%
Oak Springs ES	94%	94%	75%	87%	21%
Brentwood ES	95%	80%	80%	90%	11%
Gullett ES	100%	78%	78%	76%	22%
Highland Park ES	72%	52%	56%	68%	24%
Reilly ES	100%	100%	92%	100%	50%
Ridgetop ES	80%	70%	70%	80%	45%
Kealing MS	91%	91%	91%	94%	29%
<u>Travis vertical team</u>					
Uphaus ECC	100%	100%	100%	100%	56%
Becker ES	96%	96%	88%	100%	25%
Dawson ES	100%	96%	91%	100%	43%
Linder ES	91%	91%	100%	100%	60%
Travis Heights ES	97%	94%	90%	97%	39%
Houston ES	89%	94%	91%	97%	30%
Rodriguez ES	97%	97%	94%	100%	34%
Widen ES	89%	89%	89%	93%	27%
Fulmore MS	98%	90%	83%	98%	31%
Mendez MS	100%	94%	94%	97%	41%
Travis HS	83%	83%	75%	81%	34%
<u>Campuses receiving partial services</u>					
Sunset Valley ES	91%	90%	80%	82%	40%
Galindo ES	77%	61%	77%	77%	31%
Ortega ES	86%	86%	86%	86%	43%

Source. 2013 Creative Learning Initiative Survey

Note. ECC is early childhood center, ES is elementary school, MS is middle school, HS is high school.

Table 6. Mean Scores of Respondents' Ratings of the Workshop as Engaging, Inspiring, Invigorating, Relevant, and/or Overwhelming, by Campus

	Engaging	Inspiring	Invigorating	Relevant	Overwhelming
<u>McCallum vertical team</u>					
Blackshear ES	3.60	3.30	3.20	3.50	2.30
Campbell ES	3.20	3.10	3.00	2.90	2.22
Lee ES	3.21	3.00	2.84	3.11	2.16
Maplewood ES	3.71	3.59	3.57	3.64	2.04
Oak Springs ES	3.31	3.25	3.13	3.20	2.29
Brentwood ES	3.40	3.20	3.20	3.33	1.95
Gullett ES	3.39	3.17	3.17	3.12	2.22
Highland Park ES	2.72	2.52	2.56	2.68	2.08
Reilly ES	3.50	3.33	3.33	3.25	2.58
Ridgetop ES	3.15	3.00	3.00	3.10	2.45
Kealing MS	3.43	3.31	3.35	3.49	2.14
<u>Travis vertical team</u>					
Uphaus ECC	3.56	3.56	3.56	3.56	2.33
Becker ES	3.44	3.32	3.24	3.38	2.13
Dawson ES	3.30	3.17	3.13	3.26	2.43
Linder ES	3.45	3.45	3.36	3.55	2.80
Travis Heights ES	3.48	3.26	3.29	3.35	2.32
Houston ES	3.37	3.43	3.38	3.41	2.27
Rodriguez ES	3.39	3.39	3.31	3.50	2.23
Widen ES	3.29	3.29	3.21	3.32	2.14
Fulmore MS	3.45	3.34	3.24	3.40	2.15
Mendez MS	3.22	3.17	3.14	3.22	2.32
Travis HS	3.06	2.92	2.87	2.92	2.33
<u>Campuses receiving partial services</u>					
Sunset Valley ES	3.36	3.30	3.20	3.18	2.50
Galindo ES	2.92	2.69	2.77	2.85	2.23
Ortega ES	3.57	3.29	3.43	3.57	2.43

Source. 2013 Creative Learning Initiative Survey

Note. *Strongly agree* = 4, *agree* = 3, *disagree* = 2, and *strongly disagree* = 1; ECC is early childhood center, ES is elementary school, MS is middle school, HS is high school.

Additional Comments About the Workshop

When asked to provide additional comments about the arts-based instruction workshop, the majority of respondents (n = 214) provided compliments about the workshop. Respondents appreciated arts-based strategies they learned in the workshop

and praised the enjoyable, informative, and engaging nature of the workshop. Specifically, respondents felt confident in using the strategies in their lessons, and some indicated that the strategies already used in their classroom motivated students' learning. Examples of respondents' comments are as follows:

The arts-based instruction gave me a concrete example of what to do in my classroom. My team was already talking, before we left the workshop, about how we could apply it to one of our upcoming lessons.

I thought it was great. As a school counselor, I'm excited about finding ways to add some drama-based instruction into my classroom guidance.

The visual art lesson was a success and we plan to use it after the New Year. Many of our teachers have already implemented the lesson.

I truly enjoyed the energy of this strategy. I can see my students making a better connection using what I learned in that training.

I loved this training and have already used several of the strategies with great success. The students are totally into it!

Our training was specifically for math. I have used the strategies in my math classes. The kids love them.

My students love the drama-based strategies! Thank you!

I used a visual arts strategy in social studies the very next day! And the students loved it!

Some respondents indicated the helpfulness of the interactive activities in engaging students. One respondent said, "It was short and very well planned. I enjoyed being taught ways to engage students in expanding their learning through the arts." Another respondent provided a similar comment: "This workshop has helped me to integrate drama-based instruction in my classroom, where students are fully engaged and ready to learn."

Several respondents enjoyed model lessons demonstrated in the workshop. They recognized the benefits of model lessons in helping them apply strategies in their classroom. This is evident in the respondents' comments:

The trainings were great. I really like that the instructors model lessons because that is the most effective way to learn a strategy for implementation.

Leaving with finished individualized lesson plans would be outstanding. Perhaps there is a way for trainings like these to be less "training" and more "facilitated lesson planning sessions."

Some respondents were impressed by the workshop presentations and said they provided them with insights into their instruction. They recognized the role of the

presenters in inspiring them to think aloud. They found workshop presenters to be encouraging, and thought the presenters placed great value on their daily work and students' learning. Respondents' comments were as follows:

I really enjoyed how Eric got us involved and engaged in using higher level thinking. It really showed that you don't have to do extravagant things to get real high level thinking going in classrooms!

I appreciated that Eric Booth brought out discussion to show how teachers already use many drama-based instructional strategies in the classroom. I believe it helped teachers understand that they are ready to take it to the "next level."

I like it when the Mr. Booth said that we need to "make something."

In addition, respondents provided a variety of suggestions to improve the workshop. Many respondents suggested a better facility because they found it difficult to see and hear the speakers in the opening session. A typical comment was "While we were in the cafeteria, it was difficult to hear the presenter. If he had been on the stage, and had a more dynamic opener, maybe the audience would have been more attentive. The audio really affected the mood of the presentation." Some respondents thought providing workshops to a limited number of schools not only improved workshop quality but also solved parking issues.

Some respondents found the workshop to be repetitive and stated that they already knew some of the ideas because they had been taught in the previous workshop. A couple of respondents suggested that the presenters look up specific Texas Essential Knowledge and Skills (TEKS) skills and show how to use arts-based instruction in that context. For example, one respondent said,

I think the presentations in general would be more useful if the presenters were to take a TEKS or a learning expectation and teach it, rather than the generic "show us something about you." I believe that teachers would be more likely to use strategies that they have seen used in a real world situation.

Other suggestions included providing classroom management tips to use when implementing arts-based strategies; a more hands-on workshop for teachers at different levels; more prepared and concise presentations; more information about special education oriented strategies; more activities connected to the math curriculum; shorter professional development training; more new materials; and more arts-based strategies geared toward lower grade students (e.g., pre-K, kindergarten, and 1st grade).

RESPONDENTS' EXPERIENCE WITH THE FACILITATOR(S)

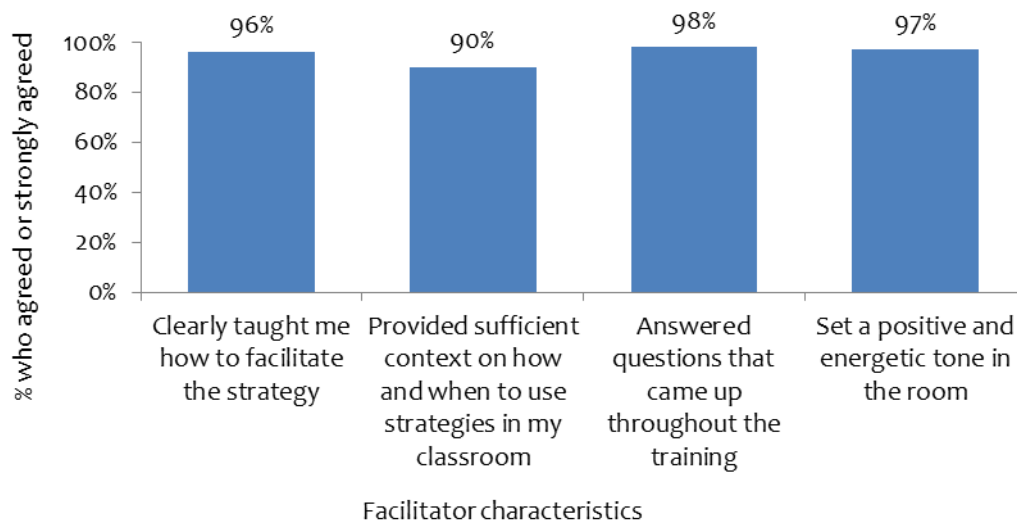
Findings in this section were based on the 644 respondents who indicated that they participated in the workshop. Respondents indicated their level of agreement with the following four statements:

- The facilitator(s) clearly taught me how to facilitate the strategy.
- The facilitator(s) provided sufficient context on how and when to use strategies in my classroom.
- The facilitator(s) answered questions that came up throughout the training.
- The facilitator(s) set a positive and energetic tone on the room.

Similar to the previous section, this section provides the cumulative frequency percentages of participants who strongly agreed or agreed with each statement about the facilitator(s), as well as mean scores of respondents' ratings at each campus. Also, findings disaggregated by school level, workshop topic, and campus are presented.

The vast majority of respondents strongly agreed or agreed with all four statements regarding the facilitator(s) (Figure 12). Almost all strongly agreed or agreed that the facilitator(s) clearly taught them how to facilitate the strategy, answered questions that came up throughout the training, and set a positive and energetic tone in the room.

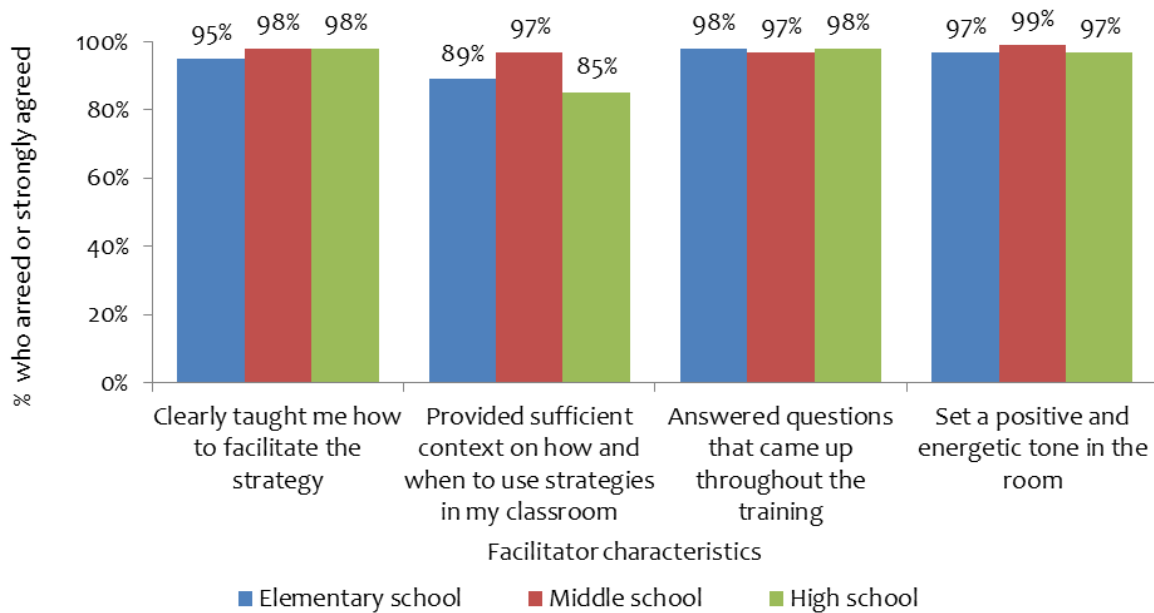
Figure 12. Respondents' Experience With the Facilitator(s)



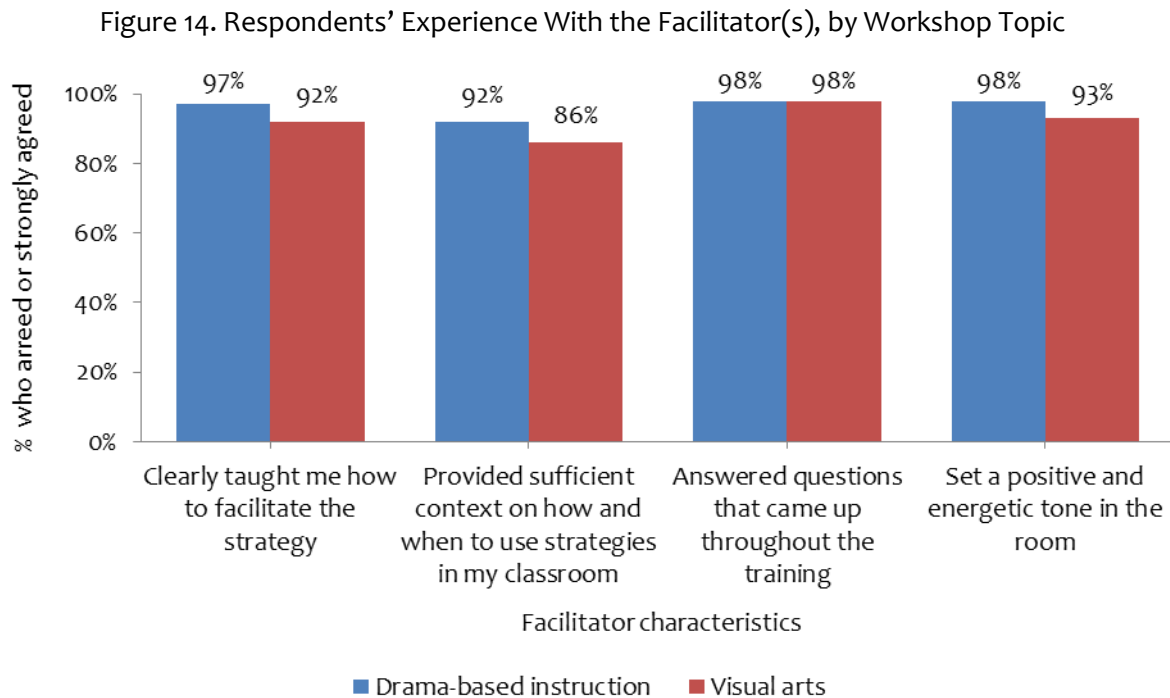
Source. 2013 Creative Learning Initiative Survey

Findings disaggregated by school level showed that almost all middle school respondents strongly agreed or agreed with all four statements regarding the facilitator(s) (Figure 13). Elementary and high school respondents thought the same way; however, these two groups' level of agreement was slightly lower than that of middle school respondents for the statement that the facilitator(s) provided sufficient context on how and when to use strategies in their classroom. Findings disaggregated by workshop topic showed that a slightly greater percentage of respondents who attended a drama-based instruction workshop than of those who attended a visual arts workshop strongly agreed or agreed with three of the four statements regarding the facilitator(s) (Figure 14).

Figure 13. Respondents' Experience With the Facilitator(s), by School Level



Source. 2013 Creative Learning Initiative Survey



Source. 2013 Creative Learning Initiative Survey

When disaggregated by campus, all participants at Reilly Elementary School, Uphaus Early Childhood Center, and Linder Elementary School strongly agreed or agreed with all four statements about the facilitator(s) (Table 7). Almost all participants at Lee Elementary School, Kealing Middle School, Dawson Elementary School, Travis Heights Elementary School, Houston Elementary School, Rodriguez Elementary School, Widen Elementary School, and Mendez Middle School strongly agreed or agreed also. Additionally, participants at Kealing Middle School, Uphaus Early Childhood Center, Dawson Elementary School, Linder Elementary School, Travis Heights Elementary School, and Rodriguez Elementary School demonstrated mean scores of greater than 3.50 out of 4.00 in their ratings of the facilitator(s) (Table 8).

Table 7. Respondents' Experience With the Facilitator(s), by Campus

	Clearly taught me how to facilitate the strategy	Provided sufficient context on how and when to use strategies in my classroom	Answered questions that came up throughout the training	Set a positive and energetic tone on the room
<u>McCallum vertical team</u>				
Blackshear ES	90%	70%	100%	100%
Campbell ES	91%	91%	91%	100%
Lee ES	100%	100%	95%	100%
Maplewood ES	90%	90%	100%	97%
Oak Springs ES	94%	81%	94%	100%
Brentwood ES	95%	82%	95%	86%
Gullett ES	89%	89%	100%	94%
Highland Park ES	77%	73%	96%	96%
Reilly ES	100%	100%	100%	100%
Ridgetop ES	84%	79%	95%	84%
Kealing MS	100%	97%	100%	100%
<u>Travis vertical team</u>				
Uphaus ECC	100%	100%	100%	100%
Becker ES	100%	85%	100%	100%
Dawson ES	100%	96%	100%	96%
Linder ES	100%	100%	100%	100%
Travis Heights ES	100%	94%	100%	100%
Houston ES	100%	92%	100%	100%
Rodriguez ES	100%	97%	100%	100%
Widen ES	100%	97%	100%	100%
Fulmore MS	98%	98%	93%	100%
Mendez MS	97%	95%	100%	98%
Travis HS	98%	85%	98%	97%
<u>Campuses receiving partial services</u>				
Sunset Valley ES	93%	93%	86%	93%
Galindo ES	84%	68%	95%	89%
Ortega ES	91%	91%	100%	91%

Source. 2013 Creative Learning Initiative Survey

Note. ECC is early childhood center, ES is elementary school, MS is middle school, HS is high school.

Table 8. Mean Scores of Respondents' Ratings of Their Experience With the Facilitator(s), by Campus

	Clearly taught me how to facilitate the strategy	Provided sufficient context on how and when to use strategies in my classroom	Answered questions that came up throughout the training	Set a positive and energetic tone on the room
<u>McCallum vertical team</u>				
Blackshear ES	3.30	3.00	3.50	3.70
Campbell ES	2.91	3.00	2.73	3.18
Lee ES	3.21	3.26	3.16	3.37
Maplewood ES	3.28	3.38	3.52	3.48
Oak Springs ES	3.19	3.13	3.25	3.31
Brentwood ES	3.36	3.23	3.41	3.36
Gullett ES	3.28	3.17	3.39	3.44
Highland Park ES	3.15	3.04	3.35	3.32
Reilly ES	3.33	3.42	3.42	3.67
Ridgetop ES	3.21	3.11	3.37	3.32
Kealing MS	3.58	3.53	3.69	3.69
<u>Travis vertical team</u>				
Uphaus ECC	3.73	3.73	3.73	3.73
Becker ES	3.50	3.31	3.58	3.58
Dawson ES	3.50	3.50	3.54	3.50
Linder ES	3.54	3.62	3.62	3.69
Travis Heights ES	3.58	3.52	3.61	3.64
Houston ES	3.51	3.44	3.56	3.63
Rodriguez ES	3.67	3.64	3.72	3.82
Widen ES	3.28	3.25	3.44	3.58
Fulmore MS	3.67	3.48	3.68	3.90
Mendez MS	3.31	3.25	3.40	3.40
Travis HS	3.33	3.12	3.42	3.50
<u>Campuses receiving partial services</u>				
Sunset Valley ES	3.29	3.29	3.21	3.43
Galindo ES	3.00	2.74	3.21	3.21
Ortega ES	3.27	3.18	3.36	3.36

Source. 2013 Creative Learning Initiative Survey

Note. Strongly agree = 4, agree = 3, disagree = 2, and strongly disagree = 1; ECC is early childhood center, ES is elementary school, MS is middle school, and HS is high school.

RESPONDENTS' EXPERIENCE WITH ARTS-BASED INSTRUCTION

In this section, respondents were asked to provide information about the current status of their implementation of the arts-based instruction in their classroom, and about any issues that had arisen in their efforts to implement arts-based instruction. Also, this section focused on respondents' ratings of their level of agreement with the effects of the implementation of the arts-based instruction on their students and on their own professional growth. Findings in this section were drawn from all 836 respondents.

Similar to previous sections, this section provides cumulative frequency percentages of participants who strongly agreed or agreed with the items, as well as mean scores of respondents' ratings at each campus. Also, findings disaggregated by school level, workshop topic, and campus are presented.

Current Status of Respondents' Implementation of the Arts-Based Instruction

When asked to describe their experience with applying arts-based instruction, the majority of 734 respondents indicated that they have already experimented with or practiced/applied the arts-based strategies, techniques, and/or resources in their classroom and that they seemed to work well (Table 9).

Table 9. Respondents' Experience with Arts-Based Instruction Application

	Percentage of respondents
I have already experimented with or practiced/applied the arts-based strategies, techniques, and/or resources in my classroom and they seemed to work well.	61%
I look forward to experimenting with or practicing/applying the arts-based strategies, techniques and/or resources in my classroom sometime later this year.	18%
I am committed to the arts-based strategies and techniques that I learned during the PD workshop.	10%
I would like to experiment with or practice/apply the arts-based strategies, techniques, and/or resources, but I don't have the support I need.	4%
I have already experimented with or practiced/applied the arts-based strategies techniques and/or resources in my classroom but they did not work well.	3%
I don't think the arts-based strategies, techniques, and/or resources will work with my students.	2%
I don't think that the arts-based strategies, techniques, and/or resources will work with my teaching approach.	2%
Total	100%

Source. 2013 Creative Learning Initiative Survey

Survey participants were asked to indicate any issues that had arisen in their efforts to implement arts-based instruction. Of the 497 staff, 59% indicated issues that had arisen

in their efforts to implement arts-based instruction strategies, techniques, and/or resources. The distribution of all issues experienced by respondents is presented in Table 10.

Table 10. Issues Arisen in Respondents' Efforts to Implement Arts-Based Instruction

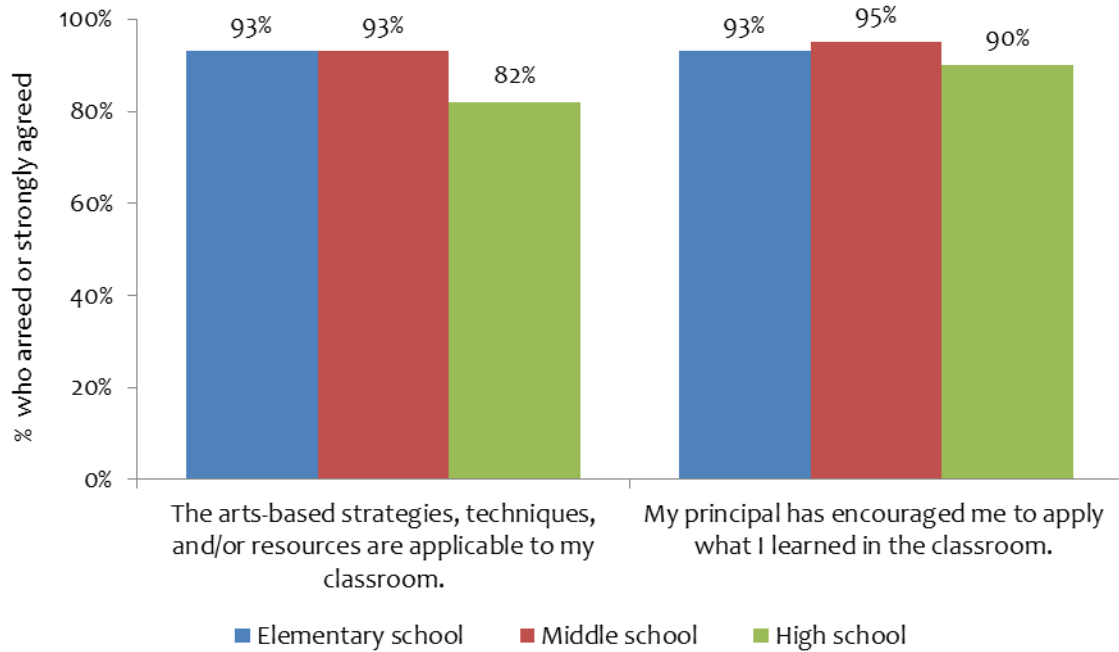
	Percentage of respondents
Insufficient planning time	54%
Class size not appropriate to effectively implement	23%
Insufficient opportunity to review materials and/or practice new skills	20%
Conflict between the arts-based strategies learned and district/state assessments	18%
Inadequate resources	14%
Conflict between the arts-based strategies learned and the specific needs of my students	14%
Resistance from students and/or parents	9%
Insufficient availability of follow-up training and/or coaching	8%
Conflict between the arts-based strategies learned and other reform efforts	6%
Inadequate understanding of the arts-based strategies, techniques and/or resources learned during the arts-based PD workshop	4%
Resistance from administrators and/or other teachers	2%

Source. 2013 Creative Learning Initiative Survey

Note. For this question, participants were able to choose more than one option, so the sum of the percentages is not equal to 100%.

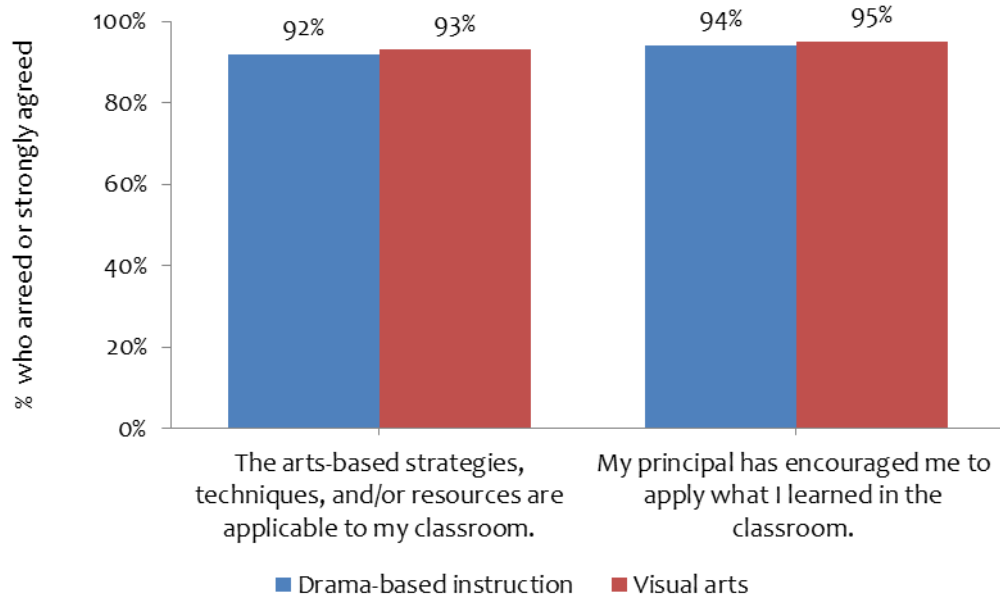
The vast majority of respondents (92%) strongly agreed or agreed that the arts-based strategies, techniques, and/or resources were applicable to their classroom, and their principal had encouraged them to apply in the classroom what they learned. When disaggregated by school level, a greater percentage of middle school respondents than of high school respondents strongly agreed or agreed that the arts-based strategies, techniques, and/or resources were applicable to their classroom (Figure 15). Findings disaggregated by workshop topic revealed the percentages of respondents who strongly agreed or agreed with these two statements yielded little difference between the groups (Figure 16).

Figure 15. Respondents' Experience With Arts-Based Instruction, by School Level



Source. 2013 Creative Learning Initiative Survey

Figure 16. Respondents' Experience With Arts-Based Instruction, by Workshop Topic



Source. 2013 Creative Learning Initiative Survey

When disaggregated by campus, all participants at Highland Park Elementary School, Uphaus Early Childhood Center, and Linder Elementary School strongly agreed or agreed that the arts-based strategies, techniques, and/or resources were applicable to their classroom, and their principal had encouraged them to apply in the classroom what they learned (Table 11). Almost all participants at Lee Elementary School, Becker Elementary School, and Rodriguez Elementary School strongly agreed or agreed also. Additionally, the mean scores of respondents' ratings were mostly greater than 3.00 out of 4.00. Participants at Brentwood Elementary School, Highland Park Elementary School, Uphaus Early Childhood Center, Becker Elementary School, and Rodriguez Elementary School demonstrated mean scores of greater than 3.50 out of 4.00 in their ratings of these two statements (Table 12).

Table 11. Respondents' Experience With the Arts-Based Instruction, by Campus

	The arts-based strategies, techniques, and/or resources are applicable to my classroom	My principal has encouraged me to apply what I learned in the classroom
<u>McCallum vertical team</u>		
Blackshear ES	78%	89%
Campbell ES	100%	83%
Lee ES	100%	95%
Maplewood ES	90%	100%
Oak Springs ES	82%	100%
Brentwood ES	96%	88%
Gullett ES	85%	100%
Highland Park ES	100%	100%
Reilly ES	91%	73%
Ridgetop ES	96%	88%
Kealing MS	98%	95%
Lamar MS	91%	96%
McCallum HS	86%	79%
<u>Travis vertical team</u>		
Uphaus ECC	100%	100%
Becker ES	100%	97%
Dawson ES	96%	93%
Linder ES	100%	100%
Travis Heights ES	90%	97%
Houston ES	93%	88%
Rodriguez ES	100%	95%
Widen ES	88%	87%
Fulmore MS	91%	91%
Mendez MS	91%	98%
Travis HS	81%	95%
<u>Campuses receiving partial services</u>		
Sunset Valley ES	87%	94%
Galindo ES	83%	96%
Ortega ES	92%	93%

Source. 2013 Creative Learning Initiative Survey

Note. ECC is early childhood center, ES is elementary school, MS is middle school, HS is high school.

Table 12. Mean Scores of Respondents' Ratings of Their Experience With the Arts-Based Instruction, by Campus

	The arts-based strategies, techniques, and/or resources are applicable to my classroom	My principal has encouraged me to apply what I learned in the classroom
<u>McCallum vertical team</u>		
Blackshear ES	2.89	3.67
Campbell ES	3.33	2.83
Lee ES	3.21	3.37
Maplewood ES	3.39	3.58
Oak Springs ES	3.00	3.25
Brentwood ES	3.63	3.54
Gullett ES	3.15	3.33
Highland Park ES	3.50	3.85
Reilly ES	3.18	3.00
Ridgetop ES	3.17	3.13
Kealing MS	3.48	3.56
Lamar MS	3.18	3.39
McCallum HS	3.32	3.07
<u>Travis vertical team</u>		
Uphaus ECC	3.73	3.64
Becker ES	3.52	3.55
Dawson ES	3.18	3.21
Linder ES	3.50	3.44
Travis Heights ES	3.23	3.48
Houston ES	3.45	3.26
Rodriguez ES	3.62	3.50
Widen ES	3.06	3.13
Fulmore MS	3.39	3.36
Mendez MS	3.23	3.33
Travis HS	3.04	3.30
<u>Campuses receiving partial services</u>		
Sunset Valley ES	3.13	3.19
Galindo ES	3.13	3.17
Ortega ES	3.31	3.21

Source. 2013 Creative Learning Initiative Survey

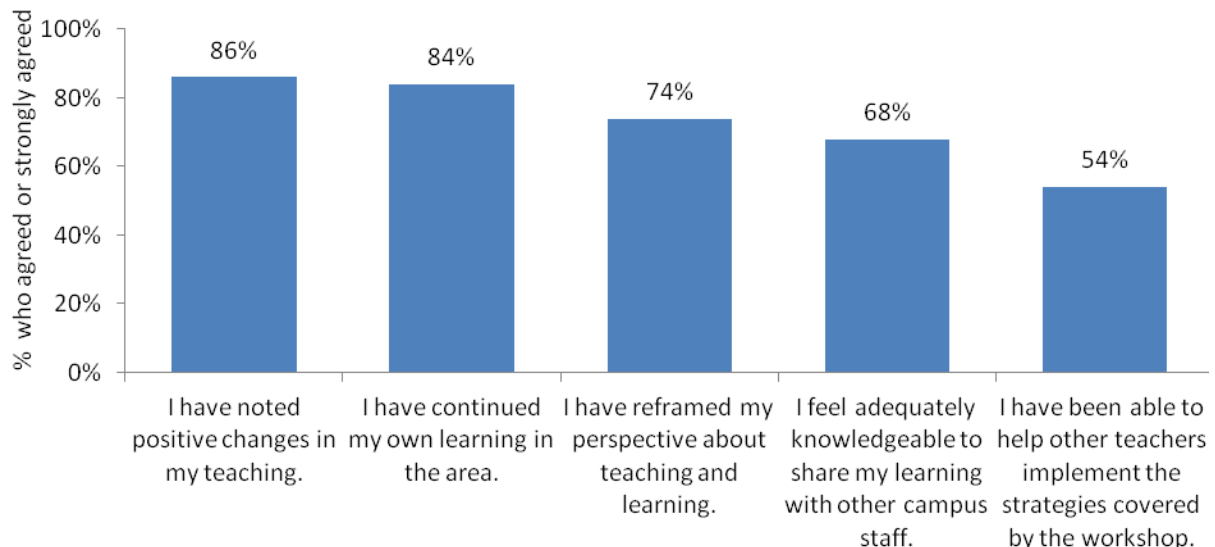
Note. Strongly agree = 4, agree = 3, disagree = 2, and strongly disagree = 1; ECC is early childhood center, ES is elementary school, MS is middle school, HS is high school.

Impact of the Arts-Based Instruction Workshop

Respondents provided ratings of the impact of the arts-based instruction workshop on their own professional growth in the following arts-based instruction areas: teaching, learning, perspective about teaching and learning, knowledge, and ability to help other teachers implement the arts-based strategies. The majority of respondents noted positive effects of the workshop in all areas (Figure 17).

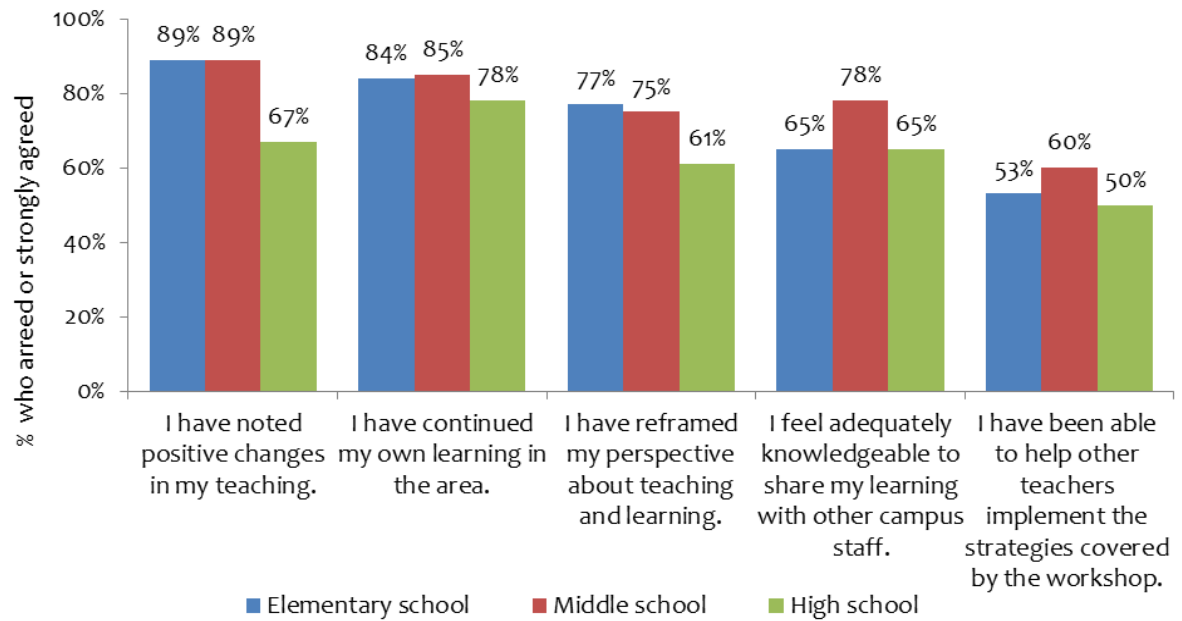
When disaggregated by school level, a greater percentage of elementary and middle school respondents than of high school respondents strongly agreed or agreed they had noted positive changes in their teaching, and had reframed their perspective about teaching and learning as a result of the arts-based instruction workshop. A greater percentage of middle school respondents than of high school respondents strongly agreed or agreed that they felt adequately knowledgeable to share their learning with other campus staff (Figure 18). Disaggregated findings by workshop topic revealed a greater percentage of respondents attending a drama-based instruction workshop than of respondents attending a visual arts workshop strongly agreed or agreed that they felt adequately knowledgeable to share their learning with other campus staff, and had been able to help other teachers implement the arts-based strategies covered by the workshop as a result of the arts-based instruction workshop (Figure 19).

Figure 17. Respondents' Ratings of Effects of the Workshop on Their Professional Growth



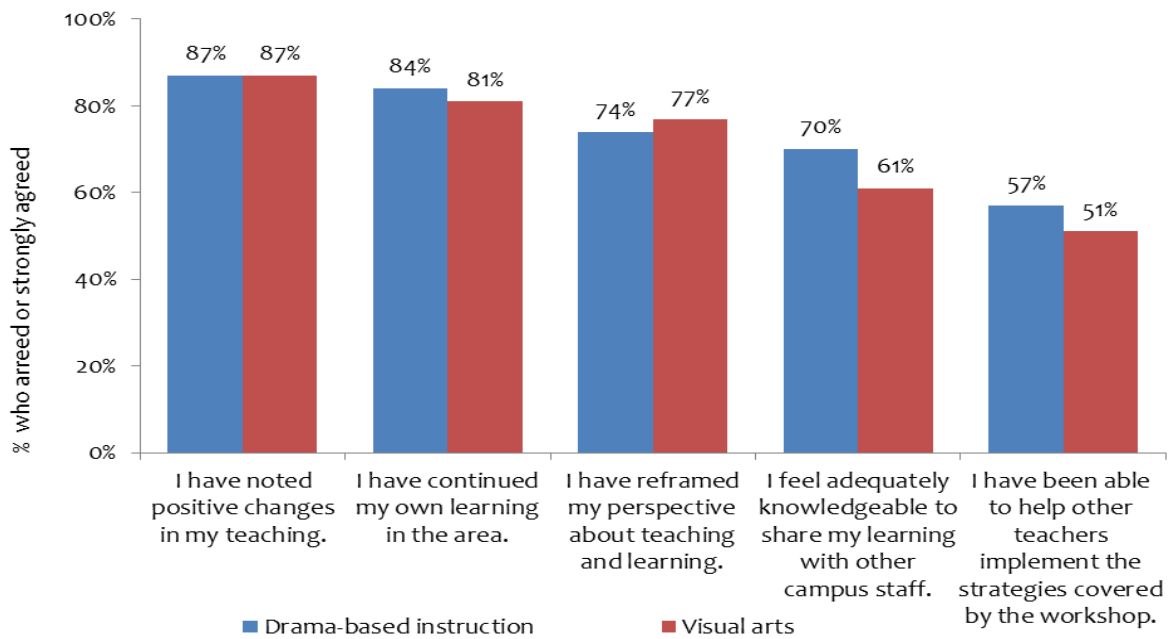
Source. 2013 Creative Learning Initiative Survey

Figure 18. Respondents' Ratings of Effects of the Workshop on Their Professional Growth, by School Level



Source. 2013 Creative Learning Initiative Survey

Figure 19. Respondents' Ratings of Effects of the Workshop on Their Professional Growth, by Workshop Topic



Source. 2013 Creative Learning Initiative Survey

When disaggregated by campus, almost all respondents at Uphaus Early Childhood Center strongly agreed or agreed with all five statements regarding the effects of the workshop in their professional growth (Table 13). The vast majority of participants at Becker Elementary School, Dawson Elementary School, Mendez Middle School, and Ortega Elementary School strongly agreed or agreed with the four statements that they had noted positive changes in their teaching, had continued their own learning in the area, had reframed their perspective about teaching and learning, and felt adequately knowledgeable to share their learning with other campus staff. Additionally, participants at Uphaus Early Childhood Center demonstrated mean scores of 3.25 or greater out of 4.00 in their ratings of all five statements regarding the effect of the workshop on their professional growth (Table 14). Participants at Brentwood Elementary School, Reilly Elementary School, Becker Elementary School, Linder Elementary School, and Rodriguez Elementary School demonstrated mean scores of 3.00 or greater out of 4.00 in their ratings of the three statements that they had noted positive changes in their teaching, had continued their own learning in the area, and had reframed their perspective about teaching and learning as a result of the workshop.

Table 13. Respondents' Ratings of Effects of the Workshop on Their Professional Growth, by Campus

	I have noted positive changes in my teaching	I have continued my own learning in the area	I have reframed my perspective about teaching and learning	I feel adequately knowledgeable to share my learning with other campus staff	I have been able to help other teachers implement the strategies covered by the workshop
<u>McCallum vertical team</u>					
Blackshear ES	78%	63%	56%	33%	33%
Campbell ES	75%	91%	73%	64%	36%
Lee ES	82%	65%	89%	63%	35%
Maplewood ES	94%	84%	73%	63%	41%
Oak Springs ES	76%	69%	81%	59%	35%
Brentwood ES	87%	86%	82%	67%	55%
Gullett ES	80%	70%	63%	45%	40%
Highland Park ES	92%	92%	68%	67%	58%
Reilly ES	80%	82%	70%	30%	22%
Ridgetop ES	91%	87%	78%	61%	52%
Kealing MS	92%	89%	66%	74%	54%
Lamar MS	91%	76%	76%	71%	63%
McCallum HS	86%	81%	70%	67%	43%
<u>Travis vertical team</u>					
Uphaus ECC	100%	100%	88%	88%	100%
Becker ES	96%	96%	81%	79%	64%
Dawson ES	96%	88%	84%	80%	68%
Linder ES	100%	94%	89%	72%	61%
Travis Heights ES	94%	85%	70%	73%	61%
Houston ES	85%	80%	84%	67%	53%
Rodriguez ES	95%	92%	77%	69%	62%
Widen ES	88%	84%	72%	72%	56%
Fulmore MS	81%	81%	74%	74%	50%
Mendez MS	93%	88%	83%	90%	75%
Travis HS	62%	77%	58%	64%	52%
<u>Campuses receiving partial services</u>					
Sunset Valley ES	75%	67%	73%	40%	33%
Galindo ES	75%	90%	61%	53%	47%
Ortega ES	93%	86%	93%	86%	79%

Source. 2013 Creative Learning Initiative Survey

Note. PD is professional development activity. ECC is early childhood center, ES is elementary school, MS is middle school, HS is high school.

Table 14. Mean Scores of Respondents' Ratings of Effects of the Workshop on Their Professional Growth, by Campus

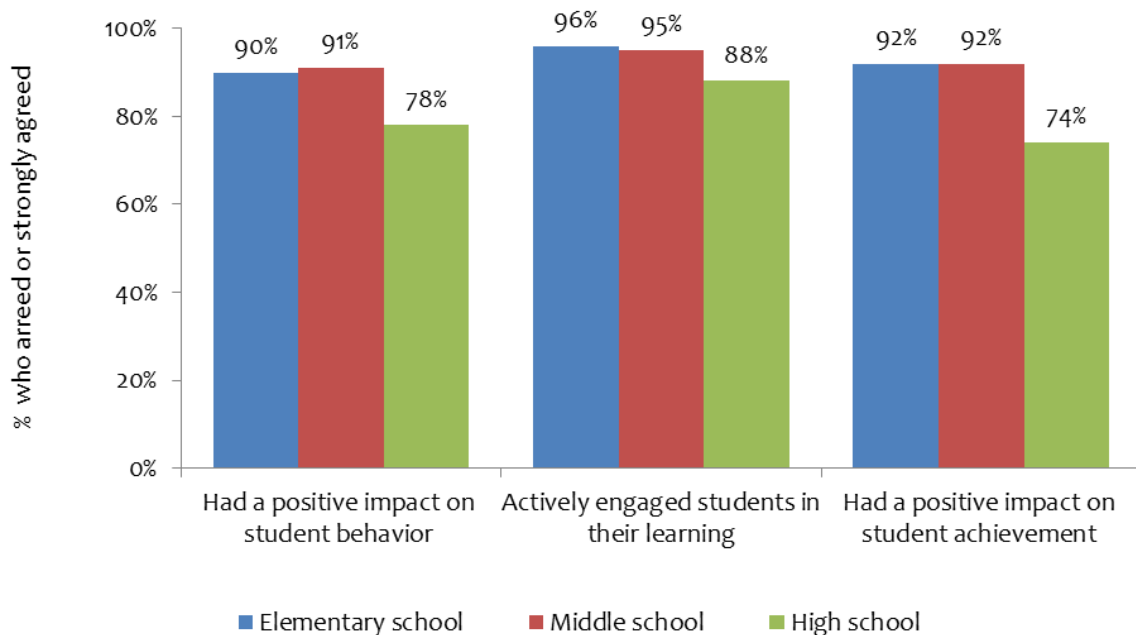
	I have noted positive changes in my teaching	I have continued my own learning in the area	I have reframed my perspective about teaching and learning	I feel adequately knowledgeable to share my learning with other campus staff	I have been able to help other teachers implement the strategies covered by the workshop
McCallum vertical team					
Blackshear ES	2.89	2.88	2.67	2.33	2.33
Campbell ES	2.83	3.00	2.82	2.64	2.36
Lee ES	2.82	2.65	2.89	2.56	2.35
Maplewood ES	3.19	3.06	2.87	2.83	2.55
Oak Springs ES	2.88	2.75	2.88	2.59	2.29
Brentwood ES	3.22	3.19	3.09	2.86	2.60
Gullett ES	2.95	2.90	2.68	2.50	2.55
Highland Park ES	3.16	3.23	2.84	2.92	2.79
Reilly ES	3.10	3.18	3.00	2.60	2.44
Ridgetop ES	3.00	2.96	2.83	2.61	2.48
Kealing MS	3.22	3.24	2.94	2.89	2.62
Lamar MS	3.14	2.90	3.00	2.81	2.74
McCallum HS	3.05	3.00	2.75	2.71	2.48
Travis vertical team					
Uphaus ECC	3.60	3.50	3.25	3.25	3.33
Becker ES	3.29	3.25	3.07	2.96	2.79
Dawson ES	3.12	3.04	2.88	3.00	2.80
Linder ES	3.28	3.18	3.11	2.89	2.67
Travis Heights ES	3.15	3.00	2.88	2.82	2.70
Houston ES	2.95	2.93	2.95	2.72	2.58
Rodriguez ES	3.29	3.18	3.05	2.90	2.77
Widen ES	3.00	3.00	2.75	2.75	2.59
Fulmore MS	3.02	3.09	2.95	2.93	2.69
Mendez MS	3.07	3.00	2.95	2.98	2.85
Travis HS	2.68	2.85	2.61	2.66	2.52
Campuses receiving partial services					
Sunset Valley ES	2.88	2.80	2.80	2.53	2.40
Galindo ES	2.85	3.10	2.67	2.58	2.47
Ortega ES	3.07	2.93	2.93	3.00	2.86

Source. 2013 Creative Learning Initiative Survey

Note. Strongly agree = 4, agree = 3, disagree = 2, and strongly disagree = 1. PD is professional development activity. ECC is early childhood center, ES is elementary school, MS is middle school, HS is high school.

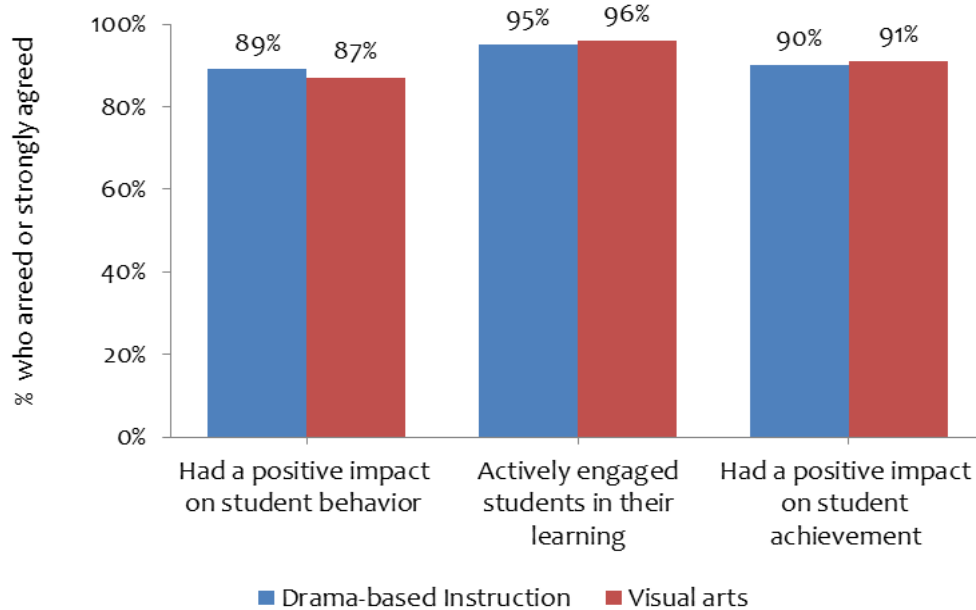
Respondents were asked to rate the impact of the changes they made to their practice due to strategies learned in the arts-based instruction workshop on student behavior, student engagement, and student achievement. The majority of respondents strongly agreed or agreed that the changes they had made to their teaching practices as a result of arts based strategies provided by the workshop had a positive impact on student behavior (89%), actively engaged students in their learning (95%), and had a positive impact on student achievement (90%). When disaggregated by school level, the vast majority of elementary and middle school respondents thought the same way, indicating they had a higher level of agreement than did high school respondents with the statements that the changes they had made to their teaching practices had a positive impact on student behavior and student achievement (Figure 20). Disaggregated findings by workshop topic revealed that respondents in both groups provided similar ratings of their level of agreement with these three statements (Figure 21).

Figure 20. Respondents' Ratings of the Effect of Arts-Based Instruction on Students, by School Level



Source. 2013 Creative Learning Initiative Survey

Figure 21. Respondents' Ratings of the Effect of Arts-Based Instruction on Students, by Workshop Topic



Source. 2013 Creative Learning Initiative Survey

When disaggregated by campus, all participants at Lamar Middle School and Rodriguez Elementary School strongly agreed or agreed that the changes they had made to their teaching practices as a result of arts based strategies provided by the workshop had a positive impact on student behavior, actively engaged students in their learning, and had a positive impact on student achievement (Table 15). Additionally, participants at Brentwood Elementary School, Highland Park Elementary School, Kealing Middle School, Lamar Middle School, Uphaus Early Childhood Center, Becker Elementary School, and Rodriguez Elementary School demonstrated mean scores of greater than 3.25 out of 4.00 in their ratings of these three statements (Table 16).

Table 15. Respondents' Ratings of the Effect of Arts-Based Instruction on Students, by Campus

	Had a positive impact on student behavior	Actively engaged students in their learning	Had a positive impact on student achievement
<u>McCallum vertical team</u>			
Blackshear ES	86%	88%	67%
Campbell ES	89%	100%	89%
Lee ES	94%	95%	94%
Maplewood ES	90%	100%	94%
Oak Springs ES	75%	88%	80%
Brentwood ES	86%	96%	95%
Gullett ES	90%	100%	90%
Highland Park ES	88%	96%	96%
Reilly ES	82%	100%	90%
Ridgetop ES	88%	92%	91%
Kealing MS	92%	97%	95%
Lamar MS	100%	100%	100%
McCallum HS	91%	95%	91%
<u>Travis vertical team</u>			
Uphaus ECC	90%	100%	100%
Becker ES	96%	100%	100%
Dawson ES	96%	96%	92%
Linder ES	89%	100%	94%
Travis Heights ES	88%	97%	94%
Houston ES	93%	98%	87%
Rodriguez ES	100%	100%	100%
Widen ES	81%	94%	90%
Fulmore MS	86%	89%	83%
Mendez MS	90%	98%	95%
Travis HS	73%	86%	69%
<u>Campuses receiving partial services</u>			
Sunset Valley ES	87%	86%	85%
Galindo ES	90%	90%	85%
Ortega ES	93%	100%	93%

Source. 2013 Creative Learning Initiative Survey

Note. ECC is early childhood center, ES is elementary school, MS is middle school, HS is high school.

Table 16. Mean Scores of Respondents' Ratings of the Effect of Arts-Based Instruction on Students, by Campus

	Had a positive impact on student behavior	Actively engaged students in their learning	Had a positive impact on student achievement
<u>McCallum vertical team</u>			
Blackshear ES	2.86	2.88	2.67
Campbell ES	3.00	3.10	3.00
Lee ES	3.06	3.21	3.06
Maplewood ES	3.13	3.47	3.10
Oak Springs ES	2.88	3.13	2.93
Brentwood ES	3.36	3.54	3.41
Gullett ES	3.10	3.25	3.10
Highland Park ES	3.27	3.46	3.28
Reilly ES	3.09	3.27	3.10
Ridgetop ES	2.92	3.08	3.04
Kealing MS	3.26	3.34	3.26
Lamar MS	3.27	3.41	3.27
McCallum HS	3.13	3.17	3.14
<u>Travis vertical team</u>			
Uphaus ECC	3.50	3.64	3.45
Becker ES	3.26	3.39	3.27
Dawson ES	3.12	3.23	3.08
Linder ES	3.22	3.39	3.29
Travis Heights ES	3.21	3.36	3.19
Houston ES	3.05	3.24	3.03
Rodriguez ES	3.32	3.58	3.43
Widen ES	2.91	3.06	3.00
Fulmore MS	3.16	3.27	3.12
Mendez MS	3.05	3.15	3.13
Travis HS	2.86	2.98	2.81
<u>Campuses receiving partial services</u>			
Sunset Valley ES	3.13	3.21	2.92
Galindo ES	3.00	3.10	2.95
Ortega ES	3.21	3.29	3.14

Source. 2013 Creative Learning Initiative Survey

Note. Strongly agree = 4, agree = 3, disagree = 2, and strongly disagree = 1; ECC is early childhood center, ES is elementary school, MS is middle school, HS is high school.

CONCLUSION

The primary purpose of the Creative Learning Initiative Professional Development Workshop Survey was to document participants' feedback about the arts-based instruction workshop, the facilitator(s), and the participants' implementation of the arts-based instruction. Of 1472 school staff located at the 24 campuses within the two vertical teams participating in the initiative and the three NEA-funded campuses who participated in the November workshop, 836 responded to the survey, generating a 57% response rate. This report presented aggregated findings for all survey respondents ($n = 836$), as well as findings disaggregated by school level, workshop topic, and campus. The resultant confidence interval ($\pm 2.2\%$) at 95% certainty suggests that the responses provided by the sample of 836 staff were representative of the population of 1472 staff.

Respondents' Experience in the Workshop

Participants highly rated their experiences in the workshop. Almost all respondents strongly agreed or agreed that the objectives of the professional development activities were clear, the content of the professional development activities was aligned with the objectives, and the instructional strategies would help them engage their students. Even so, a greater percentage of middle school respondents than of high school respondents strongly agreed or agreed that the professional development activities increased their skill and comfort with the arts-based instruction. Respondents who attended a drama-based instruction workshop demonstrated more positive ratings of the workshop than did respondents who attended a visual arts workshop for the statements that the objectives of the professional development activities were clear, the content of the professional development activities was aligned with the objectives, and the workshop was well planned.

The vast majority of participants strongly agreed or agreed that they found the workshop to be engaging and relevant. A greater percentage of elementary and middle school respondents than of high school respondents strongly agreed or agreed the workshop presentation(s) was relevant. A greater percentage of respondents attending a drama-based instruction workshop than of respondents attending a visual arts workshop strongly agreed or agreed the workshop presentation(s) was inspiring and overwhelming. The reason why drama-based instruction workshop participants felt the workshop was overwhelming could be that these participants were in their first year of experience with the initiative and the visual arts workshop participants were more experienced with the initiative.

Respondents' Experience With the Facilitator(s)

Participants' ratings of the workshop facilitator(s) were exceptional. Almost all strongly agreed or agreed that the facilitator(s) clearly taught them how to facilitate the strategy, answered questions that came up throughout the training, and set a positive and energetic tone in the room. Middle school respondents demonstrated the highest level of agreement that the facilitator(s) provided sufficient context on how and when to use strategies in their classroom.

Respondents' Experience With Arts-Based Instruction

The majority of 734 respondents (61%) indicated that they had already experimented with or practiced/applied the arts-based strategies, techniques, and/or resources in their classroom and that they seemed to work well. The vast majority of respondents (92%) strongly agreed or agreed that the arts-based strategies, techniques, and/or resources were applicable to their classroom, and their principal had encouraged them to apply in the classroom what they learned.

Overall, 84% of respondents strongly agreed or agreed that they had noted positive changes in their teaching and had continued their own learning in the area as a result of the arts-based instruction workshop. Middle school respondents most frequently strongly agreed or agreed that they felt adequately knowledgeable to share their learning with other campus staff and had been able to help other teachers implement the strategies as a result of the arts-based instruction workshop.

Regarding the impact of the arts-based instruction workshop on students, it is very encouraging to note that most of the respondents strongly agreed or agreed that the changes they had made to their teaching practices as a result of arts based strategies provided by the workshop had a positive impact on student behavior (89%), actively engaged students in their learning (95%), and had a positive impact on student achievement (90%). In particular, elementary and middle school respondents provided the most positive ratings of the effect of arts-based instruction on students.

Suggestions for Future Workshops

Additional comments from participants are worthy of attention. A large number of participants placed a great value on the workshop, indicating it was enjoyable, practical, and creative. They felt confident in their skills to implement the presented strategies to engage students in their classroom. They experienced the success of implementing strategies in their classroom, based on students' reactions to the strategies. A variety of suggestions provided by respondents included requests for a better location for the workshop, more prepared and concise presentations, a shorter time period for training,

and more arts-based strategies geared toward special education and lower grade students.

REFERENCES

Hord, S. M., Rutherford, W. L., Huling, L., & Hall, G. E. (2006). *Taking charge of change*. Austin, TX: Southwest Educational Development Laboratory (SEDL).

APPENDIX

Confidence Intervals for Each Campus

Campus	Survey participants	Population	Confidence interval
<u>McCallum vertical team</u>			
Blackshear ES	12	31	+/-23
Campbell ES	13	33	+/-21
Lee ES	20	38	+/-15
Maplewood ES	35	38	+/-5
Oak Springs ES	18	30	+/-15
Brentwood ES	26	51	+/-14
Gullett ES	21	46	+/-16
Highland Park ES	31	52	+/-11
Reilly ES	13	31	+/-21
Ridgetop ES	24	29	+/-8
Kealing MS	46	94	+/-10
Lamar MS	31	66	+/-13
McCallum HS	47	114	+/-11
<u>Travis vertical team</u>			
Uphaus ECC	13	30	+/-21
Becker ES	30	35	+/-7
Dawson ES	29	37	+/-9
Linder ES	25	42	+/-13
Travis Heights ES	35	46	+/-8
Houston ES	48	68	+/-8
Rodriguez ES	46	70	+/-9
Widen ES	41	55	+/-8
Fulmore MS	48	86	+/-9
Mendez MS	46	74	+/-9
Travis HS	73	132	+/-8
<u>Campuses receiving partial services</u>			
Sunset Valley ES	18	50	+/-19
Galindo ES	29	55	+/-13
Ortega ES	18	39	+/-17
Total	836	1472	+/-2

Source. 2013 Creative Learning Initiative Professional Development Workshop Survey

Note. ECC is early childhood center, ES is elementary school, MS is middle school, HS is high school.

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