

## MOAD IN THE CLASSROOM 2016-17 EVALUATION FINDINGS REPORT



**MOAD**  Smithsonian Affiliate  
MUSEUM OF THE AFRICAN DIASPORA

[public  
profit]

[measure and manage  
what matters.]

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# MOAD IN THE CLASSROOM EVALUATION HIGHLIGHTS

## MIC AT A GLANCE



- Program observations captured high quality practices being implemented consistently, particularly as staff provided a safe and supportive environment for youth.
- 100% of classroom teachers reported that MIC instructors really care about their students and that their students are given opportunities to contribute their ideas to the group.
- 96% of classroom teachers said that MIC instructors listen to what youth have to say and are aware of their classroom norms around safety.
- 96% of classroom teachers said that their students are given opportunities to explore ideas and create their own artwork and that because of MoAD in the Classroom their students have the opportunity to learn about art.
- 100% of teachers who participated in workshops reported they are continually finding better ways to lead classroom lessons using art after the workshop series, compared to before the workshop series (50%).
- All workshop participants were more confident in their ability to support youth in making connections between art concepts and what they already know (100%) compared to before the workshop series (69%).

“My class had the opportunity to learn about the elements of art in a much more effective and fun way than I could ever do in my classroom. My students in general do not have the means or opportunity to visit museums. Their only opportunity is really through school field trips. This program was unique in that there was a lot of follow-up, particularly with the classroom visits. This created a much more valuable learning experience. My students are now using academic language in talking about art, and this is really where we want our students to go as we engage in common core.”

— Third Grade Teacher

## ABOUT MOAD IN THE CLASSROOM

The Museum of the African Diaspora (MoAD) works to connect all people through their shared African heritage by showcasing the history, art, and cultural richness that resulted from the migration of Africans throughout the world.

MoAD in the Classroom (MIC) is an arts-based visual literacy and cultural studies program for third graders in the San Francisco Bay Area. Participating classes received two instructional visits to their classrooms by MIC instructors who introduced visual arts vocabulary, museum themes, and the current museum exhibitions. Classrooms also made two trips to the museum, during which they saw the exhibitions that they talked about in class, learned how to view and talk about art, and participated in hands-on art activities.

Following the initial four visits (two in-class and two at the museum), teachers opted into an additional four in-class visits from a MoAD teaching artist. Students worked with the teaching artist to complete project-based artwork, which served as a summative evaluation of what the students learned as a result of program participation. As a culminating event, students displayed and presented their work to peers, family members, and other stakeholders beyond their classroom.

While students were the main participants in MIC, participating classroom teachers and MIC instructors were encouraged to attend Integrated Learning Specialist Program workshops, provided by MoAD in partnership with the Alameda County Office of Education. These four full-day workshops were held at different local museum campuses (MoAD, the Contemporary Jewish Museum, and the Chinese Historical Society of America) and offered opportunities for hands-on experience and support for integrating the arts into classrooms.



### PROGRAM PARTICIPATION IN 2016-17

The 2016-17 MIC program cycle was the program's third year and saw the program expand to 34 classrooms in 14 schools throughout the San Francisco Bay Area in Berkeley, Emeryville, Oakland, San Francisco, and South San Francisco. While MoAD did not track individual student attendance, we estimate that about 1,020 third graders participated in MIC. Most of the classrooms (n=26) opted to participate in the additional art classes, where they received an additional 4 visits by a teaching artist, dedicated to creating art.

There were 12 MIC instructors, 4 of whom were teaching artists that led the additional art sessions in classrooms. MIC instructors had a wide range of experience with MIC and MoAD itself, with some individuals being longtime museum docents, and others having their first MIC experience this year.

While all classroom teachers and MIC instructors were invited and encouraged to attend the workshops, a total of 21 individuals participated in this MIC component, comprised of 15 classroom teachers, 3 MIC instructors, 2 other museum education professionals, and 1 principal.



## ABOUT THE 2016-17 MIC EVALUATION

MoAD partnered with *Public Profit* in the 2016-17 program year to evaluate MIC. With a focus on positive youth development and youth experience, we collaborated to develop a **Theory of Change** for the program (FIGURE 1); that youth who participate in high quality arts programs experience benefits, including expanded arts vocabulary and understanding of art concepts, increased confidence in creating, talking about, and connecting with art. This **Theory of Action** guided the development of evaluation approach, evaluation questions, and this findings report.

## EVALUATION APPROACH, QUESTIONS, AND DATA COLLECTION ACTIVITIES

*Public Profit* used a mixed methods approach to evaluating MIC, capturing the program quality and youth experience, as well as experiences of the classroom teachers and museum educators themselves, with the goal of understanding the strengths of the MIC program and to support continuous quality improvement. This report is guided by the following questions and measured with the corresponding data collection activities (TABLE 1).

FIGURE 1. MIC THEORY OF ACTION

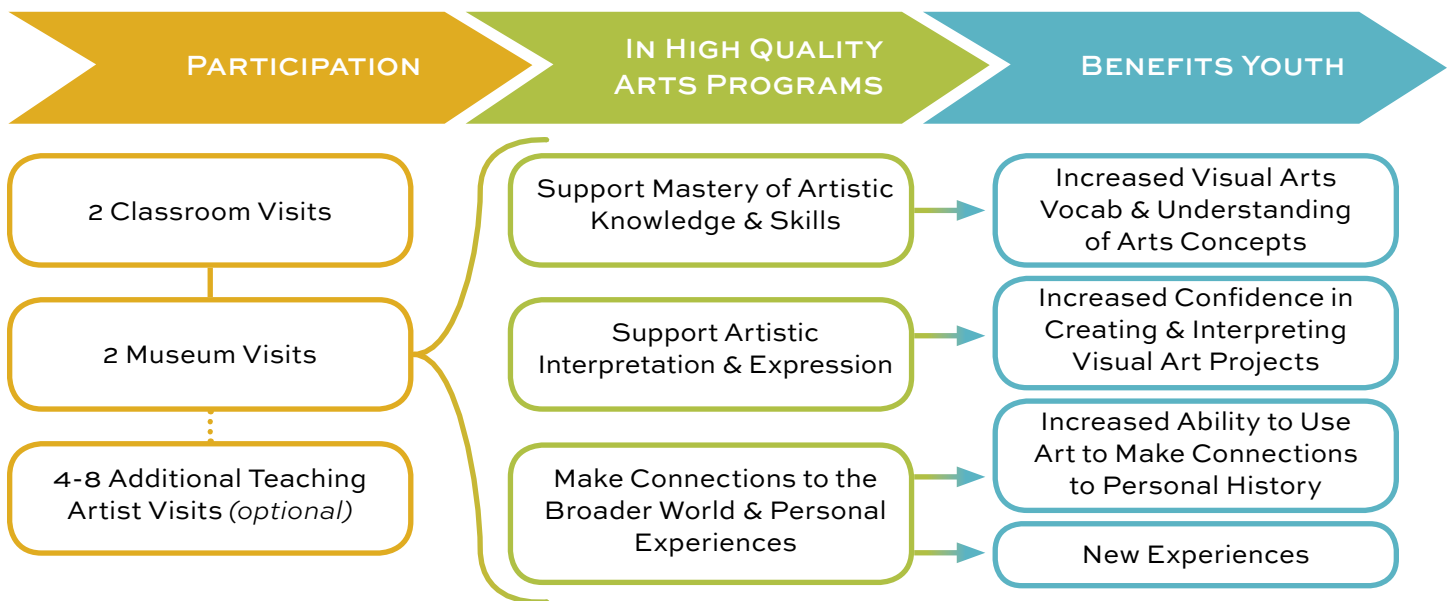


TABLE 1. EVALUATION QUESTIONS AND DATA SOURCES

| EVALUATION QUESTION  | DATA SOURCE   |
|--|---|
| In what ways does MIC provide participants with a high quality arts enrichment program? <ul style="list-style-type: none"> <li>Is the program safe, supportive, interactive, and engaging?</li> <li>Does the program support mastery of artistic knowledge and skills?</li> <li>Does the program support artistic interpretation and expression?</li> <li>Does the program support youth in making connections to the broader world and their personal experiences?</li> </ul> | <ul style="list-style-type: none"> <li>Classroom Teacher Survey</li> <li>MIC Observations</li> </ul>            |
| In what ways does MIC benefit youth? <ul style="list-style-type: none"> <li>To what extent do youth make gains in arts vocabulary and visual art?</li> <li>To what extent do youth gain confidence in creating and talking about visual art?</li> <li>To what extent do youth participate in new experiences?</li> </ul>   | <ul style="list-style-type: none"> <li>Classroom Teacher Survey</li> <li>Museum Educator Focus Group</li> </ul> |
| In what ways does MIC benefit classroom teachers and museum educators? <ul style="list-style-type: none"> <li>To what extent do classroom teachers and museum educators gain knowledge around arts integration?</li> <li>To what extent do classroom teachers and museum educators enhance their ability to provide well-rounded educational experiences for youth?</li> </ul>   | <ul style="list-style-type: none"> <li>Classroom Teacher Survey</li> <li>Workshop Surveys</li> </ul>            |

## EVALUATION CONTEXT

The evaluation took place during the 2016-17 program cycle, which began with developing the **Theory of Action** in December 2016. Classroom and museum visits ran between January and April 2017, while workshops were held February through May 2017. Each data collection activity occurred toward the end of the program's implementation so that respondents had the opportunity to experience and reflect on as much of the program as possible before responding; we received a moderate response rate to each data source (TABLE 2).

TABLE 2. RESPONSE RATES

| DATA SOURCE                 | NUMBER OF RESPONDENTS | RESPONSE RATE |
|-----------------------------|-----------------------|---------------|
| Classroom Teacher Survey    | 26                    | 74%           |
| Workshop Survey             | 13                    | 62%           |
| Museum Educator Focus Group | 5                     | 42%           |

## OBSERVING PROGRAM QUALITY

Program quality is a key component of a successful youth development program. In order to help define and measure program quality, MoAD chose to use the **Program Quality Assessment (PQA)** tool from the Weikart Center. The PQA is a research-validated observation and assessment tool that is used by youth development programs across the nation. For the MIC evaluation, an external assessor, certified as a reliable rater from the *Weikart Center*, used the **School Age Program Quality Assessment** (for youth in kindergarten through grade 6) and the **Arts Instruction Supplement** to the PQA, designed to specifically focus on arts content as an extension to the PQA.

As this was the first year using the PQA, museum educators participated in an overview of the PQA and the Arts Supplement. MIC program leadership selected three schools to receive classroom observations and an additional observation was held at the museum.



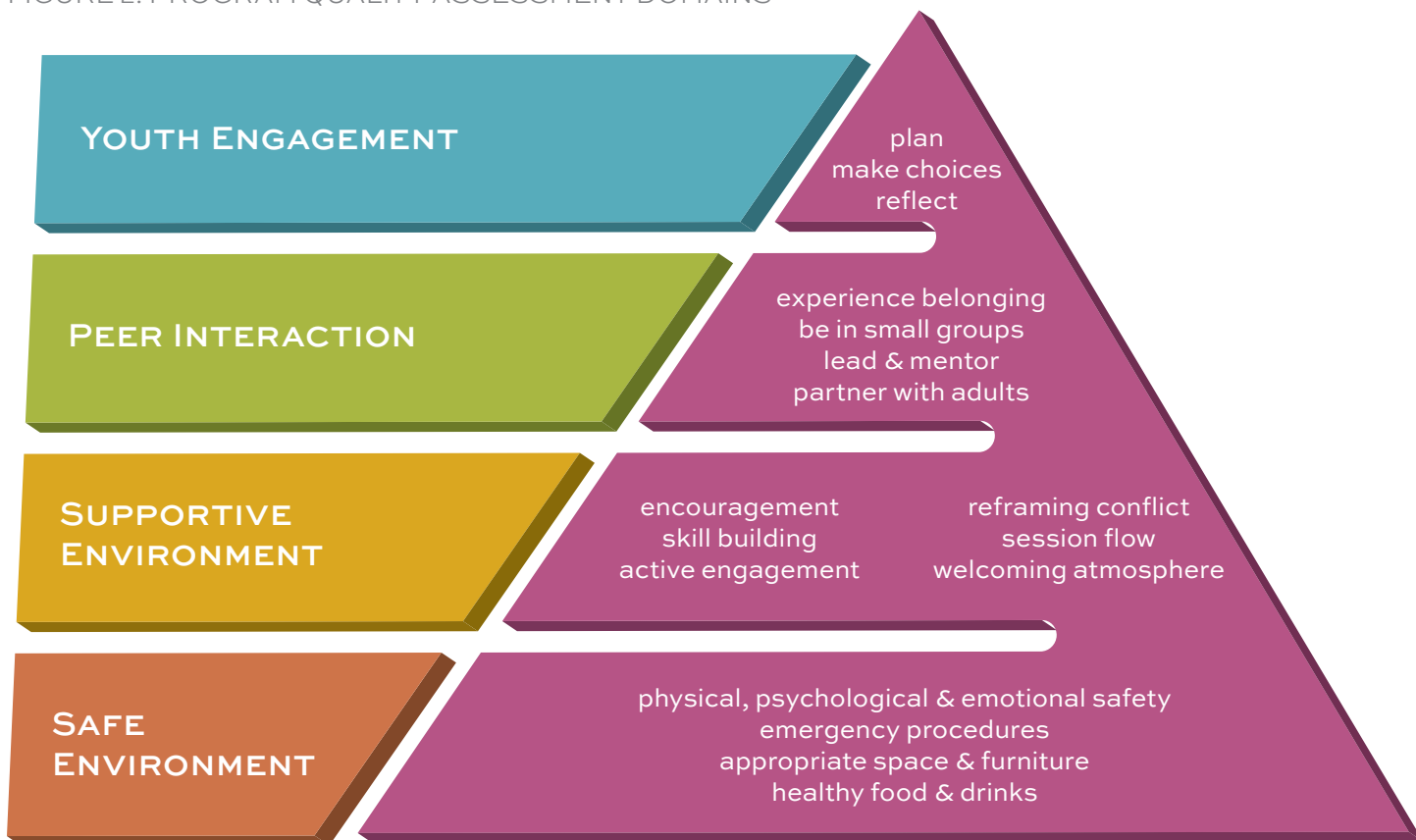
## PQA DOMAINS

The PQA has four components that build upon one another and define program quality:

1. **Safe Environment:** Youth experience both physical and emotional safety. The program environment is clean and free of safety hazards. The social environment is safe.
2. **Supportive Environment:** Adults support youth to learn and grow, give opportunities for active learning, skill building, and developing healthy relationships.
3. **Peer Interaction:** There is a positive peer culture in the program, encouraged and supported by the adults. Youth support one another and experience a sense of belonging in the program. Youth interact in small groups as members and as leaders, and they have opportunities to partner with adults.
4. **Engagement:** Youth experience positive challenges and engage in learning. They have opportunities to plan, make meaningful choices, and reflect on their experiences in program.

Research indicates that the foundational programmatic elements of physical and emotional safety (Safe and Supportive Environment domains) support high quality practice in the other domains (*Figure 2*).

FIGURE 2. PROGRAM QUALITY ASSESSMENT DOMAINS



Source: Adapted from Youth PQA Handbook by High/Scope Educational Research Foundation, 2007.

## PQA SCORING RUBRIC

Components of the PQA tool are rated according to the assessor's observations and program staff's responses to follow-up questions. Ratings of 1, 3, or 5 are assigned based on the extent to which a particular practice was implemented during the observed program session. The PQA is a rubric-based assessment with brief paragraphs that describe different levels of performance for each of the four program quality domains. Broadly speaking, the ratings indicate the following levels of performance:

- A rating of one (1) indicates that the practice was not observed while the visitor was on site, or that the practice is not a part of the program;
- A rating of three (3) indicates that the practice was observed, but not consistently, across program staff and activities; and
- A rating of five (5) indicates that the practice was implemented consistently and well across program staff and activities.

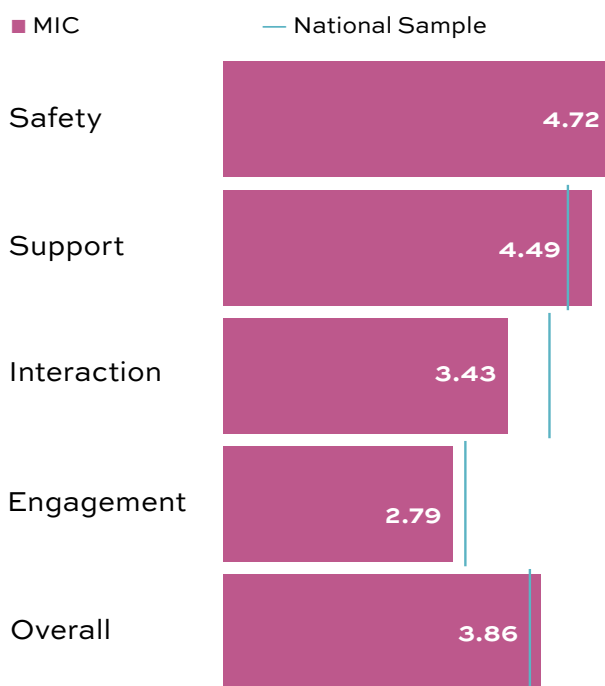
Each item on the observation tool is given a score. Individual items are averaged together to make up scale scores, scale scores then averaged together to calculate domain scores, and domain scores are averaged to calculate the overall score.

## MIC'S PQA SCORES

Overall, MIC performed well when it came to implementing quality practices in its program sessions, with the overall score of 3.86.<sup>1</sup> In line with the pyramid of program quality and national averages nationwide, sites received higher scores in the Safe and Supportive Environment domains and decreased moving up the pyramid into the Interaction and Engagement domains (FIGURE 3). Overall, 88% of the Safe Environment ratings and 81% of the Supportive Environment ratings were 5s whereas only 44% of the Interaction ratings and 32% of the Engagement ratings were 5s. About a third (38%) of the Interaction ratings were 3s, and about half (54%) of the Engagement ratings were 1s, indicating that staff practices in these areas could be strengthened (TABLE 3).

MIC sessions observed by the evaluation team were particularly strong in promoting physical and emotional safety in classrooms and at the museum, the session flowed at a pace that was appropriate for children, and museum educators provided a welcoming atmosphere. Staff consistently interacted with youth in positive ways by circulating amongst students, lowering their bodies to make sure they are at eye level with youth, and working alongside youth. Staff also provided opportunities for youth to make choices during the program sessions observed and often encouraged youth to make connections between art and their own personal histories and experiences.<sup>2</sup>

FIGURE 3. MIC PQA AVERAGES TRACK CLOSELY TO NATIONAL AVERAGES



Sources: Public Profit site visits (N=6), conducted March 2017; Weikart Center for Youth Program Quality, 2016 SAPQA National Sample averages.

TABLE 3. MIC PROGRAMS DEMONSTRATED STRONG PRACTICES IN SAFETY, SUPPORTIVE ENVIRONMENT, AND ARTS INSTRUCTION

| DOMAIN                 | % "1" RATINGS | % "3" RATINGS | % "5" RATINGS |
|------------------------|---------------|---------------|---------------|
| Safe Environment       | 5%            | 7%            | 88%           |
| Supportive Environment | 10%           | 9%            | 81%           |
| Interaction            | 18%           | 38%           | 44%           |
| Engagement             | 54%           | 14%           | 32%           |
| Arts Instruction       | 17%           | 33%           | 50%           |
| <b>Total</b>           | <b>18%</b>    | <b>15%</b>    | <b>67%</b>    |

Source: Public Profit Site visits (N=6), conducted March 2017.

<sup>1</sup> Overall score does not include Arts Supplement.

<sup>2</sup> For more detailed site visit scores, see Appendix A: Detailed Site Visit Scores.



# STAKEHOLDER REPORTS OF PROGRAM QUALITY

In addition to observations, classroom teachers who participated in MIC provided feedback about the quality of the program. Survey responses indicated that classroom teachers perceived MIC to be a program of high quality, with all responding classroom teachers agreeing that museum educators in the program really care about their students (100%) and that their students are given opportunities to contribute ideas to the group (100%). A strong majority of classroom

teachers responded that their students are encouraged to be creative and use their imaginations (96%) and reported that their students have opportunities to talk about art and express their opinions in the program (96%). Fewer classroom teachers agreed that MIC instructors gave their students ample opportunities to reflect on the day’s activity, indicating reflection practices can be stronger, mirroring PQA Engagement scores (TABLE 4).

TABLE 4. CLASSROOM TEACHERS REPORT THEIR STUDENTS ARE SUPPORTED BY MIC INSTRUCTORS AND INDICATE HIGH QUALITY PROGRAMMING

| SURVEY ITEM  | PQA DOMAIN   | % AGREE |
|--|--|---------|
| The museum educators in this program really care about my students.                          | Support  | 100%    |
| My students are given opportunities to contribute their ideas to a group.                    | Interaction  | 100%    |
| Museum educators are aware of my classrooms norms regarding safety.                          | Safety   | 96%     |
| The museum educators in this program listen to what youth have to say.                       | Support  | 96%     |
| In this program, my students are encouraged to be creative and use their imaginations.       | Supporting Mastery of Artistic Knowledge & Skills (Arts PQA) | 96%     |
| My students have opportunities to talk about art and express their opinions in this program. | Supporting Artistic Interpretation & Expression (Arts PQA)   | 96%     |
| Because of this program, my students can see their own experiences reflected in art.         | Making Connections (Arts PQA)                                | 92%     |
| Museum educators give my students opportunities to reflect on the day’s activity.            | Engagement   | 81%     |

Source: Classroom teacher survey (N=26), May 2017.

“My students really enjoyed learning the interactive and immersive aspects of MoAD in the classroom. It was great for students to get hands on experience before visiting the museum and then understanding the connection between what they learned and what they were now seeing in front of them. It was also just such a great opportunity for students to [be] exposed [to] different artists and mediums of art that they wouldn't have been exposed to otherwise. Overall, my students loved MoAD and being able to visit the museum twice!”

■ Classroom Teacher

## BENEFITS TO YOUTH

Classroom teachers also lent their perspective on how their students benefitted from participating MIC, specifically when it came to visual thinking and new experiences. A strong majority of teachers reported that their students have opportunities to explore ideas and create their own artwork in the MIC program (96%). They also said that their students have the opportunity to learn about art because of MIC (96%).

Nearly all classroom teachers reported that their students learned a new skill (92%), while most teachers said their students are better at describing works of art using art vocabulary (85%). Fewer teachers agreed that their students can look at works of art and make predictions supported by contextual clues (81%), indicating that this is an area that can be strengthened.

TABLE 5. CLASSROOM TEACHERS REPORT THEIR STUDENTS HAVE THE OPPORTUNITY TO ENGAGE WITH ART AND PRACTICE NEW SKILLS

| SURVEY ITEM   | % AGREE |
|---|---------|
| My students are given opportunities to explore ideas and create their own artwork.  | 96%     |
| Because of MoAD in the Classroom, my students have the opportunity to learn about art.  | 96%     |
| In this program, my students learned a new skill.   | 92%     |
| My students are better at describing works of art using appropriate art vocabulary (e.g. emphasizing line, color, shape, texture, and space). | 85%     |
| My students can look at works of art and predict what might happen next using contextual clues to support their ideas.                        | 81%     |

Source: Classroom teacher survey (N=26), May 2017.

Additionally, MIC instructors reported that youth were able to relate to and talk about the museum themes, as well as express feelings & name emotions. Furthermore, museum educators noted in their focus group that the MIC program gave youth a break from their regular routine and gave them the opportunity to experience something novel. For some youth, there was novelty in traveling across the bay to San Francisco.

“[We are] opening up a whole new world for them at a young age and giving them joy, connecting with art, seeing art, and traveling, exposing them to a world outside of their own.”

— Museum Educator



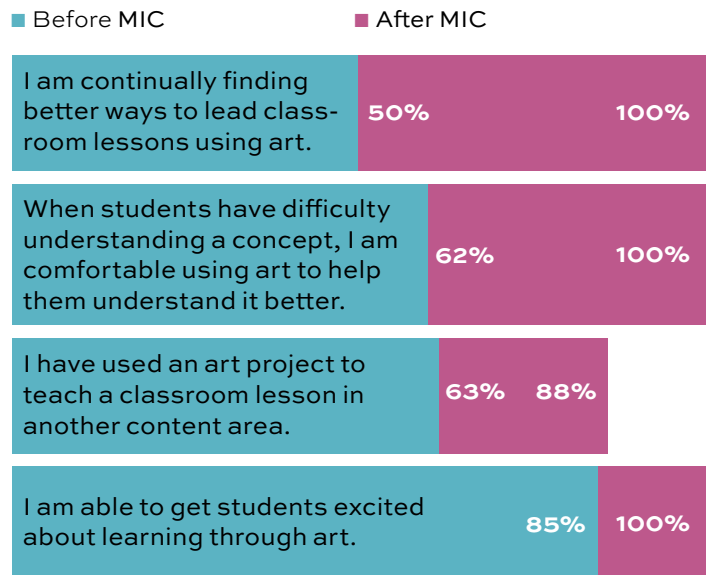
## BENEFITS TO TEACHERS AND MUSEUM EDUCATORS

Classroom teachers also reported on their perceived benefits from participating in MIC. Overall, teachers reported positive experiences. Nearly all teachers said that they can connect what their students learn in MIC to their regular classroom lessons (96%). The strong majority of classroom teachers reported that because of MIC, their students have a more well-rounded educational experience (92%) and most teachers agreed that MIC lessons support and complement their school day lessons (84%). Fewer teachers reported that they learned how to integrate art into their classroom curriculum because of MIC (71%), a fair proportion of teachers, considering not all participated in the arts integration workshops.



In an effort to further unpack the impact that MIC workshops had on its participants (a mix of classroom teachers, MIC instructors, and handful of other roles), they were asked to report on their experiences leading activities and lessons in the classroom both before and after participating in the workshops (FIGURE 4). Classroom teachers in particular indicated strong knowledge gains after participating in the workshops; all teachers reported that they are continually finding better ways to lead classroom lessons using art after the workshops (100%), compared to half of respondents before (50%). All participants, including MIC instructors agreed that they were comfortable using art to help students understand difficult concepts after the workshops (100%) compared to 62% who agreed beforehand. More teachers agreed that they have used an art project to teach a classroom lesson in another content area after participating in the workshops (88%) compared to before the workshops (63%), however, this is the only item that did not garner completely positive response after the workshop, indicating that this may be an area that MIC focuses on for future adult professional development opportunities.

FIGURE 4. WORKSHOP PARTICIPANTS REPORT BEING BETTER ABLE TO INTEGRATE ART INTO THEIR CLASSROOM ACTIVITIES



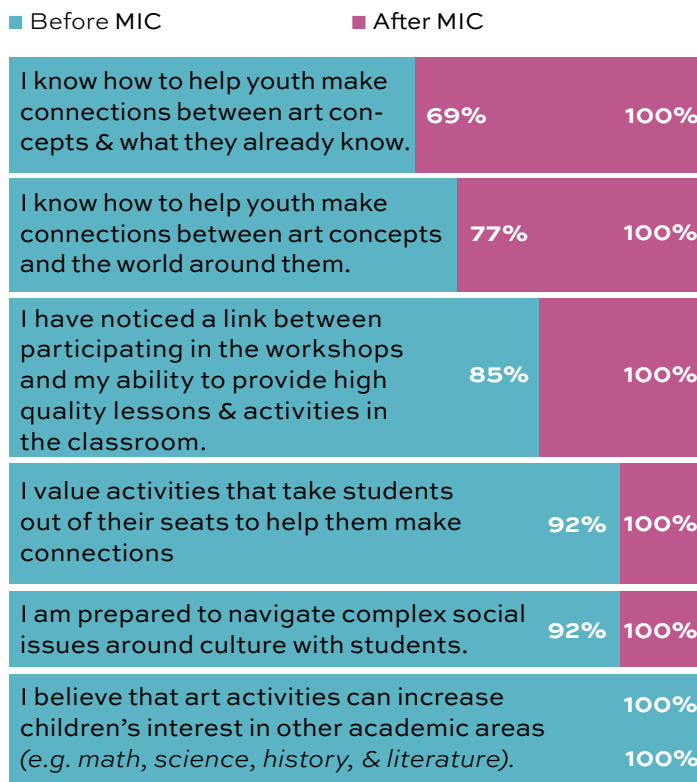
Source: Workshop survey (N=13), May 2017

\*This question was only asked of respondents who self-identified as classroom teachers

“My students really enjoyed learning the interactive & immersive aspects of MoAD in the classroom. It was great for students to get hands on experience before visiting the museum and then understanding the connection between what they learned and what they were now seeing in front of them. It was also just such a great opportunity for students to [be] exposed [to] different artists & media of art that they wouldn't have been exposed to otherwise. Overall, my students loved MoAD and being able to visit the museum twice!”

— Classroom Teacher

FIGURE 5. WORKSHOP PARTICIPANTS REPORT BEING BETTER ABLE TO SUPPORT YOUTH IN MAKING CONNECTIONS BETWEEN ART AND THEIR EXISTING KNOWLEDGE



Source: Workshop survey (N= 13), May 2017

“Recently, before the SBAC testing began, I used the Brain Dance with the students as a structured PE lesson. Also, I had partnered with a grade level colleague to create books to highlight the students’ journey of learning in Social Studies and Ocean Science.

— Classroom Teacher

In addition to focusing on arts integration, the workshops served to support participants in providing enhanced classroom experiences for students. Once again, workshop participants reported on their outcomes based on their experiences before and after participating in the workshop series (FIGURE 5). All participants reported they know how to help youth make connections between art concepts and what they already know (100%) after completing the workshop series, compared to only 69% who agreed before the workshops. Similarly, all respondents also said they know how to help youth make connections between art concepts and the world around them (100%), whereas 77% agreed prior to the workshops.

Moreover, while all respondents said they value activities that take students out of their seats to help them make connections (100%) and that they are prepared to navigate social issues around culture with students (100%), these items had strong levels of agreement to start with (92% reported they agreed before participating in the workshops). All respondents also said they believe that art activities can increase children’s interest in other academic areas, both before and after the workshops. Taken together, these findings indicate that those who participated in the workshop series are already highly committed to finding new ways to support students’ educational experiences, and are strong advocates of bringing arts education into the classroom to support the teaching of other content areas.

“I taught a class to create something new out of a handful of supplies. After the students were done, they did a gallery walk to reflect about their process, explain their decisionmaking, and express themselves and interact [with] other artists. By interacting with the supplies, they learned about the characteristics & how to manipulate it. In the end everyone created something unique.”

— Museum Educator



Workshop participants were also asked about the most important take-aways they had from the series and to describe the ways in which they had applied the skills they had learned from the workshops into their own classroom lessons. They often mentioned take-aways related to culture and cultural awareness, teaching and learning styles, and the **Brain Dance** strategy they learned.

“I did the Brain Dance with students prior to standardized testing and they loved it. I also use it as a brain break frequently.

— Classroom Teacher

TABLE 6. TEACHERS CAN CONNECT MIC LESSONS TO CLASSROOM LESSONS

| SURVEY ITEM  | % AGREE |
|--|---------|
| I am able to connect what my students learn in this program to my regular classroom lessons. | 96%     |
| Because of this program, my students have a more well-rounded educational experience.        | 92%     |
| MoAD in the Classroom lessons support and complement my school day lessons.                  | 84%     |
| I have learned how to integrate art into my classroom curriculum because of this program.    | 71%     |

Source: Classroom teacher survey (N=26), May 2017.



## LOOKING AHEAD

MoAD in the Classroom provided supplemental arts education and hands-on experiences for over 1,000 third graders in the 2016-17 school year and hosted a professional development workshop series for 21 school and museum educators.

While the program components were brief, youth in the program were safe and supported by the program’s adults, they practiced new skills as they engaged in discussion and creation of art, and they had new experiences. Workshop participants also made gains in their ability to bring art into the classroom and utilize new strategies for connecting art to other academic content areas.

The lessons learned from this year can be used to enhance program quality, informing the continuous quality improvement efforts for both youth and adult learners next year and beyond.

“I am much more conscious of the need for movement & breaks during class time. I also make a greater effort to use art before I teach a new history or science concept instead of using it as a project after we learned.

— Classroom Teacher

## APPENDIX A: DETAILED SITE VISIT SCORES

Using the PQA, a certified reliable assessor observed five classrooms and a school's museum visit. Overall, average domain, and average scale scores are presented below.

TABLE 7. DETAILED SITE VISIT SCORES

|  |             |
|--|-------------|
| <b>SAFETY</b>  | <b>4.72</b> |
| A. Psychological and emotional safety is promoted.                                   | 5.00        |
| B. Physical environment is safe and free of health hazards.                          | 5.00        |
| C. Appropriate emergency procedures and supplies are present.                        | 3.58        |
| D. Program space/furniture accommodates the activities.                              | 5.00        |
| E. Healthy food and drinks/water are provided.                                       | 5.00        |
| <b>SUPPORT</b>   | <b>4.49</b> |
| F. Staff provide a welcoming atmosphere.   | 4.89        |
| G. Session flow is planned, presented, and paced for children.                       | 4.93        |
| H. Activities support active engagement.   | 4.33        |
| I. Staff support children in building skills.  | 3.47        |
| J. Staff support children with encouragement.  | 4.83        |
| K. The physical environment is flexible and child-centered.                          | --          |
| <b>INTERACTION</b>   | <b>3.43</b> |
| L. Staff encourages children to manage feelings and resolve conflicts appropriately. | --          |
| M. Children have opportunities to develop a sense of belonging.                      | 3.67        |
| N. Children have opportunities to practice leadership skills.                        | 2.44        |
| O. Staff engages with children in positive ways.                                     | 4.17        |
| <b>ENGAGEMENT</b>  | <b>2.79</b> |
| P. Children have opportunities to make plans.  | 1.00        |
| Q. Children have opportunities to make choices based on their interests.             | 4.33        |
| R. Children have opportunities to reflect.   | 2.00        |
| S. Children are encouraged to exercise independence and take on responsibilities.    | 3.83        |
| <b>ARTS SUPPLEMENT</b>   | <b>3.81</b> |
| T. Staff support mastery of artistic knowledge and skills.                           | 3.44        |
| U. Staff support artistic interpretation and expression.                             | 3.33        |
| V. Children are encouraged to make connections.                                      | 4.67        |
| <b>OVERALL*</b>  | <b>3.86</b> |

Source: Classroom and museum site visits, March 2017. (N=6)

\*Overall score does not include Arts Supplement.

-- indicates the items in the scale were not scored because it is not compatible with the program design

## APPENDIX B: CLASSROOM TEACHER SURVEY

Online survey responses from participating MIC classroom teachers were collected in May 2017. Twenty-six (26) teachers completed the survey, yielding a 74% response rate.

| SURVEY THEME    | SURVEY ITEM   | % AGREE |
|-----------------|---|---------|
| Quality         | The museum educators in this program really care about my students.   | 100%    |
|                 | My students are given opportunities to contribute their ideas to a group.   | 100%    |
|                 | Museum educators are aware of my classrooms norms regarding safety.   | 96%     |
|                 | The museum educators in this program listen to what youth have to say.  | 96%     |
|                 | In this program, my students are encouraged to be creative and use their imaginations.  | 96%     |
|                 | My students have opportunities to talk about art and express their opinions in this program.  | 96%     |
|                 | Because of this program, my students can see their own experiences reflected in art.  | 92%     |
|                 | Museum educators give my students opportunities to reflect on the day's activity.   | 81%     |
| Visual Thinking | My students are given opportunities to explore ideas and create their own artwork.  | 96%     |
|                 | My students are better at describing works of art using appropriate art vocabulary (e.g. emphasizing line, color, shape, texture, and space). | 85%     |
|                 | My students can look at works of art and predict what might happen next using contextual clues to support their ideas.                        | 81%     |
| New Experiences | Because of MoAD in the Classroom, my students have the opportunity to learn about art.  | 96%     |
|                 | In this program, my students learned a new skill.   | 92%     |
| Teacher Benefit | I am able to connect what my students learn in this program to my regular classroom lessons.  | 96%     |
|                 | Because of this program, my students have a more well-rounded educational experience.   | 92%     |
|                 | MoAD in the Classroom lessons support and complement my school day lessons.   | 84%     |
|                 | I have learned how to integrate art into my classroom curriculum because of this program.   | 71%     |

Source: Classroom teacher survey (N=26), May 2017.

## APPENDIX C: WORKSHOP SURVEY

Online surveys responses from workshop participants were collected in May 2017. Thirteen (13) participants completed the survey, yielding a 62% response rate.

| SURVEY THEME                   | SURVEY ITEM  | % AGREE (BEFORE) | % AGREE (AFTER) |
|--------------------------------|--|------------------|-----------------|
| Arts Integration               | I am able to get students excited about learning through art.  | 85%              | 100%            |
|                                | When students have difficulty understanding a concept, I am comfortable using art to help them understand it better.                         | 62%              | 100%            |
|                                | I have used an art project to teach a classroom lesson in another content area.*   | 63%              | 88%             |
|                                | I am continually finding better ways to lead classroom lessons using art.*   | 50%              | 100%            |
| Enhanced Class-room Experience | I know how to help youth make connections between art concepts and what they already know.   | 69%              | 100%            |
|                                | I know how to help youth make connections between art concepts and the world around them.  | 77%              | 100%            |
|                                | I believe that art activities can increase children's interest other academic areas (e.g. math, science, history, and literature).           | 100%             | 100%            |
|                                | I have noticed a link between participating in the workshops and my ability to provide high quality lessons and activities in the classroom. | 85%              | 100%            |
|                                | I am prepared to navigate complex social issues around culture with students.  | 92%              | 100%            |
|                                | I value activities that take students out of their seats to help them make connections.  | 92%              | 100%            |

Source: Classroom teacher survey (N=26), May 2017.

\*This question was only asked of respondents who self-identified as classroom teachers (n=8).