

Project CREATE!

Children Reaching Excellence in the Arts and Academics Through Engagement

1. Need for Project

a. The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.

Located in southern California, Fullerton School District (FSD) is an ethnically diverse district that serves approximately 13,500 K-8 students. Currently, three FSD schools are identified for Program Improvement under *No Child Left Behind* (NCLB). Approximately 33% of students in the District are English Learners and 44% of students district-wide qualify for the National School Lunch Program. On the 2009 STAR CST English/Language Arts Exam, 51% of 2nd grade students scored basic, below basic, or far below basic in the FSD Title 1 schools in comparison to 39% district-wide. This disparity continues through each of the grade levels with the highest percentage point difference of 20 between district and Title 1 schools, in the fifth grade. The same is true for math scores with 38% of 2nd grade students in Title 1 schools scoring basic, below basic or far below basic in comparison to 27% district-wide. Again, the disparity continues with a 12 to 14 percentage point difference between district and Title 1 schools in grades 3 through 6 (See Table 1).

Grade	District-wide	Title 1	District-wide	Title 1
	English/Language Arts		Mathematics	
2	39	51	27	38
3	49	65	30	44
4	33	49	25	37
5	37	57	32	48
6	36	53	40	57

Additionally, seventy-eight percent (78%) of students in FSD’s eight Title 1 schools are Hispanic; 70% are socio-economically disadvantaged; and 56% are English Learners.

These data reflect the current academic challenges for many of our students, especially as they move through the upper elementary grades. Trend studies predict that few of these students will be able to access and succeed in college-preparatory courses at the middle and high school levels (Brown, 2009).

To achieve the goal of strengthening arts instruction and improving at-risk students' achievement, Project CREATE! (Children Reaching Excellence in the Arts and Academics Through Engagement) will scientifically test this question:

How does Project CREATE!'s arts and integration model effectively strengthen arts instruction and impact student academic performance?

The development of the National Content Standards for Arts Education (Consortium of National Arts Education Associations, 1994) was prominent in the push to restore arts education in our nation's schools, setting clear learning objectives for music, dance, theatre, and visual art in grades K-12. Another boost to this movement was thought to be achieved when the federal government passed the No Child Left Behind (NCLB) act in 2002, recognizing the arts as a core academic subject to be taught in every classroom (Public Law 107-110, 2002). Although not the intent of this legislation, its focus on measuring success through achievement in language arts and math, has instead caused arts education to suffer great losses rather than help it flourish (Bodilly, Augustine & Zakaras, 2008; Center on Educational Policy, 2008). As teachers struggle to meet accountability demands of NCLB, many schools have adjusted their curriculum, teaching practices and allocation of funds to raise test scores, leaving little time and/or resources for other subjects, especially the arts (Grey, 2010; McMurrer, 2007; Pederson, 2007; West, 2007).

California schools are no exception, and in fact are faring worse than many schools across the nation. A statewide study conducted by SRI International found that 90% of elementary students

who receive arts education in California typically have a limited, less substantial experience than their peers across the country and that overall, 89% of California's K-12 schools fail to offer a standards-based course of study in all four arts disciplines (Woodworth, et al., 2007).

These statistics suggest that for many schools in California, instruction in the arts is not viewed as an essential component toward the goal of meeting accountability mandates of NCLB, or a viable choice for the allocation of monies during a time of severe budget cuts to education. However, a growing body of evidence in research on the positive effect of arts education related to achievement in other subjects (including language arts and math), indicates that arts education may be far more important than previously considered. The most comprehensive and compelling evidence to date is offered in a compendium of 62 peer-reviewed publications that identifies more than 65 distinct relationships between the arts and academic achievement (Deasy, 2002).

Examples include:

- Middle and high school students who had high arts involvement scored higher on standardized achievement tests as compared to students with low arts involvement (Catterall).
- Story comprehension skills improved in first graders reading below grade level when drama was included as an instructional strategy (Page).
- Narrative writing performance improved in second and third graders involved in movement and improvisation activities (Moore, Blaine & Caldwell).
- Higher scores on standardized mathematics tests were found from multiple studies on students who take music classes in high school (Vaughn).

- Students who participated in music, especially students from low-income families, were more than twice as likely to perform at the highest level in math as their peers not involved in music (Catterall, Chapeau, & Iwanaga).
- K-12 students in schools that integrated arts with academic instruction outperformed their peers in 25 out of 40 standardized reading tests, and 16 out of 40 standardized math tests (Catterall & Waldorf).

Findings such as these are promising for promoting interest in restoring support for the arts as a core component of classroom instruction, but the ongoing problem of monetary constraint for hiring professional arts instructors--61% of schools in California are without arts specialists (Guha, et al., 2008)—plus instructional time constraints, make it difficult to offer art instruction by a specialist as a separate subject. This leaves the responsibility for arts instruction to classroom teachers who often do not feel adequately prepared (Oreck, 2004). A study of 294 elementary teachers in California showed that a majority were unfamiliar with arts standards, not comfortable with one or more of the four art forms they are required to teach, and 75% cited the lack of professional development as a severe barrier to art instruction (Guha, et al., 2008). As a result, the teaching of the arts remains inconsistent, non-standards based, or not present at all.

Clearly, these statistics highlight the need for teacher professional development programs. However, there is limited research available to determine the impact of an arts and integration-with-academics model on student achievement and development in elementary schools, especially with at-risk student populations. Project CREATE! will thus conduct an experimental study on the influence of the arts on student achievement by embedding an integrated holistic professional development model for teacher support within an established arts education program. Four Title 1 schools in the Fullerton and Placentia-Yorba Linda School

Districts will be the focus of this study. There are six to eight such schools in each district that will allow for a design that is longitudinal in nature and support cross case analysis by schools. The two school districts are geographically close in proximity (within 3 miles of each other) and have similar students ethnically, socio-economically and academically (see Tables 2, 3, 4 & 5). All teachers in both districts are credentialed, and teacher to student ratios, as well as size of schools, are parallel (Table 6). Community environments based on socio-economic and size of cities are also comparable.

Table 2: Ethnic Demographic Percent Comparison of Students between Districts							
	African American	American Indian	Asian	Filipino	Hispanic/Latino	Pacific Islander	White
FSD	1.8	.30	3.9	1.0	78.1	0.4	9.8
PYLSD	1.8	.20	3.5	0.9	81.1	0.2	10.1

Table 3: Socio-Economic Demographic Percent Comparison of Students between Districts				
	Free & Reduced Lunch	Socio-economically Disadvantaged	English Learner	Students with Disabilities
FSD	75	70	56	13
PYLSD	75	77	52	11

Table 4: Percent of students scoring basic/below basic/far below basic on the 2009 STAR CST English/Lang Arts				
	<i>District-wide</i>	<i>Title 1 Schools</i>	<i>District-wide</i>	<i>Title 1 Schools</i>
Grade	Fullerton		Placentia-Yorba Linda	
2	39	51	31	47
3	49	65	41	67
4	33	49	24	49
5	37	57	32	55
6	36	53	29	40

Table 5: Percent of students scoring basic/below basic/far below basic on the 2009 STAR CST English/Lang Arts and Math Exams				
	<i>District-wide</i>	<i>Title 1</i>	<i>District-wide</i>	<i>Title 1</i>
Grade	English/Language Arts		Mathematics	
2	27	38	27	36
3	30	44	30	43
4	25	37	25	38
5	32	48	32	43
6	40	57	40	41*

*2 of 6 schools did not report so average is calculated from 4 schools

Table 6: Number of Teachers per School and Student to Teacher Ratio Comparison between Title 1 Schools in the District					
<i>Fullerton School District</i>			<i>Placentia-Yorba Linda</i>		
School	# of Teachers	# of Students/Teacher	School	# of Teachers	# of Students/Teacher
Commonwealth	22	18.9	John O'Tynes	41	21
Maple	20	22.7	Melrose	30	20.3
Orangethorpe	40	21.6	Morse Ave	27	21.8
Pacific Drive	34	21.9	Rio Vista	41	23.2
Raymond	20	24.2	Ruby Drive	24	21.1
Richman	39	22.1	Topaz	19	25.1
Valencia	40	19.3			
Woodcrest	23	20.4			

As stated previously, research shows that student engagement in high-quality arts education programs is linked to positive effects on student achievement. We believe that Project CREATE! has the potential to improve academic performance and help to close the achievement gap illustrated in Tables 4 and 5.

Project CREATE! – Program Overview: Project CREATE! is designed to both strengthen arts instruction through high-quality professional development and classroom support for teachers, and improve student knowledge, skills and dispositions as learners through engagement in authentic and integrated arts activities offered by expert artists and their teachers.

Figure 1 (program overview chart) provides an graphic overview of the program.

Figure 1: Project CREATE!
(Children Reaching Excellence in the Arts and Academics Through Engagement)
 ~Program Overview~

INSTITUTE (3 days)	ART (8 days)	MUSIC (8 days)	1-Day	THEATRE (8 days)	DANCE (8 days)	FILM (16 days)	1-Day	ACTIVITIES	
<u>DAY ONE</u> Classroom teachers are immersed in music and dance. Guided by arts experts and artist-educators	Artist-educator models 4 in-class lessons for teachers* <hr/> Artist-educator and teachers evaluate lessons and plan next lesson(s)	Artist-educator models 4 in-class lessons for teachers* <hr/> Artist-educator and teachers evaluate lessons and plan next lesson(s)	M I D Y E A R I N S T I T U T E	Artist-educator models 4 in-class lessons for teachers* <hr/> Artist-educator and teachers evaluate lessons and plan next lesson(s)	Artist-educator models 4 in-class lessons for teachers* <hr/> Artist-educator and teachers evaluate lessons and plan next lesson(s)	Students are guided by artist-educators to make short digital films about what they're learning in their classrooms <hr/> 16 lessons to include: • visual literacy • storyboarding • scripts • costumes & props • filming & editing	Y E A R E N D I N S T I T U T E	<ul style="list-style-type: none"> • Journals for learning • Digital portfolios that kids keep • Digital films - kids teaching kids • Field trip to CSUF College of the Arts • Field trip to Children's Art Museum and Creativity Center 	
<u>DAY TWO</u> Classroom teachers are immersed in theatre and art. Guided by arts experts and artist-educators	Classroom teachers teach 4 in-class lessons with artist-educator <ul style="list-style-type: none"> • mentoring • coaching • teaming 	Classroom teachers teach 4 in-class lessons with artist-educator <ul style="list-style-type: none"> • mentoring • coaching • teaming 		Classroom teachers teach 4 in-class lessons with artist-educator <ul style="list-style-type: none"> • mentoring • coaching • teaming 	Classroom teachers teach 4 in-class lessons with artist-educator <ul style="list-style-type: none"> • mentoring • coaching • teaming 	Classroom teachers teach 4 in-class lessons with artist-educator <ul style="list-style-type: none"> • mentoring • coaching • teaming 		16 lessons to include: • visual literacy • storyboarding • scripts • costumes & props • filming & editing	<ul style="list-style-type: none"> • OUTCOMES • Written Standards-Based Curricula • Library of child-created digital films • Website showcasing student VAPA activities and program materials • Increase in student literacy and creativity • Improvement in student reading and math achievement • Increase in teacher knowledge, skills, and dispositions for teaching integrated standards-based arts lessons
<u>DAY THREE</u> Structured planning of integrated standards-based arts curriculum by classroom teachers. Guided by artist-educators and reading/math content experts.									
<p align="center">Arts-Based Curriculum (ABC) Certificate Program Teachers can earn an ABC Certificate by completing 10 days (15 hours) of additional professional development in arts based curriculum design. One unit of professional credit optional through CSUF.</p>									

*The four in-class demonstration lessons in each of the four arts disciplines are part of the current program and are funded through District monies

Professional development opportunities are an ongoing integral component of the overall program design, including: 1) Three Institutes with artist/educator experts to strengthen teachers' content and pedagogical knowledge of arts standards and instruction in all four arts disciplines; 2) Multiple opportunities for teachers to observe expert artists teach their students; 3) Multiple opportunities for teachers to practice teaching the arts with mentoring and coaching from artist/educator experts; and 4) Multiple opportunities for teachers to work collaboratively with artist/educators to design standards-based arts lessons. These components are embedded within a program structure that engages students in authentic and integrated arts lessons (including filmmaking) taught by expert artists and their classroom teachers. For those teachers that are motivated to seek additional professional development, a certificate program is offered providing 10 days/15 hours of additional instruction and immersion in the arts. A unit of professional credit can be earned for completing the certificate program.

The professional development model design used in Project CREATE! as shown in Figure 2 (PD model graphic) is a collaborative model bringing together expert artists and content specialists to work with teachers in intensive institutes, which is reinforced and supported during classroom implementation throughout the year. Data from multiple assessment measures are collected during the implementation of the project and results are used to inform improvement in program design.

b. Gaps and weaknesses and how they will be addressed by Project CREATE!

The Fullerton School District has been fortunate to have had an arts program, *All the Arts for All the Kids*, for the past 20 years. All the components of this program are present within Project CREATE! with the enhancement of the professional development pieces specifically added in the Project CREATE! program model.

Professional Development Model

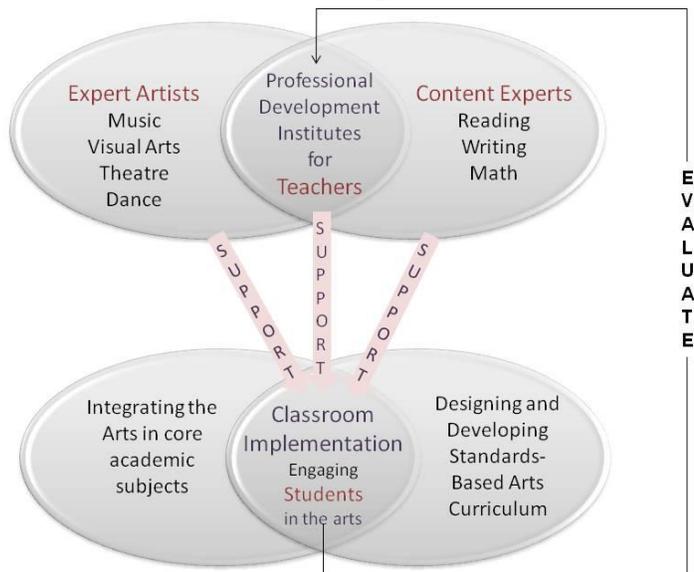


Figure 2: Professional Development Model for Project CREATE!

The current *All the Arts for All the Kids* program provides lessons in music, dance, art and theatre to each of the more than 10,300 kindergarten through sixth grade children in the FSD's 17 elementary schools. These standards-based lessons teach arts skills, use the arts as tools to teach other subjects, and often focus on the accomplishments of other cultures. In addition, this arts education program taught by expert artist/educators provides professional development for the classroom teacher as their students are actively participating in the arts experiences. Over the years, this unique program has been enthusiastically supported by PTAs, the All the Arts for All the Kids Foundation, as well as individual contributors.

While recognized for excellence and far reaching access of its programs for Fullerton elementary students, *All the Arts for All the Kids* is still limited to 16 arts lessons per year. Project CREATE! will more than double the impact of our current arts education program by increasing the lessons to 32 per year, plus the addition of the digital moviemaking experience (another 16 lessons), bringing the total to a minimum of 48 arts-based lessons per year.

One weakness in this award-winning program is that, although there is a requirement for the classroom teacher to be present, there is no accountability for active participation or engagement in the arts education curriculum delivered by the artist/educators. While some teachers choose to take an active role in the delivery of the lessons, some take the opportunity to answer emails or to correct papers. This significantly weakens the potential impact of the dynamic lessons.

Secondly, there is no requirement for any classroom teacher to provide follow-through on the model lessons taught by the artist/educators. The artist/educators are delivering a standards-based, sequential curriculum, but the teacher is neither required to follow up nor has the opportunity to build upon the content presented in the arts lessons across their curriculum.

Furthermore, there is no opportunity for the classroom teachers to collaboratively plan with the artist/educators to provide a curriculum that targets key arts concepts that can reinforce curricular areas where students struggle to grasp concepts, such as in math or reading. Lack of planning time is often identified by teachers as a barrier to providing more effective lessons which integrate the arts into the rest of the curriculum.

Lastly, additional teacher in-services in the visual and performing arts are provided, but are completely voluntary. No additional opportunities are provided for at-risk students or their teachers.

Project CREATE! – The Value Added: As noted, *All the Arts for All the Kids* does offer opportunity for collaborative curriculum design and follow-up support, however, deep ongoing levels of professional development have not been a full and integral part of the program to this point (largely due budgetary constraints). This grant opportunity allows for the inclusion of a comprehensive professional development model that complements this highly successful existing

program. In addition, it allows for multiple measures of assessment on student knowledge, skill and disposition to verify that high quality arts education programs, which include strong professional development components, contribute to teacher growth and transformational change in ways that benefit students as artists, and learners in general. In addition, the potential to gather evidence that student engagement in the arts contributes to increased learning and achievement could positively impact future funding opportunities, allowing increased professional development support as offered in Project CREATE! to remain a consistent part of *overall* program design.

2. Significance, Utility and Replication of the Model

Providing exceptional quality arts experiences and instruction for the students is a high priority in Project CREATE! One of the ways this model accomplishes this is by utilizing artist/educators who have a thorough and complete knowledge of their art discipline and who ensure that the quality of the arts experiences are not compromised. The artists model lessons for the classroom teacher, as well as collaboratively plan future lessons with the teacher and provide whatever assistance is needed (e.g., tandem teaching, mentoring, coaching) when the classroom teacher furthers the integrated arts instruction by teaching lessons on his or her own. This practice is fully supported by research as cited in *The Qualities of Quality: Understanding Excellence in Arts Education* (Seidel, Tishman, Winner, Hetland, & Palmer, 2009). After studying a multitude of arts education programs this research showed that:

“The best of these programs bring classroom teachers together with teaching artists with the goal of developing the generalist teachers’ arts education skills and attitudes, and developing the artists’ pedagogical skills and attitudes” (p. 53).

Project CREATE! does exactly that through both its collaborative model at the institutes and with the supportive collaboration between the artist/educator and the classroom teacher within the classroom setting.

Additionally, Project CREATE! is exemplary in that it is based on many of the quality indicators such as those discussed as best practices in *The Qualities of Quality: Understanding Excellence in Arts Education* (Seidel, et al., 2009), which are outlined below in Table 7.

Table 7: Best Practices Implemented by Project CREATE!
Student Learning: Students are actively engaged through purposeful arts experiences. Lessons are designed to allow for experimentation, exploration, inquiry and a sense of ownership. Creativity is fostered as is the analysis that comes with engaging with works of art.
Pedagogy: Deeply committed artist/educators and classroom teachers are active participants in the learning experience and they strive to make the learning both relevant and connected to prior knowledge. They model for the students and teachers artistic processes, inquiry, and habits. Assessments are embedded into assignments, and lessons are designed to teach arts standards as well as standards in other subject areas.
Environment: Adequate time and appropriate and aesthetic materials are central to the arts making experience. The authenticity of the arts experience is valued and links as closely as possible to professional practice.
Classroom Culture: A sense of community and an environment of trust is built to nurture the growth of creativity, excellence and achievement. Teachers and students hold a strong belief in the capacity to succeed and grow. A community of learners is developed who collaborate with open communication and the desire to encourage and support each other's progress.

Beyond the scope of this grant, Project CREATE! is an ideal candidate for scaling up across all 17 elementary schools in the district. FSD provides the basis for the expansion of Project CREATE! as it has cultivated a culture of embracing arts education as an inherent part of every student's educational experience and is a fertile environment for the success of this model. Classroom teachers readily accept having artist/educators teach their children, have already established a rapport and understanding with the artist/educators selected for Project CREATE! and welcome the positive effects the arts have on their students. Teachers across the district

recognize that the arts can provide a particularly powerful teaching strategy that targets and actively engages students who are not necessarily engaged through strictly “paper and pencil” activities.

Furthermore, Project CREATE! is a highly replicable model that can be used in districts across the nation. It is based on research and implements all aspects of highly effective arts education programs. The key components for successful replication of Project CREATE! are summarized in Table 8 on page 14.

The significance and utility of Project CREATE! is assured due to the fact that it is an expansion of a proven, successful arts education program (*All the Arts for All the Kids*) that has been refined over the course of 20 years. This program has been monitored and evaluated on an annual basis and modifications have been made regularly throughout the course of each year. It is fully anticipated that the enhancements brought to this program through the Project CREATE! design will provide additional evidence of program effectiveness, as well as a wide variety of useful products to facilitate its broad replication both locally and nationally.

3. Quality of the Project Design

a. How Project CREATE! reflects up-to-date knowledge from research and effective practices.

Professional development that supports and sustains transformational change in classroom practice is needed if the arts are to be restored as an essential component of classroom instruction that has positive effects on both the arts and academic achievement. A review of recommendations made from professional development literature and lessons learned from tested models of integrated approaches to art instruction led to the determination of key components that must be part of effective professional development programs. Teachers want and respond to professional development that:

Table 8: Key Elements of Project CREATE! for Successful Replication

District Coordinator: This administrator is key to the success of the program. The funding of this position is a sign of commitment to high quality arts education at the District level, and enables a smooth implementation process as well as continuation of the program. The role is to ensure high quality arts instruction via careful monitoring and mentoring of the artist/educators, and to problem-solve with classroom teachers and other stakeholders, should the need arise.

Artist/Educators: The artist/educators are carefully selected for knowledge of their art discipline, their creativity, and for their ability to translate their art form to students. It is their role to ensure that the quality of the arts experiences is not compromised.

Arts and Curriculum Experts: The use of content area experts (in this case from CSUF) is a key element in ensuring high quality professional development opportunities for classroom teachers. Additionally, the curriculum content experts deepen the learning experience by adding a powerful dimension of integration between subject areas and across arts disciplines.

Collaboration: Collaboration between the artist/educators, the classroom teachers and the content area experts provides a dynamic opportunity to build powerful learning scenarios and connections for students and teachers. Project CREATE! offers an innovative model of collaboration between the visiting artist/educator and the classroom teacher, where neither replaces the other, but both roles are vital and interdependent in the success of reaching at-risk students.

Professional Development: The entire model of Project CREATE! is based upon providing high quality and actively engaging professional development for the classroom teacher in multiple ways: before the school year begins, during the artist/educator lessons, at afterschool workshops, and at mid-year and year-end Institutes. Because most teacher certification programs have not required arts education courses for many years, it is critical that teachers receive professional development at the District level.

Curriculum Development: Curriculum is developed, tested and made available for use. Many of these lessons are focused on teaching the arts and another content area and are created in collaboration, using the knowledge of the artist/educator, the content area expert and the classroom teacher.

Library of Child-Created Films: Through Project CREATE!, a library of short digital films teaching specific grade level standards are created by the students and made available for broad-based use. Through this universally-accessible library, kids across the nation can teach each other about what they all need to know using technology and the language they all speak: film.

Authentic Arts Experiences: Students are able to see and experience high quality works of art that elicit both critical analysis and genuine inspiration. This includes both field trips and compelling in-school performances.

Website: A dynamic, content-rich website includes downloadable curriculum resources, planning tools, lesson plans, ideas, a library of child-created films, as well as examples of student work and assessment tools. This website provides all the elements to ensure replicability of the model and for the replication of student outcomes specific to academic competence, self perception, creativity and school attendance.

1. Strengthens self-image and self-efficacy—When it comes to the arts, confidence in the ability to teach them is often low depending on level of experience. It is not often that teachers are proficient in all four disciplines, and sharing artistic creations is a very public endeavor, so attention to the careful nurturing of self-image and self-efficacy is especially important. In order for a teacher to help students express creativity, the teacher themselves must be aware and embody his or her own creativity (Clonginger & Mengert, 2010; Oreck, 2004).

2. Connects content to student learning—Classroom teachers are frequently unfamiliar with the arts standards (Guha et al., 2008), or how they can connect to subject matter standards. Teacher motivation to apply new concepts increases when they are related to job-related tasks, therefore it is important that curricular links are clearly understood and made (Upitis, 2005).

3. Provides instruction and support from both subject matter and education experts—Instruction and support from expert artists are considered highly important for learning art concepts, processes, and maintaining authenticity of practice (Upitis, 2005). However, successfully teaching art methods to students is enhanced when the art expert is also an education expert, or when the support team also includes education experts who have knowledge of grade level curriculum and pedagogical practice (Ingvarson, Meiers, & Beavis, 2005).

4. Promotes a feeling of community—Establishing a network of long-term, collaborative partnerships among teachers, experts, and school site partners who work together to support each other and hold each other accountable is crucial to ongoing implementation. This is especially true in areas such as the arts where teachers may not feel as confident or competent in their abilities (Ingram & Seashore, 2003; Olenchak & Gaa, 2010).

5. Allows active participation in curriculum and assessment design—When teachers are involved in selecting and designing appropriate learning experiences for their students it invites

the stimulation of their imagination, and activates their creative thinking skills (Alexander, 2010). Through engagement in the creative effort of design, a personal attachment is formed to the outcome and teachers are more invested in carrying out the mission they helped create (Arts Education Program [AEP], 2010).

6. Provides evidence of student learning—A key component to transformational change in teachers' attitudes and beliefs is clear evidence of improvement in the learning outcomes of students. Changed practice over time occurs when teachers' perceptions about student capacity begin to change. Therefore, the development of multiple measures of assessments to yield evidence of demonstrable results of student learning is crucial to the endurance of any change in instructional practice (Guskey, 2002; Ingram & Seashore, 2003).

Project CREATE! - Key Components and Key Features: Project CREATE! is a comprehensive arts education program that provides students with sequential, standards-based lessons in music, visual art, dance, theatre and digital film making. In addition, it provides an in-depth and ongoing professional development model for classroom teachers via strong collaboration with expert artist/educators (See Figure 1 on page 7). This model addresses the six Key Components (KC) as defined above as noted parenthetically as KC # within the description that follows.

The professional development institutes are designed by expert artists and educators to provide a safe and nurturing environment (KC 3) in which participating teachers not only learn content, but are immersed and engaged in the creative process as learners. In this way, they personally experience all four art disciplines from a student's perspective and tap into their own creative abilities, which increases confidence in their artistic skills and abilities (KC 1). The institutes also include a strong knowledge component helping teachers understand the

components of the arts standards and how those components can be integrated and with support core subject standards (KC 2).

Built into the Project CREATE! model is a strong support system for teachers that includes collaborative sessions with artist/education experts for planning, modeling and scaffolding support for teaching, and observation and feedback-- starting at the institutes and continuing throughout the school year (KC 3, 4, 5). At the institutes, grade level teachers and artist/education experts work together to design standards-based lessons and activities that integrate the learning of arts standards within core curriculum units of study. As school site-implementation begins, participating teachers meet on a regular basis with experts to plan and refine curriculum design. Teachers are integral partners in these meetings and have equal input into the design of curriculum; experts serve as a resource in the process (KC 3, 5). In addition, all participating teachers attend mid- and year-end institutes for continued professional development and to discuss the implementation process and share lesson ideas (KC 4).

This model also offers scaffolding support for participating teachers as they implement teaching the arts with their students (KC 3, 4). In teachers' classrooms, artists/educators model the teaching of four lessons in each of the four arts disciplines. Classroom teachers then teach an additional four integrated arts lessons with the artist/educator in the room providing whatever role is most useful for them (mentoring, tandem teaching, coaching or a combination) as they practice their skills as art educators (KC 1).

In Project CREATE! these professional development components are embedded within a structure that provides rich and extensive opportunities for student engagement in arts and academics that create new pathways for learning for at-risk students.

Some of the outstanding features of this model include:

- Students receive 32 lessons standards-based **arts lessons** tied to academic concepts (eight each in art, music, dance and theatre).
- Every student works with skilled artist/educators to create **short digital films** based on the standards they are learning in their classrooms. In the digital filmmaking component of this program, students are skillfully guided to generate an idea that powerfully teaches other students, write the storyboard, develop the scripts, create the costumes and props, act, film, and edit their own digital movies. Students become writers, cinematographers, actors, costume designers and editors as they work together to make their creative ideas a reality.
- Student experiences with the arts include two **arts field trips** (CSUF College of the Arts and the Children's Arts Museum and Creativity Center) intended to immerse them in authentic arts worlds and to stimulate their interest in continued arts education.
- A **resource-rich website** will include outstanding integrated arts lesson plans, a library of child-created standards-based digital films, as well as information important for replicating the program.
- Provides **embedded assessments** in student activities that include handmade art/learning journals, assessment rubrics, and a digital portfolio that will track student progress as they move from grade to grade.

Project CREATE!'s design includes multiple assessment measures for both teachers and students used at various transition points throughout the year. Assessment results evaluate and monitor overall program effectiveness and inform continuous program improvement. The comprehensive research study includes a description of various assessment instruments used in the program model.

Experimental Research Study: The purpose of this experimental study is to measure the efficacy of Project CREATE!'s model and its effects on student achievement as measured by benchmarks that include reading and math grades, improved performance in selected national arts standards aligned with the Project CREATE! model, student dispositions, attitudes and perceptions specific to self-perceptions as learner, motivation, and measures of creativity.

For the experimental group, two schools will be randomly selected from the group of Title I schools in the Fullerton School District that have strong leadership support. Between 20 and 26 classes of second through sixth grade students and their teachers will be the participants. The control group will include the same number of classes at the same grade levels and will be randomly selected from schools in the Placentia-Yorba Linda School District (PYLSD). As previously mentioned, the two districts are comparable because of their geographic proximity and demographics of their students and teachers. Two schools will be randomly selected from each districts' group of Title I schools (FSD 8; PYLSD 6).

The FSD, PYLSD and CSUF have a history of successful partnerships involving work among teachers and professors, professional learning opportunities, and ongoing support for teachers in perfecting their teaching skills. This well-established working relationship between and amongst the three institutions supports the capacity to work together, ensuring Project CREATE!'s success. The close proximity of all three partners facilitates ease of communication and frequent interaction. Project CREATE! was developed as a result of ongoing collaboration between the three institutions.

All schools are Title I schools and have staff and supports in place to implement Project CREATE!.

Instrument Development: Few instruments are constructed considering the language, culture, and socioeconomic aspects of this population and the schools they attend. For the purposes of this study, when and where appropriate, experts in child development, the arts, and instrument design will be assembled as a think tank to design and test appropriate scales to measure student change and development.

Hypotheses: It is hypothesized that students of teachers participating in professional development activities through the arts and integration model will:

- have higher grade achievement in math and reading than those students from a similar school with teachers who have not participated in the arts and integration model as demonstrated by teacher assigned grades, standardized tests, and benchmarks;
- show increased levels of motivation in the learning environment as measured by a child motivation scale than those students from a similar school with teachers who have not participate in the arts and integration model;
- demonstrate improvement in the national arts standards as measured by the National Arts Standards Student Assessment (to be developed as part of this study) than those students from a similar school with teachers who have not participated in the arts and integration model;
- have increased self-perceptions as learner as measured by the child as learner scale (to be developed for this study) than those students from a similar school with teachers who have not participated in the arts and integration model;
- have increased measures of creativity as measured by the child creativity instrument (may adapt from the Torrance Test for Creativity) than those students from a similar school with teachers who have not participated in the arts and integration model; and

- experience a reduction in school absenteeism on arts days and overall than those students from a similar school with teachers who have not participated in the arts and integration model.

Project CREATE! will:

- Interact positively with student background characteristics to support increase in self-perception as learner
- Interact positively with student background variables to support an increase in student motivation

Data Analysis: The research is experimental in nature and the results will be analyzed using a repeated-measures Hierarchical Linear Model. The analysis will measure changes that occur in students who are in classrooms where teachers are using the arts as an integrated component of the curriculum in second and third grade classrooms in two schools. Initial academic competence and self-efficacy measures will be collected that include indicators of students' self-perception as learners, students' motivation to learn, CST test scores in math and reading, and teacher assigned grades in these subjects. Additionally, a test to measure creativity will be used, such as the Torrance Test for Creativity, as part of the baseline data collection process. These initial indicators, which will be collected at the onset of the study, set the baseline for student achievement and perception and will serve as controls.

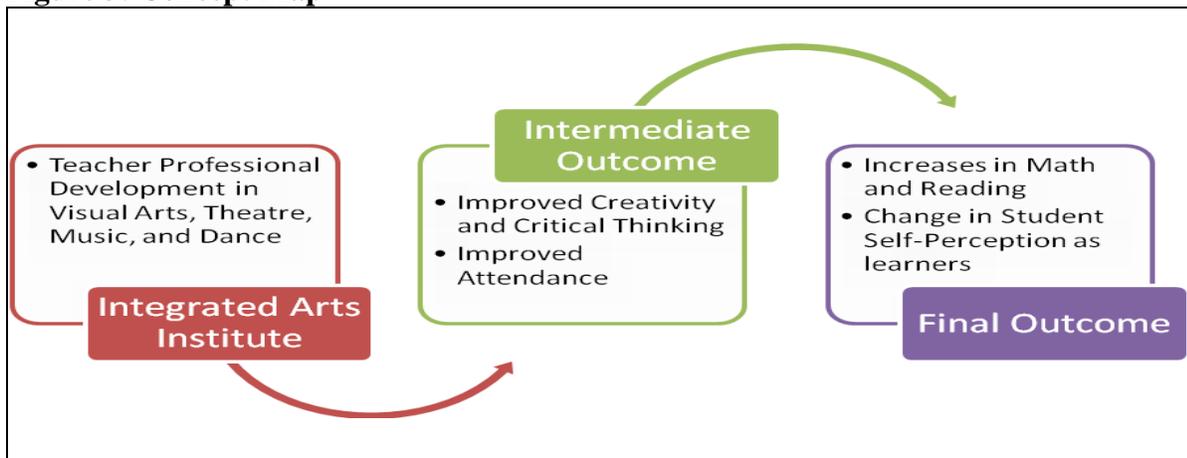
Throughout Year 1, teachers in the experimental district will receive regular professional development under the Project CREATE! model and will implement theory and strategies of the model into their classroom teaching of visual arts, music, theatre and dance. Teachers in the control district will receive no professional development in this area. At the end of Year 1, the students whose teachers were involved in the study (in both experimental and control groups)

will again complete the measures on self-perception, motivation, critical thinking and creativity. Additionally, the student's CST scores in math and reading will be collected, along with school attendance records. Professional development will continue for Years 2, 3 and 4, and the same measures will be collected at the end of each year, following the second and third graders from Year 1 as they progress through the grade levels, providing 4 years of longitudinal data.

Concept Map

The Project CREATE! program will encourage creativity and critical thinking skills development that may positively influence school attendance. The combination of these variables should lead to increases in math and reading grades, test scores, as well as a positive change in students' self-perceptions as learners.

Figure 3: Concept Map



Methodology: After Internal Review Board (IRB) approval, the researcher will work cooperatively with the research units of each school to gather the baseline data on for second and third grade students enrolled during early fall 2010. These data will include: 1). School attendance for each child from 2009-2010; 2). Standardized test scores in math and reading; and 3). Grades in math and reading from 2009 –2010.

The study will require the development of a number of instruments, in particular, an instrument to measure student improvement in the national arts standards at the appropriate grade level. A team of experts will be assembled to develop this instrument, test it, analyze results and redesign as needed for the purposes of measuring student learning outcomes on the national standards. The process should yield an assessment instrument that is specific to this population and considers the interaction of background variables of race, language and income.

Hierarchical Linear Model: The process of data analysis will be done using a hierarchical linear model that considers the following variables over time through repeated testing:

<u>Predictors:</u> Project CREATE! Intervention (0 = no Project CREATE! development, 1= ongoing Project CREATE! development)

<u>Covariates/ Control Measures</u>
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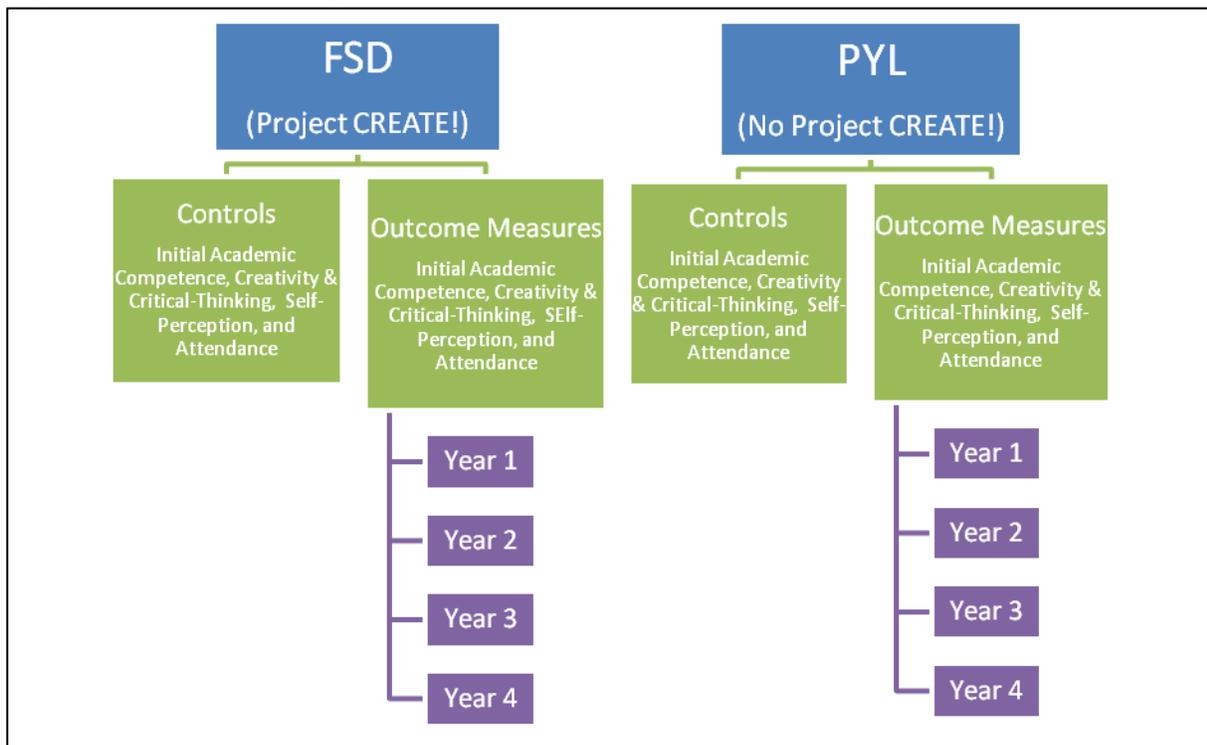
- | |
|---|
| <ul style="list-style-type: none">• Initial academic competence – (previous year grades in reading and math and CST for math and reading)• Initial school attendance• Pre-test designed to capture<ul style="list-style-type: none">○ Initial self-perception of learner○ Initial creativity measure○ Initial critical thinking measure |
|---|

<u>Outcome Measures</u>

- | |
|--|
| <ul style="list-style-type: none">• Academic competence (final grades in math and reading and CST for math and reading)• School attendance• Post-test<ul style="list-style-type: none">○ Self-perception of learner○ Creativity measure○ Critical thinking measure |
|--|

Rationale for Design and Model: This design was selected because of the hierarchical nature of students nested within teachers nested within schools nested within districts. This model will predict the impact of the intervention on student outcomes specific to academic competence, self perception, creativity, critical thinking and school attendance. While this study will not investigate differences in teachers, schools or districts, there is a realization that variability will exist among all. Therefore, the hierarchical linear model will take this variance into consideration.

Figure 4: Research Design Model



b. Extent to which Project CREATE! has developed a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.

Project CREATE! is aligned with the FSD and CSUF’s comprehensive effort to improve teaching and learning, and support rigorous academic standards for students. Both institutions have defied current trends to abandon arts education in times of great financial limitations and calls for mandated curriculum that often supplants inclusion of the arts in classrooms.

The FSD has remained committed to its *All the Arts for All the Kids* program, recognizing the contribution it makes to building creativity and problem-solving skills, as well as the belief that children who receive a strong education in the arts consistently outperform those who do not on almost every academic measure (statement on FSD's website). In addition, FSD's mission statement illustrates the understanding that high-quality, research-based professional development is essential for teacher development and a crucial factor contributing to student learning. The College of Education at CSUF has also focused its efforts and resources to assure the arts remain a viable component of the teacher education program, especially for future general education elementary teachers. The Elementary Education Department has created two arts-infused cohorts providing exemplary opportunities for pre-service teachers to understand how the arts can be a tool to the development of essential learning skills and how important engagement in quality arts experiences are for students, especially those at risk. FSD and CSUF have forged a partnership over the years ensuring that teachers (in-service or pre-service) continue to receive access to quality professional development that includes the arts as a core component.

Project CREATE! is an example of this partnership and is intended to expand on the successful *All the Arts for All the Kids* program through strengthening professional development components. Towards this effort, the professional development used in Project CREATE! is modified from a model designed and tested at CSUF's *SchoolsFirst Center for Creativity and Critical Thinking in Schools*. The Center's mission focuses on the development of innovative teaching methods for increasing student creativity and critical thinking skills in students without compromising academic rigor. Engagement and learning through the arts has been the focus of several Visual Art Institutes provided by the Center and the results of survey data collected from

teachers serve as a testament to the success of the professional development model [Participants (N=108) were K-6 general education teachers].

On a scale of 1 (strongly disagree) - 4 (strongly agree):

- 92% of institute participants reported that engaging in art themselves contributed to their confidence level and feeling of competence as an artist and teacher of art.
- 100% of institute participants strongly agreed they felt motivated to integrate art processes and standards into subject area study as a result of an increase in knowledge and understanding of how the arts fit into their daily job-specific tasks; and 92% strongly agreed they felt more confident about their abilities to integrate art instruction into content area study.
- 98% of teachers reported they did not feel isolated once the institutes were over and felt they had a strong support system during the implementation phase of the PD process. Teachers also strongly agreed (91%) that they felt supported by expert members, but were allowed to make their own creative decisions.
- 100% reported that the level of school-site support was critical in allowing them to gain confidence in their ability to teach and integrate art in ways that did not compromise the integrity of the art form or the learning of subject matter.
- 90% of teachers reported they felt adequately prepared and were committed to continuing to teach and integrate as a part of regular classroom practice.

In addition, qualitative data collected from teacher interviews included observations of impact on students, in both the study of art and the study of core subjects. Teachers reported observing:

- An increase in student interest and motivation
- An increase in engagement and perseverance

- An increased willingness in students to make discoveries on their own
- An increase in confidence as learners in general
- An increase in willingness to collaborate

By combining a proven successful model of professional development with an exemplary school arts education program, Project CREATE! has the potential to provide data that contributes to research in the field linking engagement in the arts with student academic improvement.

c. Extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

The overall design of Project CREATE! contributes to its potential for sustainability.

First, the four-year design of the model builds a cadre of highly effective and motivated classroom teachers with in-depth professional development in the arts. These teachers will build and implement an integrated, standards-based arts curriculum. This well-prepared cadre of classroom teachers is, in essence, a highly communicative community of learners that provides the basis for a strong support system to continue after the grant funding subsides. Secondly, sustainability will be attained through the dynamic and interactive website that will provide classroom teachers with immediate accessibility to a multitude of well-designed, grade level-specific lesson plans, ideas, student created samples, assessment tools and information. This resource-rich website will provide both inspiration and practical knowledge and assistance on a written and graphic levels.

Finally, FSD is indeed fortunate to have already in place, a well-established Arts Foundation whose only purpose is to raise funds specifically to support the district's excellent arts education programs. This highly successful nonprofit organization has already raised over \$1.4 million to develop and supplement the district's ongoing funding of the arts education programs so strongly supported by the community, administrators, teachers, and the students.

Project CREATE! is a model program with such significant benefits that the Foundation welcomes the opportunity to support its continuation and expansion.

4. **Project Personnel**

Project Create! will be implemented by an ethnically (Caucasian, African-American, Hispanic and Asian) and experientially diverse team of school district personnel, education researchers, artists and faculty from the College of Education and the College of Arts at CSUF.

The **Principal Investigators are Dr. Teresa Crawford and Ms. Lauralyn Eschner.**

Dr. Crawford is a professor in the Elementary and Bilingual Education department for the Credential and Master's program. Her fields of expertise include foundations of education, science education, research methods and assessment. As Director of the *SchoolsFirst Center for Creativity and Critical Thinking in Schools (CCCTS)*, Crawford oversees the development and implementation of a wide-variety of center projects. These projects include the administration of professional development institutes in partnership with several school districts, after-school and summer enrichment programs for elementary school students, and CSUF faculty research and dissemination projects. In this capacity, Crawford is responsible for the administration and management of the CCCTS general budget, as well as all additional project funding and contract requirements including, the management of project personnel. Crawford's leadership experience also includes four years as Assessment Coordinator for CSUF's educator preparation programs that are accredited by the National Council for the Accreditation of Teacher Education (NCATE). In this role, she developed and oversees a comprehensive assessment system that is designed to ensure all education programs, which are housed in four different colleges, meet university, state and professional standards. Her work in this area was a major factor in a highly positive accreditation review in 2007.

Ms. Eschner has been the Coordinator of Visual and Performing Arts in the Fullerton School District for the past 20 years. In this capacity, she has conceptualized and implemented numerous large-scale and award-winning arts education programs including All the Arts for All the Kids, the Arts Learning Activities Bus (Arts LAB), the Music Bus, as well as the Children's Arts Museum and Creativity Center. She is responsible for supplementing the district's ongoing support of these programs by obtaining funding from granting agencies, overseeing the day-to-day operations of the programs, supervising all project personnel, managing the budgets and ensuring the successful implementation of each of the district-wide arts education programs. In addition, Eschner directs and provides the professional development opportunities in the Visual and Performing Arts for the district's 600+ classroom teachers, supervises the elementary instrumental music program and the district's after school and summer arts programs, manages the Teacher Arts Grant program, and is the liaison between the district and approximately 25 community organizations. She is also the founder and President of the All the Arts for All the Kids Foundation, a nonprofit organization that has raised and dedicated more than \$1.4 million to exclusively support arts education programs in the Fullerton School District.

Evaluator: Dr. Dawn Person is Professor of Educational Leadership and Director of the Center for Research on Educational Access and Leadership (C-REAL) at CSUF. She coordinates the Doctoral program specialization in Community College Leadership and the Master's program in Higher Education, Student Affairs. Person serves as a consultant to colleges, universities, and nonprofit agencies. She has worked with the United Negro College Fund and the National Association of Latino Elected Officials on promising practices in enrollment management and evaluation of collaborative efforts to influence educational policy. She is the principal investigator of numerous evaluation projects and reports, co-author of two

books, numerous journal articles, and book reviews focused on issues of access and diversity. Prior to her current position, Person taught at California State University, Long Beach and Teachers College, Columbia University. Dr. Person is a member of leading international professional associations in higher education, and serves on many boards, committees, and planning units for these organizations.

Skilled and experienced artists, musicians, and performers will serve as expert instructors in Project CREATE!'s professional development institutes and work closely with teachers to develop strategies that fully integrate the arts into core curriculum activities. Such individuals include:

Melanie Vogel is the Director of CSUF's Children's Summer Art Program and teaches Art and Child Development classes. She has been an artist/educator in the Fullerton School District for the last 19 years. In addition to being a board member of the All the Arts for All the Kids Foundation, she gives teacher and private art workshops throughout Orange County. Vogel works in mixed media assemblage and recently showed her work at the Irvine Fine Arts Center.

Chelsea Davis is a certified Music Therapist who has taught in the Fullerton School District as an artist/educator since 2007. She has taught numerous teacher workshops in developing standards-based integrated music lessons and also specializes in drumming circles, composition, and active music-making.

Rosina Didyk is a Master Teaching Artist at the Music Center of Los Angeles and the Orange County Performing Arts Center. In this capacity she teaches teachers how to design and implement standards-based and curriculum-connected dance lessons. She has taught as an artist/educator in the Fullerton School District since 1991, was a principal dancer and the artistic director of the Aman Folk Ensemble and has toured extensively nationally and internationally.

Linda King Pruitt is a performer and teacher, and has been an artist in residence with the Fullerton School District since 1996. She infuses theatre into the curriculum, leads storytelling workshops throughout the United States, and is the storyteller for the Pacific Symphony's Class Act program. Pruitt is also a member and liaison of the National Storytelling Network, South Coast Storytellers Guild, a past board member of the Los Angeles Storytelling Works and producer of the Los Angeles Storytelling Festival,

Brian Kohl holds a Master of Fine Arts and a Bachelor of Fine Arts and has created numerous film projects. In addition to working as a film artist/educator in the Fullerton School District, Kohl is also a professor at Chaffey College in Rancho Cucamonga, in addition to Podcast Director/Host for the National Council on Education for the Ceramic Arts (NCECA) and member of the Green Task Force of NCECA.

Cynthia Ryanen has worked in all facets of theatrical production for nearly two decades, and is a theatre artist/educator working with a film artist/educator to help kindergarten through sixth grade children across the Fullerton School District to create digital films. She has studied with Brown and Beneditti at UC Riverside's Intensive Theatre Program and trained at HB Studios in New York, is a founding member of Stages Theatre in Fullerton, and has taught and performed for children of all ages in a variety of capacities across Southern California.

5. Management Plan

Project CREATE!'s Leadership Team (principal investigators and evaluators) has designed a plan for program management that addresses roles and responsibilities of each program participant. Roles for CSUF professors, participating teachers, district personnel, and evaluators are specifically defined to support the vision and goals of the project. Furthermore, roles and activities align with the budget for its successful implementation. Lastly, to ensure

feedback and continuous improvement in the operation of Project CREATE!, the Leadership Team will meet on a monthly basis to review evaluation findings of implementation activities and make any adjustments as necessary to maintain project efficacy.

The following timeline provides clearly defined responsibilities and milestones for accomplishing Project CREATE!'s tasks for implementation.

Comprehensive Implementation Plan for First Year of Project *			
<i>Activity/Task</i>	<i>Timeline</i>	<i>Person(s) Responsible</i>	<i>Milestones</i>
Random Selection of Participating Schools	Late June 2010	D. Person	Experimental and control group schools identified.
Planning/ Design of 3-Day Professional Day Institute	Early August 2010	T. Crawford, L. Eschner and the FSD/CSUF Project CREATE! Team	Agenda planned. Targeted skills and activities determined. Facilitator roles defined.
Design pre- and post-assessment tools to assess teacher knowledge, skills, disposition and student self-perception as a learner	Early August 2010	D. Person and CREAL staff	Identify existing assessments and instruments; adapt for population under study
3-Day Professional Development Institute for classroom teachers (24 hours)	Late August 2010	T. Crawford, L. Eschner and the FSD/CSUF Project CREATE! Team	Teachers knowledge, skills and dispositions developed for school-site implementation of Project CREATE!
Pre-Test (survey) administered in experimental and control group schools	Late August 2010	D. Person and CREAL staff	Collection of baseline data
Arts-Based Curriculum (ABC) Certificate Program development and selection of expert session leaders	September 2010	T. Crawford and L. Eschner	Dates and objectives determined. Facilitator roles defined.
Convene the Think Tank for assessment of instrument development	September-November 2010	D. Person	Identify and invite Think Tank participants; timeline and expectations for Think Tank members

Artist/educators model standards-based lessons in classroom. Classroom teachers teach lessons with artists/educators mentoring, coaching, teaming	September-June 2010	L. Eschner and artist/educators	Teachers content and pedagogical knowledge strengthened. Teachers new knowledge and skills applied directly with students with expert mentoring, coaching and feedback.
Collaborative curriculum design/planning sessions with artists and classroom teachers	September-June 2010	L. Eschner and artist/educators	Standard-based integrated arts curriculum developed for classroom implementation.
Field Trips to CSUF College of the Arts	September-June 2010	T. Crawford and L. Eschner	Title I students immersed in high quality VAPA experiences and exposure to University arts education environment.
Film Classes	September-June 2010	L. Eschner and artist/educators	Library of standards-based, arts-infused, child- created digital films constructed.
Authentic assessment of student activities by classroom teachers and artist/educators	September-June 2010	T. Crawford and L. Eschner	Formative assessment data used to inform ongoing program improvement
Monitoring and assessing program progress with artist/educators and film educators	Bi-monthly 2010	L. Eschner and artist/educators	Formative assessment data used to inform ongoing program improvement
ABC Certificate Program to supplement ongoing professional development	October-May (6 sessions) 2010	T. Crawford, L. Eschner and select FSD/CSUF experts	Earned certificate indicating additional VAPA professional development hours.
Assessment instruments constructed	December 2010	D. Person and consultants	Assessments reviewed by Think Tank experts; instruments piloted
Collaborative planning and design of Mid-Year Professional Development Institute	December 2010	T. Crawford and L. Eschner	Agenda planned. Targeted skills and activities determined. Facilitator roles defined.
Mid-Year Professional Development Institute	January 2011	T. Crawford, L. Eschner and the FSD/CSUF Project CREATE! Team	Continued professional development through active engagement in VAPA activities. Implementation ideas and student work shared. Program progress monitored and assessed.

Assessment instruments field tested and revised	January-April 2011	D. Person, CREAL staff, consultants	Instruments tested at similar school sites; review and revisions completed
Assessment instruments piloted and revised	April-June 2011	D. Person and CREAL staff	Pilot revised instrument; analyze data; final revisions made
Collaborative planning and design of Year-End Professional Development Institute	May 2011	T. Crawford and L. Eschner	Agenda planned. Targeted skills and activities determined. Facilitator roles defined.
Year-End Professional Development Institute	June 2011	T. Crawford, L. Eschner and the FSD/CSUF Project CREATE! Team	Continued professional development through active engagement in VAPA activities. Shared implementation ideas and student work. Program progress monitored and assessed.
Post-Tests administered in experimental and control group schools	June 2011	D. Person and CREAL staff	Comparative data used to determine growth in knowledge, skills, and dispositions.

*NOTE: Program implementation will remain virtually unchanged in years 2 through 4 with the exception that the assessment tools designed and field-tested during year 1 will be implemented.

6. Project Evaluation

- a. **Use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data.**

Capacity for Effective Evaluation/Qualification of Program Evaluator Project

CREATE! will collaborate with the College of Education's Center for Research on Educational Access and Leadership (C-REAL) to measure the program's effectiveness. C-REAL is a nonprofit educational agency that offers research, evaluation and strategic planning using research-based principles to assist clients in capacity-building and support services. Dr. Dawn Person, Center Director has extensive program and grant evaluation experience with national, state and local programs. These include the National Association of Latino Elected and Appointed Officials, Cerritos College National Science Foundation Teacher TRAC Program,

iFALCON Student Engagement Project, and the Career Tech Education Program. She evaluated the California State University Long Beach Noyce Scholars Program and Honors in Biological Sciences Program.

The proposed scientific experimental research component of Project CREATE! is discussed in detail as part of the program design on page 19 because of the integral nature of this project. All proposed implementation activities will be carried out in the experimental setting as delineated in this proposal. Any aberrations or modifications will be duly noted and adjusted for in the evaluation findings. Additionally, continuous modifications will be made to improve the program model and increase its efficacy in arts integration in the core curriculum as well as in arts instruction by the teachers.

As mentioned on page 23, results will be analyzed using a repeated-measures Hierarchical Linear Model. The analysis will measure changes that occur in students who are in classrooms where teachers are using the arts as an integrated component of the curriculum in second and third grade classrooms in two schools. Initial academic competence and self-efficacy measures will be collected that include indicators of students' self-perception as learners, students' motivation to learn, CST test scores in math and reading, and teacher assigned grades in these subjects. Additionally, a test to measure creativity will be used, such as the Torrance Test for Creativity as part of the baseline data collection process. These initial indicators, which will be collected at the onset of the study, set the baseline for student achievement and perception and will serve as controls.

Throughout Year 1, teachers in the experimental district will receive regular professional development under the Project CREATE! model and will implement theory and strategies of the model into their classroom teaching of visual arts, music, dance, and theatre. Teachers in the

control district will receive no such professional development. At the end of Year 1, the students whose teachers were involved in the study (in both experimental and control districts) will again complete the measures on self-perception, motivation and creativity. Additionally, the students' CST scores in math and reading will be collected. Professional development will continue for Years 2 and 3, and the same measures will be collected for the students at the end of these years, as well. The evaluation will include a review of the findings from the research design and will confirm and assess to what degree the model effectively supports the hypotheses outlined in the research proposal. Recommendations for program improvement will be based on the formative and summative results of the research study of the project.

Evaluation Design: This formative-and-summative-program evaluation design consists of the following elements: the Evaluation Questions; Data Collection Plan; and the Continuous Feedback and Reporting Plan. Quantitative and qualitative data will be used to assess program effectiveness specific to the program's progress towards meeting expected objectives, tracking students' academic progress and participation and providing feedback for program improvements, as well as assessing systematic change for program sustainability beyond the funding period.

Evaluation Questions- The following evaluation questions are addressed by the data collection and reporting process:

1. To what extent does the Project CREATE! program encourage creativity, critical thinking skill development, influence attendance in school and increases in math and reading grades and scores, as well as a positive change in students' self-perceptions as learners based on research findings and perceptions from participants?

2. Using document review and interview data, how well are the project components being implemented?
3. What progress has been made on program objectives, anticipated outcomes, and measurable indicators?
 - a. Improved academic performance of students in math and reading
 - b. Increased self perception as learner
 - c. Increased motivation
 - d. Increased school attendance
 - e. Increased creativity and critical thinking
4. What systematic change has been made?
5. What is the long-term impact of the Project CREATE! Project on students and teachers?

The Data Collection Plan: The Project Director will work closely with the researcher to routinely complete and record all required data. The types of data collected are based on the identified Needs, Anticipated Outcomes, and Measurable Indicators described above. The following types of data will be collected:

<p>Data available from school sources will be used for the evaluation including:</p> <ul style="list-style-type: none"> • <u>Student Academic Progress and Participation</u> <ul style="list-style-type: none"> ○ Student academic records ○ Formative Assessment- Program effectiveness through surveys and focus groups • <u>Student feedback</u> <ul style="list-style-type: none"> ○ <i>Self assessment- students will report on their own strengths, and offer suggestions for program improvement</i>
<ul style="list-style-type: none"> • <u>Teacher Perception</u> <ul style="list-style-type: none"> ○ Teacher perceptions of children focus groups ○ Impact of teacher professional development in the arts through Project

<p>CREATE!</p> <ul style="list-style-type: none"> ○ Teacher perceptions of program impact on their teaching in math and reading ○ Teachers’ perceptions of program impact on students relative to program outcomes
<ul style="list-style-type: none"> ● <u>Program evidence of impact over time</u> <ul style="list-style-type: none"> ○ Results of experimental design as measured by the hierarchical model ○ Document analysis of program implementation and efficacy of the Project CREATE! model

Collection Methodology: The following five methods will be employed to collect required data: surveys, interviews, focus groups, document analyses, and observations. The Comprehensive Implementation Plan on page 32 provides a timeline on when, who and what will be collected.

Data Collection Method and Schedule

Person Responsible	Activity	Timeline
D. Person & PIs	Selection and Orientation of C-REAL Team of researchers	September 2010
D. Person, PIs & C-REAL Team	Focus group protocol development for students/teachers and IRB approval	September 2010
D. Person, PIs & C-REAL Team	Document review of program activities and implementation plan and actions	December 2010 & June 2011
C-REAL Team	Focus group with artist and analysis	December 2010
C-REAL Team	Focus groups with teachers and students at Fullerton schools	April 2011
C-REAL Team	Analysis of focus group data	May-June 2011
C-REAL Team	Interview with leadership team	November 2010 & April 2011
C-REAL Team	Review of data analyses from research on Project CREATE!	Summer 2011
C-REAL Team	Report of evaluation findings	Summer 2011 and annually

b. Evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

Continuous Feedback and Reporting

Data will be collected using evaluation instruments identified or designed by Dr. Person and the evaluation team at the C-REAL. Data will reveal:

- Students' self perceptions as learner, motivation, critical thinking and creativity will be examined in line with the model
- Standardized test results in math and reading achievement improvement

Triangulation of qualitative data from students, teachers and Project CREATE! staff members will provide data for analyses that assist the project in understanding a variety of issues. Analyses of both types of data will be used for project decision making, dissemination and sustainability initiatives. Findings will result in reports that capture the following types of information: participant interview results, student performance, assessment of program impact, reports on participant attendance, and teacher interview results. This method of ongoing, routine data collection and analysis will be used to present reports not only to the US Department of Education but to school and university program stakeholders to systematically identify outcomes and to utilize these findings to strategically plan for the following program year. These evaluation reports will answer the evaluation questions identified above. Evaluator will:

- Conduct monthly conference calls or meetings with the project director for data feedback and discussions
- Provide an annual project evaluation report that provides the data necessary for project documentation and decision-making, as well as what is required by the CDE.

