

# Summary of ArtWorks Participating Teacher Survey, 2017-2018 School Year

Prepared by the New Mexico Statistical Analysis Center  
Institute for Social Research

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## Executive Summary

**The implementation of ArtWorks as measured by the survey questions appears to be successful.** Teachers described planning for ArtWorks lessons as being collaborative, integrating teachers' ideas, and focusing on understanding students in order to meet their learning needs. In addition, the vast majority of teachers rated the administrative support provided by ArtWorks program administration highly. Nearly all of the teachers participated in the workshops with their students.

Teachers reported on many aspects of the effectiveness of the ArtWorks program. One item they reported on was TAs effectiveness. As found in previous years, teachers most often found the TAs teaching skills impressive. **Many teachers explained that due to the TAs skills, the students learned new material and skills.**

**The vast majority of teachers reported that students learned a lot or a great deal of specific art skills.** Unlike last year, teachers at Nava and Gonzales Elementary Schools ("non-voluntary" teachers) reported higher arts learning for most questions. Furthermore, the average of all arts learning questions was highest among Nava teachers.

Teachers of younger students reported higher learning for "excited and engaged by art" while those of older students reported higher learning for most of the remaining questions. The scores were similar for the remaining questions. These differences may be due in part to the developmental level of the students.

Teachers whose students attended the poetry reading by Joan Logghe rated most arts learning questions higher than the teachers whose classes participated in other arts activities. Teachers rated the items "Excited and engaged with art" and "Increased recognition of the existence and value of other people's perspectives" particularly high.

Although teachers rated learning about language arts lower than art skills, **70% of more reported that students learned "a lot" or "a great deal" for each language arts-related**

**question.** Unlike learning about arts skills, Nava and Gonzales teachers rated each of the language arts learning questions lower than teachers from “voluntary” schools. Teachers of students in older grades rated nearly all of the language arts questions higher, except “Greater use of colorful language and imagery.” Teachers of younger students rated this item most highly. Teachers whose students attended the Aspen Santa Fe Ballet rated most language arts learning questions higher than the average of teachers whose students attended other arts activities.

**Most teachers reported that students learned something related to the Common Core Standards.** Most often, the ArtWorks lesson related to language arts/literacy standards. Teachers from every grade level reported that students learned something related to language arts/literacy Common Core Standards. Students learned or practiced writing, reading, listening, and speaking skills as well as learning new vocabulary.

**The ArtWorks program appears to have met its proposed learning outcomes.** Teachers provided numerous examples of ways in which students (1) practice analysis, discussion and appreciation for a wide variety of art forms and cultural traditions; (2) expand vocabulary and practice literacy skills such as self-expression both verbally and in writing; (3) develop new skills in reasoning; (4) gain confidence; and (5) expand their imaginations. Moreover, teachers reported that students benefitted from the ArtWorks program in other ways as well.

**Nearly all (99%) of the teachers reported that they have increased their integration of the arts into their classroom lessons due to the ArtWorks program.**

**Few teachers reported difficulties or suggestions for improvement, but one difficulty reported was scheduling.** Teachers responding to last years’ survey also noted scheduling as a problem. This year, scheduling difficulties included late scheduling, timing of the ArtWorks program (e.g., late May is difficult for schools), and the youngest students having to wait a long time after arrival to visit a museum. It may be beneficial to explore ways to address scheduling difficulties to the extent that the ArtWorks program has control over the problems that have arisen.

**Overall, the ArtWorks program appears to be quite successful, enhancing learning and success among students.**

## I. Introduction

The Santa Fe ArtWorks modeled its program after a program developed at Lincoln Center Institute in New York. Classroom teachers at Santa Fe public schools invite locally trained Teaching Artists to provide art lessons to elementary and some middle school students. Teachers choose two art activities each year, typically one performance and one museum exhibit. Performances include poetry readings, concerts, plays, operas, and dance performances.

According to the ArtWorks mission statement, the desired outcomes for students and teachers include:

Using encounters with the arts, students:

- 1) practice analysis, discussion and appreciation for a wide variety of art forms and cultural traditions;
- 2) expand vocabulary and practice literacy skills such as self-expression both verbally and in writing;
- 3) develop new skills in reasoning;
- 4) gain confidence; and
- 5) expand their imaginations.

Through formal training and via collaboration with Teaching Artists, classroom teachers:

- 1) become engaged with the arts, and
- 2) learn to integrate art into classroom lessons and pedagogy.

ArtWorks administers a survey to teachers each year to as part of the evaluation of the ArtWorks program. This report summarizes the results of the survey of teachers who participated in ArtWorks in the 2017-2018 school year.

## II. Survey Response Rates

During the 2017-2018 school year, the students of 72 teachers participated in 114 ArtWorks units. Between fifty-three and fifty-eight teachers from 15 schools responded to the survey. The discrepancy is due to those teachers who did not provide their names on the survey. Since anonymous respondents may have provided their names if they reported on a second or third unit, the number of unique respondents is unknown. The response rate for teachers is therefore between 74% (=53/72) and 80% (=58/72). Up to ten of the teachers identified themselves as art or music teachers. Three of the classroom teachers taught special education (e.g., autism or gifted). Teachers reported on 87 units. The response rate for

units is 76% (=87/114). The teacher and unit response rates are high and are consistent with the prior years.

**Table 1. Responses by school, units, and teacher type 2017-2018**

School	Units	Classroom teachers-minimum*	Classroom teachers-maximum*	Art teachers-minimum*	Art teachers-maximum*	Total teachers-minimum*	Total teachers-maximum*
Acequia Madre	3	2	2	0	0	2	2
Amy Biehl	3	3	3	0	0	3	3
Aspen	2	1	1	1	1	2	2
Carlos Gilbert	12	5	6	2	2	7	8
Chaparral	9	5	7	0	0	5	7
EJ Martinez	2	0	0	1	1	1	1
El Camino Real	2	1	1	0	0	1	1
Eldorado	12	5	5	2	2	7	7
Gonzales	10	6	6	0	0	6	6
Mandela IB Magnet	2	0	0	1	1	1	1
Nava	16	10	10	0	0	10	10
Nina Otero	5	2	2	1	1	3	3
Ramirez Thomas	1	1	1	0	0	1	1
Tesuque	6	2	2	1	2	3	4
Turquoise Trail	2	1	2	0	0	1	2
<b>Total</b>	<b>87</b>	<b>44</b>	<b>48</b>	<b>9</b>	<b>10</b>	<b>53</b>	<b>58</b>

\*Since anonymous respondents may have provided their names when reporting on a second (or third) unit, the number of unique respondents is unknown. The minimum count assumes that all anonymous respondents named themselves when they reported on a different unit; the maximum count assumes that anonymous respondents reported on only one unit.

### III. Implementation of ArtWorks

The survey includes several questions reflecting the implementation of the ArtWorks program. Implementation refers to the way the program operates, as opposed to achieved outcomes. It is important to assess whether the program is implemented as intended. Survey questions relating to implementation include planning, perceived support, and teacher participation in the art workshops.

#### Planning with Teaching Artist

All but four of the classroom teachers responded to an open-ended question that asked them to describe their collaboration with Teaching Artists. Specifically, the survey asked teachers to “Briefly discuss your planning with the TA for this unit of study.” Some teachers described the mechanics of planning, including the timing and methods of communication. For example, teachers explained that planning occurred prior to the lessons, but some collaboration also occurred during or after lessons. The methods used to communicate included: in-person, by phone, by email, or a combination of methods. Approximately one-third of the teachers did not say what method they used for collaboration. Among those who did, the most common

method was in person only or in combination with emails/phone calls.

Besides describing the mechanics of planning, teachers described the nature of the collaboration with Teaching Artists. The responses resulted in three themes, including: (1) the integration of ArtWorks into existing lesson plans, (2) collaboration/integration of classroom teacher's suggestions, and (3) meeting students' needs. Although we describe these as unique themes, they often overlapped.

#### Integration of ArtWorks into classroom lessons

Many teachers described planning as involving the integration of the TA's lesson with the planned classroom lessons or curriculum. Some teachers explained that this integration was important in order to fit with what students would be working on at the time of the ArtWorks lesson. Some examples of the responses that fell into this category are listed below.

<b>Integration of ArtWorks into Classroom Lessons</b>
Joel met with the other fourth grade teacher and me. <i>We talked about his ideas and connections to our instruction and to the CCSS.</i> – 4th Grade Teacher
<i>[W]e met and discussed alignment with 1st grade standards and current topics of study.</i> – 1 <sup>st</sup> Grade Teacher
<i>Claire came to my classroom, we talked about my curriculum and how to integrate with art.</i> – 2 <sup>nd</sup> Grade Teacher

#### Teacher suggestions incorporated

Teachers also wrote that planning with TAs included an opportunity to incorporate the teachers' suggestions. In some cases, the TA solicited suggestions from the teacher. In others, the teacher offered suggestions that they reported as well received by the TA's. Teachers often characterized the process as "brainstorming" with teaching artists. Teachers' suggestions typically related to creating lesson plans that would meet student needs and incorporating activities designed to enhance classroom learning. Thus, these teachers described a planning process that involved collaboration between the TA and the classroom teacher.

<b>Teacher Suggestions Incorporated</b>
We discussed what standards I address and [TA] talked to me about what she thought would be good to work on with the students and <i>we brainstormed and came up with a plan.</i> – 6 <sup>th</sup> Grade Teacher

Oliver, myself and Diane (the regular classroom teacher) met to discuss and plan for the initial workshop and performance. *As a team, we decided the best approach to take so all students could benefit and participate fully and have a meaningful experience.* – 2<sup>nd</sup> Grade Teacher/Music teacher/special education teacher

*Claire and I met and she shared her ideas and asked me for any thoughts or suggestions.* – 2<sup>nd</sup> Grade Teacher

### Meeting student needs

Some teachers explained that in addition to the lesson plans themselves, some of the planning included ensuring that students' would get the most out of the program. TAs learned about class dynamics, special needs, and other considerations to understand and best meet the needs of that particular classroom. Thus, TAs and teachers worked together to ensure that students' learning needs were met.

#### **Meeting Student Needs**

We met before the first lesson to discuss aspects of the Parsons Dance. *Amy and I discussed my class dynamics, e.g., size, special needs. Amy shared her ideas for the prelesson.* – Third Grade Teacher

We discussed using color to show emotion and how Wendy would relate that concept to the artist's works at the museum and how she would prepare students for that. *We also discussed how to include students who are less likely to participate.* – Kindergarten Teacher

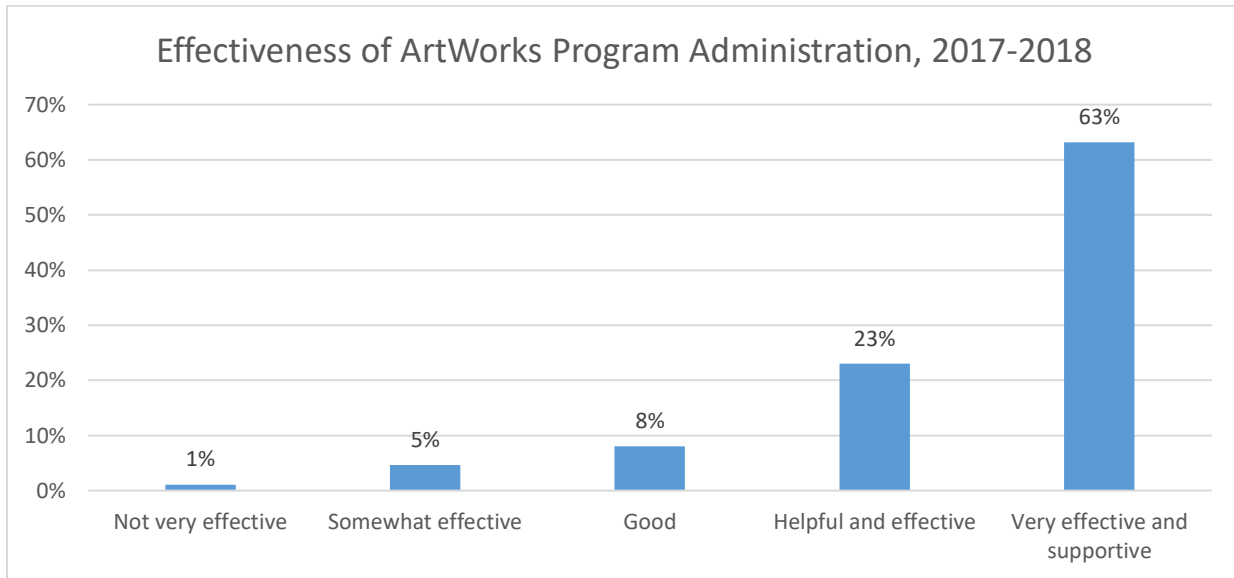
Kelly emailed and we set up a time for her to come talk to me. When she came we talked about the kids and what we were working on or planning to work on in class. *Kelly asked questions to get a better idea of my classroom. We spent about 30 minutes just talking. Kelly came back the next week to meet the kids so they would know who she was when she came back.* – Multi-Grade Teacher

### Administrative Support of ArtWorks

A second aspect of implementation measured was the administrative support of ArtWorks. Teachers rated this very highly when asked, "How effective has ArtWorks been in supporting your work? (i.e., responding to inquiries, access to needed information, etc.)." Well over half (63%) of the teachers rated ArtWorks as being "very effective and supportive." Another 23% rated ArtWorks administration as "helpful and effective." Nearly all of the respondents (99%) rated ArtWorks as at least somewhat effective in supporting their work (see Figure 1). Compared to last year, a higher percentage of this year's respondents chose the highest rating

(a 4% difference).

**Figure 1. Effectiveness of Artworks Program Administration, 2017-2018**



#### Participation in ArtWorks Workshop

One survey question asked teachers whether they participated in the ArtWorks workshop with their students. Nearly all respondents (98%) reported that they did participate. The two teachers who did not participate explained their lack of participation. One person was unable to participate because she had prep work that prohibited her from participating. The second explained that she recently became an ArtWorks teacher, so presumably was not able to meet with the TA before the workshop.

#### IV. What Teachers Find Most Effective About Working with ArtWorks Teaching Artists

Nearly all of the teachers responded to an open-ended question that asked, “What do you consider to be the most effective aspect of the TA’s work with your class?” As was similar to last year, responses fell into six themes: (1) the Teaching Artist’s instructional skill, (2) the ArtWorks model, (3) having a guest teacher introduce a new topic, (4) arts learning, (5) student excitement, and (6) development of transferrable skills.

##### Teacher Artist’s Instructional Skill

The first theme, the Teaching Artist’s instructional skill, was the most common theme. In particular, teachers remarked that the most effective aspect of the TA’s work was their impressive ability to introduce and teach students new art skills and techniques for developing

and looking at art. As illustrated below, one teacher remarked on the “amazing job” the TA did modeling and explaining the lesson, resulting in the students’ ability to demonstrate new technical skills. Teachers also appreciated how teaching artists generated enthusiasm and positive energy, inspired all students to participate, connected with young children in a developmentally appropriate way, and designed effective lesson plans that they tailored to existing curriculum plans.

<b>Teaching Artist Skill</b>
I believe she did an amazing job explaining vocabulary and modeling it, having the students practice it, having them observe it and demonstrate it as well. I have never had a class demonstrate such an understanding of it before. – 1 <sup>st</sup> Grade Teacher
Lucy worked really well with my students and spoke kindly and calmly. She was able to get them to listen and understand through this. – 1 <sup>st</sup> Grade Teacher
Amy knows what is appropriate at grade level and doesn't talk down to students. She keeps things rolling and builds with do-able steps. – 3 <sup>rd</sup> Grade Teacher
He is patient with the students allowing them to reflect and respond accepting all responses and validating all ideas. He keeps all students engaged in the activities ensuring that all students feel included. – Kindergarten Teacher

### The ArtWorks Model

An additional common theme considered effective among teachers was the ArtWorks model itself. Specifically, teachers commented on the actual fieldtrip and structure of workshops, the collaborative learning with peer groups, and work with expert artists in the field. In terms of the field trip and structure of workshops, teachers mentioned that the pre-visit, museum visit, and post-visit were effective in introducing students to the TA they would be working with and the lessons that they would be learning. These visits also helped enrich academic learning. In particular, teachers felt that students gained knowledge from the discussion of the exhibits and professional artists’ expertise and experiences. Teachers also noted the peer work as an effective aspect of collaborative learning. Lastly, teachers appreciated having someone from the art community in Santa Fe work hands-on with their students. Teachers specifically noted that working with a professional artist fostered community involvement through the integration of community artists in the classroom.



### **The ArtWorks Model**

Over the years, my students have gained so much from participating in the entire cycle of pre-workshop, going on the field trip, and post-workshop. This gives them a complete experience of learning how to listen to or see works of art. – 4<sup>th</sup> Grade Teacher

Having someone with passion and knowledge about the art form working hands on with the students. As former poet laureate of Santa Fe Joan is a treasure and kids are so lucky to work with her!!! – 3<sup>rd</sup> Grade Teacher

### Guest TA

The third theme, having a guest TA, was common among teachers. Teachers relayed the importance of having a different person in the classroom, remarking on the “different voice” that a guest teacher brings to the classroom. Teachers explained that having someone new helps break up the monotony of listening to the same teacher. Teachers also considered the TAs effective because of the new perspectives, content and experiences they bring to the classroom. Simply, having someone with a “new fresh face with different ideas” is beneficial.

### **Having a Guest Teacher**

Having another artist share their expertise is invaluable. It shows our youth that there are many ways to express ourselves in the art world and there are many different points of view to see a work of art through. – 6<sup>th</sup> Grade Teacher

That she was not me. I believe the fact that she was someone they were not overly familiar with encouraged them to listen to her better. – Multi-Grade Teacher

### Art Learning

Responses related to the fourth theme, art learning was also common. Teachers commented on the effectiveness of the methods and activities used to teach art, students learning about art, and the creativity used. Teachers appreciated the particular methods and activities used to teach students about art, such as learning to explore shapes and patterns as a way to create art, demonstrating various movements and dance, encouraging creativity and the use of one’s imagination, and interpreting works of art and music. Teachers mentioned that learning about art allows their students to gain an appreciation of particular works of art through their reflection and understanding of it. One teacher appreciated that students are able to “think

outside the box,” and that there is “no right or wrong answer.” This helped foster student creativity and allow students to express themselves through the various art activities.

<b>Arts Learning</b>
He really was able to introduce the students to art as they explored shapes to create pictures and use their imagination to be more creative. They also had that freedom when using oil pastels to change the dimensions of the picture. The students were completely engaged in their artwork. – 1 <sup>st</sup> Grade Teacher
He was great at showing/teaching the students about the pieces in the museum. He helped them understand how they were tied to that culture and time. – 1 <sup>st</sup> Grade Teacher
Teaching the students an appreciation for movement and dance. – 3 <sup>rd</sup> Grade Teacher

### Student Excitement

Teachers reported that students were excited about the various art activities, and that they communicated their enjoyment of the ArtWorks lessons.

<b>Student Excitement</b>
His ability to engage students and promote enthusiasm for the music. The students talked about the experience for weeks! – 2 <sup>nd</sup> Grade Teacher
The TA got the students really excited about self-expression through clothing/footwear. The students really enjoyed designing their own shoes. – 2 <sup>nd</sup> Grade Teacher
The level of engagement and the interest level generated for a classical music performance. – 2 <sup>nd</sup> Grade Teacher

### Transferrable Skills

Lastly, similar to last year’s survey, teachers mentioned that their students acquired a number of skills that could be transferrable to other subjects. These include improved listening, new vocabulary, close observation and reflection, and enhanced self-expression.

<b>Skills Transfer</b>
Over the years, my students have gained so much from participating in the entire cycle of pre-workshop, going on the field trip, and post-workshop. This gives them a complete experience of learning how to listen to or see works of art. – 4 <sup>th</sup> Grade Teacher

## V. Teacher Assessment of Student Learning

The survey includes multiple questions to assess teachers' perceptions of student learning. Two sets of questions asked teachers to rate the level of skills students' gained in two areas/subjects: art and literacy. In addition, the survey asked whether students learned anything related to the Common Core Standards, and if so, to describe what they learned. In this section, we summarize the findings.

### Teacher Assessment of Student Learning about Art

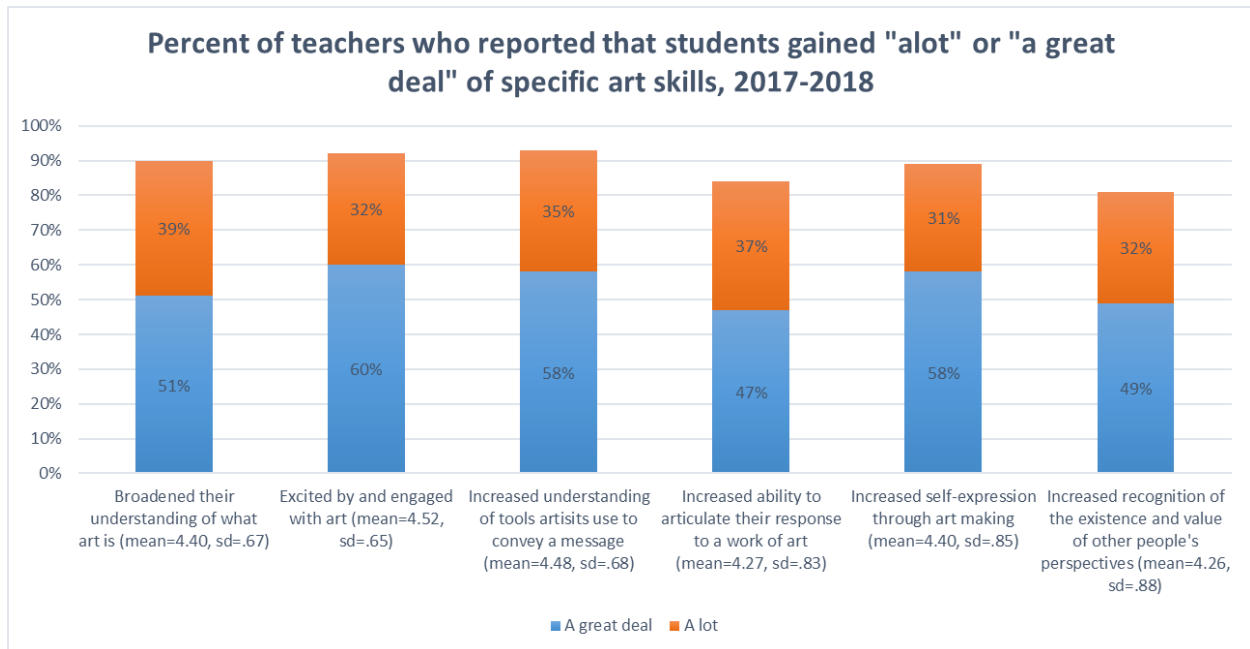
Teachers responded to six questions rating whether their students acquired the following art skills or art appreciation:

- Broadened their understanding of what art is
- Excited by and engaged with art
- Increased understanding of tools artists use to convey a message
- Increased self-expression through art making
- Increased ability to articulate their response to a work of art
- Increased recognition of the existence and value of other people's perspectives

Response options include "Not much," "A little," "Some," "A lot," and "A great deal."

Responses to these items were positive (see Figure 1). The vast majority of teachers (81% or more) rated these items as either "A lot" or "A great deal." Between 47% and 60% of teachers selected "A great deal" for each item. Especially high were teachers' responses to the questions "Excited by and engaged with art" and "Increased understanding of tools artists use to convey a message." Between 92% and 93% of teachers marked "A lot" or "A great deal" to these questions. Teachers also rated the questions "Broadened their understanding of what art is" and "Increased self-expression through art making" highly. Ratings were only slightly lower for "Increased ability to articulate their response to a work of art" (84%) and "Increased recognition of the existence and value of other people's perspectives" (81%). Notably, the scores for "Broadened their understanding of what art is" and "Increased understanding of tools artists use to convey a message" were 10 and 11 percentage points higher this year compared to last year. The responses to the remaining questions were within 2 percentage points (higher or lower) of last year's survey.

**Figure 2. Percent of Teachers Who Reported That Students Gained "A Lot" or "A Great Deal" of Specific Art Skills, 2017-2018**



As was done in prior years, we calculated the average score for each of these items using a five-point scale where 1 is “Not much” and 5 is “A great deal.” The chart above includes the average scores of each item. The lowest average score was 4.3 (“Increased ability to articulate their response to a work of art”, as well as “Increased recognition of the existence and value of other people’s perspectives”) and the highest was 4.5 (“Excited by and engaged with art” and “Increased understanding of tools artists use to convey a message”). These scores are similar to, but slightly higher than those reported last year. The overall average is 4.35, which is slightly greater than the overall average of 4.3 from last year.

For the most part, both Nava and Gonzales teachers reported higher scores for each of the arts learning questions compared to “voluntary” teachers. However, “voluntary” teachers, on average, were more positive than “non-voluntary” Nava and Gonzales teachers about how much students “Increase(d) their understanding of tools artists use to convey a message.” They were also more positive than the “non-voluntary” Gonzales teachers regarding how much students “Increase(d) their ability to articulate their response to a work of art,” but less positive than Nava teachers (see Appendix B: Table B.1).

On average, the responses of teachers who taught Pre-K through third grade and those who taught fourth through eighth grade were similar.<sup>1</sup> The greatest differences in average responses to questions about specific art skills were .2 points for both “Increased their understanding of tools artists use to convey a message” and “Increased recognition of the existence and value of people’s perspectives.” In both instances, the teachers of older students

<sup>1</sup> Only two schools had teachers who taught seventh or eighth grade.

responded more positively. (See Appendix B: Table B.2).

We examined the average scores of each of the questions based on the work of art studied. The overall average scores ranged from 4.11 to 4.70, while the averages for each question ranged from 3.50 to 4.89. Those who participated in the Poetry Reading with Joan Logghe reported the highest average scores overall. They also reported the highest scores for most of the individual items. The only exceptions were “Increased understanding of tools artists use to convey a message” and “Increased self-expression through art making.” Teachers whose classes visited the Georgia O’Keefe Museum and saw Round Mountain at the Lensic rated these two items highest, respectively. Teachers rated the Museum of Indian Arts and Culture and the Santa Fe Opera at the Lensic lowest overall, though scores were still quite high with an average of 4.11 (See Appendix B: Table B.3).

### Teacher Assessment of Student Learning About Literacy

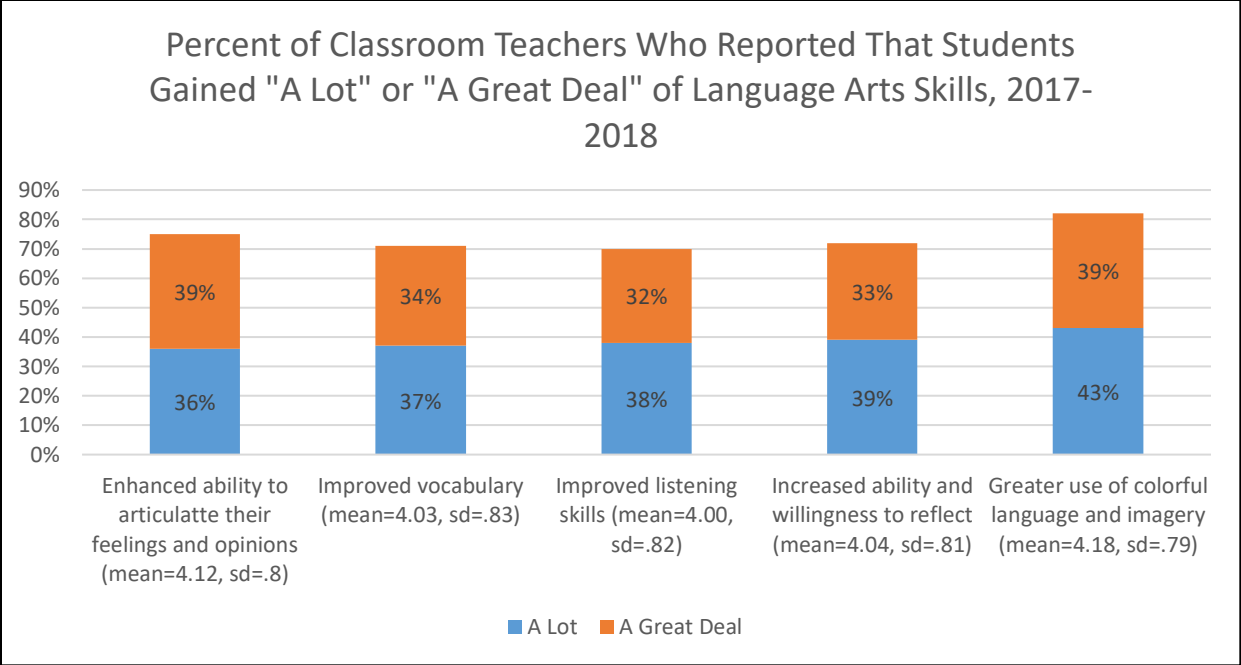
The survey includes five questions measuring whether teachers believe participation in ArtWorks improves students’ literacy skills. These include:

- Enhanced ability to articulate their feelings and opinions
- Improved vocabulary
- Improved listening skills
- Increased ability and willingness to reflect
- Greater use of colorful language and imagery

Response options for these questions include “Very little,” “Limited,” “Some,” “A lot,” or “A great deal.” The following analysis is limited to classroom teachers; teachers who identified themselves as art or music teachers are excluded.

Classroom teachers rated student learning slightly higher for “Greater use of colorful language and imagery” relative to the other questions (see Figure 2). For this measure, 82% of teachers reported “A lot” or “A great deal.” Ratings for all of the other measures ranged from a low of 70% (“Improved listening skills”) to 75% (“Enhanced ability to articulate their feelings and perceptions”). The scores are within three percentage points of last year’s survey, with some scores slightly higher and some lower. For example, last year 73% of teachers reported that students “Improved listening skills” by “A lot” or “A great deal” compared to 70% this year, while this year 72% chose “A lot” or “A great deal” for “Increased ability and willingness to reflect” compared to 69% last year.

### Figure 3. Percent of Classroom Teachers Who Reported That Students Gained “A Lot” or “A Great Deal” of Language Art Skills, 2017-2018



Again, we calculated the average scores for each item using a five-point scale where 1 is “Not much” and 5 is “A great deal.” The lowest average score was 4.00 (“Improved listening skills”) and the highest was 4.18 (“Greater use of colorful language and imagery”). These scores are similar to those reported last year, which ranged from 4.0 to 4.2.

Both Nava and Gonzales teachers, on average, reported less language arts learning than those classified as “voluntary” teachers. Of the two groups, the Gonzales teachers appeared to be more negative. Average reported scores for both Nava and Gonzales were generally lower than the “voluntary” teachers were. One exception was “Improved listening skills,” which Nava teachers had the same average as those that were “voluntary.” (See Appendix B: Table B.4).

The reported responses of teachers who taught Pre-K through third grade and those who taught fourth through eighth grade were similar. The greatest differences in average responses to questions about language arts skills was .23 points for “Increased ability and willingness to reflect,” which the teachers teaching older students responded more positively. While the teachers of older students reported slightly better average scores for these measures of literacy overall, teachers of younger students rated “Greater use of colorful language and imagery” higher than teachers of older students (4.24 versus 4.08, respectively). (See Appendix B: Table B.5).

The average scores varied by the work of art studied, ranging from 3.50 to 4.53 overall. The average scores for each question varied from a low of 3.33 to a high of 4.67. The most positive responses came from teachers who studied the Aspen Santa Fe Ballet-Lensic, whose overall

average score was 4.53. These teachers also gave the highest ratings (4.67 on average) by art studied for three of the five questions: “Enhanced ability to articulate their feelings and opinions,” “Improved vocabulary,” and “Greater use of colorful language and imagery.” Teachers whose students attended the Parsons Dance performance ranked “Greater use of colorful language and imagery” as 4.67 as well. Teachers whose students attended the Poetry Reading with Joan Logghe gave the highest average rating (4.38) for the question “Increased ability and willingness to reflect” compared to teachers whose students attended other art works. Teachers’ average scores for the question “Improved listening skills” were highest (4.44) for those who attended the Round Mountain performance. While still slightly above average overall, teachers whose classes visited the Museum of Indian Arts and Culture, the Museum of International Folk Art, and the New Mexico Museum of Art the lowest (3.50, 3.60, and 3.76, respectively (see Appendix B: Table B.6 for details).

### Learning Related to Common Core Standards

The survey asked teachers to report whether their students learned anything related to the Common Core standards. Most (87%) of the teachers indicated their students did learn something related to the Common Core; the remaining teachers either said they did not (8%) or did not respond (5%). However, two of the four people who did not respond to that question wrote a comment afterwards. One of these indicated that students did learn something related to the Common Core standards.

Among those teachers who reported that their students learned something related to the common core standards, most wrote a brief description explaining what they learned. The majority of those responses (n=54) were related to language/literacy. Math was the next most common area (n=14), followed by art (n=11) and social studies (n=10). One teacher reported students learned something related to science. Besides these specific content areas, teachers reported that students learned skills that cross all these areas including critical thinking skills and enhanced listening and observational skills.

In the table below, we summarize the common core subject areas addressed. Next to each subject area, we indicate the grade levels of the teachers who noted that students learned something related to these subject areas. Next, we include an example of a description of how the ArtWorks lesson addressed the common core subject area. Finally, we include a list of some of the skills students learned as noted by the teachers in their open-ended responses.

**Table 2. Common Core Standards Subject area met and skills gained**

Subject area	Grade levels reporting	Example of how standard was met	Skills gained/practiced
<b>Language/literacy</b>	Pre-K, K, 1, 2, 3, 4, 5, 6, 7, 8	They learned about the genre of poetry, about editing to create a finished writing piece and about presenting their work to others- 3 <sup>rd</sup> Grade Teacher	<ul style="list-style-type: none"> <li>-Writing (in general, poetry, opinion piece)</li> <li>-Learned new vocabulary</li> <li>-Determined theme of story</li> <li>-Practiced speaking skills</li> <li>-Enhanced reading skills</li> </ul>
<b>Math</b>	Pre-K, K, 1, 2, 3, 5, 6, 7	Students learned about 2 and 3D shapes and how we can draw certain shapes.-1st Grade Teacher	<ul style="list-style-type: none"> <li>-Geometry (shapes, lines, angles)</li> <li>-Counting</li> <li>-Identifying patterns, sequences</li> <li>-Math-related vocabulary</li> </ul>
<b>Social Studies</b>	Pre-K, K, 1, 3, 4, 5, 6	Sequence of events, timelines, Native American History- 4 <sup>th</sup> Grade Teacher	<ul style="list-style-type: none"> <li>-Increased cultural awareness (e.g., connecting art to cultural values)</li> <li>-Learned about history (e.g., New Mexico, Native American)</li> </ul>
<b>Science</b>	Pre-K, K	Shapes, angles, position, motion- Kindergarten Teacher	<ul style="list-style-type: none"> <li>-Life science (trees)</li> <li>-Physics (motion)</li> </ul>
<b>Art</b>	Pre-K, K, 1, 2, 4, 5, 6	History, language arts connections as well as hitting all the NM Art Standards. I also use the New Common Core standards and for 6 <sup>th</sup> : Identify and interpret works of art or design that reveal how people live around the world and what they value. 6 <sup>th</sup> Grade Teacher	<ul style="list-style-type: none"> <li>-Music</li> <li>-Art generally</li> <li>-Learned about types of art (e.g., abstract, Native American)</li> </ul>



## VI. ArtWorks Learning Objectives

The ArtWorks program developed a mission statement that defines the outcomes they seek to fulfill. The open-ended questions teachers responded to in the survey illustrate the ways in which the program is meeting the desired outcomes. These responses are not limited to a single open-ended question. Instead, we draw them from all relevant open-ended questions asked in the survey. As can be seen in Table 3, teachers provided many examples of the ways in which the ArtWorks program met the desired outcomes.

**Table 3. Open-Ended Responses Related to ArtWorks Desired Student Outcomes**

Using encounters with the arts, students.....	Teacher responses to open-ended questions about Teaching Artist effectiveness, Common Core Standards, teacher's responses about art integration, and story about ArtWorks.
<p>.....practice analysis, discussion and appreciation for a wide variety of art forms and cultural traditions</p>	<p>Joel's workshops were outstanding! He had the kids demonstrate various movements with their bodies. Then he had them represent the movements using markers and sticky notes. He then had the kids post their sticky notes, which showed very clear patterns of how students represented each movement. – 4<sup>th</sup> Grade Teacher</p>
	<p>We were studying geometry in our math class and students were able to connect the lines and shapes we had studied to the art pieces they viewed at the museum and created. – 3<sup>rd</sup> Grade Teacher</p>
	<p>The students were completely engaged in their art work. He was great at showing/teaching the students about the pieces in the museum. He helped them understand how they were tied to that culture and time. – 1<sup>st</sup> Grade Teacher</p>
	<p>My students felt comfortable enough with Manuel Gonzales to ask him about his line "Cholos Chasing Chicas" which led to a conversation about New Mexico culture. – 6<sup>th</sup> Grade Teacher</p>
	<p>When I first told the students that they would be learning about poetry, most of the boys were pretty negative. Before working with Joan, I played the students some videos of Hakim Bellamy and Manuel Gonzales. They loved them! By the time of the reading, the kids, especially the boys were so excited to go see their male poetry icons (Manuel and Hakim)! When they actually got to meet them in person, boys were quoting the poets lines that they had memorized from their poems. All of the students loved the poetry and working with Joan, but for the boys, this experience really showed them that poetry was</p>

	for men too (and that is was cool)! – 3 <sup>rd</sup> Grade Teacher
	The students often reference the visit to the museum and the process of making a quilt whenever we talk about learning about new cultures and communities. – Kindergarten and 1 <sup>st</sup> Grade Teacher
<b>.....expand their vocabulary and practice literacy skills such as self-expression both verbally and in writing</b>	I believe she [Teaching Artist] did an amazing job explaining vocabulary and modeling it, having the students practice it, having them observe it and demonstrate it as well. I have never had a class demonstrate such an understanding of it before. – 1 <sup>st</sup> Grade Teacher
	My students learned how words work together to form a song, poem or rhyming piece, they were also able to be creative in how they use words in the written form. – 2 <sup>nd</sup> Grade Teacher
	They [students] learned about the genre of poetry, about editing to create a finished writing piece and about presenting their work to others. – 3 <sup>rd</sup> Grade Teacher
	There were a number of students who spoke through their poetry with an authenticity that I don't get to see very often. – 6 <sup>th</sup> Grade Teacher
	This year it help one of my [special education] students to express himself and be able to be calm, enjoy his writing and express his feelings through music. – 2 <sup>nd</sup> Grade Teacher
	They [students] learned to compare texts. They learned about various figurative language techniques. They learned to write poetry effectively using those techniques. – 6 <sup>th</sup> Grade Teacher
<b>.....develop new skills in reasoning</b>	One of the key CCSS standards is for students to support all conclusions with evidence. It was great to see how the students learned to refer back to the music to support their statements about the music. – 4 <sup>th</sup> Grade Teacher
	“Looking at art in a different way helped me understand it better. It was weird to hear other people's ideas of what the art represented.” Quote of student written by 4 <sup>th</sup> Grade Teacher
	One student excitedly said, "Oh, I get it.... when the music changes it's like a new chapter in a book!" This student became very interested in hearing the entire chosen piece and interpreting what the various movements meant. He said that he had movies playing in his head for the different parts of the music. – 2 <sup>nd</sup> Grade Teacher
<b>.....boost their confidence</b>	I saw the confidence soar in one student in particular who

	struggles academically and with her focus. She excelled in all of these Artwork lessons with Joel. Her engagement was through the roof and she was so engaged in all the lessons. – 3 <sup>rd</sup> Grade Teacher
	My introverts in class found themselves sharing more in the museum than they do in class! Claire create a very soothing and calm space for them to do so. – 6 <sup>th</sup> Grade Teacher
	"I didn't know I could draw." Quote from student of 4 <sup>th</sup> Grade Teacher
	All my students gained in artistic confidence and expression– 1 <sup>st</sup> Grade Teacher
<b>.....stimulate their imagination</b>	He [Teaching Artist] really was able to introduce the students to art as they explored shapes to create pictures and use their imagination to be more creative. – 1 <sup>st</sup> Grade Teacher
	"I never thought I would enjoy writing poetry. Now I look forward to the opportunity." – Quote from student of 6 <sup>th</sup> Grade Teacher
	Seeing how students were inspired by Georgia O'Keefe and nature was exciting. One student who has had behavior difficulties in the past produced a piece of art that was beautiful and obviously inspired by O'Keefe. It was a delight to see his engagement with the project and his lovely finished piece. – 3 <sup>rd</sup> Grade Teacher
	It [ArtWorks] got the students to interpret abstract art and really use their imaginations. – 4 <sup>th</sup> Grade Teacher

While not specifically identified as objectives of the ArtWorks program, teachers reported other ways students benefitted from participation, as can be deduced from the quotes above. One of these was that participating in the program challenged some of the stereotypes children held about art and artists in addition to increasing students' appreciation for art. For example, one teacher quoted a student as saying: "I didn't know that boys could be dancers too!"

Notably, part of gaining confidence is that students learned that they have skills they did not know they possessed. Moreover, engaging in ArtWorks activities provided an opportunity for students to be successful. For example, one teacher said,

A challenging group of students were having difficulty "pulling it together" in order to present their movement performance for the Kindergarten class. However, when they came back to perform their ability to focus, recall their movements and present their ideas was impressive. Focus has been a challenge this year and these activities gave

them another tool to use and an experience that required them to focus in yet another way. – 2nd Grade Teacher

Other teachers intimated that participating in ArtWorks allowed students with learning or behavioral challenges to shine in ways teachers may not typically observe. ArtWorks provided students the opportunity to display their strengths while simultaneously allowing teachers to see them in a positive, and perhaps unique, way.

Finally, while the objectives noted above focus on literacy skills, it is important to point out the connection between art and math. One teacher said of a student: “One of my students told me that art was not only fun but was a great way to learn and remember how to do math.”

Participation in ArtWorks enhanced another student’s observations of geometry: “Lines are everywhere, Ms. Michelle. Mother Nature did a great job!”

## VII. Do ArtWorks Teachers Adopt Arts-Based Learning?

ArtWorks not only provides direct art experiences, but it also encourages arts learning throughout the curriculum. Almost all (99%) of the classroom teachers agreed that they have increased their integration of the arts into their classroom lessons as a result of the ArtWorks program.

The survey also asked respondents to describe how teachers have integrated the arts into student learning. Most often, teachers indicated that they integrate art *generally* into classroom learning. In these responses, teachers did not specify a particular topic, but spoke in general tones about the integration of the arts. One teacher, for instance, commented on how she has tried to integrate art into classroom learning “as much as I can.”

Other teachers reported that they integrate art into specific subject areas, most often language and literacy lessons. Typically, responses categorized as *language arts incorporated* related to vocabulary, poetry, writing stories, and other writing. Teachers also commented that students used art when reading books. For example, one teacher had the students create mobiles related to the book the class was reading. A few teachers reported that they incorporated art in *math, social studies, and science*. Some teachers reported that they incorporated art activities across *multiple subject areas*. For example, one teacher said, “I incorporate art in the classroom in all subjects now through visual art, acting out and songs and chants.” Table 4 provides further examples of some of the ways in which teachers have incorporated the arts into their classrooms.

The remaining responses from the teachers who indicated they have integrated art consisted of *positive comments about ArtWorks*. However, these comments did not describe *how* teachers integrated art into their classroom. Instead, these responses often focused on the ArtWorks experience rather than subsequent integration of arts. For instance, one teacher wrote that,

ArtWorks is the best way to integrate museum experiences into my students' lives.

Only one teacher explained why she has not integrated the arts, stating that,

I have not integrated dance into the curriculum since having Amy in the classroom.

<b>How Classroom Teachers Integrate Art in Classrooms</b>
We used art to create mobiles based on the book we were reading in class at the time. – 4 <sup>th</sup> Grade Teacher
Bringing in artists from the community makes art in general more tangible. Learning to communicate in all forms makes integration of thoughts possible. This is a many layered experience. – 5 <sup>th</sup> Grade Teacher
My participation in ArtWorks has given me concrete examples of how to integrate art into academic classroom lessons. For example, I have students clap out fractions as parts of a whole note. – 4 <sup>th</sup> Grade Teacher
I always strive for new ways to integrate art into my lessons. My National Board Certification focused on art integration into ELL classes. ArtWorks has provided a model for the successful integration of art into several different content areas. I learned new strategies and techniques to use in all lessons and across different age groups. – 2 <sup>nd</sup> Grade Teacher
I try to incorporate music during other lessons of the day appropriate to what we are learning. We also use drawing to enhance our writing. Students learn how to draw more 3-dimensional shapes. –Kindergarten Teacher
Working with ArtWorks the past 5 years had helped to integrate art into most areas of my teaching. As one example, right now we are studying Alaskan culture and students are creating their own totem poles of their families. – 3 <sup>rd</sup> Grade Teacher
I believe that Artworks has helped me to integrate the arts experience into my writing. This year through Artworks and other art programs we have the students were able to express their ideas and their stories in an artistic way. – 6 <sup>th</sup> Grade Teacher

### VIII. Teacher Suggestions for Improvement

As a way to improve future ArtWorks programming, the last two questions of the survey requested that teachers share any difficulties and suggestions for improvement. Seventy-nine

percent of teacher reports indicated that there were no difficulties, and 91% did not have any suggestions for improvement. Instead, most teachers used the suggestion item to express gratitude and satisfaction with the program.

Teachers indicated there were three areas where they did encounter difficulties. These included scheduling problems, problems with logistics, problems related to the length of time available (too long or too short), and suggestions for the TA. Scheduling difficulties included late scheduling, timing of the ArtWorks program (e.g., late May is difficult for schools), and the youngest students having to wait a long time after arrival to visit a museum. Suggestions related to the TA included asking them to develop a vocabulary list for the class, behavior management ideas, and ensuring they are well prepared.

Among the substantive suggestions related to program changes, teachers suggested that lessons should be more age-appropriate, longer time spent at the museum, and expanding the program to incorporate other students, such as high school-aged students and more special needs students. All difficulties and suggestions are included in Appendix A and substantive suggestions are highlighted.

## IX. Commendations and Recommendations

Teachers continue to rate the ArtWorks program highly. Their responses to open-ended questions indicate that the program is meeting its stated objectives. Moreover, teachers report that the vast majority of TAs effectively deliver lessons meeting the needs of a variety of elementary and middle school students. Importantly, teachers highlighted how ArtWorks lessons connect with and bring out the best in students including those who may have learning challenges as well as encouraging introverted students to share their work and opinions. Artworks offered these students a way to channel their energy and provide them the confidence to participate in a productive manner.

One issue that teachers raised last year and again this year is scheduling difficulties. Most teachers did not elaborate on this problem, so it is difficult to know if the problem lies with the school, the ArtWorks program, or both. In some instances, it was clearly an issue that occurred because of the school (e.g., the administration cancelled a field trip), but there was no back up plan in place. Another teacher explained that the field trip was slated to occur at a particular hectic time of the school year. This teacher requested that ArtWorks field trips be scheduled prior to the end of the school year. It may be beneficial to explore ways to address scheduling difficulties to the extent that the ArtWorks program has control over the problems that have arisen. For example, ensuring that younger children have the opportunity to take part in activities before older children on a multi-age field trip may be beneficial to student learning.

As occurred last year, some teachers wrote the same responses verbatim when reporting on different units. This did not happen extensively nor did it occur for every open-ended question, however. Thus, while there may be some problems related to “survey fatigue” by some teachers, it does not appear to be pervasive. One teacher suggested expanding the size of the box for the open-ended questions so the respondents can see what they are typing as they go along. This could be an easy fix that would encourage teachers to write more detailed responses.

Overall, the ArtWorks program appears to be quite successful, enhancing learning and success among students.