



Any Given Child Creative Learning Initiative:
Results From the August 2013 Creative Learning
Workshop Survey

The Creative Learning Initiative is made possible through the collaboration of MINDPOP, The City of Austin, Austin Independent School District, and The Kennedy Center



TABLE OF CONTENTS

LIST OF FIGURESii

LIST OF TABLES.....ii

INTRODUCTION 1

CREATIVE LEARNING PROFESSIONAL DEVELOPMENT WORKSHOP SURVEY..... 1

 VERTICAL TEAM AND CAMPUS LEVEL REPRESENTATIVENESS OF THE SURVEY RESPONDENTS 2

SURVEY RESULTS.....2

 RESPONDENTS’ CHARACTERISTIC INFORMATION2

 RESPONDENTS’ RATINGS OF THEIR EXPERIENCE IN THE WORKSHOP..... 8

 RESPONDENTS’ RATINGS OF THEIR EXPERIENCE WITH THE FACILITATOR(S)..... 18

CONCLUSION23

 RESPONDENTS’ RATINGS OF THEIR EXPERIENCE WITH THE WORKSHOP.....23

 RESPONDENTS’ RATINGS OF THEIR EXPERIENCE WITH THE FACILITATOR(S).....23

 RESPONDENTS’ PLANS OF USE OF STRATEGIES.....23

 SUGGESTIONS TO THE FUTURE WORKSHOP24

APPENDIX.....25

LIST OF FIGURES

Figure 1. School Level at Which Respondents Taught.....	3
Figure 2. Grade Levels at Which Respondents Taught	3
Figure 3. Staff Participation in the Any Given Child Creative Learning Workshop, by School Level....	5
Figure 4. Respondents' Level of Use of the Arts-Based Strategies, All Participants	5
Figure 5. Respondents' Level of Use of the Arts-Based Strategies, by School Level	6
Figure 6. Respondents' Willingness to Share Their Progress in Arts-Based Instruction, by School Level	8
Figure 7. Respondents' Experience in the Workshop	9
Figure 8. Respondents' Experience in the Workshop, by School Level	9
Figure 9. Respondents' Experience in the Workshop, by Level of Use of Strategies	10
Figure 10. Respondents' Ratings of the Workshop as Engaging, Inspiring, Invigorating, and/or Overwhelming.....	13
Figure 11. Respondents' Ratings of the Workshop as Engaging, Inspiring, Invigorating, and/or Overwhelming, by School Level.....	13
Figure 12. Respondents' Ratings of the Workshop as Engaging, Inspiring, Invigorating, and/or Overwhelming, by Level of Use of Strategies.....	14
Figure 13. Respondents' Experience With the Facilitator(s)	18
Figure 14. Respondents' Experience With the Facilitator(s), by School Level	19
Figure 15. Respondents' Experience With the Facilitator(s), by Level of Use of Strategies	20

LIST OF TABLES

Table 1. Participation and Confidence Intervals, by School level.....	2
Table 2. Campus at Which Participants Teach.....	4
Table 3. Respondents' Experience in the Workshop, by Campus.....	11
Table 4. Mean Scores of Respondents' Ratings of Their Experience in the Workshop, by Campus ..	12
Table 5. Respondents' Ratings of the Workshop as Engaging, Inspiring, Invigorating, and/or Overwhelming, by Campus	15
Table 6. Mean Scores of Respondents' Ratings of the Workshop as Engaging, Inspiring, Invigorating, and/or Overwhelming, by Campus	16
Table 7. Respondents' Experience With the Facilitator(s), by Campus.....	21
Table 8. Mean Scores of Respondents' Ratings of Their Experience With the Facilitator(s), by Campus.....	22

INTRODUCTION

What is the Any Given Child Creative Learning Initiative? In 2011, the John F. Kennedy Center for the Performing Arts chose Austin, Texas as the seventh partner city for Any Given Child, a program that creates a long-range arts education plan for students in kindergarten through grade 8. The city joined existing partnerships in Sacramento, California; Springfield, Missouri; Portland, Oregon; Las Vegas, Nevada; Tulsa, Oklahoma; and Sarasota, Florida. The Austin Any Given Child Creative Learning Initiative is jointly managed locally by the Austin Independent School District (AISD); the City of Austin; and MINDPOP, an arts partnership dedicated to expanding creative learning in Austin representing 50 arts and cultural agencies.

The Any Given Child Creative Learning Initiative seeks to assure each and every student benefits from creative learning using a collective impact model that combines the resources of the school district, the city, institutions of higher education, local arts groups, and the Kennedy Center. With the assistance of expert consultation services provided by Kennedy Center staff and other professionals, community leaders developed a long-range plan for arts education in Austin that is tailor-made for the school district and community. The following goals were developed:

1. Create arts-rich schools for all students
2. Create a community network that supports and sustains the arts-rich life of every child
3. Develop leaders and systems that support and sustain quality creative learning for the development of the whole child
4. Demonstrate measurable impacts on students, families, schools, and our community

CREATIVE LEARNING PROFESSIONAL DEVELOPMENT WORKSHOP SURVEY

The Creative Learning Professional Development Workshop Survey, administered in August 2013, was designed to gather participants' feedback about the arts-based instruction workshop, the facilitator(s), and participants' plans to use the strategies taught during the workshop. Staff from the McCallum and Travis vertical teams (24 campuses) participated in the Any Given Child Creative Learning Initiative workshop and survey. The survey was sent to 1325 staff; 922 staff responded to the survey, representing a 70% response rate. Among the 922 staff, 734 indicated they participated in the workshop. Only respondents who indicated they participated in the workshop were included in this report.

The confidence interval is +/- 2.4% at 95% certainty, meaning we can be 95% certain that the sample percentage is within 2.4 percentage points on either side of the actual population percentage. In other words, responses provided by the sampling of 922 staff are representative of the population of 1325 staff.

Vertical Team and Campus Level Representativeness of the Survey Respondents

Among 922 staff participating in the survey, 734 indicated they participated in the workshop. Staff participation at each level within each vertical team, and the confidence intervals for the elementary, middle, and high school levels, are presented in Table 1. As demonstrated by the confidence levels, results at the elementary level are more representative of the population than are results at the middle and high school levels.

Table 1. Participation and Confidence Intervals, by School level

		McCallum vertical team	Travis vertical team	Total	Confidence interval
Elementary schools	Survey Participants	240	215	455	+/- 3%
	Population	377	390	767	
Middle schools	Survey Participants	36	85	121	+/- 7%
	Population	147	158	305	
High schools	Survey Participants	68	53	121	+/- 6%
	Population	121	132	253	

Source. 2013 Creative Learning Initiative Professional Development Workshop Survey

Note. Of 734 staff who participated in the workshop, 697 identified their campus. See Appendix for the confidence interval of each individual campus.

SURVEY RESULTS

The purpose of this report is to summarize the findings of the survey and to provide information to program stakeholders to consider for planning the follow-up professional development workshop occurring in November, 2013. Included in the following sections are survey respondents' characteristics, respondents' ratings of their experience with the workshop, respondents' ratings of their experience with the facilitator(s), and the level of use of arts-based strategies in respondents' classrooms. In addition to providing findings from all workshop participants ($n = 734$), the report presents findings disaggregated by school level.

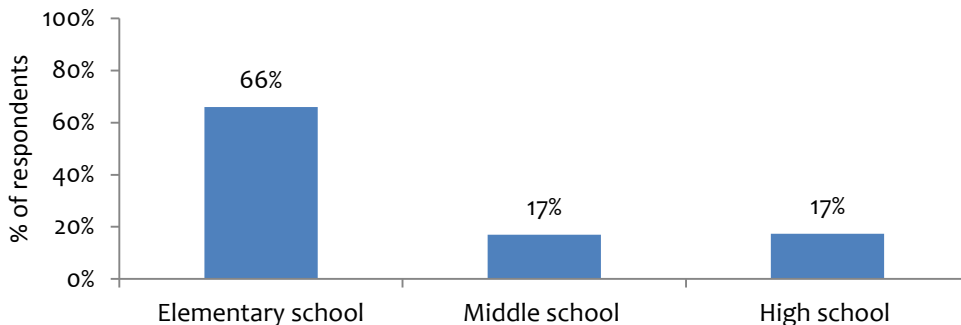
Respondents' Characteristic Information

For comparison purposes, findings regarding respondents' participation in the workshop, their level of use of arts-based strategies, and their willingness to share their progress in arts-based instruction are disaggregated by school level.

School Level at Which Participants Taught

Of 697 workshop participants, 66% taught at elementary schools, and 17% taught at middle school or high school (Figure 1).

Figure 1. School Level at Which Respondents Taught

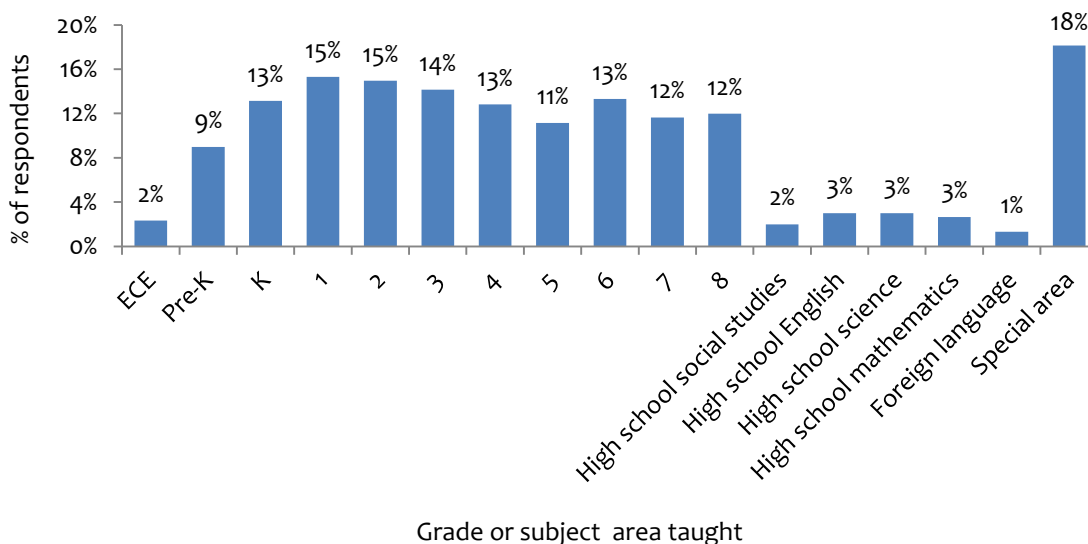


Source. 2013 Creative Learning Initiative Professional Development Workshop Survey

Grade Levels at Which Participants Taught

Among 601 teachers indicating their grade level on the survey, respondents were mostly evenly distributed amongst the elementary and middle school grade levels and across the sum of the high school subject areas. An additional 18% were special areas teachers (Figure 2).

Figure 2. Grade Levels at Which Respondents Taught



Source. 2013 Creative Learning Initiative Professional Development Workshop Survey
 Note. For this question, participants were able to choose more than one options, so the sum of the percentages is not equal to 100%.

Teachers (n = 252) identified their special areas to be special education (e.g., life skills, autism, dyslexia intervention, social behavioral skills, and bilingual Preschool Program for Children with Disabilities [PPCD]), art, music, mathematics, library, reading coach/specialist, theater, science, counselor, English as a second language (ESL), physical education, administration, English language arts, Spanish, dual language, or another area.

Campus at Which Participants Taught

The schools with the greatest numbers of respondents were McCallum High School (10%), Travis High School (8%), Mendez Middle School (7%), and Highland Park Elementary School (7%). The remaining campuses each represented 1% to 6% of respondents (Table 2).

Table 2. Campus at Which Participants Teach

	Number of respondents	Percentage of sample
McCallum vertical team		
Blackshear ES	12	2%
Campbell ES	9	1%
Lee ES	20	3%
Maplewood ES	44	6%
Oak Springs ES	20	3%
Brentwood ES	27	4%
Gullett ES	23	3%
Highland Park ES	51	7%
Reilly ES	11	2%
Ridgetop ES	23	3%
Kealing MS	32	5%
Lamar MS	4	1%
McCallum HS	68	10%
Travis vertical team		
Uphaus ECC	10	1%
Becker ES	30	4%
Dawson ES	32	5%
Linder ES	27	4%
Travis Heights ES	20	3%
Houston ES	41	6%
Rodriguez ES	32	5%
Widen ES	23	3%
Fulmore MS	39	6%
Mendez MS	46	7%
Travis HS	53	8%
Total	697	100%

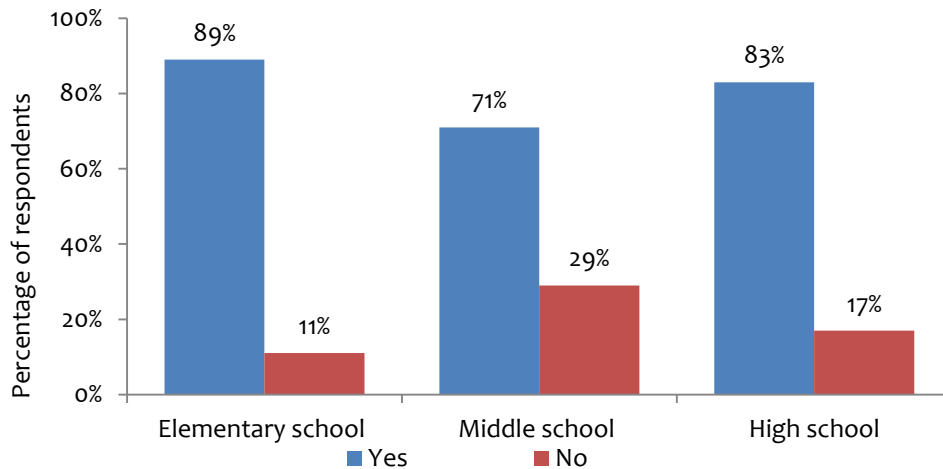
Source. 2013 Creative Learning Initiative Professional Development Workshop Survey

Note. Response rates for each campus are rounded to the nearest whole number. ECC is early childhood center, ES is elementary school, MS is middle school. HS is high school.

Staff Participation in the Workshop

Eighty percent of the 922 staff at schools in the vertical teams participating in the Any Given Child Creative Learning Initiative reported they participated in the Any Given Child Creative Learning Workshop in August 2013. When disaggregated by school level, a greater percentage of elementary school staff than middle and high school staff participated in the training (Figure 3).

Figure 3. Staff Participation in the Any Given Child Creative Learning Workshop, by School Level

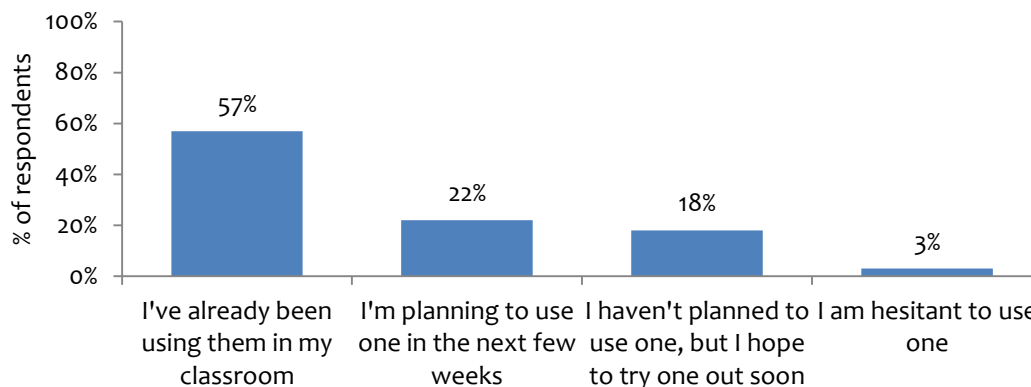


Source. 2013 Creative Learning Initiative Professional Development Workshop Survey

Respondents' Level of Use of Arts-Based Strategies

Of staff participating in the workshop, the majority indicated they already had used the strategies shared in the workshop in their classrooms, while only a handful indicated they were hesitant to use the strategies (Figure 4).

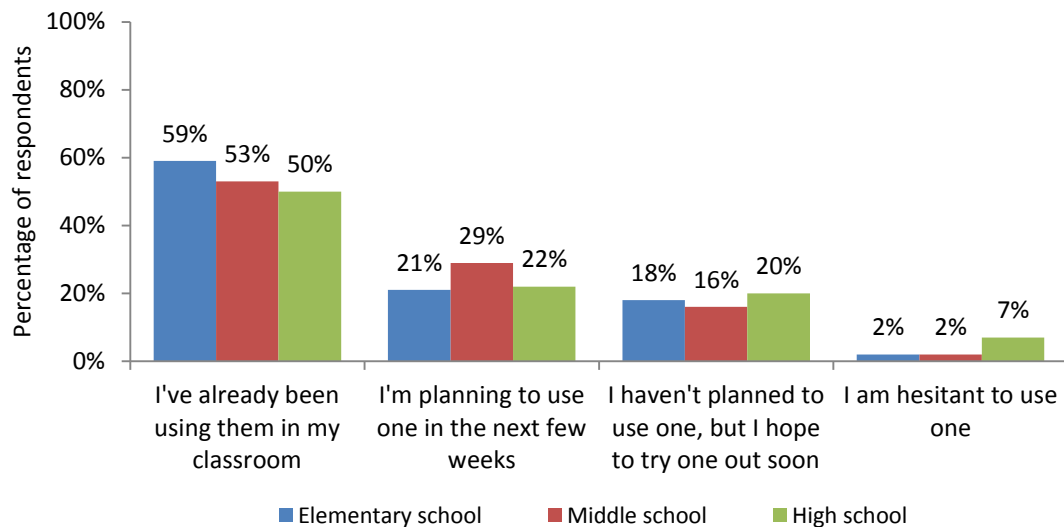
Figure 4. Respondents' Level of Use of the Arts-Based Strategies, All Participants



Source. 2013 Creative Learning Initiative Professional Development Workshop Survey

When disaggregated by school level, a slightly greater percentage of elementary school participants than of middle or high school participants indicated they already had used strategies in their classroom. More middle school staff participants than elementary or high school participants indicated they were planning to use a strategy in the next few weeks (Figure 5).

Figure 5. Respondents' Level of Use of the Arts-Based Strategies, by School Level



Source. 2013 Creative Learning Initiative Professional Development Workshop Survey

Participants were asked to comment on how the program could help if they were hesitant to use one strategy shared in the arts-based instruction workshop in their classroom. Comments from 34 participants fell into the following five major themes:

1. **Not applicable to every subject teaching.** Approximately one-fifth of participants indicated the strategies were not applicable to them due to the subject they taught. They agreed that general education classes would provide an environment in which the strategies could be implemented. One participant said,

I am a special education teacher and dyslexia therapist trainee. I use a specific systematic program that uses specific verbiage in a 45 minute period. If I add any additional content I don't get through a lesson. I think this is wonderful for a classroom teacher and I see this implemented in the classroom. I don't think it can be applied to every teaching situation though.

Other participants provided similar comments:

I do intervention that follows specific program guidelines. I think this is great for general classroom teachers not for specialist or special education teachers. Great strategies for my toolbox though and a much more engaging PD than I've had in the past. Happy to be part of it.

They don't really fit into my Career and Technology classes and curriculum.

It's a little challenging in the library environment.

- 2. Clear instructions in a written format.** Some participants felt clear instructions in a written format would be helpful for them to implement strategies in their classroom. They emphasized that by doing so they would be able to strengthen their memories of strategies they learned in the workshop. This is reflected in the words of the following two participants:

Hard copy of instructions to the different activities would help. Some activities have already slipped my mind.

I wish I had some of the activities in writing so I could remind myself, because although I want to use them, I have forgotten what they are.

- 3. More cross-curricular ideas.** Some participants identified a need to learn more ideas about the integration of arts-based strategies into their lessons. Specifically, two participants specified integrating strategies into their math curriculum. One participant said, "Mathematics was clearly in need of more examples."
- 4. Classroom size.** Participants saw classroom size as a challenge to implementing strategies. For example, a few participants indicated a large classroom created a hurdle for them to implement strategies, while one participant indicated a small group of students presented a challenge to implement strategies. These views are evident in the following excerpts:

Over-crowded classes hinder most of these activities.

I have a large class, primarily boys and they are busy bodies. While I think that the use of fine arts is important in the classroom, my class needs to reach a point where the activity will be effective.

I work with 1 to 4 students at a time. Sometimes the mood and chemistry with that small group is almost too intimate for some activities. Maybe helping me get an idea of how to select or modify some activities for very small groups.

- 5. Reminder of arts-based strategies.** A couple of participants indicated reminders about the ideas presented are helpful to encourage them to implement strategies. They felt a periodic reminder of arts-based strategies was important to refresh their minds and integrate the strategies in the subjects they taught. These participants stated the following:

Honestly with everything going on, it is hard to remember. I use some simple strategies, but it is hard. Monthly reminders of strategies with arts-based instruction and how it can be integrated in the subjects would be helpful.

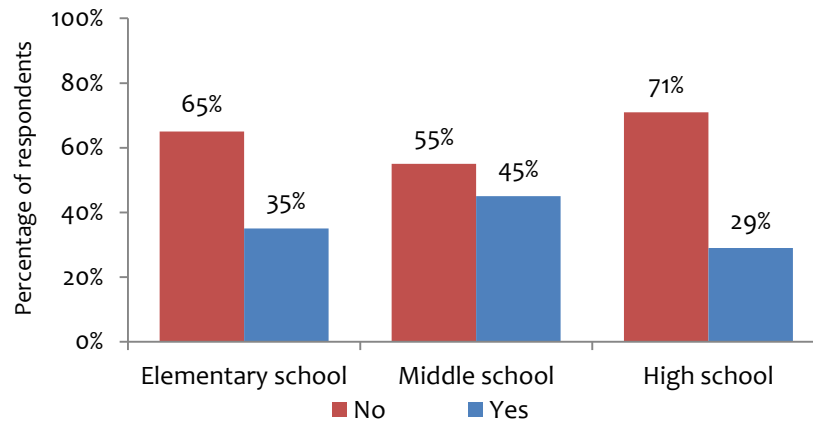
Send a brief reminder checklist of some of the ideas.

In addition to these major themes, comments provided by participants covered a range of issues. For example, some participants felt the program was helpful if it informed them about ideas that are appropriate for kindergarten-level students, activities that are suitable for their students' abilities, and activities that are innovative to students' prior experience.

Respondents' Willingness to Share Their Progress in Arts-based Instruction

Of the 604 survey respondents, 62% indicated they were not willing to share about their progress in arts-based instruction with campus leadership and community partners. The findings disaggregated by school level revealed that high school respondents were the least likely to be willing to share about their progress in arts-based instruction (Figure 6).

Figure 6. Respondents' Willingness to Share Their Progress in Arts-Based Instruction, by School Level



Source. 2013 Creative Learning Initiative Professional Development Workshop Survey

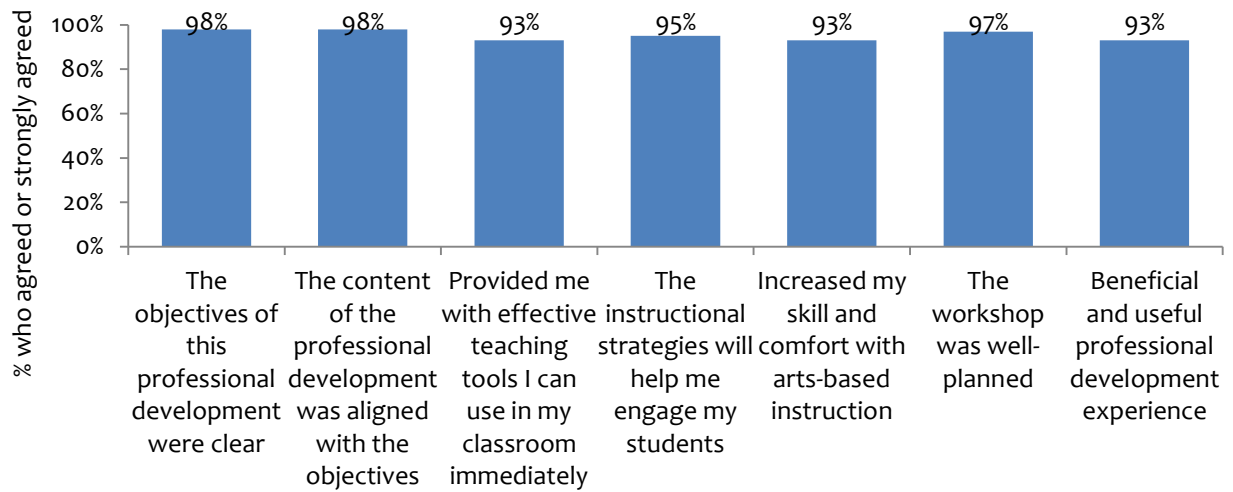
Respondents' Ratings of Their Experience in the Workshop

Respondents' ratings of their experience in the workshop were based on their level of agreement with seven statements about the content and quality of the workshop and four aspects of their feelings about the workshop. Cumulative frequency percentages of respondents who strongly agreed or agreed with the items are provided. In addition to aggregated findings across all respondents, findings disaggregated by school level, level of use of strategies, and campus are reported. The mean scores of respondents' ratings of their experience in the workshop are also reported for each campus within the two participating vertical teams. In addition, respondents' additional comments about the arts-based instruction workshop are shared.

Respondents' Agreement With the Seven Statements About the Workshop

The vast majority of respondents highly rated the quality and content of the arts-based instruction professional development workshop (Figure 7). In particular, almost all the participants strongly agreed or agreed that the objectives of the professional development activities were clear, the content of the professional development activities was aligned with the objectives, and the workshop was well planned.

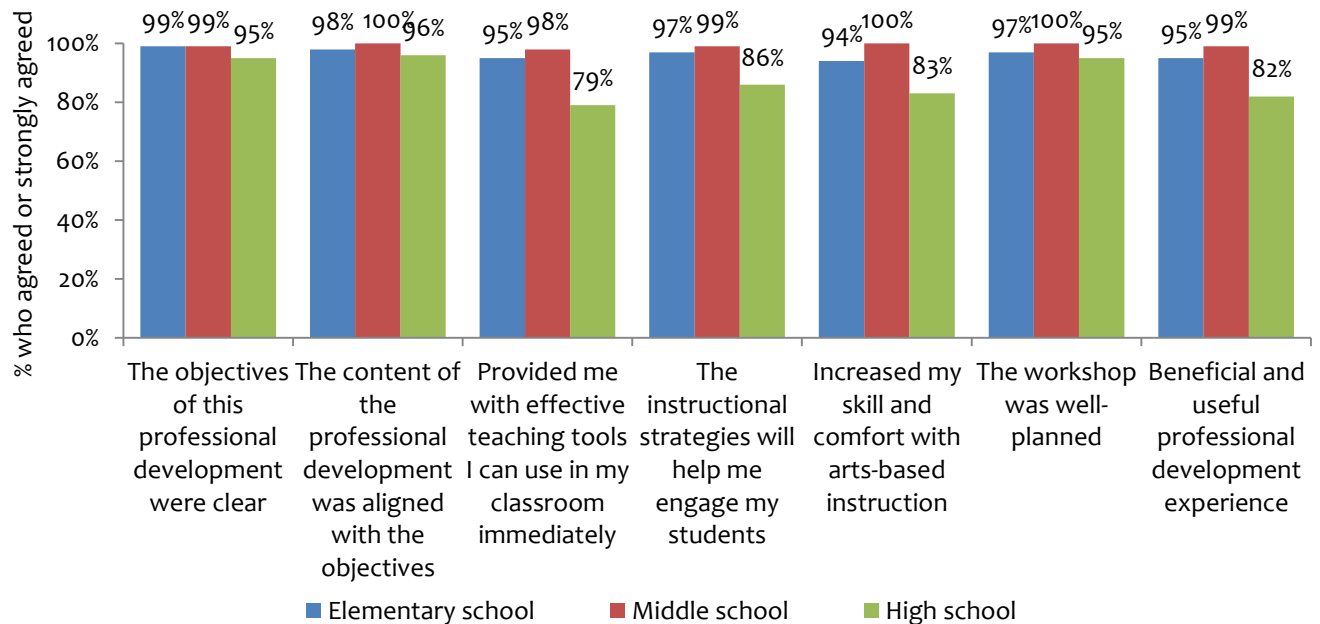
Figure 7. Respondents' Experience in the Workshop



Source. 2013 Creative Learning Initiative Professional Development Workshop Survey

The findings disaggregated by school level revealed a consistently more positive rating of the workshop by elementary and middle school staff participants than by high school staff participants (Figure 8).

Figure 8. Respondents' Experience in the Workshop, by School Level

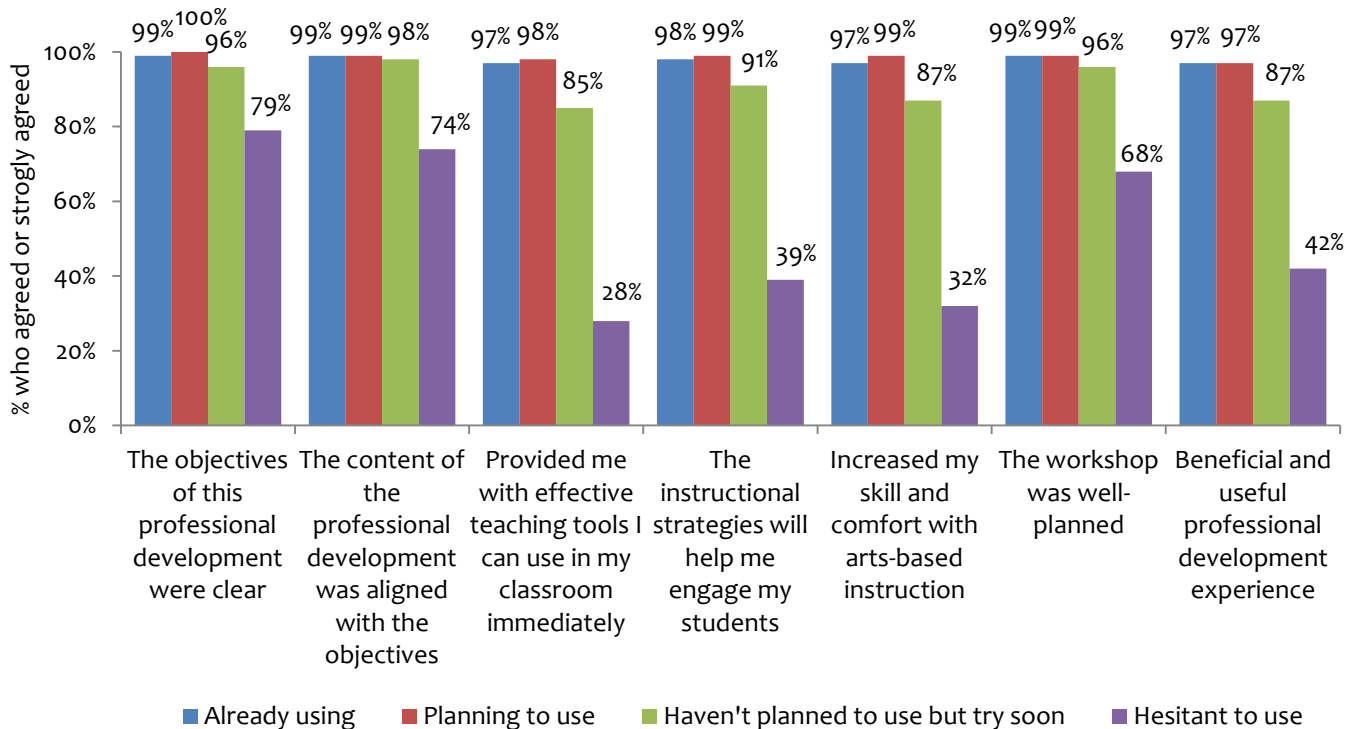


Source. 2013 Creative Learning Initiative Professional Development Workshop Survey

When disaggregated by level of use of strategies, almost all participants who indicated already using strategies and planning to use one strategy in the next few weeks strongly agreed or

agreed with all the statements regarding the workshop (Figure 9). The vast majority of participants who indicated not having planned to use one strategy but hoping to try one soon strongly agreed or agreed that the objectives of the professional development activities were clear, the content of the professional development activities was aligned with the objectives, and the workshop was well planned.

Figure 9. Respondents' Experience in the Workshop, by Level of Use of Strategies



Source. 2013 Creative Learning Initiative Professional Development Workshop Survey

Findings disaggregated by campus showed that all respondents at Highland Park Elementary School, Lamar Middle School, Uphaus ECC, Travis Heights Elementary School, and Fulmore Middle School strongly agreed or agreed with all seven statements regarding the workshop (Table 3). Almost all respondents at Maplewood Elementary School, Oak Springs Elementary School, Kealing Middle School, Becker Elementary School, Dawson Elementary School, Linder Elementary School, Houston Elementary School, Rodriguez Elementary School, Widen Elementary School, and Mendez Middle School strongly agreed or agreed also.

Table 3. Respondents' Experience in the Workshop, by Campus

	The objectives of this PD were clear	The content of the PD was aligned with the objectives	Provided me with effective teaching tools I can use in my classroom immediately	The instructional strategies will help me engage my students	Increased my skill and comfort with arts-based instruction	The PD was well planned	Beneficial and useful PD experience
McCallum vertical team							
Blackshear ES	100%	100%	89%	89%	80%	100%	100%
Campbell ES	88%	100%	88%	63%	75%	75%	63%
Lee ES	100%	100%	95%	95%	80%	90%	85%
Maplewood ES	100%	100%	90%	98%	98%	98%	93%
Oak Springs ES	100%	95%	95%	100%	95%	100%	100%
Brentwood ES	96%	92%	88%	96%	92%	96%	83%
Gullett ES	95%	95%	90%	90%	85%	90%	80%
Highland Park ES	100%	100%	100%	100%	100%	100%	100%
Reilly ES	100%	100%	90%	100%	67%	100%	89%
Ridgetop ES	95%	95%	90%	95%	95%	95%	95%
Kealing MS	97%	100%	94%	97%	100%	100%	97%
Lamar MS	100%	100%	100%	100%	100%	100%	100%
McCallum HS	95%	97%	73%	83%	77%	94%	76%
Travis vertical team							
Uphaus ECC	100%	100%	100%	100%	100%	100%	100%
Becker ES	100%	100%	100%	100%	100%	97%	100%
Dawson ES	100%	100%	93%	93%	97%	100%	97%
Linder ES	100%	100%	100%	100%	88%	100%	100%
Travis Heights ES	100%	100%	100%	100%	100%	100%	100%
Houston ES	100%	100%	97%	97%	97%	100%	100%
Rodriguez ES	97%	97%	97%	97%	97%	97%	97%
Widen ES	100%	100%	100%	100%	95%	100%	100%
Fulmore MS	100%	100%	100%	100%	100%	100%	100%
Mendez MS	100%	98%	98%	100%	98%	98%	98%
Travis HS	96%	96%	87%	91%	91%	98%	89%

Source. 2013 Creative Learning Initiative Professional Development Workshop Survey

Note. PD is professional development activity, ECC is early childhood center, ES is elementary school, MS is middle school. HS is high school.

In addition, respondents at Highland Park Elementary School, Kealing Middle School, Uphaus ECC, Becker Elementary School, Travis Heights Elementary School, Houston Elementary School, Rodriguez Elementary School, and Fulmore Middle School demonstrated mean scores of

above 3.50 out of 4.00 (i.e., closer to *strongly agree* than to *agree*) for all the statements about the workshop (Table 4).

Table 4. Mean Scores of Respondents' Ratings of Their Experience in the Workshop, by Campus

	The objectives of this PD were clear	The content of the PD was aligned with the objectives	Provided me with effective teaching tools I can use in my classroom immediately	The instructional strategies will help me engage my students	Increased my skill and comfort with arts-based instruction	The workshop was well-planned	Beneficial and useful PD experience
McCallum vertical team							
Blackshear ES	3.60	3.60	3.22	3.22	3.10	3.50	3.50
Campbell ES	3.00	3.13	3.13	2.75	3.00	2.88	2.75
Lee ES	3.30	3.30	3.10	3.10	3.00	3.30	3.10
Maplewood ES	3.49	3.51	3.38	3.46	3.32	3.56	3.41
Oak Springs ES	3.45	3.35	3.25	3.37	3.25	3.45	3.42
Brentwood ES	3.36	3.24	3.16	3.28	3.28	3.46	3.21
Gullett ES	3.43	3.25	3.15	3.10	3.05	3.20	3.05
Highland Park ES	3.53	3.53	3.50	3.52	3.53	3.58	3.55
Reilly ES	3.60	3.60	3.30	3.30	3.00	3.56	3.33
Ridgetop ES	3.55	3.50	3.35	3.45	3.40	3.55	3.45
Kealing MS	3.52	3.58	3.52	3.58	3.61	3.65	3.55
Lamar MS	3.25	3.00	3.00	3.00	3.25	3.00	3.00
McCallum HS	3.19	3.22	2.81	2.94	2.92	3.24	2.90
Travis vertical team							
Uphaus ECC	3.56	3.56	3.67	3.67	3.56	3.67	3.67
Becker ES	3.59	3.52	3.52	3.52	3.54	3.62	3.59
Dawson ES	3.50	3.53	3.33	3.50	3.41	3.50	3.47
Linder ES	3.46	3.54	3.58	3.58	3.38	3.50	3.50
Travis Heights ES	3.74	3.74	3.63	3.63	3.74	3.74	3.78
Houston ES	3.56	3.55	3.59	3.58	3.55	3.66	3.63
Rodriguez ES	3.52	3.52	3.65	3.68	3.58	3.58	3.61
Widen ES	3.38	3.38	3.29	3.33	3.14	3.38	3.38
Fulmore MS	3.69	3.69	3.55	3.59	3.58	3.82	3.74
Mendez MS	3.43	3.39	3.38	3.47	3.40	3.40	3.48
Travis HS	3.40	3.36	3.21	3.29	3.17	3.47	3.34

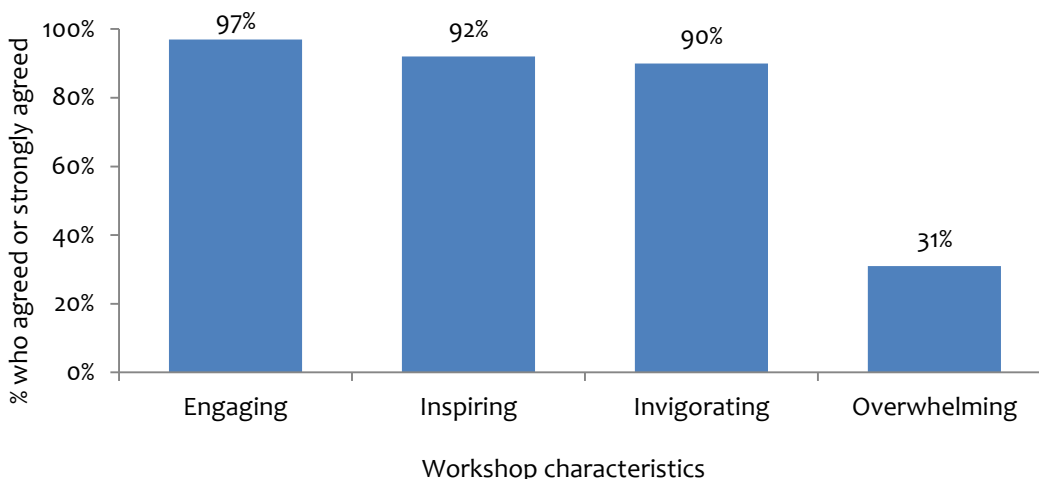
Source. 2013 Creative Learning Initiative Professional Development Workshop Survey

Note. *Strongly agree* = 4, *agree* = 3, *disagree* = 2, and *strongly disagree* = 1. PD is professional development activity, ECC is early childhood center, ES is elementary school, MS is middle school. HS is high school.

Respondents' Agreement With Four Characteristics of the Workshop

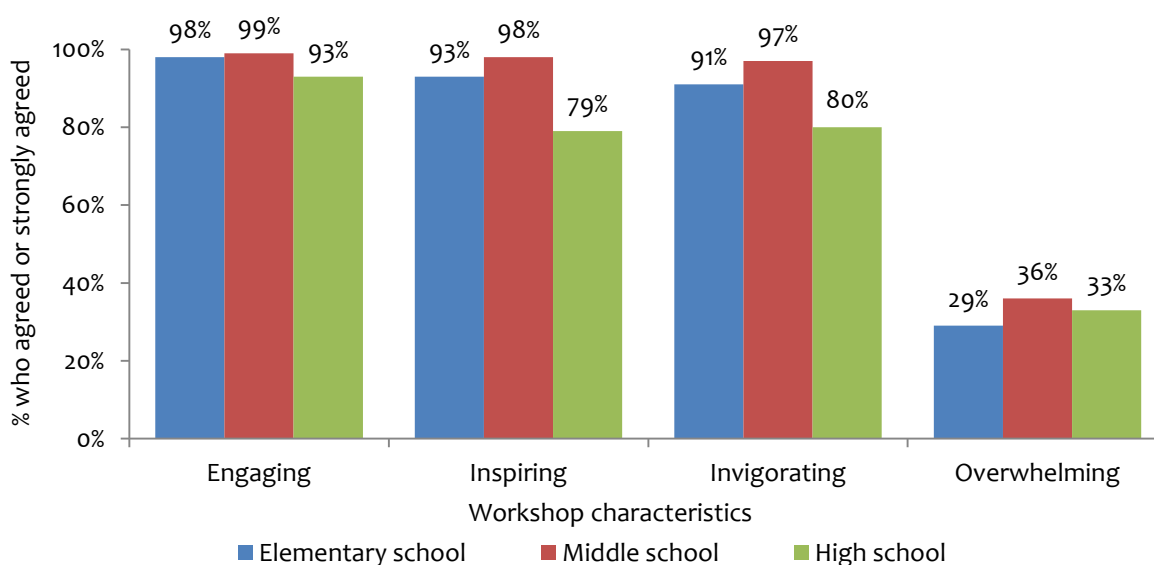
Participants were asked to rate their experience in the workshop on the following characteristics: engaging, inspiring, invigorating, and overwhelming. The vast majority of respondents strongly agreed or agreed that their experience with the workshop was engaging, inspiring, and invigorating (Figure 10). Less than one-third felt the workshop was overwhelming.

Figure 10. Respondents' Ratings of the Workshop as Engaging, Inspiring, Invigorating, and/or Overwhelming



Source. 2013 Creative Learning Initiative Professional Development Workshop Survey

Figure 11. Respondents' Ratings of the Workshop as Engaging, Inspiring, Invigorating, and/or Overwhelming, by School Level

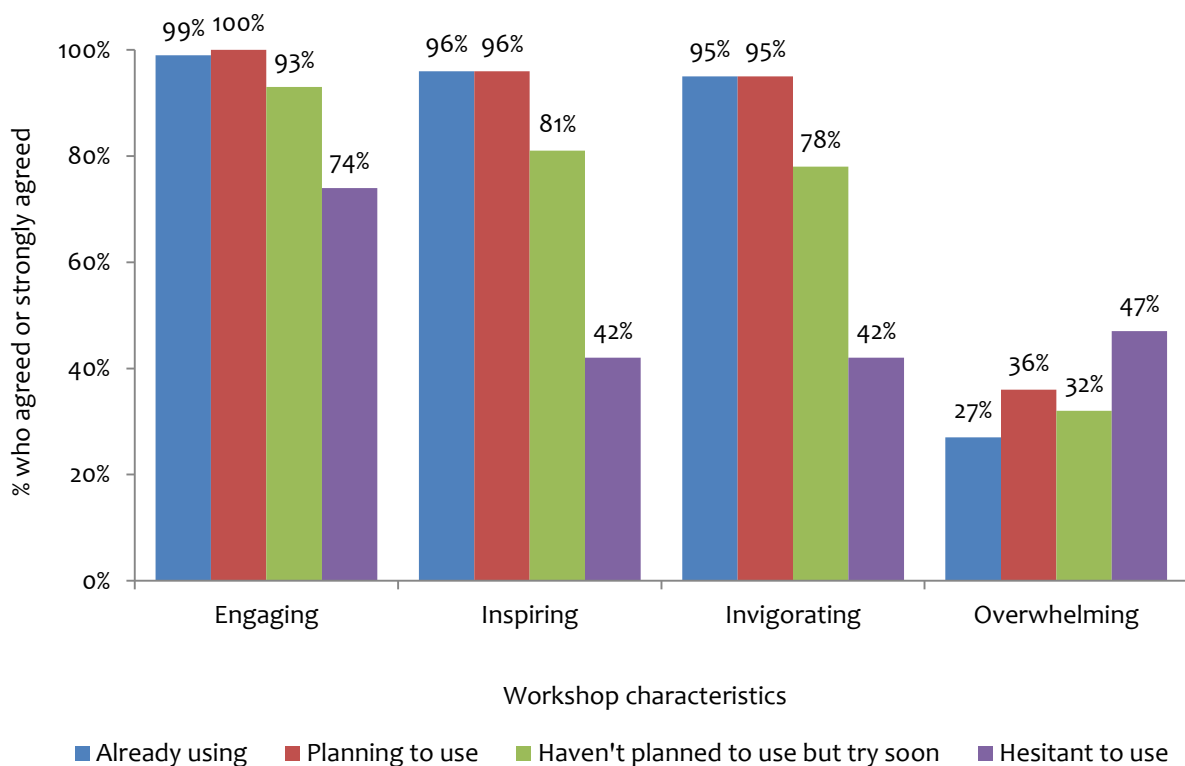


Source. 2013 Creative Learning Initiative Professional Development Workshop Survey

When disaggregated by school level, the vast majority of elementary and middle school respondents strongly agreed or agreed the workshop was engaging, inspiring, and invigorating (Figure 11). High school participants indicated similarly experiencing the workshop as engaging, but were slightly less likely to find it inspiring and invigorating.

The findings disaggregated by level of use of strategies revealed that the vast majority of respondents who indicated already using strategies and those who were planning to use one strategy in the next few weeks strongly agreed or agreed that the workshop was engaging, inspiring, and invigorating (Figure 12). Similarly, many respondents who indicated not having planned to use one but hoping to try one soon strongly agreed or agreed that the workshop was engaging, but were less likely to find it inspiring and/or invigorating.

Figure 12. Respondents' Ratings of the Workshop as Engaging, Inspiring, Invigorating, and/or Overwhelming, by Level of Use of Strategies



Source. 2013 Creative Learning Initiative Professional Development Workshop Survey

Results disaggregated by campus showed that all respondents at Uphaus ECC, Becker Elementary School, Travis Heights Elementary School, Houston Elementary School, and Fulmore Middle School strongly agreed or agreed that the workshop was engaging, inspiring, and invigorating (Table 5). Almost all respondents at Oak Springs Elementary School, Highland Park

Elementary School, Kealing Middle School, Linder Elementary School, and Widen Elementary School strongly agreed or agreed also.

Table 5. Respondents' Ratings of the Workshop as Engaging, Inspiring, Invigorating, and/or Overwhelming, by Campus

	Engaging	Inspiring	Invigorating	Overwhelming
<u>McCallum vertical team</u>				
Blackshear ES	100%	100%	78%	56%
Campbell ES	86%	86%	83%	57%
Lee ES	100%	90%	85%	20%
Maplewood ES	98%	93%	88%	30%
Oak Springs ES	100%	95%	90%	30%
Brentwood ES	96%	78%	75%	29%
Gullett ES	90%	84%	79%	22%
Highland Park ES	100%	96%	92%	18%
Reilly ES	89%	67%	78%	33%
Ridgetop ES	95%	90%	85%	37%
Kealing MS	100%	97%	97%	43%
Lamar MS	75%	75%	75%	75%
McCallum HS	92%	71%	73%	30%
<u>Travis vertical team</u>				
Uphaus ECC	100%	100%	100%	33%
Becker ES	100%	100%	100%	31%
Dawson ES	97%	90%	90%	14%
Linder ES	100%	96%	96%	36%
Travis Heights ES	100%	100%	100%	23%
Houston ES	100%	100%	100%	30%
Rodriguez ES	97%	97%	97%	43%
Widen ES	100%	95%	95%	19%
Fulmore MS	100%	100%	100%	32%
Mendez MS	98%	98%	95%	30%
Travis HS	94%	89%	89%	37%

Source. 2013 Creative Learning Initiative Professional Development Workshop Survey

Note. ECC is early childhood center, ES is elementary school, MS is middle school. HS is high school.

Respondents at Travis Heights Elementary School, Houston Elementary School, Rodriguez Elementary School, and Fulmore Middle School demonstrated mean scores of above 3.50 out of 4.00 (i.e., closer to *strongly agree* than to *agree*) in their ratings of the engaging, inspiring, and invigorating aspects of the workshop (Table 6).

Table 6. Mean Scores of Respondents' Ratings of the Workshop as Engaging, Inspiring, Invigorating, and/or Overwhelming, by Campus

	Engaging	Inspiring	Invigorating	Overwhelming
<u>McCallum vertical team</u>				
Blackshear ES	3.30	3.33	3.11	2.44
Campbell ES	3.00	3.00	2.83	2.57
Lee ES	3.25	3.10	3.00	2.15
Maplewood ES	3.46	3.33	3.20	2.15
Oak Springs ES	3.60	3.40	3.45	2.35
Brentwood ES	3.48	3.17	3.08	2.25
Gullett ES	3.24	3.00	2.95	2.28
Highland Park ES	3.67	3.47	3.37	1.92
Reilly ES	3.44	3.00	3.00	2.22
Ridgetop ES	3.35	3.30	3.20	2.26
Kealing MS	3.58	3.42	3.43	2.47
Lamar MS	3.00	2.75	2.75	2.75
McCallum HS	3.30	2.83	2.86	2.22
<u>Travis vertical team</u>				
Uphaus ECC	3.67	3.67	3.44	2.33
Becker ES	3.59	3.52	3.43	2.10
Dawson ES	3.48	3.24	3.24	2.07
Linder ES	3.54	3.48	3.48	2.45
Travis Heights ES	3.89	3.67	3.65	1.94
Houston ES	3.63	3.61	3.56	2.24
Rodriguez ES	3.65	3.61	3.57	2.40
Widen ES	3.43	3.43	3.29	2.10
Fulmore MS	3.79	3.64	3.64	2.34
Mendez MS	3.60	3.47	3.39	2.28
Travis HS	3.60	3.34	3.33	2.13

Source. 2013 Creative Learning Initiative Professional Development Workshop Survey

Note. Strongly agree = 4, agree = 3, disagree = 2, and strongly disagree = 1; ECC is early childhood center, ES is elementary school, MS is middle school. HS is high school.

Additional Comments About the Workshop

When asked to provide additional comments about the arts-based instruction workshop, the majority of respondents ($n = 231$) provided compliments about the workshop. Respondents appreciated strategies they learned in the workshop and praised the enjoyable and inspiring nature of the workshop. Stated more specifically, some indicated the workshop presented them

with creative ideas to engage students. They thought the strategies created a great learning environment for students. Examples of respondents' comments are as follows:

Good information. This will help engage students in all content areas.

Great ways to get kids actively engaged in the classroom. I also liked how these techniques will activate their brains!

It is great because it helps get some reluctant learners to participate in class!

Thank you for assisting my campus with new strategies that will assist us in engaging our students.

I have used several of the strategies and my students really enjoy them.

Some recognized the role of facilitators in motivating them to engage in new learning strategies. They felt supported to implement strategies in their classroom. Participants identified facilitators coming to their school for lesson teaching as an effective means to stimulate student learning. One participant commented, "Thanks for coming to Travis High School. I've been able to implement several of the activities in my classroom." Another participant provided similar feedback: "The students were all engaged and responded very well to Mr. Noah."

Several participants emphasized the practical nature of the strategies and said they felt confident to implement them in the classroom. This is evident in the respondents' words:

Great training! Everything covered is easily doable in the classroom.

It has been one of the best workshops I have attended in a while. I especially liked being able to implement them in my classroom right away! The versatility of the activities was amazing. I could adapt them to almost any subject.

Other respondents provided a variety of comments about the workshop. For example, they cited art talk, Brain Breaks, and visual arts as impressive and said these provided them with insights into their instruction. A couple of participants addressed the idea that the implementation of strategies provides a good opportunity for them to interact with their colleagues. A couple of participants thought the strategies would be useful learning tools for students with special needs.

In addition, respondents provided a variety of suggestions to improve the workshop. For example, participants indicated delivery of model lessons would be beneficial for them to learn and apply arts-based instruction in their classroom. Respondents suggested follow-up support (e.g., having facilitators come to the school, providing more workshop materials about the strategies to facilitate application, and sharing strategies to improve implementation).

Other suggestions included incorporating strategies into the core subjects (e.g., math, biology, chemistry, and physics); more information about early childhood oriented strategies; more clear instruction to implement strategies; more information about implementation of strategies in differential classrooms; shorter professional development training; and breaking into small groups based on grade level and subject area.

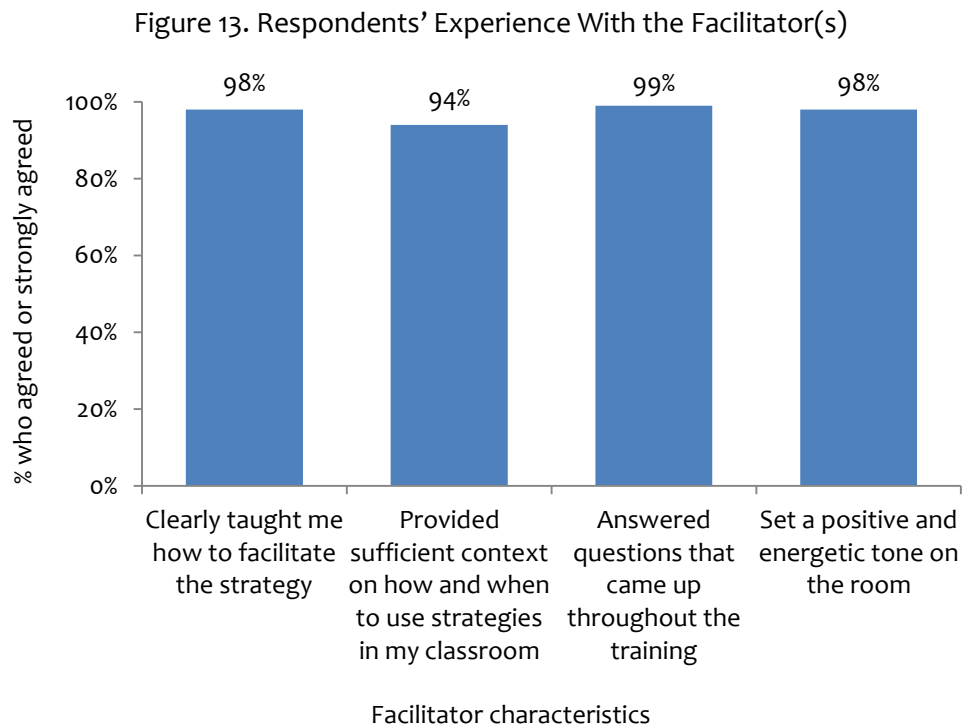
Respondents' Ratings of Their Experience With the Facilitator(s)

Respondents' ratings of their experience in the workshop were focused on their level of agreement with the facilitator(s) with respect to the following four statements:

- The facilitator(s) clearly taught me how to facilitate the strategy.
- The facilitator(s) provided sufficient context on how and when to use strategies in my classroom.
- The facilitator(s) answered questions that came up throughout the training.
- The facilitator(s) set a positive and energetic tone on the room.

Similar to the previous section, this section provides cumulative frequency percentages of participants who strongly agreed or agreed with the four statements about the facilitator(s), as well as mean scores of respondents' ratings at each campus. Also, findings disaggregated by school level, level of use of strategies, and campus are presented.

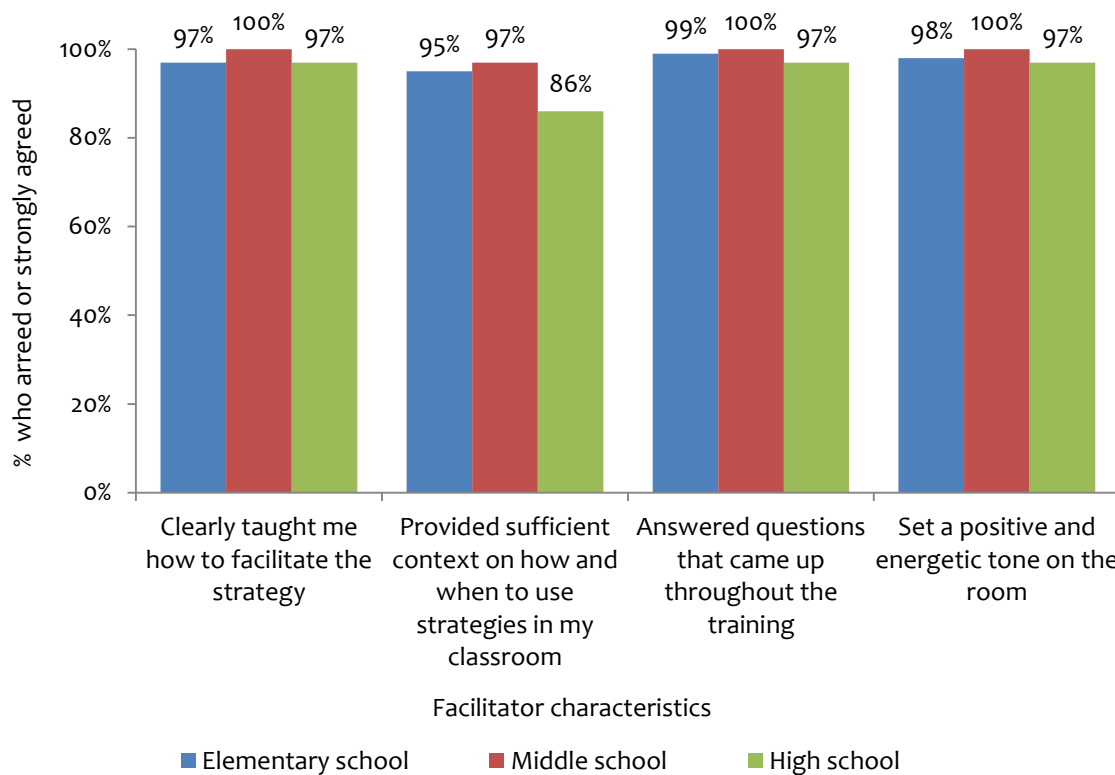
The vast majority of respondents strongly agreed or agreed with all four statements regarding the facilitator(s) (Figure 13). Almost all strongly agreed or agreed that the facilitator(s) clearly taught them how to facilitate the strategy, answered questions that came up throughout the training, and set a positive and energetic tone on the room.



Source. 2013 Creative Learning Initiative Professional Development Workshop Survey

The findings disaggregated by school level showed that almost all middle school respondents and the vast majority of elementary school respondents strongly agreed or agreed with all four statements regarding the facilitator(s) (Figure 14). Many high school respondents thought the same way; however, this group's level of agreement tended to be lower than that of the other respondents, especially for the statement that the facilitator(s) provided sufficient context on how and when to use strategies in their classroom.

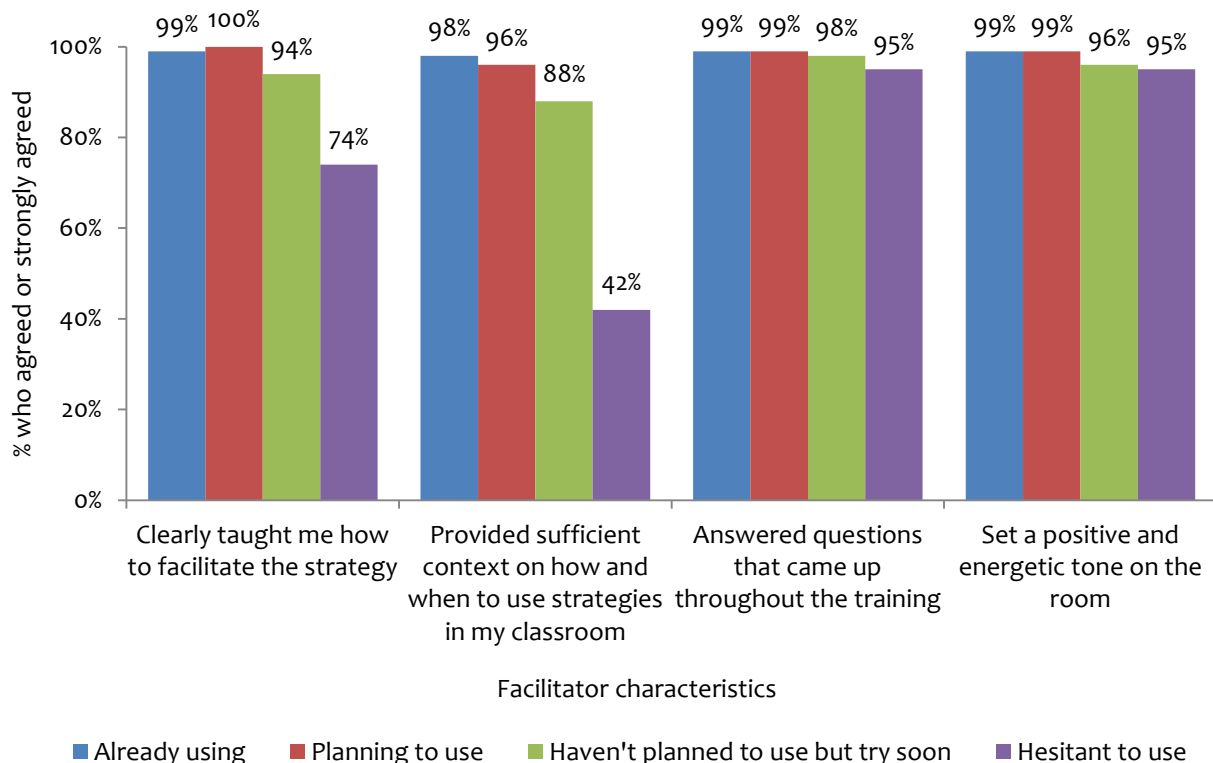
Figure 14. Respondents' Experience With the Facilitator(s), by School Level



Source. 2013 Creative Learning Initiative Professional Development Workshop Survey

The findings disaggregated by level of use of strategies showed that the vast majority of respondents who indicated already having used the strategies, planning to use one strategy in the next few weeks, and not having planned to use one strategy but hoping to try out soon strongly agreed or agreed with all four statements about the facilitator(s), while those who indicated they were hesitant to use a strategy strongly agreed or agreed with the last two statements (Figure 15).

Figure 15. Respondents' Experience With the Facilitator(s), by Level of Use of Strategies



Source. 2013 Creative Learning Initiative Professional Development Workshop Survey

When disaggregated by campus, all participants at Lamar Middle School, Uphaus ECC, Becker Elementary School, Travis Heights Elementary School, Houston Elementary School, and Fulmore Middle School strongly agreed or agreed with all four statements about the facilitator(s) (Table 7). Almost all participants at Maplewood Elementary School, Oak Springs Elementary School, Highland Park Elementary School, Kealing Middle School, Dawson Elementary School, Linder Elementary School, Rodriguez Elementary School, Widen Elementary School, and Mendez Middle School strongly agreed or agreed also.

Table 7. Respondents' Experience With the Facilitator(s), by Campus

	Clearly taught me how to facilitate the strategy	Provided sufficient context on how and when to use strategies in my classroom	Answered questions that came up throughout the training	Set a positive and energetic tone on the room
<u>McCallum vertical team</u>				
Blackshear ES	90%	80%	100%	100%
Campbell ES	75%	75%	88%	88%
Lee ES	95%	90%	100%	95%
Maplewood ES	95%	98%	100%	100%
Oak Springs ES	100%	95%	100%	100%
Brentwood ES	96%	88%	100%	100%
Gullett ES	95%	95%	100%	90%
Highland Park ES	100%	98%	100%	98%
Reilly ES	100%	89%	100%	100%
Ridgetop ES	90%	90%	95%	90%
Kealing MS	100%	97%	100%	100%
Lamar MS	100%	100%	100%	100%
McCallum HS	95%	84%	95%	95%
<u>Travis vertical team</u>				
Uphaus ECC	100%	100%	100%	100%
Becker ES	100%	100%	100%	100%
Dawson ES	97%	97%	100%	100%
Linder ES	100%	92%	100%	100%
Travis Heights ES	100%	100%	100%	100%
Houston ES	100%	100%	100%	100%
Rodriguez ES	97%	97%	97%	97%
Widen ES	100%	95%	100%	100%
Fulmore MS	100%	100%	100%	100%
Mendez MS	100%	96%	100%	100%
Travis HS	100%	89%	100%	100%

Source. 2013 Creative Learning Initiative Professional Development Workshop Survey

Note. ECC is early childhood center, ES is elementary school, MS is middle school. HS is high school.

Additionally, participants at Uphaus ECC, Travis Heights Elementary School, Houston Elementary School, Rodriguez Elementary School, and Fulmore Middle School demonstrated mean scores of above 3.50 out of 4.00 in their ratings of the facilitator(s) (Table 8).

Table 8. Mean Scores of Respondents' Ratings of Their Experience With the Facilitator(s),
by Campus

	Clearly taught me how to facilitate the strategy	Provided sufficient context on how and when to use strategies in my classroom	Answered questions that came up throughout the training	Set a positive and energetic tone on the room
McCallum vertical team				
Blackshear ES	3.40	3.30	3.60	3.60
Campbell ES	3.00	3.00	3.13	3.13
Lee ES	3.35	3.25	3.45	3.45
Maplewood ES	3.44	3.34	3.55	3.63
Oak Springs ES	3.45	3.40	3.50	3.60
Brentwood ES	3.40	3.24	3.40	3.46
Gullett ES	3.29	3.25	3.42	3.20
Highland Park ES	3.55	3.43	3.51	3.55
Reilly ES	3.44	3.33	3.38	3.78
Ridgetop ES	3.40	3.35	3.55	3.65
Kealing MS	3.45	3.43	3.65	3.65
Lamar MS	3.25	3.25	3.50	3.50
McCallum HS	3.32	3.10	3.33	3.40
Travis vertical team				
Uphaus ECC	3.56	3.56	3.56	3.78
Becker ES	3.48	3.45	3.59	3.64
Dawson ES	3.43	3.37	3.40	3.47
Linder ES	3.46	3.35	3.54	3.69
Travis Heights ES	3.84	3.74	3.79	3.84
Houston ES	3.56	3.58	3.66	3.70
Rodriguez ES	3.58	3.52	3.55	3.65
Widen ES	3.43	3.29	3.48	3.52
Fulmore MS	3.67	3.59	3.69	3.82
Mendez MS	3.51	3.44	3.49	3.57
Travis HS	3.51	3.30	3.56	3.70

Source. 2013 Creative Learning Initiative Professional Development Workshop Survey

Note. Strongly agree = 4, agree = 3, disagree = 2, and strongly disagree = 1; ECC is early childhood center, ES is elementary school, MS is middle school. HS is high school.

CONCLUSION

The primary purpose of the Creative Learning Initiative Professional Development Workshop Survey was to document participants' feedback on the arts-based instruction workshop, on the facilitator(s), and on their plans to use the strategies taught during the workshop. Of 1325 school staff located at the 24 campuses within the two vertical teams who participate in the Creative Learning Initiative, 922 responded to the survey, generating a 70% response rate. Among 922 school staff responding to the survey, 734 indicated they participated in the workshop. It is important to note that this report presented aggregated findings for all survey respondents who indicated they participated in the workshop ($n = 734$), as well as findings disaggregated by school level, campus, and level of use of strategies. The resultant confidence interval ($\pm 2.4\%$) suggests that we can be 95% certain that the responses provided by the sample of 734 staff are representative of the population of 1325 staff.

Respondents' Ratings of Their Experience With the Workshop

Participants highly rated their experiences in the workshop. Almost all respondents strongly agreed or agreed that the objectives of the professional development activities were clear, the content of the professional development activities was aligned with the objectives, and the workshop was well planned. This especially holds true for elementary and middle school respondents, those who indicated already having used the strategies, and those planning to use one strategy in the next few weeks. The vast majority of participants strongly agreed or agreed that they found the workshop to be engaging, inspiring, and invigorating.

Respondents' Ratings of Their Experience With the Facilitator(s)

Participants highly rated the workshop facilitator(s). Almost all the respondents strongly agreed or agreed that the facilitator(s) clearly taught them how to facilitate the strategy, answered questions that came up throughout the training, and set a positive and energetic tone on the room. In addition, middle school participants also strongly agreed or agreed that the facilitator(s) provided sufficient context on how and when to use strategies in (their) classroom. Those who indicated they had already used the strategies, those planning to use one strategy in the next few weeks, and those having not planned to use one strategy but hoping to try out soon rated the facilitator(s) particularly highly.

Respondents' Plans of Use of Strategies

The vast majority of respondents were planning to use a strategy or strategies in the next few weeks or had already used them in their classroom. Only a handful of respondents felt hesitant to use the strategy, though this was more common for special education teachers. The primary reason provided was that the strategy would be more applicable to general classroom teaching

than to special education. Some respondents suggested that they would be motivated to implement the strategy if they had clear instruction in a written format and a periodic reminder of arts-based strategies .

Suggestions to the Future Workshop

Additional comments from participants are worthy of attention. A large number of participants placed a great value on the workshop, indicating it was enjoyable, practical, and creative. They felt confident in their skills to implement the presented strategies to engage students in their classroom. A variety of suggestions provided by respondents included presentation of model lessons, follow-up support from the facilitators, more ideas for integrating strategies into the core curriculum, and more clear instruction to implement strategies. Two themes for recommendations for the structure of future workshops emerged: having a shorter time period for training, and dividing into small groups based on grade level and subjects.

APPENDIX

Confidence Intervals for Each Campus of the Two Participating Vertical Teams

Campus	Survey participants	Population	Confidence interval
<u>McCallum vertical team</u>			
Blackshear ES	12	25	+/-21
Campbell ES	9	34	+/-28
Lee ES	20	30	+/-13
Maplewood ES	44	42	n/a
Oak Springs ES	20	29	+/-12
Brentwood ES	27	54	+/-13
Gullett ES	23	45	+/-14
Highland Park ES	51	54	+/-3
Reilly ES	11	33	+/-25
Ridgetop ES	23	31	+/-11
Kealing MS	32	84	+/-14
Lamar MS	4	63	+/-48
McCallum HS	68	121	+/-8
<u>Travis vertical team</u>			
Uphaus ECC	10	26	+/-25
Becker ES	30	27	n/a
Dawson ES	32	43	+/-9
Linder ES	27	42	+/-11
Travis Heights ES	20	49	+/-17
Houston ES	41	69	+/-10
Rodriguez ES	32	69	+/-13
Widen ES	23	65	+/-17
Fulmore MS	39	79	+/-11
Mendez MS	46	79	+/-9
Travis HS	53	132	+/-11
Total	697	1325	+/-3

Source. 2013 Creative Learning Initiative Professional Development Workshop Survey

Note. ECC is early childhood center, ES is elementary school, MS is middle school. HS is high school.

AUSTIN INDEPENDENT SCHOOL DISTRICT

SUPERINTENDENT OF SCHOOLS

Meria J. Carstarphen, Ed.D.

OFFICE OF ACCOUNTABILITY

William Caritj, M.Ed.

DEPARTMENT OF PROGRAM EVALUATION

Holly Williams, Ph.D.

AUTHORS

Crystal Wang, Ph.D.

Cinda Christian, Ph.D.



BOARD OF TRUSTEES

Vincent M. Torres, President

Gina Hinojosa, Vice President

Dr. Jayme Mathias, Secretary

Tamala Barksdale

Cheryl Bradley

Amber Elenz

Lori Moya

Robert Schneider

Ann Teich

Publication Number 13.13RB

November 2013