



Grades PreK-2

Primary Programs



Grades 3-5

Elementary Programs



Grades 6-8

Middle School Programs

## Digital Programs 2020-21

Final Evaluation Report, June 29, 2021

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**LIVE Virtual  
Field Trips**

No coupon needed for free programs. Not available for PreK.

[View Programs](#)



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## OVERVIEW

In response to limitations imposed by the pandemic, Hartford Performs developed a system to organize and deliver digital programming for school year 2020-21. They commissioned their cadre of Arts Providers to contribute to an online catalogue for arts-integrated student programs for the 2020-21 school year to be used by teachers serving both in-person and remote/virtual learning students. The catalogue includes a variety of interactive videos and printable activities as well as virtual field trips (VFTs) delivered by Hartford Performs Arts Providers to use anytime during the school year. All 30 schools servicing children in grades PK – 8 were assigned codes and identified site coordinators to facilitate program access. The programs, almost all of which are interactive, are organized by grade bands and categories (Math & Science, Literacy, Exploring Cultures, Art Making, Social & Emotional Wellbeing, and Music & Movement). Hartford Performs also developed promo videos and digital instructions and a handout that were distributed through the site coordinators to the 30 schools. Teachers and site coordinators accessed the catalogue through an online platform where all programs – which went through a comprehensive application and selection process to ensure they align with learning standards in both core curriculum subjects and the arts, as well as with social/emotional standards – are listed. The original catalogue went live on October 2<sup>nd</sup> and additional programming including virtual field trip options was added throughout the fall and in early 2021. Hartford Performs also developed basic targets regarding program utilization, monitored same, and conducted brief, pulse surveys in December and March, and a comprehensive final teacher feedback survey to determine whether the system was working as expected, and whether the programs were helpful to teachers, interesting to students, and promoted key student outcomes. External review of all the utilization and survey response data informed this final report.

Hartford Performs also continued to provide professional-learning programs to Hartford Public School educators during the 2020-21 school year, aligning a number of arts strategies to the district's literacy curriculum for students in grades PK-5. In all, a dozen workshops were delivered to teachers and Literacy Coaches between January and May, and five teachers received intensive Creative Coaching series in their classrooms. Results of those programs were evaluated by Hartford Performs staff and included in this report.

## SUMMARY OF KEY FINDINGS

- ★ Hartford Performs successfully launched and added to its digital program catalogue (a total of 159 programs and 17 virtual field trips were available).
- ★ Multiple Arts Providers (total = 58) signed on to develop and deliver programming. All but 14 of the 176 programs, produced by all but 3 providers were used. Virtual field trips (7 providers) were used by 33 teachers (serving more than 850 students in 16 schools).
- ★ Programs were available for and were used by teachers of students in all grade bands. All target schools selected multiple programs. A total of 2,034 program selections were made.
- ★ Programs were available for and were used by teachers in all curriculum focus areas (Social Studies, English, Math and Science); programs were available for and were used for all the art forms – Dance/Movement, Music, Theater and Visual Arts.
- ★ Selection of programs started the first week of October and continued throughout the year. The number of programs selected more than quadrupled between January and May 2021.
- ★ A total of 409 teachers logged on and selected a program during 2020-21. This represents 60% of all teachers at the targeted schools, most (75%) selecting multiple programs.
- ★ Feedback from teachers was very positive: they confirmed that programs were useful, (for in-person and remote/virtual learners, English language learners and students with disabilities), and interesting to most students, and that the system is easy to use. All teachers acknowledged that HP virtual programs helped students with each of the 10 key expected outcomes.
- ★ Both the classroom teachers and districtwide Literacy Coaches who participated in Hartford Performs' professional learning programs reported that they were well-prepared to implement the strategies learned and were eager to do so.
- ★ Professional learning participants reported high student engagement and enhanced learning of literacy skills when employing the strategies.

## HARTFORD PERFORMS PROGRAM AVAILABILTY AND PROCESS: 2020-21

The Hartford Performs 2020-21 online catalogue is comprised of 176 programs including 17 Virtual Field Trips (VFTs). All of these programs were operational during the second semester of the school year, and many were available as the programming was initiated (October 2020). All programs were developed by trusted Arts Providers according to demanding standards, including cultural responsiveness and alignment with Social-Emotional Learning standards, and were subject to comprehensive review (see appendix in the Initial Report for a description of the virtual program review criteria that was shared with all Arts Providers, and a copy of the survey that was used by HP staff to assess and classify all submissions). Hartford Performs held Zoom meetings with three different waves of arts providers to go through program criteria and requirements in detail (a PowerPoint and video also shared that information). Hartford Performs also provided tech support as Arts Providers developed their programs and held two sessions for artists who needed filming to be done for them.

The result of these efforts is a robust catalogue of programs of varying durations, that includes many options for students. Table 1 below shows the updated number and percentage of programs by key features including grade band, format, when the program was initiated, which category they represent in the online catalogue, art forms and subjects represented, and program duration.

[https://virtual.hartfordperforms.org/online\\_programming](https://virtual.hartfordperforms.org/online_programming)

**Table 1: Descriptive Features of the Hartford Performs Digital Program Catalogue, as of 6/18/21**

TOTAL N=176		#	%		#	%
<b>Programs by grade band</b>			<b>Programs by category*</b>			
PreK – 2 <sup>nd</sup> Grade	52	30%	Art making	28	8%	
3 <sup>rd</sup> – 5 <sup>th</sup> Grade	69	39%	Culture	41	12%	
6 <sup>th</sup> – 8 <sup>th</sup> Grade	55	31%	Literacy	68	19%	
<b>Programs by format</b>			Math & Science	37	11%	
Video	94	53%	Music & Movement	102	29%	
Video and worksheet	53	30%	Social/Emotional	42	12%	
Worksheet only	12	7%	Virtual Field Trip	34	10%	
Virtual Field Trip (VFT)	17	10%	<b>* All programs are assigned two categories.</b>			
<b>Programs by implementation status</b>			<b>Programs by art form</b>			
Pilot	15	9%	Dance/Movement	55	31%	
1 <sup>st</sup> and 2 <sup>nd</sup> Wave	82	46%	Music	27	15%	
3 <sup>rd</sup> Wave	58	33%	Theater	60	34%	
4 <sup>th</sup> Wave	21	12%	Visual Arts	34	19%	
<b>Programs by duration** (excludes VFTs)</b>			<b>Programs by subject</b>			
5 minutes or less	14	10%	English	79	45%	
6 – 10 minutes	76	51%	Math	15	9%	
11 – 15 minutes	46	32%	Science	31	18%	
More than 15 minutes	10	7%	Social Studies	51	29%	

\*\*Worksheet only programs have no duration category.

## DETAILED FINDINGS: UTILIZATION AND FEEDBACK

This section of the final 2020-21 report presents additional details about program utilization and feedback from teachers. As shown, Hartford Performs met or exceeded targets and was able to modify their work and try new strategies throughout the year as needed. This final report was prepared to provide a final assessment for 2020-21 and to guide future work as well.

### Program Utilization Findings

As of March 18, 2021, all schools (100%) had selected programs, and by year's end, many had multiple teachers selecting multiple programs (see also Table 3). The number of participating teachers who logged on and selected programs increased throughout the year, and as shown, Hartford Performs met its goal to have 60% of teachers participating as well. **Program use as of 6/18 (N=2,034) was quite substantial and had more than quadrupled since January.**

**Table 2 Program Selection as of 6/18/21**

	#	%
Schools that selected programs	30	100%
Teachers who selected programs*	409	60%
Number of program titles available	176	
Number of program titles selected	162	92%
Total number of program selections	2,034	

\*Accounts were made available for all teachers at the 30 schools. It is estimated that there are 678 teachers at the 30 schools.

**Table 3: Number of Programs Selected by School, 10/2/2020 – 6/18/21**

SCHOOL	Prgs	SCHOOL	Prgs
Alfred E. Burr Middle School	103	McDonough Middle School	5
Dwight Bellizzi School	70	Milner Middle School	23
Betances Learning Lab Magnet School	110	Montessori Magnet Sch. at Annie Fisher	25
Breakthrough Magnet School North	86	Montessori Magnet School at Batchelder	37
Breakthrough Magnet School South	57	Naylor School	51
Burns Latino Studies Academy	63	Parkville School	134
Capital Preparatory Magnet School (PK-8)	141	Rawson School	271
Environmental Sciences Magnet School at Mary Hooker	53	Renzulli Gifted and Talented Academy	16
Expeditionary Learning Academy at Moylan	39	Sanchez School	84
Global Communications Academy	23	SAND School	6
Hartford Pre-Kindergarten Magnet School (both campuses)	52	STEM Magnet School at Annie Fisher	61
Kennelly School	225	STEM Magnet School at Betances	11
Kinsella Magnet School of Performing Arts (PK-8)	18	Noah Webster MicroSociety Magnet	58
M.D. Fox School	27	West Middle School	79
Martin Luther King Jr. Middle School	66	Wish Museum School	40

Though there are obvious variations, all participating schools selected and used programs. Individual outreach to schools and teachers continued throughout the school year and many teachers selected programs in multiple months; some teachers signed on early and used programs throughout the year, some signed on for single uses, some were more intermittent, and some only accessed programs at the very end of the year. [Note that the Rawson School principal promoted increased use through a year-end contest that substantially increased programming access. All but 5 schools used 20 or more programs.]

As shown in Table 4, teachers from all three grade bands selected programs. About half (50%) of the programs selected were for the youngest students; about one-third (34%) were selected by teachers of students in 3<sup>rd</sup> to 5<sup>th</sup> grade; and 16 percent were selected by middle school teachers. Use patterns shifted over the year and varied by grade level (see appendix).

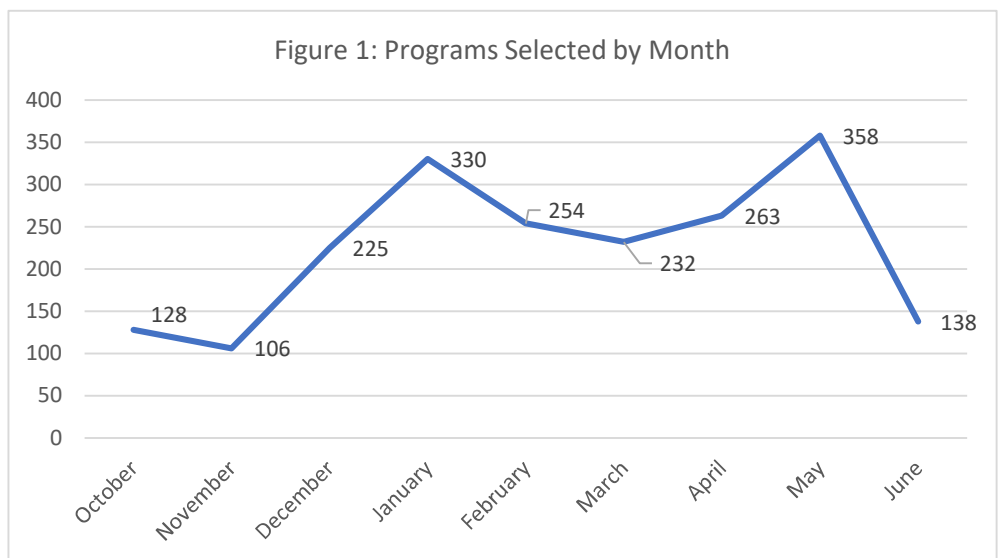
Distribution by art form was more equal and all different art forms were selected.

All subjects were also represented, but many more programs with English content were selected. These results are roughly equivalent to availability of programs.

**Table 4: Types of Programs Selected, 10/2/20 – 6/18/21**

	Selected		Available
	#	%	
<b>Programs selected by grade band</b>			
PreK – 2 <sup>nd</sup> Grade	1,021	50%	30%
3 <sup>rd</sup> – 5 <sup>th</sup> Grade	692	34%	39%
6 <sup>th</sup> – 8 <sup>th</sup> Grade	321	16%	31%
<b>Programs selected by art form</b>			
Dance/Movement	562	28%	31%
Music	422	21%	15%
Theater	738	35%	34%
Visual Arts	312	16%	19%
<b>Programs selected by subject</b>			
English	963	47%	45%
Math	185	9%	9%
Science	460	23%	18%
Social Studies	426	21%	29%

Review of program selection by month shows that there was a steady increase over time during the initial phase of the work (almost twice as many programs were selected in December than in October). In January 2021, with increased involvement of middle school teachers, selections and use increased substantially and stayed above fall levels for all of the winter. As shown, there was also a big promotion of program use at the end of the year with the addition of VFTs and the need for meaningful enrichment.



Additional review of program selection data showed that increases were due to more teachers signing on and more selecting multiple programs. Many teachers also confirmed that they were using the programs multiple times (see Table 5 and survey results in Table 8). Hartford Performs continued to work throughout the year to get the message out that programs could be used, both

with multiple classes (as at the middle schools) and multiple times with students, and were appropriate for both remote and in-person students as well as English language learners and students with disabilities.

**Table 5: Multiple Selections, 10/2/20 – 6/18/21**

Number of programs each teacher selected		Number of times each program was selected	
1 program	102 teachers	14 programs not selected*	9 programs selected 8 times
2 - 3 programs	90 teachers	8 programs selected 1 time	6 programs selected 9 times
4 - 5 programs	63 teachers	7 programs selected 2 times	6 programs selected 10 times
6 - 9 programs	127 teachers	6 programs selected 3 times	26 programs selected 11 - 15 times
10 or more programs	27 teachers	12 programs selected 4 times	23 programs selected 16 - 20 times
		13 programs selected 5 times	16 programs selected 21 - 30 times
		12 programs selected 6 times	11 programs selected more than 30 times
<b>Total = 176 programs, 409 teachers</b>		7 programs selected 7 times	

\* All but three of the programs that were not selected were VFTs made available in Wave 4. Most un-selected programs had selected versions in other grade bands. Only three providers – 2 VFT providers, and 1 for a program only available as a worksheet – had un-selected programs.

As shown, most teachers (75%) selected more than one program during 2020-21 and about half selected more than 3 (e.g., 63 teachers selected/used 4 - 5 programs, 127 teachers selected/used 6 - 9 programs, 27 teachers were “super-users” who selected/used more than 10). Some teachers, particularly those in middle schools, as well as arts, music and PE teachers, used the programs they selected with multiple classes of students. All but a few programs were selected multiple times: only 14 programs were never selected (mostly the newer VFTs – see below for details) and only 8 programs were only selected once. Many programs were selected/used by more than ten teachers. Throughout the year, and as their needs changed, teachers returned to the catalogue to find available programs. Additionally, teachers who had not previously selected programs made sure to take advantage of the offerings before the school year ended. Review of multi-use data by specific teachers showed that teachers were selecting a variety of programs and definitely selecting the programs specifically designed for repeated use as well. Review of the utilization data also showed that some programs were more popular than others. This varied by grade band (see Appendix I for a list of the most popular programs and details about their features).

### **Virtual Field Trips (VFTs)**

Starting in the 2<sup>nd</sup> marking period, Hartford Performs finalized plans to make 17 virtual field trips provided by seven collaborating arts/cultural institutions available to students (see Table 6 for a full list and details). During this inaugural period, a total of 33 teachers selected virtual trips, including two who each selected two trips. Trips were made to programs available to five (5) of the seven (7) providers and more than 850 students from 16 schools participated. Feedback about the trips was very positive (see Teacher Feedback section).



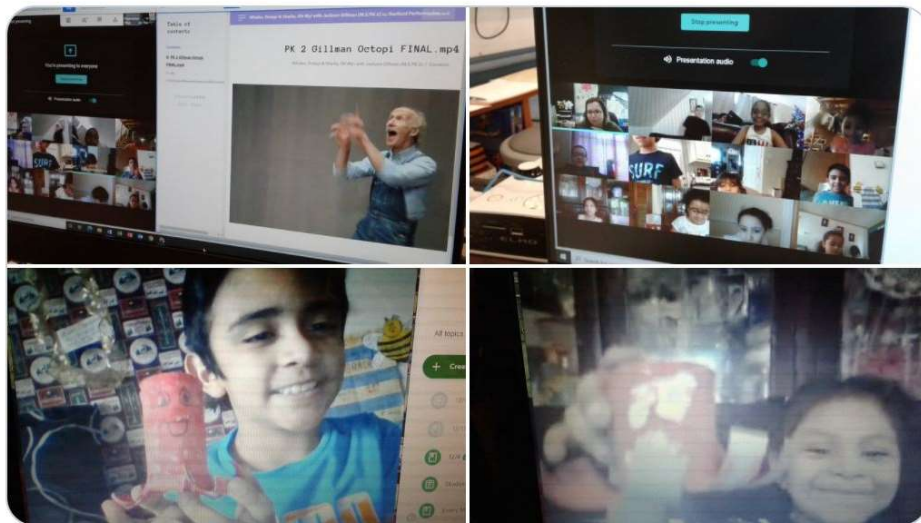
**Table 6: Virtual Field Trips Available and Used 2020-21**

<b>VIRTUAL PROGRAM TITLE</b>	<b>ART FORM</b>	<b>SUBJECT AREA</b>	<b># Sel</b>	<b># Schools</b>	<b># Classes</b>	<b># Students</b>
Her Words Changed the World: Harriet Beecher Stowe Virtual Field Trip (6-8)	Theater	Social Studies	1	1	1	--
Connections: Library Mouse with Hartford Stage (K-2)	Theater	English	17	10	18	368
Connections: Wilma Unlimited with Hartford Stage (3-4)	Theater	English	17	8	22	436
"Brave In A New World" Pre-recorded Performance and Live Workshop with Judy Dworin Performance Project (6-8)	Dance	Social Studies	1	1	1	25
"Children's March" Virtual Film & Live Discussion with Real Art Ways (4-5)	Visual Arts	Social Studies	5	4	5	--
"Children's March" Virtual Film & Live Discussion with Real Art Ways (6-8)	Visual Arts	Social Studies	1	1	1	--
The Art of Storytelling Live Guided Tour and Workshop with The New Britain Museum of American Art (4-5)	Visual Arts	English	1	1	1	25
Virtual Tour and Live Historic Interpretation with The Mark Twain House & Museum (K-2)	Visual Arts	Social Studies				
Virtual Tour and Live Historic Interpretation with The Mark Twain House & Museum (3-5)	Visual Arts	Social Studies				
Virtual Tour and Live Historic Interpretation with The Mark Twain House & Museum (6-8)	Visual Arts	Social Studies				
Virtual Guided Museum Tour with The Wadsworth Atheneum Museum of Art (K-2)	Visual Arts	English				
Virtual Guided Museum Tour with The Wadsworth Atheneum Museum of Art (3-5)	Visual Arts	English				
Virtual Guided Museum Tour with The Wadsworth Atheneum Museum of Art (6-8)	Visual Arts	English				
"In This House" Pre-recorded Performance and Live Workshop with Judy Dworin Performance Project (Gr. 5)	Dance	Social Studies				
"In This House" Pre-recorded Performance and Live Workshop with Judy Dworin Performance Project (6 – 8)	Dance	Social Studies				
Where Art Meets Engineering Live Guided Tour and Workshop with The New Britain Museum of American Art (6-8)	Visual Arts	Science				
Connections: Esperanza Rising with Hartford Stage (5-6)	Theater	English				

-- Data on the number of students participating was not available for all programs.

Taken together these utilization data show continued progress and modifications, substantial utilization and important trends, and provide some insights regarding future efforts. Teacher feedback and documentation via surveys (see next section) and social media posts also highlight important findings.

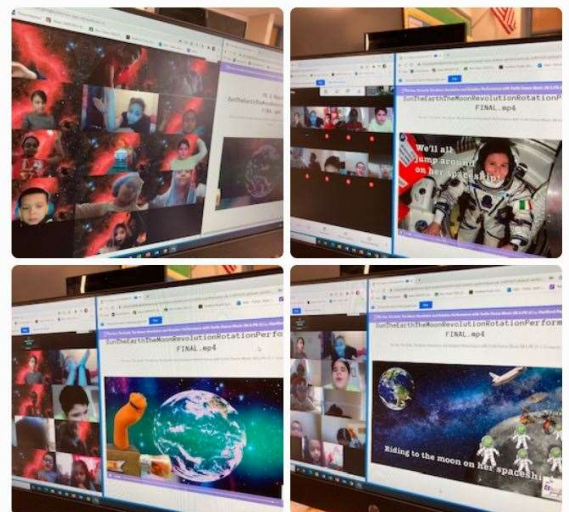
**Kennelly School** @kennelly\_school · 18h  
 WHALES, OCTOPI, & SHARKS, OH MY! No, it's not a sea creature sci fi flick, it's a cool Virtual Hartford Perform's program that Ms. Jane Fisher and her gr. 2 virtual bees participated in w/HP artist Jackson Gillman. @HartfordPerform @Hartford\_Public @MaryVallera @schulman\_marc



**Dennis** @dannicelli10  
 3 hours ago  
 Enjoying some mindfulness with my 1st graders @sandhartford . Thank you @HartfordPerform and Kahana for the great opportunity. #Mindfulness #PhysEd #yoga



**J Fisher** @fishj002  
 14 hours ago  
 @kennelly\_school 2nd Graders learning more from @HartfordPerform 🚀 Thank You!  
 @Hartford\_Public @hps\_PK12Lit @HartfordSuper





BREAKTHROUGH\_MAGNET\_SOUTH

Posts



Students really enjoyed the experiences without having the "live experience." Just knowing we had the opportunity to share with them, even with it being virtually, shows the dedication of the Hartford Performs team, and I really appreciated that. The challenges schools (and the world) faced with so many things needing to be cancelled did not stop Hartford Performs! They were very thoughtful and creative with how they found a way to still offer the experiences to our children.



5 likes

breakthrough\_magnet\_south Mrs. Tye's 2nd grade class learned about the water cycle today with Hartford Performs for Earth Day! @hartfordperforms



**Kennelly School** @kennelly\_school

2 hours ago · Hartford

Thank you @HartfordPerform for this opportunity! @HartfordSuper @Hartford\_Public

**Mary Vallera** @MaryVallera

JUMP for health @kennelly\_school with our partner @HartfordPerform today. Wish we could start everyday like this!



## Final Teacher Feedback: June 2021

In May and June, Hartford Performs administered a final round of surveys to teachers from each of the schools to obtain final feedback and to collect additional details about program implementation and outcomes. Response to the survey was very robust: a total of 216 teachers answered, including 173 active users of the programs (57% of those who opened their survey request email). These teachers represented every school and grade and had all selected programs and used them with their students. The teachers were able to provide assessments of the programs as well as detailed information about how and why they used the programs and most importantly, they clarified how the programs were helping students (see Tables 7 – 10). Though there was definite desire for a return to in-person programming, respondents also clearly indicated they would continue to use virtual programs in addition to in-person options if available. Details about program implementation and outcomes follow (see also the final appendix for details about program abstinence from non-users).

### Hartford Performs Virtual Program Implementation: Why and How Teachers used Virtual Programs

- As shown in Table 7, about two-thirds of the teachers indicated they selected programs because it was *something their students would be interested in* (65%) or *something enjoyable for them to do* (64%). More than half of the teachers indicated they selected programs because the academic content/topic matched their current curriculum (56%), and/or because they would help get students engaged (55%).
- Many teachers reported they selected programs because they provided an *activity to get students to move* (40%) and/or because of the *specific SEL learning standards* (35%).
- Teachers also chose programs because they were *familiar with a particular Teaching Artist* (28%), because *the program could be used multiple times* (24%), because *the image and/or description was interesting to them* (21%). A few teachers selected programs because *the Teaching Artist looks like their students* (9%), or *allowed their students to help with the selections* (5%).

**Table 7: What Motivated Teachers to Choose Specific Selections?**

	N=173
Something students would be interested in	65%
Something enjoyable for students to do	64%
Academic content/topic matched current curriculum	56%
An activity to get students engaged	55%
An activity to get students to move	40%
Specific Social and Emotional Learning standard listed in program description	35%
A teaching artist they had worked with previously	28%
An activity they could use more than once	24%
Image and/or description was interesting to them	21%
Expected programs to help students develop academic skills	14%
The teaching artist looks like their students	9%
Students helped them select the program	5%

***We are so excited to participate with Hartford Performs! My students were so excited to be part of the process with choosing the Hartford Performs programs! Thank you!*** Teacher response via survey

The teachers maximized their use of the available programs and employed them for a variety of reasons. **Almost all of them (97%) found the programs helpful.** As shown below in Table 8, their use strategies varied.

- About three-fourths of the teacher respondents (72%) used more than one program: a total of 48% used more than one program, but always one time only; **24% used multiple programs multiple times** (this represents a substantial increase from mid-year responses about use). Less than one-third of the teacher respondents (28%) used only one program (a total of 20% used one program, one time only, and 8% used one program multiple times).
- The composition of classrooms changed during the school year and virtual program use changed too. Almost half (42%) of the teachers used the programs with fully in-person students, a total of 19% used the programs with fully remote students, and the rest used the programs with both in-person and remote students (39%). About 27% of the respondents indicated their program use strategies shifted during the school year. Almost all the teachers using HP Virtual Programs (95%) had English Language Learners in their classes and many (73%) also had students with disabilities.
- The teachers’ responses about how they used the programs mirrored their responses about what motivated teachers to select specific programs. Most teachers used the programs to support their lessons, to engage students, and to provide them with enjoyable activities.

**Table 8: Details about Teacher Use of HP Virtual Programs**

	N=173
<b>Multiple Uses</b>	
Used one program one time only	20%
Used one program multiple times with students	8%
Used more than one program, but always used each one once	48%
Used more than one program, and have used them multiple times	24%
<b>Which Students</b>	
Used programs with fully in-person students only	42%
Used programs with fully remote students only	19%
Used programs with both in-person and remote	39%
In classes with English Language Learners	95%
In classes with students with Disabilities	73%
<b>How Programs Were Used</b>	
To provide the students with something enjoyable to do	70%
As an activity to engage students	67%
To support a unit, topic or lesson	59%
As an activity to get students to move	53%
To give students a culturally relevant activity	32%
As an activity to support students in SEL skills	22%
As an activity to help students with focus	24%

In their open-ended responses, teachers provided additional details about how program use changed over the year. Some descriptions represent welcome adaptations, and others reflected additional challenges teachers faced as changes in their classrooms continued.

#### **Examples of Positive Program Use Changes**

*We watched the programs in school and students also watched them at home with their families.*

*At first, we had the students all login for the programs, we changed to presenting it over the smartboard.*

*The first program we were less involved. I feel like we took the opportunity to get more comfortable and move the seats in the class.*

#### **Examples of Challenges Encountered Over Time**

*We used the programs less as we returned in-person due to time constrictions and schedule along with trying to keep remote learners engaged on google meet at the same time. Very difficult.*

*It becomes more personal when the student can see the individual in-person rather than just online. Therefore, the students had to be consistently told to be quiet and pay attention. This is because some were online and some were at home.*

*We were in hybrid sessions from October to March, so it was hard to pick something that all students would be able to participate in.*

#### Hartford Performs Virtual Program Implementation: Continuation/Follow-up Activities

About one-third of the teachers (31%, n=54) also reported that they did follow-up or continuation activities based on programs, in most cases multiple programs, they used. For example,

*We used the Mexican dancing as part of learning about Cinco de Mayo, Wilma Rudolf was a part of Black and Women's History Month.*

*The mini comic book - I used to encourage students to write their own stories and illustrate. The drawing with shapes I've used in activities following when students were unsure about drawing - it's a helpful skill to apply.*

*We practiced reading with expression and had a discussion about feelings.*

*Students wrote the beginning, Middle and End of the play we watched.*

*We continued stretching and using mindfulness practices, particularly with students who returned to in-person schedules. They were not used to the extended times of classes.*

### Hartford Performs Virtual Program Implementation: VFT Feedback

About one-third of the teachers who participated in Virtual Field Trips also answered the survey and provided feedback about their experience. Among the 12 teachers who provided feedback 6 teachers (50%) rated the VFT they participated in as *Excellent*, 5 teachers (40%) rated the VFT they participated in as *Good* and 1 rated the experience as *Fair*. Two teachers clarified further.

- ★ *I thought the virtual trips were very informative, interesting and engaging. The students enjoyed them as a change of pace especially in this type of environment.*
- ★ *The field trip was short, specific, and with good pacing. The presenter addressed the students.*

A total of 71 teachers provided additional feedback regarding why they had not tried the VFTs. Most (42%) reported they never had time to try and integrate the field trips into their class schedules. Others however, indicated they were not aware that there were virtual field trips (21%) or that they were not able to complete the necessary paperwork to use the field trips with their students (20%). Only a few of the responding teachers indicated they couldn't find a VFT that fit with their class goals.

### Hartford Performs Virtual Program Implementation: Overall Assessments

The final survey provided an opportunity for Hartford Performs to ask teachers for their overall feedback. The items include questions that Hartford Performs program users have been answering as part of their program evaluations each year. Results, as shown in Table 9 below, were very positive and very similar to the responses provided when in-person programming was the standard.

- Almost all teachers (91% or more) *agreed/strongly agreed* that the teaching artists appeared welcoming (98%), that the program was age appropriate (97%) and that the program description accurately described the program (94%). Teachers also *agreed/strongly agreed* that the program increased students' interest in the subject matter (92%) and that accessing the program was easy (91%). Additionally, 89% agreed the length was appropriate.
- **A total of 82% of all responding teachers**, (including 86% of those who used the programs this school year, and 65% of the respondents who selected programs but didn't actually use them) agreed that **they would *probably* (48%) or *definitely* (34%) continue using the virtual programs if they were offered in addition to the in-person programming.**

Table 9: Program Use Feedback

<b>% of teachers who <i>agreed/strongly agreed</i> with the following statements about Hartford Performs Virtual Programs</b>	<b>N=173</b>
Teaching artist appeared welcoming	98%
Program was age appropriate	97%
The program description in the virtual program catalogue accurately described the content	94%
The program increased students' interest in the subject matter	92%
Selecting/Accessing the program was easy	91%
The length was appropriate	89%

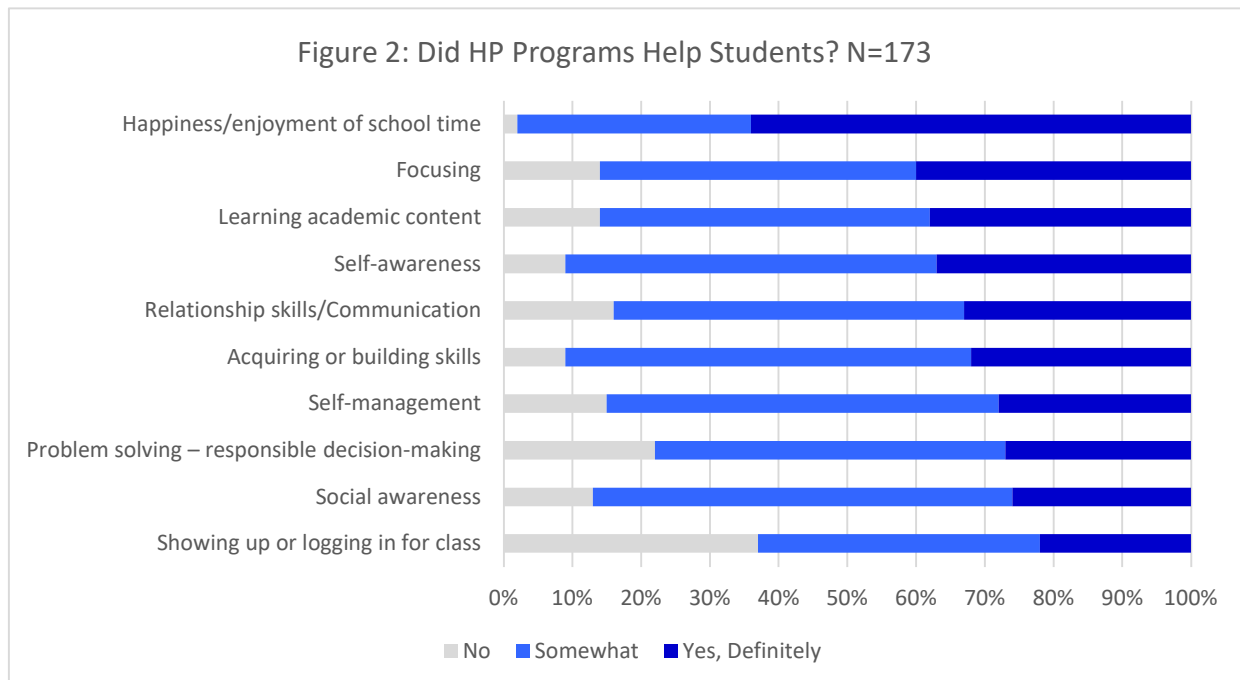
Hartford Performs Virtual Program Outcomes: Results for Students

Table 10 and Figure 2 provide reports from teachers about results for students (responses reflect outcomes for more than 5,800 students). The responses show that most of the teachers indicated most students were interested in the Hartford Performs programs, and there were multiple ways that teachers acknowledged the programs helped students. Specifically:

- A total of 65% reported that most students were interested and only 2% indicated most students were disinterested, with other teachers reporting mixed results. **A total of 88% of teachers rated the programs as *good* or *excellent* for students.** Overall, this helps to verify that the programs hold students’ attention and benefit them.
- The teachers also acknowledged that HP Programs *definitely* helped students with each of the expected supports (two-thirds or more agreed that the programs helped at least *somewhat*). In particular 98% of teachers indicated HP programs helped students with happiness and enjoyment of school time, and many others indicated HP programs helped with skill building (91%), self-awareness (91%), social awareness (87%), focusing (86%), learning academic content (86%), self-management (85%), and communication skills (84%). Additionally, about two-thirds or more of the respondents said the program helped with problem solving (78%) and getting students to show up or log on for class (63%).

**Table 10: Responses about Student Interest when Participating in HP Programs**

	N=172
Most were interested	65%
Some were interested, some were not	23%
Really depended on the program	10%
Most were disinterested	2%





## NEXT STEPS

1. For the 2021-22 school year, continue to provide all teachers the option of selecting these digital programs.
2. For in-person programs that have a digital counterpart produced for the 2020-21 school year, include the digital program as an introduction or follow-up to the in-person program.
3. Continue to monitor the use and impact of digital programs over time.
4. Consult with the school district and cultural venues regarding whether Virtual Field Trips should continue to be an option for the 2021-22 school year.

Teachers' survey comments, like those shown below, on the value of the digital programs as well as the desire to re-instate in-person programs informed development of next steps for 2021-22.

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

*I found the Social/ Emotional content SO IMPORTANT this year!*

*Curriculum connection/enhancements. Ease of access to the programs. Flexibility as to when I could use them.*

*The creativity offered through the Hartford Performs program helped to solidify the learning target in my lessons.*

*My students requested using Tai Chi the most. They loved the puppets and we made them. They also loved the hip hop moves.*

*The most valuable aspects of the programs were the opportunities to move and to participate in the activities but the students also learned something new.*

### ***Any Final Requests or Comments?***

*I can't wait for in person programs to begin again!*

*They were done really well, but nothing can take away from in person performances for students!*

*There is just too much virtual "stuff" this year. Every meeting, open house, tour, program, instruction, discussion, WAS VIRTUAL. Students need to experience the ARTS in person!*

*I would keep the virtual options available but also resume in person visits*

*I look forward to In-Person options for next year, but it will be wonderful to have virtual options as well to accommodate limited time and space for hosting. Thank you!*

*I would love to have some in-person experiences (if allowed) again. But it was awesome that the students were still able to experience the programs, even though they were virtual. In-person just makes everything more alive and real!*

## PROGRAM INFORMATION: PROFESSIONAL LEARNING 2020-21

*Note: Hartford Performs staff conducted its own evaluation of its 2020-21 professional learning programs, and prepared this section of the report.*

For the fifth consecutive year, Hartford Performs' professional learning programs during the 2020-21 school year focused on using arts strategies to enhance the literacy curriculum. Following best practice in the field, the organization provided several iterative experiences tied to immediately upcoming classroom lessons and gave teachers a chance to practice what they learned over a period of several months.

Because of pandemic restrictions, all professional learning activities were conducted via teleconference. And because so many students were learning remotely for at least part of the school year, the strategies taught were designed to be used with both in-person and remote students.

Workshop presenters included three local teaching artists who regularly present Hartford Performs student programs, as well as two nationally known teaching artists from the John F. Kennedy Center's Partners in Education Program in Washington, D.C., and Wolf Trap Foundation for the Performing Arts in Virginia. Each workshop was co-designed by the teaching artist and a certified teacher on Hartford Performs' staff who had previously taught in the Hartford Public Schools.

Hartford Performs designed three complementary professional learning strands designed to engage students more fully in literacy lessons and improve their literacy skills.

In the first strand, Hartford Performs provided Hartford's districtwide literacy coaches with three, two-hour workshops to integrate various arts techniques into specific reading units in the weeks directly following the workshops. The goal was for the literacy coaches to gain an understanding of how to share at least one arts-and-literacy-integrated strategy with the teachers they support.

During the workshops, the teaching artists guided the literacy coaches in using movement (on January 29), choral speaking (March 5) and acting (May 7), while grounding the art strategies in the Common Core State Standards they were designed to support. The same arts strategies were presented to classroom teachers in the second strand so that the literacy coaches could continue to support teachers in using the strategies. At the end of the school year, the literacy coaches came together to share examples of what they had implemented with teachers and the results they saw with students.

In all, 12 literacy coaches participated in this series, although the number varied from workshop to workshop. Table 11 shows the number of literacy coaches who participated in each workshop.

**Table 11: Number of literacy coaches participating in each professional learning workshop**

Workshop date and topic	N
January 29: Making Connections through Movement	11
March 5: Creating Meaning through Choral Speaking	12
May 7: Living Literacy Out Loud: Acting, Speaking, Comprehending	12

In the second strand, Hartford Performs delivered a series of nine, one-hour workshops to as many as 19 teachers in grades K-5 from 12 schools throughout the school district, as shown in Table 12. Again, attendance varied by workshop, as shown in Table 13.

**Table 12: Teachers participating in workshops by school**

School	# teachers	School	# teachers
Betances Learning Lab	1	Kennelly	1
Breakthrough Magnet North	2	MD Fox	1
Burns Latino Studies	3	Montessori Magnet at Batchelder	1
Capital Prep	4	Naylor	1
ELAMS	3	Sanchez	1
Global	1	Webster MicroSociety Magnet	1

**Table 13: Number of Teachers participating in each workshop**

Workshop date and topic	N
January 20: Songwriting: A Leap into Understanding Literacy Concepts of Main Idea and Connected Details	19
February 3: Sounds and Soundscapes (part 2 of Songwriting)	18
February 17: Making Connections through Movement (part 1)	19
March 3: Making Connections through Movement (part 2)	15
March 17: Creating Meaning through Choral Speaking (part 1)	12
March 24: Creating Meaning through Choral Speaking (part 2)	10
April 7: Play Me a Book (part 1)	12
April 21: Play Me a Book (part 2)	11
May 19: Living Literacy Out Loud	14

The workshops were designed to be two-part offerings on five separate strategies. (The final strategy was reduced to one workshop because of scheduling conflicts.) The first session for each strategy introduced participants to the art form and provided hands-on application. The second session was held two weeks later, giving teachers the opportunity to practice the strategy with their students between the workshops. In that second session, the teachers built upon their learning and shared their experiences implementing the strategies. Each of the paired workshops focused on a Common Core State Standard that would be addressed in an immediately upcoming unit: summarize and synthesize (RL.2) using music; make connections/compare and contrast (RL.9) using movement; use fix up and monitoring strategies/text structure (RI.5) using theater; mental images/summarize and synthesize RI.2) using music; and draw inferences and determine text importance (RI.1 and RI.2) using theater.

In the third strand, called Creative Coaching, five of the teachers who participated in the teacher workshops worked more intensively with a local teaching artist over the course of several weeks to enhance their literacy instruction with an integrated art strategy. (See Table 14 for participating schools and grade levels.) Over the course of five Creative Coaching sessions, the teaching artist first

modeled the strategy in the classroom and then mentored the teacher in using the strategy himself/herself.

**Table 14: Teachers by school participating in Creative Coaching**

School	Grade level	Art form
Capital Prep	1	Theater
Burns Latino Studies	4	Theater
Breakthrough Magnet North	PK	Theater
Capital Prep	1	Movement
Webster MicroSociety Magnet	1	Movement

Teachers participating in the workshops served a mix of in-person and remote students. Many noted the difficulties of teaching effectively in the remote environment. In addition, when many students returned to fully in-person learning in the spring, several participants' teaching mode changed.

The goal for each professional learning strand was to give the educators the understanding, tools and confidence to use an art strategy to enhance their literacy instruction.

To measure results, Hartford Performs surveyed all workshop participants, captured observation notes regarding what they shared that they had implemented, and observed each Creative Coaching session in the classroom to monitor teacher progress and gauge student reactions.

## KEY FINDINGS: PROFESSIONAL LEARNING 2020-21

Results of the data analysis for all three strands of Hartford Performs’ professional learning in 2020-2021 indicate that virtually all participants believed the workshops had prepared them to implement the strategies taught. As seen in Tables 15 and 16, the vast majority of literacy coaches and all of the teachers said the strategies that were taught were clear, and that the facilitator was highly knowledgeable. Most participants were eager to try the techniques with their students, and many later reported positive results from using the arts strategies in their classrooms. As seen in Table 16, 100% of teachers who responded to the survey administered after each workshop said that they would use some or all of the strategies taught in the workshop.

**Table 15: Literacy coach feedback on workshop organization and usefulness**

<i>Percent of literacy coaches who agreed/strongly agreed with the following statements</i>	Jan 29 N=11	Mar 5 N=5	May 7 N=12
The workshop was well organized.	91%	100%	100%
The strategies taught in this workshop were clear.	91%	100%	100%
The content of the facilitator’s handout is useful.	91%	100%	100%
The facilitator demonstrated comprehensive knowledge of the subject matter.	91%	100%	100%

**Table 16: Teacher feedback on workshop organization and usefulness**

<i>Percent of teachers who agreed/strongly agreed with the following statements</i>	Jan 20 N=13	Feb 3 N=16	Feb 17 N=15	Mar 3 N=11	Mar 17 N=11	Mar 24 N=8	Apr 7 N=9	Apr 21 N=9	May 19 N=10
The facilitator demonstrated comprehensive knowledge of the subject matter.	100%	100%	100%	100%	100%	100%	100%	100%	100%
The content covered in this workshop was clear.	100%	100%	100%	100%	100%	100%	100%	100%	100%
I will use some or all of the activities/strategies taught today.	100%	100%	100%	100%	100%	100%	100%	100%	100%

Some 80% of the literacy coaches reported that they had shared or modeled an arts strategy connected to literacy for a teacher or teaching team. In addition, 96% of literacy coaches said they thought it likely that the teacher would use the arts strategy in the future.

In their final reflection at year-end, the literacy coaches reported very positive feedback from teachers who had embedded the activities into their curriculum, noting exceptionally high levels of participation by students.

As shown in Tables 17 and 18, both the literacy coaches and the teachers reported feeling confident implementing the strategies they had learned in the workshops.

**Table 17: Percent of literacy coaches who agreed/strongly agreed that they were confident to implement the strategies they had learned at the workshops**

<i>I feel confident...</i>	<b>N</b>	<b>%</b>
Leading students in choral speaking	7	78%
Leading students in creating a tableau	7	78%
Creating a simple script from a text	7	78%
Leading students in creating a dance	8	100%
Using movement to show a character’s emotions or actions	8	100%
Using creative movement to enhance learning and retention of vocabulary words, spelling, and phonemic awareness	12	100%
Using theatrical physicality to identify and understand character traits	12	100%
Creating and dramatizing scenes to enhance vocabulary retention	12	100%
Using prior knowledge and physical movement to create settings and locations	12	100%
Using physical dramatization to recall a story sequence and solve problems	12	100%

**Table 18: Percent of teachers who agreed/strongly agreed that they were confident to implement the strategies they had learned at the workshops**

<i>I feel confident...</i>	<b>N</b>	<b>%</b>
Leading students in writing a song using vocabulary from a text	17	100%
Leading students in creating a soundscape around a specific text	17	100%
Leading students in creating a dance connected to text	26	96%
Connecting movement to text	26	100%
Leading students in choral speaking connected to text	19	100%
Leading students in creating a tableau connected to text	19	100%
Creating a simple script from a text	18	95%
Leading students musically in reading a story	17	100%
Integrating music and reading	17	100%
Using creative movement to enhance learning and retention of vocabulary words, spelling, and phonemic awareness	13	100%
Creating and dramatizing scenes to enhance vocabulary retention	13	100%
Using theatrical physicality to identify and understand character traits	13	100%
Using prior knowledge and physical movement to create settings and locations	13	100%
Using physical dramatization to recall a story sequence and solve problems	13	100%

Moreover, as seen in Tables 19 and 20, the vast majority of literacy coaches and teachers believed that they could adapt what they had learned to other classroom settings and that they had solid activities to try with students.

**Table 19: Percent of literacy coaches who agreed/strongly agreed that they were confident they could build on what they had learned at the workshops**

	Jan 29	Mar 5	May 7
I am comfortable supporting teachers in integrating arts strategies into their ELA curriculum.	89% N=8	NA	NA
I have a large repertoire of strategies to support teachers with integrating the arts into ELA instruction.	89% N=8	88% N=7	NA
I feel confident that I can adapt what I learned in the workshop to fit different classroom settings.	89% N=8	100% N=8	83% N=10
I feel confident that I have at least one activity to share with teachers at a school.	89% N=8	100% N=8	83% N=10

**Table 20: Percent of teachers who agreed/strongly agreed that they were confident they could build on what they had learned at the workshops**

	Feb 3	Feb 17	Mar 3	Mar 17	Mar 24	Apr 7	Apr 21	May 19
I can adapt what I learned in the workshop to fit different classroom settings	88%	94%	100%	91%	100%	100%	100%	100%
I have at least 1 activity to try with students	100%	100%	100%	91%	100%	100%	88%	100%

When asked how they plan to use what they had learned with students, teacher responses included very specific action steps. Examples include:

*We will create a song about the key details in each story we read over the next few weeks to help us when retelling.*

*Reading a poem and adding sounds to help with vocabulary and comprehension.*

*I will use it as a formative assessment -- an interactive way for students to share details and main ideas from the mentor text.*

*Students will be working on a timeline and this will help them to add more action to their events.*

*We will use the word rainforest and create a word web. Then, we will, together, come up with one sentence using all of those words, and act it out.*

*My students will begin a study on the life cycle of a butterfly and frog. I think we will use the informational texts we will read to pull out information and the students can write their own script pretending to be a scientist reporting on the species. I would love if the students could take it one step more and some of them pretend to be the butterfly or frog, in tableau, as the scientist is describing what is happening in this stage. They could even have their own lines as the butterfly or frog describing what it is like to go through the stage changes.*

Literacy coaches also had specific plans for how to use the strategies learned, including:

*I will share the script idea with a 5th grade teacher who is having difficulty engaging students around the content.*

*I will integrate the resources into the Grade 3 Unit documents as an extension.*

Of note in this particular school year, as seen in Table 21, all participating teachers said that the arts strategies covered in the workshops could be used both for in-person learners and students learning remotely.

**Table 21: Percent of teachers who agreed/disagreed about the usefulness of the workshop concepts in various teaching modes**

	<b>Strongly Agreed</b>	<b>Agreed</b>	<b>Disagreed/ Strongly Disagreed</b>
The content in this workshop can be taught in person.	85% (N=86)	15% (N=15)	0%
The content covered in this workshop can be taught virtually.	81% (N=83)	19% (N=19)	0%

Each of the teaching artist/teaching teams who participated in the Creative Coaching strand produced a Project Summary of the work they did together. These summaries can be used to guide other teachers in implementing the strategies, as well as help administrators and families understand the purpose of each activity. The summaries outline the Common Core State Standards for Literacy and National Core Arts Standards addressed, the learning targets, sequence of activities in the classroom, and results achieved, including samples of student work. See Appendix VI for the complete Project Summaries.

Teacher comments from the Creative Coaching strand include:

*This was a great way to learn and help with vocabulary. It was especially useful with my low vocabulary student... Using movement enhanced the vocabulary and allowed us to slow down and go deeper into the text.*

*It is important to meet the students at all levels including acting it out. It helps the younger aged group be able to make deeper connections.*

*The students...understood and were really making the connections. I know I can do this again with another story. The strategies are so simple. It's easy to get caught up in assessments and behaviors but this is a good reminder that it really is simple to be creative.*

*I saw otherwise unengaged students engaged throughout this process, especially with writing the scripts. One student who doesn't write much was really into writing dialogue.*



## NEXT STEPS

1. Follow up with 2020-21 professional learning participants in the 2021-22 school year to determine whether they continue to use the strategies learned, and the effect they have on students.
2. Continue to offer workshops for literacy coaches in tandem with those for teachers, matching the content areas for both as much as possible, so that literacy coaches can continue to reinforce the strategies and activities with teachers.
3. Continue the two-part workshop model so that teachers have time to practice the strategies learned and then share their experiences with their peers and the workshop leaders for clarification and additional assistance.
4. Continue with Creative Coaching and enhance documentation with video so that more teachers have an opportunity to see the strategies at work in the classroom.

Teacher comments, such as the one below, demonstrate the value that Hartford Performs' professional-learning programs have beyond the present school year.

*It is amazing how talking about a topic in history (which might be disengaging for some students--I did not like social studies or history at all as a student because I found it very boring) could be so much fun! It really brought the learning to life.*

*Thank you for the additional teacher training you offered this year too. I didn't get the chance to implement everything in my classes yet, but going forward, I have many new "tools" in my teaching "toolbox" after all our sessions! I plan to use them all next academic year and I'm really looking forward to it.*

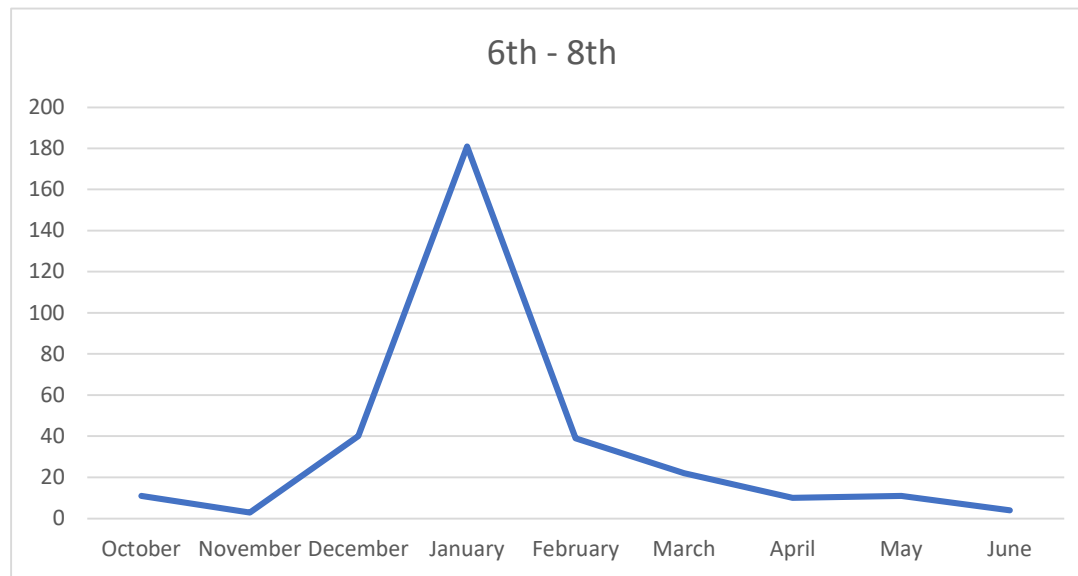
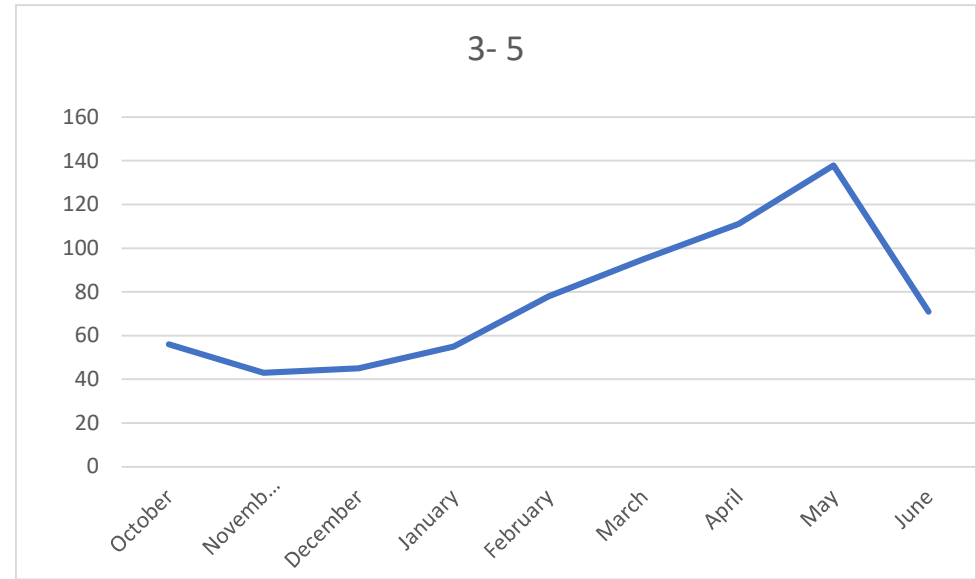
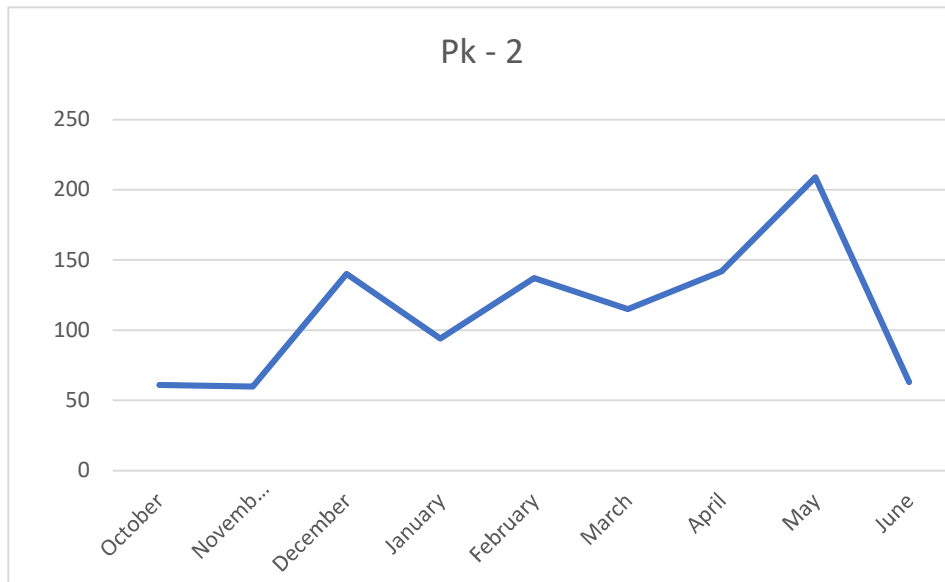
## APPENDIX IA Most Popular Programs 2020-21

<b>TOP 10 for Grades PK - 2</b>	<b>Times</b>	<b>Art Form</b>	<b>Subject</b>	<b>Duration</b>
Hip Hop Aerobics with JuS	49	Dance	English	7:43
Songs That Count: Add to The World with Turtle Dance Music	46	Music	Math	12:26
The Sun, The Earth, The Moon: Revolution and Rotation Performance with Turtle Dance Music	44	Music	Science	12:22
Creative Creatures with Professor Noodles McDoodles	44	Visual Arts	Science	n/a
Kamp Kitt "The Talking Eggs" Performance with André Keitt	39	Theater	English	20:50
Fairy Tale Friends Performance with Lollipop Opera	39	Theater	English	13:59
Cinderella Stories Performance with Pompatoose Puppets	38	Theater	English	12:07
Mindful Me with Kahana Hula, Yoga & Wellness	36	Dance	Social Studies	12:53
We Care: Friendship with Scot Cannon	31	Theater	English	8:05
K LA RUE's Mindful Tai Chi and Guided Meditation with Jemma Williams	30	Dance	Science	12:27
<b>TOP 10 for Grades 3 - 5</b>	<b>Times</b>	<b>Art Form</b>	<b>Subject</b>	<b>Duration</b>
Hip Hop Aerobics with JuS	45	Dance	English	6:49
Creative Creatures with Professor Noodles McDoodles	32	Visual Arts	Science	11:10
Anansi The Trickster Spider: A West African Folktale with Grumbling Gryphons Traveling Children's Theater	24	Theater	English	15:56
The Sun, The Earth, The Moon: Revolution and Rotation Performance with Turtle Dance Music	23	Music	Science	12:56
African Drumming with Lance Kamau James	23	Music	Social Studies	12:26
Mini Comic Madness with Free Lunch Studios	22	Visual Arts	English	10:53
Caribbean Island Arts: Virtual Classroom Bomba! with The Puerto Rican Institute for Arts and Advocacy, Inc.	20	Music	Social Studies	7:46
Who Am I? Animal Riddle Poem with Leslie Johnson	19	Theater	English	n/a
Geometry Fast Draw Fun with Bill Dougal	19	Visual Arts	Math	5:55
Wilma Unlimited with Hartford Stage (VFT)	17	Theater	English	VFT

APPENDIX IA (continued). Most Popular Programs 2020-21

<b>TOP 12 for Grades 6 - 8</b>	<b>Times</b>	<b>Art Form</b>	<b>Subject</b>	<b>Duration</b>
Mindful Grooves with Kahana Hula, Yoga & Wellness	24	Dance	Social Studies	13:19
DIY Flag for Social Justice with DARNstudio	21	Visual Arts	Social Studies	9:59
Diverse Character Design with Free Lunch Studios	19	Visual Arts	English	12:17
Rap 'n Rhythmic Mini-workshop with Khaiim the RapOet	18	Music	Math	12:09
The Power of My Story with Zulynette	17	Theater	English	7:07
Islamic Art and Geometry with Beth Klingher	13	Visual Arts	Math	6:44
RapOetry Remix for 6th Graders! with Khaiim the RapOet	12	Music	English	17:20
Hip Hop Aerobics with JuS	11	Dance	English	7:12
African Drumming with Lance Kamau James	11	Music	Social Studies	12:26
We Rise: Racial Justice through Hip Hop Movement with Dimensional Dance	10	Dance	English	10:22
Hidden Women Performance: Sarah Margu and the Amistad with Tammy Denease	10	Theater	Social Studies	11:06

### Appendix IB – Use Trends over the Year, by Grade Bands



**APPENDIX II. Additional teacher comments on aspects of the programs they found most valuable.**

*Culture, art and empathy*

*They enjoyed the drawing parts of Hartford Performs as well as the getting up and dancing/moving.*

*Accessibility and content.*

*The variety of topics was helpful.*

*Clearly presented and focused on a particular approach. Visuals were very helpful.*

*Pops, dances and songs keeping children engaged*

*Having movement that was culturally inclusive and relevant.*

*Movement and new experiences*

*Engaging the students while staying active*

*Having a good presenter with engaging content was key.*

*All aspects of the program are valuable to the students. Especially using music to teach math.*

*It helped students to express themselves*

*Puppet shows and experiences with individuals using instruments*

*Easy access- fun to be able to participate from our class.*

*The moving around.*

*Academic subjects that do not patronize young students.*

*Movement, mindfulness, storytelling.*

*Choice of topics*

*All of it*

*Curriculum connection/enhancements.*

*Active movement*

*Fun and interesting.*

*Continuation of being able to incorporate the arts and movement into our initial lessons.*

*The program was available and ready for the students*

*Students were able to see new faces and have different activities that supported their growth.*

*The creativity of the programs we used was awesome! Thank you :)*

*Engaging them in something not academic necessarily*

*That they enjoyed it and were ready to engage in a different form of learning.*

*Having a different adult to attend to*

*Opening their eyes and minds to something new and not just listening to me talk.*

*The creativity offered through the Hartford Performs program helped to solidify the learning target in my lessons.*

*The continuous access to the activity.*

*The visual videos were helpful. It allowed for me to pause the videos for discussion as needed.*

*The fact that there were virtual activities*

*Able to see another face and learn about something not necessarily in the curriculum.*

*Student engagement and participation.*

*A chance to see Other instructors besides myself and learn from them.*

*LOVE THAT IT IS VIRTUAL THIS YEAR*

*I got to bring other ideas and activities into the classroom that I would not normally do.*

*Different and fun*

*I liked the ease of using the programs. Being able to use them on my timeframe, and not having to constantly schedule with the artist.*

*Content being similar to what we were learning*

*Helping them make the connection between characters in a story and characters in a song. In both students identify what takes place.*

*It allowed me to stop the video and help my students then proceed then use it with another class as well.*

*They are being exposed to art and performance.*

*There was a connection between the curriculum themes being taught and the Hartford Performs programs*

*The most valuable aspects of the programs were the opportunities to move and to participate in the activities but the students also learned something new.*

*I love the variety of the programs, the diversity in the programs and the content being covered.*

*I think everything would have been better, if like previous years the artist were able to come to the school. Being a mentor for the program many teachers seemed uninterested in doing the content on their own time. I strived and pushed teachers to at least. Teacher moral and motivation seemed very low this year.*

*It was a little more challenging to get the students really engaged, because it was a virtual program. In past years the students were more engaged, because the performer was in-person.*

APPENDIX III. Suggestions, Requests or Comments Teachers

*Longer virtual programs because students were engaged and wanted to continue*

*Please make programs longer. Especially the yoga, exercise and dance programs.*

*I enjoyed the length of the programs and the selections. I will definitely use the virtual program selections again. I feel my students loved watching them and looked forward to them. I hope I will be able to take a virtual field trip next year.*

*I can't wait for in person programs to begin again!*

*Videos were great, but I wish they had parts where you paused the video to do something, or made the students interact some way. Andre's story was super fun!*

*Thanks for offering this program to students and opening them to new experiences in the Arts.*

*I had trouble with the volume on some of the instructional videos, which made it difficult to hear and engagement levels lower. I prefer in person programs.*

*One suggestion is that in addition to the description of the program, provide a brief clip as well. Thank you!!*

*We absolutely love the in-person offerings and I look forward to participating in those next year.*

*Teachers should be given time to discuss and choose the programs as a grade level as in past years.*

*I am hoping that there will be in person offerings. There is just too much virtual "stuff" this year. Every meeting, open house, tour, program, instruction, discussion, WAS VIRTUAL. Students need to experience the ARTS in person!*

*Thank you for the additional teacher training you offered this year too. I didn't get the chance to implement everything in my classes yet, but going forward, I have many new "tools" in my teaching "toolbox" after all our sessions! I plan to use them all next academic year and I'm really looking forward to it.*

*I would keep the virtual options available but also resume in person visits*

*We prefer hartford performs in person.*

*Please keep doing what you do to keep our younger generation creative and to explore other areas they never get an opportunity to.*

*They were done really well, but nothing can take away from in person performances for students!*

*Prefer in person with the interaction along with a longer time with the students a 7-9 minute thing isn't worth it*

*No, but thank you for your continued efforts to support our Hartford students and their learning with these engaging activities.*

*Short previews of the videos would helpful before selecting programs. I appreciate the work put in to provide virtual Hartford Performs experiences this year but it is hard to replace the engaging in-person experience. Some sessions seemed to move too quickly or too slowly for the students. Also, some sessions are just better served as a hands-on experience.*

*I look forward to In-Person options for next year, but it will be wonderful to have virtual options as well to accommodate limited time and space for hosting. Thank you!*

*I like the in person activities*

*I hope that next year Hartford Performs will be in-person, if not I would still participate.*

*My students and I really enjoyed the programs that we participated in especially the ones that called for Hartford Performs works better when there are in person performers...*

*Due to inconsistency of many classes going on quarantine it was difficult to plan an activity with Hartford Performs. However, I hope to utilize this awesome resource next year.*

*I think the virtual programs are a great idea, but might need to be honed a bit over time. Field trips have been problematic the last few years, so virtual options help to level the playing field.*

*Possible field trips for kindergarten students.*

*None at the present time*

*I was not able to participate this year at the request of my administrator. I will be at a different school next year, so hopefully I will have a more in tune admin to the artistic needs of my students.*



APPENDIX IV. Survey Respondent Details - **Teachers**

**At which school are you working?**

Answer Choices	Responses	
Alfred E. Burr Middle School	5%	10
Betances STEM Magnet School	1%	2
Breakthrough Magnet School North	1%	2
Breakthrough Magnet School South	3%	7
Burns Latino Studies Academy	3%	6
Capital Preparatory Magnet School	4%	9
Dr. James H Naylor/ CCSU Leadership Academy	3%	6
Dr. Joseph S. Renzulli Gifted and Talented Academy	1%	2
Dr. Michael D. Fox School	6%	12
Dwight Bellizzi Dual Language Academy	3%	6
E. B. Kennelly School	12%	25
Environmental Sciences Magnet School at Mary Hooker	4%	9
Expeditionary Learning Academy at Moylan School (ELAMS)	7%	15
Fred D. Wish School Museum School	2%	5
Global Communications Academy	2%	5
Hartford Pre-K Magnet at Burns School	2%	4
Hartford Pre-K Magnet School at Global	4%	8
Maria C. Colon Sanchez Elementary	5%	10
Martin Luther King Jr. Middle School	2%	4
McDonough Middle School	1%	3
Montessori Magnet School at Annie Fisher	1%	3
Montessori Magnet School at Batchelder	3%	6
Noah Webster MicroSociety Magnet School	4%	9
Parkville Community School	5%	11
R. J. Kinsella Magnet School of Performing Arts	1%	2
Ramon E. Betances Learning Lab Magnet School	4%	8
S.A.N.D. Elementary	0%	1
Sarah J. Rawson STEAM School	5%	10
STEM Magnet School at Annie Fisher	1%	3
Thirman L. Milner Middle School	1%	3
West Middle Elementary School	3%	6
	<b>Answered</b>	<b>212</b>
	<b>Skipped</b>	<b>4</b>

**What grade(s) do you teach? (please mark all that apply)**

Answer Choices	Responses	
Pre-K	21%	45
Kindergarten	18%	39
1st	21%	45
2nd	22%	46
3rd	18%	39
4th	17%	36
5th	12%	26
6th	13%	28
7th	11%	23
8th	12%	26
Other (please specify)	4%	9
	<b>Answered</b>	<b>214</b>

**Which of the following best describes your current assignment?**

Answer Choices	Responses	
Pre-K teacher	15%	32
Arts or Physical Education teacher	11%	23
Grade level or subject area teacher other than the above (e.g., 3rd grade teacher, Middle School Social Studies)	61%	130
Other type of teacher (e.g., iGoals, Bilingual)	0%	0
Social worker, family resource or other school staff	3%	6
Other (please specify)	11%	23
	<b>Answered</b>	<b>214</b>
	<b>Skipped</b>	<b>2</b>

**APPENDIX V. Reasons for Program Abstinence (as reported March 2021)**

As of March 18, a total of 361 teachers had still not signed on to use the HP Digital Programs. A total of 123 of these individuals opened emails from HP requesting input and 40 Non-Users provided feedback. As shown in Table 10, their challenges were mostly related to timing and to the challenges of teaching during the pandemic. All but 3 of these Non-User teacher respondents indicated they would consider using the programs in the future (later this year).

**Reasons why Teachers have not Used HP Programs This Year**

	Non-Users N=40
Just selected first program	24%
They weren't given enough information to figure out how to use the programs	11%
They weren't aware of these programs	8%
They are not familiar with Hartford Performs	8%
It wasn't encouraged at their school	0
Their school did not give them the code to access the programs	0
They didn't think they were allowed to select these programs (thought they were for other kinds of teachers)	0
They have too many other competing priorities	24%
Their students already watch too much recorded content	14%
Recorded programs don't hold their students' interest	11%
They don't really understand how to use the available programs	8%
The selections are not useful for their class goals right now	5%
Experiencing too much fatigue to consider trying anything else	5%
None of the programs looked appealing to them	0
They had technical trouble when they tried to use a program	0
They found the programs difficult to use	0
<b>Would consider the programs in the future</b>	<b>93%</b>

**APPENDIX VI. Project Summaries from Creative Coaching**

*See following pages for four summaries.*



## 1st Graders use dance to explore biodiversity in the non-fiction text *Kids Saving the Rainforest: Charities Started by Kids!* by Melissa Sherman Pearl and David A. Sherman

Students choreographed a Biodiversity Rainforest Dance depicting an animal in each of the different layers of the rainforest while building their vocabulary about the rainforest and biodiversity from the non-fiction text *Kids Saving the Rainforest: Charities Started by Kids!*

The choreographer's tools box includes the dance vocabulary: levels, interesting shapes, flow, stillness, and locking. Students use their body, mind, creativity, and collaboration to choreograph movements for the different animals found in the rainforest.

### First



Ms. Lewis first warmed-up the students with the choreographer's toolbox mantra and built the foundation for dance vocabulary. Students explored levels (high, medium, and low), made interesting shapes with their bodies, and practiced slow and fast movements using animals as inspiration (ie. Slow like a Sloth or low like a jaguar).

### Then



Then during a co-teaching session, students and teachers started to create a rainforest dance depicting the 4 layers of the rainforest including the plants and animals that live in each layer: forest floor, understory, canopy, and emergent. In the next co-teaching session, the dance structure was introduced with a beginning, middle and end. Students started with a biodiversity movement, followed by 1 animal movement in each layer of the rainforest and finally ending the dance in stillness. Some students created animal masks and brought in costumes in their eagerness to add to the performance. Students learned locking movements for more cultural relevance, which were added to the dance. Finally, the teachers lead the warm-up and guided the rainforest dance from beginning to end, putting it all together to music.

### Next



### Last



**Literacy Objectives / Learning Targets**

(Based on the CCSS)  
 RI. 1.1 Ask and answer questions about key details in a text.  
 RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  
 RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

**Arts Objectives / Learning Targets**

(Based on the National Core Arts Standards)  
 Dance: Grade 1: Choose movements that express an idea or emotion or follow a musical phrase.

**Teacher Goal and Reflections**

**Teachers' Goals:** I want to feel confident leading students in more movement activities related to vocabulary that add engagement. I want to have more structure in leading students in movement activities and student-centered storytelling. I want my students to have fun!

**Teachers' Reflections:**  
 This was a great way to learn and help with vocabulary. It was especially useful with my low vocabulary student. This helped the students with their understanding of the layers of the rainforest and animals. Using movement enhanced the vocabulary and allowed us to slow down and go deeper into the text. One student who usually interrupts everything was so on task! I am amazed that you can actually use dance to enhance the lesson, not just with literature but informational text as well.

**Teaching Artist Reflection:**  
 It was great to see the confidence in the teachers grow week to week in being able to lead the movement themselves. I think the repetition from each session helped build that confidence. It was nice to hear that the student was on task and wanting to participate in the final session. We proved that students can be engaged and moving while teaching remotely and how effective doing movement remotely can be.

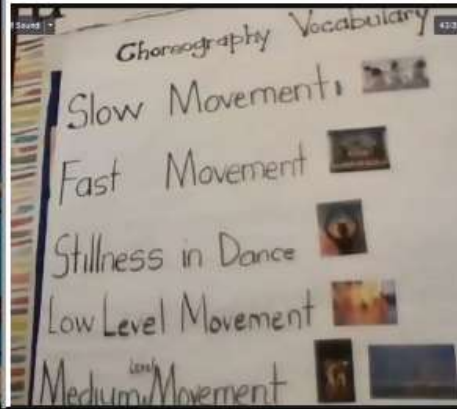
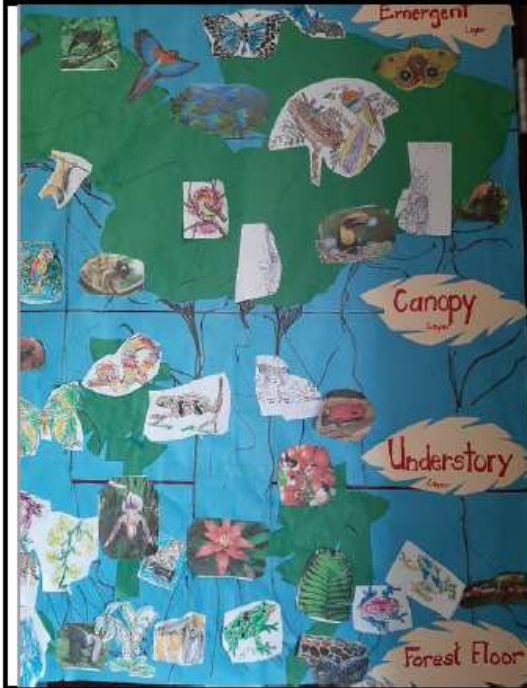
**Images of Teachers leading**



Created by: Patricia Douglas (Capital Prep) Jennifer Wight (Noah Webster) and Ruth Lewis (Dimensional Dance, Teaching Artist).

Assembled by Hartford Performs 2021

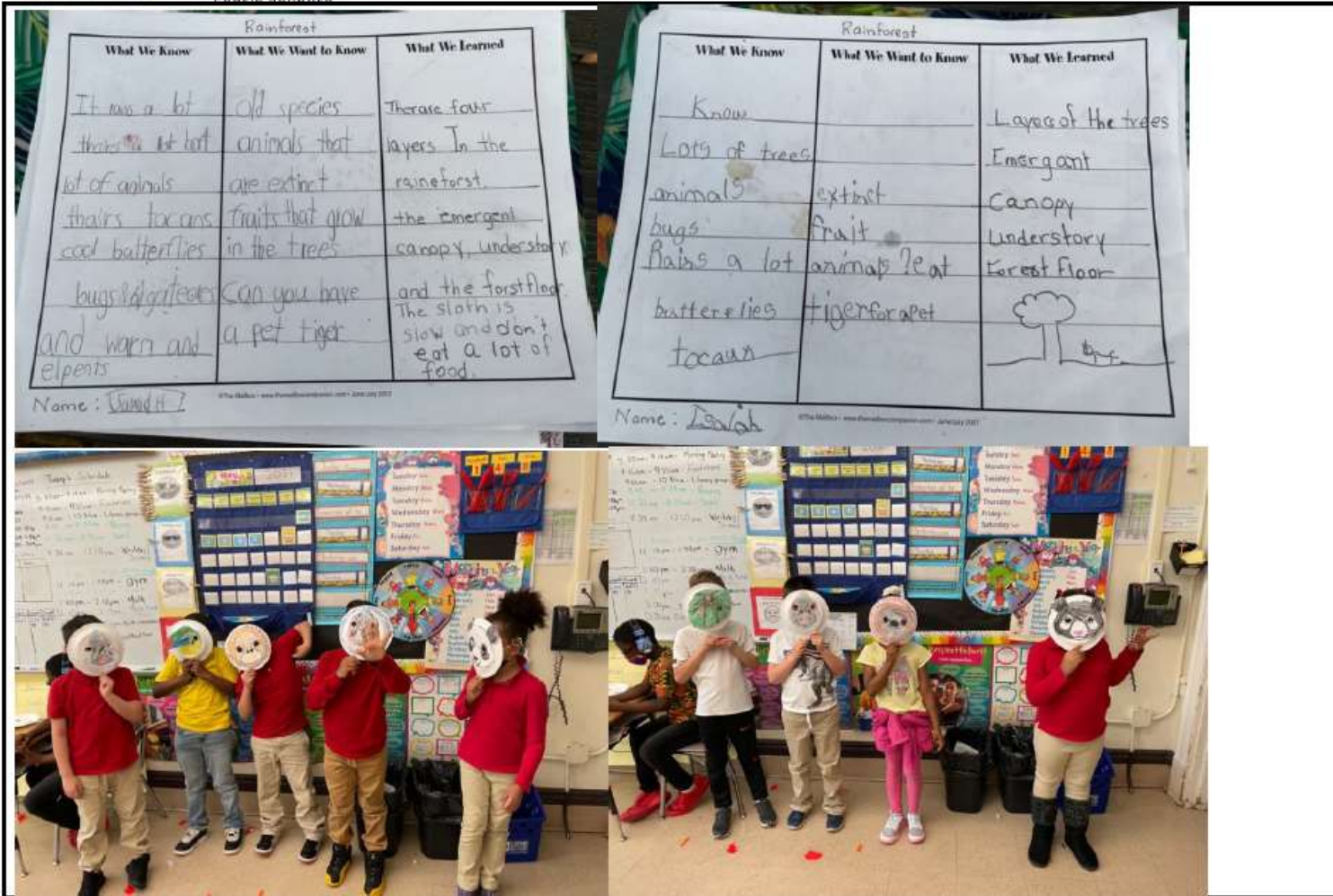
### Examples of Student Work



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3

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Created by: Patricia Douglas (Capital Prep) Jennifer Wight (Noah Webster) and Ruth Lewis (Dimensional Dance, Teaching Artist).

5

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## 1st Graders create a script to explore the positive and negative impact humans have on the rainforest, based on *The Great Kapok Tree* by Lynne Cherry

Students used guided imagery, tableau, pantomime, voices, and dialogue to act like the animals in the story *The Great Kapok Tree*. With support from the teachers, students devised a script to show the impact the man was having on the ecosystem of the rainforest through the emotions of the animals that live there.

Guided imagery is a tool where the teacher describes a setting in detail using the five sense for students to see in their minds and imaginations. Tableau is a frozen picture that tells a story. Students use levels, focus, body language, and facial expression to create a tableau. Pantomime is acting without using any words and students use their voices to add sounds for animals in the rainforest that they were portraying. Dialogue is the words two or more characters say in a story or a drama.

### First



First, Ms. Cop used guided imagery to build the sights, sounds, and smells of rainforest with students. Ms. Elizabeth taught students how to create a tableau. Students used their face, focus, levels, and body to show different animals found in the rainforest.

### Then



Then, students started acting the beginning of the story, showing the rainforest, the man chopping down the tree, and the animals reacting!

### Next



Next, Ms. Elizabeth and Ms. Cop picked four animals from the book for students to portray: bees, monkeys, jaguars, and birds. The students used tableau, pantomime, and voice to act like these animals. Each animal group had lines of dialogue including reasons why the man can't cut down their tree. The whole script was created and rehearsed.

### Last



Last, Ms. Elizabeth and Ms. Cop acted like a new reporter and interviewed the animals. Students were asked, "How did you feel when the man was cutting down the tree?" and "What message do you want to tell the people of the world to know so your habitat is protected?" Students acted as their animals and responded to the reporters' questions. Students showed the emotions of the animals: mad, sad, scared when answering.

Created by: Merrick Cop, Teacher (Capital Prep) and Elizabeth Simmons, Teaching Artist

Assembled by Hartford Performs 2021

Literacy Objectives / Learning Targets	Teacher Goal and Reflections
<p>(Based on the CCSS)  <b>RI. 1.1 Ask and answer questions about key details in a text.</b>            RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.            RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p><b>Teacher Goal:</b> I want to feel confident leading students to make sounds and movement of the animals. I would love to incorporate more tableau. I want my students to be able to think as if they were that character, what would they be thinking and doing and saying. I want my students to have a deeper connection to the story, breaking it down to have a much better understanding. I also want them to have fun!</p>
<p><b>Arts Objectives / Learning Targets</b>            (Based on the National Core Arts Standards)  <b>Theater Grade 1: Propose potential choices characters could make in a guided drama experience (e.g., process drama, story drama, creative drama).</b></p> <p>Theater Grade 1: Use body, face, gestures, and voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p><b>Teacher Reflection:</b> The students really did a great job and really had fun with it. They were really in character and even with masks on were using their eyes to show emotions. They understood and were really making the connections to the impact on the rainforest. I know I can do this again with another story. My whole desire from this experience was to feel confident and creative to be able to do this myself and I feel like I have that. The strategies are so simple. It's easy to get caught up in assessments and behaviors but this is a good reminder that it really is simple to be creative.</p> <p><b>Teaching Artist Reflection:</b> It was so great to see how Ms. Cop took the strategy as her own and created a structure that works for her and her students. I love that and it helps me to think about it in a new way too!</p>

Created by: Merrick Cop, Teacher (Capital Prep) and Elizabeth Simmons, Teaching Artist

Assembled by Hartford Performs 2021

### Examples of Student Work



Jaguar coloring



Drawing of a red eyed tree frog



Bee coloring



Drawing of a monkey

### The Great Kapok Tree Script

By Ms. Cop and her 1<sup>st</sup> grade students

**Narrator 1:** Two men walked into the rainforest (RAINFOREST Sounds (list here) and cue to quiet) (Mrs. Cop)

(TABLEAU of looking with binoculars at a giant tree)

**Man 1:** Wow! That's a big tree! (whole class)

**Narrator 2:** The smaller man picked up his axe and began to chop the tree. (AXE sounds)

**Narrator 1:** The animals who lived in the tree were scared/angry/sad (TABLEAU of emotions in this moment) (insert any student responses)

**All Animals:** Hey, give us our tree back!

Created by: Merrick Cop, Teacher (Capital Prep) and Elizabeth Simmons, Teaching Artist

Assembled by Hartford Performs 2021



**Narrator 2:** Soon the man was tired and the heat and sounds of the rainforest put him to sleep (*TABLEAU* of sleeping)

**Narrator 1:** A bee buzzed in the sleeping man's ear.

☞**Bees:** Buzz! (Ezra and Faith)

☞**Bee 1:** My hive is in the tree! I collect pollen. (Ezra)

☞**Bee 2:** I pollinate the trees and flowers. (Faith)

**Narrator 2:** A troupe of monkeys scampered down from the canopy.

☞**Monkeys:** Chi chi chi chi (Arianna, Cristian, Da'Sean, Shadeed, Aaron)

☞**Monkeys 1, 2, 3:** Don't cut our tree down! (Arianna, Cristian, Da'Sean)

☞**Monkeys 4, 5:** Our forest will become a desert. (Shadeed, Aaron)

**Narrator 1:** A toucan and a macaw flew down from the canopy.

☞**Birds:** Caw, caw, caw (Carter, Jeremi B., Myashia, Donald, Elyse, Dominic)

☞**Birds 1, 2:** I saw the other trees being burned down (Carter, Jeremi B.)

☞**Birds 3, 4:** Please don't burn this one. Myashia, Donald)

☞**Birds 5, 6:** Where will our nests go? (Elyse, Dominic)

**Narrator 2:** Then, a jaguar slowly and quietly padded down from the tree.

☞**Jaguars:** Growl (Jaecion, Jase, Rhaquis, Zion, King, Janiah, Dev, Ariyah, Jerimi F.)

☞**Jaguars:** If you cut down this tree, how am I supposed to eat? (Janiah, Jase, Rhaquis, Zion)

☞**Jaguars:** Where will I find my dinner? (King, Jaecion, Dev, Jerimi F.)

Created by: Merrick Cop, Teacher (Capital Prep) and Elizabeth Simmons, Teaching Artist

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**Reporter:** What is a rainforest?

**Man 2:** (from Kids Saving the Rainforest) i.e A rainforest is an ecosystem with lots of animals and trees. The trees give us oxygen to breathe, look at all of them!

Created by: Merrick Cop, Teacher (Capital Prep) and Elizabeth Simmons, Teaching Artist



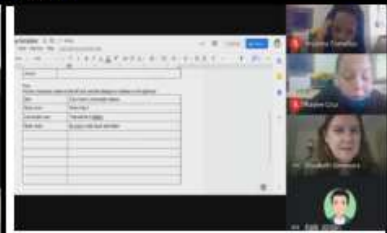

Assembled by Hartford Performs 2021



## Grade 4 students create a script to explore the interactions between characters Scott and Evan in *Sweet Talk* by Jacqueline Davies, Benchmark Unit 9: Resources Impact Economy

Students used **tableau** and **dialogue** to determine the meaning of unknown words, identify main idea and describe the characters Scott and Evan in *Sweet Talk*.

**Tableau** is a frozen picture that tells a story. Students use levels, focus, body language, and facial expression to create a tableau. **Dialogue** are the words two or more characters say in a story or a drama.

First	Then	Next	Last
			
<p>First, Ms. Elizabeth taught students how to create a tableau using images and unit vocabulary words. Students used their face, emotions, focus, levels, and body to show <i>resources</i> and <i>consume</i>.</p>	<p>Then, students participated in an improvisation game. They needed to convince Ms. Elizabeth to buy their lemonade and she kept saying No, thanks. Students had to use different ideas to convince her to buy it.</p>	<p>Next, Ms. Elizabeth and Mr. J created the beginning of a script based on <i>Sweet Talk</i> and had students read it out loud and use the dialogue from the improvise scene to continue the script for the characters. Mr. J created an organizer for students to fill in with dialogue.</p>	<p>Last, students performed the scenes that they wrote.</p>

<b>Literacy Objectives / Learning Targets</b>	<b>Teacher Goal and Reflections</b>
<p>(Based on the CCSS)  <b>RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</b></p> <p>RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.</p>	<p><b>Teacher Goal:</b> <i>I want to feel confident leading students in creating a script or performance from a text, specifically using tableau and dialogue. I want my students to be able to write a script, finding characters in a text and portraying characters with emotions.</i></p> <p><b>Teacher Reflection:</b> The connection between the kinesthetic aspect of tableau and the vocabulary, biggest takeaway is the goal of incorporating this connection as much as possible to aid vocabulary retention. The students really enjoyed it. I saw otherwise unengaged students engaged throughout this process, especially with writing the scripts. One student who doesn't write much was really into writing dialogue. I saw him really thinking and getting into the lines of dialogue. The co-teaching opportunities were particularly effective as a chance to observe integration techniques and working with Elizabeth.</p>
<p><b>Arts Objectives / Learning Targets</b>            (Based on the National Core Arts Standards)</p> <p>Theater Grade 4 Anchor Standard 2: Organize and develop artistic ideas and work. a. Collaborate to devise original ideas for a drama/theatre work by asking questions about characters and plots.</p> <p>Theater Grade 4 Anchor Standard 6: Convey meaning through the presentation of artistic work. a. Share small-group drama/theatre work, with peers as audience.</p>	<p><b>Teaching Artist Reflection:</b> It was wonderful to see Jake take the strategy on and make it his own. I really love the graphic organizer he created for the students to write in their dialogue. I see Jake using images and tableau helped contextualize vocabulary for the students in the future. I think he saw the power of getting students engaged in the learning through play and imagination.</p>



### Examples of Student Work

Student: I see a lemonade stand  
I buy some of the lemonade  
And I love it!

Tableau of "at a lemonade stand"



template ☆ ☑ Saving...

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Jessie	
--------	--

Play:  
Put the characters name in the left box and the dialogue or tableau in the right box

Bob	Can i have 1 lemonade please
Bobs mom	Make that 2
Lemonade man	That will be 2 <u>dollers</u>
Bobs mom	<u>Im sorry</u> i only have one doller

Mr. Jackowski  
6/3

Theater Play Template

Use the template below to turn the story into a play! Be sure to make a dialogue and include stage directions. Try and use "sweet talk" to convince a client to buy your lemonade. Include tableaux in your play!

Try and use the words: Consume and expectantly

Main Characters:  
Describe the main characters

Character 1:	Pablo
Character 2:	Benito
Character 3:	Javier

Play:  
Put the characters name in the left box and the dialogue or tableau in the right box

Pablo	BUY MY LEMONADE
Pablo	for good LUCK
Benito	and a free chocolate bar
+	BUY IT NOW

Mr. Jackowski  
6/3

Keon James

Theater Play Template

Use the template below to turn the story into a play! Be sure to make a dialogue and include stage directions. Try and use "sweet talk" to convince a client to buy your lemonade. Include tableaux in your play!

Try and use the words: Consume and expectantly

Main Characters:  
Describe the main characters

Character 1:	Keon
Character 2:	Benito
Character 3:	Jay

Play:  
Put the characters name in the left box and the dialogue or tableau in the right box

Keon	Let's try to save up for the new park
Benito	Character
Benito	it's 50000 robot!
Javier	"wakes up"
Benito	dude someone is coming!



## PreK students explore character emotions through tableau and pantomime in the beginning and middle of the story, *The Little Red Hen* by M. J. York.

Project Summary:	Students explored <b>character emotions</b> in the story <i>The Little Red Hen</i> and began to understand how emotions change in different parts of the story. Students created a <b>tableau or pantomime</b> of 1 character from the Little Red Hen at the beginning of the story and the middle of the story using facial expression and body language. Students submitted their photo tableau and video pantomime through Seesaw. Students focused on the emotions of 1 character at each point in the story.
Teacher's Role:	Janelle and Elizabeth alternated leading tableau and pantomime for each part of the story using an application to record the lessons so students could see both teachers and the illustrations in the text.
Teaching Artist's Role:	Ms. Elizabeth built the foundation of tableau with the students and teacher using examples and illustrations from the text. She included facial expression, body language, emotions, levels, and focus to create a frozen picture that tells a story.
Supporting Text:	<i>The Little Red Hen</i> retold by M. J. York Illustrated by Laura Freeman
Materials:	Computer, text, and Vidyard application for recording activities for Seesaw.
CCSS ELA: PreK Theme:	K: With prompting and support, identify characters, settings, and major events in a story. Knowledge Focus: Children learn how imagination and creativity shape our world.
National Core Arts Standard:	Theater Grade PK: Anchor Standard 2: Organize and develop artistic ideas and work. a. With prompting and support, contribute through gestures and words to dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).
Teacher Goals:	<i>I want to feel confident creating videos for a Seesaw read aloud, reading a book, or showing a picture and adding tableau and pantomime. I want my students to be able to create tableaux or pantomime the characters in a book, using emotion.</i>
Teacher Reflection:	I liked learning how to teach tableau and pantomime effectively to the students. It is important to meet the students at all levels including acting it out. It helps the younger aged group to be able to make deeper connections.
Teaching Artist Reflection:	I saw Ms. Edwards learn and apply theater terms and vocabulary. She is now able to name what she's has been doing with students when acting and pretending and now she has some best practices for teaching theater with her students. I loved Ms. Edwards willingness to jump in and make big choices when we were recording together.

**Videos:**

**The Little Red Hen Read Aloud Ms. Edwards**

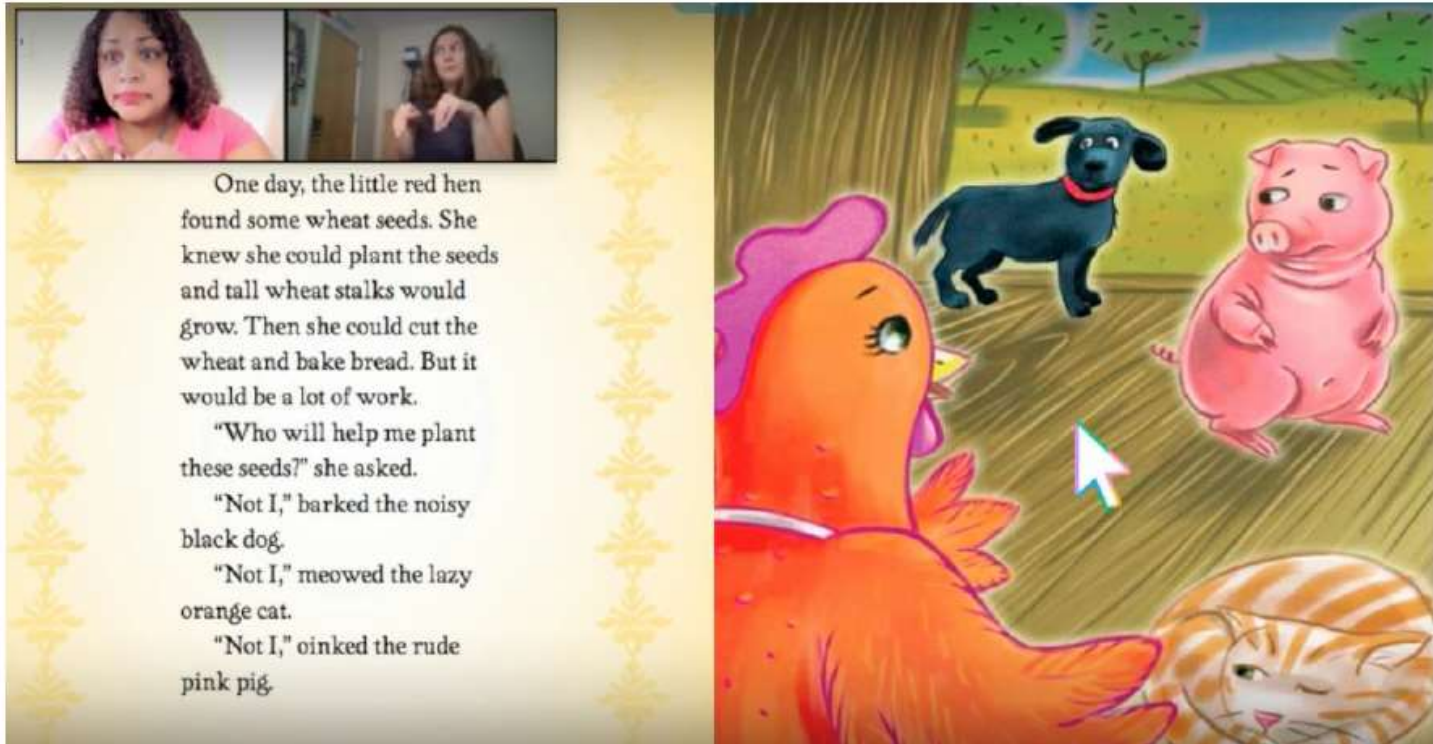
<https://share.vidyard.com/watch/J7MmdB7bUSVpZi4EBSS8fg>



The screenshot shows a digital reading interface titled "The Little Red Hen". At the top, there is a blue header with the title and a close button. Below the header, there is a small image of a red hen on the left and a larger red book cover on the right. The book cover features the title "The Little Red Hen" in white text and "Retold by M.J. York Illustrated by Laura Freeman" at the bottom. On the left side, there is a section with the title "The Little Red Hen", the author "By: M. J. York", and the illustrator "Illustrated by: Laura Freeman". Below this, there is a short paragraph: "A classic story of a hard-working red hen, whose farmyard friends will not help her with her tasks, but are eager to reap the benefits." At the bottom left, there is a circular video feed of a woman with curly hair. Below the video feed, there are buttons for "Favorite" and "Assign". At the bottom center, there is a progress bar and the text "PAGE 1 OF 27". At the bottom right, there is a video player control bar with a play button, a progress indicator, and a timestamp of "00:18".

The Little Red Hen Beginning & Tableau Intro Ms. Edwards and Ms. Elizabeth

<https://share.vidyard.com/watch/r9NtytuLwD4oPUSFwaAg91>



The image is a screenshot of a video lesson. In the top left corner, there are two small video thumbnails showing two women, Ms. Edwards and Ms. Elizabeth, in a classroom setting. The main content is a digital storybook page for 'The Little Red Hen'. The page has a yellow background with a decorative floral border on the left. The text is as follows:

One day, the little red hen found some wheat seeds. She knew she could plant the seeds and tall wheat stalks would grow. Then she could cut the wheat and bake bread. But it would be a lot of work.

"Who will help me plant these seeds?" she asked.

"Not I," barked the noisy black dog.

"Not I," meowed the lazy orange cat.

"Not I," oinked the rude pink pig.

To the right of the text is a colorful illustration of the scene. A red hen is in the foreground, looking towards a black dog, a pink pig, and an orange cat. The background shows a farm with trees and a blue sky. A white mouse cursor is pointing at the pig.

The Little Red Hen Middle Tableau and Pantomime with Ms. Edwards and Ms. Elizabeth  
<https://share.vidyard.com/watch/427WCZjT35fVoc9WESJ5wG>



**Student Responses Video:**

<https://share.vidyard.com/watch/h5nvrhxJzW8iu2wX3iAQz>

In response to: The Little Red Hen - middle part with Ms. Elizabeth

