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Executive Summary

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(See Instructions)

Professional Development for Arts Educators: Increasing Rigor and Relevance in Arts Education

The project **Professional Development for Arts Educators (PDAE): Increasing Rigor and Relevance in Arts Education** was conducted in Hillsborough County Public Schools, the eighth largest school district in the United States and the third largest school district in Florida. During the three years of the project, four major goals were successfully addressed with results either meeting or exceeding anticipated performance levels:1) Design a high quality professional development model program for elementary and secondary arts education, 2) Implement an individual, collective and systemic professional development system that support continuous teaching and learning, 3) Integrate ongoing performance feedback for all participants, 4) Develop systems that link ongoing student and teacher assessment in the arts to instructional planning and professional development plans. The goals and impact of the project have been reviewed through a systemic perspective over time and across schools that are founded in different contexts and differentiated conditions. During Year 3 of the project, twenty-four music teachers and twenty-two visual art teachers at twenty-one schools participated with an impact on 10,631 students.

A high quality professional development model was designed and implemented during the three-year project. The percentage of participating teachers who received professional development that was intensive and who demonstrated increased understanding of the Sunshine State Standards was ninety-three (93%) percent. This exceeded the targeted goal by thirteen percent.

The percentage of participating teachers receiving professional development that was intensive was measured through a review of online professional development; pre and post knowledge gains as evidenced through classroom observations and surveys, teacher level of use survey, reflection logs, and mentor feedback data.

Community artists conducted demonstrations for teachers to enhance model lessons. Participants completed a survey on the effectiveness of seven of the community artists. Participants rated 100% of the artists on the survey satisfactory or higher with a minor exception of one when compared to training by other artists.

Online trainings were developed to provide an opportunity for project participants to engage in 21 professional development opportunities. In addition to the online trainings, the project manager organized twelve workgroups to provide opportunities for networking, using technology, among colleagues.

A professional learning community that included community partners and community artists was created to provide systemic learning opportunities. Seven grant partners collaborated on the project. Grant partners included the University of South Florida, the Tampa Museum of Art, Hillsborough County Arts Council, Florida Arts Educators Association, Florida Music Educators Association, Hillsborough County Public Schools and the Florida Department of Education.

An individual, collective and systemic professional development system was developed. During Year 3, project teachers had the opportunity to participate in 49.5 hours of face-to-face training for a total of 430 hours over the three years of the project.

Model lessons that integrated core content areas and arts content were developed that involved arts and non-arts teachers. Thirty-eight teaching strategies were identified, published and aligned to integrate core curriculum standards within the model lessons. Nineteen visual arts, seventeen music, and twenty-three non-arts lessons were developed with an accompanying assessment and were published for a total of fifty-nine model lessons. In addition, community artists demonstrated the use of 42 of the 59 lessons. Visual arts and music teachers indicated through a self-assessment an increased understanding of the standards and their ability to develop integrated lessons.

An increased understanding of arts standards by non-arts teachers in the five strands was identified through a survey of arts standards. *Skills and Techniques* strand increased by 16%; *Creation and Communication* increased by14%; *Cultural and Historical Connections* increased by10%; *Aesthetics and Critical Analysis* increased by 17%; and *Applications to Life* increased by 15%.

The extensive use of technology, with professional development and mentor support had a significant impact on the project. The project included multi-format professional development for arts and non-arts teachers. Focus group interviews were conducted in order to determine the use of multi-format professional development activities. Sixteen music teachers and eleven art teachers participated in the focus groups for a total of twenty-seven participants. The interview questions were designed to relate to the aspects of the project that had the most impact on teaching and learning through professional development experiences. The focus group interviews provided information on the technology most used in the classroom and validated the importance of the use of professional learning communities.

The use of technology for professional development to provide a means for teachers to regularly dialogue and assist each other via iChat video and audio was expanded. The expansion was facilitated through the PDAE Grant server on the school district website. In addition, the school district intranet contained a conference folder, PDAE. The folder served as a resource for projects based on the goals of the grant as well as online teaching materials and model lessons that were available to PDAE participants.

In an effort to determine the extent to which interactive learning opportunities were conducted for PDAE participants, a "Level of Use" survey was conducted during Year 3. Twenty-seven participants responded to their level of use from summer institutes; ongoing monthly training opportunities; participation with mentors; resident artists; conferences held by the Florida Art Educators Association and the Florida Music Educators Association.

Peer coaches/mentors offered a valuable asset to the project as evidenced through the monthly reflections by the participants. Five art teachers and six music teachers were trained to provide assistance to teachers of whom two visual arts and two music teachers served in a formal capacity as mentors throughout the duration of the project. Quantitative and qualitative data were analyzed through an arts educators survey, a review of coaching logs, development of videos of coaching demonstrations, focus groups and monthly reflection logs to determine the impact of the peer coaches and mentors. The mentors completed monthly reports and used observation instruments in order to provide ongoing feedback for project teachers.

Peer observations were significant to the project success. Visual art teachers indicated an increase of 68% at the end of the project and music teachers indicated an increase of 55% at the end of the project. When asked about their support through mentor/coaches in relation to the project, visual art teachers indicated an increase of 42% and music teachers an increase of 32% at the end of the project. Teachers indicated in their final reflections in Year 3 a continued desire to network with their colleagues who participated in the project.

Classroom observations indicate that PDAE teachers are applying new strategies in the arts classrooms. Classroom observations were conducted by peer mentors and an expert observer from the University of South Florida who used the observation instrument designed for the project. The use of the classroom observation instrument designed for the project was conducted in eight visual art classroom and twelve music classrooms for a total of twenty observations. Key elements of a standards-based classroom were incorporated into the instrument related to the assistance of administrators to improve or monitor in the areas of classroom environment, instruction, and student actions.

Training was conducted for school-based administrators. In the initial training eight principals were trained with the piloted instrument and provided revisions to the instrument. During Year 3, 127 school-based assistant principals were trained on the use of the observation instrument.

Teacher teams collaborated on the development of assessments to be published. The bank of fifty-nine student assessments developed and implemented by arts and non-arts teaches have been published to provide ongoing assistance in the evaluation of student achievement.

Individual Professional Development Plans (IPDP) were developed and submitted on professional development needs in relation to the PDAE project. Visual art teachers indicated an increase of 21% and music teachers a 16% increase in a written goal related to the project.

Leadership, with a strong knowledge base of arts curriculum; instruction and assessment in the arts; and implementation of technology in the classroom were instrumental in the success of the project. The strategies of monthly face-to-face meetings, interaction among participants, interactions with peer mentors and regular reflections to improve the understanding of arts integration with technology provided a process to sustain the results of project.

During the three years of the project, four major goals were successfully addressed with results either meeting or exceeding anticipated performance levels. Project outputs including teaching strategies; integrated model lessons with assessments; an observation instrument for administrators; and on-line professional development to ensure a depth understanding of the use of technology ensures success of sustainability. In addition, established learning communities, networking systems through collegial interaction and interdependence of professional development opportunities will enhance the outcomes and sustainability of the project.

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

1. Project Objective [ ] Check if this is a status update for the previous budget period.

Organize multi-format staff development activities to support the professional development of arts and non-arts teachers.

1.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Percent of participating teachers receiving professional development that is sustained and intensive.	GPRA		37/46	80%		43/46	93%

Explanation of Progress (Include Qualitative Data and Data Collection Information)

The percentage of participating teachers who received professional development that was sustained and intensive and who demonstrated increased understanding of the Sunshine State Standards was 93%, thirteen percent above the targeted number.

A high quality professional development model was designed and implemented during the three-year project. The project included multi-format professional development for arts and non-arts teachers. During Year 3 of the project, training was focused on twenty-two visual arts teachers and twenty-four music teachers from twenty-one schools. Multiple sets of data, both quantitative and qualitative were used to determine the impact of the PDAE project and are reflected throughout the report. A needs assessment was analyzed as reported in Project Objective 2.

The percentage of participating teachers receiving professional development that was intensive was measured through a review of online professional development; pre and post knowledge gains as evidenced through classroom observations, and surveys. The percentage of participating teachers who received professional development that was intensive and who demonstrated increased understanding of the Sunshine State Standards was 93%, thirteen percent above the targeted number. A teacher level of use survey, reflection logs, and mentor feedback data were gathered to determine sustainability.

Organize multi-format staff development activities to support the professional development of arts and non-arts teachers.

Multi-format professional development was designed to meet the varied needs of art, music and non-arts teachers. The monthly meetings scheduled for art and music teachers provided interdependence among the participants for continued learning. The multi-format included training that involved presenters through large group workshops and demonstrations; observations; development of curriculum and design of the program; study groups; individually guided activities as indicated in the Individual Professional Development Plans (IPDP); on-line opportunities for collaboration through web site; and peer coaching/mentoring. A variety of organizational patterns were used for the training, including; combined art and music teachers; separate art and music teachers; teachers by geographic regions; by theme groups; by study groups; by individual schools; and in large and small groups. Face-to face trainings were conducted during each year of the project. During Year 3, project teachers had the opportunity to participate in up to 49.5 hours of face-to-face training. Over the three years of the project face-to-face training was conducted for a total of 430 hours. In addition, art and music teachers provided training for non-arts teachers at project schools in varying degrees.

Professional learning communities (PLCs) were established and developed over the three-year project period through the use of multi-format professional development opportunities that included the initial study groups established in the project.

In order to determine the number of participating teachers receiving professional development that was sustained and intensive, several measures were used including a needs assessment; documentation of face-to-face training, classroom observations by outside evaluators, and peer mentors (see Project Objective 2: Observation of classroom application, Level of Use Surveys, Objective 3: Individual Professional Development Plans; Project Objective 4: assessment data).

Professional Development

Teachers were asked about their participation in professional development opportunities connected with the PDAE project, online coursework, participation in summer institutes, small group studies, interaction with community artists/university professionals, lessons, and mentors. In an effort to determine the participants' individual guided professional development, they were asked information on their Individual Professional Development Plans (IPDP) in relation to the PDAE project and assessment of student learning. During Year 3 of the project, art teachers agreed at a mean score of 4.48, out of a possible score of 5.0 and music teachers at a mean score of 4.54, out of a possible score of 5.0, with statements made in the Professional Development section of the survey. These results indicate an increase of 24% for art teachers and 34% increase for music teachers in the PDAE self-survey. Results for Years 1 through 3 for spring and fall of the project are listed in the Section C: Table 1 (3.1-3.10).

1.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Alignment of strategies to State Standards	Project	N/A	/		38		

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Alignment of strategies to State Standards

A major objective of the PDAE project was for arts teachers to integrate core curriculum standards and for non-arts teachers to incorporate arts standards in their lessons. Thirty-eight teaching strategies were identified, published and aligned to integrate core curriculum standards within the developed lessons.

The strategies were identified by a committee of teachers including both arts and non-arts teachers to develop integrated lessons. The integrated lesson development included the alignment of the Sunshine State Standards for art, music and non-arts standards in language arts, mathematics, science and social studies. During Year 3 of the project, all participants were involved with the development of plans to sustain the project. Prior to the publication of strategies, lessons were reviewed, piloted, and revised based on feedback from project participants

Teachers received copies of aligned teaching strategies including: science and music; reading and music; writing and music; mathematics and music; science and visual arts, mathematics and visual arts; reading and visual arts, visual arts and writing, visual arts and music.

1.c. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Number of model lessons	Project	N/A	/		59		

1.d. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Teacher response to model lessons	Project	N/A	/		31	/	

1.e. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Number of lessons modeled by artists.	Project	N/A	/		42	/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Arts teachers and non-arts teachers were involved in the development of model lessons that integrated core content areas and arts content. Data was collected on the number of model lessons developed, teacher response to the model lessons and the number of lessons modeled by community artists. Fifty-nine lessons were developed and reviewed by 31 teachers. Community artists demonstrated the use of forty-two of the fifty-nine lessons that were developed for the project. The 59 lessons have been uploaded on the District website and participants indicated through integrated three-year plans collected in June of Year 3 to continue the use of the lessons.

Number of Model Lessons

The integrated lesson development included the alignment of the Sunshine State Standards arts and non-arts standards. The arts Florida Sunshine State Standards are directly aligned with the National standards. During Year 3 of the project, all participants were involved in the development of plans to sustain the project. The initial pilot lessons were presented in draft form at professional development sessions held during Year 2 and 3.

Participating school teams were required to complete a three-year plan for the integration of the arts, within the arts classrooms and general classrooms during the final quarter of the PDAE Project. The purpose was to sustain the initial project by planning for the integration of professional development of arts educators grant participants for the 2009-2012 school years. The target for general classroom included grades kindergarten through five. The plan included the following: school year teachers and grade levels; big ideas, subjects, arts content; sustainability, funding sources/requests, professional development; and qualitative evidence to indicate that each year of the school plans would continue to meet the initial goals of the project.

As the school teams developed their plans they were required to answer the following questions:

Who and what grade levels will participate in 2009-2010? What outcomes were planned?

Briefly outline your integrated activities and when they will take place;

1. What do you expect students to do during these activities?
2. How will their roles and responsibilities be defined and clarified?
3. What steps will you take to include all students?
4. How will you share your integrated approach with your administrators, faculty, and parents?
5. What is the timeline for implementation of your plan for 2009-2010?

Teacher teams collaborated on the development of assessments to be published for classroom use. Nineteen visual arts, seventeen music and twenty-three non-arts model lessons were developed with an accompanying assessment and were published for a total of fifty-nine model lessons. A list of the title, grade level, assessment type, and assessment tool is included in Section C: Table 2.

Teacher response to model lessons

Participating teachers were asked to review and respond to the model lessons that were developed under the auspices of the project. Model lessons developed for teachers were based on the project objectives and were assessed initially through a self-assessment of their understanding of the stan-

dards for visual arts, music and language arts. In addition, they were asked about their knowledge and skills to develop integrated lessons and their opportunity to review model lessons.

This portion of the teacher survey questionnaire contained five Likert type items. Project members were asked to indicate if they strongly agreed, agreed, were neutral, disagreed or strongly disagreed with the statement.

Results for Years 1 through 3 for spring and fall of the project are listed in the Section C: Table 1 (2.0-2.4).
Teachers were asked about their knowledge and understanding of the Sunshine State Standards in their content area. Art teachers showed an increase of 3% and music teachers an increase of 7% during Year 3 from Year 1 of the project. When teachers were asked about their knowledge and understanding of the Sunshine State Standards for language arts, art teachers indicated an increase of 17% and music teachers indicated an increase of 36% during Year 3 from Year 1 of the project. When asked about their knowledge and skills to develop integrated lessons art teachers indicated an increase of 11% and music teachers indicated an increase of 26% of their knowledge and skills to develop integrated lessons. Regarding their opportunity to review model lessons, art teachers showed an increase of 34% and music teachers of 28% of those involved in the project who completed the survey during Year 3 from Year 1 of the project.

In order to provide opportunities for participating teachers to review model lessons they were assigned a lesson to pilot with their students. They submitted a lesson evaluation with recommended modifications to the project manager.

Number of lessons modeled by artists
Artists conducted demonstrations for teachers to enhance model lessons for teachers and students. During Year 3 of the project, artists in residence were assigned to schools including: Erika Schneider, printmaking, Van Buren Middle School; Paul Reller, composition, Shaw Elementary; Lorraine Genovar, photography, Shaw Elementary and Memorial Middle Schools; Lynne Gackle, vocal development, Town & Country Elementary; and Daniel Dancer, "Art for the Sky," Tampa Bay Blvd. Elementary.

Participants rated 100% of the artists on the survey as satisfactory or higher. When the question was asked, on the ranking of training compared to trainings by community artists one artist was ranked at a lower level than the others.

Participants were asked to complete a survey on the effectiveness of the community artists. They were asked to rate the artists' effectiveness on a seven-point scale with 1 equal to poor; 4 equal to satisfactory; and 7 equal to excellent. The following prompts were used in the survey:

- How would you rate the artistic level of the training?
- How would you rate the educational integration value of this arts program?
- Did the program stimulate discussion or other activities?
- Check items which made the program a beneficial learning experience for you and/or your students.
    - Awareness of an art form
    - Motivation to seek more information about the art form
    - Reinforcement of listening skills
    - Reinforcement of social skills

    - Reinforcement of other skills
    - Extension of curriculum
    - Related in some way to current area of study in classroom
- How do you rate the educational value of the study guides for pre – and post-performance preparation?
- How would you rank this training compared to other trainings by community artists?

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

2. Project Objective [ ] Check if this is a status update for the previous budget period.

Assess learning needs of arts teachers and knowledge of arts standards of other core teachers in targeted schools.

2.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Needs Assessment analysis	Project	N/A	/		3		

Explanation of Progress (Include Qualitative Data and Data Collection Information)

In order to determine the professional development needs for arts teachers and non-arts teachers, project participants completed two needs assessments during the fall and spring each year of the project. The first one was used to establish the learning needs of arts teachers through a self-assessment, *Professional Development for Arts Educators Survey*. The second needs assessment was developed to determine the knowledge of arts standards by non-arts teachers *Professional Development for Non-arts Educators*.

In addition to the two needs assessment surveys indicated above, a third needs assessment was developed and disseminated at the beginning of Year 3 to provide information on perceived training needs by the arts teachers focused on specific training by presenter and/or topic. Teachers identified 11 presenters and 26 specific topics for differentiated professional development. The *Professional Development for Arts Educators* survey focused on project participants' knowledge of the PDAE which included Project overall; curriculum and instruction; professional development; and assessment. The survey questionnaire contained twenty-eight Likert type items. Project members were asked to indicate if they strongly agreed, agreed, were neutral, disagreed or strongly disagreed with the statements.

PDAE Overall Project Knowledge. Teachers were asked about their understanding of the goals of the PDAE project; resources necessary to implement the project, administrative support for the project, student response of the project, their enthusiasm about the project and the difference in student learning. Visual art teachers surveyed indicated a mean over 4.0 for each survey conducted resulting in a 4.43 an increase of 4% at the end of the

project. Music teachers surveyed indicated a mean over 4.0 for each survey conducted resulting in a 4.57 an increase of 10% at the end of the project.

Curriculum and Instruction. Teachers were asked about their knowledge of the Sunshine State Standards for their content area and language arts, their knowledge and skills to develop integrated lessons, and their skills for facilitation of the development of non-arts educators in integrating the arts into the non-arts curriculum. Visual art teachers surveyed indicated a mean over 4.0 for each survey conducted resulting in a 4.8 an increase of 11% at the end of the project. Music teachers surveyed indicated a mean over 4.0 for each survey conducted resulting in a 4.56 an increase of 24% at the end of the project.

Professional Development. Teachers were asked about their participation in professional development opportunities connected with the PDAE project, online coursework, participation in summer institutes, small group studies, inter-action with community artists/university professionals, lessons, and mentors. In addition, in an effort to determine their individual guided professional development, they were asked information on their Individual Professional Development Plans (IPDP) in relation to the PDAE project and assessment of student learning. Visual art teachers surveyed indicated a 3.61 mean beginning with Year 1 and improved over 4.0 for the remainder of the project resulting in a 4.48 an increase of 24% at the end of the project. Music teachers surveyed indicated a 3.4 mean beginning with Year 1 and improved over 4.0 for the remainder of the project resulting in a 4.54 an increase of 34% at the end of the project.

Assessment. Teachers were asked about their skills and knowledge of assessment of student learning. In addition, they were asked about their use of rubrics, Sunshine State Standards, portfolios, selected response, product assessment, performance assessments, and teacher observation. Visual art teachers surveyed indicated a 3.96 mean beginning with Year 1 survey and improved to 4.26 an increase of 8% at the end of the project. Music teachers surveyed indicated a 3.5 mean beginning Year 1 and improved to 3.8 an increase of 9% at the end of the project. Results for Years 1 through 3 for spring and fall of the project are listed in the Section C: Table 1 (1.0, 2.0, 3.0, and 4.0).

Additional information related to the professional development for arts educators survey is noted throughout the report in response to specific goals of the project.

Professional Development for Non-Arts Educators survey

A self-assessment of knowledge of arts standards by non-arts teachers in target schools was conducted each year of the project. The results of the self-assessment of their knowledge were based on a 5.0 scale. A summary of the participating schools as they responded to their understanding of the Sunshine State Strands is included in Section C: Table 3. During Year 3 of the project non-arts teachers, a summary of the results over the three year grant period indicates an increased understanding in *Skills and Techniques* strand of 16%; *Creation and Communication* increased 14%; *Cultural and Historical Connections* increased 10%; *Aesthetics and Critical Analysis* increased 17%; and *Applications to Life*increased15%. A summer institute was conducted during the third quarter of Year 3, 27 arts teachers and 32 non-arts teachers participated in an intensive summer institute focused on integration of arts standards. The Institute was conducted to promote an understanding of the arts standards for both arts teachers and non-arts teachers. Results for Years 1 through 3 for are listed in the Section C: Table 3.

Develop online arts professional development that can be individually accessed anywhere-anytime to enable the teacher to be regularly engaged in study that impacts classroom learning

2.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Online arts professional development	Project	N/A	/		21		

2.c. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Peer Review Response	Project	N/A			27		

2.d. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Pre and post knowledge gains	Project		37 /46	80%		43/46	93%

2.e. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Teacher level of use surveys	Project	N/A	/		27	/	

2.f. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Records of partnered participation	Project	N/A	/		53		

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Multiple interactive learning opportunities, that link to student learning were provided for participants throughout the duration of the project including summer institutes, online communication, artists in residence, partnerships with higher education, local institutions and community artists. Quantitative and qualitative evaluation measures were utilized. Participants learning opportunities were measured through a review of online professional development; peer review response through focus group information and a teacher survey; pre and post knowledge gains as evidenced through observations and surveys; and teacher level of use survey conducted to determine their individual experiences. Project objectives were met as evidenced through the number of professional development opportunities through on-line, face-to-face, summer institutes, interaction with community artists and peer mentor and participant reflections. The use of multiple delivery methods and teacher reflections indicate sustainability of the project.

Online professional development

In order to determine the online professional development delivered to the participants a review was conducted of the trainings. Twenty-one online training offerings were developed and utilized during the three years of the project. Online training offerings included the following:

- Microsoft Office
- How to Use comic Life in the Classroom
- Comic Life Tutorial
- Teaching w/Comic Life
- Apple iPhoto Tutorial
- iLife-iPhoto Tutorial
- iPhoto Tutorial #2
- Organizing Photos and Video
- Apple iMovie Tutorial
- iMovie '06 #D
- Create an iMovie
- Apple GarageBand Tutorial
- GarageBand Tutorial
- Apple iWeb Tutorial
- iWeb Tutorial
- Teacher Tube iWeb Tutorials
- Photoshop Elements Tutorial
- Photoshop Elements Basics
- Photoshop Elements School Collection
- Tech Ease: Classroom Tech Help
- Technology in K-12 Lesson Plans

In addition to the online trainings, listed above, the project manager organized twelve workgroups to provide opportunities for networking among colleagues. The participants received instruction on the use of video and audio iChats. Not only was this technology useful during the grant period, participants listed in their reflections their desire to continue networking which will provide opportunities for sustainability of the project goals.

Focus Group Interviews

Focus group interviews were conducted in order to determine the use of multi-format professional development activities. Sixteen music teachers and eleven art teachers participated in the focus groups for a total of twenty-seven participants. The interview questions were designed to relate to the aspects of the project that had the most impact on teaching and learning through professional development experiences.

The interviewer provided the participants the opportunity to reflect on a series of questions focused on, the quality of the professional development while involved in the PDAE project; the formats used in which they participated in associated with the PDAE project (on-line, face-to-face, peer mentoring); the technology used associated with the PDAE project; the integration of the arts into other core curriculum areas; and the engagement in collaborative learning opportunities associated with the PDAE project.

Focus Group Questions

The focus group questions were posed to both art and music teacher project participants. The questions included:

Summary of Results

"I would like you to reflect with me on the quality of the professional development while involved in the PDAE project"

1. What aspects of the professional development sessions contributed most to the quality of your enhanced knowledge for teaching and learning for your classes? Responses included: model lesson writing, technology courses and training, technology use, book talks, attendance at professional state conferences, mentor assistance, networking with peers, integrated curriculum, literacy strategies, and monthly training sessions.
2. What aspect(s) of the professional development sessions contributed least to the quality of your enhanced knowledge for teaching and learning for your classes? Responses included: discipline specific trainings, some high-end technology, nothing, hands-on art for music teachers.

I would like you to reflect with me on the formats used in which you participated in associated with the PDAE project? (online, face-to-face, peer mentoring)

1. What professional development formats did you participate in associated with the PDAE project? Responses included: online, face-to-face, peer mentor, summer workshops, interaction with mentor
2. What format or formats enhanced your learning least? Responses included: technology (art), quick technology training (music) online (art and music), peer mentoring (1 response)

I would like you to reflect with me on the technology used associated with the PDAE project.

1. What technology used do you perceive will make the biggest difference in your teaching? Responses included: Apple laptop, LCD, camera, printer, software programs (visual arts); laptop, LCD projector, recording devices, PowerPoint, copiers, TASCAM, Midi controller, microphones, software, iPod, iTunes, external hard-drive, Nano, USB keyboard (music).
2. What technology used do you perceive will make the least amount of difference in your teaching? Responses included: "none all are useful", Ozone, Nano

I would like for you to reflect with me on the integration of the arts into other core curriculum areas.

1. To what extent were you able to integrate other content area standards into your classes? Responses included: a good amount, reading strategies, vocabulary connections, presentation of stories, creation of readers theatre, language arts, mathematics, science, social studies/geography, writing, reading, and cross curriculum lessons.
2. To what extent do you believe that the arts standards are integrated into other content area classes? Responses included: when initiated by art or music teacher, starting to see more integration, not consciously, very little, not as much as could be, room for improvement.

I would like you to reflect with me on the engagement in collaborative learning opportunities associated with the PDAE project.

1. In what ways have you collaborated in learning opportunities through the PDAE project? Responses included: Small group, mentoring, networking, large group, monthly meetings, PSD, summer trainings, conventions, facilitation, developing school based and district teams.
2. In what ways have the collaborations enhanced your teaching? Responses included: *greatly*, more meaningful lessons adding depth of knowledge, help to bring me into the 21st century, improved teaching and presentations, interrelated arts lessons, more well-rounded, increased focus on art history, work with classroom teachers, exchanging of teaching strategies, more aware of integration with other teachers both arts and non-arts.
3. In what ways have the collaborations not enhanced your teaching? Responses included: Sometimes it is too much to add a new theme to the curriculum map begun in the fall, but I keep notes/ideas for new units projects for the next year; not teaching to all skill levels in the classes; addressing topics not applicable to teaching environment.

Focus group interviews provided information on the technology most used in the classroom and validated the importance of the use of professional learning communities. The sustainability of the project will be determined by the continued interaction of project participants established during the three years of the project.

Professional Development for Arts Educators Survey

This portion of the teacher survey questionnaire contained five Likert type items. Project members were asked to indicate if they strongly agreed, agreed, were neutral, disagreed or strongly disagreed with the statement.

Teachers were asked about the project coordinators effectiveness in communicating with participants. Visual art teachers indicated a mean of over 4.0 with a possible total of 5.0 that resulted in 4.4 a decrease of 2% at the end of the project. Music teachers indicated a mean of over 4.0 that resulted in 4.72 an increase of 10% at the end of the project.

Teachers were asked about their participation in training activities directly related to the PDAE project. Visual art teachers indicated a mean of over 4.0 with a possible total of 5.0 that resulted in 4.33 an increase of 1% at the end of the project. Music teachers indicated a mean of 3.94 during Year 1 and over 4.0 subsequent years that resulted in 4.83 an increase of 23% at the end of the project.

Teachers were asked about their opportunity to access online coursework in relation to the project. Visual art teachers indicated a mean of over 3.0 with a possible total of 5.0 that resulted in 3.55 an increase of 16% at the end of the project. Music teachers indicated a mean of 2.58 during Year 1 and that resulted in 4.06 an increase of 57% at the end of the project.

Teachers were asked about their opportunity to participate in small group studies. Visual art teachers indicated a mean of 3.95 with a possible total of 5.0 that resulted in 4.36 an increase of 10% at the end of the project. Music teachers indicated a mean of 3.32 during Year 1 that resulted in 4.33 an increase of 30% at the end of the project. Results for Years 1 through 3 for spring and fall of the project are listed in the Section C: Table 1 (1.5, 3.1, 3.2, 3.3, and 3.4).

Level of Use Survey

In an effort to determine the extent to which interactive learning opportunities were conducted for PDAE participants, a "Level of Use" survey was conducted during Year 3 of the project. Twenty-seven participants responded to their level of use from summer institutes; ongoing monthly training opportunities; participation with mentors; conferences held by the Florida Art Educators Association and the Florida Music Educators Association; and resident artists. The following response from the survey is indicative of the responses shared. "The great thing about PDAE is that there is always something from every training or gathering to take back to the classroom. It is amazing how much information and ideas are shared and exchanged through this forum."

The following prompts were used for the survey.

- What are the key learnings from the training that you have implemented?
- What does it look like in your classroom or at your school?
- How often are you utilizing learnings from the training?
- Observed Strengths of the specific training.
- Future Considerations/Next Steps:
- Other:

Participants stated:

The future considerations and next steps have been incorporated into the plans for sustainability identified by the project director and project manager. They included the following responses on the steps that they plan to take into the future.

- Utilize word/concepts in a multimedia show for curriculum mapping at the beginning of the year for students (Develop Summer)
- Focus more on the technology aspects of training, including photography and related software.
- Conduct a complete workshop for classroom teachers to acclimate them to the students experiences in the art classroom
- Complete PowerPoint presentations and providing photos of student work on the School's Morning show.

- Continue to participate in professional development for visual arts teachers.
- Create an area for display of student art work on the school website.
- Conduct a music show with student participation in writing.
- Increase use of literature for intermediate students in addition to primary.
- Implement project with murals
- Increase use of iMovie
- Develop integrated lessons with art and music students in cooperation.
- Transfer learning into additional lessons
- Increase canonic and polyphonic singing in student skills
- Implement "Gameplan" curriculum for grades 1-4
- Utilize the trainers processes in my classroom lessons
- Continue to use technology—GarageBand in future years
- Increase technology use with hardware and software
- Increase technology use by students
- Continue to use movement to teach students skills in the use of instruments
- Increase use of software—Sibelius
- Increase knowledge of software
- Develop activities based on famous classical music compositions
- Integrate visual arts classes and music classes to develop plays

Records of partnered participation

The project director and project manager created a learning community of both community partners and community artists in order to provide systemic learning opportunities. The PDAE project had seven grant partners that collaborated on the project. Grant partners included the University of South Florida, Tampa Museum of Art, Hillsborough County Arts Council, Florida Music Educators Association, Florida Arts Educators Association, the Florida Department of Education and the Hillsborough County Public Schools. In addition to the partners, nine community artists have participated with the students and teachers in the schools. Community artists include: Cynthia Hennessy, Abasi Ote, Angelo Piazza, Holli Rubin, Debbie Rodriguez, Erika Greenberg-Schneider, Paul Reller, Daniel Dancer.

Outside consultants provided additional professional development for art and music teacher in the project. Olivia Gude, an artist from Illinois, conducted a workshop for the teachers. Tyrone Ramos, from the Apple Corporation; Larry Marchese, Director of Educational Markets for Sibelius software; and David Williams, professor from the University of South Florida, and Dr. Tim Brophy from the University of Florida provided workshops for fifty-three art and music teachers in the area of technology. Artists in residence were assigned to schools including: Erika Schneider, printmaking, Van Buren Middle School; Paul Reller, composition, Shaw Elementary; Lorraine Genovar, photography, Shaw Elementary and Memorial Middle Schools; Lynne Gackle, vocal development, Town & Country Elementary; and Daniel Dancer, "Art for the Sky: Tampa Bay Blvd. Elementary.

2.g. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Number of participants	Project	N/A	/		46		

2.h. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Teacher reflections logs of use of new learning	Project	N/A	/		46		

2.i. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Observation of classroom application	Project	N/A	/		20	/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

In order to determine the depth of teacher engagement in collaborative learning opportunities, qualitative data was used through teacher reflection logs and classroom observations. The total number of teachers in the project is listed quantitatively. Through a monthly review of the teacher reflections a high level of teacher engagement in collaborative learning opportunities was evidenced. Teachers indicated in their final reflections in Year 3 a continued desire to network with their colleagues who participated in the project.

Number of Project Participants

During the beginning of the PDAE project 22 schools were identified to participate, based on eligibility of Tier I Title I schools. During Year 3 of the project 21 schools participated with 22 art teachers and 24 music teachers for a total of 46 participants. The project participants remained steady throughout all three years of the project as indicated in the table. Results for Years 1 through 3 of the project are listed in the Section C: Table 4.

PDAE PROJECT SCHOOLS SUMMARY

	Year 1	Year 2	Year 3
Total Number of Schools/Total Participants	22/47	22/47	21/46
Number of Schools w/art	19/21	19/21	20/22

Number of Schools w/Music	19/26	19/26	19/24

Teacher Reflection Logs

PDAE teachers were required to submit monthly reflection logs focused on the PDAE project and were asked to respond in the following areas: technology in teaching; assessment; art literacy/music literacy; mentor and peer coaching; the learning community; interdisciplinary model lessons and the impact of the PDAE project. The reflection logs provided feedback to the project manager on the differentiated professional development needs of the participants.

The reflection logs were reviewed and indicated common themes and patterns across the project participants' responses. Teachers began Year 1 of the project with few skills in the use of technology in their classrooms. At the end of Year 3, teachers indicated an increased use of the MacBook, projector, and camera for teaching and learning skills. They are consistently using software, such as Power Point in their delivery of instruction. Teachers indicated an increased use of varying forms of assessment in their evaluation of students due to the creation of rubrics and technology use. Book studies, integrated professional development with art, music and classroom teachers was noted as having a major impact on the increased use of teaching literacy skills. Teachers had interactive trainings on the importance of literacy/reading as a focal point in their classrooms and commented in their monthly reflections. Mentor and peer coaching was a valuable part of the grant. Both mentors and mentees stated throughout their reflections the value of the assistance provided. The comfort level with technology use with mentor assistance was particularly mentioned in the reflections over time. Teacher reflections on the learning communities that were stated were very positive with teachers stating they want to continue working together in the future. The interdisciplinary lessons have been and are currently being implemented by both arts and non-arts teachers. The impact of the PDAE grant project was significant for the project teachers. The participants indicated in their reflection the impetus for moving forward the grant objectives beyond the grant period. Results for Years 1 through 3 for spring and fall of the project are listed in the Section C: Table 1 (1.3, 3.1).

Classroom Observations

Classroom observations indicate that PDAE teachers are applying new strategies in the arts classrooms. Classroom observations were conducted by, peer mentors and an expert observer from the University of South Florida who used the observation instrument designed for the project.

The use of a classroom observation instrument designed for the project was conducted in eight visual art classrooms and twelve music classrooms for a total of twenty observations. Key elements of a standards-based classroom were incorporated into the instrument related to the assistance of administrators to improve or monitor in the areas of classroom environment, instruction, and student actions. A separate version of the instrument was made for each discipline (visual arts, music) to enable best applicability for the two categories of classes observed. Published standards designed for each discipline were selected as appropriate to the PDAE foci and included on that discipline's version of the observation instrument. Responses to behaviors included: not observed; partially observed, approaching expectations; fully observed, meeting expectations; and fully observed, exceeding expectations. In addition, open-ended responses were accommodated in the observation instrument. Effectiveness and efficiency of the instruments were maintained by their length and format.

For each observation, the number of students and grade level was recorded on the instrument by the observer. Teachers were provided specific feedback on their performance in the area of classroom environment, including room arrangement and use of facility. In instruction, feedback by teacher

to student, as well as actual activities the use of equipment and instructional strategies were included. In addition the Sunshine State Standard Strands in the areas of *Skills and Techniques*; *Creation and Communication*; *Cultural and Historical Connections*; *Aesthetic and Critical Analysis*; and *Applications to Life* were identified as having been observed in each lesson.

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

3. Project Objective [ ]Check if this is a status update for the previous budget period.

Implement peer coaching teams

3.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Number of trained peer coaching teams	Project	N/A	/		11		

3.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Videos of coaching demonstrations	Project	N/A	/		3		

Explanation of Progress (Include Qualitative Data and Data Collection Information)

In order to formalize a feedback model for improving teaching, peer coaching teams were established. Quantitative and qualitative data were analyzed through an arts educators survey, a review of coaching logs, development of videos of coaching demonstrations, focus groups (see Project Objective 2.0) and monthly reflections to determine the impact of the peer coaches and mentors.

Peer Coaching Teams

Peer coaches were trained to provide assistance to project participants on implementing the goals of the project and to focus on standards-based lessons. Six music teachers and five art teachers were trained to provide assistance to teachers. Two visual arts and two music teachers served in a formal capacity as mentors throughout the duration of the project. Onsite observations during the school day, after school study groups, after school planning sessions, email dialogue, and telephone assistance to an assigned group of grant teachers were provided by mentors. The peer coaches that did not serve as mentors who received the initial training served in a less formal capacity. The mentors prepared activity logs that included: teacher mentee, date of meeting, type of meeting (e.g., one on one, telephone, email), school location, narrative of the meeting, date and goals for a follow-up meeting.

Project members were asked to indicate, on a Likert type scale of one to five if they strongly agreed, agreed, were neutral, disagreed or strongly disagreed with statements related to the integration of ongoing feedback that was a project goal. Results for Years 1 through 3 for spring and fall of the project are listed in the Section C: Table 1 (3.6, 3.8).

Teachers were asked about their experience with a peer observation in relation to the project. Visual art teachers indicated a mean of 2.82 with a possible total of 5.0 that resulted in a mean of 4.73 an increase of 68% at the end of the project. Music teachers indicated a mean of 2.94 during Year 1 that resulted in a mean of 4.56 an increase of 55% at the end of the project.

Teachers were asked about their support through mentor/coaches in relation to the project. Visual art teachers indicated a mean of 3.14 during Year 1 with a possible total of 5.0 that resulted in a mean of 4.45 an increase of 42% at the end of the project. Music teachers indicated a mean of 3.61 during Year 1 that resulted in a mean of 4.78 an increase of 32% at the end of the project.

Video coaching demonstrations

Three videos of coaching demonstrations were developed for use with participants.

Design an observation instrument based on research and data gathered from high performing arts teachers to provide consistent feedback for arts teachers

3.c. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
Published instrument	Project	Raw Number	Ratio	%	Raw Number	Ratio	%
		N/A	/		1		

Explanation of Progress (Include Qualitative Data and Data Collection Information)

A research-based observation instrument was designed to provide feedback to arts teachers. As an integral part of the project, a visual arts supervisor, with extensive experience in the identification of highly qualified teachers, was contracted to create criteria for an observation instrument for school-based administrators in the visual arts classroom. In the area of music, an associate professor from the University of South Florida provided the criteria for school-based administrators. In addition, a review of the research and literature to gather predictors of highly qualified teachers was conducted by each of the outside experts.

The criteria was reviewed and incorporated into the classroom observation instrument for administrators to assist in the feedback provided for arts teachers. Key indicators of a standards-based classroom were incorporated into the instrument. The observation instrument was developed to assist administrators to improve or monitor in the areas of classroom environment, instruction, and student actions. Initially, a separate version of the ob-

servation instrument was developed for each discipline (visual arts, music) to enable best applicability for the two categories of classes observed. Likert scale responses to behaviors included: not observed; partially observed, approaching expectations; fully observed, meeting expectations; and fully observed, exceeding expectations. In addition, open-ended responses were accommodated through the observation instrument in a comments section as an avenue for additional feedback for arts teachers. Effectiveness and efficiency of the observation instruments were maintained by the length and format. During Year 3, to provide efficacy and consistency for school-based administrators responsible for the evaluation of arts teachers, the two observation instruments were standardized so that the only difference was the actual Sunshine State Standards for each discipline See Published Instrument in Section C.

3.d. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Information gathered by the instrument through peer/consult observation	Project	N/A	/		20	/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Classroom observations indicate that PDAE teachers are applying new strategies in both the visual arts and music classrooms. Classroom observations were conducted by, the Project Director, Project Manager, peer mentors and an expert observer from the University of South Florida who used the observation instrument designed for the project.

For each observation, the number of students and grade level was recorded on the observation instrument by the observer. Teachers were provided specific feedback on their performance in the area of classroom environment including room arrangement, use of facility etc. In instruction, feedback by teacher to students, classroom activities, use of equipment and instructional strategies were included on the observation instrument.

Classroom Environment Indicators:

- Environment supports artistic learning (e.g., artistic vocabulary displayed, exemplary student work displayed)
- Materials and equipment were organized and ready for students to access
- Classroom management system is clearly displayed for students
- Scoring rubrics are displayed

Instruction Indicators:

- Instructional focus is on Standard/Benchmark at the appropriate level
- Lesson includes challenging tasks at appropriate level for students
- Provides ample opportunities for students to practice and apply a new idea or skill
- Assessment of student learning is embedded in the lesson

Student Actions Indicators:

- Follow established classroom procedures

- Communicate the focus of the lesson
- Actively engaged in the lesson
- Involved in discussion of Standards/Vocabulary
- Demonstrate evidence of artistic knowledge along with appropriate skills and techniques

In addition the Sunshine State Standard Strands in the areas of *Skills and Techniques*; *Creation and Communication*; *Cultural and Historical Connections*; *Aesthetic and Critical Analysis*; and *Applications to Life* were noted in each observed lesson.

Quantitative information gathered by the instrument

The use of the classroom observation instrument designed for the project was conducted during Year 3 in 20 classrooms consisting of eight visual art teachers and twelve music teachers. The criteria were reviewed and incorporated into the classroom observation instrument for administrators to assist in the feedback provided for arts teachers. Key elements of a standards based classroom indicators were incorporated into the instrument that relate to assisting administrators to improve or monitor in the areas of classroom environment, instruction, and student actions. Responses to behaviors included: not observed; partially observed, approaching expectations; fully observed, meeting expectations; and fully observed, exceeding expectations. For each observation, the number of students and grade level was recorded on the instrument by the observer. Teachers were provided specific feedback on their performance in the area of classroom environment including room arrangement, use of facility etc. In instruction, feedback by teacher to student, as well as actual activities, and the use of equipment instructional strategies were included. In addition the Sunshine State Standard Strands in the areas of *Skills and Techniques*; *Creation and Communication*; *Cultural and Historical Connections*; *Aesthetic and Critical Analysis*; and *Applications to Life* were identified as having been observed in each lesson.

Data from the classroom observations that either was fully observed meeting expectations or exceeding expectations include the following:

Classroom Environment:

- Environment supports artistic learning; visual arts 88%, music 100%
- Materials and equipment organized and ready for students to access; visual arts100%, music 100%
- Classroom management system is clearly displayed for students; visual arts 83%, music 100%
- Scoring Rubrics are displayed; visual arts 63%, music 67%

Instruction:

- Instructional focus is on standard/benchmark at appropriate level; visual arts 88, music 100%
- Lesson includes challenging tasks at appropriate level for students; visual arts 88, music 100%
- Provides ample opportunities for students to practice and apply a new idea or skill; visual arts 88%, music 83%
- Assessment of student learning is embedded in the lesson; visual arts 63%, music 75%

Student Actions:

- Follow established classroom procedures; visual arts 75%, music 100%
- Communicate the focus of the lesson; visual arts 50%, music 83%
- Actively engaged in the lesson; visual arts 63%, music 83%
- Involved in discussion of standards/vocabulary; visual arts 50%, music 50%
- Demonstrate evidence of artistic knowledge along with appropriate skills and techniques; visual arts 50%, music 67%

Comments by the observer:
Visual Arts. Some visual arts classrooms were not adequate in size for instruction; technology was observed in the lessons; visual arts teachers incorporated the majority of the Sunshine State Standards in their lessons; All lessons observed were standards based; several of the observed lessons included integrated standards in the lessons.
Music. Four teachers were observed during the last two days of the school year and therefore classroom management charts and scoring rubrics were not displayed. Mentors indicated the observation of visual representation was present during the school year.

Observations in the visual arts classrooms indicated a need for teachers to improve in the instruction indicators and the student actions indicators. The observation instrument has been disseminated and plans are underway to use it extensively by school-based administrators. The information from the observations in the music classes suggests that teachers need to increase their use of the standards and vocabulary. Consistent feedback in these areas should assist in the improvement of instruction in the visual arts and music classroom.

3.e. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Number of administrators trained	Project	N/A	/		135	/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

The number of administrators trained included eight administrators in the initial training and 127 school-based assistant principals during 2009. The observation instrument developed for administrator use was piloted in Year 3 and is continuing to be incorporated in administrator training through the Elementary Division of the school district.

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

4. Project Objective [ ]Check if this is a status update for the previous budget period

Design and pilot a bank of student assessment models for authentic learning experiences that align with the Sunshine State Standards for arts curriculum.

4.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Alignment of assessments with Sunshine State Standards	Project	N/A	/		N/A		

4.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Reported teacher use of assessments	Project		37 /46	80%		31/46	67%

4.c. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Number of assessments published	Project	N/A	/		59		

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Quantitative data as indicated in the number of teacher reported use of assessments and the number of assessments published and qualitative data through peer reflections were used to determine progress for this objective. The alignment of standards was used to develop assessments published for classroom use.

Questions related to the alignment of assessments with the Sunshine State Standards portion of the teacher survey questionnaire contained three Likert type items. Project members were asked to indicate if they strongly agreed, agreed, were neutral, disagreed or strongly disagreed with the statement.

Assessment. Data was established for teachers' reported use of formative and summative assessments. The reported use of assessments portion of the teacher survey questionnaire contained five Likert type items. Project members were asked to indicate if they strongly agreed, agreed, were neutral, disagreed or strongly disagreed with the statement. The alignment of Sunshine State Standards to assessment and evaluation of students utilizing, portfolios, selected response, product assessment, performance assessments and teacher observation was an objective for the project.
Teachers were asked about their knowledge and understanding of the Sunshine State Standards for their content. Visual art teachers indicated a mean of 4.77 during Year 1 with a possible total of 5.0 that resulted in 4.91 an increase of 3% at the end of the project. Music teachers indicated a mean of 4.45 during Year 1 that resulted in 4.78 an increase of 7% at the end of the project.

Teachers were asked about the assessment of student learning by consistently using rubrics developed for each unit/lesson based on Sunshine State Standards. Visual art teachers indicated a mean of 4.14 during Year 1 with a possible total of 5.0 that resulted in 4.27 an increase of 3% at the end of the project. Music teachers indicated a mean of 3.61 during Year 1 that resulted in 4.11 an increase of 14% at the end of the project.
Teachers were asked about their use of portfolio assessment to evaluate student learning. Visual art teachers indicated a mean of 4.45 during Year 1 with a possible total of 5.0 that resulted in 4.46 no significant difference at the end of the project. Music teachers indicated a mean of 3.61 during Year 1 that resulted in 3.33, a decrease of 8% at the end of the project.

Teachers were asked about their use of selected response assessments to evaluate student learning. Visual art teachers indicated a mean of 2.91 during Year 1 with a possible total of 5.0 that resulted in 3.2 an increase of 10% at the end of the project. Music teachers indicated a mean of 2.68 during Year 1 that resulted in 2.67 no significant difference at the end of the project.
Teachers were asked about their use of performance assessments to evaluate student learning. Visual art teachers indicated a mean of 4.0 during Year 1 with a possible total of 5.0 that resulted in 4.27 an increase of 7% at the end of the project. Music teachers indicated a mean of 4.03 during Year 1 that resulted in 4.39 an increase of 9% at the end of the project.
Teachers were asked about their use of observation to evaluate student learning. Visual art teachers indicated a mean of 4.41 during Year 1 with a possible total of 5.0 that resulted in 4.82 an increase of 9% at the end of the project. Music teachers indicated a mean of 4.29 during Year 1 that resulted in 4.61 an increase of 7% at the end of the project.

Results for Years 1 through 3 for spring and fall of the project are listed in the Section C: Table 1 (2.1, 4.1, 4.2, 4.3, 4.4, 4.5, and 4.6).

The assessments were developed, in conjunction with the integrated model lessons, during the summer prior to Year 3 and were published for classroom use. The assessments were implemented and reviewed during Year 3. Teacher teams collaborated on the development of assessments to be published. Seventeen music, twenty-four non-arts and eighteen visual arts assessments were published for a total of fifty-nine assessments. The bank of student assessments developed and implemented by arts and non-arts teachers have been published to provide ongoing assistance in the evaluation of student achievement. (See Section C: Table 2,Model Lessons and Assessments)

Link ongoing assessment of student achievement in the arts to professional development plans

4.d. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Percent of participating arts teachers linking student need to Individual Professional Development plans.	Project	46			46		100

4.e. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Report on reviewed Individual Professional Development Plans	Project	46			46		

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Data was established for teachers' perceived needs for professional development and were linked to the participants of Individual Professional Development (IPDP) plans. In addition to the review of the IPDPs, participants were asked to complete a survey related to their professional development plans.

This portion of the teacher survey questionnaire contained four Likert type items. Project members were asked to indicate if they strongly agreed, agreed, were neutral, disagreed or strongly disagreed with the statement.

Results for Years 1 through 3 for spring and fall of the project are listed in the Section C: Table 1 (3.9, 3.10).

Teachers were asked about their Individual Professional Development Goal that reflects the objectives for the PDAE project. Visual art teachers indicated a mean of 4.0 during Year 1 with a possible total of 5.0 that resulted in 4.82 an increase 21% at the end of the project. Music teachers indicated a mean of 3.71 during Year 1 that resulted in 4.72 an increase of 27% at the end of the project. Teachers were asked about their Individual Professional Development Goal that includes a goal linked to assessment of student achievement in the arts. Visual art teachers indicated a mean of 4.14 during Year 1 with a possible total of 5.0 that resulted in 4.82 an increase 16% at the end of the project. Music teachers indicated a mean of 3.87 during Year 1 that resulted in 4.67 an increase of 21% at the end of the project.

Individual Professional Development Plans

Prior to Year 3 of the project, the goal areas identified by the forty-six participants for the project, that are indicative of the focus on student achievement through the arts generally, and PDAE specifically, included in teacher specific individual professional development plans showed an increase of

a goal in their IPDP plans from Year 1 of 0% of music and art teachers to Year 2 of 26% of music teachers and 45% of art teachers to 100% of both music and art teachers for Year 3 indicated a specific PDAE goal.

Link student assessment data to the teacher observation data

4.f. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Correlation of student assessment and teacher assessment data	Project		37 /46	80%		43/46	93%

Explanation of Progress (Include Qualitative Data and Data Collection Information)

The validation and dissemination of the teacher observation instrument has been completed both at the District and state level. The instrument and project results and outputs were presented in Atlanta, Georgia during September, 2009. The project director and program manager conducted two sessions for the Southern Division of the Music Educators National Conference: The National Association for Music Education that is comprised of the eleven Southern states that represents 16,000 active members. Edith Harvey was in attendance from the USDOE.

Student assessment data from the Florida Comprehensive Assessment Test (FCAT) scores were reviewed for the project years. The FCAT is the accountability measure used for adequate yearly progress related to No Child Left Behind (NCLB).

Florida Comprehensive Assessment Test for Writing at the PDAE project schools indicate a high rate of proficiency with 100% of the schools' student average scores of 80% or above. Sixty-eight percent (68%) (15 of 22) of project schools showed an increased percentage of students that made learning gains in mathematics over previous project years and 64% (14 of 22) of project schools showed an increased percentage of students that made learning gains in reading over previous project years. (See Section C: Table5 for a three-year report of the FCAT results for project schools.)