

Project Art Smart II

CONTRACT BETWEEN
WARREN COUNTY SCHOOL DISTRICT
&
EDINBORO UNIVERSITY OF PENNSYLVANIA
YEAR 2005 – 2006

Distribution:

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 John Grant, WCSD

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 Grants Dvlpmt. Office File (MS)

K-06090

**EDINBORO UNIVERSITY OF PENNSYLVANIA
and
WARREN COUNTY SCHOOL DISTRICT**

ART SMART II – Year 3

This Agreement for Services (this “Agreement”), dated as of this ____ day of _____, 2006, by and between Edinboro University of Pennsylvania, Edinboro, Pennsylvania (the “University”) and Warren County School District, Warren, Pennsylvania, a local education agency (the “School District”),

WITNESSETH:

WHEREAS, the University, through its unincorporated division known as the Department of Elementary Education has experience in teacher education and training related to integrating the arts into the elementary curriculum, and has experience providing project evaluation services; and

WHEREAS, the School District has a need for teacher training related to integrating the arts into the elementary curriculum, and for project evaluation services relating to such expertise and desires to obtain such services, education, and training from the University; and

WHEREAS, the University is capable of and desires to provide such services, education, and training to the School District; and

WHEREAS, both the University and the School District are public procurement units and are authorized to cooperate in the use and procurement of supplies, services, facilities, equipment and personnel pursuant to the Commonwealth Procurement Code, Title 62, Chapter 19.

NOW, THEREFORE, for and in consideration of the terms and conditions of this Agreement, and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, and intending to be legally bound hereby, the parties hereto agree as follows:

I. Utilizing appropriate personnel, the University shall provide the services, education, and training to the School District as described in the attached excerpts from the Project Art Smart grant proposal, hereinafter referred to as “Appendix C,” attached hereto and made a part hereof. Services to be provided by the University will include:

A. On-site training, education and consultation by the Professor, Department of Elementary Education (the “Education Consultant”), to be completed by June 30, 2006 as follows:

1. The Education Consultant will commit 50% of her professional work time, providing education, training, and consultation to the Warren County School District related to implementation of the Art Smart Project (the “Project”). Services to be provided by the Education Consultant will include:

- a.** Presenting two sessions of a graduate level course in Warren County for up to 35 teachers per class, between October 2005 and May 2006.
- b.** Providing on-site consultation and expertise at the Project schools two days per week throughout the school year for both years of the Project.
- c.** Participating in Project team meetings in Warren bi-monthly.
- d.** Participating in training at the Smithsonian Early Enrichment Center, Washington, D.C., for up to 3 days in June 2006.

- e. Scheduling and attending approximately 4 workshops per year for teachers in the Project schools during both years of the Project. The workshops will involve artists and guest presenters, and will be held in Warren and Erie. The school district will facilitate teacher attendance at the workshops (e.g., coordinate teacher registration, provide a location) in collaboration with the Education Consultant.
 - f. Training, if needed, and supervision of 1 full-time graduate assistant (or 2 part-time graduate assistants), to assist in implementing the Project as determined necessary by the Education Consultant. Such training and supervision will not consume more than 10% of the Education Consultant's total time commitment to the Project. Services of the graduate assistant will end at the conclusion of the second semester, May 2006.
2. Other unanticipated travel and consultation services as agreed upon by the Education Consultant, the University, and the Project team in order to assure that the Project is implemented successfully. Such services may include traveling to other school districts, community organizations, or institutes of higher education to observe other arts education programs; travel to, and participation in, training or informational workshops regarding arts education methods, materials, and/or research projects; and/or presenting information about the Project at state and national workshops or conferences. As funding is not included or specified in the Project budget for other travel and consultation services by the Education Consultant, reimbursement for such unanticipated expenses will only be authorized if approved in advance by the School District as the fiscal agent of the grant funds.

B. Qualitative analysis with quantitative assessment services by the Professor of

Education, Department of Elementary Education (the “Evaluator”), to be completed by December 1, 2006 or earlier if the final evaluation report is due to the U. S. Department of Education at an earlier date, as follows:

- 1.** Evaluation services to the School District as described in the attached excerpts from the Project Art Smart grant proposal, hereinafter referred to as “Appendix C,” and made a part hereof, with particular emphasis on pages 5-8, or other requirements of the Evaluator defined by the U. S. Department of Education Office and requirements set forth by Branch Associates. The Evaluator will commit time to the Project equivalent to the time-value of 3 winter session credits and 3 summer school credits for the 3rd and final year of the Project. The Evaluator is responsible for submitting the final evaluation of this project to the Office of Innovation and Improvement and Branch Associates for the third year of the project.
- 2.** Training and supervision of 1 full-time graduate assistant (or the equivalent thereof by part-time undergraduates or graduate assistants) who, under the direction of the Evaluator, will perform qualitative and quantitative data collection and analysis, including interviewing and video taping teachers, parents, and children, as well as recording field notes from classroom observations and video tapes. The Evaluator will assure that the work of the graduate assistants is performed to the satisfaction of the University and the Project team. Such training and supervision will not consume more than 25% of the Evaluator’s total time commitment to the Project. Services of the graduate assistant will end of the second semester, May 2006.

3. On-site consultation at the pilot schools on an average of once every two weeks throughout the school year, and attendance at Project team meetings in Warren bi-monthly.
4. Provision of written evaluation reports to the Project team twice a year (approximately March and August), and provision of a final evaluation report at the conclusion of the Project, no later than December 1, 2006 or earlier if the final evaluation report is due to the U. S. Department of Education at an earlier date.
5. Attendance at meetings scheduled by the U. S. Department of Education, and other meetings related to the Project, as agreed upon by the Evaluator, the University, and the Project Team.

C. Project implementation assistance equivalent to 2 full-time graduate assistants, 1 under the direction of the Evaluator and 1 under the direction of the Education Consultant, as noted above and in Appendix C.

II. Work shall be completed no later than June 30, 2006; with the exception of the evaluation component, which is to be completed by December 1, 2006, or earlier, if the final evaluation report is due to the U. S. Department of Education at an earlier date. Reimbursement for work performed under the terms of this contract will be authorized upon approval of this Agreement by the Office of University Legal Counsel and the Office of the Attorney General of Pennsylvania. The time for completion can be extended by mutual agreement of the parties.

III. The School District shall pay a maximum of \$135,945.00 to the University for the University's work on the Project. Payment for goods and services will not exceed the total costs depicted per line item on the attached spreadsheet, "Direct Benefit to Edinboro University of

Pennsylvania,” hereinafter referred to as “Appendix B,” attached hereto and made a part hereof. The University has assigned the right to receive payment for the Project to the University’s Accounting Department. The indicated sum shall be payable in quarterly installments upon submission of invoices. Payments shall be made by the School District within forty-five (45) days of receipt of an invoice, in keeping with the School District’s reimbursement schedule and policies, and shall be submitted to: Edinboro University of Pennsylvania, Accounting Office, 235 McNerney Hall, Edinboro, Pennsylvania 16444. Checks shall be made payable to: Edinboro University of Pennsylvania.

IV. The Education Consultant, Evaluator, graduate assistants, and any other University faculty or staff who will be performing services on School District property related to the Project will obtain Act 34 and Child Abuse History Clearances, in accordance with School District policy and procedure.

V. This Agreement shall include the terms and conditions set forth on Appendix A, attached hereto and made a part hereof.

VI. All notices relating to this Agreement and the Project shall be transmitted in writing as follows:

To the University: One copy to:

Dr. Frank G. Pogue, President
Edinboro University of Pennsylvania
Edinboro, Pennsylvania 16444

And another copy to:

Dr. R. Scott Baldwin, Dean of Education
Butterfield Hall
Edinboro University of Pennsylvania
Edinboro, PA 16444

And another copy to:

Ms. Linda Lacny
Director of Sponsored Programs
Reeder Hall
Edinboro University of Pennsylvania
Edinboro, PA 16444

To the School District:

John H. Grant, Superintendent
Warren County School District Central Office
Curwen Building, 185 Hospital Drive
Warren, Pennsylvania 16365-488

or to such other party and addresses as may be designated in writing.

VII. This Agreement shall not be legally effective until fully approved by all required Commonwealth attorneys, including the Office of University Legal Counsel and the Office of the Attorney General.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the day and year first above written.

WARREN COUNTY SCHOOL DISTRICT

ATTEST: (Seal)

By: Ruth A. Huck
Title: Board Secretary
Warren County Board of School Directors

By: Jacqueline Nuttall
Title: President
Warren County Board of School Directors

Federal Identification Number: 25-1157816

EDINBORO UNIVERSITY OF PENNSYLVANIA

By: Dr. Frank G. Pogue
Title: President

Controller

APPROVED AS TO FORM AND LEGALITY:

University Legal Counsel
State System of Higher Education

Deputy Attorney General
Commonwealth of Pennsylvania

Appendix A

TERMS AND CONDITIONS FOR GRANT CONTRACTS

1. **Liability.** Neither of the parties hereto shall assume any liabilities to each other. As to liability to each other or death to persons, or damages to property, the parties do not waive any defense as a result of entering into this Agreement. This provision shall not be construed to limit the Commonwealth's rights, claims or defenses which arise as a matter of law pursuant to any provisions of this Agreement. This provision shall not be construed to limited the sovereign immunity of the Commonwealth or of the State System of Higher Education or the University.
2. **Amendments.** This Agreement represents the complete Agreement between the parties, superceding any other prior to contemporaneous written or oral agreements. Any changes, corrections or additions to this Agreement shall be in writing in the form of a supplemental agreement signed by all necessary parties and setting forth therein the proposed change, correction or addition.
3. **Applicable Law.** This Agreement shall be governed by, interpreted and enforced in accordance with the laws of the Commonwealth of Pennsylvania (without regard to any conflict of laws provisions) and the decisions of the Pennsylvania courts. Paying party consents to the jurisdiction of any court or administrative tribunal of the Commonwealth of Pennsylvania and any federal courts in Pennsylvania, waiving any claim or defense that such forum is not convenient or proper. Paying party agrees that any such court shall have personal jurisdiction over it, and consents to service of process in any manner authorized by Pennsylvania law.
4. **Independent Contractor.** In performing the work required by the Agreement, each party will act as an independent contractor and not as an employee or agent of the other party. The relationship of the parties to this Agreement to each other shall not be construed to constitute a partnership, joint venture or any other relationship, other than that of independent contractors.
5. **Conflict in Terms.** Should any portion of the Agreement contain terms which conflict with those contained within this page, the terms contained on this page shall unequivocally control.
6. **Termination of Contract.** The University or the School District shall have the right to terminate the Agreement for any of the following reasons. Termination shall be effective upon written notice to the School District or the University:
 - (a) Termination of Convenience. Either party shall have the right to terminate the Agreement for its convenience if it determines termination to be in its best interest. The University shall be paid for work satisfactorily completed prior to the effective date of the termination.
 - (b) Termination of Cause. Either party shall have the right to terminate the Agreement upon written notice for the party's default as to any of the terms contained in the Agreement between the parties or by law. If it is later determined that the party erred in terminating the Agreement for cause, then, at the party's discretion, the Agreement shall be deemed to have been terminated for convenience under Subparagraph (a).
 - (c) Either party may terminate the Agreement at any time upon ten (10) days written notice to the other party. The School District shall pay for any and all work satisfactorily performed to the date of termination, in accordance with the terms and conditions set forth in the Agreement.

APPENDIX B

Project Art Smart II

Edinboro University of Pennsylvania - POST-AWARD BUDGET - YEAR 3		BUDGET
	EUP SERVICES:	
1.	a. Salary for Dr. Omniewski & Evaluator	\$ 52,500.00
2.	Graduate Assistants wages for 2 GA's (2 FTE) (Project Evaluation & Project Implementation) - 30 weeks @18 hours per week @ \$7 per hours each	\$ 7,560.00
3.	8% Indirect Costs on above salaries	\$ 4,804.00
4.	36% Fringes and Payroll taxes on EUP Salaries	\$ 21,621.00
5.	Tuition for 2 Graduate Assistants (2 FTE) @\$2940. Per semester	\$ 11,760.00
6.	Tuition for teachers attending Graduate Course - \$13,000. Per course	\$ 26,000.00
7.	Dr. Omniewski and GA travel between Edinboro & Warren	\$ 7,500.00
8.	Travel Costs for Dr. Omniewski to attend conferences and present at conferences	\$ 2,000.00
9.	Evaluator & GA travel to and from Warren, 15 weeks @120 miles round trip, plus 1 night accommodations at \$98.	\$ 2,200.00
		\$ 135,945.00

Appendix C

Excerpts from the Project Art Smart II Grant Proposal

The Project Design

The partners in this project are proposing to develop and implement a model of integrating and strengthening arts instruction throughout all elementary schools in the Warren County School District and within one elementary school in the City of Erie School District (Diehl Elementary School). The instruction will be designed to address gaps in the Math, Language Arts, and Fine Arts curriculum; although we know from experience with PAS I that there will be many opportunities for improved instruction in other core academic disciplines. The Project Team has selected these content areas as the focus for arts integrated instruction because: 1) Teachers in 4 schools have experience integrating the arts into the Language Arts, Math, and Fine Arts curriculum through involvement in PAS I. Their experience with the program has made them believers in the effectiveness of arts integration. We want to build on the enthusiasm and collaborative environment which already exists in those schools; 2) In 1999 Pennsylvania adopted new *Academic Standards for Mathematics* and *Academic Standards for Reading, Writing, Listening and Speaking*. These standards identify what a student should know and be able to do at varying grade levels. According to James Catterall in the Chicago Arts Partnerships in Education (CAPE) study, one of the criteria for effective integration is that “The lesson-plan should grow from state curriculum standards in both content areas and the arts.”¹ The school district completed a review of the Mathematics curriculum in the spring of 2000, and implemented a new Mathematics curriculum aligned to the new standards in 2000-2001. A review of the Language Arts curriculum was completed in 2000-2001, and the district started implementing a new Language Arts curriculum aligned to the new standards in 2001-2002, just as PAS I began. Teachers in the 4 schools who are participating in PAS I have been using the new curricula as they have developed the arts integrated instruction. We plan to build upon the work that has already been done.

During PAS II we will have the added benefit of using the newly adopted *Arts and Humanities Standards*. The Pennsylvania Department of Education (PDE) *Arts and Humanities Standards* became final upon their publication in the PA Bulletin on January 11, 2003. During PAS II a comprehensive Fine Arts Curriculum Review will be performed by teachers and art specialists to compare the proposed *Arts and Humanities Standards* with the district’s curriculum. A new Fine Arts curriculum aligned to the standards will be adopted by the school district. This is an opportune time to provide teachers with training, and to assist them with implementing the most effective teaching strategies.

As described on the Timeline for Year One (below), one of the first tasks of the project will be to perform the Fine Arts Curriculum Review. Then, in January 2004, the *Language, Music, and Movement* graduate course will be taught by Dr. Omniewski to teachers from 2 schools, Youngsville Elementary and North Warren Elementary. The consultants will collaborate with the Fine Arts Curriculum Review Committee and customize the information to be covered during the course. During the course, approximately 35 teachers will develop sequenced arts integrated units and fine arts instruction. Sharon Shaffer’s experience in object-based learning and visual literacy will compliment Dr. Omniewski’s experience in music, movement, drama, and art, providing a wonderful balance of arts disciplines during the instruction. Mrs. Shaffer will provide some instruction to the teachers as part of the course. Dr. Omniewski also plans to involve other university faculty and local artists as guest lecturers/performers.

¹ Catterall, et. al. in *Champions of Change*, p.58, at: <http://artsedge.kennedy-center.org/champions>

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Throughout the course, as the teachers develop their arts-integrated units, they will field-test them in their classrooms.

In the summer of 2004, after completing the course, all 35 teachers from Youngsville Elementary and North Warren Elementary will travel to the Carnegie Art Museum in Pittsburgh to attend 5 days of training, 1-day each on: *Introduction to Learning Through the Arts*, *Learning Through Objects*, and *Creating Collections with Young Children* by Sharon Shaffer, one day of training by education faculty at the Carnegie Art Museum, and one day of reflection will be included in the training. The day of reflection gives the teachers a chance to work on their own or in small groups to absorb what they are learning and explore the museum and other arts related places in the Pittsburgh area. In the fall of 2004, the teachers will begin to implement the arts-integrated and fine arts instruction. We have not specified a number of units which will be developed by each teacher, believing that the teachers and consultants will be involved in developing units which differ in duration and depth. Some units may be short, focused units, and others may be more comprehensive and elaborate. We want to provide the teachers and consultants with maximum flexibility. Based upon our review of the research, particularly the *Champions of Change* report, and our experience so far with PAS I, we believe this project will provide reliable and valid evidence that arts integration is an effective approach for improving students' academic performance, particularly skills in creating, performing, and responding to the arts.

We believe that students in the arts integrated schools will also demonstrate more positive attitudes, higher motivation and increased creativity than the students in the control sites. According to the *Learning in and Through the Arts* study by Judith Burton, "High-arts youngsters were far more likely than their low-arts counterparts to think of themselves as competent in academics. They were also far more likely to believe that they did well in school, in general, particularly in language and mathematics."² The same study showed that "youngsters included in the high-arts groups scored well on measures of creativity, fluency, originality, elaboration, and resistance to closure...we heard time and again how these same capacities are critical to arts learning as well as to other subject disciplines."³

In July of 2004, as the second year of the project begins (the school district operates on a July 1 – June 30 fiscal year), 25 teachers from Diehl Elementary School in Erie will take the 5-day intensive graduate course from Dr. Omniewski. The teachers from Youngsville Elementary, North Warren Elementary and Diehl Elementary will begin to implement the arts integrated instruction and improved fine arts instruction in the fall of 2004. Dr. Omniewski, will schedule workshops after school every 2-3 months to support the teachers, and will provide on-site consultation at least once every other week at each school. Sharon Shaffer will also provide on-site consultation to the schools at least twice throughout the school year.

From January to May 2005, 35 primary teachers from 7 schools in the Warren County School District will take the graduate course and begin to develop and field test arts integrated units and arts instruction designed specifically to address gaps in the curriculum. In the summer of 2003, all 35 primary teachers and the Diehl Elementary School teachers will visit the Carnegie Art Museum in Pittsburgh to attend 5 days of training.

² Burton, et. al. in *Champions of Change*, p. 43-44, at: <http://artsedge.kennedy-center.org/champions>

³ ibid., p. 38, at: <http://artsedge.kennedy-center.org/champions>

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In the fall of 2005, the primary level teachers will begin to implement arts-integrated instruction. We expect that the consolidation of the 6 Warren attendance area schools will be complete by this time, so the primary teachers in Warren will be implementing the instruction in a whole-school setting. We expect the school to be a 5 or 6 round school, so that teachers in each grade level will have the opportunity to collaborate with 5-6 other teachers who teach the same grade level. Workshops will again be presented after school every 2-3 months, primarily to support the primary level teachers. Mrs. Shaffer and Dr. Omniewski will continue to provide on-site consultation. Throughout the project, the Arts Education Teaching Specialist and the district Fine Arts Coordinator will assist with scheduling and coordinating project activities for arts-integration sites. The Arts Education Teaching Specialist will provide on-site consultation 2-3 days each week at the schools to support the teachers who are implementing the arts-integrated instruction. S/he will assist with ordering supplies, scheduling artist residencies, researching and scheduling field trips to the fine arts, and other project activities in collaboration with Dr. Omniewski, Mrs. Shaffer, Mrs. Kersey, the principals, and teachers.

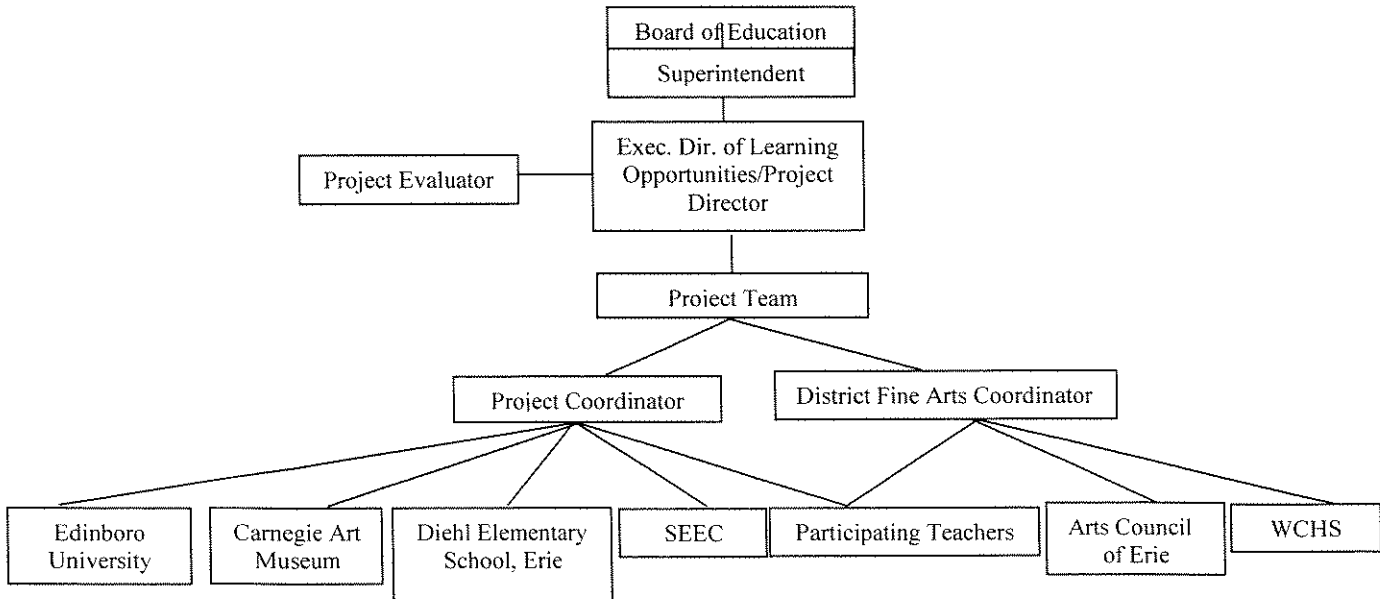
During the third year of the project, 35 intermediate level teachers will take the graduate level course from January 2006 - May 2006. During June 2006, they will visit the Carnegie Art Museum in Pittsburgh to attend 5 days of training, and will begin implementing the arts integrated instruction and strengthened fine arts instruction in the fall of 2006.

All of our efforts will be research-based. As noted above, Dr. Omniewski earned her Ph.D. in Music Education in 1999. Mrs. Shaffer is currently enrolled in a Doctoral Program in Social Foundations of Education at the University of Virginia, and is working on a dissertation related to museum-based education for young children. Both of these consultants have immersed themselves in the most current arts education research. Dr. Omniewski's knowledge and experience with math, music, movement, drama, and art will provide much-needed expertise in integrating the arts into the math curriculum. According to Dr. Omniewski, some researchers have recognized the cognitive relationship between the arts and learning, and have developed approaches to math instruction using musical activities (Benes-Lafferty, 1995; Gregory, 1988; Omniewski, 1998, 1999). Other researchers have developed approaches to math instruction using art activities (Forseth, 1979; Willet, 1992; Winter, 1991). Drama educators have studied the effects of using dramatic activities in science (Kase-Polisini & Spector, 1992), and Perkins (1991) suggested that acting out is one method of teaching for understanding, which helps students to retrieve, generalize, exemplify, and analogize information. Dance and movement experts such as Ann Green Gilbert have written books on using movement experiences to teach math concepts (1977). Miller (1996) conducted a year-long action research study in which a first-grade classroom teacher and a music teacher planned and taught lessons which integrated music and language arts. Data collection included teacher and student journals, video tapes of student discourse, and teacher observations. Enhanced student achievement in both disciplines was reported as a result of this study. We believe the **Art Smart** project will bring to the field an additional model with a solid research base for effectively integrating the arts into the core elementary curriculum and strengthening fine arts instruction.

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Excerpts from the Project Art Smart II Grant Proposal

Quality of the Management Plan

Warren County School District's management team, organized as follows, will ensure that project objectives detailed below are met on time and within budget.



Dr. John Sechriest, Executive Director of Learning Opportunities for the Warren County School District, is the Project Director for PAS II and will serve on the Project Team. Dr. Sechriest's school district responsibilities include student assessment and implementation of the academic standards. The Special Education Supervisor will also serve on the Project Team to collaborate on strategies related to students with learning disabilities and emotional support needs. The commitment of a full-time teacher to the project also strengthens the management plan. As noted above, a teacher who has already been trained and has experience implementing the arts integrated instruction during PAS I will be released from classroom duties throughout the 3-year project period to act as an Arts Education Teaching Specialist. The District Fine Arts Coordinator will be provided with two periods of release time to assist with implementation of the project. We are also proposing a half-time commitment by Dr. Omniewski during the school term, and a quarter-time commitment during the summers. A full-time Graduate Assistant from EUP will assist her.

Data collection and reporting is also a critical component of project development, implementation, and evaluation, therefore a professor from the research faculty in the Office of Education at EUP, Dr. James Bolton, will commit a quarter-time to this project during the school term as the Project Evaluator. A full-time Graduate Assistant

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will work with him to collect and report data to the Project Team. Dr. Bolton will also be responsible for presenting a written report regarding the findings of the evaluation at the conclusion of the project. Project Team members are:

Project Team Members

Warren County School District:

Dr. John Sechriest, Executive Director of Learning
Opportunities & Project Director
Caroline Marti, Project Coordinator

Jane Dunshie, Special Education Supervisor
Charlotte Eggleston, Language Arts Curric. Coord.
Barbara Kersey, District Fine Arts Curric. Coord.
Diana Baxter, Math Curriculum Coord.
Two elementary principals

Consultants:

Dr. Rosemary Omniewski, Assoc. Prof. of Ed. – EUP
Sharon Shaffer, ME, Director – SEEC

Holly Nowack, Dir. of Arts Ed – Erie Arts Council
Cindy DeChanno, Director – Warren Co. Historical Society
Five parents from the arts integrated schools

Evaluator

Dr. James Bolton, Professor, EUP (non-voting)

Quality of the Project Evaluation

The project evaluation for Project Art Smart I is a very rigorous experimental evaluation involving comprehensive quantitative and qualitative data collection for two control sites and 4 treatment sites. Hours of videotape have been recorded of teachers providing lessons and student participation in project activities. Reading through hundreds of pages of transcription of interviews, watching the video, and analyzing all of the data that is being collected has been a major effort for Dr. Ken Adams, the Project Evaluator. Rich descriptions of the classrooms in terms of teacher-student interaction, communication, student-student collaboration, levels of attention, student time-on-task, enthusiasm, and active student engagement are being recorded at both experimental and control schools. Instructional time devoted to teacher-designed units is also being recorded, as well as time devoted to the arts during the school year as a separate learning experience.

According to Dr. Adams, PAS I has demonstrated several significant strengths since implementation began. It has “delivered” on provision of high quality professional development, effective partnerships that have enriched the arts, dissemination of project goals and progress to the larger school community, provision of classroom resources

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that are easily accessed and shared, and development of targeted assessment via extensive qualitative and quantitative measures.

While PAS II will include 9 more elementary schools in the WCSD plus an urban school in Erie, the formal evaluation of the project will be narrowed and focused on qualitative and quantitative data collection at two target elementary schools. The two schools selected for focused evaluation, North Warren Elementary School and Youngsville Elementary/Middle School, served as control sites under PAS I. Therefore, in this quasi-experimental model, they will serve as their own controls. Baseline data for the two schools has been collected during the 2002-2003 academic year. Quantitative data has been collected to serve as a comparative baseline on the Terra Nova, Torrance Test of Creativity, and local Curriculum Based Assessments.

The evaluation of the proposed program is designed to address two overarching questions. First, *to what extent do students who participate in the program perform better in school, show more positive attitudes, appear more motivated, and appreciate diversity than students who do not participate?* Second, *to what extent do teachers who participate in the program use instructional practices that are more engaging than non-program teachers?*

Regarding the first over-arching question, in order to determine the impact of the program on school success, the TerraNova Achievement Test Battery, Torrance Test of Creative Thinking, and teacher-designed unit tests in selected subjects will be administered to students in grades K-4.

The TerraNova has been selected as one instrument for evaluating student performance for PAS I & II for the following reasons. During the 2000-2001 school year, the school district completed a thorough evaluation of standardized test instruments. A committee comprised of 15 educators, administrators, and parents participated in the evaluation. The committee chose the TerraNova as the preferred instrument because it a) includes open-ended questions so that student performance in writing and composition is tested; b) has a random presentation (Many tests start out with more difficult questions and students immediately feel discouraged. This affects their performance on the rest of the exam. The TerraNova presents questions with varying degrees of difficulty throughout the test); c) provides practice sets; and d) correlates very closely with the Pennsylvania School System Assessment (PSSA) test. The annual PSSA is a standards-based criterion-referenced assessment used to measure a student's attainment of the academic standards while also determining the degree to which school programs enable students to attain proficiency of the standards. The Pennsylvania Department of Education (PDE) has selected the TerraNova as a test instrument for schools participating in a comprehensive technology integration program (the *Link to Learn: Students*

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Achieving Standards program), and has promised to work with an outside evaluator to develop a correlation between PSSA and TerraNova test results. Every Pennsylvania student in grades 5, 8, and 11 is assessed in reading and math, and students in grades 6, 9, and 11 are assessed in writing. Using the TerraNova will provide the evaluators with the ability to correlate and evaluate test results between the two instruments. This will enable the partners in this project to evaluate the project over a 5-year period.

The Torrance Test of Creative Thinking has been selected because “it has remained the most widely used yardstick for measuring the creative impact of arts learning. Other advantages are that it is relatively easy to administer and is normed for different age groups.”⁴ According to the test author, the Torrance Test of Creative thinking measures creative thinking abilities, defined as a constellation of generalized mental abilities commonly presumed to be brought into play in creative achievements (Torrance, Ball and Safter, 1992).⁵ The exercises in the test assess five mental characteristics: fluency, originality, elaboration, abstractness of titles, and resistance to premature closure.

Teacher-designed unit tests have been developed during PAS I, and will continue to be administered at the two target elementary schools throughout PAS II. This will avoid limitations identified in the two exemplary broad-based studies: *The Schooled Mind: Do the Arts Make a Difference?* (1992-93); and *Different Ways of Knowing* (1991-94). Those limitations were not using the same standardized tests to compare the two cohort groups, and not testing all children each year. In addition, the study is designed to minimize threats to validity. For example, the use of identical instrumentation at the schools, even for teacher designed unit tests, will minimize instrumentation as a potential threat.

The effect of the program on positive attitudes, student motivation and student appreciation for diversity will be measured by the use of qualitative instruments in the form of parent, teacher, and student surveys and focus group interviews. Parent, teacher, and student surveys were developed and implemented for PAS I during the spring, 2003. Since the two targeted elementary schools were part of this data collection, a comparative baseline has been established. In addition to survey data collection, focus group interviews will be conducted at the targeted evaluation sites, building on the knowledge of process gained from intensive field data collection over the past two years.

⁴ Burton, et. al. in *Champions of Change*, p. 37, at: <http://artsedge.kennedy-center.org/champions>

⁵ Torrance, E.P., Ball, O.E. and Safter, H.T. (1992). *Torrance tests of creative thinking: streamlined scoring guide to figural A and B*. Bensenville, IL: Scholastic Testing Service.

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Likewise, the effect of the program on teaching practices that engage the students in learning via infusion of the arts will be measured using the surveys and focus group interviews.

Under the new proposal, Student Benchmarks will be established and monitored by classroom teachers as part of the Curriculum Review of the Fine Arts component. Checklists will provide documentation of the skills, abilities, and art content each student has demonstrated each semester. This data will serve to monitor and adjust the curriculum and instructional practice during the grant.

It is anticipated that the focused project evaluation and the broader dissemination and involvement of all district elementary schools will build upon the current project in several significant ways. As described as positive aspects in the Transforming Education Through the Arts Challenge (TETAC) and Arts in Basic Curriculum (ABC) studies, the district has laid the groundwork for legitimizing the arts, increasing meaningful connections among teachers, positively impacting the school climate and teacher morale, transforming culture from teacher to learner/learning centered pedagogy, expanding teaching strategies and resources, and investing in teacher directed and supported professional development.