Alabama State Council on the Arts

Collaborating Artist Program

Program Evaluation Report

Alabama State Council on the Arts

Collaborating Artist Program: *Program Evaluation Report*

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Executive Summary

The Collaborating Artist Program (CAP) is an integrated arts education program created by the Alabama State Council on the Arts. The pilot year for the CAP program was 2012-2013. CAP residencies took place within various public schools in Alabama.

In order to assess the impact of CAP, a comprehensive evaluation strategy was designed and facilitated throughout the program. Data were collected from each residency before, during, and after CAP. Then, data from all residencies were analyzed together to produce aggregate results.

In order to evaluate CAP, five distinct areas of anticipated impact were identified: student engagement, perception of arts integration, program design, professional needs assessment for teaching artists, and CAP as a professional development tool.

Student Engagement: Summary of Results

In summary, collaborating educators reported fewer discipline problems, more on-task behavior, and improved grades among students during CAP.

Perception of Arts Integration: Summary of Results

CAP demonstrated great strength within each indicator of strength in the ability to shift perceptions of arts integration. Results from this assessment indicate that if a collaborating educator or administrator who does not fully endorse arts integration in the classroom experiences CAP, their level of support will markedly increase. Connections between arts education and workforce preparedness will be better supported after experiencing a CAP residency. Teaching artists did not feel that all academics should be taught using arts integration, nor that arts education should always target academics, indicating a relatively unbiased perspective. All teaching artists were in agreement that utilizing arts integration techniques does not detract from the integrity of arts education, or "art for art's sake".

Program Design: Summary of Results

CAP demonstrated considerable strength within each indicator of strength in program design. Teaching artists, administrators, and collaborating educators reported that CAP was well planned and executed by effective personnel. CAP exceeded expectations, and all parties reported a desire to participate in another CAP residency. However, various classroom management challenges were noted, indicating potential for improvement in the CAP training process. Teaching artists expressed the desire for more options for classroom management, potentially reflecting a relationship with the 50% rate of lesson plan completion. Performance for the CAP program could be more accurately measured through the establishment of universal parameters for success. All participants agreed that a program of greater duration would have greater benefits.

Professional Needs Assessment for Teaching Artists: Summary of Results

Teaching artists report a lack of adequate professional development opportunities in Alabama, and a lack of a fully activated professional network. Teaching artists report being under-employed. Teaching artists report that the Alabama State Council on the Arts is their primary source for professional development and opportunities.

CAP as a Professional Development Tool: Summary of Results

CAP demonstrated strength on every indicator as an effective tool for professional development. Educators gained applicable knowledge of arts integration techniques and the intention to utilize these techniques in their classrooms. Administrators were supportive of the professional development strategies utilized by CAP, and categorically expressed a desire to increase the use of arts integration techniques in their schools.

Collaborating Artist Program
Program Evaluation Report

The Collaborating Artist Program (CAP) is an integrated arts education program created by the Alabama State Council on the Arts. CAP provides an innovative route to academic success for participating students. Teaching artists partner with classroom educators for school residencies. Together, teaching artists and classroom educators collaborate to target the specific learning needs of their students. Curricula are designed which address the identified needs of the students. CAP utilizes arts integration to generate learning in these targeted subjects, in addition to arts education learning goals.

The pilot year for the CAP program was 2012-2013. CAP residencies took place within various public schools in Alabama. In order to understand the impact of CAP, a comprehensive evaluation strategy was designed and facilitated throughout the program. Data were collected from each residency before, during, and after CAP. Then, data from all residencies were analyzed together to produce aggregate results.

Evaluation Strategy

In order to evaluate CAP, five distinct areas of anticipated impact were identified: student engagement, perception of arts integration, program design, professional needs assessment for teaching artists, and CAP as a professional development tool. As demonstrated by *Figure 1,* composite indicators for each area of impact were identified in order to capture the nuanced characteristics of each area. For example, in order to evaluate CAP's impact on student engagement, five indicators were considered: general engagement, on-task behavior, discipline, grades, and attendance.

The evaluation for CAP was designed to measure program outcomes with the potential to yield long term impacts, rather than simply relying on program outputs, such as program attendance. The evaluation strategy was designed to capture both quantitative and qualitative information, strategically allowing for unexpected trends to emerge. This combination of structure and fluidity invited unanticipated information, while also providing specific measures of program analysis. Some anecdotal results are highlighted. However, the main goal of the evaluation is to observe aggregate results generated by CAP for the 2012- 2013 academic year.

Figure 1: 5 Areas of Impact and Composite Indicators

Area of Impact	Indicators
Student Engagement	1) overall engagement 2) on-task behavior 3) discipline 4) attendance / grades
Perceptions of Arts Integration	1) validity as a teaching tool 2) value in workforce readiness 3) role of arts in the classroom
Program Design	1) effective planning 2) effective personnel 3) effective curriculum 4) program sustainability
Professional Needs Assessment for Teaching Artists	1) access to professional development resources 2) employment and economic security 3) strength of professional network
CAP as a Tool for Professional Development	1) mastery of new techniques and skills 2) willingness to apply new techniques and skills after CAP 3) administrative support

Description of Tools and Methods

Various tools of analysis were designed to capture data from each indicator, providing insight to the strength of each area of impact. These tools of analysis include pre and post surveys, journal report prompts, panel discussion threads, and testimonials. As demonstrated by *Figure 2*, each indicator was assigned a specific combination of analysis tools in order to best assess the unique characteristics of the area of impact.

Figure 2: Areas of Impact, Indicators, and Responding Tools of Analysis

Area of Impact	Indicators	Tools of Analysis
Student Engagement	1) on-task behavior 2) overall engagement 3) discipline 4) grades/ attendance	1) pre-post surveys for educators, administrators, and teaching artists 2) school attendance records 3) journal reports from teaching artists 4) testimonials 5) panel discussion records
Perceptions of Arts Integration	1) validity as a teaching tool 2) value in workforce readiness 3) role of arts in the classroom	1) pre-post surveys for educators, teaching artists, and administrators 2) panel discussion records
Program Design	1) effective planning 2) effective personnel 3) effective curriculum 4) program sustainability	1) pre-post surveys for educators, teaching artists, and administrators 2) journal reports from teaching artists 3) panel discussion records
Professional Needs Assessment for Teaching Artists	1) access to professional development resources 2) employment and economic security 3) strength of professional network	1) pre-post surveys for teaching artists 2) journal reports from teaching artists
CAP as a Tool for Professional Development	1) mastery of new techniques and skills 2) willingness to apply new techniques and skills after CAP 3) administrative support	1) pre-post surveys for educators, teaching artists, and administrators 2) journal reports from teaching artists 3) panel discussion records

Surveys

A survey was completed before and after CAP by teaching artists, collaborating educators, and school administrators. Surveys questions were randomized, and administered to a targeted, stratified population using the online survey tool, *Survey Monkey*. Pre and post CAP responses have been coded and analyzed for aggregate trends. The degree of change is reported in percent of 100. Survey questions addressed indicators in each of the five areas of evaluation. Measures that experiences no change after CAP are not included in this report, but can be found in the raw survey data (Attachment A).

Journals

Teaching artists were provided with a journal outline (Attachment B), and asked to make daily journal entries. Journal prompts included guided questions, and room for open comments. Responses were coded, and experiences catalogued into several categories. Categories were analyzed for aggregate trends.

Panel Discussions

At the end of each residency, CAP participants participated in a guided panel discussion (Attachment C). The purpose of these discussions was to hear the participant's opinions of the CAP experience, note successes, and raise awareness of any obstacles experienced. The panel discussion branching design also allowed participants to offer unprompted feedback. The panel discussions were moderated by Diana Green. Responses were recorded, coded, and analyzed for trends. Some individual responses were highlighted. Participants in the panel discussions included collaborating educators, teaching artists, administrators, and most notably, students who participated in CAP.

Student Attendance Data

Official school attendance records were requested to test for the impact of CAP on student attendance so that a Pearson r and multivariate regression analysis could be used to test the impact of CAP on student attendance.

Testimonials

A testimonial from a collaborating educator was included in the final presentation of CAP (Attachment D). This video testimonial was unprompted, and provided strong qualitative data regarding student grades and test scores.

Results of Evaluation

Results from the pilot year of CAP are striking. CAP demonstrated notable success within each of the five areas of impact. The following sections describe aggregate results for each indicator within each area of the five areas of impact; student engagement, perception of arts integration, program design, professional needs assessment for teaching artists, and CAP as a tool for professional development.

<u>**Area of Impact: Student Engagement**</u>

Student engagement was designated as an anticipated area of impact for CAP. The purpose of the student engagement portion of the evaluation was to provide insight to the CAP experience for students. Student engagement was evaluated according to four indicators: on-task behavior, discipline, and overall engagement, with supplementary data regarding attendance and grades. The tools of analysis used to evaluate these indicators were pre/post surveys, school attendance records, journal reports from teaching artists and panel discussion threads.

On-Task Behavior

Overall, fewer students required direction to stay on task during CAP. An average of 20 students per class who typically require some direction required none during CAP, as demonstrated by Figure 3.

Figure 3: Comparison of the Number of Students Who Required Direction to Stay On-Task Before and During CAP
Purple = Pre CAP   Blue = During CAP
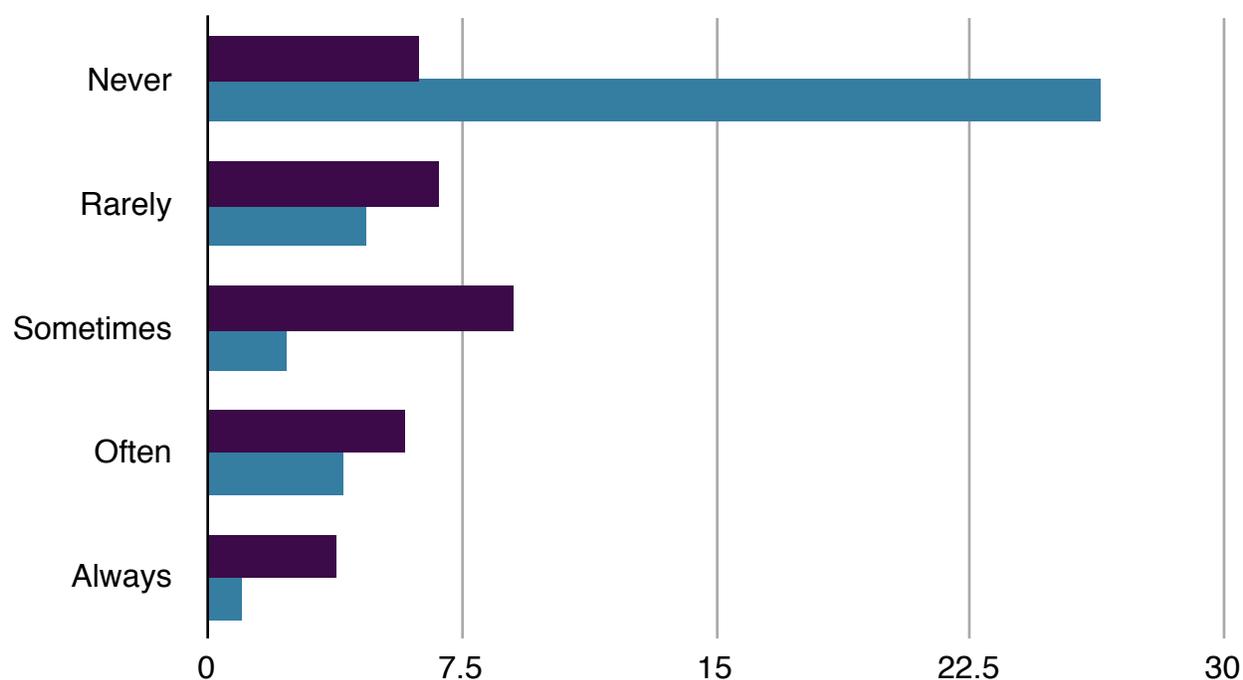
Discipline

      Collaborating educators reported that overall, fewer students required disciplinary action during CAP. Based on survey results, classrooms whose students required disciplinary action of the lowest frequency (0-3 per week) increased by 47.06%. However, while collaborating educators reported lower incidence of disciplinary action required during CAP, teaching artists reported several discipline issues using the journal tool. These conflicting reports warrant further exploration of the discipline issue to gain an understanding of the operational definition of standards of appropriate classroom behavior.

Figure 4: Number of Students Who Only Required Disciplinary Action of the Lowest Frequency
(0 - 3 Times Per Week)
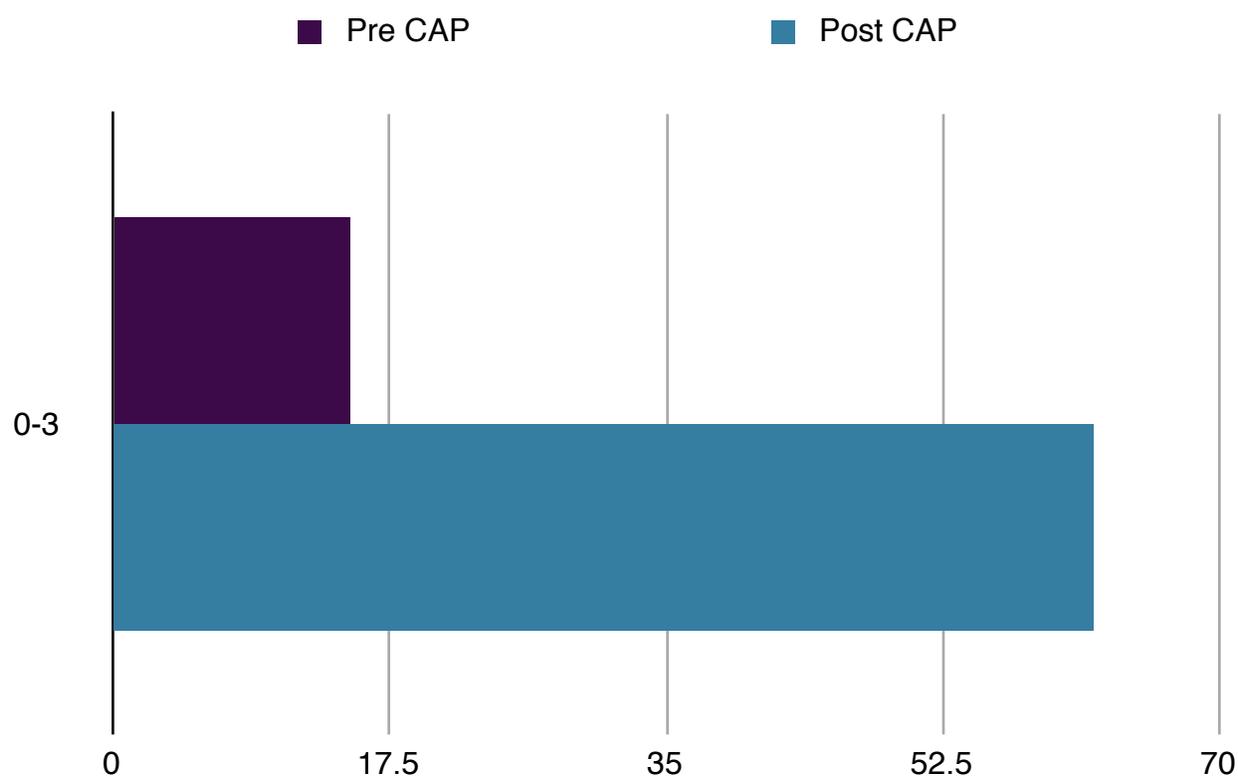
Overall Engagement

      Analysis of panel discussions and testimonials revealed strong evidence of increased student engagement during CAP, as demonstrated by Figure 5.

Figure 5: Student Engagement Panel Discussion Results

Sample of Panel Discussion Results	Reporter
"Some of my students that normally would not answer questions started to speak more because they were interested...it got them motivated."	collaborating educator
"My students became more comfortable, happy, and animated when the (teaching artist) came in."	collaborating educator
"They (students) were themselves. They let their true personalities come out. There was a change in demeanor, they were all happy and eager to learn. They wanted to learn."	collaborating educator
"I was amazed at how much my students enjoyed it. They were so excited every day."	collaborating educator
"We got to express ourselves more than we usually do at school. Normally it's all closed up. We never get to express ourselves."	8th grade student
"It's a learning experience for both the students and the teachers."	7th grade student
"...It was fun. Because I can learn more (with music) than what I was taught the first time."	5th grade student
"CAP made our students want to be at school."	administrator
"(I will continue to write because) Song writing can tell about my lifetime and what I've been through."	4th grade student
"I loved it."	kindergarten student
"My favorite thing was to actually put a real story into a song. I never knew you could do that."	4th grade student

Sample of Panel Discussion Results	Reporter
"(During cAp, our teachers) let us be more creative...we could express ourselves more."	4th grade student
"It's a big experience for students in a school that don't haven't been taught music before."	4th grade student

Grades

Collaborating educators reported residual academic impacts from CAP. As evidenced by a testimonial provided by a collaborating educator (see Attachment D) students gained transferrable learning skills from the CAP method. According to the testimonial, student grades improved not only in the subject targeted by CAP, but in other subjects when the CAP method was applied. This indicates great potential for CAP to provide insight to the transferrable benefits of arts integration techniques.

Attendance

School attendance data was successfully obtained from only one school, and so was not included in the final analysis due to the lack of power and generalizability imposed by the small sample size. However, anecdotal evidence regarding school attendance reported by an administrator was included in the summary of results, illustrated in *Figure 5*.

Area of Impact: Perception of Arts Integration

Perception of arts integration was designated as an anticipated area of impact for CAP. The purpose of exploring this impact area was to evaluate the degree to which arts integration techniques are valued and understood. Some portions of this section of the evaluation concentrated on the perceptions of arts integration among collaborating educators and administrators, while others concentrated on perceptions among teaching artists. Each group was assessed for their unique perspective in order to gain an understanding of the points of agreement or disagreement regarding the utility and role of arts education in the lives of students.

Perhaps most importantly, pre and post perceptions were compared to explore the ability of CAP to influence support and understanding of arts integration. The impact of CAP was explored to gain a better understanding of the origin of various perspectives, with the hypothesis that after experiencing CAP support for arts integration techniques would increase.

Perception of arts integration was evaluated according to three indicators: perceived validity as a teaching tool, value of arts integration in workforce readiness, and the role of arts in the classroom. The tools of analysis employed to evaluate performance within these indicators were pre and post surveys for collaborating educators, teaching artists, and administrators; and panel discussion records. Surveys were administered before and after CAP to capture changes in perception after experiencing the program.

Perception of Arts Integration as a Teaching Tool

Survey results indicate that after experiencing CAP, 11.76% more educators reported a belief that arts education can help students achieve success in other subject areas (see Figure 6). These results demonstrate that after participating in CAP, collaborating educators have increased confidence in the power of arts integration to be a vehicle for learning in other subjects. Qualitative data gathered through panel discussion responses was found to be overwhelmingly in support of arts integration as a valid educational tool, as demonstrated in Figure 7**.**

Figure 6: Comparison of Pre and Post CAP
Perceptions of Arts Education as a Teaching Tool
Survey Question: "Do you believe that arts education can help students achieve success in other subject areas?"
Respondents: Collaborating Educators
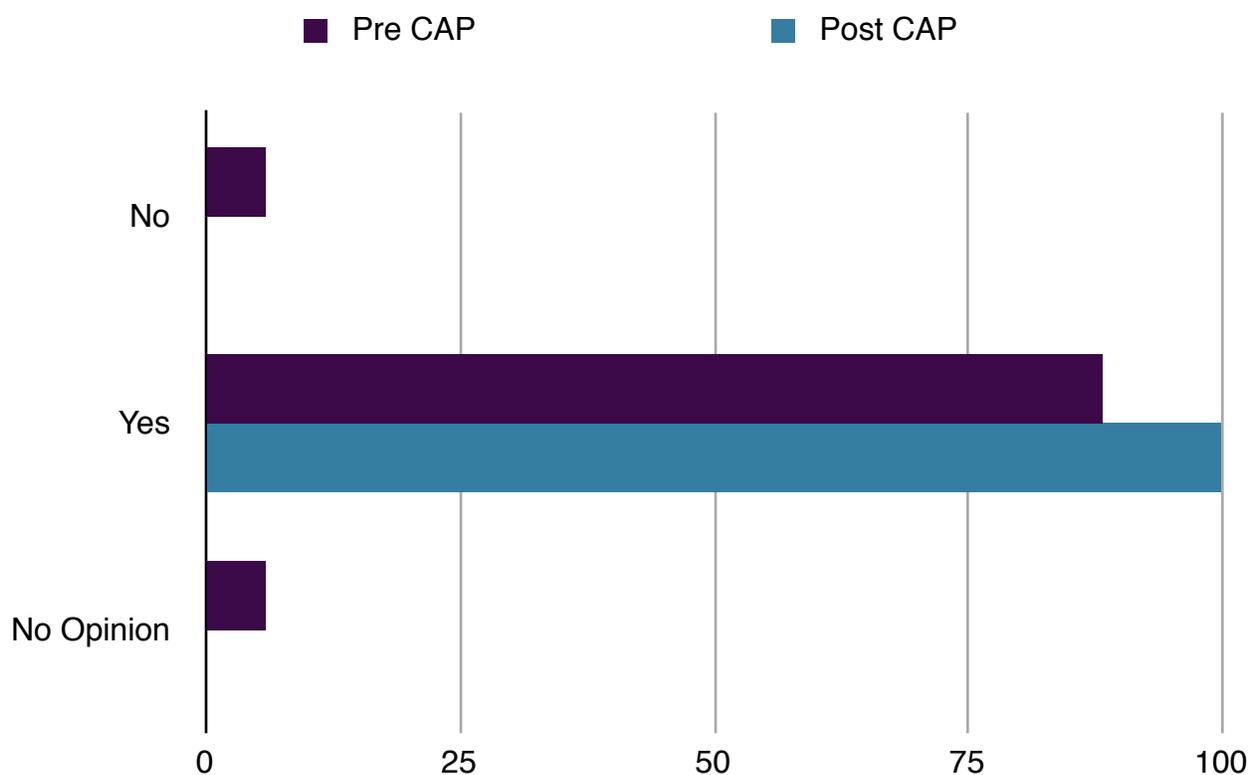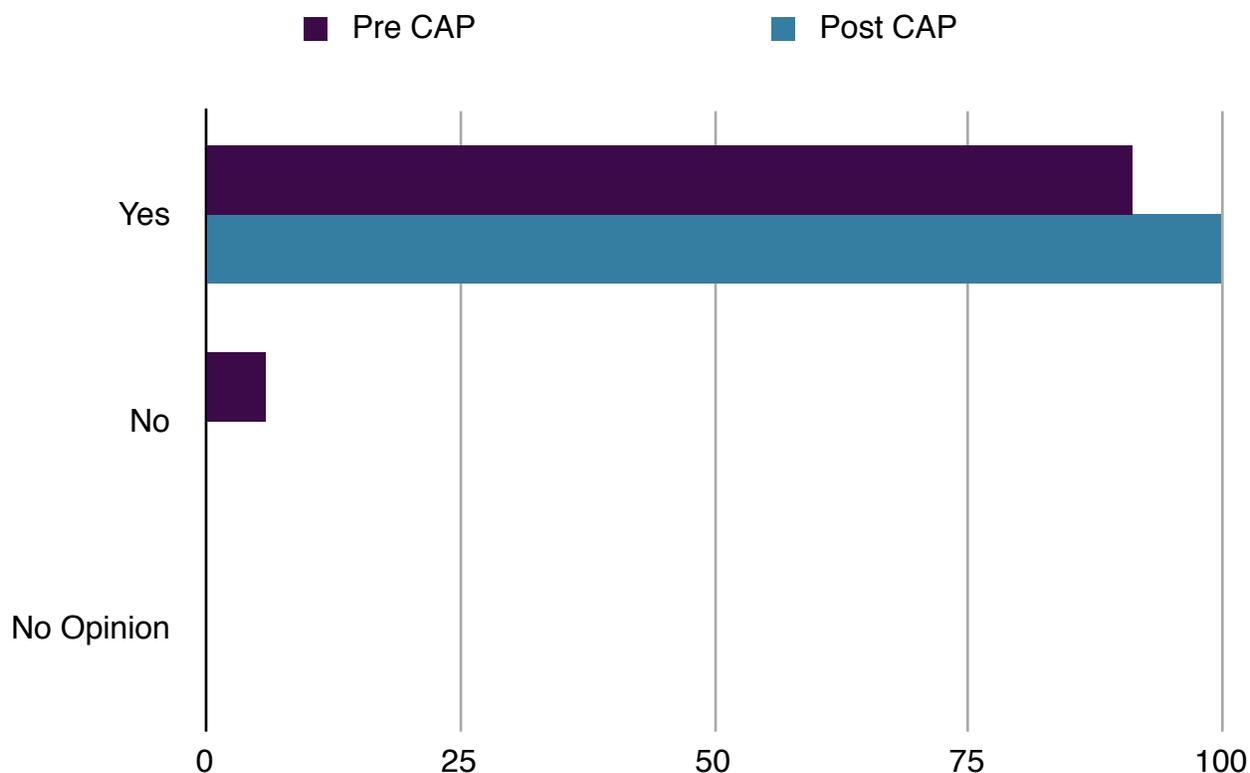

Responses reported in % of 100

Figure 7: Arts Integration as a Teaching Tool: Panel Discussion Results

Sample of Panel Discussion Results	Reporter
"The students are pulling out important facts of the story...most certainly lead to more comprehension. Putting it to music helped them to memorize it, and keep it in their long-term memory. I think they will remember this story for years to come."	collaborating educator
"...They seem to remember it better. They get the big idea and then theme through the chorus."	collaborating educator
"It offered students the ability to think more creatively, to come up with an understanding."	collaborating educator
"I think that CAP taught my students how to speak in front of their peers, it gave them confidence, and it taught them how to focus."	collaborating educator

Perceived Value of Arts Integration in Workforce Readiness

As demonstrated by Figure 8, survey results indicate that after experiencing CAP, 5.88% more of collaborating educators believe that arts education will help to prepare students for the work force. This increase in affirmative responses in the post survey closed the gap illustrated in the pre survey, bringing the total of affirmative responses to 100%. These results indicate that after participating in CAP, educators had more confidence in the connections between arts education and work force preparedness.

Figure 8: Comparison of Pre and Post CAP Perceptions of Arts Education as Workforce Preparation
Survey Question: "Will arts education help prepare students for the workforce?"
Respondents: Collaborating Educators

*Responses reported in % of 100

Role of Arts Integration in the Classroom

Several questions were posed to teaching artists to gain explore their attitudes and perceptions of the appropriate role of arts integration in the classroom.When teaching artists were asked via survey if classroom teachers should always use art to teach non-art academics, 75% responded "no", and 25% responded "yes". When asked if art teachers should always target other academics while teaching art, 50% of teaching artists reported "yes", 50% reported "no". When asked if teaching arts integration detract from the value of "art for art's sake", 100% of teaching artists reported "no". However, teaching artists reported mixed support for general assessment of student art work. When asked if student art work should always be assessed and graded, 50% of teaching artists reported "no", 50% selected the "no opinion" option.

<u>Area of Impact: Program Design</u>

Program design was designated as an area of impact for CAP in order to evaluate overall effectiveness. The program design was evaluated for strengths, weaknesses, challenges, and opportunities for continued improvement. The purpose of this portion of the evaluation is to enable CAP to be responsive to the needs of participating students, teaching artists, collaborating educators, and administrators.

The CAP program design was evaluated based on performance within four indicators: effective planning, effective personnel, effective curriculum, and program sustainability. The tools of analysis employed to evaluate performance on these indicators were pre and post surveys for collaborating educators, teaching artists, and administrators; journal reports from teaching artists, and panel discussion records. Pre and post surveys were designed to capture interpretations of preparedness, support, and outcomes among participants. Participants were asked not only to evaluate the structure of CAP, but also a professional review of collaborating personnel.

Effective Planning

After experiencing CAP, 100% of both teaching artists and collaborating educators reported feeling that they had been adequately prepared for the program. When asked to rank their priorities for CAP, 50% of teaching artists chose teaching both art and non-art academics as the top priority. 25% chose teaching art as the top priority, and 25% chose teaching non-art academics as the top priority, potentially indicating some confusion regarding program goals among personnel (see Figure 9).

Figure 9: Post CAP Survey:
Teaching Artists Rank Priorities for CAP
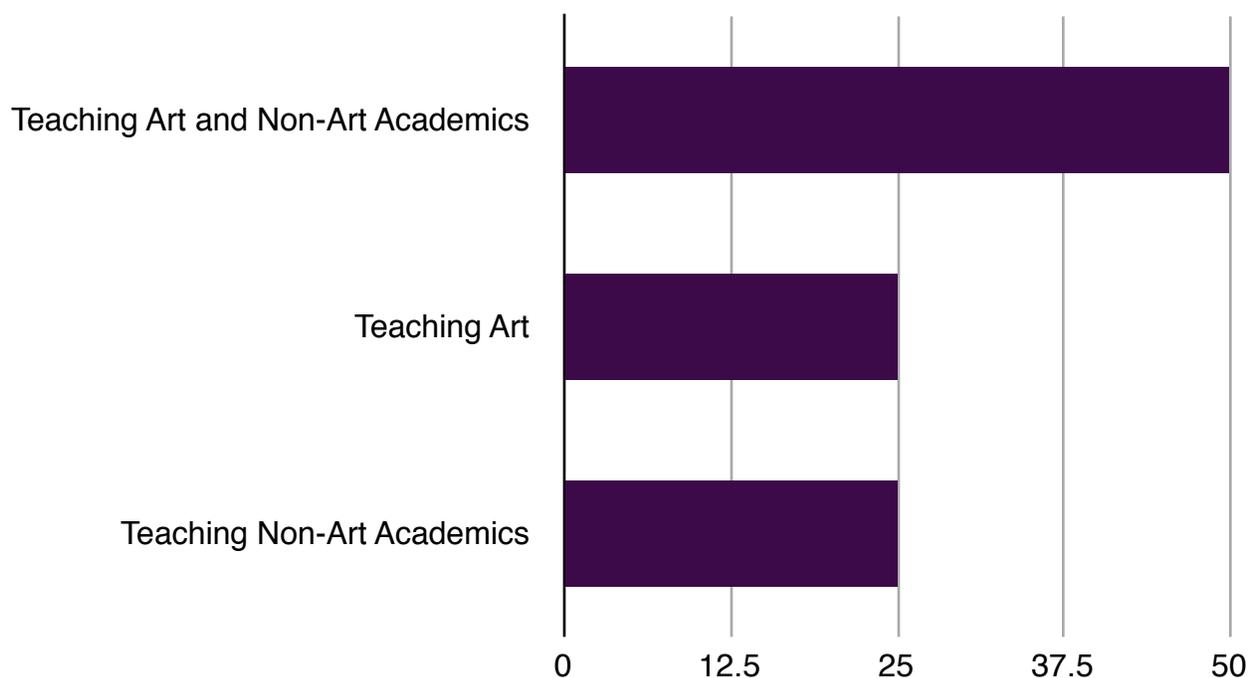
*Results reported in % of 100*

Effective Personnel

According to survey results, 100% of teaching artists reported that the collaborating educator was prepared for each class, worked well with students, and worked well with the teaching artist.

As indicated by survey results, 100% of collaborating educators and administrators reported that the teaching artist was prepared for each class, worked well with students, and worked well with the collaborating educator. Further, 100% of administrators reported that they would recommend their teaching artist for another residency.

According to the required daily journal entries, teaching artists had a self-reported lesson plan completion rate of 50% (aggregate). Teaching artists reported circumstances beyond their control as a contributing factor in not completing lesson plans as scheduled (test preparation activities, school assemblies, students being removed from class for other obligations). Other contributing factors to non-completion included disruptive student behavior and unanticipated gaps in student knowledge of the targeted content area, as reported in the teaching artist journals.

When asked if they would describe their CAP residency as successful, 33.33% reported "yes", and 66.67% reported "somewhat" (see Figure 10). However, the term "successful" should be considered subjective, as it was not operationalized to establish mutually accepted parameters. When teaching artists were asked how they determined their level of success in the CAP residency in an open-ended survey question, no consistent answer was given. For example, one teaching artist measured success by the students' ability to connect concepts in both curriculums, while another measured success by task completion. Still another teaching artist referred to verbal feedback from the collaborating educator as an indicator of success.

Figure 10: Post CAP Survey:
Teaching Artists Rate the Success of the Residency
Survey Question: "Would you describe your residency as successful?"
Respondents: Teaching Artists
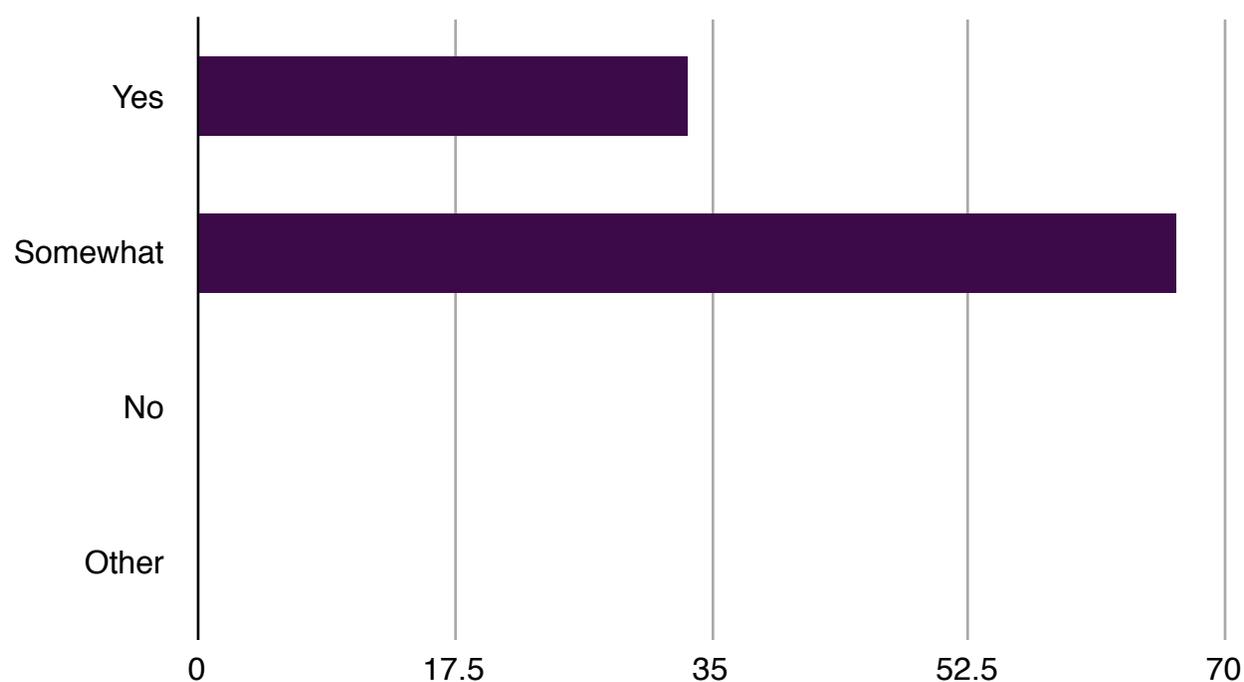
In an effort to gain context regarding interpretations of success, teaching artists were asked (via survey) about contributing factors in any previous residencies that were not deemed successful. The only trending answer was "lack of planning time". 66.67% of teaching artists reported lack of planning time as the second most influential factor. There was no data trend for a number one contributing factor for an unsuccessful residency.

Effective Curriculum

According to post survey responses, 100% of teaching artists estimated that "many" of their students were able to successfully meet the goals issued to them. 100% of collaborating educators reported the CAP curriculum and content to be relevant for their students. 100% of teaching artists reported the CAP curriculum and content to be relevant for their students. 100% of collaborating educators reported the CAP performance task effectively measured learning in the targeted non-arts subject. Finally, 100% of collaborating educators reported that the CAP performance task was a realistic expectation of their students.

Program Sustainability

When asked to name the weaknesses of CAP, collaborating educators most commonly reported limited time, limited scope, and time management as weaknesses. When asked to name the weaknesses of CAP, teaching artists most commonly reported time limitations, scheduling preferences, and lack of options for discipline enforcement. According to post survey results, 100% of collaborating educators reported that they would like to participate in another program like CAP. 100% of administrators reported that CAP exceeded their expectations.

Area of Impact: Professional Needs Assessment for Teaching Artists

The current professional needs of teaching artists were evaluated in order to gain an understanding of the challenges within the profession, and the resources being utilized to mitigate these challenges. The goal of evaluating this designated area of impact is to gain an understanding of the professional impact of CAP for teaching artists. Further, this portion of the evaluation seeks to identify professional needs that have not been met.

The professional environment for teaching artists was evaluated according to three indicators: professional development opportunities and resources, employment and economic security, and strength of professional network. The tools of analysis employed to evaluate these indicators were pre and post surveys and journal reports for teaching artists.

*Professional Development Resources and Opportunities*

According to survey responses, When asked if they are "generally able to meet your professional development needs without traveling out of state?" , 25% of teaching artists reported "yes", 50% reported "no" (25% chose "no opinion"). When asked (via survey) what type of professional development would be most helpful, 50% of teaching artists expressed a need for business skills, described as "talking to administrators to help them find funding, not training as an educator". 50% of teaching artists expressed a need for more arts integration training and updates on new curriculum standards. When asked how they typically find out about professional development opportunities, teaching artists ranked the options in order from most

helpful to least helpful as follows: 1) State Arts Agency, 2) Community Arts Organization, 3) Other Teaching Artists.

Employment and Economic Security

According to survey responses, 25% of teaching artists reported that they are able to find and secure residencies easily, while 75% reported that they are not. When asked to categorize their current level of employment, 100% of teaching artists described themselves as under-employed, defined as "some meaningful employment but not enough to be financially secure" (see Figure 11).

Figure 11: Economic Security of Teaching Artists
Survey Question: " Are you able to find and secure residencies easily?"
**Respondents: Teaching Artists**
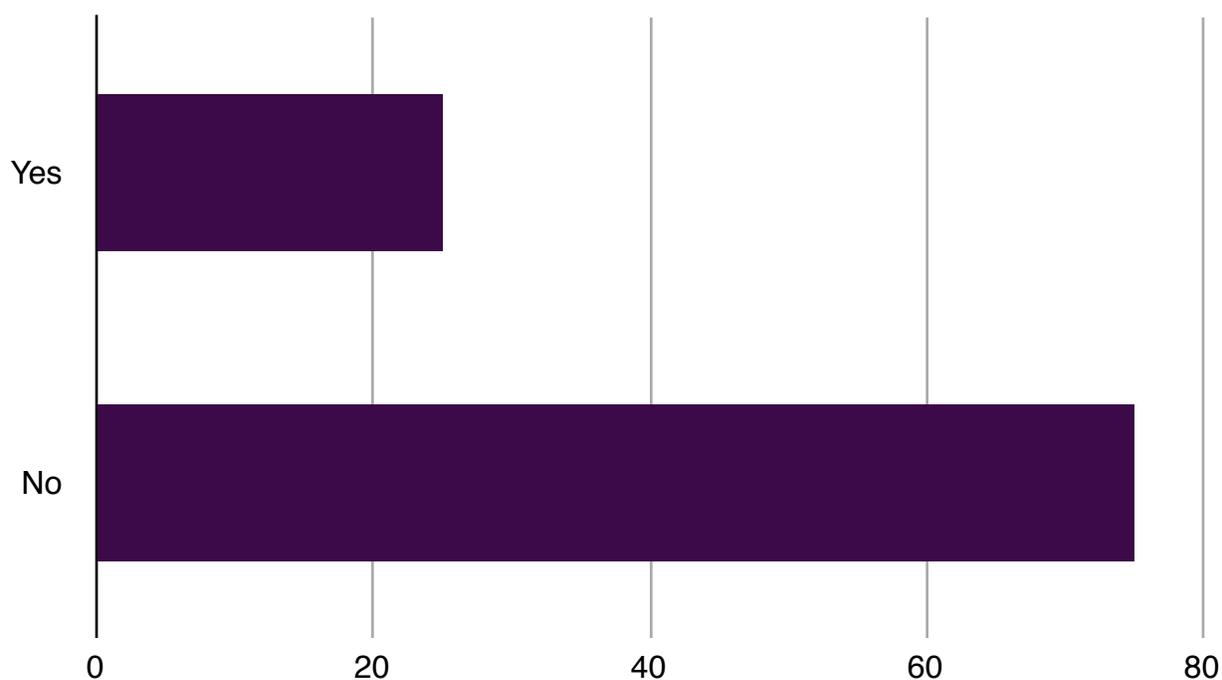
Strength of Professional Network

According to survey responses, When asked if there is an "established line of communication within the teaching artist community that allows you to easily network with other artists?", 50% reported being unsure, 50% reported yes (see Figure 12). However, 25% of those who reported "yes" also reported that they do not take advantage of the available communication.

Teaching artists were asked to rank their most helpful sources in securing residencies in order from most helpful to least helpful. Their response was: 1) State Arts Agencies, 2) Community Arts Organizations, 3) Public School Personnel/Other Teaching Artists.

**Figure 12: Strength of Professional Network for Teaching Artists
Survey Question: "Is there an established line of communication
within the TA community...?"
Respondents: Teaching Artists**
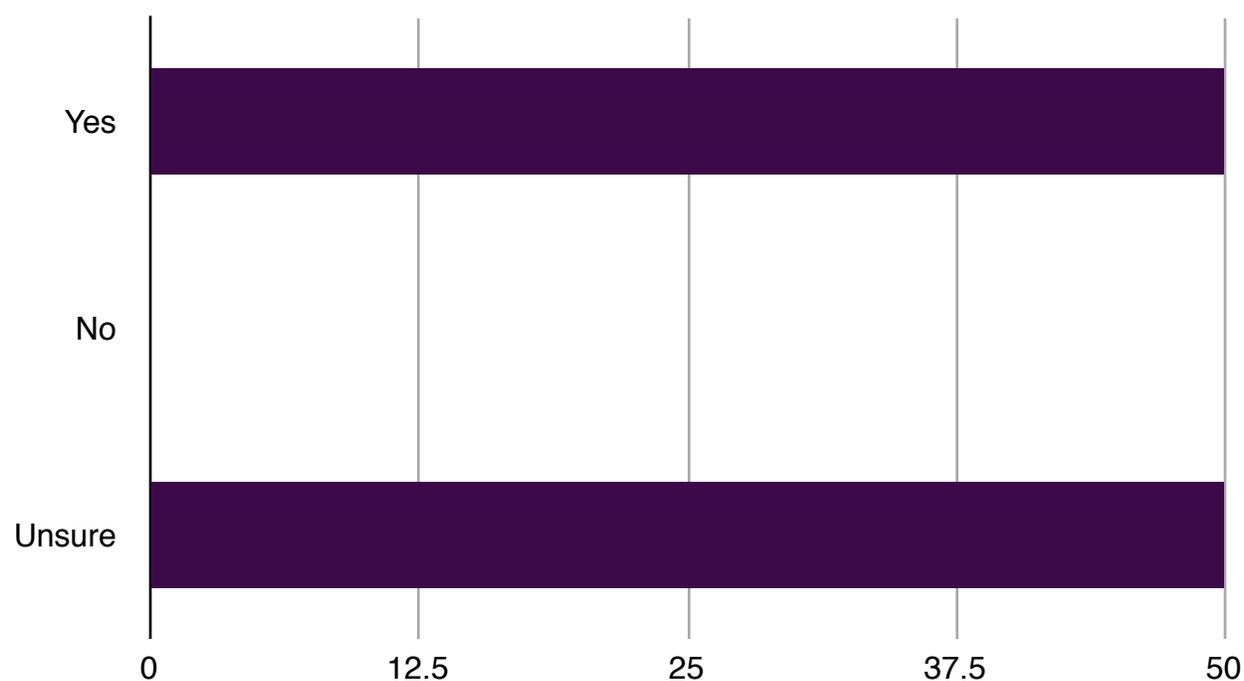
Area of Impact: CAP as a Professional Development Tool

Effectiveness as a professional development tool was designated as an area of impact in order to evaluate the ability of CAP to generate learning among teaching artists, educators and administrators, meeting existing professional development needs. The purpose of this portion of the evaluation is to explore the scope of the skills that professionals gain through the CAP experience, and the likelihood of these skills being applied in the future.

The impact of CAP as a professional development tool was evaluated based on performance on three indicators: mastery of new techniques and skills, intention to apply new techniques and skills after CAP, and level of administrative support. The tools of analysis

employed to evaluate performance on these indicators were pre and post surveys for collaborating educators, teaching artists, and administrators; and panel discussion records.

Mastery of/ Intention to Apply New Techniques and Skills

According to post CAP survey results, 100% of collaborating educators felt that they could demonstrate and explain arts integration techniques to other educators, an increase of 47.06% before CAP (see Figure 13). After CAP, 32.36% more collaborating educators reported that they will often or always use arts integration in their classrooms than before experiencing CAP (see Figure 14). As reported by a collaborating educator during a panel discussion, "It's (CAP is) making me consider some different activities that I can do to incorporate this strategy."

Figure 13: CAP as a Professional Development Tool
Survey Question: "Do you feel that you can demonstrate and explain arts integration techniques to other educators?"
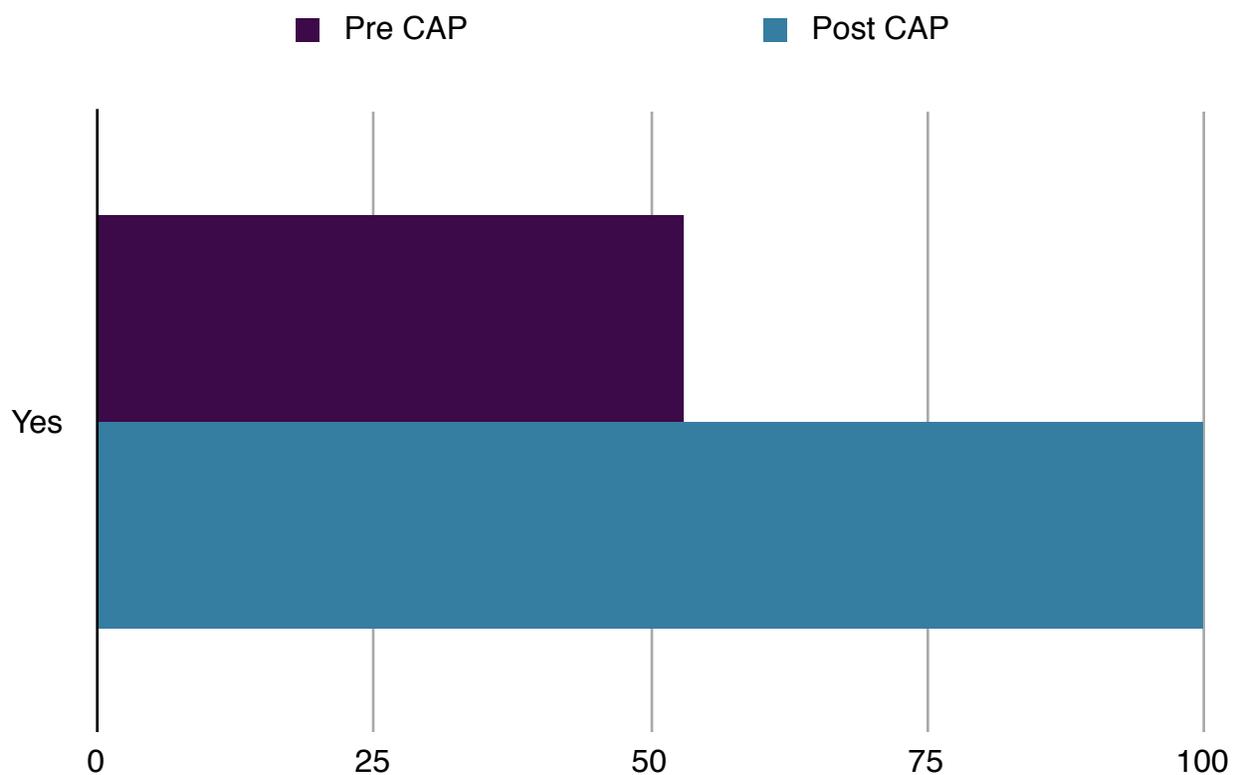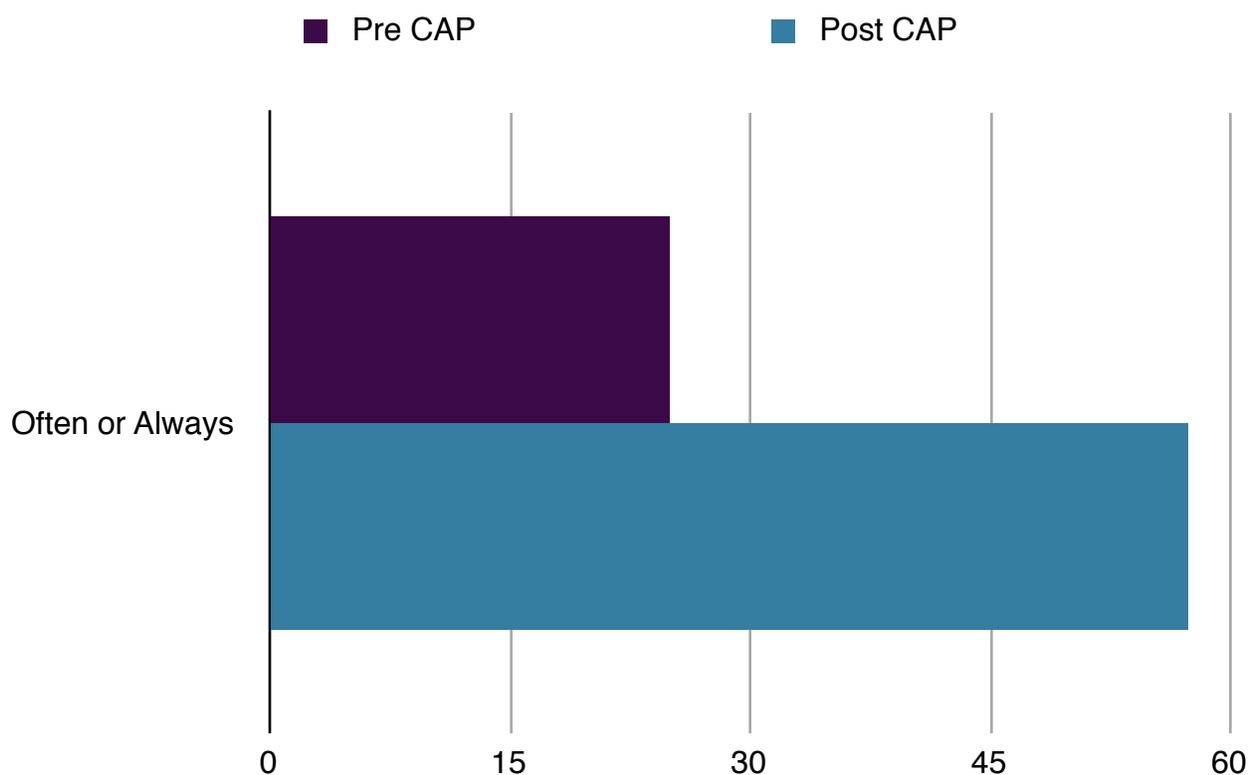**Respondents: Collaborating Educators**

Figure 14: CAP as a Professional Development Tool
Survey Question: "How often do/will you utilize arts integration
techniques in your classroom?"
Respondents: Collaborating Educators

■ Pre CAP   ■ Post CAP

Administrative Support

After experiencing CAP,100% of administrators reported that they will encourage arts integration strategies in other classrooms. As reported by an administrator during a panel discussion, **"A boost of teachers' toolboxes was also evident."**

Limitations and Remedies

Sample Size

The principle limitation of the CAP evaluation was the small sample size. While the sample size was an appropriate reflection of the program, it did limit the ability of the data to be generalized to the broader population, and poses threats to the validity of the conclusions. However, this limitation will diminish with each cycle of CAP, as results from various CAP cycles can be compared in a longitudinal design.

The CAP evaluation design included a statistical analysis of school attendance data. However, attendance data was only provided by one participating school. This sample was not large enough to draw statistical conclusions regarding CAP. An effective analysis of attendance can be conducted with an increase in data.

Low Response Rate

A low response rate for post surveys further reduced the sample size, and introduced a potential self selection bias on the part of the reporter. This threat to validity can perhaps be mitigated with the inclusion of survey response requirements for participating schools.

Conflicting Reports

Varied reports of the same incident between teaching artists and collaborating educators concerning discipline occurred within the survey tool. Collaborating educators reported a lower incidence of discipline issues than did the teaching artists. For future CAP cycles, operational definitions of appropriate student conduct should be established to remedy this.

Subjective Language

The journal tool posed an issue of clarity. While some teaching artists gave very thorough reports, others reported that they did not understand the question. While the journals did offer useful insights, the majority of the responses failed to exhibit a coding trend. For future CAP cycles, the journal tool should include close-ended questions that can be coded and analyzed.

Transitioning from Qualitative to Quantitative Data

A teacher testimonial of the CAP experience was included in the data. This testimonial included a report which stated that reading and math scores improved because of CAP. While this information must be considered anecdotal, the testimonial is very powerful qualitative data and should be thoughtfully considered. For future CAP cycles, a quantitative approach to testing

these conclusions would be beneficial. If proven valid, these conclusions would bear huge implications for the impact of CAP.

Conclusions

CAP demonstrated great strength within each indicator of strength in the ability to shift perceptions of arts integration. Results from this assessment indicate that if a collaborating educator or administrator who does not fully endorse arts integration in the classroom experiences CAP, their level of support will markedly increase. Connections between arts education and workforce preparedness will be better supported after experiencing a CAP residency. Teaching artists did not feel that all academics should be taught using arts integration, nor that arts education should always target academics, indicating a relatively unbiased perspective. All teaching artists were in agreement that utilizing arts integration techniques does not detract from the integrity of arts education, or "art for art's sake".

CAP demonstrated considerable strength within each indicator of strength in program design. Teaching artists, administrators, and collaborating educators reported that CAP was well planned and executed by effective personnel. CAP exceeded expectations, and all parties reported a desire to participate in another CAP residency. However, various classroom management challenges were noted, indicating potential for improvement in the CAP training process. Teaching artists expressed the desire for more options for classroom management, potentially reflecting a relationship with the 50% rate of lesson plan completion. Performance for the CAP program could be more accurately measured through the establishment of universal parameters for success. All participants agreed that a program of greater duration would have greater benefits.

Teaching artists report a lack of adequate professional development opportunities in Alabama, and a lack of a fully activated professional network. Teaching artists report being under-employed. Teaching artists report that the Alabama State Council on the Arts is their primary source for professional development and opportunities.

CAP demonstrated strength on every indicator as an effective tool for professional development. Educators gained applicable knowledge of arts integration techniques and the intention to utilize these techniques in their classrooms. Administrators were supportive of the professional development strategies utilized by CAP, and categorically expressed a desire to increase the use of arts integration techniques in their schools.

Attachment B: Journal Prompt

Did you notice any challenges with student behavior today?
If so, please describe.
Did you experience any successes with student behavior today?
If so, please describe.
Did you have any challenges with student engagement today?
If so, please describe.
Did you experience any successes with student engagement today?
If so, please describe.
Did anything unexpected happen today?
If so, please describe.
Were you able to execute your entire lesson plan for the day?
If not, please describe the situation.

Collaborating Artist Program Panel Discussion

The goal of these questions is to learn about your opinion regarding CAP. There are no wrong answers. Please discuss your answers to the following questions with the group in an open format.

- *Teaching artists, teachers, administrators:* Did you feel that CAP was a valuable learn- ing experience for your students? Why or why not?

- *Teaching artists, teachers, administrators:* Did you see your students making new connections to their coursework through CAP? If so, please describe.

- *Teaching artists, teachers, administrators:* Did you feel that the CAP curriculum was accessible to your students? What demonstrated this to you?

- *Teaching artists, teachers, administrators:* Did you feel that the CAP curriculum was appropriately challenging for your students? What demonstrated this to you?

- *Teaching artists, teachers, administrators*: What unique benefits did the CAP program offer to you? To your students?

- *Teaching artists, teachers, administrators:* Were there any outcomes of CAP for your students that you did not anticipate? If so, what?

- *Students:* Did you enjoy using art to learn other things? Why or why not?

- *All:* Were there any outcomes of CAP for you that you did not expect? If so, what?

- *All:* If you could change one thing about CAP, what would it be?

- *All:* What was your favorite thing about CAP?

- *All:* What did you learn from CAP?

- *Teaching artists, teachers, administrators:* Will CAP influence your classroom, school, or practice from now on? If so, how?

- *Teaching artists, teachers, administrators:* Would you recommend participation in CAP to a colleague? Why or why not?

- *All:* Would you like to participate in another program like CAP? Why or why not?