

**NYC DOE
DISTRICT 25 - ARTS CONNECTION**

PROJECT NARRATIVE

**PROFESSIONAL DEVELOPMENT FOR DEVELOPING ENGLISH LANGUAGE LITERACY
THROUGH THE ARTS**

TABLE OF CONTENTS

<u>Section</u>	<u>Page(s)</u>
Absolute Priority and Competitive Priorities narratives:	1-2
I. Significance:	3-6
a.	3-5
b.	5-6
II. Quality of project design:	6-8
III. Quality of project services:	8-13
a.	8-9
b.	9-12
c.	12-13
IV. Quality of project personnel:	14-16
a.	14
b.	14-15
c.	16
V. Management Plan	16-19
VI. Quality of the project evaluation:	19-24
a.	19-23
b.	23-24

ABSOLUTE PRIORITY AND COMPETITIVE PRIORITIES NARRATIVES

ABSOLUTE PRIORITY: *Professional Development for Developing English Language*

Literacy Through the Arts (PD-DELLTA) is a project of District 25 of the New York City Department of Education (NYCDOE) on behalf of 12 of the elementary schools of Children First Network (CFN) 204 in partnership with ArtsConnection, a leading arts in education organization in New York City. ***PD-DELLTA*** will use innovative, research-based methodologies to integrate standards-based arts instruction with core academic content to help ELLs in grades 4 and 5 achieve local and national standards in the arts and English Language Arts (ELA). Through 50 hours of professional development annually, ***PD-DELLTA*** will build the capacity of 108 arts educators, classroom and ESL teachers to collaborate across disciplines to build interdisciplinary units of study addressing NYC Blueprints in the Arts and Common Core standards in ELA.

For part (1) of the Absolute Priority, ***PD-DELLTA*** will provide school-based visual arts teachers with the skills and strategies to: build arts lessons that effectively instruct ELL students; incorporate formative assessment strategies to assess the effectiveness of their teaching and facilitate student achievement; and use video documentation to provide evidence of effective teaching and learning and to improve teaching practice. Participating arts specialists will form a cross-school cohort to build their capacity to address the NYC Blueprints in the Visual Arts.

For part (2) of the Absolute Priority, over the course of the 3 years of ***PD-DELLTA***, the methodologies used will allow ESL and classroom teachers to work with ArtsConnection teaching artists and school-based visual arts teachers to develop interdisciplinary units of study in the arts and ELA, to help ELLs achieve local and national standards in those subjects.

COMPETITIVE PREFERENCE PRIORITY #1: *PD-DELLTA* focuses on formative

assessment as a key strategy to enable more data-based decision making. The project will build

assessment capacity in participants to improve teaching practice and students' educational outcomes in the arts and ELA in two ways: 1) embedding formative assessment in all lessons and units of study; and, 2) using video documentation as a means of ongoing formative assessment of student learning in both the arts and ELA analyzing the documentation with colleagues. In addition, to help provide timely data to the Core Management Team on the overall progress of *PD-DELLTA*, the evaluation team will produce and share periodic Gantt charts that track progress towards each project milestone and overall project objectives.

COMPETITIVE PREFERENCE PRIORITY #2: *PD-DELLTA* is based on ArtsConnection's successful US ED-funded models of DELLTA for which extensive research and evaluation have been conducted since 2005 using a quasi-experimental design. This quantitative and qualitative data provides **moderate evidence of effectiveness of the project design** to support learning in the arts and English language acquisition, and to help close the achievement gap for ELLs in grades 3-5. After 3 years of participation, DELLTA students scored 75.5% higher on state ELA tests than a matched comparison group from elementary schools with similar % of students that are ELL, Special Ed, Black/Hispanic and Title I eligible. In addition, Classroom Assessment of Learning and Teaching (CALT), a system developed for the DELLTA evaluation (Horowitz, 2008) found that student achievement was strongest in seven variables: motivation; perseverance/task persistence; ability to focus; ownership of learning; spatial awareness; self-confidence; collaborative learning skills. The variables measured by CALT are similar to "affective filters" such as motivation, confidence and anxiety that have been shown to promote or impede second language (L2) acquisition. (Krashen, 2003). The cumulative DELLTA research strongly suggests that these variables are the mechanism for connecting dance and theater learning to acquisition and application of ELA skills.

1. SIGNIFICANCE

1(a) District 25 of the New York City Department of Education (NYCDOE) on behalf of 12 of the elementary schools of Children First Network (CFN) 204, seeks support for its partnership with ArtsConnection, a leading arts in education organization in New York City, for *Professional Development for Developing English Language Literacy through the Arts (PD-DELLTA)*. Located in Queens, New York, students in the participating schools are, on average, 87.5% Title 1 eligible and 24% are designated English Language Learners (ELLs); 58% of students in these schools speak one of over 25 languages other than English at home. Per PDAE's *Absolute Priority PD-DELLTA* will use innovative, research-based methodologies to integrate standards-based arts instruction with core academic area content. It will connect and build the capacity of 108 arts educators, classroom and ESL teachers to help ELLs in grades 4 and 5 achieve local and national standards in the arts and English Language Arts (ELA). Through 50 hours of professional development annually, arts educators, classroom and ESL teachers who participate in the project for three years will learn to support ELL student achievement of standards in dance or theater, visual arts and ELA; construct and teach lessons with clear language objectives; facilitate student achievement and independent learning through peer and self assessment strategies; collaborate across disciplines to build interdisciplinary units of study that address the NYC Blueprints in the Arts and Common Core standards in ELA; and, use video to document student learning in their classrooms and analyze it with colleagues in order to improve their teaching practice.

The *PD-DELLTA* processes, which were developed by ArtsConnection and are facilitated by their staff and consultants, include 3 interlocking content strands for educators in the arts, ELA and ESL: (1) designing interdisciplinary units of study that include purposeful,

intentional and explicit (PIE) instructional and language objectives to effectively instruct ELL students; (2) embedding formative assessment strategies into all lessons; (3) using video documentation as ongoing formative assessment of student learning in both the arts and ELA. Formative assessment provides useful information in real time to inform teaching practice, addressing *Competitive Preference Priority #1* to ensure students achieve appropriate benchmarks in the arts and ELA. In addition, the evaluation team will produce periodic Gantt charts and share them with the project Core Management Team in order to track progress towards each project milestone and overall project objectives.

PD-DELLTA is based on ArtsConnection's successful US ED AEMDD-funded DELLTA models for which extensive research and evaluation were conducted using a quasi-experimental design. This quantitative and qualitative data meets the *Competitive Preference Priority #2* by providing **moderate evidence of effectiveness of the project design** to support learning in the arts and English language acquisition, and to help close the achievement gap for ELLs in grades 3-5. After 3 years of participation, DELLTA students scored 75.5% higher on New York State ELA tests than a matched comparison group from elementary schools with similar percentage of students that are ELL, Special Ed, Black/Hispanic and Title I eligible. In addition, the Classroom Assessment of Learning and Teaching (CALT), a system developed for the DELLTA evaluation (Horowitz, 2008) that rates 20 dimensions of student learning and 11 characteristics of effective teaching and partnership, found that student achievement was strongest in seven variables: motivation; perseverance/task persistence; ability to focus; ownership of learning; spatial awareness; self-confidence; collaborative learning skills. **Results were highest in classrooms where collaboration between teaching artists and classroom teachers were strongest.**

The variables measured by CALT are similar to “affective filters” such as motivation, confidence and anxiety that have been shown to promote or impede second language (L2) acquisition. (Krashen, 2003). The cumulative DELTA research strongly suggests that these variables are the mechanism for connecting dance and theater learning to acquisition and application of ELA skills. Qualitative analysis of data also indicates that DELTA students acquire ELA skills through the arts by using language in an authentic context that they care about, are engaged in, and where they have a sense of ownership of the learning process.

1(b) The professional development tools and processes employed in this project—DELTA Observation Protocol in the arts (See Attachments), Lesson Study, development of interdisciplinary units of study and formative assessment strategies (see 3(b) for details)—build from the collective knowledge educators bring to and develop through classroom practice, utilize easily understood, familiar processes of observation and description, and incorporate documentation as a means of reviewing and understanding outcomes, resulting in built-in materials for sharing. (Rich, 2005). *PD-DELTA* will further strengthen dissemination by building teacher, artist and staff capacity to document student learning through both videotaped and written records, and to share this information broadly by using the tools and protocols of Making Learning Visible from Harvard’s Project Zero. Centered around collaborative inquiry and analysis of observations, these tools and protocols result in documentation of the entire learning process from multiple perspectives (student and adult) in a range of media, with guidelines for presenting this material effectively.

Information sharing will be ongoing, including posting project documentation, formative assessment materials, units of study et al on the CFN 204 and ArtsConnection websites as works in progress. On-going results will be shared at meetings of the 24 schools in CFN 204, and of

Cluster #2, which includes approximately 225 schools. Final products will be posted on national web platforms, and shared at state and national conferences, including NYS TESOL.

2. QUALITY OF THE PROJECT DESIGN

PD-DELLTA's goal is to build the capacity of 108 arts educators, ESL and classroom teachers to collaborate across disciplines to provide instruction for ELL students that incorporates standards-based arts instruction, clear language objectives and formative assessment strategies. To achieve this goal, the ***PD-DELLTA*** model builds sustainability through a minimum of **50 hours each year** of carefully scaffolded professional development that includes: 3 full-day cross-school **workshops** (18 hours) to introduce and support content learning; school-based **small-group meetings** (12-16 hours); and, **classroom-based collaboration** with teaching artists (15 hours). This intensive and sustained experience will provide 108 arts educators, ESL and classroom teachers with a solid understanding of the role of the arts in the learning and language development of ELLs, research-based methodologies to nurture those abilities, and the capacity to incorporate them into their classrooms.

The project is designed around 12 school-based teams, each with up to 8 ESL or dual language and classroom teachers working in collaboration with 1 school-based arts educator, ArtsConnection teaching artists and an ArtsConnection Program Manager who facilitates and documents the work in the school. By creating teams of teachers within a school who work with the same ELL population, ***PD-DELLTA*** will allow each educator's unique perspective on ELLs to inform the work of others as they create connections across curricula to ensure that ELLs meet local and national standards in two art forms and ELA. The teams will also develop a shared base of knowledge and experience within and across schools through 3 years of documenting and

assessing student learning; developing interdisciplinary curriculum; and, participating in the cross-school workshops facilitated by the project.

Each team will collaboratively develop an interdisciplinary unit of study that includes: authentic content activities aligned with the NYC Blueprints in the Arts and ELA Common Core standards; clearly articulated language objectives that support L2 acquisition among ELL students; and, formative assessment strategies that help build independent learners. The units will be digitally documented by school-based teams and posted on the CFN 204 and ArtsConnection websites and national OERs.

Three professional development strategies build towards the design and documentation of the units of study. First, 18 hours of cross-school, participatory professional development **workshops** per year facilitated by ArtsConnection staff and consultants, introduces teachers and artists to **three content areas**: (1) including purposeful, intentional explicit (PIE) language and content objectives in standards-based teaching and learning in the arts and ELA; (Flynn et al, 2007) (2) formative assessment strategies that support independent learners; (3) conceptual and technical processes of digital documentation of student learning. The second strategy includes 12-16 hours per year of site-based **small-group meetings** for school-based teams throughout the school year that provide sustained, hands-on opportunities to both implement learning from workshops and prepare digital reports on student learning to share across schools at the end-of-year meeting. In addition, school-based **visual arts teachers** will establish a **small-group cohort** across the 12 schools to build their capacity to address Blueprint standards in their art form, include language objectives in their lessons and use formative assessment strategies in their classrooms. The third strategy—15 hours per year of **classroom-level collaboration** among ESL and classroom teachers with an ArtsConnection dance or theater teaching artist—provides

the opportunity to put the content of the workshops and small-group professional development into practice in the classroom.

Educators who participate in the project for 3 years will learn how to: (1) Create and teach interdisciplinary units of study across a topic or theme incorporating language and instructional objectives in the arts and ELA; (2) Embed formative assessment strategies in arts and ELA instruction; and, (3) Use video to document student learning over time, reflect on student learning with students, and assess student learning with colleagues.

3. QUALITY OF PROJECT SERVICES

3.a *PD-DELLTA* is designed to build the capacity of all educators in a school who work with ELL students—arts specialists, ESL and classroom teachers—to address students’ unique learning needs within and across classrooms and curricula at a critical time in their development. As studies have shown and ArtsConnection research has documented (Horowitz, 2008), the arts offer a unique and innovative approach to building language skills for ELLs, as they engage students in content rich in social, personal, cognitive and physical experiences from which to extract information. This is particularly important for ELLs in the upper elementary grades, as they are confronted with the increasing use of de-contextualized and situation-independent academic language.

However, the structure of services for ELLs and for arts instruction in District 25/CFN 204 (and throughout most NYC public schools) limits the ability for a collaborative instructional approach to the needs of ELLs among educators. Arts specialists work with students during other teachers’ prep time, so classroom and ESL teachers do not see students learning processes in the arts, nor do arts specialists receive training in setting language objectives for their lessons. In addition, ELLs are sometimes excluded from arts instruction for additional ELA instruction.

In most CFN 204 schools, ELLs attend class with English proficient students. Language instruction tailored to ELL needs is provided by an ESL teacher who “pushes in” during the day to teach collaboratively with the classroom teachers, or pulls students out to work with them in small groups. While collaborative curriculum development between classroom and ESL teachers is a goal for ESL instruction, and their prep time is congruent, teachers do all their course preparation and assessment during those periods, leaving little time to work together to set collaborative language and content objectives for ELLs.

PD-DELLTA breaks down those barriers by bringing art specialists, ESL and classroom teachers together in 50 hours of professional development in released contractual time and in remunerated out of school time (OST) meetings and workshops where they observe, document and assess learning in the arts and ELA for ELLs. By participating in 15 hours of classroom-based residencies with ArtsConnection teaching artists, ESL and classroom teachers build the skills and strategies necessary to use that knowledge to collaboratively support ELL learning across the curriculum.

3 (b) *PD-DELLTA* will provide participating teachers with 50 hours of professional development annually to help them address ELLs’ learning needs. Working in teams within and across schools, each year they will participate in 3 day-long, cross-school workshops (6 hrs each) that introduce major concepts and themes, and school-based meetings (12-16 hours) during and after school to support their learning, facilitate implementation and provide time to reflect and revise. (See Timeline attached.) Classroom and ESL teachers will also collaborate in the classroom with teaching artists in a 15-session arts residency while visual arts teachers from the 12 schools will form a cohort to support the implementation of the content of the workshops into

their classrooms. All professional development is designed to accomplish 3 objectives, with yearly milestones for teacher learning:

Objective 1. Create and teach interdisciplinary units of study across a topic or theme, incorporating language and instructional objectives in the arts and ELA. In Year 1, participants will be introduced to *designing language and content objectives* in the arts and ELA through an all-day cross school workshop. Small-group meetings of school-based teams will help put this content into practice in a 15-session classroom-based arts residency that includes purposeful, intentional and explicit (PIE) content language objectives and objectives that address NYC Blueprint Standards in the Arts. In Year 2, participants will use the *Lesson Study* protocol to co-develop interdisciplinary lessons in the art form and ELA that include PIE language objectives and address NYC Blueprint and ELA Common Core Standards to help ELLs begin to build bridges between subjects. The Lesson Study process builds towards a unit of study in Year 3 as educators use backwards design to sequence what each must teach in preceding lessons to help students be ready for the content to follow. In Year 3, participants will co-develop an *interdisciplinary unit of study* in at least one art form and ELA (one in each school) that includes language objectives and addresses NYC Blueprint in the Arts and ELA Common Core Standards. This work expands the Lesson Study work from the previous year into a larger and more complex unit of lessons across a topic or theme.

Objective 2. Embed formative assessment strategies in arts and ELA instruction. In Year 1, ESL and classroom teachers will learn to use the DELLTA Observation Protocol to describe student learning in dance or theater in the early sessions of the classroom collaboration during the arts residency. This protocol establishes a shared language and understanding about what student learning in the art form looks like by following 5 students closely over 3 sessions to

describe how they learn in the art form and compare it to how they learn in the classroom. (See Observation Protocol attached) During the mid-year workshop, all teachers will further develop their skills of documenting student learning in the arts using the Making Learning Visible tools and protocols from Harvard's Project Zero, focusing on questions of what constitutes evidence of student learning in the art form, with small-group meetings supporting implementation. In Year 2, participants will learn to implement the formative assessment loop—Reveal what counts; Give feedback; Facilitate revision—in the arts and ELA lessons that are part of the Lesson Study described above. ESL and classroom teachers will learn how to use the clear artistic criteria from the DELTA Observation Protocol to help students understand what counts in the art form, facilitate peer feedback based on this criteria, and give opportunities for revision of work. They will also incorporate this practice in their ELA lessons. Visual arts teachers will learn how to build and incorporate formative assessment strategies and tools in their lessons. In Year 3, this peer assessment practice will be embedded throughout the lessons of the interdisciplinary unit.

Objective 3. Use video to: document student learning over time; reflect on student learning with students; and, assess student learning with colleagues. The mid-year, day-long workshop each year is devoted to documenting student learning, and gaining the technical skills to capture it on video. School-based teams subsequently receive technical support in order to create, critique and revise increasingly complex videos to share with colleagues. The end-of-year, cross-school workshop each year is primarily devoted to sharing this documentation across schools and setting goals for the following year's documentation. In addition, an on-line community will be established via the CFN 204 website to share work in progress. This work will be supported by the Network Support Specialist for Data and Instructional Technology.

In Year 1, participants are introduced to digital reporting and explore questions of how to capture a process of teaching and learning in video, what constitutes evidence of student learning, and choosing a focusing question and strategy for gathering video data. In Year 2, depending on the level of technical skills teachers bring to the table, on-going support may include: incorporating multiple perspectives in their video; how to select key elements to film across several classes and create a narrative thread; how to shoot successful student interviews; and, how to add context that makes films accessible to various audiences e.g. principals, students and parents. In Year 3, on-going support for technical skills will include how to adapt their video material to render it accessible to a national audience via the web.

3. (c) The work in the proposed project builds on research-based educational practices with a history of success both through ArtsConnection’s work and elsewhere, is aligned with local and national arts and ELA standards (NYC Blueprints in the Arts, which ArtsConnection helped develop; Common Core ELA standards) and builds on four areas of professional development with proven track records for facilitating student achievement:

(1) Through 5 years of focused work with ELLs supported by US ED AEMDD grants, ArtsConnection’s *DELLTA* projects developed a series of protocols and professional development processes that have been proven to support student achievement in the arts and ELA (ELLs in *DELLTA* for 3 years scored 75.5% higher on New York State ELA tests than a matched comparison group), as well as expanding the organization’s capacity to carry out this work. *PD-DELLTA* is based and builds on these processes and resources.

(2) *PD-DELLTA* will incorporate purposeful, intentional and explicit (PIE) objectives for both language functions and structures and content in the arts and ELA and make them visible for ELLs. These language and content objectives will form the foundation of all collaborative

planning for the arts and interdisciplinary curricula developed over the 3 years of the grant.

Research shows that: “Despite the rising number of ELLs, few teachers receive the professional development needed to effectively integrate language instruction with content area instruction, despite NCLB requirements.” (Flynn et al, 2007) This project’s professional development processes will directly address this need.

(3) Formative assessment, which has been shown to have “the power to produce unprecedented improvements in student achievement in our schools” based on five reviews of research that synthesize more than 4,000 studies undertaken during the last 40 years (William, 2008), is a key strategy of the project design for both educators and students. ArtsConnection has been working with experts in formative assessment over the last 3 years as part of a PDAE grant in partnership with the NYC DOE to develop innovative strategies for formative assessment in the arts with NYC school-based arts specialists (Artful Learning Communities.

(4) **PD-DELLTA** will utilize evidence of student learning through video documentation to help teachers analyze and revise teaching strategies and methodologies. Harvard’s Project Zero, as well as the Reggio Emilia approach to learning, have studied the impact of using documentation at the core of teaching and learning and created resources for its implementation. **PD-DELLTA** draws on these resources and research to integrate teacher learning with the dissemination component of the project. Documentation results from work that is integral to the classroom, helps teachers set clear objectives, and tracks teaching processes to see how students respond. It facilitates differentiation in teaching, and provides material for professional learning communities to critique. (Project Zero, 2003)

4. QUALITY OF PROJECT PERSONNEL

4 (a) It is the policy of the NYC Department of Education not to discriminate on the basis of race, color, creed, religion, national origin, age, handicapping condition, marital status, sexual orientation or sex in its educational programs, activities, and employment policies, and to maintain an environment free of sexual harassment, as required by law.

4 (b) (All resumes are attached) PD-DELLTA CORE MANAGEMENT TEAM:

Diane Foley, PD-DELLTA Co-Coordinator, is Network Leader for CFN 204 and has been an educator with the NYC public schools since 1985. She brings a wealth of experience in elementary and middle school literacy and English Language Arts as well as experience in K-8 and middle school organization. **Carol Morgan, PD-DELLTA Co-Coordinator**, is Deputy Director for Education at ArtsConnection, Project Director for 3 of their previous AEMDD grants (S351D010100, U351D050103-07, U351D060164) and is currently Project Director for Common Core and the Arts: Making the Learning Visible through Formative Assessment (U351D100099). She began her career as a classroom teacher and has worked with ArtsConnection since 1998. **Shirley Rouse-Bey**, one of the two ESL Network Support Specialists for CFN 204, will serve as liaison to the 12 schools involved in the project. Ms. Rouse-Bey began her career as an ESL teacher in 1991 and later became an ESL Instructional Support Specialist. **Erin Loughran, PD-DELLTA Program Associate**, has worked at ArtsConnection for 5 years as a Program Manager in NYC public schools, and was part of the development of the DELLTA model. Ms. Loughran is a visual artist who has developed expertise in video through her work with ArtsConnection. She will coordinate all professional development activities with the ArtsConnection Program Managers at each school and assist teachers with preparation of video documentation. **Yelena Nagdimov, PD-DELLTA**

Grants Manager, will handle the project's financial draw-downs, disbursements and fiscal reporting. She is Director of Operations for CFN 204, and has been working with the NYCDOE for over 6 years in grant budgeting, monitoring and compliance. **Charles Drannbauer, Network Support Specialist for Data and Instructional Technology, CFN 204**, will provide technical assistance for schools and work closely with the ArtsConnection staff on all digital documentation aspects of the project, including managing the online community via the CFN 204 website.

4 (c) ArtsConnection provides standards-based arts education in dance, theater, music and visual arts to 30,000 students, and professional development for 2,500 teachers in over 100 public schools annually through 15,000 instructional hours by professional teaching artists and staff members. Since 1979, ArtsConnection has been building collaborative relationships with schools and teachers to: identify and respond to schools' needs and goals for students; help educators understand the unique contributions of the arts to students' academic and personal development; and support their integration across the curriculum.

ArtsConnection is a registered vendor with the NYCDOE and all services provided by the organization and consultants for this project will be paid through their NYCDOE contract. A number of ArtsConnection staff and teaching artists will play essential roles in PD-DELLTA: **Joanna Hefferen**, Director of Professional Development, has been working for the last 3 years on the development of formative assessment tools in the arts in partnership with NYCDOE, funded by PDAE. She will facilitate workshops on formative assessment for all participants and support the cohort of school-based visual arts specialists in their development of formative assessment tools. **Maggie Fishman**, Professional Development Associate, (Ph.D. Cultural Anthropology, New York University) will facilitate the professional development workshop and

school-based support around documentation of student learning using the Making Learning Visible protocols from Harvard’s Project Zero, and digital documentation. One ArtsConnection **teaching artist** will be chosen for each school based on their expertise in their art form (dance or theater), their knowledge of the NYC Blueprint in their art form, and their experience partnering with ESL and classroom teachers and working with students in Grades 4 and 5 in NYC public schools. Each artist will collaborate with the cohort of ESL and classroom teachers and arts specialists in the school on all aspects of the project. The small-group and classroom-level collaborations will be coordinated and facilitated by ArtsConnection’s **Program Managers** working with each school. Program Managers have between one and 25 years of experience facilitating partnerships between artists and classroom teachers. Most have also worked in ArtsConnection’s AEMDD- or PDAE-funded projects over the last 10 years and are well acquainted with their professional development methodologies.

Jen Mohr, Professional Development Consultant, will work with all **PD-DELLTA** participants in Designing Linguistic and Content Objectives for ELLs across subjects. Ms. Mohr is a former ESL teacher at PS 20Q, which is part of CFN 204, and worked closely with ArtsConnection during the 5 years of the development of their DELLTA model. She is currently a full-time Instructor of TESOL Methods and Literacy at Queens College, Department of Linguistics and Communication Disorders, and oversees student placement in fieldwork assignments. (See Section 6 for information on Evaluator.)

5. MANAGEMENT PLAN

The Core Management Team will meet monthly to plan and review activities and ensure that the project is proceeding on schedule and within budget. They will actively manage the project against the yearly timelines and milestones (see Timeline and Milestones chart in

Attachments). The Grant Manager will monitor expenditures against the project budget weekly and report to the Team at monthly meetings or sooner if issues arise.

The Core Management Team will meet quarterly with the Evaluator to receive key feedback on the effectiveness of program activities to inform decision-making on any necessary revisions. The PD-DELLTA Associate and the ESL Specialist for CFN 204 will regularly monitor the in-school work of the school-based teams, including observations and reviewing documentation of meetings and professional development activities provided by the Program Managers. They will report on their findings at meetings of the Core Management Team. As part of their participation, the 12 schools in the project have agreed to make nine teachers available for the 50 hours of professional development annually (4 ESL, 4 classroom and 1 visual arts teacher). School leaders at each school will ensure that the necessary time, space and resources are available to guarantee the project runs smoothly, including arranging teachers' schedules to accommodate the c. 16 hours of on-site professional development each year.

ArtsConnection Program Managers will work with schools to implement the 15 session classroom-based arts residencies, which will provide students with adequate time and instruction to achieve the stated objectives of achieving grade-appropriate benchmarks in the NYC Arts Blueprints in dance or theater. The Program Managers will also facilitate all school-based professional development activities in collaboration with the *PD-DELLTA* Associate. Program Managers will be responsible for documenting meetings and activities at the school level to share with the Core Management Team.

All professional development in the project is an ongoing process in which new ideas and strategies are introduced, practiced, reflected upon, and revised. Each component is carefully scaffolded over 3 years, so each year's activities and learning build on the previous year:

Day-long cross-school workshops at the beginning, mid-point and end of year (18 hours per year) provide sufficient time to allow participants to understand the subject matter, and to be able to practice, trouble shoot and make connections to current classroom work. Time is also allocated in each session for school teams to plan for implementation in their school. Fall workshops will be used to introduce all school team teachers to large concepts and protocols. Mid-year workshops are devoted to documentation of student learning and building technical skills and perspective to capture it on video. At the end-of-year workshop, teachers will share and discuss digital reports on student learning, review implementation strategies, successes and challenges, and begin planning for the following year. These meetings also provide the opportunity for teachers to build Network-wide support focused on achieving common goals.

Classroom-level collaboration: During dance or theater residencies (*15 hours per year*), ESL and classroom teachers take an active role observing and documenting student learning, first with the DELTA Observation Protocols, which provide criteria for learning in an art form, and then using video following Making Learning Visible protocols. A sequence of small-group meetings during the course of the collaboration (*4-8 hours per year*) enable ArtsConnection teaching artists and classroom and ESL teachers to establish instructional and language objectives for the artist's residency, use observations and documentation to do formative assessment of their achievement, and build connections to classroom work through Lesson Study in Year 2 and interdisciplinary units of study in Year 3. Visual arts specialists will document student learning in their own classroom, which they will share and discuss with the other visual arts teachers in the cohort and ESL and classroom teachers in their school.

A series of school-based meetings (*8 hours per year*) will provide the needed support for arts specialists, ESL and classroom teachers in using video to document student learning, based

on the conceptual focus for each year (Year 1 – Observation Protocols; Year 2 – Lesson Study, Year 3 – Interdisciplinary Unit of Study). All teachers will receive technical training in video production, and view samples of exemplary video as part of both the mid-year workshops and these meetings. They will give and receive feedback on their digital documentation in progress, and consider essential questions such as: What constitutes evidence of student learning in the arts? How do we capture a process of teaching and learning on video? They will revise their work in response to discussion and feedback and plan next steps.

6. QUALITY OF PROJECT EVALUATION

6 (a) Rob Horowitz, EdD, Project Evaluator, is Associate Director, Center for Arts Education Research, Teachers College, Columbia University, and has directed over 50 arts-based program evaluations over the last 10 years, including evaluations of ArtsConnection’s AEMDD and PDAE projects, as well as basic research on the effects of the arts on human development. He will direct a team of senior graduate and post-doctorate researchers drawn from the arts disciplines with broad experience in research, assessment, evaluation, professional development and instructional design. Evaluation staff committed to the project includes Elizabeth Beaubrun, Dr. Rekha Rajan, Amy Kleiman, Dan Chiel and Dr. Dan Serig.

The evaluation will employ an experimental design, with an additional, systematic qualitative component. The evaluation will investigate the effectiveness of the program at achieving its three project objectives for participants: (1) Create and teach interdisciplinary units of study across a topic or theme incorporating language and instructional objectives in the arts and ELA; (2) Embed formative assessment strategies in arts and ELA instruction; and (3) Use video to document student learning over time, reflect on student learning with students, and, assess student learning with colleagues.

District 25 will provide a set of matched classrooms as a control group to the treatment group from other schools in the District that are not part of CFN 204. Classrooms will be matched according to New York State ELA scores from the previous year, age, gender, English proficiency, ethnicity and poverty level. A profile of arts education activities will be developed each year for the control group through teacher surveys to determine differences between the groups in exposure to arts education, or to professional development with similar characteristics to **PD-DELLTA**. The evaluator will work with District 25 to ensure, to the degree possible, that teachers in the control group do not receive similar professional development services.

Baseline data will be gathered for the treatment and control groups at the outset of the project including: 1) ELA scores; 2) teacher confidence and competence in providing interdisciplinary, standards-based instruction in the arts and ELA; 3) teacher effectiveness at incorporating language objectives; 4) teacher efficacy at using formative assessment; 5) teacher effectiveness at documenting and assessing student learning using video and reflective practice.

Data sources and methods will include: 1) New York State ELA student scores (yearly); 2) Classroom Teacher Arts Inventory (CTAI) teacher surveys to assess knowledge and competence at using arts based strategies (twice a year);¹ 3) teacher surveys to assess progress towards using language objectives, formative assessment strategies, and capacity for

¹ The CTAI was developed by the evaluator as part of the *Learning In and Through the Arts* study conducted at Columbia University. See Burton, J., Horowitz, R., & Abeles, H. (1999). *Learning In and Through the Arts*. In E. Fiske (ed.) *Champions of Change: The Impact of the Arts on Learning: Curriculum Implications*. Washington, D.C.: The Arts Education Partnership and The President's Committee on the Arts and the Humanities.

documenting and assessing student learning;² 4) interviews with artists, teachers and administrators, (25+ per year); 5) structured classroom observations (weekly and ongoing during program implementation--30 per year); 6) observation of professional development; 7) assessment of student work in the arts.

Classroom Assessment of Learning and Teaching (CALT), a system developed for the DELTA evaluation, rates 20 dimensions of student learning and 11 characteristics of effective teaching and partnership selected from program objectives and prior research by ArtsConnection and the project evaluator. The observation system yields detailed quantitative and qualitative data on teaching practice and student learning. . The CALT strategy and analysis process is described in the recent VSA publication, *The Contours of Inclusion*. (Horowitz, 2008)

Used in over 200 site observations by the evaluation team in the DELTA projects, CALT yielded rich and detailed quantitative and qualitative data. According to an overall analysis of CALT data, student achievement was strongest in seven variables: motivation; perseverance/task persistence; ability to focus; ownership of learning; spatial awareness; self-confidence; collaborative learning skills. In addition, analysis indicates scores in each area increased during the artist residencies and scores were significantly higher at the end of the residency than at the beginning; and scores increased at both elementary and middle schools and in both dance and theater residencies. These findings are consistent with independent assessments by DELTA teachers. In spring 2009, DELTA teachers assessed each student on variables essential to L2 acquisition, with results indicating that students in DELTA demonstrated: **increased motivation** (73% of students); **self-confidence** (75%); **ability to**

² The evaluation team will use instruments developed for the USDOE PDAE project, *Artful Learning Communities*, with ArtsConnection and the NYCDOE.

persevere and stay on task (76%); ability to focus (77%); collaborative learning skills (71%).

The variables measured by CALT and teacher assessments are similar to Krashen's affective variables that can promote or impede L2 acquisition. (Krashen 2003) The cumulative DELTA research strongly suggests that these are intermediate variables that are the mechanism for connecting dance and theater learning to acquisition and application of English language skills. Qualitative analysis of interviews and site observations also indicates that students in DELTA acquire English language skills by using language in an authentic context that they care about, are engaged in, and where they have a sense of ownership of the learning process.

These are promising findings that merit further study. A larger student sample from **PD-DELTA** will enable the project evaluator to: determine if student growth in the intermediate variables described above leads to improved L2 acquisition; and, identify the specific characteristics of the program (e.g. instructional practice, collaboration between artists and teachers) that lead to gains in the intermediate variables and ELA skills.

The classroom observations for **PD-DELTA** will use a CALT assessment strategy that will be modified at the outset of the project to reflect the specific objectives and activities of **PD-DELTA**. Additional surveys, observation and interview protocols will be developed during the first month of the grant, in collaboration with ArtsConnection staff and teaching artists.

Multivariate analysis will examine differences between the treatment and control groups in student ELA scores and teacher application of PIE instructional strategies. Hierarchical Linear Modeling (HLM) analysis will examine differences in effects among levels (student, classroom, school). Regression analysis will identify the most salient predictors of student achievement and teacher growth among program implementation variables (such as teacher-artist collaboration, degree and effectiveness of teacher participation, quality of onsite professional development).

Computer assisted qualitative data analysis (NVIVO) will be used to examine interview transcripts, open-ended survey questions, and descriptive site reports, and develop a model to help interpret the statistical analysis. Student work will be digitally photographed and recorded, posted on the evaluator's internal website, and assessed by three raters from among the evaluation team according to criteria developed collaboratively with ArtsConnection teaching artists. Estimates of inter-rater reliability will be obtained.

6 (b) Dr. Horowitz and his team have well established evaluation relationships with ArtsConnection and the New York City Department of Education. They will meet quarterly with the Core Management Team and will confer more frequently through phone, email and discussion during site visits. The evaluation team will work closely with District 25/CFN 204 and ArtsConnection to provide continual and timely formative program evaluation data to monitor progress towards meeting milestones and objectives. Formative assessment will be systematically applied in each participating classroom in order to differentiate and revise instruction. The formative assessment will be embedded in the teachers' classroom instruction through ongoing professional development. The external evaluator will work closely with ArtsConnection and participating teachers to ensure that the formative assessment process is effective and supporting teachers' efforts to improve instruction.

The evaluation team currently uses an internal, web-based platform for project management, data collection and analysis. At the outset of the project, the team will review with project staff each of the project events and milestones, including location, number of participants, expected outcomes, and relationship to overall project objectives. This information will be posted online with open access for the Core Management Team, with milestones, resources, participants, and purpose clearly defined. Evaluator site observations, interview

schedules, surveys and test dates will be added, with an internal thread for ongoing analysis of qualitative data. Periodic Gantt charts will be produced for District 25/CFN204, ArtsConnection and the evaluation team, in order to track progress towards each project milestone and the overall project objectives.

Evaluators will observe the fall, mid-year and spring professional development sessions and prepare a descriptive evaluation report with recommendations for discussion with District 25/CFN 204 and ArtsConnection. School-based professional development, small-group meetings, and the visual arts cohort meetings will also be observed. Each observation report will include a detailed description of objectives met, with recommendations, as needed. The professional development observation data will be added to the overall, online, project management database. Teacher surveys and periodic interviews with artists, teachers and administrators will gather perceptions of program participants, identifying possible challenges to successful implementation, while also providing additional data on teacher growth. Members of the evaluation team will meet regularly with teachers and artists, to review site-specific challenges and to keep the evaluation process transparent and useful for the program participants.

Dr. Horowitz will prepare yearly reports, regular interim reports, and participate in ArtsConnection web-based collaborative dissemination strategies. Dr. Horowitz will seek to inform the ELL, general education, and arts partnership communities about the evaluation findings so that others may replicate or adapt the program. This dissemination will occur at local conferences and web-based presentations, at national conferences, such as AEP, AERA, AEA and NAEA, and through journal submissions.