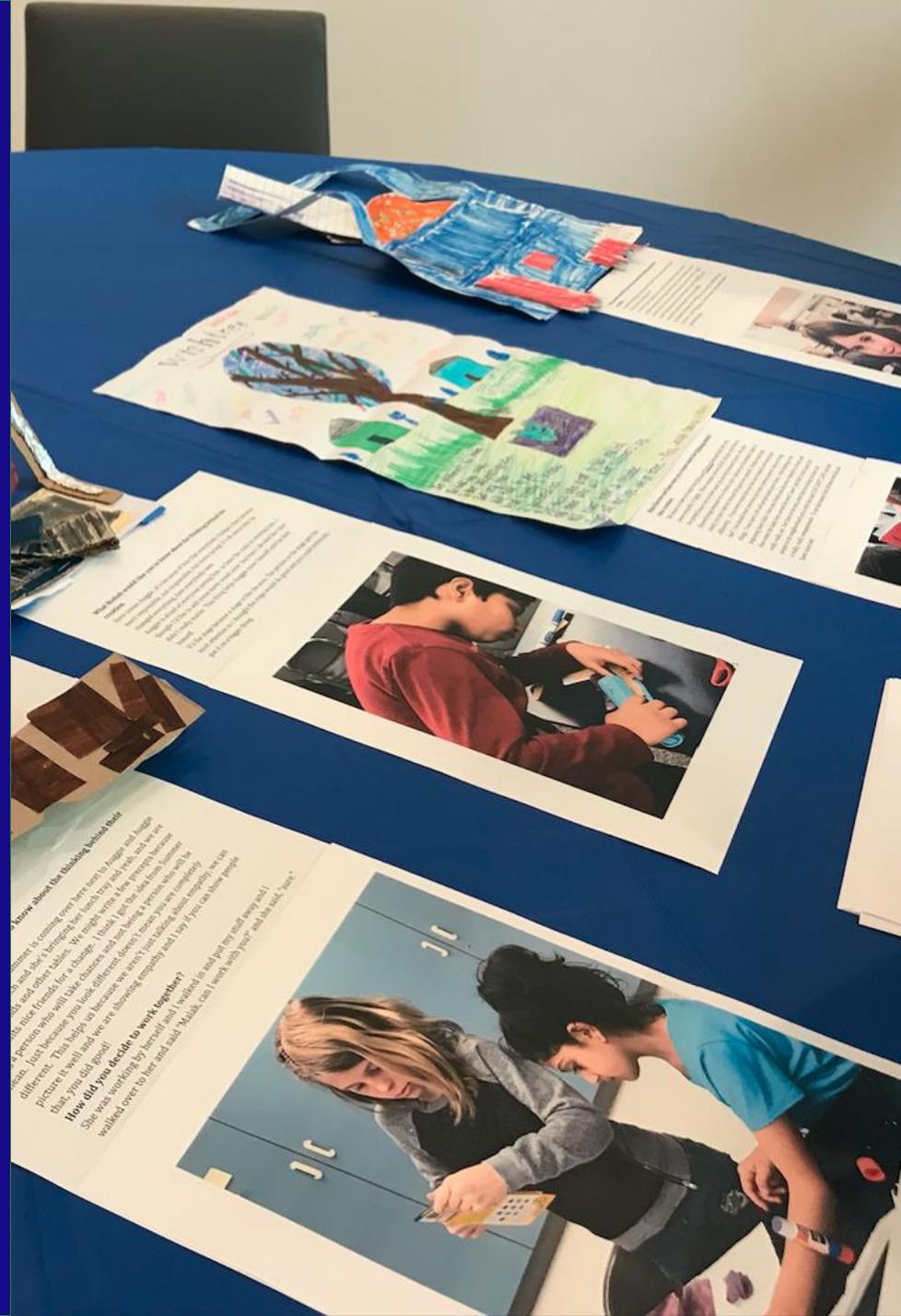


THE COLUMBUS MUSEUM OF ART

Teaching for Creativity Institute 2017-2018 Summative Evaluation

Prepared by:
Jeanine Ancelet, Principal
Audience Focus
June, 2018



Purpose of Study & Evaluation Questions

Purpose: Gain a better understanding of the TfCI program and how it is impacting teachers.

Evaluation Questions:

1. What do teachers perceive is the value of the single-day sessions?
2. How does TfCI impact teachers?
3. How will teachers continue their work around creativity beyond TfCI?
4. How can CMA providing ongoing support for teachers and sustain its relationship with TfCI alumni?

Methods

- Post-Summer Institute written questionnaire

- Retrospective pre/post online questionnaire with all teachers who participated in TfCI

- Group discussion with a sub-sample of teachers who were present during the April follow-up session

- Journey Mapping activity with a sub-sample of teachers who were present during the April follow-up session

Data Collection / Sampling

— Data were collected by Jeanine Ancelet,
Principal at Audience Focus

— Data were collected June 2017- May 2018

Study Sample

— 39 teachers participated in the post-Summer Institute evaluation activities (87% of the population)

— 35 teachers participated in the post-Institute evaluation activities (81% of the population)

— 17 completed the survey and participated in the group conversation / journey map activity

— 15 completed only the survey

— 3 teachers participated in the group conversation / journey map activity, but did not do the survey

Demographics of Post-Institute Sample

— 63% were elementary school teachers

— 23% taught middle school

— 17% taught high school

— 21% were art teachers

— 60% worked in Dublin City Schools

— 17% worked in Grandview Heights Elementary

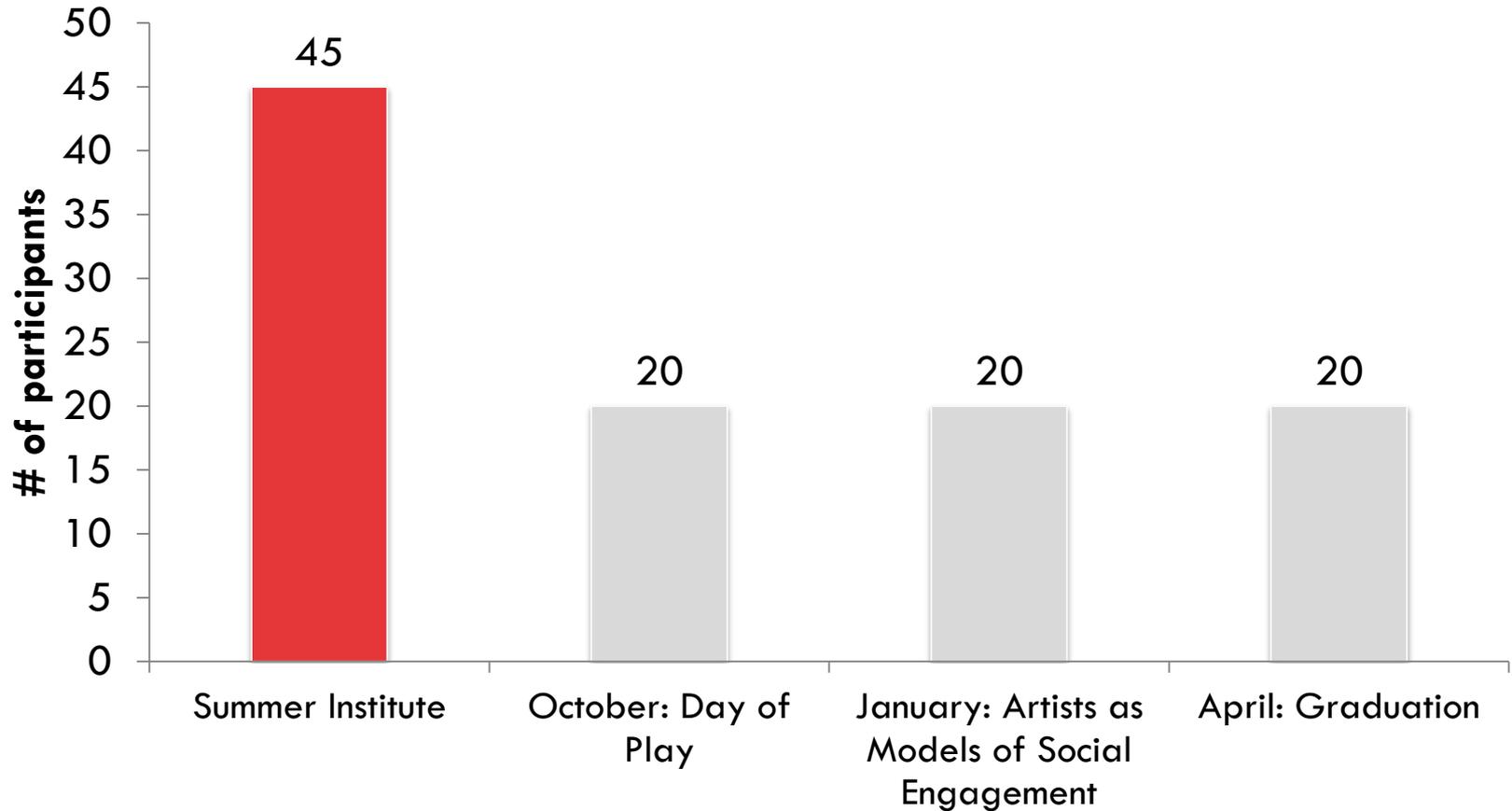
— 23% worked in other school districts, including CCS, Hillard City, Worthington, Primary Villa, and Big Walnut

SINGLE DAY WORKSHOPS



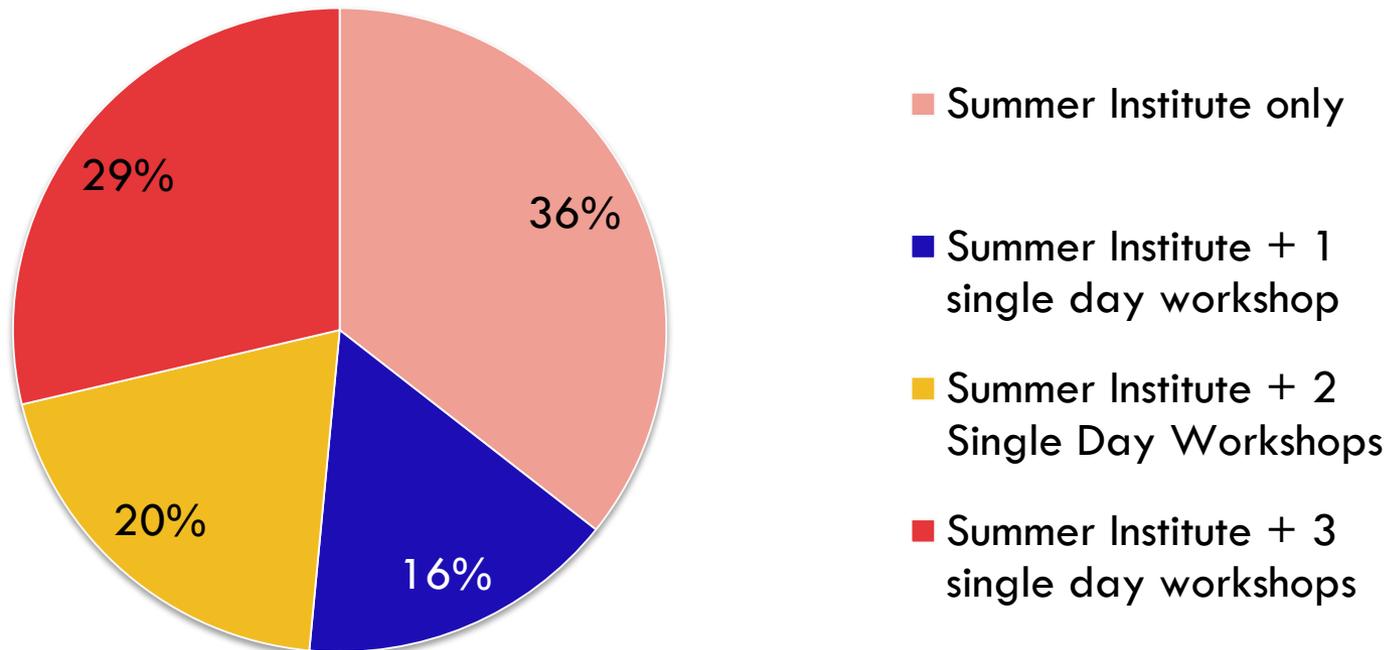
Participation

Number of participants who attended each event



— 64% participated in at least one single-day Workshop; 29% participated in all 3 workshops

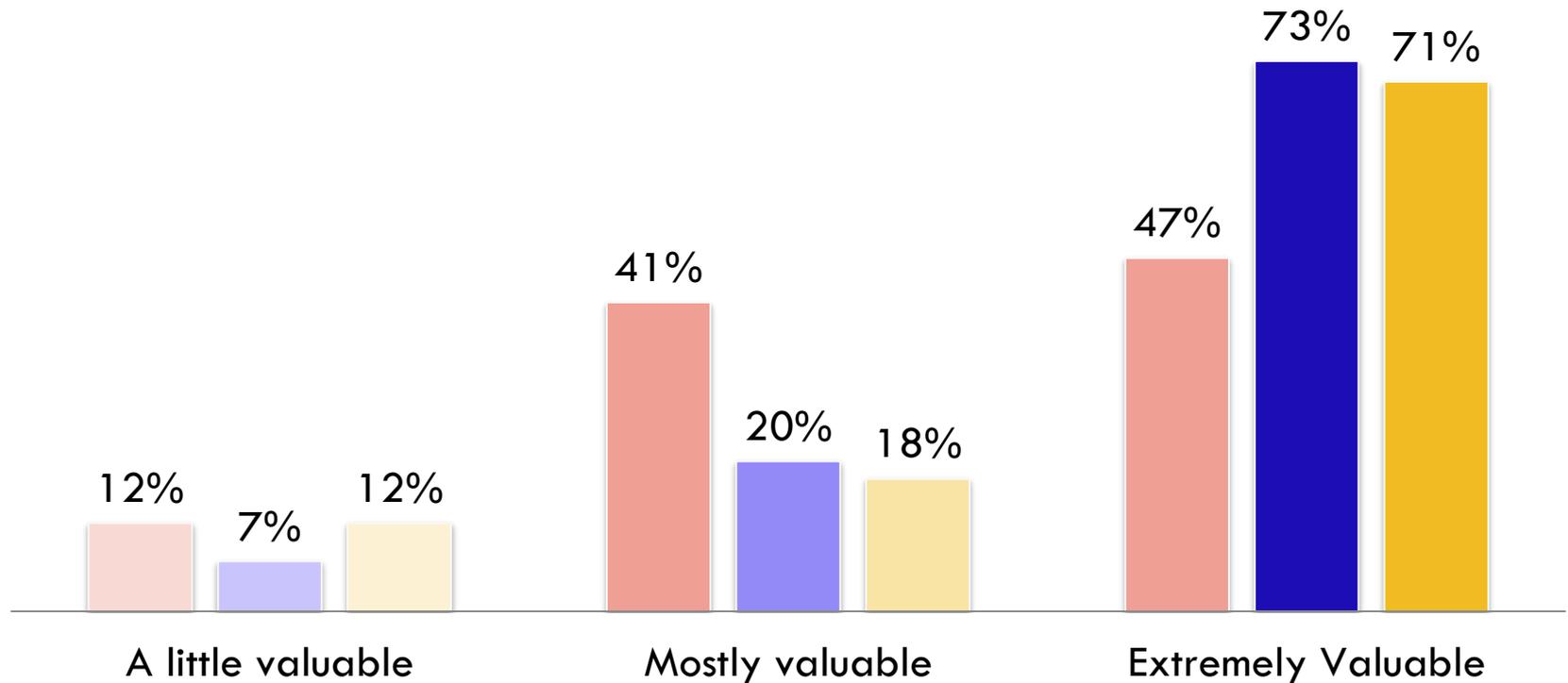
% of Participants Who Participated in Different TfCI Events (n=45)



Perceived Value of Single-Day Workshops

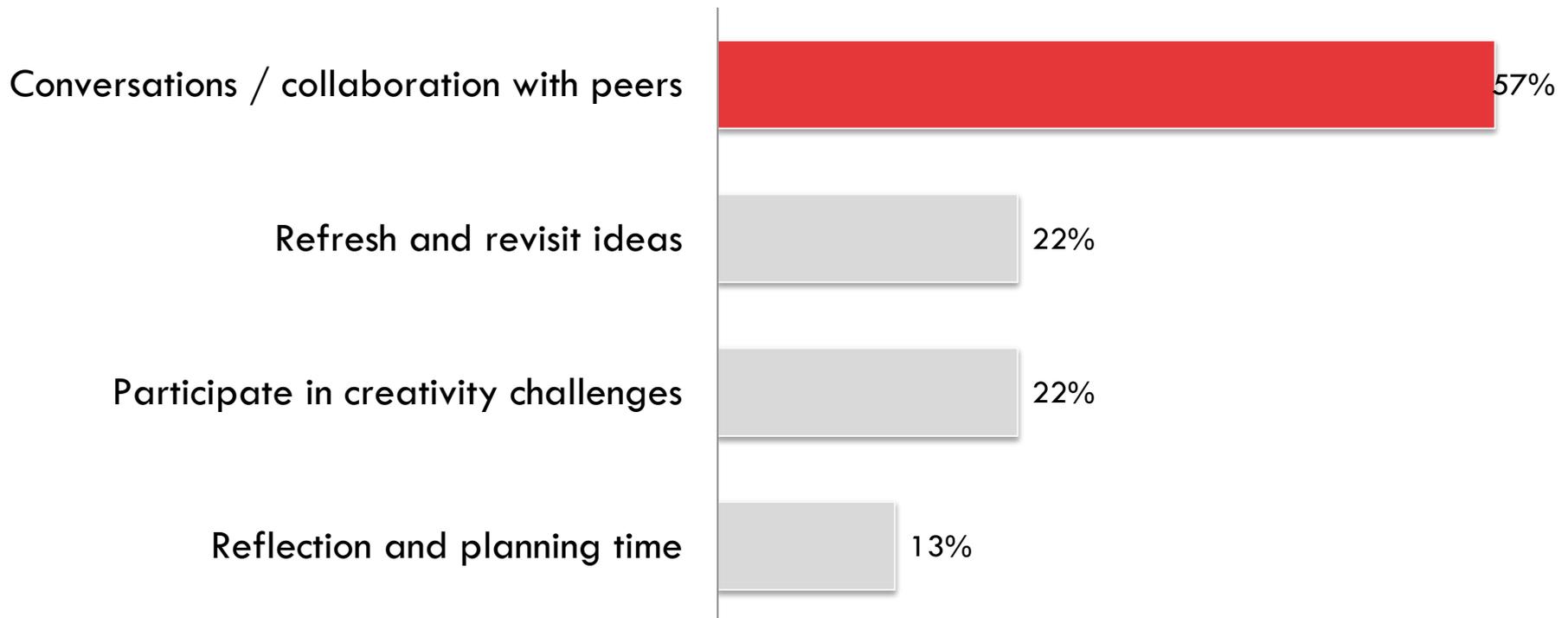
How valuable were the following single-day workshops to you? (n=31)

■ October (n=17) ■ January (n=15) ■ April (n=17)



— **57%** said the most valuable aspect of the single day workshops was having the opportunity to interact with their peers

What was the most valuable aspect of the single-day workshop for you?
(n=23)



Value of Single-day Workshop

During the group conversation, participants reiterated sentiments shared via the online survey, saying having opportunities to have conversations with and collaborate with their peers added value to their experience in the single day workshop. Participants said they also valued having the opportunity to refresh & revisit different concepts and strategies they learned during the Summer Institute:

I love how the Saturday Sessions were part of it. I feel like in the summer I am so motivated and inspired to try these ideas. Then during the year, I know there are so many things that I want to try to do that some are falling out. I love bringing it back to this community and checking in on the Saturday ones and it brings some of those ideas back as a focus and you can slowly add them back in and remember why you are here and how you can bring that into your classroom

It's like a recharge

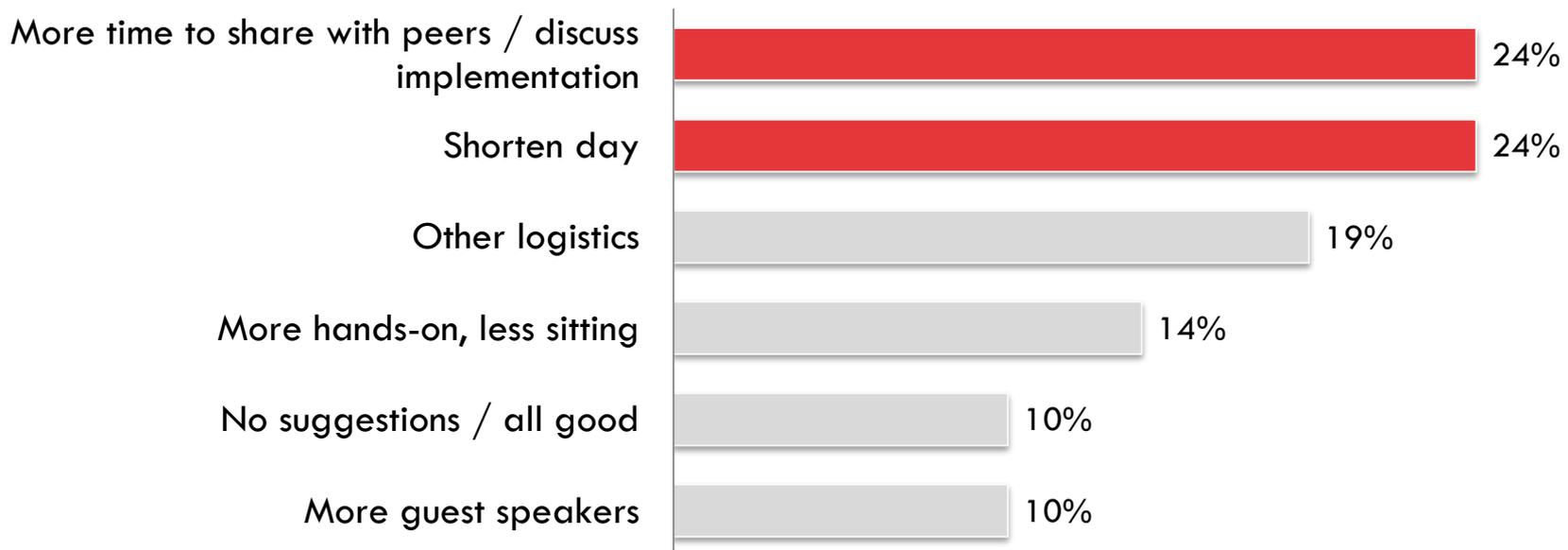
At the beginning you get so much... then you get to come back and repeat it a couple times and see the ways other people have applied it

Changes to Single-day Workshop

24% said they would like to have more time to share with their peers and discuss implementation

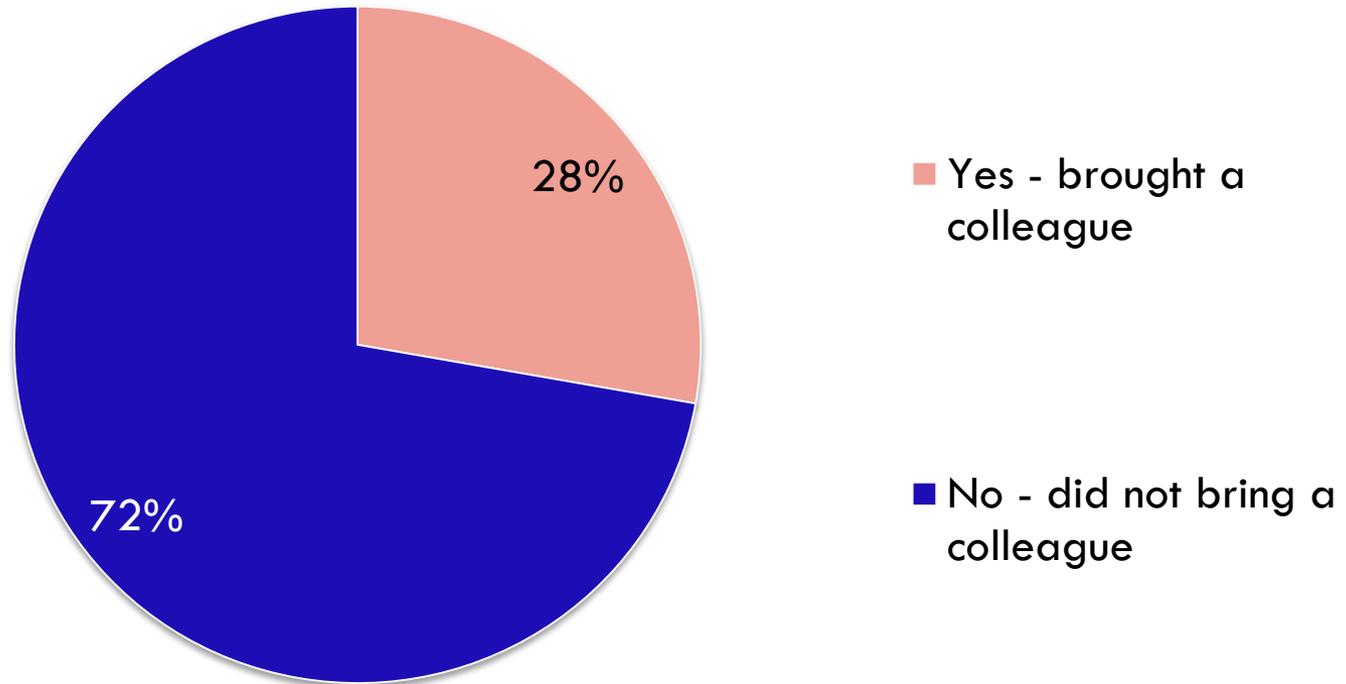
24% suggested shortening the day – possibly reducing or eliminating lunch time, and ending earlier

If you were to make one change to the single-day workshops to increase the value, what addition would you suggest? (n=21)



Inviting Colleagues on Final Day

Did you bring a colleague with you to the April workshop?
(n=18)



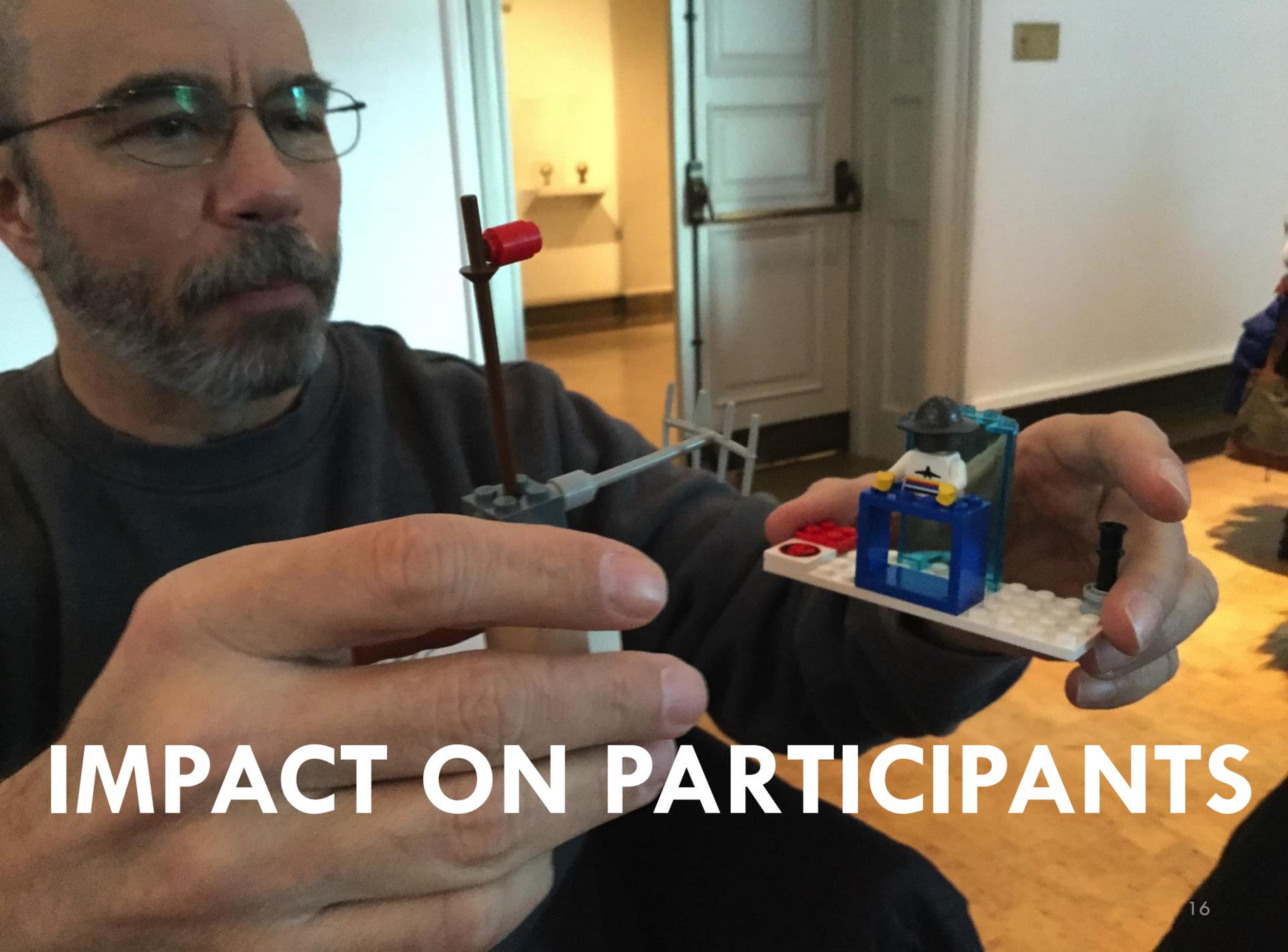
Value of Bringing Colleagues on Final Day

To be able to share the things that we have been exploring and create another 'ally' in my building/hallway.

My colleague left inspired and energized to seek more opportunities like this in the future.

It gives them insight into how the entire institute was run, motivation to join-in, and a common point to work from in our own schools.

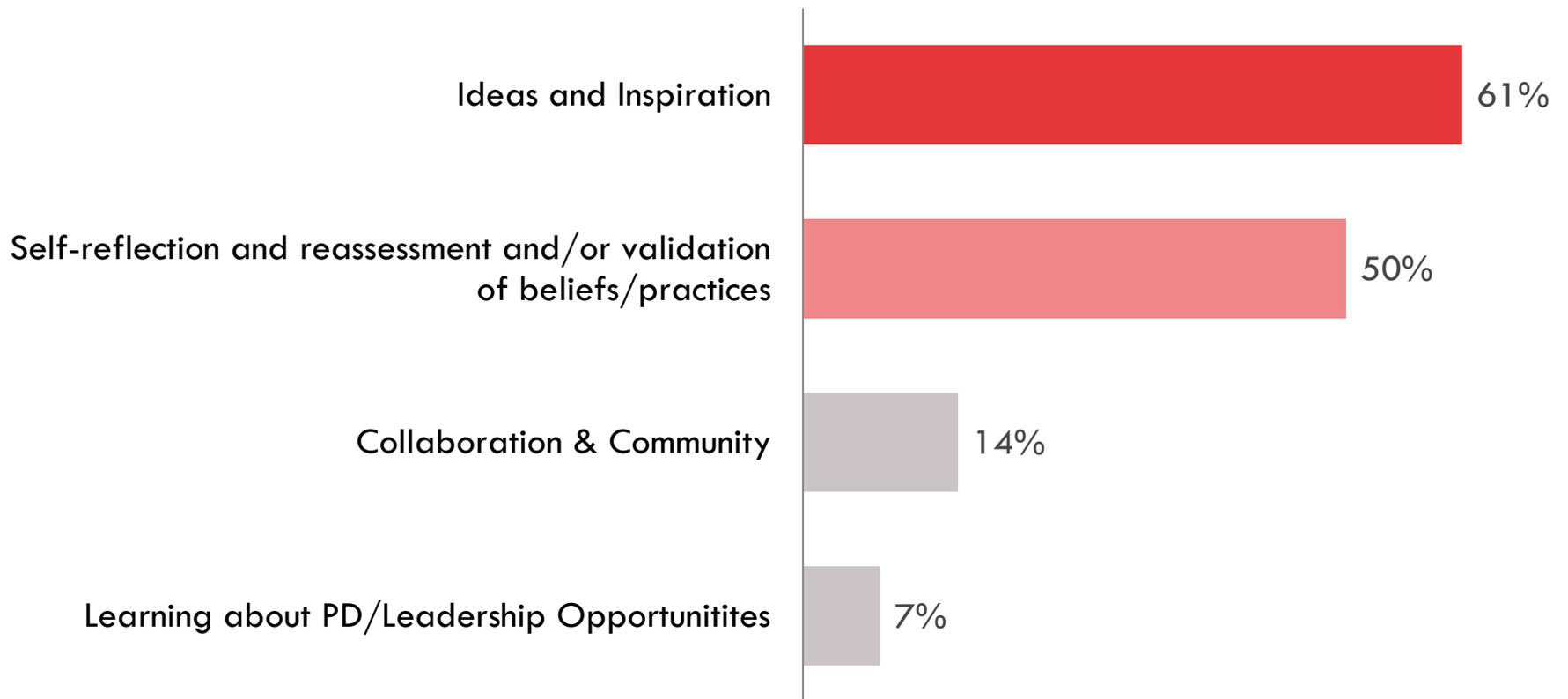
It helps to have colleagues also inspired to make changes in how they teach and see the value in teaching for creativity.



IMPACT ON PARTICIPANTS

Primary Benefit

Through an open-ended question on the online survey, participants identified 4 primary ways they benefited from their participation in TfCI



Primary Benefits

It helped me reflect and improve on the kind of teacher I want to be. I think I am improving more than ever

Feeling more validated and empowered to pursue creativity in my lessons and to encourage students to follow their own creative inclinations

Feeling empowered to make Creativity a priority in my classroom. Focus on valuing creativity and making it visible in my classroom

It has inspired me to continue this learning past the institute

Journey Maps

While each participant had a unique journey through the TfCI program, 6 key milestones emerged across the different maps:

- Challenging thinking & beliefs
- Collaborating
- Experimenting & modeling
- Advocating
- Noticing & reflecting
- Valuing



TfCI Journey: Challenging Thinking & Beliefs

- **50%** said their journey started during the Summer Institute when existing ideas and beliefs were challenged, and new thinking and questioning began

First session taught me creativity can be messy and chaotic but also freeing and full of interpretation

Got me thinking: What is creativity? Myths of creativity? Creativity is being lost? Culture for creativity?

TfCI Journey: Experimenting & Modeling

- 85% said they experimented with new teaching strategies and/or altered their learning environment in order to foster creativity in students during their TfCI journey, including:
 - Incorporating creativity challenges & thinking routines
 - Supporting student-centered learning
 - Asking more questions
 - Initiating problem-solving and “real world” learning
 - Modeling risk-taking, failures, & comfort with ambiguity – sharing more of one’s own experiences

Experimenting & Modeling

Providing students opportunities to be creative in class; finding space, saying yes more, student choice and voice

Focus on social issues, solving problems - build empathy protocols for looking at others' perspectives

I constructed 3 creative challenges over the course of the 1st 3 quarters of the year with my students

Went from art show (teacher directed with limited choice) to Factory Model (21st Century Art Classroom)

TfCI Journey: Noticing & Reflecting

60% said part of their journey included paying more attention to the habits of creativity, documenting what they were seeing, and reflecting on what it all means, for example:

Noticing the habits of creativity (Thinking Like an Artist, TAB/Choice)

Documenting the learning process

Reflecting on professional practice

Encouraging students to reflect on their learning

Noticing & Reflecting

Noticing things like: more confidence, fun, students ask for challenges, stronger bonds, relationships, better understand strengths when working with group

Documentation, reflection, making thinking and creativity visible

Making thinking visible; reflections - time and space where the learning happens

Become a noticer - value those children who stop to notice and take in everything

TfCI Journey: Collaborating

— **55%** said part of their journey included collaborating with their TfCI colleagues or other teachers in their schools

Finding others who are like me - talking, listening, and collaborating

Conversations with colleagues thanks to CMA - making new friends to have meaningful conversations about creativity

Collaboration - across all grade levels

TfCI Journey: Advocating

— **25%** said part of their journeys included advocating for creativity in the learning environment

*Professional development
with in the district -
created interest among
other teachers - spread
the word*

*Got my district to send more
people to enforce and initiate
- share at conference, PD in
district*

*Cardboard challenge -
sharing it with the
community*

Advocating

— During the group conversation, some participants shared more about how TfCI influenced their desire and/or ability to advocate for creativity in the learning environment, including:

The confidence it has given us and we are able to share that with the other teachers in the District. Confidence that it is possible and we do believe in this. There is a whole group of people that believe in this and know that it is purposeful and fun and it is researched based and there is evidence of the learning.

I feel like I have made a lot of changes but I just had my art show and trying to share some of that vision out with the parents and community and I was able to bring my instructional facilitator here today and having here see what is going on here. I want to spread the message out to more art staff.

TfCI Journey: Valuing

- **50%** described excitement, inspiration, and a deeper valuing of creativity during their journeys.

Making creativity and thinking routines a priority in my classroom; reading professional books - learning, professional development

Wanting to build mountains and change the world. Inspired

Being part of something that matters. Taking time to make it happen



45%

described challenges along their journeys, including detours for testing, trying to get buy in, feeling vulnerable, and falling “back to the basics” in between sessions

Intended Impacts

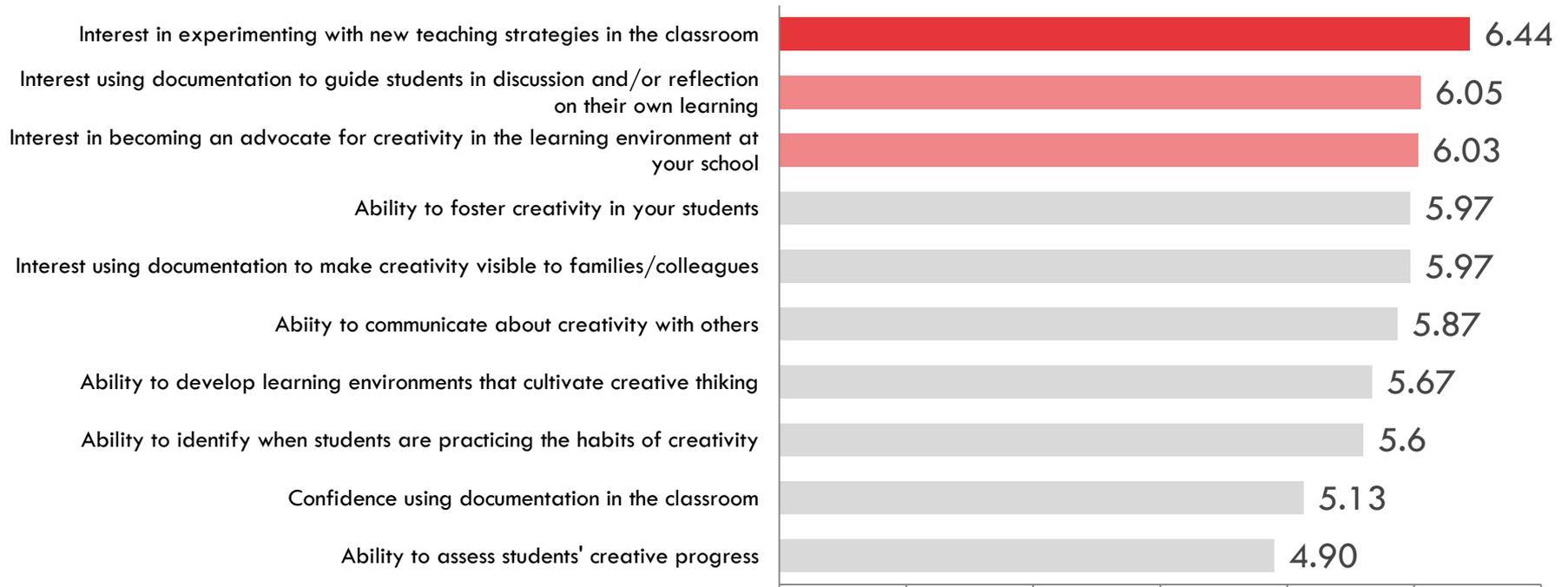
— CMA staff identified 10 key ways they hoped participants would be impacted as a result of their participation in the Institute, including increased...

1. Interest using documentation to guide students in discussion and/or reflection on their own learning
2. Interest using documentation to make creativity visible to families or colleagues
3. Interest in experimenting with new teaching strategies in the classroom
4. Interest in becoming an advocate for creativity in the learning environment at their school
5. Ability to communicate about creativity with others
6. Ability to foster creativity in students
7. Ability to develop learning environments that cultivate creative thinking
8. Ability to assess students' creative progress
9. Ability to identify when students are practicing habits of creativity
10. Confidence using documentation in the classroom

Post-Summer Institute Impacts

Most teachers thought the TfCI Summer Institute had a big influence on their interest experimenting with new teaching strategies, their interest in using documentation to guide student learning, and their interest in becoming advocates for creativity.

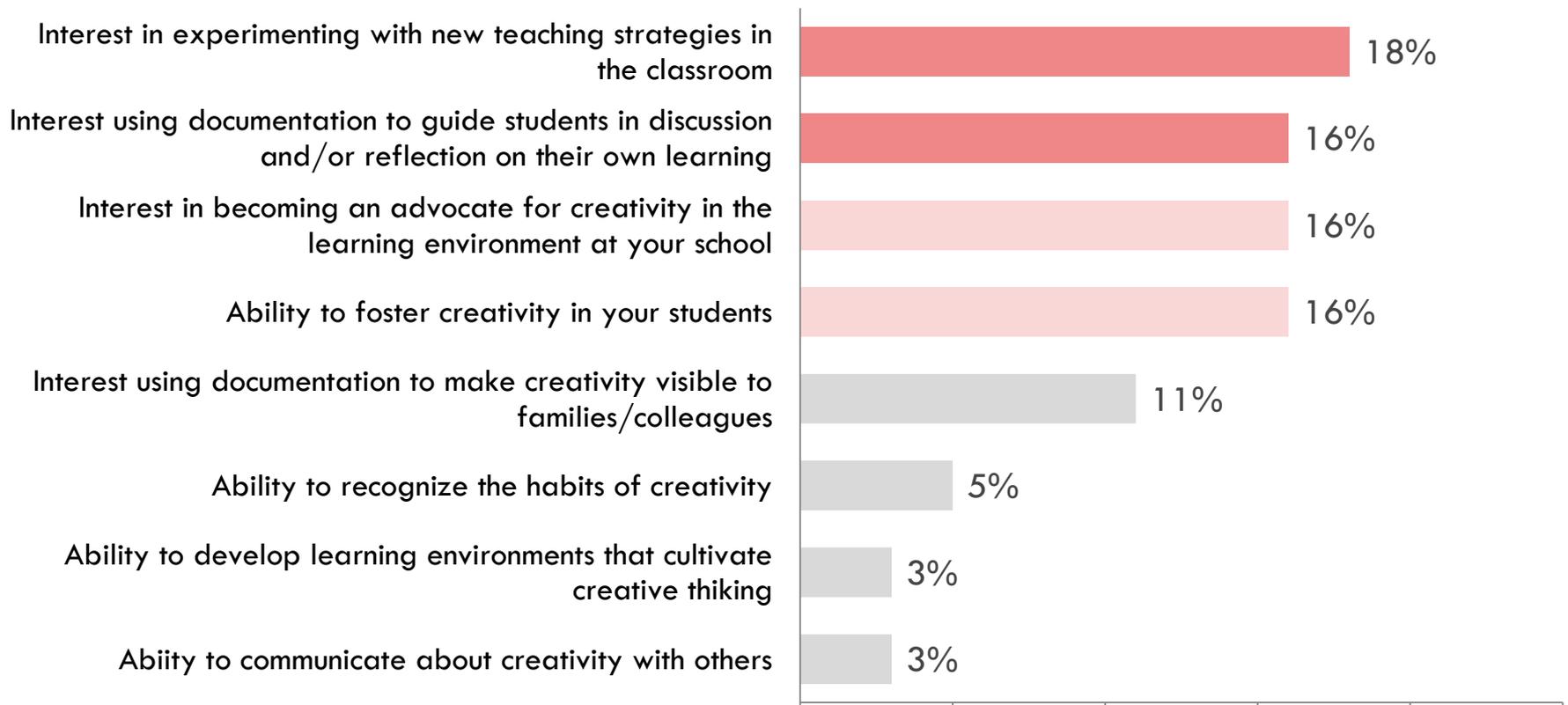
Distribution of participants' ratings of the degree to which their participation in the Summer Institute influenced them in the following ways (scale of 1-7 where 1 was "no influence" and 7 was "big influence.")



MEAN RATING

Post-Summer Institute Impacts

When asked to select in which area the Summer Institute influenced them the most, a clear winner did not emerge; however the top three remained experimenting with new teaching strategies, interest using documentation to guide learning, and interest in becoming an advocate for creativity.

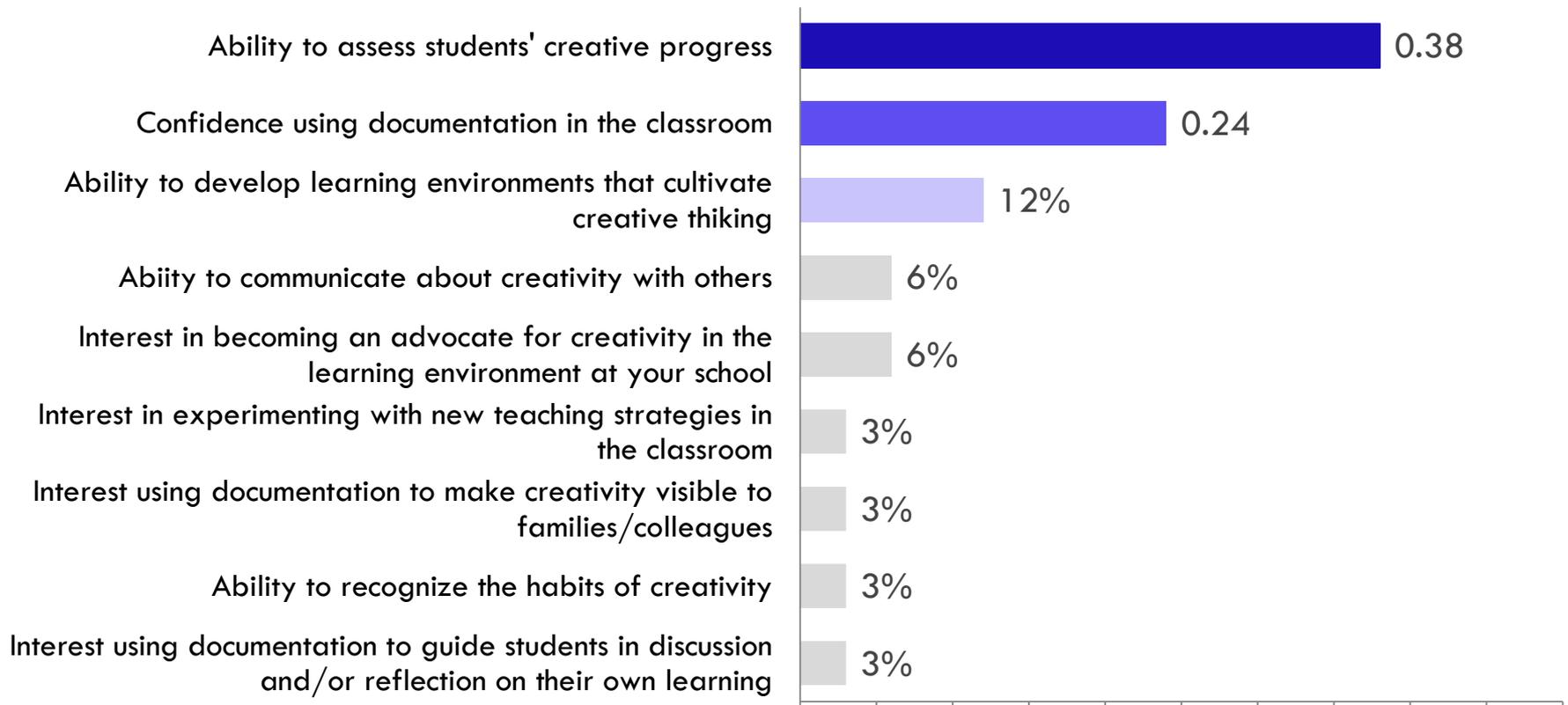


Post-Summer Institute Impacts

- Participants identified several ways the TfCI program model supported these impacts, including:
 - Inspiring and informative resources, speakers, and examples
 - Having dedicated time to solve problems and experiment — take on the role of the learner
 - Having opportunities to collaborate with colleagues
 - Having dedicated time for reflection on professional practice

Post-Summer Institute Impacts

When asked to select in which area the Summer Institute had the least influence, most selected ability to assess creativity and confidence using documentation in the classroom

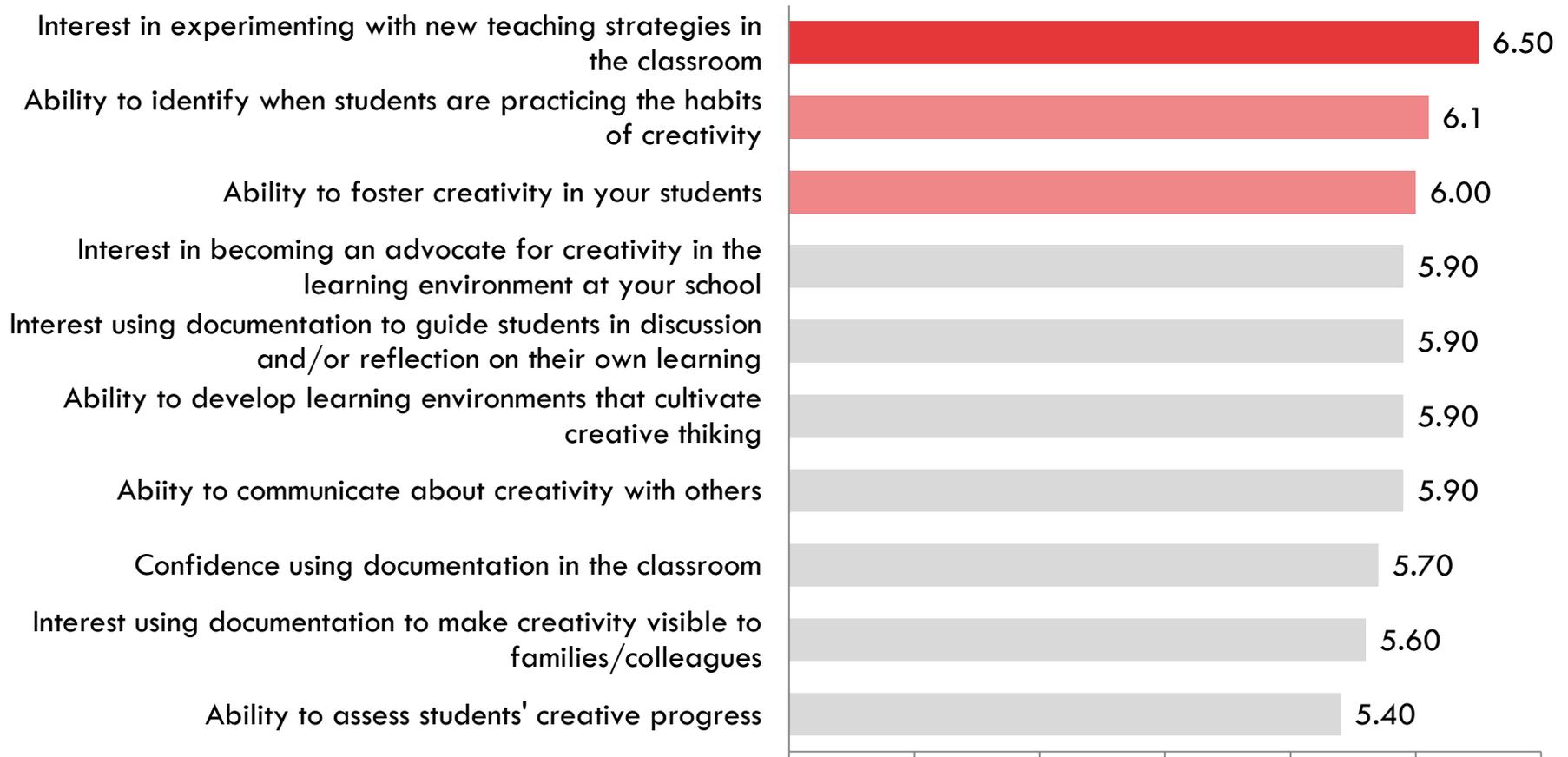


Post-Summer Institute Impacts

- Participants identified several reasons why they did not feel the TfCI program model supported certain impacts, including:
 - Needing more time to practice, and/or access to more examples and resources
 - Having lingering anxieties and fears about communicating about, advocating for, and/or assessing creativity
 - Having doubts as to whether creativity should be assessed
 - Already having advanced skills, interests, or understanding in certain impact categories

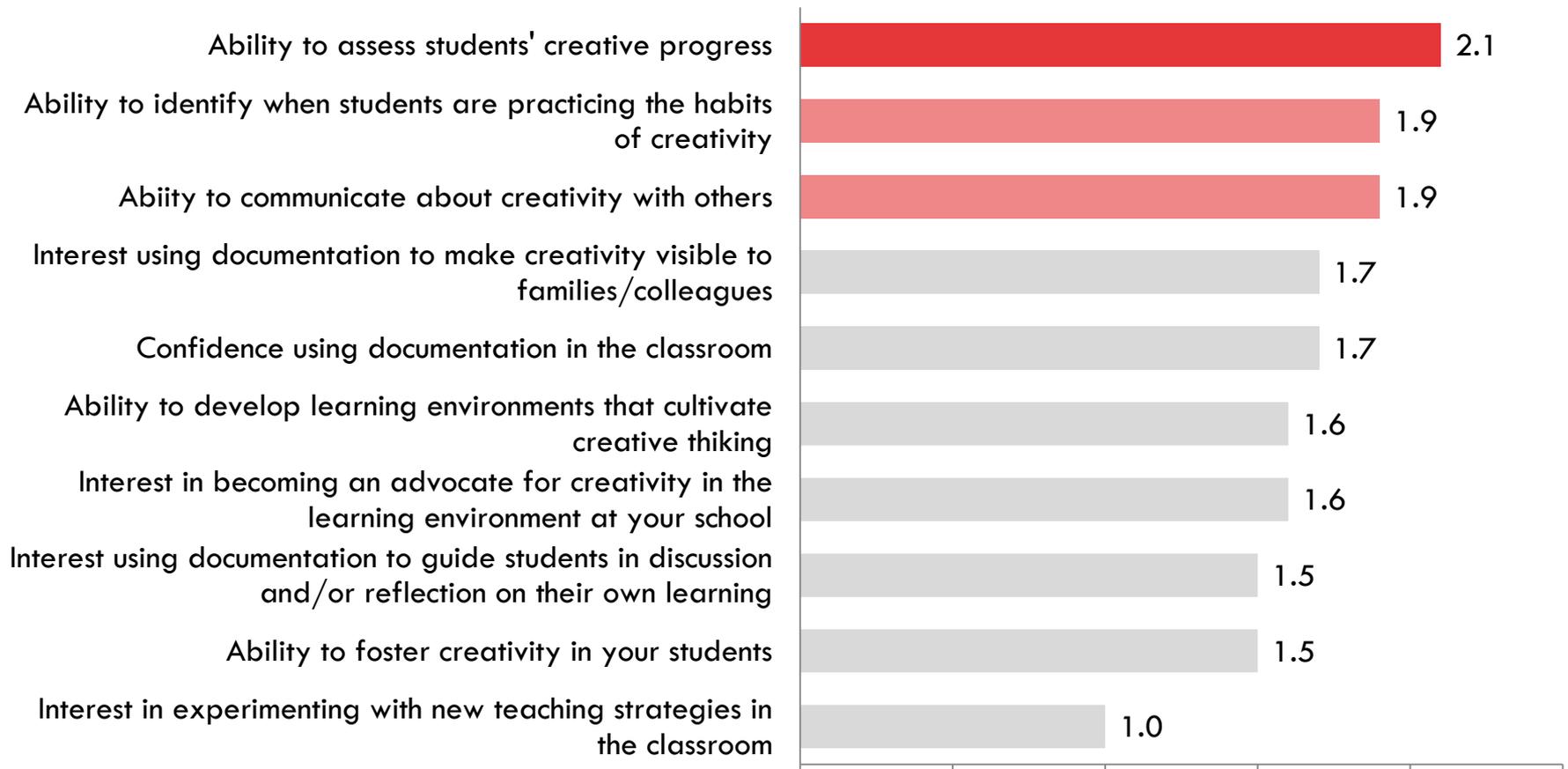
Post-Institute Impacts

Post – Institute, participants rated their interest in experimenting with new teaching strategies, their ability to identify when students are practicing the habits of creativity and their ability to foster creativity the highest.



The biggest positive gains made during TfCI included participants' ability to assess students' creative progress, identify when students are practicing the habits of creativity, and ability to communicate about creativity with others.

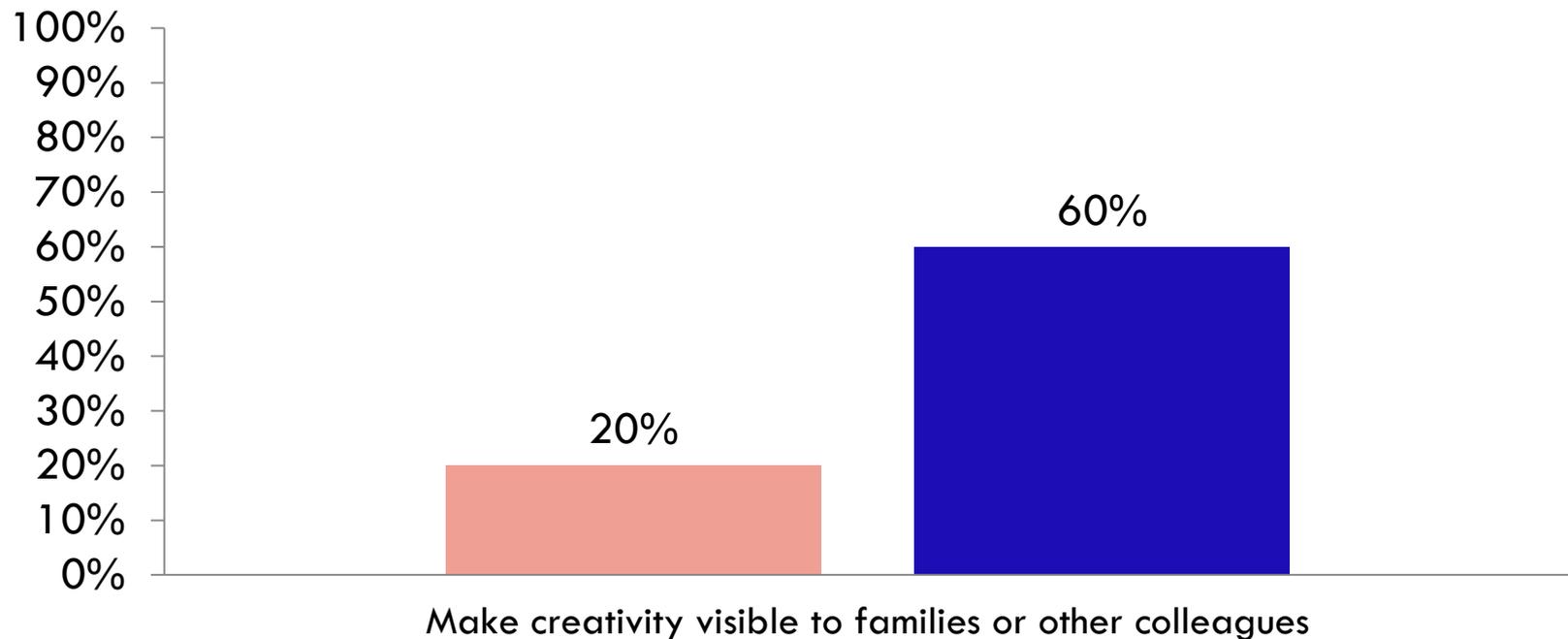
Degree of change in mean ratings between pre-TfCI and post-TfCI



TfCI had a significant, positive impact on participants' interest in using documentation to make creativity visible to others

% of teachers who were “extremely interested” (rating 6 or 7 on a 7-point scale before and after TfCI

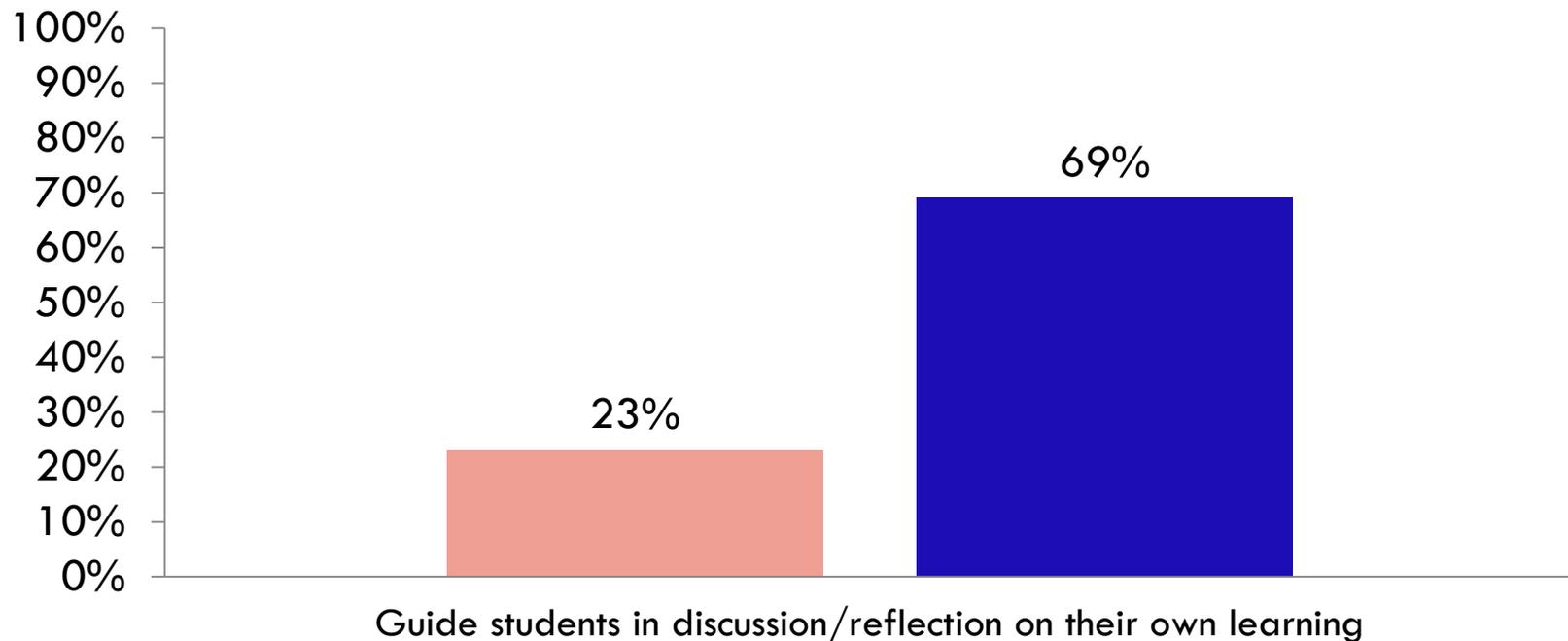
■ Before TfCI ■ After TfCI



TfCI had a significant, positive impact on participants' interest in using documentation to guide student learning

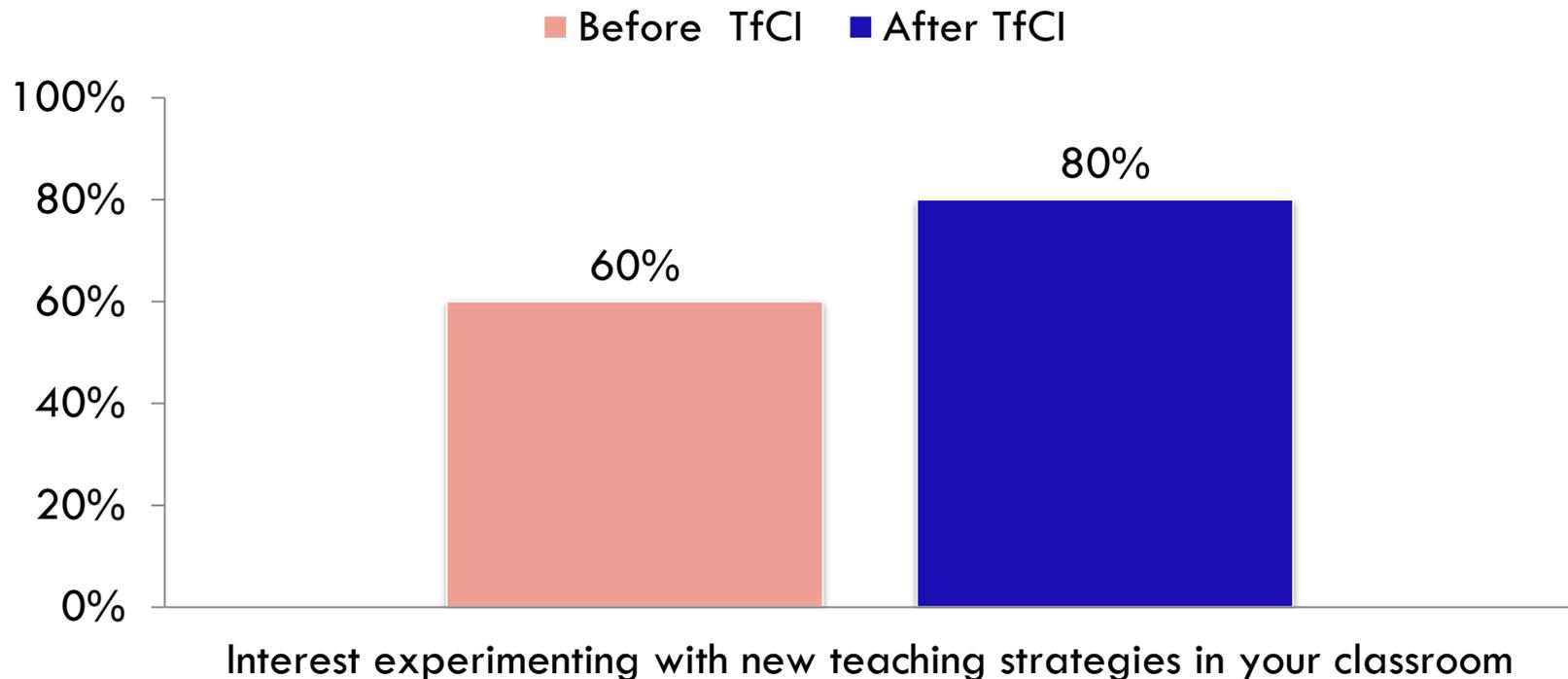
% of teachers who were “extremely interested” (rating 6 or 7 on a 7-point scale) before and after TfCI

■ Before TfCI ■ After TfCI



TfCI had a significant, positive impact on participants' interest in experimenting with new teaching strategies in their classroom

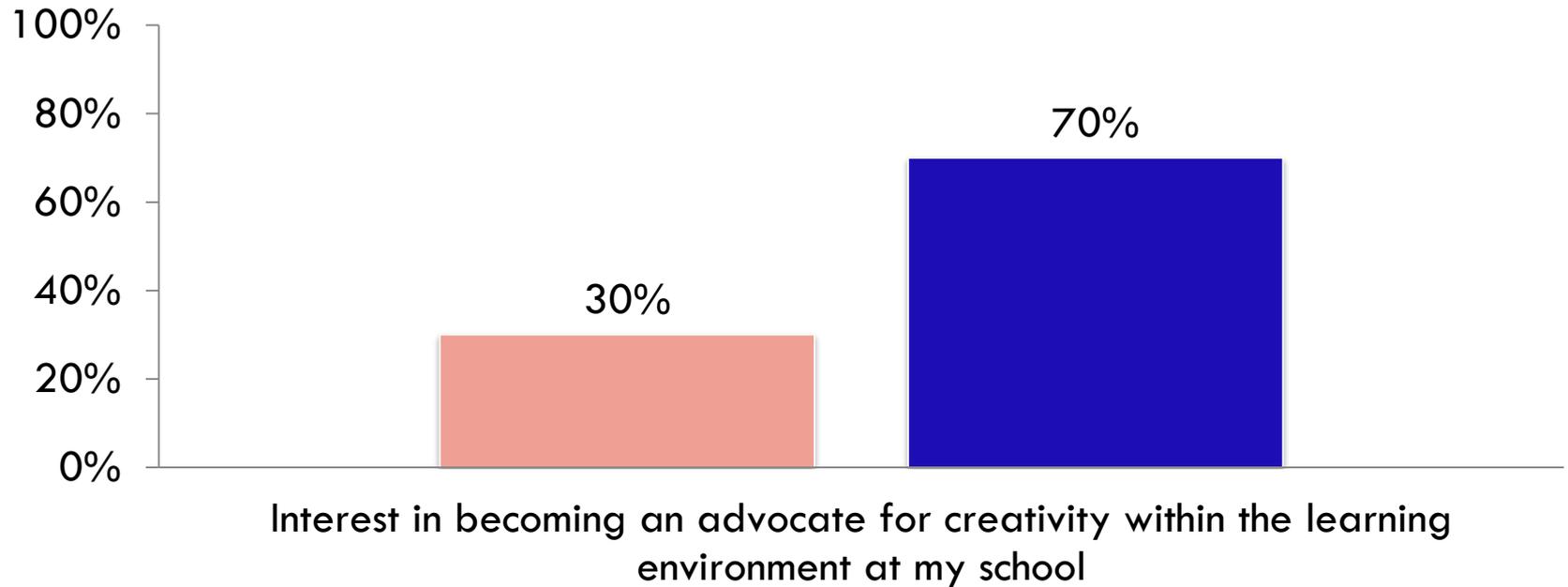
% of teachers who were "extremely interested" (rating 6 or 7 on a 7-point scale) in experimenting with new strategies, before and after TfCI



TfCI had a significant, positive impact on participants' interest in advocating for creativity

% of teachers who were “extremely interested” (rating 6 or 7 on a 7-point scale) in becoming advocates for creativity, before and after TfCI

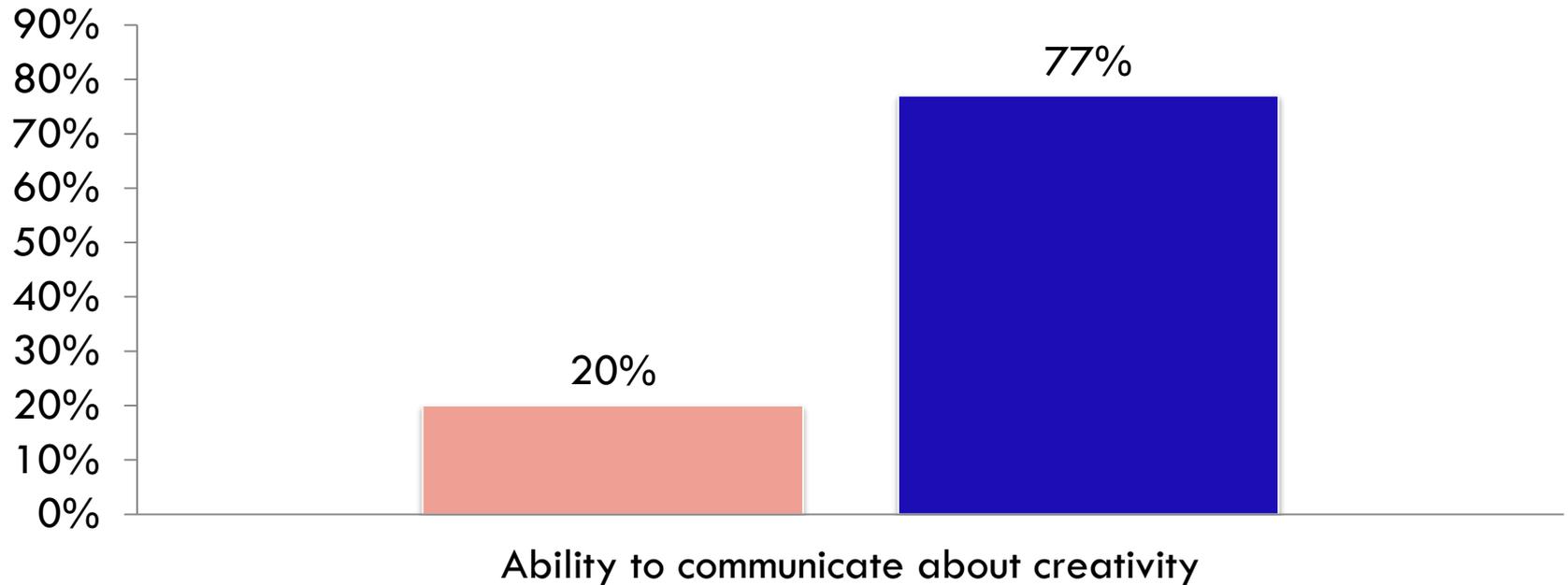
■ Before TfCI ■ After TfCI



TfCI had a significant, positive impact on participants' ability to communicate about creativity

% of teachers who were "highly certain they could do" (rating 6 or 7 on a 7-point scale), before and after TfCI

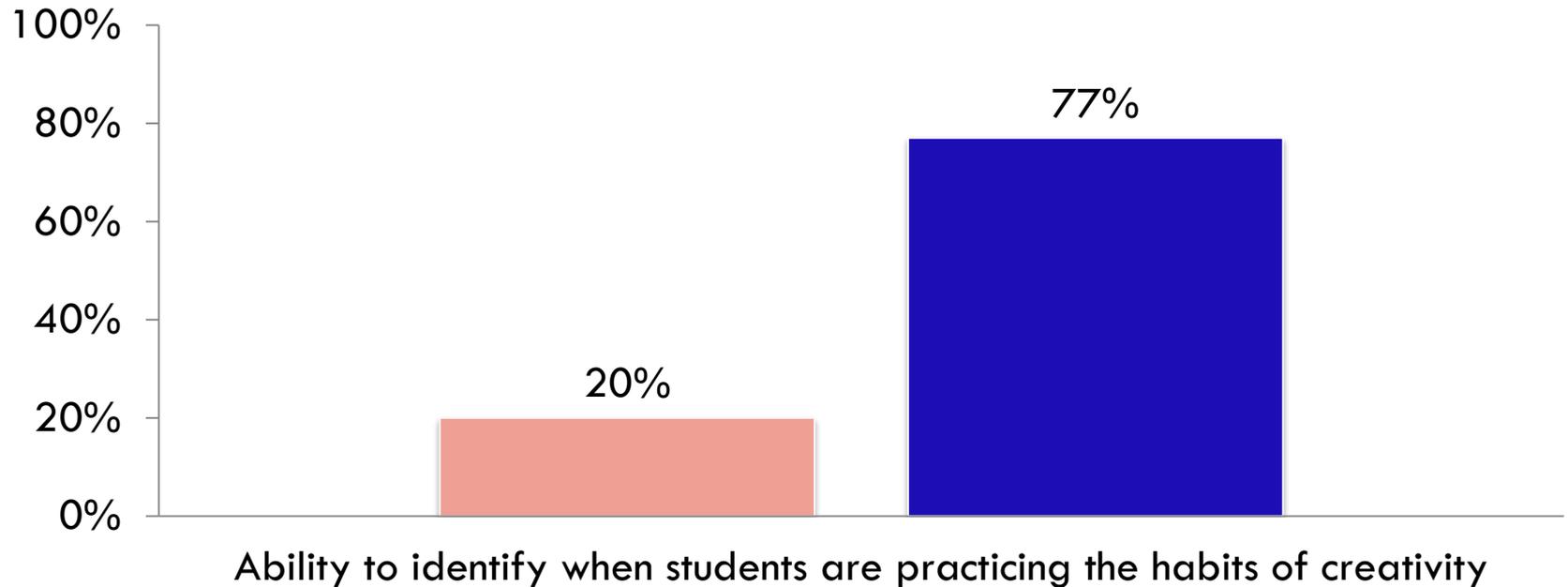
■ Before TfCI ■ After TfCI



TfCI had a significant, positive impact on participants' ability to identify when students are practicing the habits of creativity

% of teachers who were "highly certain they could do" (rating 6 or 7 on a 7-point scale), before and after TfCI

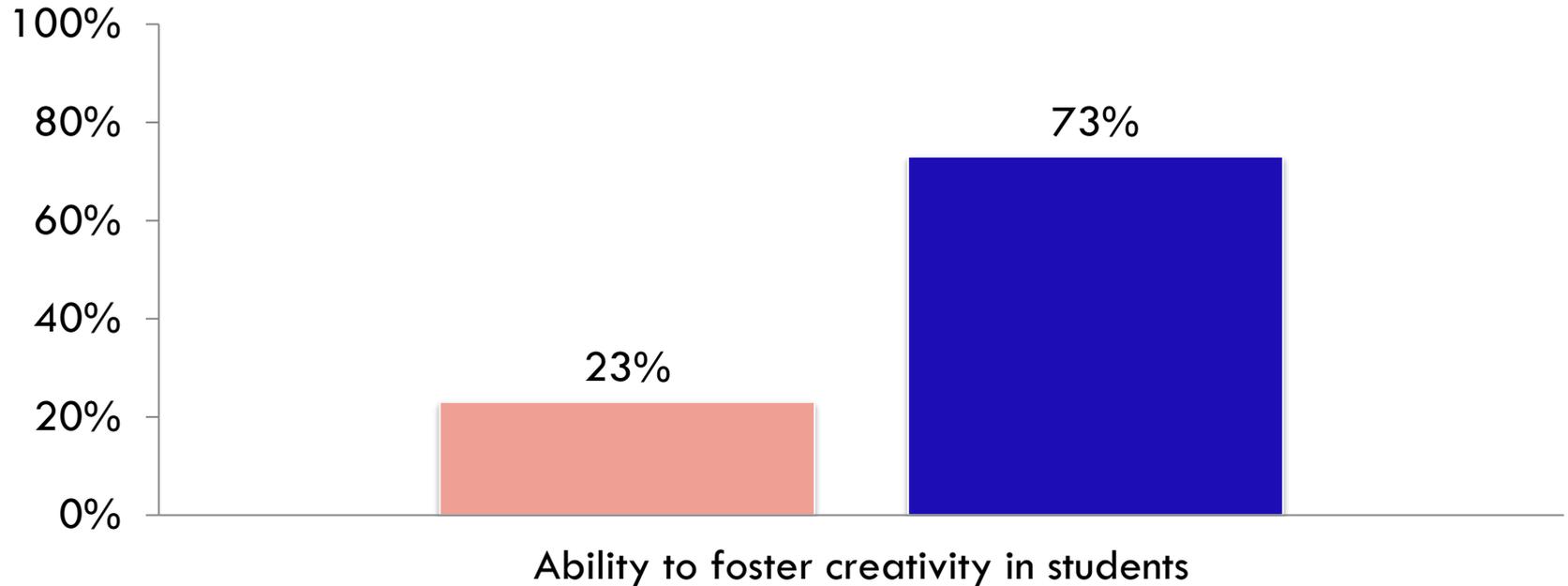
Before TfCI After TfCI



TfCI had a significant, positive impact on participants' ability to foster creativity in students

% of teachers who were "highly certain they could do" (rating 6 or 7 on a 7-point scale), before and after TfCI

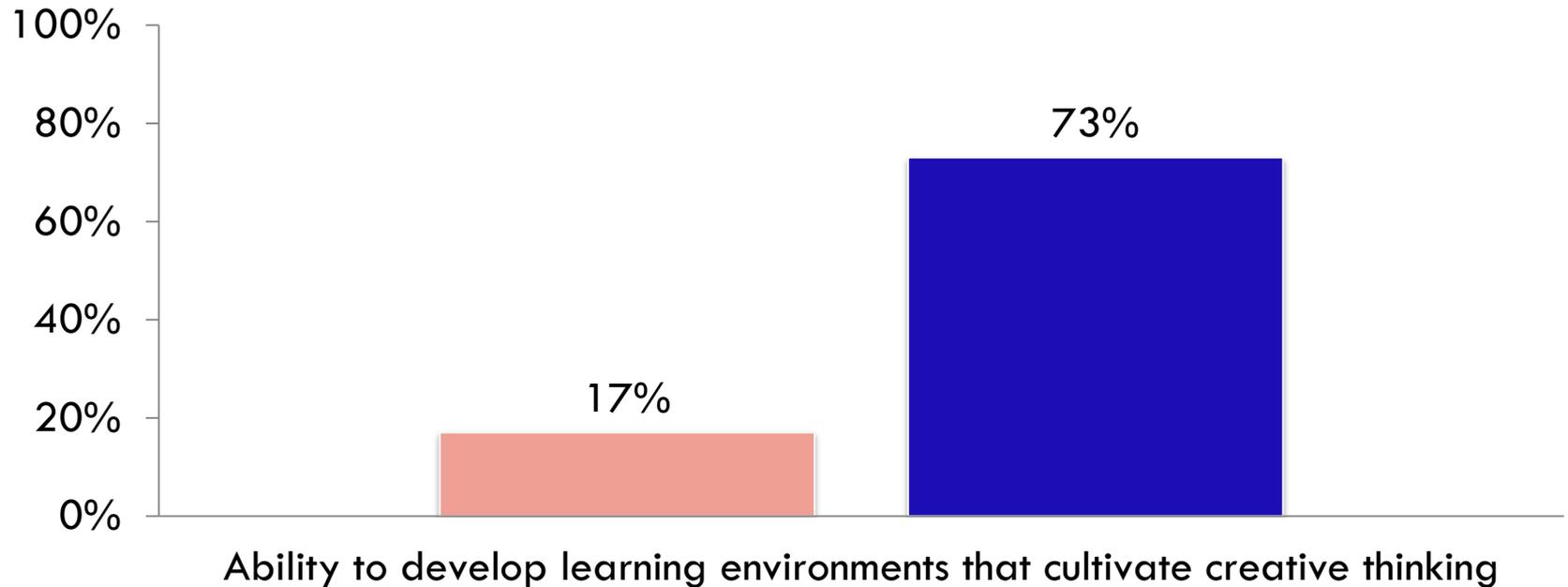
■ Before TfCI ■ After TfCI



TfCI had a significant, positive impact on participants' ability to develop learning environments that cultivate creative thinking

% of teachers who were "highly certain they could do" (rating 6 or 7 on a 7-point scale), before and after TfCI

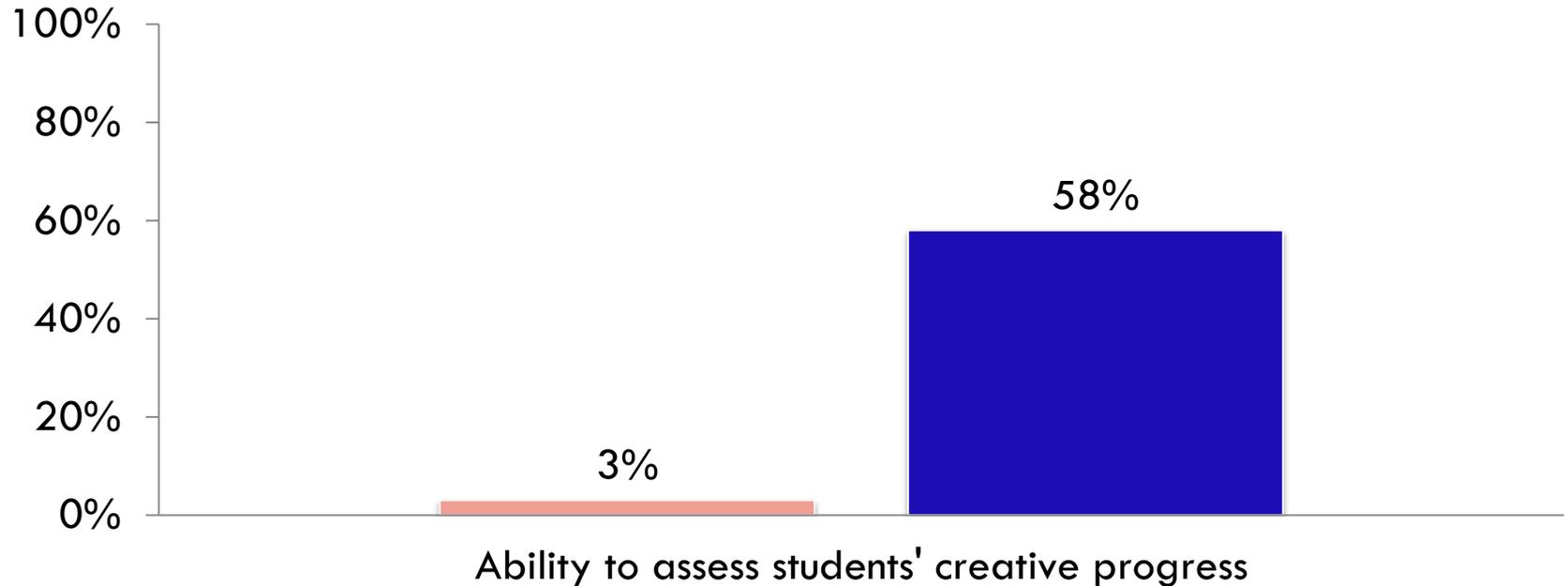
■ Before TfCI ■ After TfCI



TfCI had a significant, positive impact on participants' ability to assess students' creative progress

% of teachers who were "highly certain they could do" (rating 6 or 7 on a 7-point scale), before and after TfCI

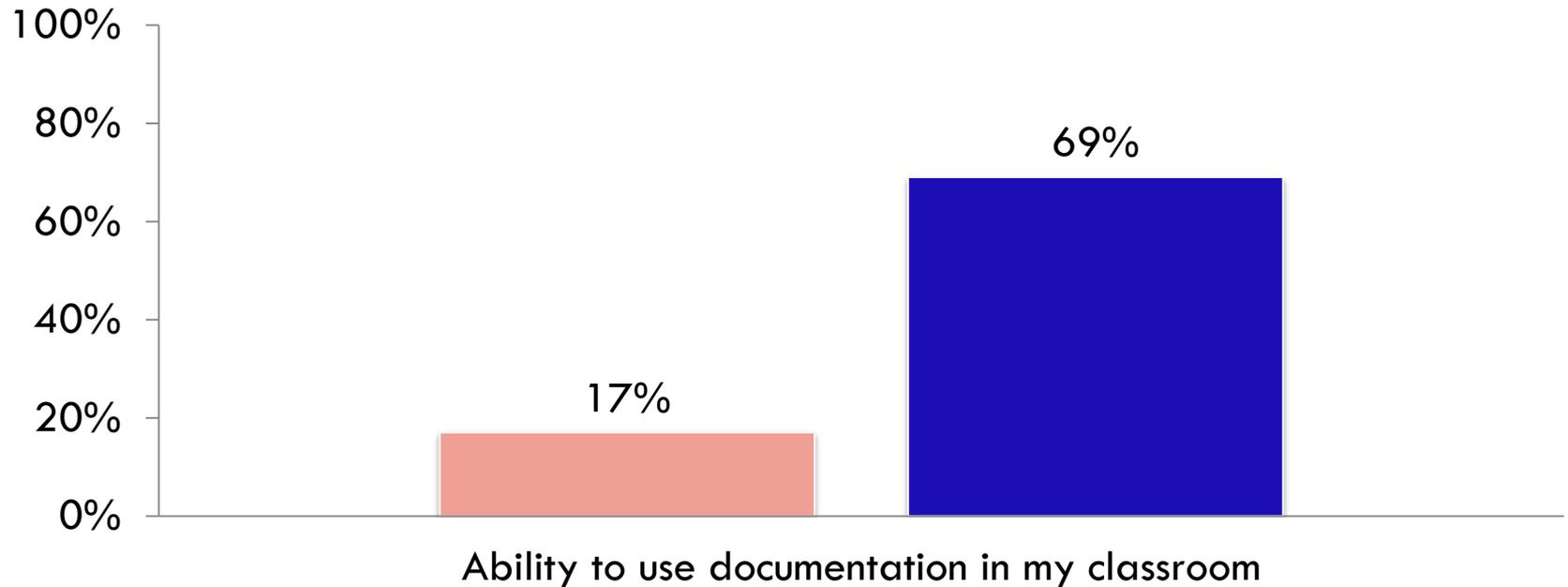
■ Before TfCI ■ After TfCI



TfCI had a significant, positive impact on participants' confidence using documentation in the classroom

% of teachers who were "highly certain they could do" (rating 6 or 7 on a 7-point scale), before and after TfCI

■ Before TfCI ■ After TfCI



Perceived Impacts on Students

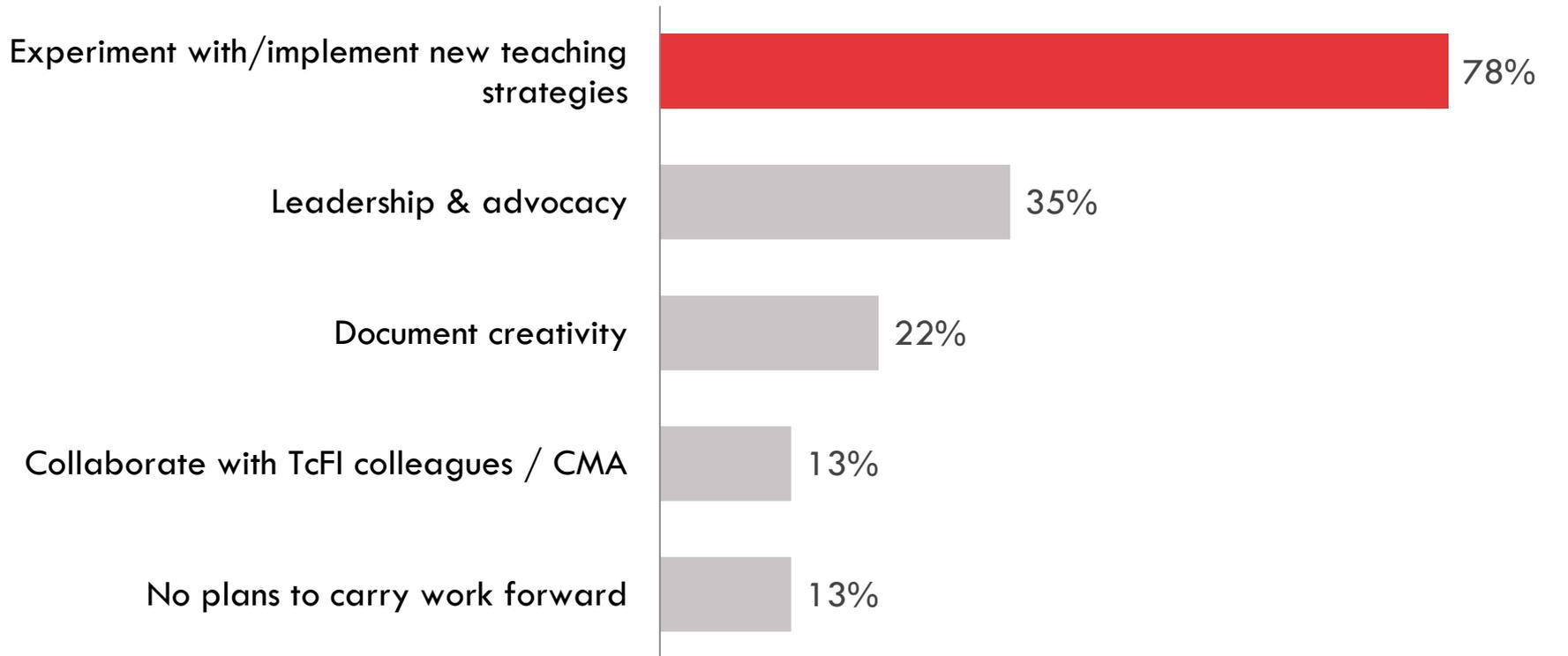
During the group discussion, teachers also described a variety of ways their students have benefited as a result of the changes they have made in their classrooms, including increased:

- Collaboration
- Independence & Ownership
- Experimentation & Risk-taking
- Confidence & Pride in Their Work
- Engagement & Enjoyment of Learning

BEYOND TFCI



Through the online survey, participants identified 4 different ways they plan to carry their TfCI work forward, including continuing to experiment and implement the strategies they learned in their classrooms and serving in leadership and/or advocacy roles within their schools



Plans to carry the work forward

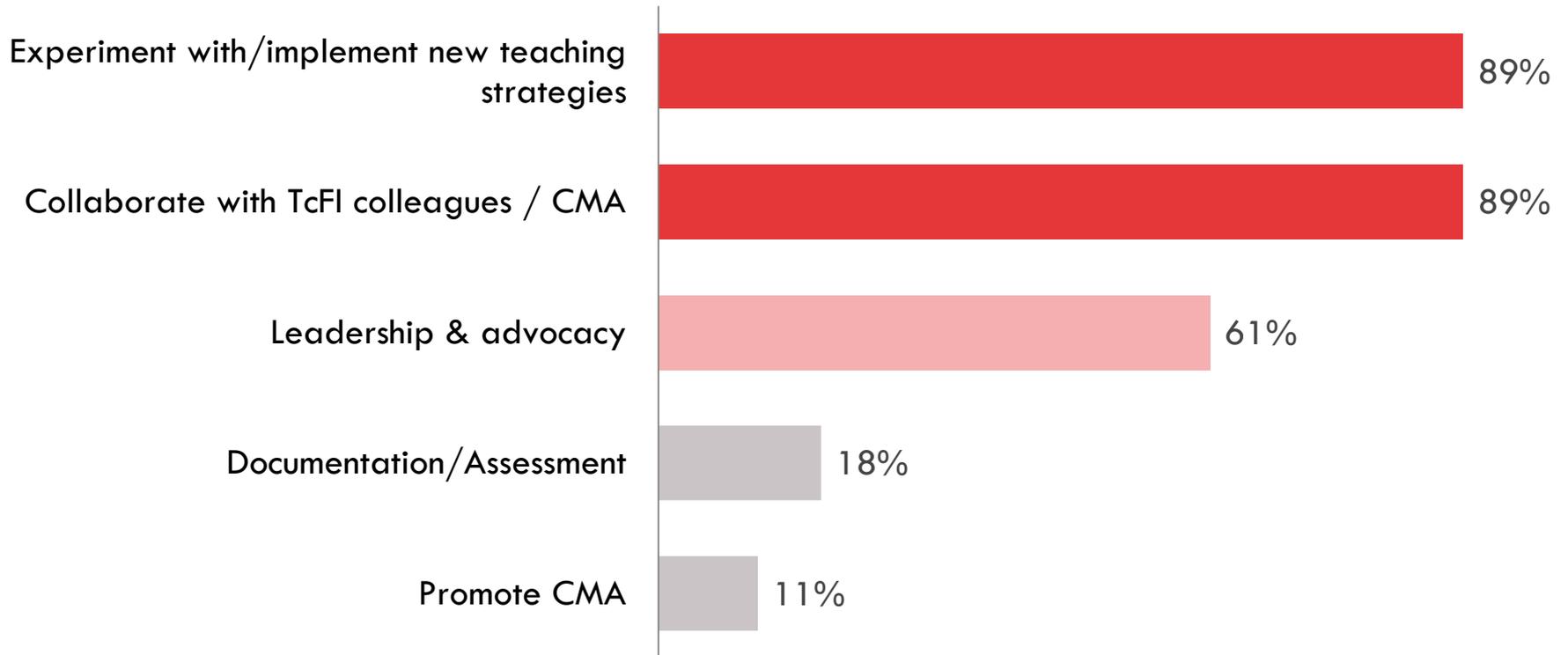
Use thinking routines in my daily instruction. Use creativity challenges in my classroom more regularly

Document and display more student process and student thinking

I want to infuse it more into our building culture, not just my classroom environment

Continue work with our current cohort of summer 2017 teachers, blend it with our new Summer 2018 cohort and our creativity PLC

On their future journey maps, participants identified 5 different ways they plan to carry their TfCI work forward, including some of the same ways they suggested via the online survey



— During the group discussion, participants elaborated on the ways they intend to carry their work in TfCI forward.

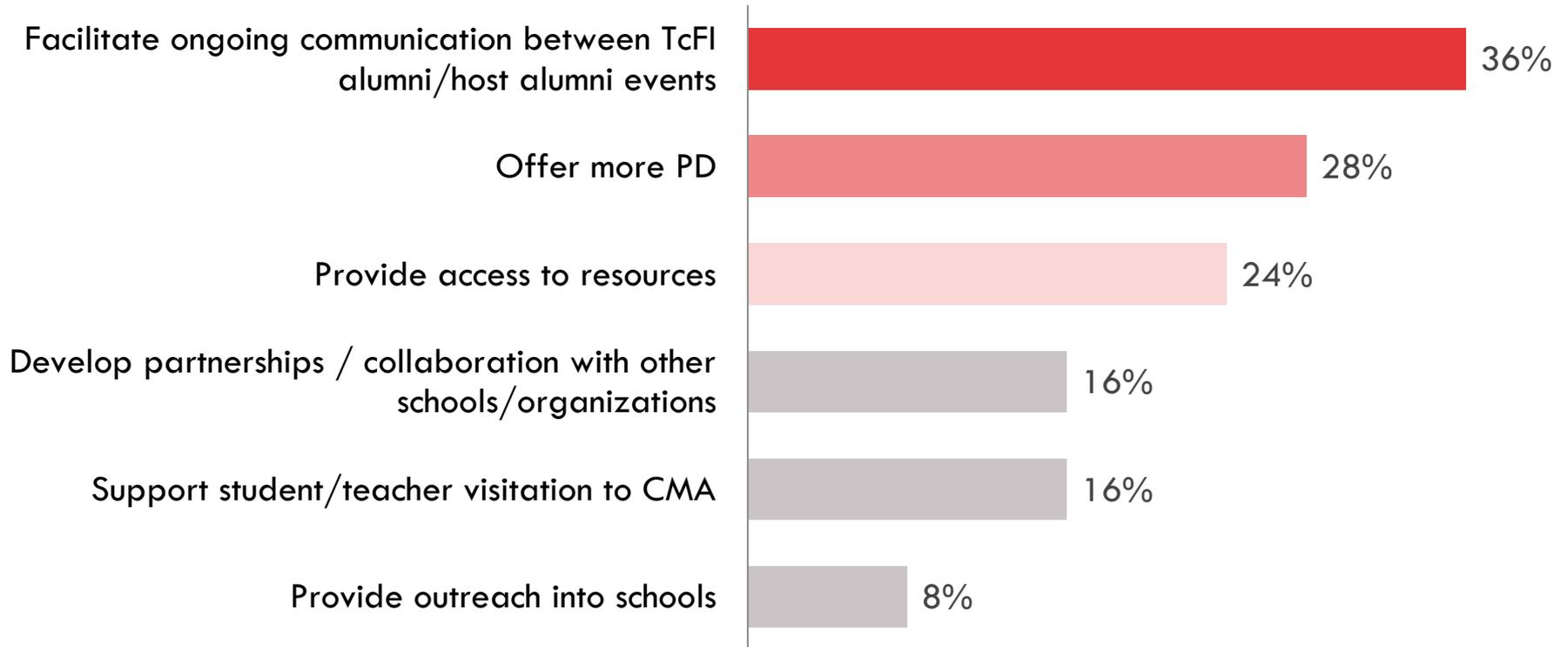
I may not ever be finished – always adding and changing and letting my kids know it is happening

Try to add something small every couple of months and revisiting what we have done through the year

Encourage others to participate in the summit and be creative whenever possible

I like the idea of extending it to the families of the kids in the classes

Participants suggested several different ways CMA could help them carry their work forward, including:



Ways CMA Can Continue to Support Teachers

Creating short fellow gatherings or sessions with prompts of what to share

Collaborate with other local groups/organizations

Have follow up sessions to keep us inspired and refreshed to continue the work we started

I would love to continue to receive resources and strategies from the CMA to help aide in carry out my work with creativity in the classroom

Ways CMA Can Support Teachers

Facilitate Ongoing Communication for TfCI Alumni

Keep a phone tree or e-mail going

Connect us with prior TfCI alumni

Coming up with a fun afternoon and tons of creativity challenges that we can do and share

Ongoing PD

Coming back even once a year would be great

Develop Partnerships

Maybe people in the group can host informal workshops in their communities where you could bring other teachers in – CMA could help us make those connections

Outreach

It would be cool if they came out into the community instead of us coming here

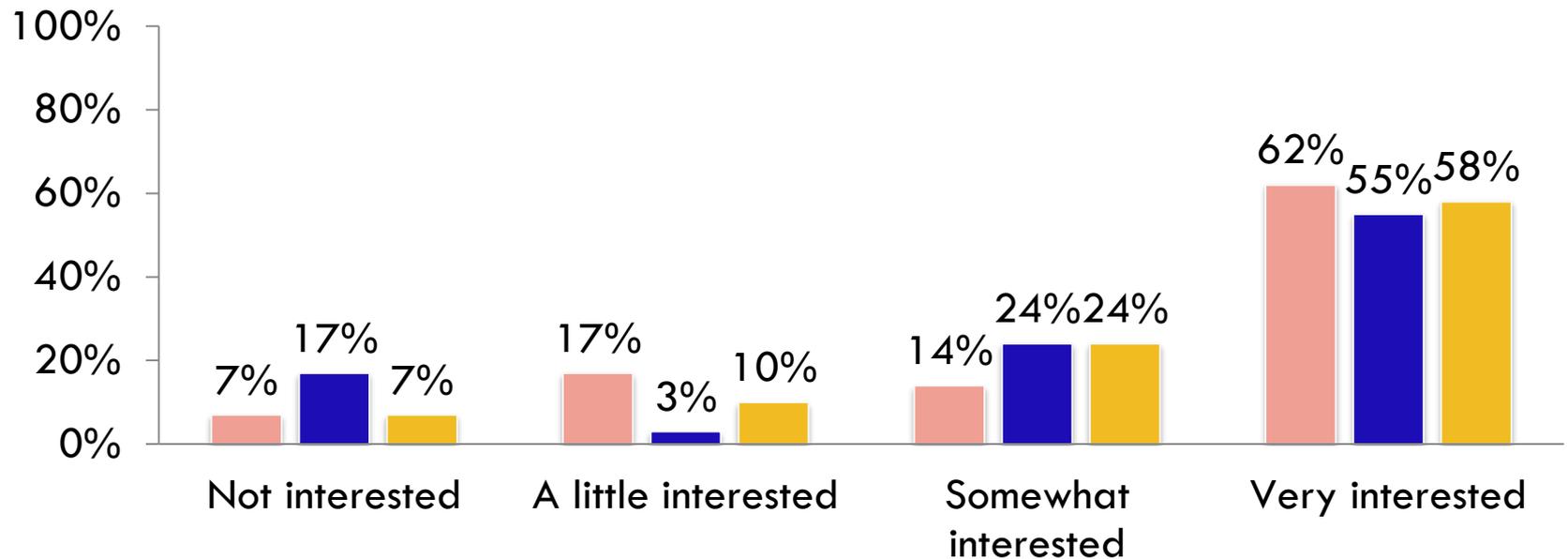
Running a creativity challenge with the kids

SUSTAINING RELATIONSHIPS



Most participants said they were either somewhat or very interested in attending alumni events at CMA.

- Semi-annual event in which teachers meet at CMA to exchange strategies
- Quaterly social gathering for TfCI alumni to stay in contact with one another
- Gallery tour for educators that focuses on strategies for engaging with art



— Participants who attended at least one of the single-day workshops were significantly more likely to say they were very interested in attending semi-annual events in which teachers meet at CMA to exchange lessons, and quarterly gatherings for TfCI alumni.

Additional suggestions

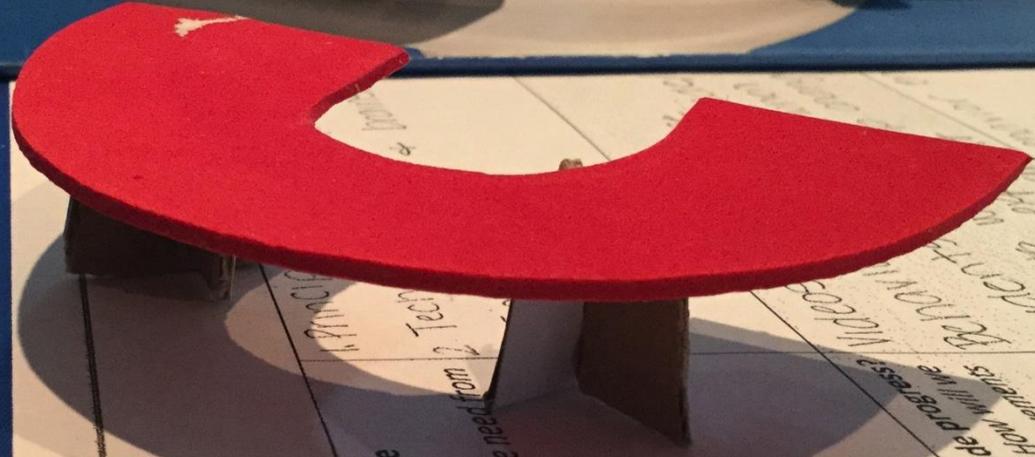
— Arrange classroom visits for new teachers to visit the classes of alumni teachers who have fully implemented creativity practices

— Share upcoming PD opportunities

— Visit our classrooms and talk with students and other teachers, even parents

— Keep alumni connected through frequent communication and/or showcasing the work of alumni teachers

CONCLUSIONS



What supports do we need to be successful?
Who can help us and what do we need from them?
Will we know if we've made progress? How will we measure our own growth? How will we review? How will we improve?

- Each single-day workshop was attended by close to half of the original Summer Institute population.

The majority of participants attended at least one single-day workshop, with close to a third attending all 3 workshops



Most participants who attended single-day workshops found them extremely valuable – especially the January and April workshops

The most valuable aspects of the single-day workshops included having opportunities to communicate and collaborate with peers and revisit and refresh ideas learned during the Summer Institute

Suggested improvements to the single-day workshops include having more time to share with colleagues and shortening the day

- Participants said the primary ways they benefitted from TfCI included gaining new ideas and inspiration, reflecting on their professional practice and reassessing and/or validating their beliefs or practices regarding creativity, collaborating with a community of like-minded professionals, and learning about new professional development and/or leadership opportunities

- Participants described their journeys through TfCI as a process that included moments where they: 1) challenged their thinking and beliefs, 2) experimented with and modeled creative thinking strategies and/or created new environments to foster creative thinking, 3) started to notice and reflect on the habits of creativity, 4) collaborated with their peers, 5) advocated for creativity, and 6) valued creativity in their personal and professional lives.

- Participants described their journeys through TfCI as a process that included moments where they: 1) challenged their thinking and beliefs, 2) experimented with and modeled creative thinking strategies and/or created new environments to foster creative thinking, 3) started to notice and reflect on the habits of creativity, 4) collaborated with their peers, 5) advocated for creativity, and 6) valued creativity in their personal and professional lives.

- Participants reported positive significant change in all 10 impact categories CMA identified for TfCI

- Participants rated their post-institute interest in experimenting with new teaching strategies, ability to identify the habits of creativity, and their ability to foster creativity the highest of the 10 intended impacts

- The biggest positive gains made during TfCI included participants' ability to assess students' creative progress, identify when students are practicing the habits of creativity, and ability to communicate about creativity with others. With that said, participants' perceptions about their ability to assess creativity remained somewhat low

- Participants perceived their participation in TfCI benefitted students in 5 ways, including: 1) increased collaboration, 2) greater independence and ownership over their own learning, 3) more experimentation and risk-taking, 4) greater confidence and pride in their work, and 5) deeper engagement and enjoyment in the learning process

- Participants identified 4 different ways they plan to carry their TfCI work forward, including: 1) continued experimentation and implementation of TfCI teaching strategies, 2) leadership and/or advocacy, 3) documentation of the creative process, and 4) collaboration with TfCI peers and CMA

- Participants identified 6 different ways CMA can support their work in the future:
 - 1) facilitate ongoing communication between TfCI alumni and CMA,
 - 2) offer additional PD,
 - 3) provide access to resources,
 - 4) develop new partnerships with other schools/organizations,
 - 5) support student or teacher visitation to the museum, and
 - 6) provide direct outreach into the schools

— Most participants said they were either somewhat or very interested in attending alumni events at CMA.

Participants who attended at least one of the single-day workshops were significantly more likely to say they were very interested in attending semi-annual events in which teachers meet at CMA to exchange lessons, and quarterly gatherings for TfCI alumni.