

# PCA PARTNER ARTIST IN RESIDENCE

## CLASSROOM TEACHER SURVEY

Date:

By completing this survey as accurately as possible, you are contributing critical information about the importance of arts education and the significant value it has as a core learning experience for all students. This information is of vital interest to us and the Pennsylvania Council on the Arts. Please take the time to complete fully and return as soon as possible. This survey is intended to be completed online by clicking into the box that represents the most appropriate response or by providing an answer in the fill-in box. To submit, click the 'Submit by Email' button above.

PCA Partner  
Organization

School

Name

Position

Home Address

School Phone #

Cell Phone #

Email

Home Email

Teaching Artist

Number of residency days

Residency Dates

### *Core group participation:*

Grade level

Number of students in each core group

Number of core groups

Total number of participating students

### *Extension of project:*

Number of students not in core group but engaged in an arts experience specific to this project

Total number of students who attended a performance or saw an exhibit specific to this project

Total number of parents, faculty, staff, and others who attended a performance or saw an exhibit specific to this project

## Teacher Survey

This survey is designed to provide an assessment of how participation in the PCA **Artist in Residence (AIR)** program has benefited you and your students and to assess the processes of the collaboration between the teacher(s) and the teaching artist(s).

### I. In what ways has participation in AIR program benefited you as a teacher?

- HighBenefit:** As a teacher, I gained a lot in this respect.  
**ModerateBenefit:** I realized some benefit in this respect.  
**MinimalBenefit:** I realized very little benefit in this respect.  
**No Benefit:** I realized no benefit in this respect.  
**NA:** This item is not applicable to my experience in AIR program.

(Please check only one response for each item)

	High Benefit	Moderate Benefit	Minimal Benefit	No Benefit	NA
1. Participation in the AIR program has enhanced our school's commitment to the arts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I acquired new techniques to use in the classroom. <i>Briefly describe one of those techniques:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>					
3. Participation in the AIR program enabled us to reach "difficult to teach" students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Participation in the AIR program heightened my awareness of the benefits of integrating the arts in my educational program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Working with a teaching artist enabled me to see how teaching in and through the arts provides greater opportunities for students to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Participation in the AIR program helped me to address state and local arts and humanities standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Participation in the AIR program enhanced my ability to incorporate the arts into my teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Participation in the AIR program helped me to incorporate other was of evaluating student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**II. In what way has participation in AIR program benefited your students?**

- HighBenefit:** Students gained a lot in this respect.  
**ModerateBenefit:** Students realized some benefit in this respect.  
**MinimalBenefit:** Students realized very little benefit in this respect.  
**No Benefit:** Students realized no benefit in this respect.  
**NA:** This item is not applicable to my experience in AIR program.

**(Please check only one response for each item.)**

	<b>High Benefit</b>	<b>Moderate Benefit</b>	<b>Minimal Benefit</b>	<b>No Benefit</b>	<b>NA</b>
9. Participation in the AIR program has had a positive impact on my students' academic achievements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Participation in the AIR program has had a positive impact on my students' critical thinking skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Participation in the AIR program helped students feel better about themselves.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Participation in the AIR program increased students' enthusiasm for school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Participation in AIR program helped improve attendance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Participation in the AIR program allowed my students to acquire a greater appreciation of the arts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Participation in the AIR program helped improve my students' ability to work together collaboratively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Participation in the AIR program provided students with skills that will be useful to achieve success on the PSSA tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Participation in the AIR program gave my students skills that they will be able to transfer to other projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*List some of the skills the students gained that will be transferable:*

## Project Effectiveness

The items in this section are designed to assess your experience working with the teaching artist. Please use the following rubric criteria to evaluate artist(s) and the artistic experience in your PCA residency. Use the rubric below:

**Strongly Agree; Agree; Disagree; Strongly Disagree; NA: Not Applicable**

### TEACHING METHODOLOGY

18. The teaching artist worked with me to co-plan the learning objectives and outcomes.

Strongly Agree     Agree     Disagree     Strongly Disagree     NA

19. We shared in the design and implementation of the project as equal collaborators.

Strongly Agree     Agree     Disagree     Strongly Disagree     NA

20. The teaching artist was able to engage students' interest in workshop activities.

Strongly Agree     Agree     Disagree     Strongly Disagree     NA

21. Materials and lesson plans were age appropriate.

Strongly Agree     Agree     Disagree     Strongly Disagree     NA

22. Materials were presented in a way that enabled students to understand what they were to do and how to do it.

Strongly Agree     Agree     Disagree     Strongly Disagree     NA

23. Lessons met appropriate state standards.

Strongly Agree     Agree     Disagree     Strongly Disagree     NA

24. The workshops were highly experiential with hands on activities.

Strongly Agree     Agree     Disagree     Strongly Disagree     NA

25. The teaching artist demonstrated an awareness of and rapport with the student population.

Strongly Agree     Agree     Disagree     Strongly Disagree     NA

26. The teaching artist assessed student learning in various ways using multiple strategies such as directed questions, reflection, and critiques.

Strongly Agree     Agree     Disagree     Strongly Disagree     NA

**STUDENT RESPONSE**

27. Students' behavior demonstrated their involvement in the learning process.

- Strongly Agree     Agree     Disagree     Strongly Disagree     NA

28. Students demonstrated their own initiative and creativity through their participation in the workshop activities.

- Strongly Agree     Agree     Disagree     Strongly Disagree     NA

List the 3 most significant outcomes of your AIR residency program.

- 1.
- 2.
- 3.

List the 3 least significant outcomes of your AIR residency program.

- 1.
- 2.
- 3.

Additional Comments

**FINAL REPORT REQUIREMENTS:**

Each grantee is required to report on student learning and project impact. Please submit a report that includes:

Description of project activities

Impact of the project on students and school community  
(The two areas listed above should be at least one page long.)

Student assessment results (See Project Assessment Rubric below.)

For this pilot year, 2011-2012, teachers may opt out to not complete the Project Assessment Rubric although we encourage you to try.

- Check if you are opting not to complete the Project Assessment Rubric (PAR) this year.

Documentation of student work (digital photos, videos, sample of product)

## PROJECT ASSESSMENT RUBRIC

The Project Assessment Rubric has been designed to provide a standardized way for teachers to report on student learning. We are not interested in knowing what grade each student achieved, but, as a group, how many students met the goals you and the teaching artist established for this project. This rubric uses the PA Department of Education rubric as a guide to respond to this section. No matter what strategies you used to evaluate (rate or grade) student learning in your project, you should be able to determine how well students did as a group for this report.

As part of your application or planning proposal, you listed content learning objectives, arts skill learning objectives, and social/affective skill learning objectives that you wanted students to achieve through their participation in this PCA grant.

Below are three tables:

- Content Learning Objectives
- Arts Skills Learning Objectives
- Social/Affective Skills Learning Objectives

List in each category one to three goals you had established in your PCA application/planning proposal. For example, under Content Learning Objectives, you might list: *Students demonstrated an understanding of how paper is made*; Arts Skills Learning Objective, you might list: *Students demonstrated an understanding of how books are made by sewing paper together to create a book*; Social/Affective Learning Objective: *Students improved their collaboration skills*.

Remember we are not interested in knowing how an individual was rated but in knowing how many students out of the entire class achieved a level 4 or 3, etc. List the **total number of students** in your class who achieved a score of 4, 3, etc., in each learning objective.

Example:                      Number of students: 33

<b>Content Learning Objectives:</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. The student understood how paper is made. (Science curriculum)	12	14	8	1
<b>Arts Skill Learning Objectives:</b>				
1. Students demonstrated an understanding of how books are made.	15	10	8	
<b>Social/Affective Skill Learning Objective</b>				
1. Students improved their collaboration skills	22	11		

## RUBRIC GUIDELINES

- 4     Advanced;** exceptional; exceeds expectations; functions at a high level of performance; demonstrates originality and creativity
- 3     Proficient;** meets requirements for the most part; demonstrates solid understanding/performance of what is required but does not exceed expectations
- 2     Basic;** meets some of the requirements; demonstrates partial or some understanding/performance of what is required but works below average
- 1     Below Basic;** fails to achieve all or almost all of the requirements; demonstrates little understanding of what is required

School

PCA Partner Organization

Teacher

Grade  Total number of students included in this assessment

List the **number of students** achieving each objective.

**Arts Skills Learning Objectives**

List of learning objectives:

	4	3	2	1
1. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**Content Learning Objectives**

List of traits: List of learning objectives:

	4	3	2	1
1. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**Affective/Social Skills Learning Objectives**

List of traits: List of learning objectives:

	4	3	2	1
1. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>