

CREATIVE & INTEGRATIVE ARTS EDUCATORS PROGRAM (CIAE)
FIRST YEAR EVALUATION REPORT

This report reflects progress after 10 months in a three year project.

The Creative and Integrative Arts Educators Program (CIAE) has seen a successful launch into its first year. A series of eight comprehensive workshops introduced 45 art teachers, classroom teachers and educational assistants from eight schools around New York City into the essential strategies needed to assist their students in writing and creating a musical theater production. Each school subsequently received 24 visits by teaching artists from District 75's arts partner, the Manhattan New Music Project (MNMP). These visits delivered on-site reinforcement of the workshop series, including one-on-one training, co-teaching in classrooms and reflective practice on events that happened in the classroom. Between October 2005 and January 2006, each school also received additional on-site PD sessions, where teachers and teaching artists would meet without their students to discuss school specific adaptation of the techniques and share experiences from the different classrooms.

16 classes of students attending special education programs in public schools around the city have spent their school year exploring classroom topics and every day life situations through the lens of musical theater. Under the school year theme "The Circle of Life" students explored real life experiences such as dealing with money, theft and honesty, issues of friendship and social interaction, and other aspects of life in school. Hailing predominantly from minority and underprivileged backgrounds, the oldest participants are 17 – 21 years old and attend Occupational Therapy Centers around the city that focus on preparing students with cognitive challenges to enter a productive adult life. Younger participants attend special education programs for students with cognitive disabilities, autism, learning and behavioral challenges. Kathy London, the Director of Arts Education for New York City's District 75 for special education programs coordinates this program in close collaboration with Julia Reinhart, Director of MNMP.

Small changes versus the original grant proposal had to be made to successfully implement the program into District 75: We very carefully selected the participating schools to ensure that the schools that entered the program had the capacity and willingness to undergo such a rigorous training. Therefore, not all students were OTC students or from populations with emotional challenges and learning disabilities. The schools that we ended up choosing also had students from other populations, such as autistic and lower functioning children. However, the techniques presented in the program were successfully adapted to these populations, so that the overall program did not suffer in quality or outcome.

Also, as part of a new teachers contract with the City of New York, the weekly Monday afternoon PD sessions that had been in the schedule, and which we planned on using for our on-site training were cancelled after January, when the new contract took effect. So, separate on-site PD sessions could only held until January. Afterwards, teaching artists extended their classroom visits to provide one-on-one sessions and coordinate joint prep periods or lunches. For year two, we're planning on integrating school specific group meetings into the workshop series to ensure, that every school receives PD time that addresses the specific needs of their school and their students.



Progress towards the program goals has been substantial for our first cohort of participants:

Goal 1: Increase teacher applied knowledge of best practices in interdisciplinary and integrative arts education strategies for children with learning challenges that meet national, state and city arts standards (target: 75% of participants):

- 100% of teachers reported developing ability at using arts integrated approaches
- 73% of teachers reported developing ability at addressing State and City standards through an integrated curriculum
- 100% of teachers reported that they learned and applied new teaching techniques they will continue to use
- 100% of teachers learned to make sustained and rich classroom connections between the arts and academic subjects.

Goal 2: Link teachers with a wide variety of learning resources in the arts (target: 75% of participants).

- 36% of teachers reported developing ability to use community resources in their classroom
- 100% of teachers reported learning to incorporate new resources that support creative approaches in their classroom

Goal 3: District 75 will establish an induction process for new arts teachers in special education classrooms that will sustain a process of continuous renewal of arts pedagogical practice based on standards and research for all arts teachers in District 75 schools (target: 75% of participants).

- 82% of teachers reported developing their ability to mentor other teachers in interdisciplinary or integrated curriculum
- 100% of teachers reported that the professional development workshops were effective in helping them meet program goals
- 91% of teachers reported that they developed a new understanding of their students' abilities through the program
- 84% reported that they expect to apply the workshop content within their teaching contexts.

Goal 4: Expand use of collaborative team teaching model supported by reflective practice as a part of ongoing school and District sponsored professional development (target: 75% of participants by end of program).

- 82% of teachers reported collaborating with other teachers on curriculum development through the CIAE project
- 91% of teachers reported collaborating with other teachers through team teaching



Goal 5: Improve students' arts proficiency through interdisciplinary and curriculum embedded arts instruction (target: 75% of students in participating classes).

- 73% of teachers reported that their students developed their proficiency in dance through CIAE
- 100% of teachers reported that their students developed their proficiency in drama/theater through CIAE
- 100% of teachers reported that their students developed their proficiency in music through CIAE
- 91% of teachers reported that their students developed their proficiency in visual arts through CIAE

Goal 6: Improve student behavior and academic achievement through interdisciplinary and curriculum-embedded arts instruction (target: 75% of students in participating classes).

- 100% of teachers reported that their students were more motivated and engaged because of their exposure to CIAE
- 100% of teachers reported that the experiential creative activities helped increase students' attention span
- 82% of teachers reported that creative arts experiences helped increase students' interest in participating in school activities
- 100% of teachers reported that their students gained confidence through their exposure to CIAE
- 100% of teachers reported that students felt a sense of accomplishment through CIAE
- 91% of teachers reported that students developed new skills in verbal (60% reported development in non-verbal) expression through CIAE
- 100% of teachers reported that students developed literacy skills through CIAE
- 73% of teachers reported that students developed skills in other academic areas through CIAE

Data collected and assembled by Dr. Rob Horowitz