



Evaluation Report
on Classroom Outcomes
2019-20 school year

Table of Contents

Overview	2
Student Programs	
Program Information	3
Questions and Data Collection	7
Key Findings	8
Issues for Further Consideration	20
Conclusions	21
Professional Learning	
Program Information	22
Questions and Data Collection	24
Key Findings – Literacy Coach Strand	25
Key Findings – School-Based Workshops and Creative Coaching Strand	28
Issues for Further Consideration	32
Conclusions	33
Appendices	34

Overview

Hartford Performs' mission is to connect all Hartford Public School students to quality arts experiences that advance student learning and deepen engagement in community. The organization does this by providing educational arts experiences directly to students and by preparing teachers and teaching artists to use arts-integration strategies in the classroom.

Hartford Performs was created in 2009-2010 at the request of the Hartford Public Schools and Hartford Board of Education, in partnership with the region's arts community, to aggregate and focus Greater Hartford's considerable arts and cultural resources on the educational needs of Hartford students. The goal was to ensure that all Hartford students would have equal access to the arts in ways that would propel students' learning and development. As a separate nonprofit organization, Hartford Performs is uniquely positioned to bring carefully vetted private-sector resources into the school district, while maximizing some of the public-sector dollars dedicated to arts education.

The subjects of this report are Hartford Performs' student programs and professional-learning programs for Hartford Public School educators during the 2019-20 school year.

Hartford Performs has evaluated its programming since its inception, sometimes using internal resources and sometimes contracting with independent evaluators. In addition to staff-produced reports, previous evaluation reports have been prepared by Evaluation Services ("Classroom Outcomes Evaluation 2015-16 through 2017-18" and "Classroom Outcomes Evaluation 2014-15, 2015-16") and by Public Consulting Group ("Summary of Impact over the First Three Years (2010-2013)").

Program Information – Student Programs

During the 2019-20 school year, Hartford Performs provided arts-based educational programs to all 30 of Hartford Public Schools’ PreK-Grade 8 neighborhood and magnet schools. The list of participating schools may be found in Appendix 2. According to enrollment numbers reported by each school at the time Hartford Performs booked their programs for the 2019-20 school year, enrollment totaled 12,452.

Each Hartford Performs program paired an academic subject (English, math, science or social studies) with an art form (dance, music, theater or visual arts). All programs aligned with both National Core Arts Standards and appropriate standards for the other curriculum area (i.e., Common Core State Standards for English Language Arts or Math, Next Generation Science Standards, Connecticut Elementary and Secondary Social Studies Framework, National Health Education Standards or SHAPE America National Standards for Physical Education). Programs spanned the arts-integration continuum, from access (experiential), to alignment (participatory), and integration (students demonstrate understanding by creating). All schools selected and participated in multiple offerings.

A total of 468 program titles by 127 arts providers were offered in 2019-20. (Arts providers included both independent teaching artists and cultural organizations.) Of these program titles, 235 titles by 99 arts providers were selected by teachers for their students.

Most programs were selected by multiple teams of teachers, resulting in 757 programs being booked. On average, about 95% of booked programs are completed during any given school year. This year, however, when schools closed on March 13 because of the pandemic, some 323 of booked programs (42% of the total) could not be completed. The 434 programs that were completed resulted in approximately 10-12 classrooms, or about 200 students, being served each day that school was in session.

As shown in Table 1a, students had opportunities to use the arts as a vehicle to explore multiple curricular areas. About 30% of programs selected focused on English, 12% on science, 11% on math and 9% on social studies. More than one-third (37%) of programs selected by teachers addressed two or more curricular areas.

Table 1a: Number of programs booked and completed by curriculum area

Curriculum area	Programs Booked		Programs Completed**	
	N = 757	%*	N = 434	%*
English	229	30%	135	31%
Science	93	12%	62	14%
Math	84	11%	67	15%
Social Studies	70	9%	39	9%
Multi Discipline	281	37%	131	30%

*May not total to 100% because of rounding.

**Some programs were substituted or added during the year.

As Table 1b illustrates, programs selected used a variety of art forms. In 2019-20, about 31% of selected programs used visual art to convey the subject matter, 28% used theater, 23% used music, and 18% used dance.

Table 1b: Number of programs booked and completed by art form

Art form	Programs Booked		Programs Completed**	
	N = 757	%*	N = 434	%*
Dance	134	18%	84	19%
Music	177	23%	111	26%
Theater	212	28%	110	25%
Visual Arts	234	31%	129	30%

*May not total to 100% because of rounding.

**Some programs were substituted or added during the year.

Programs were of short duration, ranging from one session to five sessions. Program delivery took a variety of formats, including in-school workshops and performances, artist residencies, off-site workshops and tours, and a combination of elements.

As shown in Table 1c, programs that were designed to be delivered entirely in the school building accounted for more than two-thirds (68%) of programs selected. The rest included an off-site component, held at the region’s museums, historic homes and performance venues. As is typical, many schools selected off-site performances that are held in the spring. Consequently, when schools closed in mid-March, many of these programs could not be completed. Of the 434 completed programs during the 2019-2020 school year, only 19% were programs that included an off-site component.

Table 1c: Number of programs booked and completed by program format

Program format	Programs Booked		Programs Completed**	
	N = 757	%*	N = 434	%*
In-school only	513	68%	350	81%
Off-site component	244	32%	84	19%

To ensure equal access to programs by all students, Hartford Performs allocates program dollars on a per capita basis. Each student receives \$20 worth of programs in their grade-level classroom, with individual programs priced at \$0, \$5 or \$10 per student. (All costs are paid by Hartford Performs, and additional programs are delivered in Music, Visual Arts and Physical Education classes.) As shown in Table 1d, there has been a steady uptick each year in the percentage of selected programs that are priced at \$0 or \$5, as compared with those that are priced at \$10. This would indicate that Hartford Public School teachers are eager to have their students experience more Hartford Performs programs during the school year.

Table 1d: Number of programs booked by program cost per student

Program cost	\$0*	\$5*	\$10*
2019-2020 school year	22%	30%	49%
2018-2019 school year	22%	26%	52%
2017-2018 school year	18%	29%	52%
2016-2017 school year	14%	28%	58%

*May not total to 100% because of rounding.

As shown in Table 2, programs were selected by teachers for a variety of reasons. (Teachers could choose multiple responses for this question.)

- Almost one-third of responding teachers said they selected the program because it fit with specific lessons they had planned or to help their students develop academic or other skills.
- More than one-third (36%) said they looked to the program to support student development of other key skills, such as collaboration.
- At least 42% said the topic of the program was of interest to them and/or their students.
- A significant percentage (40%) said they had experienced the program before.
- A few teachers also involved their students in the selection process by having them vote for the programs they would like to experience.

Table 2: Percentage of responding teachers who identified the following as reasons for program selection (N = 126)

<i>This program was selected because...</i>	%*
The topic interested me.	54%
The topic interested my students.	42%
I've experienced it before.	40%
I expected it to help my students develop other key skills (such as collaboration, art appreciation, or others).	36%
I liked the particular Arts Provider.	32%
I expected it to help my students develop academic skills (such as active listening, vocabulary development or others).	29%
It fit with specific lessons I planned.	27%
My students requested this program (by voting).	2%
Other	12%

*Respondents could select multiple answers.

Several teachers expanded on the objectives and instructional considerations that motivated their program selection. Some comments include:

"Our school began to focus intently on mindfulness this year and this fit perfectly."

"The program focus was on math and we thought it would help our students and engage them in math."

"I collaborated with the First Grade Team who are studying animal traits and habitats."

"[This program] fit with [the] unit of study: healthy body."

"[This program is] a great lifetime fitness activity to expose my students to."

Hartford Performs provided funding sufficient for each grade level to receive at least two programs during the school year. Teachers may receive more than two programs for their students by selecting programs that are lower in price, as noted above. In most years, the majority of grade levels complete more than two programs each year, while a very few (3% in 2018-19) complete fewer than two programs. The mid-March school closure had a significant effect on program completion this year. As

illustrated in Table 3, 131 grade levels (58%) received two or more programs, while 81 (36%) received one program and 12 (5%) received no programs for the year.

Table 3: Number of programs received by grade levels

Number of grade-level programs received (N = 403)	Number of grade levels receiving this many programs (N = 224)	%*
4 programs	11	5%
3 programs	38	17%
2 programs	82	37%
1 program	81	36%
0 programs	12	5%

*May not total to 100% because of rounding.

Appendix 3 details the number of programs received by each grade level at each school.

Questions and Data Collection – Student Programs

This evaluation was developed to assess outcomes for students as a result of these arts-integration programs. The two key questions the evaluation was designed to answer were:

1. **How and to what extent are programs helping students?** Are the programs supporting learning in the specified content areas? Are they enhancing the development of other skills, such as active listening, creative thinking and expression, problem solving, critical evaluation, collaboration and social skills? Are they affecting engagement, and especially attendance?
2. **Are the programs being delivered as expected?** Are programs delivered as described in the program descriptions prepared by the artists? Are teachers receiving the content they expected?

To answer these questions, program data from Hartford Performs' online student program catalogue were analyzed and surveys were administered to teachers throughout the 2019-20 school year.

One group of surveys, "Program Response Forms," were sent to teachers to complete shortly following each program. Some 126 of these were collected, for a response rate of 29%, which is about the same rate as in previous years. These surveys asked teachers for their impressions about program logistics and delivery, as well as the effects the programs had on students. (See Appendix 4 for Program Response Forms submitted by school and Appendix 6 for Program Response Form questions.)

The second group of surveys, "Lesson Plan Surveys," called for the teachers to report how they used Hartford Performs programs in their larger curriculum. Some 83 Lesson Plan Surveys were completed during the 2019-20 school year, for a response rate of 29%. (See Appendix 5 for Lesson Plan Surveys submitted by school and Appendix 7 for Lesson Plan Survey questions.)

Taken together, these responses comprise substantial and broadly representative feedback from Hartford Public School educators. Combined, they provide rich and extensive data to inform ongoing Hartford Performs practices.

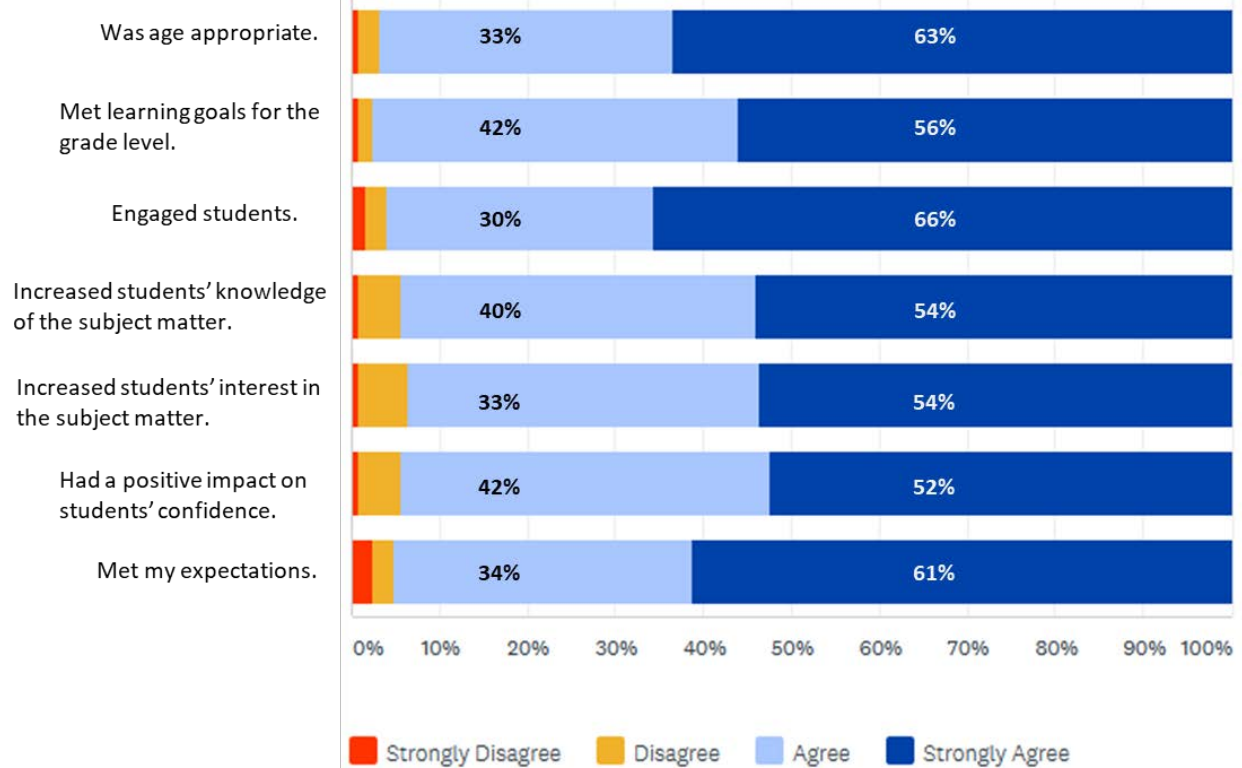
Key Findings – Student Programs

Results of 2019-20 data analysis showed that Hartford Performs programs continued to contribute in important ways to desired student outcomes. Findings also showed that Hartford Performs programs are being delivered as expected. Key findings are presented below and additional discussion and details are provided in the remainder of this section of the report.

- A total of 94% or more of the teacher respondents concurred that Hartford Performs positively contributed to every key program outcome. This included increasing students' interest in and knowledge about the subject matter, meeting learning goals for the grade level, engaging students and having a positive impact on students' confidence.
- Nearly three-quarters (73%) reported that the Hartford Performs program had a major (25%), moderate (27%) or minor (20%) impact on student attendance.
- More than 90% of responding teachers agreed/strongly agreed that the program they selected for their students was age appropriate (97%), met their expectations (95%), and that the program was described accurately in the online catalogue (95%). Among teachers who completed the longer-form Lesson Plan Survey, the number was even higher: some 98% of responding teachers said the program addressed their objectives.
- The vast majority of responding teachers agreed/strongly agreed that the Hartford Performs program they experienced helped participating students in all of the areas the program was designed to address.
 - A total of 94% agreed/strongly agreed the program helped students develop/enhance vocabulary and 96% that the program helped students express themselves verbally. In addition, 95% agreed/strongly agreed the program helped students express themselves artistically, and 68% that it helped students express themselves in writing.
 - At least 90% agreed/strongly agreed the program helped students develop active-listening skills (93%), critical-evaluation skills (90%), and problem-solving skills (90%).
 - Some 95% agreed/strongly agreed the program helped students develop/enhance social skills and 96% that it helped students work collaboratively with other students.
 - A total of 99% agreed/strongly agreed the program helped students try new things, and 98% that the program helped students think creatively.
 - Some 91% agreed/strongly agreed the program helped students retain information.
- Teachers' satisfaction rate with the overall experience was high, with 93% of responding teachers reporting that their students' experience was "excellent" or "good," and 94% saying that they would select the same program again.
- While most Hartford Performs programs were identified as strong, 20% of responding teachers indicated that there were some areas of the program that could be strengthened.
- A substantial percentage of responding teachers said the program either was incorporated into their larger lesson plans or informed their teaching practice going forward. Some 60% of teachers who completed the Lesson Plan Survey said that they provided specific instructional experiences directly related to the program afterwards. In addition, a majority (57%) of teachers completing the Program Response Form said that they would do something differently in their classroom as a result of the program, indicating that the programs have a lasting effect on teaching practice beyond the teaching artist's visit.

Figure 1 shows teachers' responses about how Hartford Performs programs contributed to student learning in a variety of ways.

Figure 1: Percent of respondents who agreed/disagreed that Hartford Performs programs contributed to student learning (N = 126)



Additional teacher comments on this question included the following:

“One of my reading groups read a book about Native American musical traditions. They made connections with this [Hartford Performs] experience. It reinforced their understanding of Native American musical traditions past and present.”

“The provider did a great job communicating with me and connecting the program to what we were doing in class.”

“Students loved learning the new mindfulness activities to help them when life gets tough!”

“Students were engaged by the provider who encouraged and captivated them. He was prepared and his program was well-paced.”

“I got some great ideas to use with my class.”

Beginning in the 2017-18 school year, Hartford Performs began asking teachers if they told students ahead of time that the Hartford Performs program was taking place and, if so, if the program had an

effect on attendance. This year, an impressive 73% of responding teachers said the program affected attendance. Table 4 shows a comparison over three years.

Table 4: Percentage of respondents who said the program had an effect on student attendance.

Perceived effect on attendance	2019-20 school year (N=51)*	2018-19 school year (N = 115)*	2017-18 school year (N = 154)*
Major effect	25%	16%	21%
Moderate effect	27%	32%	28%
Minor effect	20%	17%	10%
No effect	27%	35%	40%

*May not total to 100% because of rounding.

Interestingly, fewer than half (42%) of responding teachers in the 2019-20 school year did not tell students in advance that the Hartford Performs program would be taking place. Given the positive effects seen when students were informed, this may be a strategy worth exploring in the future.

Teachers' comments about their Hartford Performs program's effect on attendance in the 2019-20 school year include the following:

"All students came because they were very excited to be going on a field trip and to a ballet. Most students had never been to a ballet."

"All students were present for the three days activities... They were eager to participate in the presentation and use the materials provided."

"The parents got their children to school on time on this day because they could not wait to see and participate with the instruments."

"Students were very excited to participate in the activity. I even had students coming back for a second class because of the positive effect that this activity had on them. For many students who don't typically enjoy certain forms of exercise, this was a great way to expose them to a new form of activity that they can do for a lifetime."

As seen in Figure 1 above, some 95% of responding teachers reported that the program they selected met their expectations. Among the 98% of respondents to the Lesson Plan Survey who said that they program had met their objectives, teachers offered the following descriptions of the ways in which that was true, noting both benefits to academic learning as well social/emotional development.

"The students were able to consider artwork from various perspectives (functional, artistic, etc.). They can use this skill across the disciplines."

"The art experience tied into our science and language arts standards. Students were engaged and ready to learn. It was amazing! Students were able to use oral language to explain the concepts that they learned."

"Students were engaged in music and dance that will help them remember and apply to their understanding of specific patterns in our solar system."

“Students sometimes need a way to self-regulate, and this gave them a tool to do that.”

“[The teaching artist] modeled ‘becoming’ a character from a book. She showed kids how to tell about a character’s feelings and thoughts through acting.”

“This experience gave me a ton of ideas that I can use in my classroom with my kids everyday.”

Table 5 illustrates teacher responses to the question of the ways in which the Hartford Performs programs they experienced helped participating students.

Table 5: Percent of responding teachers who agreed/strongly agreed that Hartford Performs programs helped students in ways they were designed to address (N = 125)

<i>The program helped participating students...</i>	Number who agree or strongly agree	%
Develop/enhance vocabulary.	107	94%
Express themselves verbally.	97	96%
Express themselves artistically.	107	95%
Express themselves in writing.	38	68%
Develop/enhance their active listening skills.	115	93%
Develop/enhance their critical evaluation skills.	78	90%
Develop/enhance their problem-solving skills.	84	90%
Develop/enhance social skills.	106	95%
Work collaboratively with other students.	102	96%
Try new things.	119	99%
Think creatively.	120	98%
With retention of information.	109	91%

When asked to elaborate on their answers to the above questions, teachers provided a number of specific examples of how Hartford Performs programs helped students build skills, or about the high level of engagement and self-expression by students.

“Through the movement activities the providers planned students were able to grasp the concepts (pitch, dynamics, tempo) being demonstrated and eventually used in performance. They were then able to identify them and use them to help describe characters in the story with specific reasons.”

“This was a great project where the students were able to utilize their thinking skills to figure out how to create the pop up card by analyzing the sample provided. It gave them great pride in their accomplishments.”

“Students loved the energy of the presenter! Some parents commented on how their children came home excited about the program and showed them what they learned.”

“Students were so excited about participating in the program but my favorite part was watching those students who are usually reserved participate in the ... activities.”

“Students really enjoyed the artistic part of the program because they only get to be creative and artistic in art class but not in the classroom.”

“Students were not afraid to be themselves.”

“Many of my students had never touched an instrument before or even performed on a stage. Their smiles and excitement [were] amazing to watch!”

“The slogan for [this teaching artist] is that they get kids ‘out of their shell’ and this is exactly what they do. It is nice to see a different side of my students and to see them break out and allow themselves to participate and have fun.”

“Any time kids start out afraid to try in the beginning of class and end up with a successful project in one class is of great value in building confidence.”

As shown in Table 6, 93% of responding teachers described their students’ overall experience with the program as “excellent” or “good.” When asked to elaborate on how they measured their students’ experience, most teachers cited a combination of observation during the program and direct feedback from students. A number also noted student work completed during or as a result of the program.

Table 6: Teacher ratings of students’ overall experience with the program (N = 126)

	N	%*
Poor	1	1%
Fair	7	6%
Good	32	25%
Excellent	86	68%

*May not total to 100% because of rounding.

Teachers who responded to the survey also indicated a high level of satisfaction with how the teaching artists they selected worked with them and their students. As seen in Figure 2, teachers almost universally found scheduling easy, that the programs were delivered as promised, that the teaching artists were professional, prepared and able to manage the classroom.

Figure 2: Percent of responding teachers who agreed/disagreed with the following statements about their experience with their Hartford Performs program (N = 126)

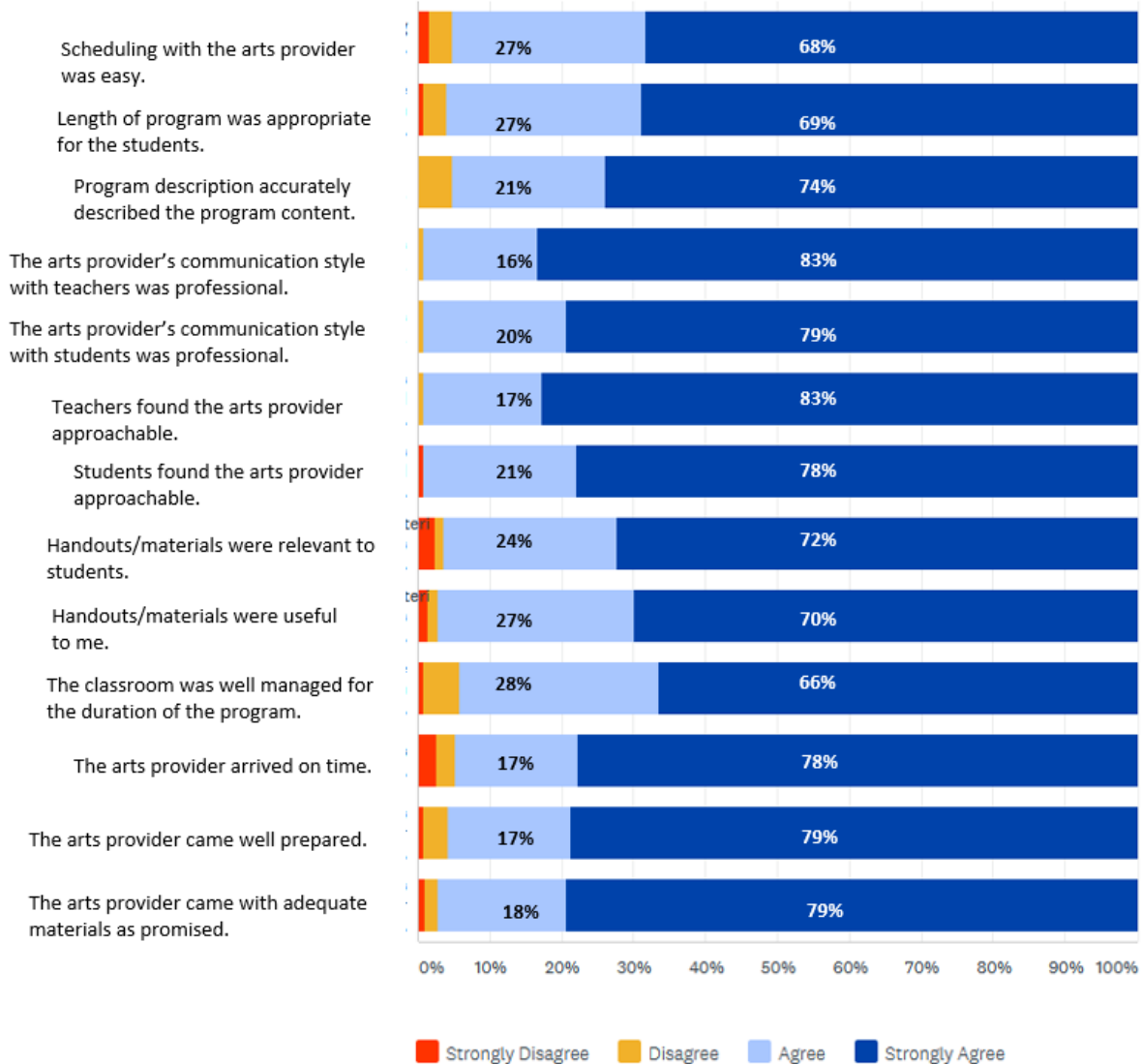
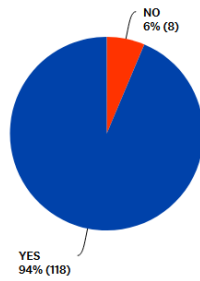


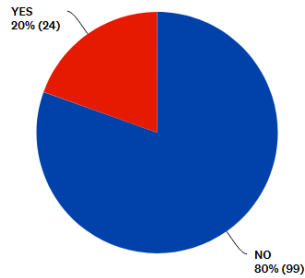
Figure 3 illustrates that 94% of responding teachers would select the program again. When those who answered no to this question (N=8) were asked for their reasons, responses were generally that the program hadn't engaged students enough or that scheduling and communicating with the teaching artist was difficult.

Figure 3: Teachers who said they would select the same program again. (N = 126)



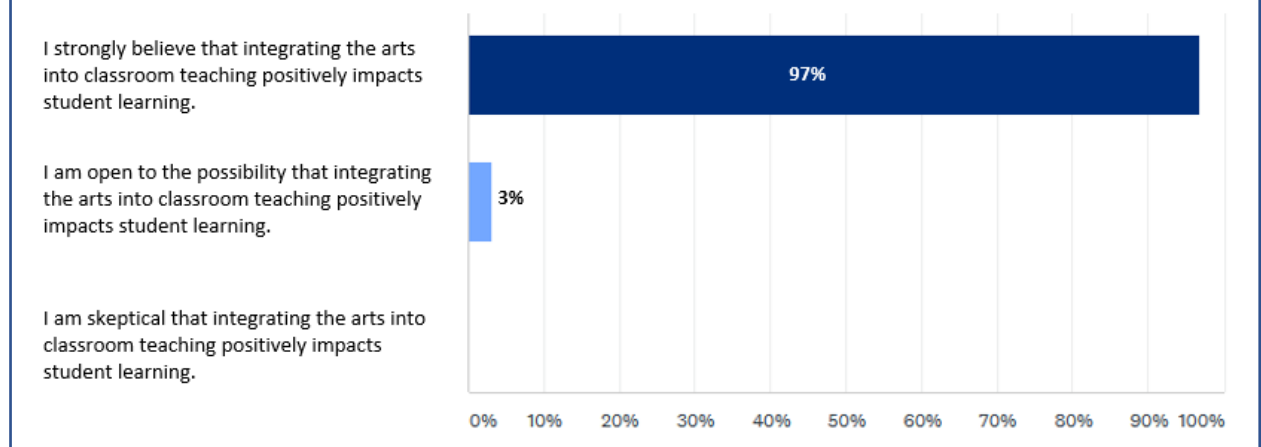
As seen in Figure 4, one-fifth (20%) of responding teachers said that there were areas of the program they experienced that could be strengthened. Most of these respondents (N=24) made specific suggestions for strengthening the program. The most common suggestions for improvement were about ways to engage students more and the time balance between instruction and participation.

Figure 4: Teachers who said there were areas of the program that could be strengthened. (N = 123)



Hartford Public School teachers who experience Hartford Performs programs reported that they find value in integrating the arts into their classroom activities. As indicated in Figure 5, 97% of responding teachers agree that they “strongly believe that integrating arts into classroom teaching positively impacts student learning.” None of the respondents this year expressed skepticism that integrating the arts into classroom teaching can positively impact student learning. It is interesting to note that, while the response to this question has been markedly positive in each year’s survey, the percentage of teachers who say they strongly believe that arts integration benefits student learning has risen over the last few years, from 89% in the 2016-17 school year, to 92% in 2017-18, to 94% in 2018-19, to 97% in 2019-2020.

Figure 5: Teacher views on whether integrating arts positively impacts student learning (N = 65)



In addition, more than half of teacher respondents (57%) said they would do something differently in their classroom directly as a result of experiencing the program. This indicates that the effects of a Hartford Performs program has benefits well beyond the short time of the activity. Teachers report that they use these experiences to enhance their own teaching techniques and classroom management practices. Some 68 of the 72 teachers who said they would do something differently this year provided specific actions they would take or have already taken. Their responses included the following:

“I will continue to reference the mindful strategies students were exposed to during the program.”

“Try some percussion rhythm to transition the class.”

“Tell students stories without pictures and have them visualize.”

“I want to incorporate more artistic opportunities as we learn geometric vocabulary.”

“I will incorporate hip hop aerobics into our warmups and cool downs.”

“I plan on using these strategies when teaching poetry in the classroom.”

“I might use rhythms when doing adding, subtracting and counting.”

“Try to incorporate more hands on expressions of their learning.”

“I really liked the messages that the students received about being great in this moment and on thinking critically about how to succeed in the future. I am carrying these conversations through.”

“I can see myself referencing this program and elements of it for classes. Likewise, I can see reason to emulate the performer’s style because he was so engaging.”

While educators may select and use programs the way they see fit, Hartford Performs encourages teachers to use programs to extend learning, including making plans about what they will do before, during and after participating in the program. The Lesson Plan Survey provides specific information about how teachers connected the program to the larger curriculum. As teachers complete the survey, they provide internal directions, feedback for evaluation and an enduring record for their own and other teachers' use as they continue to extend the lesson or engage the program in a future year.

As shown in Table 7, the vast majority of teachers who completed the Lesson Plan Survey reported that they had provided some introduction to the program, and extended the work afterwards. Nearly three-quarters (73%) of respondents introduced students to the content of the arts experience before the program occurred; 53% made students aware of the learning objective; and 48% provided an introduction to the format of the program. Some 60% of responding teachers said that, following the arts experience, they provided specific instruction directly related to the program to extend the learning or tie it to other curricula.

Table 7: Percent of teachers who reported connecting their Hartford Performs program to larger lessons.

	N	%
Informed their students in advance about the arts experience.	83	92%
Introduced students in advance to:		
Content	55	73%
Learning Objective	40	53%
Format	36	48%
Provided differentiation during the program.	15	18%
Provided directly related instructional experiences after the programming.	49	60%

Teachers provided examples of what content they provided to students in advance of the program, and how they explained what the learning objectives would be. Many of the 81 responses provided were highly specific, particularly regarding content. Examples include the following:

“Students were studying character traits during Reader’s Workshop and Guided Reading. The focus was on why characters act the way they do and say the things they say.”

“Students learned about the [Universal Declaration of Human Rights] laws and human rights prior to the activity.”

“A unit of study was in ELA where students needed to ask and answer question using several versions of the Three Little Pigs.”

“Students read two versions of the Nutcracker book. Students were then able to compare the book and the live performance.”

“Use of opposition activities and fitness games and cardiovascular conditioning.”

“Before this program, we discussed how different animals need to live in an environment that has everything they need to survive. We also talked about what living things need to live.”

“We have found the areas of shapes with ‘negative’ space or missing pieces.”

“Students learned about multiplying numbers and fractional numbers prior to attending this event. During the performance, students related their multiplication of fractional numbers or fractional parts to playing the instruments.”

“Students were reading Percy Jackson and the Lightning Thief (Module 1) focusing on fictional stories as well as [Greek] mythology.”

“We discussed the literature created by Mark Twain and Harriet Beecher Stowe.”

“We engaged our students in a discussion about non-fiction elements such as labeling.”

“We used the Smartboard and we used our science modules to support the learning. We talked to the students about dance and how it can be used to communicate ideas and concepts. We also showed ballet and child centered dance activities on YouTube. We also worked with the provider, not to teach the students too much about the concept.”

“Unit 6 of the Scholastic Big Day curriculum focuses on the healthy body. Students are learning about how to care for their body through mindfulness, food, and exercise.”

“Students analyzed the Pequot War, King Philip’s War, and the cultural conflict of the founding of Hartford with Natives, Dutch, and English all living here at the same time.”

“We discussed and wrote exponential forms. We discussed and practiced solving repeated patterns. We worked on creating poems and written pieces that expressed feelings, emotions, etc.”

Two teachers described how they used their Hartford Performs experiences to collaborate other teachers:

“Since this program was cross-curricular, I was able to involve our art teacher in our preparations. She was able to teach about impressionism and Monet. She also taught them about landscapes and perspectives. I was able to pre-teach about the time period and some of the difficulties people faced.”

“The 1st Grade Team had spent time discussing habitats in their classrooms. In the art studio, we had prepared by becoming familiar with painting techniques working toward color mixing as our objective for this lesson.”

Only 18% of responding teachers said they provided differentiation or scaffolding during the program. Most respondents (82%) indicated that all instructional activities were conducted by the teaching artist during the program.

For those who did provide scaffolding or differentiation (N=15), teachers reported that they modeled or participated along with the activity, provided additional support to students with special needs, reinforced vocabulary, and linked the activities to students' personal experiences.

Some 50 teachers also used the Lesson Plan Survey to explain how they used the program to extend the learning, tie it to the curriculum, identify areas to build upon, or reflect major themes or practices in their school. Some teachers described assignments students completed based on the program, or discussions they had with students after the experience. Others talked about specific practices they continued to use. What follows are a few examples of how teachers extended the learning.

"The students used their writing skills to write a museum-like description of their own doll [made during the Hartford Performs program]. And we used the writings and dolls as a quarterly museum display/exhibition."

"We had a discussion on some [of] the students' predictions, their ideas of what the problem was and how this problem was solved. Students were able to compare fiction and non-fiction texts (musicals) using the text features of these kinds of literature."

"We had a community meeting where the students articulated what they learned. Students were able to further explore areas of interest related to the experience."

"We had the students make a weather journal. We also completed our weather unit."

"We tied it to our Second Step Curriculum within our Crew Meetings and Restorative Circle discussions."

"Throughout the school year we often used visualization during our whole and small group reading lessons. The teachers would read a story and students were to explain what they were visualizing using their senses. They would often write these thoughts or drawings on a sticky note and share with the class. They have listened to many poems that used juicy or descriptive words. They were also asked to use these words when writing their personal narratives."

"Students wrote their own beats using [a] program that [the teaching artist] gave us. They also have been writing their own lyrics and spoken word pieces."

"[After the play] we used a story map (the one used throughout Unit 2) to fill out the character, setting and major events of the story. We also created a picture of their favorite character and wrote why."

"When reading biographies about African-Americans, we discussed how the students' performance experience might be similar to that of Ella Fitzgerald, Louis Armstrong, Duke Ellington, etc."

"We built upon the content of the lesson (specifically creating African landscapes) and on the techniques of color mixing. I expanded the color mixing to include using the color wheel to help predict choices."

“Students worked on recreating scenes from books they were reading during guided reading. This got them to think more deeply about those characters.”

Again, one teacher described using the Hartford Performs experience as an opportunity to collaborate with another teacher:

“During the performance, [the teaching artist] related many aspects of his performance to the Sciences. Our Science teacher discussed these concepts after the performance in the classroom. I also discussed the patterns that were presented in the performance in my classroom.”

The rich descriptions and examples collected from the Lesson Plan Surveys demonstrate how Hartford Performs programming can be powerful additions to the teaching program and can create meaningful opportunities for cross-curriculum collaboration in Hartford Public Schools.

Issues for Further Consideration – Student Programs

In addition to the overwhelmingly positive feedback provided regarding Hartford Performs programs and teaching artists, teacher respondents helped to identify some challenges and made specific suggestions regarding ways to strengthen some program experiences. Hartford Performs actively monitors specific program, school, and teaching artist experiences, and staff uses the information throughout the school year to address concerns and improve program quality. Individual situations are addressed promptly with the teachers and teaching artists involved, and teaching artists are given one-on-one support to help them make adjustments and improve their offerings. On occasion, programs are removed from the roster if they cannot be improved sufficient to meet standards. Broader thematic issues, such as the need for more programs at certain grade levels, that address specific academic or social/emotional standards, or that are more culturally responsive programs, are dealt with more systematically as Hartford Performs works with the local arts community to develop new programming each year.

Going forward, Hartford Performs plans to include in its evaluation feedback from sources other than teachers. During the 2019-20 school year, Hartford Performs attempted to collect responses regarding programming from parents and others who served as chaperones or were invited to participate in the classroom. The attempt was not successful this year. Staff will re-evaluate this effort and consider re-launching it when field trips and in-school visitors are allowed again.

Staff also continues to seek ways to collect student work tied to their Hartford Performs' experience, while being sensitive to pressures on class time and student privacy.

Conclusions – Student Programs

This evaluation was designed to answer two key questions. Survey-based results provided very detailed answers to each.

1. How and to what extent are the programs helping students?

Feedback from teacher respondents provides a wealth of evidence that Hartford Performs programming is making a positive difference for students. This includes having a positive impact on students' interest in and knowledge of subject matter, engaging students, meeting learning goals, and having a positive impact on their confidence. Teachers confirmed that Hartford Performs programs helped participating students achieve the targeted outcomes and could provide specific examples of students' accomplishments. A substantial majority of teachers reported that Hartford Performs programs affected attendance. The vast majority of teacher respondents confirmed that Hartford Performs programs helped students: try new things, think creatively, retain information, develop/enhance vocabulary, and express themselves. In addition, they said that these experiences helped students develop or enhance key skills, including active listening, critical evaluation and problem solving. Plus, they helped students with their social skills and fostered an ability for students to work collaboratively with each other.

2. Are the programs being delivered as expected?

Teacher respondents overwhelmingly reported that the length and content of programs were age appropriate, that the catalogue accurately described program content, and that teaching artists were professional and approachable with both teachers and students. They also said that scheduling was easy and that materials provided were helpful and adequate. The vast majority of teacher respondents concurred that Hartford Performs met their expectations and their objectives.

Program Information – Professional Learning

Hartford Performs has experimented with a number of professional-learning formats since beginning providing this service to Hartford Public School educators in 2010. The challenge of any professional-learning effort is to get the learning to “stick” – that is, to have educators implement the techniques presented and use them consistently in their classrooms to propel student success.

In the organization’s early years, Hartford Performs attempted to serve as many teachers as possible each year to provide a broad basis of understanding regarding arts-integrated learning across the Hartford Public School district. In the past four years, however, the organization has switched to an approach that emphasizes depth instead of breadth: working with smaller number of teachers to instill practices and strategies that will last.

Best practice in the field is to provide several iterative experiences that give teachers a chance to practice what they learn over a period of several months or more. Following this model, for the last four school years, Hartford Performs has provided a series of sequential learning opportunities, all focused on using arts techniques to enhance literacy in Grades K-3. This approach was selected as a strategy to support the Hartford Public School district in reaching its stated goal of increasing by 22 percentage points the number of students reading proficiently by the end of 3rd grade by 2022.

For the 2019-20 school year, Hartford Performs’ professional-learning program for Hartford Public Schools was designed to give teachers additional tools to improve their students’ literacy skills by integrating engaging and effective arts strategies into lessons. Hartford Performs designed two complementary professional-learning strands, each of which had multiple, successive touch points, as well as secondary mechanisms for disseminating the strategies more broadly in the school district.

In the first strand, Hartford Performs provided Hartford’s district-wide literacy coaches with three half-day workshops to integrate various arts techniques into specific First Grade reading units that were upcoming in the weeks directly following the workshops. The goal was for the literacy coaches to leave each session with an understanding of how to share at least one arts-and-literacy-integrated strategy with the First Grade teachers they support. Each workshop was co-taught by a local teaching artist in partnership with a certified teacher on Hartford Performs’ staff who had previously taught in the Hartford Public Schools. During the workshops, the co-teaching team guided the literacy coaches in using drama/tableau¹ (on November 22, 2019), puppetry (on January 17, 2020) and soundscapes and songwriting (on March 6, 2020), while grounding the art strategies in the Common Core State Standards they were designed to support. At the end of the school year, the coaches came together to share examples of what they had implemented and then discuss ways to make the lessons and tools available to early literacy teachers throughout the district.

In all, 11 literacy coaches participated in this series, although the number varied from workshop to workshop. Table 8 shows the number of literacy coaches who participated in each workshop, and in the final debriefing session.

¹ Tableau is a drama technique in which a scene is depicted by silent and motionless participants. It is a frozen picture that tells a story. The plural of “tableau” is tableaux.”

Table 8: Number of literacy coaches participating in each professional-learning workshop

Workshop date and art form	N
November 22, 2019: Tableau	9
January 17, 2020: Puppetry	10
March 6, 2020: Soundscapes and Songwriting	10
May 8, 2020: Debriefing/sharing session	10

In the second strand, Hartford Performs contracted with local teaching artists to deliver a half-day workshop for the entire elementary teaching faculty at each of three schools: SAND (puppetry on October 2, 2019), ELAMS (tableau on October 30, 2019) and Capital Preparatory Magnet School (tableau on February 26, 2020).

These workshops were designed to serve as a basis for more intensive work with smaller groups of the schools' teachers: "creative coaching" sessions for one grade level at each school. Each teaching team was to work with their assigned teaching artists over five sessions, with the teaching artist first demonstrating a strategy and then gradually coaching the teachers to adapt and use the strategy on their own.

Each teaching team identified a specific skill they would like to enhance with the arts integration strategy. SAND's Third Grade team (2 teachers) used puppetry to build students' skills in making inferences and identifying and describing character traits. ELAMS' First Grade team (4 teachers) used tableau to strengthen students' ability to sequence and retell stories with clear beginning, middle and end points.

Capital Prep also was to focus on beginning, middle and end with its students. However, before Capital Prep's coaching sessions began, schools were forced to close for the remainder of the school year because of the pandemic. ELAMS completed its entire creative coaching series. SAND completed four sessions; its final session was canceled when schools closed in March.

Questions and Data Collection – Professional Learning

This evaluation was designed to assess outcomes resulting from Hartford Performs' 2019-20 professional-learning program. The key questions the evaluation was formulated to answer were:

- 1. How and to what degree are educators implementing arts-integration techniques in the classroom as a result of participating in Hartford Performs' professional-learning programs?**
- 2. What student outcomes are resulting from the teachers' use of arts techniques in literacy lessons?**

To answer these questions, Hartford Performs staff analyzed:

- survey data collected from literacy coaches and teachers who participated in the workshops;
- observation notes captured during the workshops, classroom sessions and debriefing meetings;
- work produced by the literacy coaches and teachers as a result of their professional-learning efforts with Hartford Performs.

See Appendices 8 through 14 for the survey questions, observation protocols and group interview protocol for Hartford Performs' professional-learning programs for Hartford Public Schools for the 2019-20 school year.

The combination of this data comprises substantial information about how teachers responded to Hartford Performs' professional-learning program and the resulting impact on students.

Key Findings – Literacy Coach Strand of Professional Learning

Results of the data analysis indicate that all of the participants in the literacy coach strand implemented arts-integration techniques during literacy instruction and saw noticeable positive results in students. For most of the literacy coaches, this was their second consecutive year participating in Hartford Performs’ arts-and-literacy professional learning.

As shown in Table 9, nearly half (44%) of respondents at the first workshop in November indicated that they had shared or modeled a strategy. Thereafter, 100% of respondents reported that they had used the strategies with at least one teacher or teaching team.

At each workshop, the literacy coaches were asked if they had shared or modeled an arts strategy connected to literacy for a teaching team.

Table 9: Literacy Coaches who shared or modeled an arts strategy connected to literacy

	N	%
November 22, 2019 workshop	5	44%
January 17, 2020 workshop	9	100%
March 6, 2020 workshop	8	100%
May 8, 2020 debriefing session	10	100%

The coaches identified the strategies they had shared with a teacher or teaching team, including creating tableaux, acting to show emotions, drawing pictures to demonstrate knowledge of character or plot, using puppets or props for retelling, and using movement to teach vocabulary. Table 10 shows the arts strategies that literacy coaches reported modeling for their teachers.

Table 10: Arts strategies that literacy coaches reported sharing or modeling.

	Nov 22 (N = 4)	Jan 17 (N = 10)	Mar 6 (N = 8)
Using sound or music to demonstrate mood, pattern, or beginning, middle, and end.	0	0	1
Created a soundscape to a text.	0	0	1
Using a scarf or movement to teach vocabulary.	0	1	1
Other.	1	1	1
Acting as a character to brainstorm dialogue.	0	1	2
Drawing pictures to demonstrate knowledge of character, setting, plot, etc.	1	2	2
Acting to show emotions, setting and characters in a story.	2	4	2
Puppetry – Using props and toys for retell.	0	5	5
Creating a tableau (frozen picture that tells a story).	3	8	5

At the conclusion of each workshop, the literacy coaches were asked a variety of questions about what they had learned, how that learning might inform their practice, how prepared they felt to use the workshop techniques, what more they might need to feel prepared, whether they intended to implement what they had learned, and what might keep them from implementing it.

When asked about what new learning they had gained from each workshop, most of the literacy coaches named either the art technique or how that technique would support the literacy unit that was focused on in the workshop. Some learnings included:

“Making inferences through [tableaux].”

“How to use tableau with new vocabulary.”

“I really liked how [the teaching artist] used the puppet as a read-aloud/think aloud companion to help draw the kids into the text and model that work. I also liked the characterization we did when thinking from a puppet’s perspective.”

“Applying puppetry can extend into character analysis and help develop oral language skills.”

“The use of soundscape to touch on settings and changes in a text.”

“I loved the idea of writing songs based on books or to teach content. I think this is something students will really enjoy.”

Some of the literacy coaches also commented on how arts strategies can support academic standards. For instance:

“I learned that the arts can be applied at different degrees...and can strongly align to the [Common Core State Standards] and [Hartford Public Schools] K-2 curriculum.”

“The new learning I am taking away from today’s learning is that arts integration is aligned with the [Common Core State Standards] and beneficial to students with needs ([English Language Learners]).”

“The article [used in the workshop] really helped reinforce the importance of arts integration.”

Comments about what benefits the literacy coaches thought the arts strategies might have for students include the following:

“I like the idea of using tableau for vocabulary. I have several teachers that have vocab centers and I think this could be a great interactive option to share with them that will be engaging for students.”

Most of the literacy coaches outlined specific ways they planned to use the information from the workshops to support their teachers during literacy lessons. Some examples include:

“Inferencing characters’ feelings and thoughts is a large area of growth in my schools and sharing this work will give teachers yet another strategy to use when teaching [Common Core State Standard].RL3.”

“I will work with 1st grade to implement...the arts such as Tableau within their [read] aloud instruction and morning meeting.”

“My K/1 team at Breakthrough has been expressing difficulties with centers and I think this could be a great way for them to utilize [tableaux] to engage all learners.”

“I am working with a first grade teacher to look at stations. I will share these strategies with him.”

To gauge their degree of readiness to implement the strategies learned during the workshop, the literacy coaches were then asked about their confidence levels in applying what they had learned. As seen in Table 11, the literacy coaches were generally comfortable with what they had learned and their ability to model the strategies in the classroom.

Table 11: Percentage of participants who agreed or strongly agreed that they were confident to implement what they had learned at the workshop.

	Nov 22 (N = 4)	Jan 17 (N = 9)	Mar 6 (N = 8)
I feel confident leading students in creating a tableau.	100%	NA	NA
I feel confident using tableau with a specific text to identify key details.	100%	NA	NA
I feel confident using tableau with a specific text to demonstrate character emotions.	100%	NA	NA
I feel confident leading students in how to properly use a puppet.	NA	89%	NA
I feel confident using puppets to act out a character.	NA	100%	NA
I feel confident brainstorming dialogue with a puppet.	NA	89%	NA
I feel confident leading students in writing a song using an existing melody and vocabulary from a text.	NA	NA	100%
I feel confident leading students in movement to illustrate sequence of events in a nonfiction text.	NA	NA	100%
I feel confident leading students in creating a soundscape around a specific text.	NA	NA	88%
I am comfortable supporting teachers in integrating the arts into their [English Language Arts] instruction.	100%	100%	100%
I have a large repertoire of strategies to support teachers with integrating the arts into [English Language Arts] instruction.	50%	67%	88%
I feel confident that I can adapt what I learned in the workshop to fit different classroom settings.	100%	100%	100%
I recognize how a whole group activity can extend into a guided reading learning center activity.	100%	67%	100%
I feel confident that I have at least one activity to share with teachers at my schools.	100%	67%	100%

Further, Hartford Performs asked the literacy coaches what learning they still needed around the topic covered in the workshop. Most answers focused on how to extend the strategies to other curriculum units, academic standards or grade levels.

When asked what might prevent them from sharing, modeling or promoting the use of an arts strategy with their schools, by far the most frequent answers were lack of time and the number of competing priorities with which both they and their teachers are grappling. A few also cited some teachers' willingness or comfort in trying an unfamiliar strategy.

Finally, Hartford Performs asked the literacy coaches to what degree they were inclined to share, model or promote the use of arts strategies in the literacy curriculum at the schools they serve. As shown in Table 12, those who answered either "a moderate amount" or "a great deal" were in the clear majority after each workshop.

Table 12: Percentage of participants who indicated they were inclined to share, model or promote the use of arts strategies in the literacy curriculum in their schools.

	Nov 22 (N = 4)*	Jan 17 (N = 9)*	Mar 6 (N = 8)*
Not at all	0%	0%	0%
A little	0%	11%	12%
A moderate amount	50%	66%	50%
A great deal	50%	22%	37%

*May not total to 100% because of rounding.

As noted earlier, at the final debriefing workshop on May 8, 2020, the literacy coaches were asked to share their experiences sharing the strategies with or modeling strategies for teachers. Because schools closed just one week after the March 6 workshop on soundscapes and songwriting, none of the literacy coaches had the opportunity to try those strategies. All, however, reported on the results of sharing or modeling the tableau and puppetry strategies.

Below is a sample of some of the effects on their coaching practice reported:

"It shifted my overall approach. It got me thinking about students who may not be engaged in a certain type of lesson or at a certain time of day, and gave me a new strategy to suggest to the teacher to help with that."

"I felt like it led to deeper coaching conversations with teachers. Using the strategies created a trust-building moment with [a] teacher. I was able to give her something new to try and help her take risks."

"It allowed me to differentiate learning for students."

"It helped me come up with more play-based learning in centers. The activities involved play, but they were rigorous at the same time."

The literacy coaches also reported the effects that using the strategies had on students. Some comments include:

"It allowed students to dive deeper into the text."

"It helped increase students' understanding of the text. In one class where we used this, every student got the sequencing of the story. That wasn't typical for that class."

"These strategies helped students think critically."

"It gave another way that kids could use to be expressive."

"It was interesting to see how the arts brought out engagement from kids who aren't normally engaged."

"You could see the change affect of some students. It got them excited."

Hartford Performs staff asked the literacy coaches what additional resources or supports they would like to have, and what items should be considered when planning for the next school year. The coaches had several specific requests:

"Written directions for teachers on how to implement strategies."

"Videos of modeling would be helpful so teachers could see students' reactions to the strategies."

"I would like more time to plan together at the workshops. We could talk about something coming us in a unit that might be challenging and plan a model lesson together."

"To help transfer to other units, we need time to help create additional connections."

Key Findings – School-Based Workshops and Creative Coaching Strand of Professional Learning

In the creative coaching model, a Hartford Performs teaching artist worked one-on-one over several sessions with teachers in one grade level at each of two schools. (A series was scheduled at a third school but was cancelled when schools were forced to close due to the pandemic.)

As a precursor to this intensive work with small groups of teachers, Hartford Performs delivered a half-day workshop to all elementary-grade teachers at each school. This was designed to create a baseline understanding of the arts-integration strategies to facilitate transfer of the learning among grade levels.

One of the schools (SAND) completed four of the five creative coaching sessions, using puppetry to build Third Grade students' skills in inferencing and understanding character traits. (The final session was cancelled when schools closed due to the pandemic.) ELAMS First Grade team completed its entire coaching series, using tableau to help students sequence and retell a story with a clear beginning, middle and end.

In April 2020, Hartford Performs sent a follow-up survey to all workshop participants to see if they had used the strategies presented in the professional-learning workshops. While the response rate was small (9 participants), the data indicate that the workshops had a lasting impact on at least some teachers. Seven of the nine respondents reported that they had continued to use a strategy from the workshop. Most of these described the use of specific strategies, such as:

"I have used tableau several times in order to describe and promote discussions."

"Acting out character emotions, using props to help illustrate certain aspects of a story."

The Creative Coaching at SAND school was carried out over several months, with sessions scheduled about every four weeks from November through March. In this way, puppetry was used to explore different texts over time: *Charlotte's Web* and *The Miraculous Journey of Edward Tulane*. After each coaching session, the teachers were debriefed regarding what parts of the lesson were particularly effective, the concepts they saw students gain through the lesson and what they might have learned that would be helpful when they try the strategy on their own. The teachers and teaching artist also used this time to plan for the next creative coaching session.

SAND Third Grade teachers reported several benefits and student gains from using puppetry as a literacy strategy. Some of their comments include:

"Bringing Edward to life through his thoughts and actions helps students infer."

"They...learned abstract vocabulary."

"You can see how the traits, feelings, motivations came out in their work."

"This helps students with behavior issues. Those students were engaged. If we could do stuff like this all the time then low performing students and students with behavior issues would soar."

The First Grade team at ELAMS opted for a more compact approach to their creative coaching. This group of teachers scheduled the coaching sessions on successive weeks so they could practice the strategy intensively on one text: *The Tortoise and the Hare*. At the end of the series, three of the four classes came together demonstrate their work to each other. Each group performed tableaux depicting different parts of the story's beginning, middle and end.

Throughout the coaching series, teachers reported on skills or abilities they saw their students developing, such as:

"Students remembered the tableaux and their lines."

"Students understand that actions progress and one event causes another to happen."

"Students are internalizing the characters. I was surprised by the expressions they wanted to show!"

"Students are already thinking ahead to how they are going to act it out."

"Students were more in control of their bodies."

"Their confidence is surprising."

"The repetition of the lines helped the [English Learner] student, who was able to participate. I saw [his] confidence in saying the line."

"This helps them demonstrate emotion. How does [the character] show [that he's] mean or hard-working?"

ELAMS teachers commented on the high level of engagement by their students during the arts-integration activity. One teacher in particular reported that some students who had frequently been disruptive in class were eager to participate and more in control during the activities. She said that she now uses the theater techniques as classroom management tools often, finding a directive such as "let's prepare to be actors" more effective and productive than "pay attention."

Summing up their experience, ELAMS teachers said the following:

"Students were active participants in retelling the story of the tortoise and the hare. The tableau and pantomime activities helped all students have access to the text, despite the wide variety in reading levels, and gave everyone a chance to show their own interpretation of the events from the beginning, middle and end of the story. Incorporating art into the literacy lesson helped students when it was time to illustrate and write about an important event from the story because they had just acted it out. This activity helped all students, especially those who are kinesthetic learners."

The complete lesson summary from ELAMS' creative coaching professional learning series is in Appendix 1.

Issues for Further Consideration – Professional Learning

Both of the participating educator groups – the literacy coaches and the classroom teachers who worked with the creative coaches – saw clear benefits to students in using arts strategies to enhance literacy lessons. They also expressed a strong desire to continue to use and develop their own abilities to use the strategies. Along with Hartford Performs’ staff, they identified several ideas to improve these facets of Hartford Performs’ professional-learning program going forward. The most notable of these include:

- Using the same models, expand these programs to target other student groups.
- Document all activities and lessons, and make them available to all Hartford Public School teachers.
- Infuse these techniques in district-wide professional-learning sessions.
- Make these activities easy for teachers to implement by documenting specific techniques for specific texts.
- Develop a larger pool of experienced local teaching artists who can deliver professional learning, and match them carefully with groups of educators.
- Enlist the schools’ certified arts teachers to lead class activities to create the materials (such as puppets or pieces of music) needed to integrate into the literacy lessons.

Conclusions – Professional Learning

This evaluation was designed to answer two key questions. Data analyzed provide evidence of answers for each strand of this program.

1. **How and to what degree are educators implementing arts-integration techniques in the classroom as a result of participating in Hartford Performs’ professional-learning programs?**

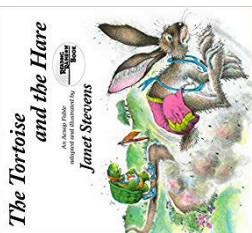




Most participants found that they both could and wanted to implement the arts-integration techniques they learned. They clearly recognized the value the techniques would have for students and found ways to work the activities naturally into their lessons in ways that supported their academic and developmental goals. They also enjoyed the activities and the fresh approaches the strategies brought to their teaching practice. Participants clearly articulated the supports they need to use these strategies regularly. Most important, based on reactions they saw in their students, the literacy coaches and teachers voiced a strong desire to continue learning and practicing arts-integration techniques to build student literacy.

2. **What student outcomes are resulting from the teachers’ use of arts techniques in literacy lessons?**

Teachers and literacy coaches who used these arts-integration strategies in their classrooms saw a host of positive results. They reported improved student engagement and confidence, demonstrated literacy skill acquisition, deeper understanding of text, a new entry point into content for English Learners, more productive social interactions among students, and even better classroom management.

List of Appendices

Number	Title	Page number
1	Lesson Summary produced by First Grade team at ELAMS and Creative Coach Elizabeth Simmons	35
2	Schools participating in Hartford Performs programming during the 2019-20 school year	37
3	Number of programs completed by grade level at each school	38
4	Number of Program Response Forms submitted by each school	39
5	Number of Lesson Plan Surveys submitted by each school	40
6	Program Response Form Questions	41
7	Lesson Plan Survey Questions	47
8	Literacy Coach Survey Questions	51
9	Observation Protocol for Literacy Coach Workshops	54
10	Group Interview Protocol for Literacy Coach Final Share Day	56
11	Teacher Survey Following Full-School Workshops	57
12	Follow-Up Survey to Teachers Regarding School-Based Professional Learning	59
13	Observation Protocol for Full-School Workshops	62
14	Group Interview Protocol for Creative Coaching Co-Teaching Sessions	64

<h2 style="text-align: center;">First Graders use pantomime and tableau to retell <i>The Tortoise and the Hare</i> by Janet Stevens</h2>	 <p>Tableau is a theater technique of telling a story in frozen pictures. Students use their body position and facial expression to portray a specific part of a story. Pantomime is an extension of tableaux where students use small movements to show events from a specific part of the story. Acting with gestures and actions, no words.</p> <p>After listening to the story, <u>The Tortoise and the Hare</u> by Janet Stevens, students created a tableau or pantomime of an important event (or events) from the beginning, middle and end of the story.</p>	<h3 style="text-align: center;">Preparing for Acting</h3>	<div style="display: flex; justify-content: space-around;"> <div data-bbox="876 1491 1201 1911">  </div> <div data-bbox="876 1081 1201 1491">  </div> <div data-bbox="876 672 1201 1081">  </div> <div data-bbox="876 254 1201 672">  </div> </div>
--	--	---	--

Literacy Objectives / Learning Targets

(Based on the CCSS)

CCSS.ELA-LITERACY.RL.1.2

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CCSS.ELA-LITERACY.RL.1.3

Describe characters, settings, and major events in a story, using key details.

CCSS.ELA-LITERACY.RL.1.7

Use illustrations and details in a story to describe its characters, setting, or events

Arts Objectives / Learning Targets

(Based on the National Core Arts Standards)

Theatre: Creating: Grade 1: Generate and conceptualize artistic ideas and work. a. Propose potential choices characters could make in a guided drama experience (e.g., process drama, story drama, creative drama).

Theatre: Creating: Grade 1: Generate and conceptualize artistic ideas and work. c. Identify ways in which gestures and movement may be used

Teacher Goal and Reflections

I (Teacher) want to be able to be more comfortable using tableau to engage students. I want to add structured movement into my class. I want to have tableau as a new instructional strategy.

I want my students to be able to retell a story or a text.

Students will have a better understanding of the text and details of the story. Students actions will match the text. Student will be better at imagining and visualizing what's going on in the story. Students will be able to physicalize vocabulary.

Teachers:

Students were active participants in retelling the story of the tortoise and the hare. The tableau and pantomime activities helped all students have access to the text, despite the wide variety in reading levels, and gave everyone a chance to show their own interpretation of the events from the beginning, middle and end of the story. Incorporating art into the literacy lesson helped students when it was time to illustrate and write about an important event from the story because they had just acted it out. This activity helped all students, especially those who are kinesthetic learners.

Teaching Artist: During the coaching sessions, I saw the teachers really take ownership of the vocabulary of Actor's Neutral, Tableau, and Pantomime. They all picked up the skill of structuring Tableau for a specific text and for their own students' needs. The students really gained clarity on the character traits of Tortoise and Hare and were using vocabulary from the book to describe their

Appendix 2: Schools participating in Hartford Performs programming during the 2019-20 school year

School name	Grades served	Enrollment reported at time of program booking
Alfred E. Burr Elementary School	PK - 8	561
Betances STEM Magnet School	5 - 8	257
Breakthrough Magnet School North	PK - 5	311
Breakthrough Magnet School South	PK - 8	389
Burns Latino Studies Academy	PK - 5	304
Capital Preparatory Magnet School	PK - 8	430
Dr. James H. Naylor/CCSU Leadership Academy	PK - 8	513
Dr. Joseph S. Renzulli Gifted & Talented Academy	4 - 8	136
Dr. Michael D. Fox School	PK - 8	731
Dwight Bellizzi School	PK - 8	587
E. B. Kennelly School	PK - 8	656
Environmental Sciences Magnet School at Mary Hooker	PK - 8	603
Expeditionary Learning Academy at Moylan School (ELAMS)	K - 5	491
Fred D. Wish Museum School	PK - 5	329
Global Communications Academy	K - 8	474
Hartford Pre-Kindergarten Magnet School	PK	225
María C. Colón Sánchez Elementary	PK - 5	388
Martin Luther King, Jr. Middle School	6 - 8	170
McDonough Middle School	6 - 8	403
Montessori Magnet School at Annie Fisher	PK - 8	296
Montessori Magnet School at L. W. Batchelder	PK - 6	305
Noah Webster MicroSociety Magnet School	PK - 8	653
Parkville Community School	PK - 5	480
R. J. Kinsella Magnet School of Performing Arts	PK - 8	529
Ramon E. Betances Early Reading Lab	PK - 4	411
Rawson STEAM School	PK - 5	343
S.A.N.D. School	PK - 5	333
STEM Magnet School at Annie Fisher	K - 8	332
Thirman L. Milner School	6 - 8	326
West Middle School	PK - 8	486

Appendix 3: Number of programs completed by grade level at each school in the 2019-20 school year

School name	PK	K	1	2	3	4	5	6	7	8	Other*
Alfred E. Burr Elementary	2	2	3	2	2	1	1	0	2	2	2
Betances STEM Magnet	NA	NA	NA	NA	NA	NA	2	0	2	1	3
Breakthrough Magnet North	1	1	1	1	1	3	3	NA	NA	NA	3
Breakthrough Magnet South	3	2	2	2	1	1	1	1	NA	NA	2
Burns Latino Studies	1	3	2	2	1	3	2	NA	NA	NA	1
Capital Prep	1	2	2	1	1	2	2	2	1	1	3
Dr. James H. Naylor	1	1	2	2	1	2	1	2	1	0	2
Dr. Joseph S. Renzulli	NA	NA	NA	NA	NA	2	1	2	2	3	3
Dr. Michael D. Fox	2	1	2	0	2	2	2	3	1	1	3
Dwight Bellizzi	3	2	2	3	2	1	3	1	1	2	2
E. B. Kennelly	3	2	1	1	1	1	4	3	0	2	3
ESM @ Mary Hooker	1	1	2	1	2	2	3	2	2	1	3
ELAMS	NA	3	2	0	1	2	1	NA	NA	NA	1
Fred D. Wish	3	1	2	1	1	1	4	NA	NA	NA	2
Global Communications	NA	2	0	1	0	1	2	1	2	2	1
Hartford Pre-K	3	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
María C. Colón Sánchez	2	1	2	1	3	3	2	NA	NA	NA	2
Martin Luther King, Jr.	NA	NA	NA	NA	NA	NA	NA	2	2	1	2
McDonough Middle	NA	NA	NA	NA	NA	NA	NA	1	2	2	2
Montessori @ Annie Fisher	2	2	1	1	1	1	1	1	2	2	1
Montessori @ Batchelder	3	3	4	4	4	3	3	3	NA	NA	3
Noah Webster	2	4	1	3	2	3	2	2	1	1	3
Parkville	2	2	2	3	2	1	3	NA	NA	NA	3
Kinsella	2	2	2	0	4	1	4	3	0	1	2
Betances Early Reading Lab	3	3	1	1	2	1	NA	NA	NA	NA	NA
Rawson STEAM	1	3	1	2	3	1	2	NA	NA	NA	3
S.A.N.D.	1	0	1	1	4	2	4	NA	NA	NA	2
STEM @ Annie Fisher	NA	3	1	1	2	1	2	3	1	2	2
Thirman L. Milner	NA	NA	NA	NA	NA	NA	NA	2	2	3	2
West Middle	1	4	1	3	1	2	2	3	0	1	3

*In addition to grade-level programs, programming was also provided to Music, Visual Art and Physical Education classes.

Appendix 4: Number of Program Response Forms submitted by each school

School name	N = 126
Alfred E. Burr Elementary School	7
Betances STEM Magnet School	4
Breakthrough Magnet School North	5
Breakthrough Magnet School South	2
Burns Latino Studies Academy	5
Capital Preparatory Magnet School	1
Dr. James H. Naylor/CCSU Leadership Academy	8
Dr. Joseph S. Renzulli Gifted & Talented Academy	6
Dr. Michael D. Fox School	6
Dwight Bellizzi School	8
E. B. Kennelly School	10
Environmental Sciences Magnet School at Mary Hooker	9
Expeditionary Learning Academy at Moylan School (ELAMS)	4
Fred D. Wish Museum School	5
Global Communications Academy	2
Hartford Pre-Kindergarten Magnet School	3
María C. Colón Sánchez Elementary	3
Martin Luther King, Jr. Middle School	2
McDonough Middle School	2
Montessori Magnet School at Annie Fisher	0
Montessori Magnet School at L. W. Batchelder	3
Noah Webster MicroSociety Magnet School	6
Parkville Community School	7
R. J. Kinsella Magnet School of Performing Arts	2
Ramon E. Betances Early Reading Lab	2
Rawson STEAM School	2
S.A.N.D. School	4
STEM Magnet School at Annie Fisher	1
Thirman L. Milner School	1
West Middle School	6

Appendix 5: Number of Lesson Plan Surveys submitted by each school

School name	N = 83
Alfred E. Burr Elementary School	0
Betances STEM Magnet School	1
Breakthrough Magnet School North	5
Breakthrough Magnet School South	1
Burns Latino Studies Academy	2
Capital Preparatory Magnet School	8
Dr. James H. Naylor/CCSU Leadership Academy	3
Dr. Joseph S. Renzulli Gifted & Talented Academy	2
Dr. Michael D. Fox School	3
Dwight Bellizzi School	2
E. B. Kennelly School	8
Environmental Sciences Magnet School at Mary Hooker	5
Expeditionary Learning Academy at Moylan School (ELAMS)	2
Fred D. Wish Museum School	5
Global Communications Academy	2
Hartford Pre-Kindergarten Magnet School	1
María C. Colón Sánchez Elementary	3
Martin Luther King, Jr. Middle School	0
McDonough Middle School	1
Montessori Magnet School at Annie Fisher	2
Montessori Magnet School at L. W. Batchelder	0
Noah Webster MicroSociety Magnet School	6
Parkville Community School	1
R. J. Kinsella Magnet School of Performing Arts	4
Ramon E. Betances Early Reading Lab	0
Rawson STEAM School	3
S.A.N.D. School	2
STEM Magnet School at Annie Fisher	7
Thirman L. Milner School	1
West Middle School	3

Appendix 6: Program Response Form Questions

1. What is the name of your school?

Answered via check-off list of 30 participating schools.

2. Please tell us who is completing this form.

- I am a teacher.
- I am a parent, caregiver, or chaperone for this program.

Questions 3-26 were for those who answered in Question 2 that they are teachers.

3. Have you participated in Hartford Performs programs in the past?

- This was my first year participating in Hartford Performs programs with my students.
- I have participated in Hartford Performs programs with my students in the past.

4. What grade level(s) did you teach this year? (Mark all that apply.)

- Grade 4-6
- Grade 1-3
- Grade 7-8
- Kindergarten
- Pre-Kindergarten

4. What subject(s) did you teach this year? (Mark all that apply.)

- | | | |
|---|--|---|
| <input type="radio"/> Dance | <input type="radio"/> Math | <input type="radio"/> Science |
| <input type="radio"/> Drama/Theatre | <input type="radio"/> Media Specialist/Librarian | <input type="radio"/> Social Studies |
| <input type="radio"/> English/Language Arts | <input type="radio"/> Music | <input type="radio"/> Special Education |
| <input type="radio"/> Foreign Language | <input type="radio"/> Physical Education | <input type="radio"/> Visual Arts |

5. How many Hartford Performs programs have you experienced?

- | | | |
|---------------------------|---------------------------|---------------------------------|
| <input type="radio"/> 0 | <input type="radio"/> 3-5 | <input type="radio"/> 8 or more |
| <input type="radio"/> 1-2 | <input type="radio"/> 6-7 | |

5. Name of the Program.

Answered via open response.

6. Name of the Arts Provider.

Answered via open response.

7. What grade level(s) participated in this program? (Mark all that apply.)

Answered via check-off list of 10 participating grades.

8. What subject are you teaching the students who are participating in this program?

- Visual or Performing Arts (including Dance, Drama/Theater, Music, Visual Arts)
- Physical Education
- Other subjects (including English/Language Arts, Foreign Language, Math, Science, Social Studies)

9. Why did you select the program? (Mark all that apply.)

- I've experienced it before.
- It fit with specific lessons I planned.
- The topic interested me.
- The topic interested my students.
- I expected it to help my students develop academic skills (such as active listening, vocabulary development or others).
- I expected it to help my students develop other key skills (such as collaboration, art appreciation, or others).
- I liked the particular Arts Provider.
- My students requested this program (by voting).
- Other (please specify).

10. Please indicate how much you disagree or agree with the following statements about your experience with this Hartford Performs program.

Scale: Strongly Disagree, Disagree, Agree, Strongly Agree, N/A.

- Scheduling with the provider was easy.
- Length of the program was appropriate for the selected students.
- The program description in the database accurately described the program content.
- The Arts Provider's communication style with **teachers** was professional.
- The Arts Provider's communication style with **students** was professional.
- Teachers found the Arts Provider approachable.
- Students found the Arts Provider approachable.
- Handouts/materials provided by the Arts Provider were relevant to students.
- Handouts/materials provided by the Arts Provider were useful to me.
- The classroom was well managed for the duration of the program.
- The Arts Provider arrived on time.
- The Arts Provider came well prepared.
- The Arts Provider came with adequate materials as promised.

Please elaborate on any of the above selections. (Answered via open response.)

11. Please indicate how much you disagree or agree with the following statements about the contribution of this Hartford Performs program to student learning. *The Program...*

Scale: Strongly Disagree, Disagree, Agree, Strongly Agree.

- was age appropriate.
- met learning goals for the grade level.
- engaged students.
- increased students' knowledge of the subject matter.
- increased students' interest in the subject matter.
- had a positive impact on students' confidence.
- met my expectations.

Please elaborate on any of the above selections. (Answered via open response.)

12. Did you or your school tell students/promote (e.g., through Facebook or on school calendars) that this Hartford Performs program was taking place ahead of time?

- No
- Yes

13. What effect do you think this program had on student attendance?

- No effect
- Minor effect
- Moderate effect
- Major effect

Use this space to clarify what effect the program had on student attendance (e.g., why or whether you think more or fewer students showed up to school on the day they were scheduled to participate in the program.) (Answered via open response.)

14. Please indicate how much you disagree or agree with the following statements. *The Program helped participating students...*

Scale: Strongly Disagree, Disagree, Agree, Strongly Agree, N/A.

- develop/enhance their active listening skills.
- with retention of information.
- develop/enhance vocabulary.
- think creatively.
- express themselves in writing.
- express themselves verbally.
- express themselves artistically.
- develop/enhance their problem-solving skills.
- develop/enhance their critical evaluation skills.
- develop/enhance social skills.
- work collaboratively with other students.
- try new things.

15. Please provide any additional comments or feedback regarding your responses to the questions above about students' academic, artistic, or other skill development.

Answered via open response.

16. How would you rate your students' overall experience with this program?

- Poor
- Fair
- Good
- Excellent

Use this space to elaborate on how you measured your students' overall experience with this program (e.g. exit ticket, verbal feedback, observation of students, student participation, etc.) (Answered via open response.)

17. What aspects of the program did you find to be the most valuable for your students?

Answered via open response.

18. Were there areas of the program that could be strengthened?

- No
- Yes

19. What area(s) of the program could have been strengthened?

Answered via open response.

20. Would you select this program again?

- No
- Yes

21. Why wouldn't you select this program again?

Answered via open response.

22. Now that you have participated in this program, will you do anything differently in your classroom?

- No
- Yes

23. What will you do differently in your classroom?

Answered via open response.

24. Please provide any additional comments about this Hartford Performs program or your work with Hartford Performs that you would like to share.

Answered via open response.

Questions 27-42 were for those who answered in Question 2 that they are a parent, caregiver, or chaperone for this program.

25. Title of the Program or Performance

Answered via open response.

26. Location or Venue

Answered via open response.

27. Please indicate how much you disagree or agree with the following statements about your experience with this Hartford Performs program.

Scale: Strongly Disagree, Disagree, Agree, Strongly Agree, N/A.

- The length of the program was appropriate for the participating students.
- The content of the program was age-appropriate for the participating students.
- The quality of the program met my expectations.
- The venue staff, guides, ushers, etc. were friendly and professional toward **me and the other adults.**
- The venue staff, guides, ushers, etc. were friendly and professional toward **the students.**

28. The students were engaged in the performance or program...

- the whole time.
- most of the time.
- some of the time.
- not at all.

29. Rate YOUR overall experience with this performance or program.

- Poor
- Fair
- Good
- Excellent

30. Rate the STUDENTS' overall experience with this performance or program.

- Poor
- Fair
- Good
- Excellent

31. I understand the academic connection and why my child's teacher selected this program.

- Yes
- No

32. Do you plan to make a connection to this program with your child at home?

- Yes
- No

33. Please explain what kind of connection you will do at home to extend the experience of this program or performance for you and your child.

Answered via open response.

34. Please share any other comments you have about this experience in the box below.

Answered via open response.

35. Do you have a selfie of you and your child at the program that you would be willing to share with us? (By selecting YES you are granting Hartford Performs permission to use this photo on social media, our website and/or promotional materials.)

- YES, you have my permission to use this photo on social media, Hartford Performs' website and/or materials to promote Hartford Performs.
- NO, I do not wish to share a photo.

36. Upload an image of you and your child here.

Mechanism to upload photo.

37. Your name

Answered via open response.

38. Your child's name

Answered via open response.

39. May we follow up with you about your responses to this survey?

- Yes
- No

40. Please provide the best way to contact you.

Open text boxes to provide name, email address and phone number.

41. Date you are completing this survey.

School year 2019-20

Appendix 7: Lesson Plan Survey Questions

- 1. What is the name of your school?**
Answered via check-off list of 30 participating schools.
- 2. Lesson Plan Summary completed by (example: 2nd Grade team or PE team or Visual Arts team):**
Answered via open response.
- 3. Have you participated in Hartford Performs programs in the past?**
 - This was our first year participating in Hartford Performs programs with my students.
 - We have participated in Hartford Performs programs with my students in the past.
- 5. What subject(s) did you teach this year? (Mark all that apply.)**
 - Dance
 - Drama/Theatre
 - English/Language Arts
 - Foreign Language
 - Math
 - Media Specialist/Librarian
 - Music
 - Physical Education
 - Science
 - Social Studies
 - Special Education
 - Visual Arts
- 6. How many Hartford Performs programs have you experienced?**
 - 0
 - 1-2
 - 3-5
 - 6-7
 - 8 or more
- 7. What grade level(s) participated in the program you are sharing about in this summary? (Mark all that apply.)**
Answered via check-off list of 10 participating grades.
- 8. What subject are you teaching students who are participating in this program?**
 - Visual or Performing Arts (including Dance, Drama/Theater, Music, Visual Arts)
 - Physical Education
 - All other subjects (including English/Language Arts, Math, Science, Social Studies)
- 9. Name of the Program.**
Answered via open response.
- 10. Name of the Arts Provider.**
Answered via open response.
- 11. List the objectives and instructional considerations that motivated your selection of this arts experience.**
Answered via open response.
- 12. Did this arts experience address your objectives?**
 - No
 - Yes
 - Other (please specify) (Answered via open response.)
- 13. Please describe how the arts experience helped to address your objectives.**
Answered via open response.

14. Describe the specific activities you undertook to prepare yourself and your students PRIOR TO the arts experience. This can include module, focus, theme, or unit of study students were engaged in before the program.

Answered via open response.

15. Did you inform your students in advance about the arts experience?

- No
- Yes

16. Did you introduce your students to the arts experience's... (Mark all that apply.)

- Learning objective
- Content
- Format
- NONE of the above

17. Please explain how you introduced the learning objectives, content, and/or format of the learning experience to your students.

Answered via open response.

18. DURING the arts experience, did you provide any specific instructional experiences, differentiation, or vocabulary opportunities?

- NO, all instructional activities were conducted by the Arts Provider during the arts experience.
- YES

19. Please describe how you provided instruction or differentiation options DURING the arts experience.

Answered via open response.

20. AFTER the arts experience, did you provide any specific instructional experiences directly related to the arts programming to extend the learning or tie it to other curricula?

- No
- Yes

21. Please describe how you extended the learning, tied it into the curriculum, identified ideas to build upon, or utilized teachable moments, etc. AFTER the arts experience.

Answered via open response.

22. Submit student work, lesson plans, and/or photos with a description that was done as a result or in conjunction with this program for a chance to earn a \$100 gift card. Only submit photos that you have permission to share.

Mechanism to upload material.

23. This is an additional spot to submit student work, lesson plans, and/or photos with a description that was done as a result or in conjunction with this program for a chance to earn a \$100 gift card.

Mechanism to upload material.

24. Did you collect feedback from your students on their experience or opinion of the program?

Example: A survey, poll, discussion, written or verbal reflection, etc.

- Yes
- No

25. The feedback I collected from my students about this arts experience was...

- Mostly **negative**
- Mixed
- Mostly **positive**
- Other (please specify) (Answered via open response.)

26. Describe the strengths and weaknesses of the lesson plan YOU created as a teaching tool.

Answered via open response.

27. Would you do anything differently to improve YOUR lesson plan?

- No
- Yes

28. Please describe how you would improve your lesson plan.

Answered via open response.

29. Do you have any suggestions, comments or requests for the Arts Provider who provided your arts or cultural experience?

- No
- Yes (your answers will be shared anonymously with the provider)

30. Please tell us your suggestions, comments or requests for the Arts Provider here.

Answered via open response.

31. Which of the following statements do you agree with the most?

- I strongly believe that integrating arts into classroom teaching positively impacts student learning.
- I am open to the possibility that integrating arts into classroom teaching can positively impact student learning.
- I am skeptical that integrating arts into classroom teaching can positively impact student learning.

32. Are there any areas of your curriculum that you wish were addressed by a Hartford Performs program?

- No
- Yes

33. To address your additional curriculum needs, please indicate how important it would be for Hartford Performs to add programs in each of the following areas.

Scale: Not important, Somewhat important, Very important.

- | | | |
|--------------------------------|--|--------------------------------------|
| <input type="radio"/> Art | <input type="radio"/> Math | <input type="radio"/> Science |
| <input type="radio"/> Dance | <input type="radio"/> Music | <input type="radio"/> Social Studies |
| <input type="radio"/> Literacy | <input type="radio"/> Physical Education | <input type="radio"/> Theater |

Please add any other specifics related to the answer/s you selected above, for example: Literacy – reading comprehension of 2nd grade; or to add any other requests not listed. (Answered via open response.)

34. Please provide any other additional comments about this Hartford Performs program or working with Hartford Performs in general.

Answered via open response.

35. A copy of your completed Lesson Plan Summary will be emailed to your team to keep for your records. Please type the best email this summary should be sent to.

Answered via open response.

36. School Year you are completing this survey.

- School Year 2019-20

Appendix 8: Literacy Coach Survey Questions

1. Your Name

Answered via open response.

2. Email Address

Answered via open response.

3. Schools you work with directly (check all that apply)

Answered via check-off list of 30 participating schools.

4. What arts strategies have you seen integrated into the K-5 literacy curriculum in your schools. Check all that apply.

- Acting as a character to brainstorm dialogue.
- Using props and toys for retell (puppetry).
- Drawing pictures to demonstrate knowledge of character, setting, plot, etc.
- Creating a tableau (frozen picture that tells a story).
- Acting to show emotions, setting, and characters in a story.
- Using sound or music to demonstrate mood, pattern, or beginning, middle, and end.
- I am not familiar with using arts strategies for literacy.
- I have not looked for the use of arts strategies specifically.
- I have not seen arts strategies being used with the literacy curriculum.
- Other (please specify). (Answered via open response.)

5. To what degree do you see arts strategies being used across the district for literacy?

- None at all
- A little
- A moderate amount
- A great deal
- Other (please specify) (Answered via open response.)

6. Have you shared or modeled an arts strategy connected to literacy for a teaching team?

- Yes
- No

7. What arts strategies have you shared or modeled? (Check all that apply.)

- Acting as a character to brainstorm dialogue.
- Puppetry - Using props and toys for retell.
- Drawing pictures to demonstrate knowledge of character, setting, plot, etc.
- Creating a tableau (frozen picture that tells a story).
- Acting to show emotions, setting, and characters in a story.
- Using sound or music to demonstrate mood, pattern, or beginning, middle, and end.
- Created a soundscape to a text.
- Using a scarf or movement to teach vocabulary.
- Other (please specify) (Answered via open response.)

8. How likely do you think a teacher will use an arts strategy in the future?

- Very likely
- Unlikely
- Likely
- Very Unlikely
- Please explain (Answered via open response.)

9. Focus and Date of this workshop session

- Tableau and Creative Play on November 22, 2019
- Puppetry on January 17, 2020
- Song and Movement on March 6, 2020

10. Please indicate how much you disagree/agree with the following statements, based on the outcomes of this workshop session.

Scale: Strongly Disagree, Disagree, Agree, Strongly Agree.

- I feel confident leading students in creating a tableau. (November workshop only)
- I feel confident leading students to make observations of tableaux. (November workshop only)
- I feel confident using tableau with a specific text to identify key details. (November workshop only)
- I feel confident using tableau with a specific text to demonstrate character emotions. (November workshop only)
- I feel confident leading students in how to properly use a puppet. (January workshop only)
- I feel confident using puppets to act out a character. (January workshop only)
- I feel confident brainstorming dialogue with a puppet. (January workshop only)
- I feel confident leading students in writing a song using an existing melody and vocabulary from a text. (March workshop only)
- I feel confident leading students in movement to illustrate sequence of events in a nonfiction text. (March workshop only)
- I feel confident leading students in creating a soundscape around a specific text. (March workshop only)
- I am comfortable supporting teachers in integrating arts strategies into their [English Language Arts] instruction.
- I have a large repertoire of strategies to support teachers with integrating the arts into [English Language Arts] instruction.
- I feel confident that I can adapt what I learned in the workshop to fit different classroom settings.
- I recognize how a whole group activity can extend into a guided reading center activity.
- I feel confident that I have at least one activity to share with 1st grade teachers at my schools.

11. After today's workshop, to what degree are you inclined to share, model or promote the use of arts strategies in the literacy curriculum with your schools?

- Not at all
- A moderate amount
- A little
- A great deal

12. Which of the following statements do you agree with the most?

- I strongly believe that integrating arts into classroom teaching positively impacts student learning.
- I am open to the possibility that integrating arts into classroom teaching can positively impact student learning.
- I am skeptical that integrating arts into classroom teaching can positively impact student learning.

13. What new learning are you taking away from today's session?

Answered via open response.

14. How will you use today's learning to inform your practice?

Answered via open response.

15. What learning do you still need around the topic covered today?

Answered via open response.

16. What might prevent you from sharing, modeling or promoting the use of an arts strategy with your schools?

Answered via open response.

17. Please indicate how much you agree/disagree with the following statements.

Scale: Strongly Disagree, Disagree, Agree, Strongly Agree.

- The workshop was well organized.
- The main points were well covered and clear.
- The strategies taught in this workshop were clear.
- The content of the facilitator's handout is useful.
- The facilitator demonstrated comprehensive knowledge of the subject matter.
- The content and skills covered in this workshop were clear.
- I will use some or all of the content taught today.
- I will use some or all of the activities/strategies taught today.

18. Are you interested in observing a Creative Coaching session?

- Yes, Tableau in Grade 1 at Capital Prep
- Yes, Grade 3 teacher leading Puppetry at SAND on March 20 at 9:00 AM
- No
- A video of the session, if possible
- Other (please specify) (Answered via open response.)

19. Additional comments or suggestions.

Answered via open response.

Appendix 9: Observation Protocol for Literacy Coach Workshops

Program title:
 Date and time:
 Facilitator name:
 Location:
 Participant names:
 Observer name:

Introductions and check in

Coach Practice	# of Participants (circle one)	Description / Examples
Share artifacts, documentation, etc. from previous sessions.	None Some Most N/A	
Physically participates in activities.	None Some Most N/A	
Verbally participates in activities.	None Some Most N/A	
Active listening.	None Some Most N/A	

Complete the next two tables for each activity modeled/practiced

Coach Practice	# of Participants (circle one)	Description / Examples
Physically participates “as a student” in activities.	None Some Most N/A	
Verbally participates “as a student” in activities.	None Some Most N/A	
Contributes to Teacher Reflection Questions	None Some Most N/A	
Skill demonstration/training	None Some Most N/A	
Active listening	None Some Most N/A	

Guided Listening	Description/Example	
Coach asks clarifying questions about specific activities.	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Coach asks troubleshooting questions specific to their teachers/students/classroom.	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Coach mentions modifications they would make in classroom.	<input type="checkbox"/> YES	<input type="checkbox"/> NO

Reflection Questions	
<p><i>Specific to Tableau workshop:</i></p> <ul style="list-style-type: none"> • What skills need to be in place before you begin this work with students? • How will you introduce this to teachers? • What are some of the biggest take-aways from this article? • Where else can teachers use emotion tableau as part of their daily practice? • How does creating tableau for vocabulary help build oral language? • How does creating a tableau from an illustration help students generate questions about a given picture? • How can activating a scene help students identify character emotion and develop questions for a given text? • What are your next steps to share tableau with a 1st grade team? <p><i>Specific to Puppetry workshop:</i></p> <ul style="list-style-type: none"> • How does watching a puppet show help build students' close reading skills? • What skills are needed or what elements make up a good puppeteer? • What skills need to be in place when you begin this work with students? • What are some of the biggest take-aways from this text? • How does using puppets help students describe the main character in a story? • How can puppetry help students discuss a text with one another? <p><i>Specific to Soundscape workshop:</i></p> <ul style="list-style-type: none"> • How does the addition of sound add to what we learned from tableau? • How does songwriting help build students' oral language? • How might you use it in your classroom? • How does creating a soundscape help students to interpret setting? • How would you use soundscapes to interpret characters of a story? • How would you use soundscapes to interpret the sequence of a story? • How might you use soundscapes in your classroom? • How does the application of an arts strategy work with a nonfiction text? 	

CLOSING REFLECTION	Description/Example
What are your students going to like about this strategy?	
How will it benefit all learners?	
Why is the art component so critical to the success of this strategy?	

Additional notes:

Appendix 10: Group Interview Protocol for Literacy Coaches Final Share Day

Interview Facilitator name:

Date and Time:

Location:

Participant names:

Observer name:

The observer recorded each participant's verbal responses to the following questions.

1. **Since our last workshop on March 6, were you able to either: (1) share a skill or strategy with a team or (2) model a strategy with students? If so, what have you done?**
 - a. **What was the reception (from a team)?**
 - b. **What student reactions surprise you (if modeled)?**
 - c. **Where does this strategy support learning in ELA?**
2. **How has the Arts Integration professional learning workshop series impacted your coaching practice this year? What, if anything, do you hope to carry over to next year?**
3. **What was most useful about the workshops this year?**
4. **What additional resources or supports would you like to see for sharing or modeling strategies?** (Examples if respondents need prompting: simplified instructions, more opportunity within the workshop to practice with one another or for planning, demonstration videos to refer to, teacher testimonials, samples of student work)
5. Initial planning for next year includes following a similar format, moving up to 2nd grade curriculum, focusing on both reading and writing, and timing of the workshops will be unit driven for stronger alignment to standards. **Are there any other items we should consider when planning for next year?** (Examples if respondents need prompting: teaching artists, strategies, balance of time during a 3-hour workshop, arts strategies vs work time, food)
6. Documentation and sharing work is always on our minds to ensure the work lives beyond the people in the room. All materials from this year have been shared via email and I believe live in the literacy department OneDrive/SharePoint. Summer institute has integrated arts integration into curricular maps. **Other ideas for documenting and sharing work?**
7. **Final feedback or suggestions.**

Appendix 11: Teacher Survey Following Full-School Workshops

1. Your Name

Answered via open response.

2. Email Address

Answered via open response.

3. Name of your school

Answered via open response.

4. What arts strategies have you used before Hartford Performs professional learning when teaching literacy to your students? Check all that apply.

- Acting as a character to brainstorm dialogue.
- Using props and toys for retell.
- Using puppets for retell and character.
- Drawing pictures to demonstrate knowledge of character, setting, plot, etc.
- Creating a tableau (frozen picture that tells a story).
- Acting to show emotions, setting, and characters in a story.
- Using sound or music to demonstrate mood, patterns, or beginning, middle and end.
- I was not familiar with using arts strategies for literacy.
- Other (please specify) (Answered via open response.)

5. To what degree do you see arts strategies being used in your school for literacy?

- None at all
- A moderate amount
- A little
- A great deal
- Other (please specify) (Answered via open response.)

6. Please indicate how much you disagree/agree with the following statements.

Scale: Strongly Disagree, Disagree, Agree, Strongly Agree, NA.

- I understand the basic skills in puppetry (eye focus, breath, grounding, body positioning in relation to the puppet).
- I feel confident leading students in how to properly use at least 1 type of puppet.
- I feel confident leading students how to use puppets to act out the sequence of events in a story.
- I feel confident leading students how to brainstorm dialogue with a puppet.
- I feel confident leading students to ask questions before, during and after watching a puppet show.
- I feel confident leading students in creating a tableau.
- I feel confident leading tableau with a specific text or illustration to make inferences and predict.
- I feel confident leading tableau to show key details (character, setting, vocabulary) with a specific text.
- I feel confident leading students to ask questions about a tableau they are observing other students create.
- I feel confident that I can adapt what I learned in the workshop to fit my students' needs.
- I recognize how a whole group activity can extend into a guided reading center activity.

7. After today's workshop, to what degree are you inclined to continue using arts strategies with the literacy curriculum?

- None at all
- A moderate amount
- A little
- A great deal

8. What new learning are you taking away from today's session?

Answered via open response.

9. How will you use today's learning to inform your practice?

Answered via open response.

10. What learning do you still need around the topic covered today?

Answered via open response.

11. What might prevent you from trying an arts strategy with your students?

Answered via open response.

12. Which of the following statements do you agree with the most?

- I strongly believe that integrating arts into classroom teaching positively impacts student learning.
- I am open to the possibility that integrating arts into classroom teaching can positively impact student learning.
- I am skeptical that integrating arts into classroom teaching can positively impact student learning.

13. Please indicate how much you agree/disagree with the following statements.

Scale: Strongly Disagree, Disagree, Agree, Strongly Agree.

- The workshop was well organized.
- The main points were well covered and clear.
- The arts strategies taught in this workshop were clear.
- The content of the facilitator's handouts is useful.
- The facilitator demonstrated comprehensive knowledge of the subject matter.
- The content covered in this workshop was clear.
- I will use some or all of the content taught today.
- I will use some or all of the activities/strategies taught today.

14. Additional comments or suggestions.

Answered via open response.

Appendix 12: Follow-up Survey to Teachers regarding School-based Professional Learning

1. Your Name

Answered via open response.

2. Email Address

Answered via open response.

3. Name of your school

Answered via open response.

4. Grade Level or Role/Title (Check all that apply)

Answered via check-off list of 7 participating grades, or “Other (please specify)” box.

5. What arts strategies have you used before Hartford Performs professional learning when teaching literacy to your students? Check all that apply.

- Acting as a character to brainstorm dialogue.
- Using props and toys for retell.
- Using puppets for retell and character.
- Drawing pictures to demonstrate knowledge of character, setting, plot, etc.
- Creating a tableau (frozen picture that tells a story) for beginning, middle, and end sequencing.
- Acting to show emotions, setting, and characters in a story.
- Using sound or music to demonstrate mood, patterns, or beginning, middle and end.
- I was not familiar with using arts strategies for literacy.
- Other (please specify) (Answered via open response.)

6. To what degree do you see arts strategies being used in your school for literacy?

- None at all
- A moderate amount
- A little
- A great deal
- Other (please specify) (Answered via open response.)

7. What arts strategy did you learn this year through the Hartford Performs professional learning workshop?

- Tableau with Elizabeth Simmons
- Puppetry with Adelka Polak

8. Have you continued to use a strategy you learned at the Hartford Performs professional learning workshop?

- Yes
- No

9. Describe how you continued to use an arts strategy in your classroom. Please be specific.

Answered via open response.

10. Did you participate in creative coaching sessions this year?

- Yes
- No

11. Which creative coaching sessions did you participate in?

- SAND School – Puppetry – Grade 3
- ELAMS – Tableau – Grade 1
- Capital Prep - Tableau

12. After participating in creative coaching, please indicate how much you disagree/agree with the following statements.

Scale: Strongly Disagree, Disagree, Agree, Strongly Agree, NA.

- I understand the basic skills in puppetry (eye focus, breath, grounding, body positioning in relation to the puppet).
- I feel confident leading students in how to properly use at least 1 type of puppet.
- I feel confident leading students how to use puppets to act out the sequence of events in a story.
- I feel confident leading students how to brainstorm dialogue with a puppet.
- I feel confident leading students to ask questions before, during and after watching a puppet show.
- I feel confident leading students in creating a tableau.
- I feel confident leading tableau with a specific text or illustration to make inferences and predict.
- I feel confident leading tableau to show key details (character, setting, vocabulary) with a specific text.
- I feel confident leading students to ask questions about a tableau they are observing other students create.
- I feel confident that I can adapt what I learned during the coaching session to apply to other areas of my teaching practice.

13. How does the arts form directly support student learning?

Answered via open response.

14. After working with the creative coach, to what degree are you inclined to continue using arts strategies with the literacy curriculum?

- None at all
- A moderate amount
- A little
- A great deal

15. How will you continue to use this arts strategy?

Answered via open response.

16. What's your biggest take away from the creative coaching session?

Answered via open response.

17. Which of the following statements do you agree with the most?

- I strongly believe that integrating arts into classroom teaching positively impacts student learning.
- I am open to the possibility that integrating arts into classroom teaching can positively impact student learning.
- I am skeptical that integrating arts into classroom teaching can positively impact student learning.

18. Please indicate how much you agree/disagree with the following statements.

Scale: Strongly Disagree, Disagree, Agree, Strongly Agree.

- The coaching sessions were well organized.
- The expectations for each session were clear.
- The plan for each session was clear.
- The arts strategies demonstrated by the teaching artist were clear.
- The teaching artist demonstrated comprehensive knowledge of the subject matter.
- The teacher workshop prior to the coaching session was helpful.
- There was enough time for me to build confidence in the strategy before leading on my own.
- I will use some or all of the strategies I learned from the teaching artist.

**19. What follow up would be helpful for you to continue to use arts strategies in your classroom?
(Check all that apply.)**

- One on one coaching with a teaching artist
- Paid prep time with a teaching artist
- Additional professional development workshops
- Shared examples from other teachers in my grade level
- Other (please specify) (Answered via open response.)

20. Additional comments or suggestions for Hartford Performs.

Answered via open response.

Appendix 13: Observation Protocol for Full-School Workshops

Program title:
 Date and time:
 Facilitator name:
 Location:
 Participant names:
 Observer name:

Introductions and check in

Teacher Practice	# of Participants (circle one)				Description / Examples
Active listening.	None	Some	Most	N/A	
Share artifacts, documentation, etc. from previous sessions.	None	Some	Most	N/A	
Physically participates in activities.	None	Some	Most	N/A	
Verbally participates in activities.	None	Some	Most	N/A	
Contributes to Teacher Reflection Questions.	None	Some	Most	N/A	
Skill demonstration/training	None	Some	Most	N/A	

Complete the next two tables for each activity modeled/practiced

Teacher Practice	# of Participants (circle one)				Description / Examples
Physically participates “as a student” in activities.	None	Some	Most	N/A	
Verbally participates “as a student” in activities.	None	Some	Most	N/A	
Contributes to Teacher Reflection Questions	None	Some	Most	N/A	
Skill demonstration/training	None	Some	Most	N/A	
Active listening	None	Some	Most	N/A	

Guided Listening	Description/Example	
Teacher asks clarifying questions about specific activities.	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Teacher asks troubleshooting questions specific to their classroom.	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Teacher mentions modifications they would specific to their class.	<input type="checkbox"/> YES	<input type="checkbox"/> NO

Reflection Questions	
<p><i>Specific to Tableau workshop:</i></p> <ul style="list-style-type: none"> • What skills were you reminded of that need to be in place before you begin this work with students? • What are some of the biggest take-aways from this article? • How does creating tableau before reading help build skills in students to infer and predict? • How does stopping and creating a tableau during reading help build skills in students to create their own mental images? • How did it feel leading others in creating a tableau connected to a text? Was that challenging? What was successful? • What are your students going to like about this strategy? • How will it benefit all learners? • Why is the drama component so critical to the success of this strategy? <p><i>Specific to Puppetry workshop:</i></p> <ul style="list-style-type: none"> • How can puppetry be effectively used in the classroom? • How does it feel using a puppet? Was it challenging? Was it successful? • How do you think students will respond to using puppets in the classroom? • How do you plan to apply this strategy within the classroom? 	

Additional notes:

Appendix 14: Group Interview Protocol for Creative Coach Co-Teaching Sessions

Administered via in-person interview with teachers participating in Creative Coaching sessions.

School:

Grade:

Teachers participating:

Facilitator:

Date and time:

Observer:

The observer recorded each participant's verbal responses to the following questions.

- 1. What parts of the lesson were particularly effective and why?**
- 2. What concepts did you see the students gain through this lesson?**
- 3. How did this lesson demonstrate arts integration? How did the learning in each subject extend the learning in the other?**
- 4. What student responses surprised you?**
- 5. What did you learn from this lesson that will be helpful to you when you try it on your own?**
- 6. What questions, comments, or concerns do you have about the lesson?**