KID smART has been working extensively in New Orleans area schools for 14 years to engage students in learning across the curriculum. The primary means for reaching this goal is a powerful and engaging approach to teaching and learning called arts integration.

When teachers use arts integration, they identify connections between content in an art form (dance, drama, music, visual art and creative writing) and content in another subject area (e.g., social studies, science, language arts, math) to help students meet learning objectives in both. These connections are mutually reinforcing—learning in one area supports and deepens learning in the other.

Arts integration practices are aligned with how students learn. We know that learning is most effective and long-lasting when it is active and experiential, reflective, social, evolving, and focused on problem solving. Arts integration also involves students in making meaning and communicating their learning through the creative process. This type of learning goes beyond mere memory and recall; it challenges students to take new information and do something with it to build understanding. Students engage in the creative process, building and testing their understandings through creative, arts-based experiences.

Not only is arts integration engaging and motivating for students, teachers find that arts integration also energizes them and their teaching. They say that arts integration puts them back in touch with what originally excited them about teaching. They want their classrooms to be filled with engaged, curious, and responsive students. They want to do what is best for student learning. They want to be excited about going to the classroom every day.
Teachers that have been relying primarily on textbooks and worksheets as instructional strategies report that they feel increasingly discouraged by the drudgery of teaching and the lack of student engagement. Many become bored or disenfranchised and even leave the profession.

These impacts are the framework for KID smART’s dual goals:

1) to improve student learning in and through the arts and 2) to improve teacher effectiveness through arts integration.

Additionally, KID smART tracks the development of students’ Studio Habits of Mind. Studio habits were identified and developed by a research team from Project Zero at the Harvard Graduate School of Education as specific dispositions the arts help students develop. (See appendices for further information).

To achieve its two goals and develop Studio Habits of Mind, KID smART designed a program model with three interconnected efforts that impact:

- Classroom instruction through arts integration
- Professional development to build knowledge and skills of non-artist teachers for planning and leading arts integrated instruction
- Arts and culture resources and recognition for teachers’ and students’ efforts.

Program descriptions are detailed in the appendices.

KID smART uses a variety of evaluation instruments to collect data related to the achievement of its goals and related outcomes. The following instruments were administered during the spring of the 2011-2012 school year:

- **Teacher Surveys** – one each for classroom residencies and professional development
- **Teacher Focus Group**
- **Administrator Interviews**
- **Student (preliterate) Survey** (Pre-Kindergarten, Kindergarten - grade 2)
- **Student (literate) Survey** (grades 3 and above)
- **Student Skill Sheets** that identify an individual student’s achievement of stated goals.
KID smART EVALUATION

The multi-faceted 2011-2012 evaluation of the KID smART program provides clear evidence about the program’s ability to meet its two major goals -- to improve:

- Student learning in and through the arts, and
- Classroom teacher effectiveness through arts integration.

Goal 1  
Student learning in and through the arts

The evaluation examined student growth in five areas:

- Students’ depth of learning in targeted arts and non-arts content areas
- Critical thinking and problem solving
- Creativity and imagination
- Social/emotional development, and
- Engagement in learning.

FINDINGS

Teachers’ top three rankings of program impact on students are:

1. Growth in depth of learning in the arts and non-arts areas.
2. Growth in social/emotional skills.

The evaluation also sheds some light on students’ development of Studio Habits of Mind. The students are developing craft, learning to observe more keenly, to envision, to stretch and explore, to reflect, to engage and persist, and are increasing understanding of the outside world. Although students are fully engaged in the creative process, the instruments did not capture their ability to meet the higher standards for personal expression that are integral to the Habit of Mind, “create”.

**Students’ creativity and imagination grew substantially.**

- Teachers report substantial growth in students’ abilities to identify multiple and diverse solutions to a problem (from 49% to 94%); explore without a preconceived plan (from 40% to 94%); and make connections (from 40% to 94%).

- Although teachers report that they see dramatic improvement in several aspects of students’ creativity and imagination, few (8%) include creativity and imagination in their list of the top three skills students gained, nor did administrators refer to creativity in their interviews.

- Students report growth in their abilities to use their imaginations (68%); think of new, great ideas (61%); try things even when they are not comfortable (60%); and use their learning in new ways (53%).

**Arts integration has had a strong impact on students’ depth of learning.**

- Teachers rank students’ increased depth of learning in arts and non-arts content as first in the top three skills students gained.

- Teachers (100%) feel strongly that students learned across subject boundaries.

- Students increased their comprehension and retention of arts and non-arts content (from 40% to 96%).

- Students increased their application of concepts in diverse settings (from 50% to 96%).

- Almost all students reached basic proficiency or mastery in learning arts (94%) and non-arts (90%) skills.

- Overall, school administrators did not comment about outcomes related to increased depth of learning in art and non-art content areas.
There has been considerable growth in several aspects of students’ critical thinking and problem solving abilities.

- Students show considerable growth in their abilities to review options and to seek solutions (from 46% to 96%) and to identify multiple and diverse solutions to a problem (from 49% to 94%).

- Despite the substantial growth identified, few teachers and administrators comment about development of students’ critical thinking and problem solving.

- Students identified several areas of growth in their critical thinking and problem solving: working hard and not giving up (67%); looking closely and noticing things I don’t usually notice (57%); making new connections in my thinking (56%); thinking about how I work best and learn best (53%); and developing focus (51%).

Growth in students’ social/emotional development was substantial.

- Teachers rank social/emotional growth as second in the top three skills students gained. Administrators also comment on this area of growth.

- Teachers (100%) feel strongly that “Students became more self-actualized through the arts.” Teachers’ comparisons of student skills before and after residencies show substantial gains in two areas related to self-actualization: 1) willingness to take risks (from 40% to 96%); 2) self-control and focus (from 43% to 87%).

- Students cite their own growth in the following areas: ability to work well with others (59%); ability to express ideas (58%); confidence (55%); ability to focus (51%); and patience (47%).

- Almost all students (92%) reached basic proficiency or mastery of social/emotional skills. Within that group, many (63%) reached mastery.

- There is no data about whether students grew in their ability to advocate for their needs.

- In interviews, administrators (57%) cite growth in student confidence.
Student engagement in learning was strongly impacted by arts integration.

- Teachers (100%) agree that “Arts Integration has had a positive impact on students’ love of learning.”
- Teachers rate “joyful learning” as third in the top three skills students gained.
- Teachers’ rankings show gains (from 65% to 96%) in students’ positive engagement and attitude toward learning.
- Administrators (100%) identify student engagement as one of the most visible changes they see in students.
- Preliterate students report their KID smART classes are engaging and fun (96%), would suggest a friend be in a KID smART class (93%), and want to work again with the teaching artist (96%).
- Literate students feel engaged (87%); are enjoying their learning (93%); feel the teaching artist helped them to feel successful and excited as learners (60%) and artists (58%); feel the classes are fun and engaging (84%); and agree (77%) that they work collaboratively in KID smART classes. Students report mixed feelings about whether their KID smART classes are challenging or easy, with some (44%) rating classes toward the “easy” side of a continuum; and others (38%) rating classes toward the “challenging” side of a continuum.
Goal 2: To increase classroom teacher effectiveness through arts integration.

The program’s impact on teachers is also visible. Teachers cite their increased use of arts integration strategies, the improved quality of their instruction and increased understanding of how to assess student learning. Further, teachers report that the program has allowed them to teach more joyfully and has given them a more positive attitude about their teaching. They greatly appreciate the opportunity to work with the teaching artists in collaborative planning and co-teaching.

FINDINGS

The program had a dramatic impact on teachers’ effectiveness in using arts integrated instruction.

- Teachers (AXIS-100%; AIC 94%) credit the KID smART program for improving their teaching.
- Comments from AXIS teachers (96.74%) refer to the increased quality, quantity, and relevance of their arts integration instruction.
- AXIS teachers (90%) cite growth in their understanding of how to assess student learning.
- AXIS teachers cite some growth in their ability to differentiate instruction (87%) and to a lesser extent, growth in classroom management skills (75%).

Teachers feel the program strongly impacted their attitude about and enjoyment of teaching.

- Teachers (98%) feel that arts integration has helped them teach more joyfully.
- Teachers feel that participation in the AXIS program improved their attitude about teaching (94%) and gave them a more positive emotional connection to their work (100%).
- Teachers (100%) appreciate their collaborative planning and instruction with the teaching artist.
- In identifying the top skills they gained, teachers make few comments (3.26%) related to job satisfaction.
During interviews and focus group sessions, teachers and administrators made comments that shed light on program implementation, teacher and administrator satisfaction with the program and its administration, as well as challenges.

- Principals report that overall implementation of arts integration ranges greatly by grade level and by teacher, with more implementation at lower grades and by teachers who attend the AXIS professional development.

- Principals and teachers highly value the program and its impact on students and teachers as well as the KID smART administration’s responsiveness to their needs.

- Both principals and teachers have high praise for the teaching artists and the impact the artists have on student learning and engagement.

- The program faces some challenges in fully realizing its potential. Challenges include: maintaining a strong presence in schools concerned with high-stakes testing; the need to further develop principals’ understanding of the value of arts integration beyond social/emotional growth and engagement; the need to build stronger links between professional development and AIC; the need for schools to engage in strategic planning for arts education; and the need for clearer expectations and accountability for program participation and implementation.

**Conclusion**

KID smART has built a strong program that will continue to grow and be refined using insights gained from the 2011-2012 evaluation. Overall, it has demonstrated substantial contributions to student learning and teacher efficacy.
Studio Habits of Mind

The research team of Lois Hetland, Ellen Winner, et al., from Project Zero at the Harvard Graduate School of Education examined how learning in the visual arts helps students develop habits of mind—mental dispositions to behave in effective ways. They identified eight Studio Habits of Mind inherent in arts learning. These eight habits demonstrate the sometimes unseen benefits that the arts bring to students’ education. The Studio Habits of Mind include:

- **Develop Craft**—the ability to use and take care of tools and materials and the ability to use procedures to acquire the skills or techniques needed to work in various media.

- **Engage and Persist**—the ability to work hard and not give up, the ability to stay focused on a task for a sustained period of time.

- **Envision**—the ability to generate mental images of possibilities; increased ability to imagine and visualize new ideas.

- **Express**—the ability to go beyond technical skill to convey a personal idea, intention, interpretation, or feeling.

- **Observe**—the ability to engage in careful, mindful, focused observation.

- **Reflect**—the ability to think about their process for working and learning. It includes planning for, reflecting on, and evaluating one’s strategies.

- **Stretch and Explore**—the ability to go beyond the familiar; to think imaginatively and creatively; the willingness to try new things and take responsible risks and the willingness to express oneself, ability to accept mistakes as part of a learning process.

- **Understand the Art World/Outside World**—the ability to go outside oneself to learn from or be influenced by the work of others in the arts; to be part of an artistic community.

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1 KID smART has interpreted this Studio Habit of Mind to be wider and more inclusive by changing the ‘art world’ to the ‘outside world.’
KID smART Program Information

- **Classroom instruction**
  KID smART reaches directly into the classroom with its Artists in the Classroom (AIC) program which offers long-term arts integration residencies for students. Teachers and professional teaching artists work together to co-plan and co-teach arts integrated lessons designed to reach learning objectives in both the arts and another subject area. In addition, residency plans target age-appropriate social and emotional growth objectives for students and seek to create joyful learning communities in classrooms. In the 2011-2012 school year, 12 teaching artists worked in classrooms with 95 teachers.

- **Teacher knowledge and skills**
  KID smART recognizes that for teachers to implement arts integration in meaningful ways, they must be learners, too. Teachers in the Arts Experiences in Schools (AXIS) program participate in ongoing professional development workshops throughout the year, led by presenters from KID smART’s teaching artist corps and from the city, region, and nation. The program also offers one-to-one coaching for teachers interested in deepening the skills learned through the professional development. Additionally, all teachers within the participating schools attend full-faculty or departmental arts integration professional development in their schools. Most teachers that participate in the AXIS program also participate in the AIC program. In the 2011-2012 school year, 39 teachers completed the AXIS program.

- **Resources and recognition**
  KID smART provides participating schools with a wealth of crucial arts and culture-related resources including a budget for field trips and art supplies. The opportunities provided through these resources help students develop the eighth Studio Habit of Mind, Understand the Art/Outside World, by giving them access to their local arts community and opportunities to work as an artist. Additionally, the program works to honor the efforts of students and teachers by showcasing their work and making student learning visible.

- In addition to KID smART’s core programming, but not included in this evaluation report, KID smART provides teaching artists for after-school programs throughout the city, coordinates a state-wide program on arts integration called ICI/Imagination, Creativity and Innovation and supports the implementation of arts education through various efforts.
Evaluation Instruments

KID smART worked with the Improve Group to design a variety of instruments for collecting the data related to the achievement of its goals and related outcomes. The following instruments were administered during the spring of the 2011-2012 school year:

- **Teacher Surveys**: Two teacher surveys were administered:

  **AXIS Teacher Survey**
  Thirty-nine (39) teachers participated in the AXIS program. Thirty-one (31) completed the survey. Most of the teachers were new to the program: eighty-two percent (82%) of the respondents had participated in the AXIS program for one or two years; eighteen percent (18%) had participated in the program for three, four, or five years.

- **AIC Teacher Survey**
  Ninety-five (95) teachers participated in the Artists in Classroom (AIC) program 2011-2012. Fifty-three (53) teachers responded to the survey. They represented Akili Academy (8%, N: 4); Arise Academy (25%, N:13), Martin Behrman Charter School (17%, N: 9); William J. Fischer Accelerated Academy (9%, N: 5); McDonogh City Park Academy (11%, N: 6); Sci Academy (2%, N: 1); Morris Jeff Community School (2%, N: 1).

- **Teacher Focus Group Discussions**
  Sixteen (16) AXIS teachers were interviewed, eight in each of two focus groups.

- **Administrator Interviews**
  Seven (7) administrators participated in individual, 15-20 minute interviews about their perceptions of the program.

- **Student (preliterate) Survey** (Pre-Kindergarten, Kindergarten - grade 2)
  Preliterate students (N: 424) responded to a five-question survey about their experience in the classroom with the teaching artist. They responded by circling one of two options: a happy or a sad face.

- **Student (literate) Survey** (grades 3 and above)
  Literate students (N: from 787 to 848) responded to six questionnaire items about their experience in the classroom with KID smART.

- **Student Skill Sheets** (grades K-9)
  Teaching artists and classroom teachers created skill sheets for one class per school each semester. These sheets track student progress in two benchmarks in each of three arenas: art curriculum, non-arts curriculum and social/emotional. Seventeen (17) skill sheets were completed.

Data from all survey instruments were tallied in Fluid Surveys. Skill sheets were compiled in Excel. Transcripts of focus groups and administrator interviews, conducted and transcribed by Gremillion Consultants, were provided to KID smART and this report’s author for analysis.
KID smART Mission:

Working with the arts to engage students in learning about themselves and the world in which they live.
LYNNE SILVERSTEIN has over 30 years experience in arts education, arts administration, and teacher education. From 1993 to the present, Ms. Silverstein has worked as consultant to the Kennedy Center’s Education Program. In this capacity she has written arts education publications, designed curriculum resources, developed over 100 study guides for performance, led workshops for teachers, and taught and evaluated numerous seminars to artists and educators.

Before her work as consultant Lynne was on staff at the Kennedy Center for 13 years. She led the program of Professional Development Workshops for Teachers as well as the national Partners in Education Program.

Prior to her work at the Kennedy Center, Lynne directed a teacher education center in aesthetic education and taught, assessed and reported on visual arts as a specialist in the public schools. Lynne has published widely in the arts education field. She has a BFA in visual arts and MA in Curriculum and Instruction. She received a B.F.A from Cornell and M.A. in Education from Virginia Tech.
In the academic year covered by this report, mission partners joined with us to create the joyful and engaging learning communities it describes. Our special thanks in 2011-12 to:

Baptist Community Ministries
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The Wisner Fund/City of New Orleans
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