



ARTS INTEGRATION MENOMONIE

2017-2018 Report: *Enhancing Teacher Competence, Confidence, and Happiness through the Arts*
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Arts Integration Menomonie

UW-STOUT

January 2017 - December 2018

A photograph of the UW-Stout clock tower, a brick structure with a large clock face and a balcony, set against a clear blue sky. In the foreground, there are branches of pink cherry blossoms in full bloom, partially obscuring the tower. The text 'UW-STOUT' is overlaid in a large, blue, outlined font at the top of the image.

UW-STOUT

Arts Integration Menomonie (A.I.M.)

UW-Stout's AIM program focuses on four main components:

- 1. Pre-service teachers have numerous diverse and immersive hands-on teaching experiences.** (P.A.I.N.T.: "Program for Arts Integration for New Teachers" internships)
- 2. Knowledge and skills in arts integration are gained in university courses.** (Teaching Artist workshops)
- 3. Pre-service teachers have opportunities for support, networking, and professional development.** (State and national conferences)
- 4. Mindfulness practices are embedded into university courses to support teacher well-being.** (Mindfulness specialist as guest lecturer)



ARTS INTEGRATION MENOMONIE

AIM advances the arts as an essential strategy for improving teacher competence, confidence, and happiness. Based at the University of Wisconsin-Stout in the Art Education program, the AIM organization directs its efforts around teacher recruitment and retention by increasing new and emerging teachers' capacity for creativity and wellbeing.

At UW-Stout, university students who are learning to become teachers grow their abilities and confidence in teaching by means of applied learning. By participating in AIM's programs, these pre-service teachers have many opportunities to practice teaching in and through the arts. Further, AIM's mindfulness program provides pre-service teachers with skills to support their own well-being to assist them with the many demands of teaching.

The 2017-2018 report for Arts Integration Menomonie (A.I.M.) represents program evaluation over four university semesters- spring and fall of each year (listed as SP17, FA17, SP18, FA18). This evaluation provided rich, accurate, and actionable data for decision making that will guide AIM at UW-Stout.



Methodology Overview

Research methods were designed to measure and compare quantitative and qualitative data collected from participant feedback about their experiences with AIM programs. All student activities related to AIM's main components were tracked, including participation in the "Program for Arts Integration for New Teachers" (PAINT) internships. Pre/post surveys were utilized to collect data surrounding AIM participants' confidence, competence, happiness, approaches to teaching, and teaching experience. Qualitative data was also collected via open-ended questions in surveys, interviews, reflection essays, and blogs.



2017-2018 Pre-Service Teacher Participation in A.I.M.

2017-2018 participation in AIM programs at UW-Stout included Art Education and Early Childhood Education pre-service teachers involved in AIM's focus areas:

1. Hands-on teaching experiences via PAINT internships
2. Arts integration curriculum embedded in university courses
3. Attendance at a professional conferences
4. Mindfulness training in university courses

From January 2017 through December 2018:

- 214 pre-service teachers learned and practiced arts integrated-teaching in their university courses.
- 194 pre-service teachers received mindfulness training in their university courses.
- 38 pre-service teachers attended a state or national professional conference:
- 73 UW-Stout pre-service teachers participated in PAINT internships.



"The best aspect was learning about each student and where they came from. Learning about them and how they work was something that I had never thought about."



P.A.I.N.T.

PROGRAM FOR ARTS INTEGRATION FOR NEW TEACHERS

“Program for Arts Integration for New Teachers” (PAINT) is a teaching internship program of AIM at UW-Stout which partners with local organizations to offer arts programming led by UW-Stout pre-service teachers. In paid internships, UW-Stout students are hired to teach arts-integrated classes in the community.

In 2017-2018, 73 UW-Stout pre-service teachers participated in PAINT internships. Per semester, PAINT participation included 16 interns in spring 2017; 20 interns in fall 2017, 18 interns in spring 2018; 2 interns in summer 2018; and 17 interns in fall 2018.

There were many university students that participated in additional internships within one semester or over multiple semesters. In the four semesters of 2017-2018, one university student participated in PAINT for all four semesters; three students participated for three semesters, and ten students participated in two semesters.

Approximately two-thirds of PAINT interns in 2017-2018 were Art Education majors, and the remaining one-third of interns were Early Childhood Education majors.

In 2017, the highest number of PAINT participants were students in their first year at the university, while the lowest number of student participants were those in their fourth year. In 2018, there was an even distribution of PAINT participants across all years of university students.



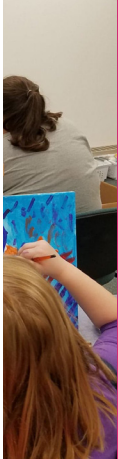
“Seeing their excited faces as they worked on the project each week was so rewarding. I loved being able to bring them so much joy.”



“I got to meet and truly connect with so many amazing children. It helped solidify that teaching is definitely something I want to do.”



“I learned a lot as a future teacher that I couldn’t gain through a college course. This internship allowed me to plan, prep, teach, and be flexible for my own students- the closest thing to being a teacher- as a sophomore!”



P.A.I.N.T. Findings

HOPES TO GAIN

PAINT participants were asked on the pre-survey what they were hoping to gain from their internship experience. Common themes across semesters included gaining experience in teaching and planning, increasing confidence in teaching, developing skills for classroom management, and learning art skills.



GAINING EXPERIENCE



INCREASING CONFIDENCE



IMPROVING SKILLS

REASON FOR INVOLVEMENT

Across all three semesters, the most frequent reason individuals got involved with the PAINT program was wanting to gain more teaching experience.

PAINT PARTICIPATION OUTCOMES

From post-survey ratings, participants indicated that they strongly agree that the PAINT program made them better at teaching (6.3/7.0); more confident in their career choice (6.3/7.0); and happy (6.2/7.0), in general.



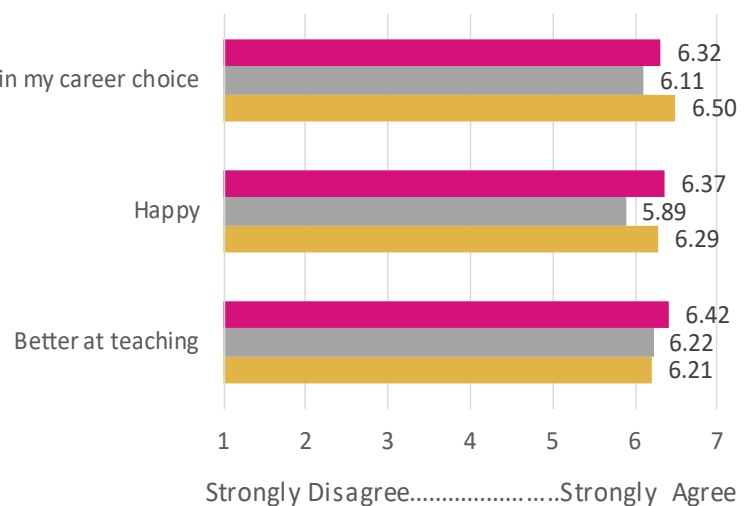
WHAT DO YOU HOPE TO GAIN BY PARTICIPATING IN P.A.I.N.T.?

"I am hoping to get more comfortable with teaching. As I have not done much in the field yet, I am feeling a bit anxious about my abilities to actually teach. But so far this internship has already shown me that I know more than I thought I did, and I am better at taking charge than I thought I was. I am really enjoying it."

"I am hoping to deepen my skill set with art and teaching it in classes where the children are not always engaged."

"Conflicts between students and also student misbehavior are things I would like to learn more about and how to control."

Participating in the PAINT program made me... ■ FA17 ■ SP18 ■ FA18





“Just through practicing teaching skills on a regular basis. For example, class was every Sunday, so we got in the mode of putting our teaching hats on at least one day a week... and we got used to it.”

“It was helpful to be able to make mistakes along the way and be able to grow from them in a low stakes environment, prior to student teaching which is more high stakes.”



HOW DID P.A.I.N.T. IMPACT YOUR CONFIDENCE IN TEACHING?

“Teaching experience and reassurance, that you can do it alone.”

“It definitely changed me as a teacher overall. I am much more comfortable working with adults and diverse backgrounds. This reminded me that my students are just people. It helped me to humanize my students.”

“At the start I was more shy because I didn’t want to do anything wrong, especially with the toddler lab. Throughout it I discovered my instincts were probably right. I became more confident in my teaching ability.”

“It has made me more comfortable to be up in front of a group of all ages. I have always been more comfortable in front of younger kids. At first it was difficult to be in front of parents.”

“Trying to find my teaching style was a big thing. Being able to teach real students vs. teaching other college students in a class is very different.”

“My partner said I was doing a good job. Regulars wanted us to come back next semester. (PAINT) helped me decide I wanted to be a teacher.”



P.A.I.N.T. Findings (continued)

REPEAT PARTICIPANTS

Analysis of PAINT participation in 2017-2018 explored potential differences between students who took part in the internship program once, in comparison to those who completed the program two or more times.

While repeaters did not undergo a lot of change during their first semester, on average they saw large amounts of growth by the time they finished additional semesters.

After completing additional semesters in the PAINT program, repeaters revealed **more growth in their confidence and similar growth in their competence in teaching** as compared to participants who had only one internship. In addition, repeaters noted substantial changes to their approaches in teaching, indicating that they were more collaborative, reflective, and adaptable than they were when they started.

Repeaters became significantly more collaborative, reflective, and adaptable in their teaching.



PARTICIPANT SURVEYS

Responding to quantitative and qualitative questions via pre- and post- surveys, PAINT participants rated themselves on a series of statements pertaining to their competence and confidence in teaching. Participant growth in these categories was determined by comparing pre- and post- test responses. On a scale of 1 (not at all) to 7 (very), PAINT interns rated their levels of competence and confidence in twelve skill areas related to teaching and using arts integration:

- Modeling and facilitating the use of effective communication skills
- Planning instruction by integrating the arts
- Planning instruction by individual learner differences
- Planning instruction by content
- Creating positive, productive learning environments
- Using the arts to make content more easily understood by my students
- Using the arts to encourage joyful, active learning
- Using the arts to connect content to students' lives
- Using the arts to stimulate students' creative thinking
- Using the arts to stimulate students' problem solving
- Using the arts to collaborate and build community among students
- Using the arts to collaborate and build community among teachers



“The PAINT program has prepared me to be a better educator because it gives me the chance to experience situations and learn from them as a pre-service teacher before getting my license to be an actual educator.”

COMPETENCE IN TEACHING

In pre- and post- surveys, PAINT interns rated their competence in teaching and using arts integration by responding to a series of statements that began with, “As a teacher, I feel competent to...” Participants’ abilities in *planning instruction by integrating the arts* were reported as having the most improvement.

PAINT participants’ indicated their 3 greatest areas of **competence** were in:

- 1) *Using the arts to encourage joyful and active learning among students.*
- 2) *Creating positive, productive learning environments, and*
- 3) *Using the arts to collaborate and build community among students*

PAINT participants in all semesters experienced improved competence in teaching and arts integration skills, as indicated on their survey responses and ratings. In comparison with other semesters, participants in fall 2018 saw the largest amount of growth on every single survey item. The top two areas of growth that semester were participant competence in 1) *Using the arts to collaborate and build community among teachers* and 2) *using the arts to stimulate students’ problem solving*.

PAINT participants experienced the greatest amount of growth in their COMPETENCE to plan instruction by integrating the arts.

CONFIDENCE IN TEACHING

PAINT interns rated their confidence levels surrounding their teaching and arts integration skills and abilities, using the 1 (not at all confident) to 7 (very confident) rating scale. Participants responded to statements that started with, “As a teacher, I feel confident to...”

The pre- and post- survey data showed that 2017-2018 PAINT interns experienced growth in their confidence levels for almost every teaching item.

Participants’ levels of confidence, surrounding their ability to *create positive, productive learning environments* saw the most growth, and this item reported the highest confidence rating overall. In fall 2017 and spring 2018, a few measures saw no growth or a slight decrease in confidence. In fall semester of 2018, there were noticeably greater amounts of growth in participants’ teaching confidence for every area listed on the survey (participants started lower but ended up around the same). That same semester saw the most growth in participant confidence to *use the arts to make content more easily understood by students*, and its highest confidence rating was in *using the arts to encourage joyful and active learning*.

PAINT participants experienced the greatest amount of growth in their CONFIDENCE to create positive, productive, learning environments.

In 2017-2018, participants in PAINT affirmed that their internship experience(s) had a significant impact on their COMPETENCE and CONFIDENCE in teaching.

Across all semesters, participants felt the PAINT program prepared them for their teaching careers and made them better teachers by growing their confidence, increasing their skills in teaching the arts, and giving them real-world experience to plan and teach lessons that they will use in the future.

P.A.I.N.T.

Program for Arts Integration for New Teachers

CONFIDENCE

Participants stated that the program built their confidence through the authentic teaching experience it provided. Teachers felt most confident in their abilities:

- to use the arts to encourage joyful, active learning
- to create positive, productive learning environments

COMPETENCE

All semesters of PAIN T participation saw growth in pre-service teachers' competence in teaching. PAIN T interns felt most competent in creating positive, productive learning environments was one of the highest post-test scores in all semesters.

PREPARATION FOR TEACHING

Across all three semesters, participants felt the PAIN T program prepared them to be better teachers by increasing their experience and confidence, increasing their skills in teaching the arts, and giving them experience planning lessons that they will use in the future.

MOST VALUABLE EXPERIENCES

Across all three semesters, the most valuable experiences were gaining teaching experience and making connections with students.

COMMUNICATION & COLLABORATION

Partnered PAIN T experiences were largely positive and, on occasion, challenging. Participants expressed that shared responsibility and advice seeking were benefits of PAIN T.

CLASSROOM MANAGEMENT SKILLS

Across all four semesters, participants agreed that their experience in the PAIN T program was an asset to their classroom management skills and helped them to learn specific classroom management techniques.

TEACHER APPROACH

In all semesters, participants left the program agreeing that they had been able to practice Collaboration, Openness, Creativity, Reflectivity, and Adaptability in their teaching approaches.

ART APPROACH

Participants indicated that their use of the arts in their teaching internships focused on:

- using art in instructional practices in the classroom
- using art to supplement other subjects
- using art to express themselves

The PAIN T program helped participants use their creativity to identify adaptable approaches to meet individual student needs and to increase connections with students. 10



To me, P.A.I.N.T. was... getting to meet and truly connect with so many amazing children. It helped solidify that teaching is definitely something I want to do.

What was the overall impact?

SUCSESSES

Participants indicated that their greatest accomplishments in the PAINT program were developing classroom management skills and gaining extra hands-on teaching experience.

JOY

Across all three semesters the most enjoyable and memorable aspect of the PAINT experience was working with, developing relationships and making connections with the students.

HAPPINESS

Participants completed the Subjective Happiness Scale pre-/post- survey. The majority of pre-service teachers saw increases in their happiness during their internship semester. Fall 2018 started at the highest scores and still saw the highest amount of growth in happiness.

SATISFACTION

Across all four semesters, participants agreed that they would recommend the PAINT program to others and that if they were to go back in time, they would choose to participate in PAINT again.



“This program has taught me how to be a confident teacher and I am grateful for this.”



ARTS INTEGRATION MENOMONIE



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