



Professional Development Influencing Art Integration and Teacher Confidence

California State University, Fullerton



Introduction

- This study included two randomly selected elementary schools in Orange County, CA where arts programs were already integrated prior to program implementation.
- The program model followed a four year path. The data reflected on this poster represents year three of program implementation.
- The selected participating schools included Schools A and B. Both were Title 1 schools in their second and third years of program improvement respectively (see Figure 1).
- In the current program, the two schools' existing arts programs incorporated four new genres (i.e., visual arts, dance, theater, and music), arts education opportunities outside of the classroom, and professional development trainings for classroom teachers.

Hypothesis

H1: Students who received an art enriched education would have increased motivation to attend school, engage in activities, and the curriculum.

H2: Teachers involved in the program would have increased awareness of the arts through professional development, familiarization with arts standards, and be able to connect arts to the curriculum to foster student success in Title 1 schools.

School Profiles

Profile of School A

School	Type of School/District	English Learners	Pupil Teacher Ratio	Free & Reduced Price Meals
SCHOOL A	ELEM	215 (53.1%)	21.9:1	313 (79.2%)

Profile of School B

School	Type of School/District	English Learners	Pupil Teacher Ratio	Free & Reduced Price Meals
SCHOOL B	ELEM	199 (42.3%)	25.6:1	317 (65.2%)

Figure 1. School profiles.

Methods

- Surveys:** evaluated the success of professional development institutes with regard to teachers' art knowledge and integration
- Focus Groups:** evaluated teachers' perceptions of program success, integration of arts into core curriculum
- Observations:** evaluated teachers' engagement during professional development sessions

Results

Table 1.
Teacher Survey Results

	Year One Means	Year Four Means	t-test Results
Incorporating Music	3.00	4.00	$t(10) = -2.80, p = .02$
Incorporating Theater	1.64	3.18	$t(10) = -6.25, p < .001$
Collaborating with Teaching Music	1.45	2.36	$t(10) = -2.89, p = .02$
Collaborating with Teaching Theatre	1.73	2.55	$t(10) = -2.76, p = .02$
Collaborating with Teaching Visual Arts	2.54	3.64	$t(10) = -2.96, p = .01$
Connecting the Arts to Other Subjects	2.72	4.45	$t(10) = -5.19, p < .001$
Knowledge and use of California Arts Content Standards	2.81	3.81	$t(10) = -4.02, p < .01$
Confidence in Teaching Music	1.55	2.36	$t(10) = -2.80, p = .02$
Confidence in Teaching Theater	2.09	3.00	$t(10) = -5.59, p < .001$

Observations

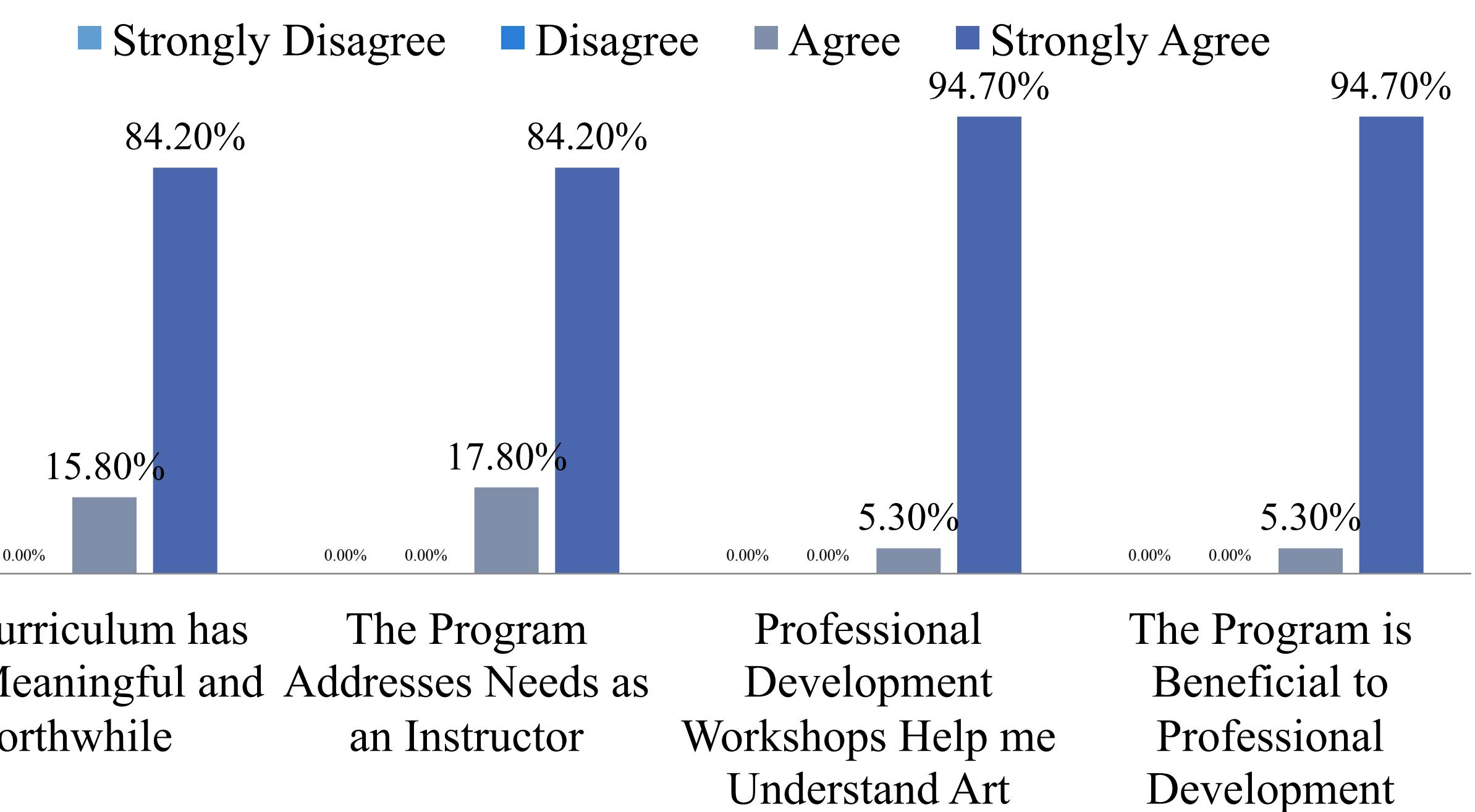
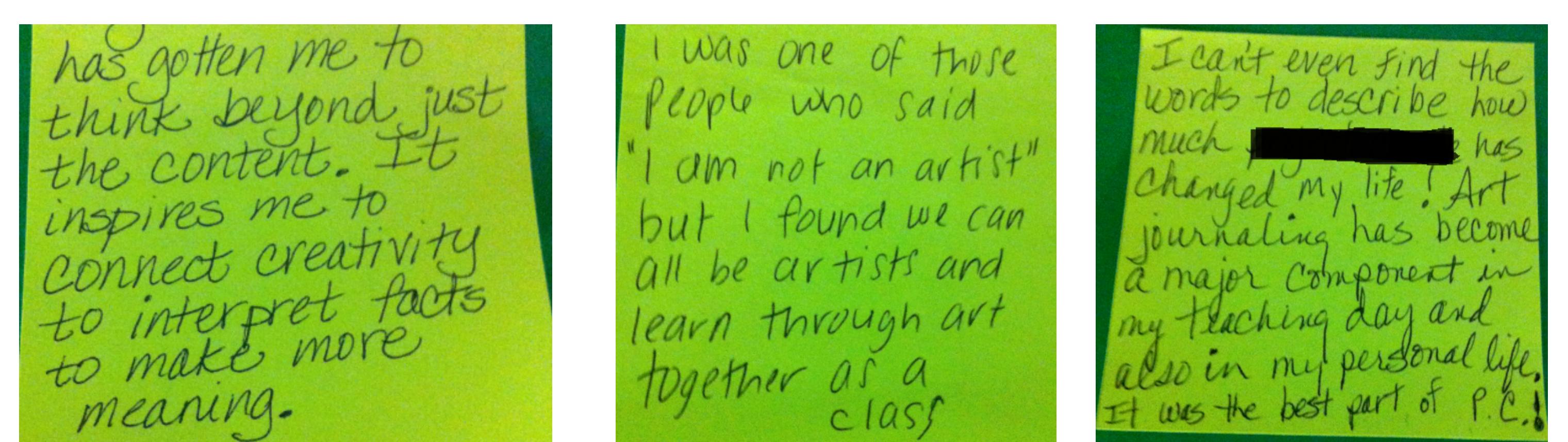
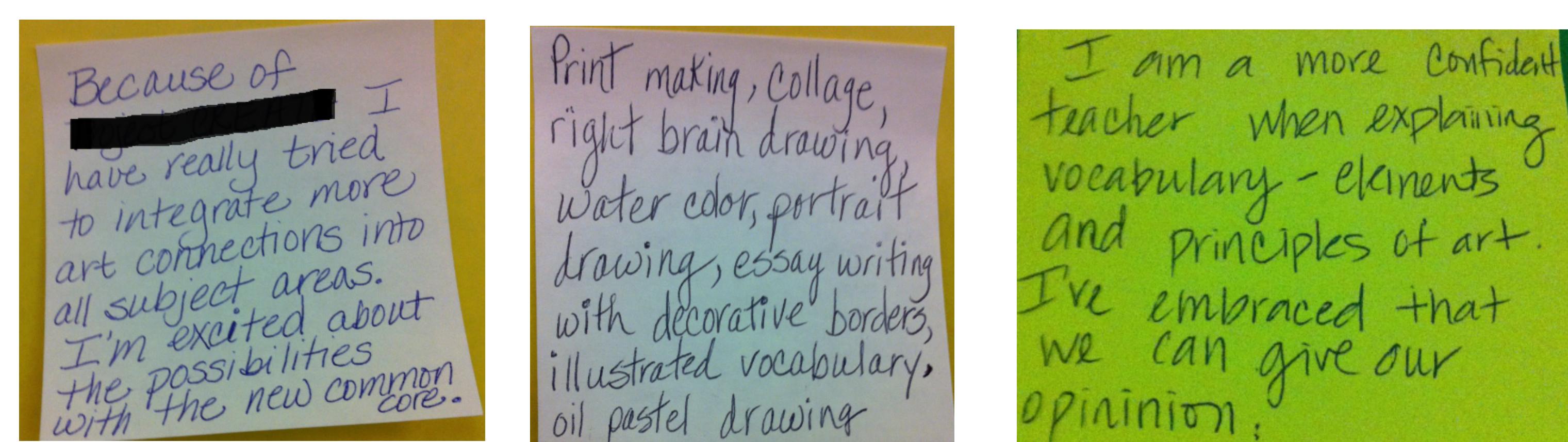


Figure 2. Professional development.

Results

- Focus groups with teachers revealed the effects of the program and lasting influences:
 - Students had increased enthusiasm for the arts
 - "For all of those kids with that inner artist, it was their moment to be a fully blooming flower."*
 - Teachers had improved confidence for integrating more difficult art projects
 - "I just remember seeing their enthusiasm and just how much they gained out of it, which made me go 'that's the whole reason why it's worth the mess.'*
 - Teachers began anticipating their schools integrating the arts and technology more in the curriculum
 - "It really seems to be the way that education is shifting."*
 - Teachers incorporated what they learned in the professional development institutes, noting they were
 - "inspiring and positive and helped everybody let go their ideals of themselves and find their own inner artist, and then it was exciting to bring [that atmosphere] back to the classroom."*

Conclusion

- Teachers had positive feedback with regard to participating in the project, professional development sessions, and art integration
- Teachers recommended that the program engaged the schools' administrations to show the project's potential to improve student achievement