



ARTS INTEGRATION MENOMONIE



**Implementation Grant - Year 2**

# **CITA & PAINT**

Fall 2016 - Spring 2017



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**Arts Integration**

**Menomonie**

**CITA**



Arts Integration Menomonee (AIM) is a community organization that focuses on enhancing capacity, confidence, and well-being of teachers through integrating the arts into their teaching practices, as well as improving teacher retention for early career teachers in the field. “Co-Teaching In and Through the Arts” (CITA) is a collaborative partnership between the University of Wisconsin-Stout, the School District of the Menomonee Area (SDMA), and a non-profit arts organization from the community.

## **Methodology Overview**

The Applied Research Center at the University of Wisconsin-Stout conducted an evaluation that the AIM organization will use to help make decisions about CITA. Data was collected from career teachers and pre-service teachers prior to their involvement with CITA and again after program completion. The pre and post survey results were compared and analyzed to evaluate CITA’s impact on teachers.

*"I had an excellent experience with CITA this year and plan to continue to utilize this program in the future!"*



# 2016-2017 CITA Career Teachers

## CITA Custom Survey Results

In August 2016, 11 career teachers from the SDMA joined the CITA program, creating the 2016-2017 CITA Cohort. Teachers participating in CITA (CITA teachers) were surveyed before starting CITA (August 2016) and after completing the program (May 2017). These surveys assessed their competence, confidence, and satisfaction with teaching, co-teaching, and integrating the arts into the classroom. The following sections discuss the changes that occurred over the course of the academic year as captured by the pre and post CITA teacher surveys. No comparisons were conducted between the 2015-2016 and 2016-2017 CITA cohorts because the core programming is changing within the next year.

The most popular forms of art to incorporate in lessons were music, storytelling, and either drawing or painting.



82%



36%



27%

At the beginning of the academic year, all CITA teachers indicated that they use art in their lessons. The most popular forms of art to incorporate in lessons were music, storytelling, and either drawing or painting. They were most confident in their abilities to co-teach and provide creative learning environments, and less confident in their ability to independently teach the arts. Most CITA teachers integrated art into their lessons a couple times per month.

When asked what they were hoping to learn from the CITA experience, CITA teachers expressed a desire to learn how to better engage their students using arts integration.

*“I’m hoping to learn unique, fun and engaging ways to get students more involved in their learning. I’m looking for ways to “jazz” up my lessons and use those strategies for other areas of curriculum.”*



Comparing the pre-survey results from the beginning of the academic year to the post-survey results at the end of the year allows the researchers to assess the impact CITA has on teachers. CITA teachers’ feelings of preparedness did not significantly change after completing CITA. Rather, teachers started out the year feeling prepared to engage students, manage their classroom, collaborate with colleagues, foster relationships with students, evaluate student progress, and share their classroom.



64%

CITA helped teachers feel more confident in:

55%

**Independently Teaching the Arts**

**Co-Teaching with Teaching Artists**

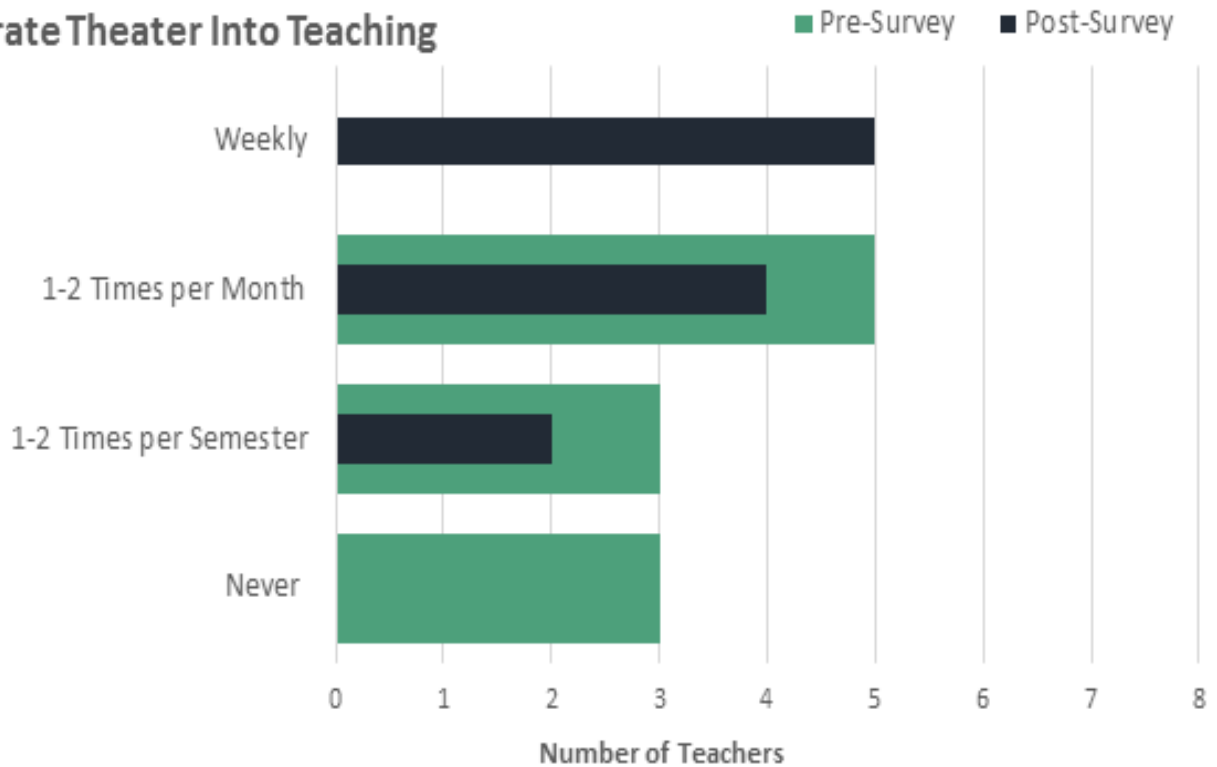
As a result, the CITA teachers continued to show high levels of preparedness throughout the school year. Significant growth was seen in teacher confidence over the school year in two areas. Teachers were significantly more confident in independently teaching the arts and in co-teaching the arts with a teaching artist. Confidence in independently teaching the arts increased for 64% of teachers and confidence in co-teaching the arts with a teaching artist increased for 55% of teachers. These results indicate that CITA programming helped teachers feel more confident integrating the arts in their classroom independently and co-teaching with a teaching artist.

After completing the CITA program, there was a noticeable increase in the frequency of teachers integrating theater into their classroom and engaging students in artistic activities. Reported activities increased from 1-2 times per month to weekly or even daily. In addition, when asked about the most useful CITA program lessons and strategies, 64% of CITA teachers indicated that they found storytelling to be the most useful strategy to use when integrating art into the curriculum.



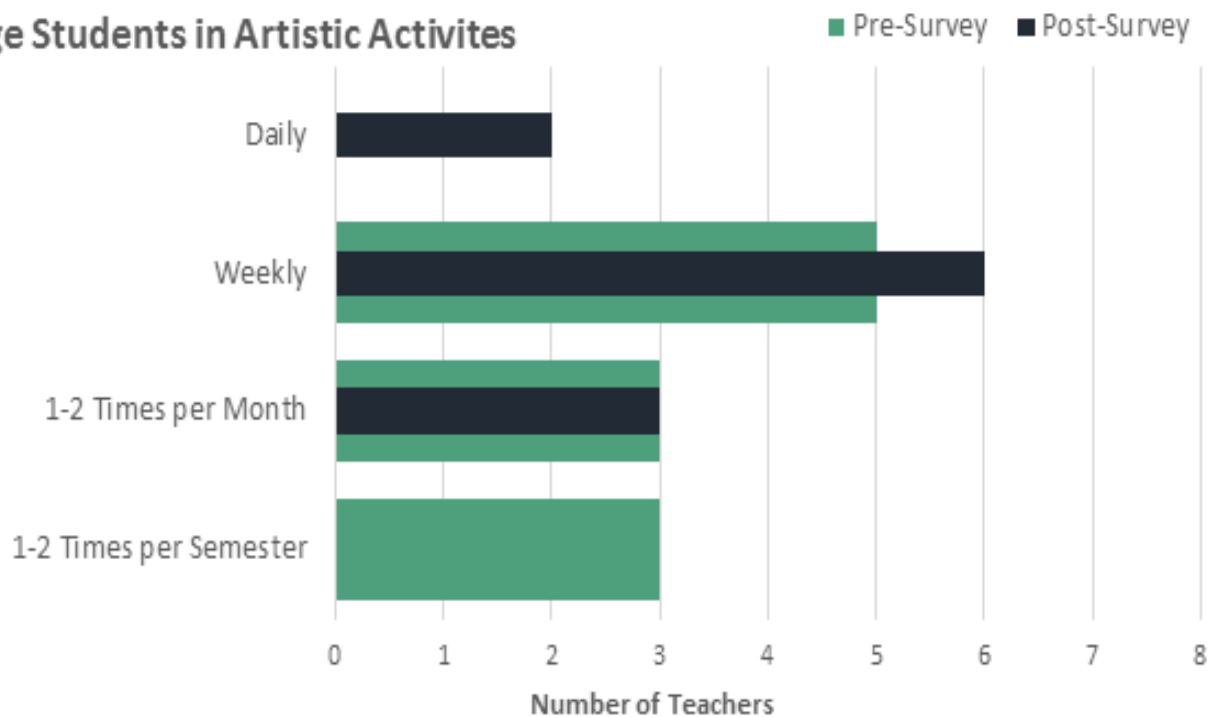


## Integrate Theater Into Teaching



*“I found storytelling and theatre to be the easiest to integrate. This would be the content I feel most comfortable trying on my own. My writing unit is forever changed!”*

## Engage Students in Artistic Activities





CITA teachers feel more confident in their career choice after completing the CITA program. After completing the CITA program, 9 CITA teachers said that they would choose teaching as a career again, compared to only 3 who felt this way before beginning the program.

## Would Choose Teaching Again as a Career Choice

Pre-Test 

Post-Test 

CITA teachers see CITA as a professional development opportunity that is supported by SDMA. After CITA, 9 teachers agreed that SDMA is a place where they can grow professionally, compared to only 2 who felt this way prior to the program.

## SDMA is a Place to Grow Professionally


Pre-Test 

Post-Test 


CITA teachers were asked their intention to stay in the teaching profession. The number of CITA teachers that wanted to stay in the teaching profession more than 5 years or stated that teaching was their lifelong career declined from 91% of CITA teachers (10 of 11) to 73% (8 of 11) after program completion. One of the goals of the CITA program is to increase the retention of early career teachers (under five years). When examining only the 4 early career teacher responses, before CITA all four early career teachers indicated that it was their intention for teaching to be their lifelong career. After CITA, this dropped to two indicating that teaching is my lifelong career, one indicated more than five years, and one was undecided. There may be external factors other than CITA that influenced this change, such as stress from end of the year activities and political climate.

When asked about top influential factors to remain in teaching, CITA teachers selected passionate about the profession, salary or benefits, respect or recognition for teaching, and supportive school administration.


## Top Reasons CITA Teachers Leave Teaching:




Salary or Benefits



Lack of Administration Support




Feeling Overwhelmed




Another Job Opportunity

CITA teachers were asked to identify the top factors that may influence their decision to leave the teaching profession. CITA teachers selected feeling overwhelmed, salary or benefits, lack of support from administration, and another job opportunity as being major reasons for leaving the profession.

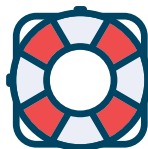
## Top Reasons CITA Teachers Stay in Teaching:




Passionate about the Profession



Salary or Benefits



Supportive School Administration



Respect or Recognition for Teaching

All career teachers indicated that they had a positive experience working with the teaching artist and that their students responded positively to co-teaching and art integrated courses.



*“Working with the teaching artists was inspirational—showing me what I can do in my classroom and how to do it.”*

## MBI, AWS, and JSS Survey Results

In addition to assessing their competence, confidence, and satisfaction with teaching, teachers' burnout, work-life balance, and job satisfaction were also evaluated. Three surveys were used: Maslach Burnout Inventory for Educators (MBI), the Areas of Worklife Survey (AWS), and the Job Satisfaction Survey (JSS). Two comparison groups were used: SDMA and the national average for educators.

CITA career teachers started out the year moderately emotionally exhausted and remained moderately emotionally exhausted at the end of the school year. Although, they also felt connected and invested to their profession and personally accomplished as educators throughout the school year.

CITA career teachers started and ended the school year feeling that their workload was tolerable; however, they felt that SDMA values did not necessarily match their own values.



Overall, CITA teachers were ambivalent on job satisfaction throughout the school year, meaning that they were not sure whether they are satisfied with their jobs. The only significant change from the beginning to the end of the CITA program was in communication. CITA teachers started out the year feeling satisfied with communication, but ended the year feeling ambivalent toward communication.

Overall, participation in the CITA program did not influence burnout, worklife balance, or job satisfaction for SDMA teachers. The results of the JSS showed a few differences between SDMA teachers and CITA teachers. On average, SDMA teachers were significantly more satisfied with coworkers and supervision than CITA teachers. However, CITA teachers were significantly more satisfied with operating procedures than SDMA teachers. Overall, both CITA and SDMA teachers were ambivalent about their job.

Generally, MBI, AWS, and JSS results are similar between the national average, SDMA, and CITA.



## 2016-2017 CITA Pre-Service Teachers

### Pre-Service Custom Survey Results

Three pre-service teachers from the University of Wisconsin-Stout participated in the 2016-2017 CITA cohort. One pre-service teacher participated in Fall 2016 and two took part in Spring 2017. The pre-service teachers took a pre-survey before starting the CITA program and then again at the end of their semester to assess their confidence in teaching. This allowed the evaluators to examine the impact of CITA on pre-service teachers' ability to teach. Due to the small sample sizes, no statistical tests could be done to determine significant differences between the pre and post surveys; however, frequencies were still examined.

Before the CITA program, pre-service teachers indicated that they were attempting to include art in their lessons and they were hoping to learn more ideas to use in the classroom.

***“I am hoping to learn more ideas to incorporate into lessons and learn more about various arts to use.”***

Pre-service teachers started out the semester confident in co-teaching and co-teaching with an artist. During the CITA experience, pre-service teachers' confidence increased. Three pre-service teachers gained confidence in independently teaching the arts. Also, one pre-service teacher increased confidence with providing a creative learning environment. Overall, all pre-service teachers completed CITA feeling confident in all four areas.

***“I will be more likely to incorporate music and the arts in general into my teaching. I realized that it is not more work, it is just presenting information in a different way than we are used to.”***

**During CITA,  
pre-service teachers gained  
experience in:**

- **Co-teaching**
- **Collaborating with artists**
- **Integrating arts into the curriculum**

Before participating in the CITA program, pre-service teachers had no experience collaborating with local artists in the classroom or integrating the arts into the curriculum. However, after program completion all pre-service teachers had experience in both. When starting CITA, only two pre-service teachers had experience in co-teaching, but after completing CITA all three had experience.

Pre-service teachers considered themselves to be more of an artist after completing CITA in comparison to before the program. In addition, two of the three pre-service teachers left the program feeling confident in their abilities to teach art.

*“I especially enjoyed using storytelling with word problems in math. Math is a subject area that always struggled with making fun and engaging. I now have skills to use to have students act out word problems to solve simple math problems.”*

Throughout the entirety of CITA, pre-service teachers remained confident in their abilities in creating meaningful learning experiences, differentiating instruction, implementing strategies to engage students, and providing a creative learning environment.

Overall, pre-service teachers felt CITA was a positive experience and indicated that they plan to incorporate the arts into their teaching.



*“I feel more comfortable now than I did before about incorporating the arts into my lesson plans. At the beginning of this experience I was nervous to incorporate the arts into my teaching as it was something that I had never done before. I feel that this experience is one of the most beneficial things I have done in my college career thus far.”*

## CITA increased pre-service teachers' ability to teach art education.





**After completing CITA,  
pre-service teachers  
considered themselves  
to be artists.**

Arts Integration

Menomonie

**PAINT**





“Program for Arts Integration for New Teachers” (PAINT) is a collaborative partnership between the University of Wisconsin-Stout and community programs whereby pre-service teachers have authentic teaching practicums using arts integration. PAINT’s participants are Education pre-service teachers at University of Wisconsin-Stout who work for 40 hours over a semester collaborating to develop curriculum that infuses interdisciplinary standards for deeper and more meaningful learning and teaching.

### **Methodology Overview**

The purpose of this evaluation study was to provide rich, accurate, actionable data to guide decision-making in PAINT by the Arts Integration (AIM) organization. Data was collected from two PAINT participants groups: Fall 2016 cohort and Spring 2017 cohort. Each group completed surveys before and after the PAINT program to assess their confidence, preparedness to teach, and experiences teaching and integrating the arts. PAINT participants also answered open-ended questions in the post program survey to assess program strengths and areas for improvement.



## PAINT Custom Survey Results (Fall 2016 – Spring 2017)

### Total PAINT Participants

During the 2016-2017 school year, 26 University of Wisconsin-Stout students participated in PAINT, 13 in the fall and 16 in the spring. Three participants were repeaters as they participated in both fall and spring. The majority of the participants were Art Education majors; although, there were a few Early Childhood Education majors. Students engaged in different types of projects while participating in PAINT. PAINT International allowed PAINT participants to work with children in Africa via Skype. Creative Movement and Watercolor projects allowed PAINT participants to teach inmates artforms at the local county jail.

Although there were two cohorts and some PAINT participants engaged in different types of projects, the data was analyzed together to show the overall impact of PAINT.

PAINT participants started the year mentally prepared to teach and continued to feel that way throughout their PAINT experience. For example, pre-service teachers rated themselves as having the ability to adapt to different situations, persevere in difficult situations, and appreciate diversity of ideas and thought on both the pre and post surveys.

*“PAINT International provides me with the experience of getting to know a classroom of students on a weekly-regular basis, allowing me to make connections with the students.”*



PAINT participants got involved in the program so they can be exposed to lesson planning, become acquainted with teaching diverse students, gain experience in classroom management and develop student relationships.



## Top Reasons Teachers Got Involved with PAINT:

28%

Lesson Planning

21%

Teaching Diverse Students

21%

Classroom Management

17%

Developing Student Relationships

At the end of the PAINT programming, participants reported feeling significantly more prepared and able to create meaningful learning experiences based on content knowledge, implement a variety of strategies to engage students in learning, implement a variety of strategies to manage the classroom, use a variety of assessment strategies to evaluate students' progress, and reflect on teaching for self-improvement.



PAINT also had an overwhelmingly positive impact on increasing participants' teaching experiences through collaborating with colleagues on lesson ideas and teaching strategies, communicating content information in clear and age appropriate terms, using active listening skills, using problem solving skills, demonstrating appreciation for diversity and cultural competence, and facilitating meaningful interactions between students.

***“Being able to work with the students with disabilities because they have really opened up my eyes to the variations of different people and how everyone has different skills.”***

## Repeat PAINT Participants

Three PAINT participants were involved in both fall and spring semesters. These repeat participants had significantly higher ratings in certain facets on their pre-survey. This indicates that repeat participants retain what they learned in past PAINT sessions and are more confident in their teaching abilities when participating in PAINT a second time.

Specifically, repeat PAINT participants had higher ability ratings in content knowledge based teaching, student engagement strategies, and teaching art education on their pre-survey than first time participants.



**Repeat PAINT participants feel more experienced with colleague collaboration on teaching strategies!**

Repeat PAINT participants also felt more prepared to implement classroom management strategies and assessment strategies.

Finally, repeat PAINT participants felt significantly more experienced collaborating on teaching strategies and communicating information in a clear, age appropriate manner than first time PAINT participants. Being involved in PAINT provides skills in collaboration that participants can use in future settings.



Participants stated that PAINT prepared them to be a better teacher by allowing them to practice teaching, helping them with lesson planning, preparing them for classroom management, and helping them to be more comfortable in the classroom.



## PAINT Allowed Participants to:

**31%**

**Practice Teaching**

**21%**


**Plan Lessons**

**21%**

**Manage Classrooms**

**17%**

**Become Comfortable in Classrooms**



Repeat PAINT participants are more confident in their teaching abilities than first time PAINT participants.

## Paint Participant Feedback

Overall, the PAINT participants enjoyed the program and felt that PAINT had a great impact on their teaching skills. Participants would recommend PAINT to others.

Participants were also asked to share any other comments with the Arts Integration or PAINT program staff. PAINT participants gave praise and thanked the staff for the PAINT experience. A few participants also suggested being more organized and providing more communication to improve PAINT programming.

*“It provided an outlet for me to practice, teacher to student, skills that we have obtained in the classroom and use them in a real-life setting.”*

*“I can’t imagine my semester without PAINT and I am so happy I was given this opportunity!”*

*“I was able to create my own lessons and after doing them I was able to determine if anything should be changed or if it was a really good lesson I would be able to do it again!”*

**100%**  
of participants  
would  
recommend  
PAINT to others.