

Elevate A.R.T.S.



Professional Development for Arts Educators Program (PDAE)

**School Board of Pinellas County, Florida
Michael A. Grego, Ed.D., Superintendent
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PCS Elevate A.R.T.S. PDAE Grant

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Assurances and Certifications

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The purpose of the Pinellas County Schools (PCS) Elevate A. R. T. S. (Arts Relationships Technology Steam) project is to provide innovative, collaborative and sustained professional development for twenty-five music and art teachers in ten high poverty schools, in order to reduce the high arts teacher turnover rate and to improve student achievement. While teachers may elect to teach in high poverty schools with the best intentions, many are ill-equipped to weather the challenges due to lack of appropriate professional development and isolation. Project Elevate A.R.T.S. aims to close this revolving door and increase student achievement by employing the research-based Design Thinking Model © 2012 IDEO LLC to engage stakeholder input on causes and solutions, provide targeted professional development, and build capacity for sustained support. The project goals are

1. Provide high quality research based Professional Development to expand standards-based art content knowledge and innovative instructional practices. ***Absolute Priority***
2. Increase student achievement in the arts. ***Absolute Priority***
3. Develop high-quality **digital tools** for use in arts instruction, student achievement evaluation (student portfolios) and teacher collaboration. ***Competitive Priority***
4. Increase Math and Science achievement through focused alignment of Math, Science and Arts State Standards – moving from STEM to STEAM. ***Invitational Priority***
5. Retain high quality arts teachers in high poverty schools.
6. Increase student engagement in the arts in high poverty schools.

(1) Significance (a) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.

The purpose of the Pinellas County Schools (PCS) Elevate A. R. T. S. (Arts Relationships Technology Steam) grant project is to provide innovative, collaborative and sustained professional development to twenty-five music and art teachers in ten vulnerable high poverty schools, in order to reduce the high arts teacher turnover rate and to improve student achievement.

The Elevate A.R.T.S project will greatly improve services to students at the targeted schools by ensuring that high quality arts teachers are retained for at least 5 years. Teacher retention will improve due to the implementation of a teacher driven professional development model and the support of a strong professional arts teaching cadre. The professional development model will include elements of Design Thinking © 2012 IDEO LLC, teacher inquiry, and relationship building. Critical to the model design is the year one planning in which teachers will be heavily involved in the design of the professional development by defining their personal and school strengths and challenges based on needs assessments related to achievement and relationship gaps.

Pinellas County Schools Demographics

The Pinellas County School district (**PCS**) currently operates 139 schools housing 101,337 K-12 students in 24 municipalities. The district operates 17 high schools housing 30,014 students, 22 middle schools housing 20,195 students, 72 elementary schools housing 41,556 students and 2 elementary/middle schools housing 1,964 students. In addition, 7,608 students are served by a combination of exceptional, charter and virtual school options. It is the 7th largest school district in the state, and the 26th largest in the nation. The student population is 58.2% Caucasian, 18.7% African-American, 14.4% Hispanic, 4.5% Asian, 0.3% Native American, and 3.9% multi-racial. Fifty-four percent of the students in the district are categorized as low-income or economically

disadvantaged and receive free or reduced-price lunch. Additionally, 14% of students receive exceptional education services as students with disabilities and 5% have limited English proficiency.

Pinellas County Schools Arts Education Background

Pinellas County Schools (PCS) is recognized for its strong arts education programs. All elementary schools offer an equitable comprehensive music and art program. There are Visual Arts and Performing Arts programs in every middle and high school. Arts programs in the district have been consistently recognized at the district, state and national level. Art students annually earn prestigious national awards for their outstanding artwork through the National Scholastic Art & Writing Awards. Music programs have been recognized at everything from the Macy's Day Parade to invitations to perform at major concert halls in the nation. Theatre programs are considered to be the best in the state. Importantly, the district Arts program has enduring community support. This is evidenced by the voters of Pinellas County having voted three consecutive elections to support a referendum that provides additional funds for arts programs. Pinellas County also has a robust arts community. PCS enjoys strong partnerships with many cultural community partners such as Ruth Eckerd Hall, The Dalí Museum, The Fine Arts Museum, the Palladium, the Florida Orchestra and others. (LOS, Appendix C)

The Need: Arts Achievement Gap in High Poverty Schools

Although the district is considered a leader in arts education, many of the high poverty schools do not meet the same level of arts achievement as other schools. This arts achievement gap is most troubling and unacceptable. Perhaps most importantly, since research suggests that high poverty students have the most to gain from arts education, there is an urgent need to address this gap. (Fiske-Champions of Change, 2012)

Teachers in high poverty, low performing schools are often required to attend specific professional development sessions. While the required professional development may be excellent, these required “top down or one size fits all” trainings rarely involve teachers in the actual planning of the training. Staff members at high poverty schools often report feeling overwhelmed and overworked as they are required to incorporate new programs and attend professional development for which they had little input. (PCS Staff Climate Survey, 2014)

Compounding these problems, arts teachers are often unintentionally disenfranchised as the majority of this professional development rarely addresses arts standards or arts instructional practices, and as a result has no direct impact on arts achievement. With such a heavy emphasis on high stakes testing at high poverty schools, many arts teachers feel that arts education is marginalized. Additionally, arts teachers are typically isolated singleton teachers on a campus, meaning that there is only one music teacher or one art teacher.

In order to address these concerns, the Elevate A.R.T.S. project is designed to involve teachers, students and stakeholders extensively in the design and planning of professional development. Additionally, there will be a heavy focus on relationship building beginning with the creation of the Elevate A.R.T.S. teacher cadre. By focusing on relationships between teachers and students, community and school, the teachers in the cadre will be engaged in clearly defining their real needs and then shaping the solutions and professional development.

The Need: Arts Teacher Retention

High teacher turnover is a challenge for all disciplines. The Ronfeldt, Lankford, Loeb, and Wyckoff study, “How Teacher Turnover Harms Student Achievement”, found that students in grade-levels with higher turnover score lower in both English Language Arts /Reading and Math and that this effect is particularly strong in schools with more low-performing and black

students. (Ronfeldt et al, 2011). It has been challenging to retain high quality arts teachers in high poverty schools. The most dramatic example is at Lakewood elementary. It has not been possible to keep a music teacher in place for the 2013-2014 school year. Students have been subjected to disjointed, fragmented lessons as multiple substitute teachers have cycled through. Since the quality of the teacher has a tremendous impact on student achievement (Marzano,2003) it is critically important to build a structure that will keep high quality teachers motivated, inspired and supported. This strategic support will encourage them to remain at high poverty schools. When music and art teachers feel that their programs are valued and that students are experiencing success, they are more likely to stay in a position. Arts teachers are motivated when they feel that there is potential for strong student achievement. (PCS Staff Climate Survey, 2014)

Target Population

The Elevate A.R.T.S. grant will focus on the 25 art and music teachers at ten of the district's most vulnerable, high poverty schools. Pinellas arts teachers are typically at schools for at least 5 to 10 years. In a stable program, the gold standard is to have one music teacher and one art teacher of record, over a 5 year period. That is, the teacher of record is the same, consistent person over that period. This has not been the case in the ten target schools, and low student performance in core academic areas reflect this inconsistency. (Table 1)

Table 1. Art Teacher Turnover & Student Demographics

School	# Music Teachers over past 5 years	# Art Teachers over past 5 years	Poverty Rate % FRL	Minority Student Enrollment % total of population	2013 FCAT Reading % Proficient Level 3 or above	2013 FCAT Math % Proficient Level 3 or above

					Elem: Grades 3,4, 5	
					Middle: Grades 6,7,8	
Elementary Schools						
Campbell Park	2	3	94	88	16, 27, 18	7, 15, 9
Fairmount Park	2	2	97	93	12, 19, 19	4, 15, 16
Woodlawn	1	2	92	69	38, 48, 53	25, 34, 56
Maximo	2	2	91	88	15, 22, 25	4, 19, 13
Melrose	3	4	98	94	26, 16, 32	19, 5, 27
Lakewood	3substitutes	2	94	90	23, 21, 32	16, 14, 17
Bear Creek	3	2	88	62	32, 34, 47	24, 50, 29
Middle Schools						
Tyrone Middle	3 band	2	77	49	49, 44, 33	36, 43, 32
Azalea Middle	3 chorus, 1 band	3	84	63	40, 31, 32	31, 28, 29
John Hopkins	3 band, 3 orchestra	3	83	76	43, 31, 38	30, 26, 33

Data Sources: Pinellas County Schools Accountability and Research, 2013; Florida Department of Education (FCAT 2.0), 2013

To compound, five of the target schools, Campbell Park, Fairmount Park, Melrose, Maximo and Azalea are classified as ‘turnaround’ schools. Students attending these schools persistently underperform on standardized tests. (Four Year Trending School Grade Data, Appendix A2)

Teacher retention in music and arts classrooms is particularly important because arts teachers see students for multiple years. There is a tremendous potential for arts teachers to have a positive impact on student achievement, not only in the arts but also across the curriculum. When teachers see children for 6 years in elementary school, or 3 years in middle school, there is great potential to build relationships, and see the strengths that children possess. Arts teachers are often an untapped resource on a school campus. It is hard to build a quality arts program without teacher consistency.

The high rate of turnover in high poverty schools negatively impacts arts achievement K-12. It is for this reason that we are including not only elementary schools but also middle schools in this project. The majority of students attending the target elementary schools will matriculate into one of the target middle schools. Many students struggle with the transition between elementary and middle school. Middle school arts classes can provide an environment for students to thrive as they make this transition. Research suggests that the arts provide a reason, and sometimes the only reason, for being engaged with school or other organizations. These young people would otherwise be left without access to any community of learners. (Fiske, 2012).

Elevate A.R.T.S will greatly improve services to students at the targeted schools by ensuring that high quality arts teachers are retained for at least 5 years. Teacher retention will improve due to the implementation of a teacher driven professional development model and the support of a strong professional arts teaching cadre. With consistent, knowledgeable, and supported arts educators in place, student achievement and engagement will be greatly impacted for the better.

(b) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.

Results of the Elevate A.R.T.S. project will be disseminated in variety of ways to enable sharing of information and strategies.

1. An Elevate A.R.T.S. website will be established to share up to date project activities, strategies, results along with student performance examples such as art exhibitions, music performances, student writing and other work.
2. The Elevate A.R.T.S project information will be disseminated through regular district wide communications such as Monday Update, PCS Newsroom and leadership meetings.
3. The Elevate A.R.T.S project strategies and results will be a regular topic at Music and Art District Wide Trainings, focused Professional Learning Community meetings for music and art teachers, Pinellas County Music Educators Association and Pinellas Art Educators Association meetings.
4. The Elevate A.R.T.S project progress, strategies and results will be shared with arts community partners at regularly scheduled education committee meetings for such groups as the Arts for a Complete Education Alliance, St. Petersburg Arts Alliance, Clearwater Arts Alliance, The Florida Orchestra, The Fine Arts Museum, The Mahaffey Theatre, Museum of Fine Arts Education Committee, Dali Museum Education Committee, etc. (Letters of Support, Appendix C)
5. Project progress and results will be presented annually at the state level Florida Art Education Association Conference, Florida Music Educators Association Conference, and Florida Association of School Administrators Conference.

6. At the national level, project, strategies and results will be presented at the National Art Education Association National Conference, National Association for Music Educators national conference and ASCD national conference.

(2) Quality of the project design: (a) Proposed project is supported by strong theory

The Elevate A.R.T.S project leverages the strong arts education resources in Pinellas County to successfully meet the goals of the grant through well-designed strategies, activities and tasks.

The project is based on two research- supported theories: **(1)** Effective and relevant professional development must actively engage teachers from the start, and opportunities for practice must continue throughout the process (Snow-Renner et al.,2005; Garet et al.,2001). **(2)** High quality arts teachers are more likely to stay at a high poverty school when they feel supported and when students are achieving, not only in arts but also across the curriculum. (Perez, 2007). The goals and the design of this project are aligned to produce these outcomes. The elements of the logic model are described below. (Logic Model diagram is in Appendix A1)

Project Goals: (more details with objectives in Section 5, page 29)

1. Provide high quality research based professional development to expand standards-based art content knowledge and innovative instructional practices ***Absolute Priority***
2. Increase student achievement in the arts ***Absolute Priority***
3. Develop high-quality digital tools for use in arts instruction, evaluation of student achievement and teacher collaboration ***Competitive Priority***
4. Increase Math and Science achievement through focused alignment of Math, Science and Arts State Standards-moving from STEM to STEAM ***Invitational Priority***
5. Retain high quality arts teachers in high poverty schools
6. Increase student engagement in the arts in high poverty schools

Logic Model Elements (see Diagram, Appendix A1)

Resources – Inputs: The existing resources to support the project include:

High Quality Arts Teachers - In addition to the 25 teachers in the target schools, 10 high quality arts teachers will be invited to participate in the Elevate A.R.T.S teacher cadre. Pinellas County Schools has a large group of very well respected arts educators. These teachers are often mid-career high achieving teachers. There are few leadership opportunities for teachers who do not aspire to become administrators. Ten of these strong teacher leaders will be invited to work along-side the teacher at the 10 target schools, providing much needed support.

Design Thinking for Education© 2012 IDEO LLC. This is the framework for the research-based Professional Development. (IDEO,2012). It is an inquiry-based framework where teachers are empowered to create solutions. Packaged in 4 -Day Summer Institutes, led by Dr. O’Fallon (Resume, Appendix,B11) , teachers will use an inquiry based, continuous improvement model to identify specific challenges to their school, design prototypes to address the problems, and identify professional development and other supports needed. Using this model, teachers will engage in the following activities as they identify needs, discover gaps and ultimately help customize their own professional development.

Table 2. Design Thinking Framework

Major Topic	Subtopics
Discovery	Understand the Challenge > Prepare Research > Gather Inspiration
Interpretation	Tell Stories > Search for meaning > Frame Opportunities
Ideation	Generate Ideas > Refine Ideas
Experimentation	Make Prototypes > Get Feedback
Evolution	Track Learnings > Move Forward

Within this model and specifically within the first two topic areas, Discovery and Interpretation, there will be a strong focus on relationship building and understanding the impact of relationship to achievement in high poverty schools. The topic areas, Ideation, Experimentation and Evolution will focus on the design and implementation of arts, science and math based curriculum standards and needed professional development.

Aligned Activities and Strategies

A variety of strategies and activities will be used to meet the goals, including a needs assessment, professional development for arts standards, arts integration into STEM, Technology Integration, Expert Coaching, and Cadre Support (Details in Project Services, page 13) .

Short Term Outcomes

- Awareness of Design Thinking for Education, © 2012 IDEO LLC, and Relationship Building through the Arts.
- Relationship Building Professional Development Plan to provide high quality arts PD to address challenges in high poverty schools
- Assign mentors to alleviate isolation of lone arts teachers and provide effective support and guidance.
- Arts Teachers' knowledge of high quality Arts content
- Arts Teachers' knowledge of STEAM (Math and Science Standards) content
- Arts teachers' skills of digital tools improved through instructional use

Mid Term Outcomes

- Elevate A.R.T.S Cadre use of Design Thinking in Education and Relationship Building to build annual PD Plan
- Attendance at Arts Teacher Leadership Cadre PLC meeting

- Student achievement in Arts, math and science increases by 5 %
- Digital tools are used by all arts teachers and infused in all arts integrated courses.
- Arts teachers remain at high poverty schools for 2+ years
- Student participation in high achieving arts events is increasing by 5 %

Long Term Outcome and Significant Impact of the Project

- Retention rate of Arts Teachers at high poverty schools significantly increases. Teachers remain in place for at least 5 years.
- Capacity built for teacher PD development and coaching through Elevate A.R.T.S. teacher cadre. PD model is sustainable at the conclusion of the grant.
- Increase in teacher content knowledge in the arts.
- Increase in teacher effectiveness of enhanced digital tools and instructional practice.
- Increases in student achievement in the arts, math and science
- Increase in student engagement in the arts.

(b) The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the applicant beyond the end of the grant.

Professional Development Sustainability

There are many structures in place to support continuation of the customized PD. First, PCS has strong partnerships with two arts leadership organizations, the Pinellas County Music Educators Association, and the Pinellas Art Educators Association. (LOS, Appendix C10-C11). The mission of these organizations is to build capacity for all professional development. Once the Elevate A.R.T.S. model has been created during the grant, our partner organizations are committed to support sustainability. Additionally, the Elevate A.R.T.S teacher cadre, formed as

a project goal, will be responsible for helping to recruit and coach new teachers in high poverty schools. Lastly, findings from this grant will be used to revise Pinellas County music and art curriculum guides and future professional development training for all arts teachers.

Technology Sustainability: Existing Technology Structural Supports

Support from the citizens of Pinellas County (referendum funds) have provided additional funding to place technology in the art classrooms. With referendum dollars, visual Arts Digital Labs have been purchased for 75% of PCS schools. Also, traveling iPad labs (shared among schools) have been purchased. Through the PCS “Music Technology Integration and Visual Arts Technology Integration Projects”, all teachers have received laptops, software and basic training in technology integration. Therefore, the district and community have already invested considerable technological resources into arts education. What is needed is specific, targeted training in integration, particularly with regard to use in high poverty schools. Elevate A.R.T.S will provide the targeted professional development to equip teachers to effectively use these tools, during the grant period and beyond.

Dissemination: Digital Tools for Sharing

An important project objective is building high quality digital tools, including a repository for student portfolios and refining arts performance assessments. Another objective is building the infrastructure that supports teacher collaboration, communication and knowledge sharing. At the conclusion of the grant, a digital repository will be in place to accomplish these two objectives. The Pinellas County Performing Arts and Visual Arts Department already has the database “container” in place that is used to gather a variety of data regarding student achievement. This “container” and other technology supports developed for the duration of the grant will be supported by the referendum funded technology infrastructure mentioned above.

(3) Quality of project services

- (a) The quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.**

District Guidelines

In compliance with the district's board approved policies and Federal General Education Provisions Act Section 427, Pinellas County Schools will assure that **all** teachers, administrators, students, parents and community members participating in this project, including those with disabilities, those with limited English proficiency, and struggling readers have equitable access to project activities and materials. The program team will work collaboratively with the Exceptional Student Education Department, Student Services, Dropout Prevention, the English Speakers of Other Languages Office and subject area departments and to ensure adaptation of student assessments and value-added measures with appropriate utilization of resources to benefit every student. To assure full inclusion of **all** families, regardless of disability or the native language spoken in the home, written material will be provided in the parents' native language. All student lessons, professional development and parent training activities will be held in fully accessible locations, and training materials and presentation modes will be modified to address any physical or sensory barriers specific to the individual needs of program participants (for example: providing appropriate amplification and preferential seating; adapting or modifying training materials through text enlargement, providing for an alternative means of presentation/delivery of products, using interpreters -including sign language interpreters, etc).

Pinellas County's Bridging the Gap Initiative

Elevate A.R.T.S's commitment to equity is in step with the District's efforts. In 2012, Pinellas County Schools created the Bridging the Gap initiative to close the achievement gap between black students and their peers. In order to achieve success, the district recognizes that there must be a unified effort among parents, educators, religious leaders, community leaders and other members of the community. In that spirit, the district held its first Bridging the Gap Summit on Oct. 24, 2013, at the St. Petersburg College EpiCenter (Bridging the Gap, 2013). The goal of the summit was to gain insights from community leaders with a vested interest in closing the achievement gap. Out of the summit was birthed 5 major goals, each carrying 20 plus action steps. Presently, all stakeholders are vested and working strategically to ensure equity for underrepresented students. A major focus is Goal 2: "Eliminate the gap between Pinellas County's proficiency rates on state required assessments for black students as compared to non-black students". The schools involved in Elevate A.R.T.S have a high percentage of minority students (see Table 1). As intentional efforts are being made to ensure equity for black students, the foundation is being laid to ensure equity for all underrepresented populations. Identified strategies include: cultivating community partnerships for wrap-around services, extended learning time activities, cultural competence training for teachers, adult advocacy.

(b) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

The variety of PD services, including Summer Institutes ,the Professional Learning Community Meetings, Lesson Studies and frequent classroom visits will ensure classroom transformation and improvements in practice. Perhaps most importantly, the focus on

relationship building among all stakeholders and the inclusiveness of the design will assure that these improvements will be sustained.

As previously stated, the Elevate A.R.T.S. project is designed to involve teachers, students and stakeholders extensively in the design and planning of professional development. As a critical first step, a thorough needs analysis will be conducted to address both the achievement gap and the relationship gap. By focusing on relationships between teachers and students, community and school, the teachers in the cadre will be engaged in clearly defining their needs and then shaping the solutions and professional development. When teachers, students, family members and community partners are part of the planning process, there is a greater chance for success. The grants coordinator will not be the single “champion” of this project, rather every teacher in the cadre will be fully engaged because they will have more ownership in the professional development and project results. By the third year of the project, the teacher cadre members will assume most of the responsibilities for designing the professional development for the cadre. This is a model that is sustainable beyond the grant period.

Project Services-

The first year of the grant will be devoted largely to planning. In order to refocus or re-orient classroom and school cultures for increased achievement, the initial professional development sessions will be built based on the needs assessment. There will be a minimum of 40 hours per year delivered over a 7 month period.

Summer Institutes

Four- Day Summer Institutes based on Design Thinking, © 2012 IDEO LLC, will engage teachers in using an inquiry based, continuous improvement model to identify specific school

challenges, design prototypes to address the problems, and identify professional development and other supports needed.

The first summer institute (2015) will kick off the second year of the grant which will be the first full year of implementation. It will focus heavily on training related to the Design Thinking Model for Educators and Relationship Building through the Arts. This model empowers teachers to transform classrooms by incorporating creative processes that help teachers design meaningful solutions in the classroom, school and community. (See section 2, page 9 for description). Plans for the first cycle of lesson study will be made.

The second summer institute (2016) will focus on the projects, design prototypes and relationship building projects, lesson studies designed and executed in year 1. Using the Plan, Do, Study Act model (PDSA), emphasis will be placed on the study and plan sections of the cycle. Teacher cadre members will have identified their specific training needs during the school year and this training will be conducted in the summer with classroom follow up in the subsequent year.

The third summer institute (2017) will be designed and led by the Elevate A.R.T.S. teacher cadre members. The role of the Grant Coordinator and other lead trainers will be to coach and assist the teacher cadre members with this design and planning.

Ongoing Trainings

Throughout the year, professional development topics and services provided will include: poverty school cultural competence, unwrapping arts standards, arts / math and science standards alignment, and other topics determined by needs assessments and work with the Design Thinking Model., © 2012 IDEO LLC . These trainings will be conducted by the digital tools team (district funded), explicit art instructors (grant funded), and mentors.

Delivery of PD and services will occur using the following strategies:

- **Workshops** will be conducted during district training days on the design and use of Digital Tools for Collaboration and Student Assessment.
- **Lesson Studies** will be conducted among teachers in the targeted schools. Lesson study is an activity in which teachers jointly develop, teach, observe, analyze and revise lessons for their courses. Lesson study teams build knowledge about how students learn in their discipline, and produce a lesson that can be used by others. Lesson studies will occur face-to-face and also virtually through Skype or Facetime.
- **Focused Professional Learning Community Meetings** will be held quarterly to support the Design Thinking/Relationship Building inquiry based model, focused on the achievement of project goal objectives. Book Studies will be included in the PLC meetings.
- **Frequent School Visits from project leadership team, and Arts Mentors** to coach and support cadre teachers. Teachers will receive a visit or “virtual” contact at least once per week, to combat arts teacher isolation.
- **Attendance at the Florida Music Educators Association and the Florida Art Educators Association State Professional Development Conference** will be integrated into the PD plan to ensure teachers are not only aware of the latest research but also cadre teachers will present at these conferences. Attendance at these conferences will be district referendum funded. **National Conference attendance and presentation.** Elevate A.R.T.S. cadre members will attend and present at various relevant conferences such as NAEA, NafME, ACDA, ASCD events.
- **Peer to Peer visits** to other target school teacher classrooms for sharing and modeling

- Frequent **Face Time** virtual visits and meetings among schools and teachers.

Cultural and Community Partnerships

PCS enjoys a rich partnership with the county's cultural community. Teachers and students will be immersed in real-world arts experiences via field trips and activities sponsored by our many cultural partners. (LOS, Appendix C). These field trips will be aligned to projects developed through the Summer Institutes. Funding for the majority of these trips will come from referendum district dollars.

- (c) The likelihood that the services to be provided by the proposed project will lead to improvements in the achievement of students as measured against rigorous academic standards.**

Supporting Research

Arts Education Positively Impacts Core Academic Achievement

There is a growing body of research suggesting that high quality arts programs significantly impact academic achievement among students from low socioeconomic backgrounds.

“By nearly every indicator studied, a student from a low-socioeconomic (SES) background with a high-arts educational experience significantly outperformed peers from a low-arts, low-SES background, closing (and in some cases eliminating) the gap that often appears between low-SES students and their more advantaged peers”.

(O'Brien, 2012)

“Researchers have demonstrated a strong relationship between individuals who participated in school arts experiences and higher academic success as demonstrated by grade point averages, scores on the Florida Comprehensive Assessment Test (FCAT) and math and verbal portions of the SAT exam.” (Kelly, 2012)

“Students in high-quality school music programs score higher on standardized tests compared to students in schools with deficient music education programs, regardless of the socioeconomic level of the school or school district.” (Johnson & Memmott, 2007)

Teacher Cadre Model Research Support

Research on effective professional development highlights the importance of collaborative and collegial learning environments that help develop communities of practice to promote school change beyond individual classrooms (Darling-Hammond & McLaughlin, 1995; Knapp, 2003; Perez et al. 2007). The project rationale, design, and activities are based on these and other research findings.

District Field Testing: Pilot

During the 2013-14 school year, PCS piloted a program based on prevailing teacher cadre research. The results inspired the Elevate A.R.T.S project design, and provides promise for its success in increasing student achievement.

Pilot: Elementary Music Teacher Cadre - In order to build a more effective support system for new elementary music teachers, an elementary cadre of 15 teachers was created, facilitated by Margaret Griffin, a contracted expert. Ms. Griffin is a well respected retired music supervisor. At first the cadre included only 6 or 7 new teachers, all of whom were teaching at high poverty schools. It was quickly determined that the inclusion of more experienced, successful art educators was needed to validate the group. These mentors were added to change the perception that this was some type of remedial work cadre for low performing teachers or schools. The pilot project activities included face-to-face meetings, classroom visits, and virtual face-time sessions between classrooms. Although this project has been in place less than a year, we are already seeing powerful results. Two principals are so impressed by what they are hearing, that

they would like to replicate this professional development model for the staff at the school. The model was not prescriptive, rather teachers were involved from the beginning, designing professional development topics and presenting at these trainings. Because the art educators are involved, there is a focus on high quality arts lessons and arts achievement.

One notable outcome of the pilot was a change in an assessment process, which led to improvements in student achievement/ performance. To explain, in order to increase achievement in the visual arts (as measured by increased number of high quality entries in local exhibitions), a process was needed to teach arts educators to consistently score artwork. The pilot produced this process: (1) students artwork is uploaded to a database container (2) Teachers are trained on the scoring rubric. (3) As a group, teachers review student works of art on a screen (4) Each teacher scores the artwork (4) Discussion is then held on the scoring.

There are many “a ha” moments when teachers realize what is necessary to be considered a high scoring piece. As teachers became more adept at scoring appropriately, students were assessed and remediated more accurately, and consequently student performance improved. Additionally, the cadre teachers at these high poverty schools were excited about returning to continue their success.

The pilot yielded great promise, more quickly than was anticipated. Given the high turnover of arts teachers at high poverty schools, there is an urgent need to develop and expand this project further. The Elevate A.R.T.S grant will enable us to put some sustained effort in a comprehensive well- designed project based on these initial positive findings.

Given this research and the positive results of the pilot project, there is great likelihood that the Elevate A.R.T.S project will yield significant improvements in student achievement in the target schools.

(4) Quality of project personnel

(a) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

It is the policy of Pinellas County Schools that no instructional staff member or candidate for such a position in this District shall, on the basis of race, color, religion, sex, national origin, age, disability, marital status, or sexual orientation, be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to, discrimination in any program or activity for which the Board is responsible or for which it receives financial assistance from the U.S. Department of Education.

The Visual Arts Specialist and the Performing Arts Specialist (District-Funded) work extensively to recruit high quality arts teachers for Pinellas County Schools. Working with colleges and universities in Florida and throughout the nation, as well as networking with professional organizations, these specialists will recruit a pool of qualified candidates for music and art teaching positions. Targeted efforts will be made to identify and recruit candidates from groups that have traditionally been underrepresented based on race, color, national origin gender or age. PCS specialists will work hand- in hand with colleges and professional organization's equity staff to develop and implement strategies to encourage applications from the underrepresented.

(b) The qualifications, including relevant training and experience, of key project personnel.

Susan Castleman is the K-12 Visual Arts Specialist. Ms. Castleman supervises 165 Visual Arts teachers in Pinellas County Schools and will dedicate 5% of her district-funded time

for project oversight. Ms. Castleman is a well-respected arts education leader in the state of Florida. She earned her BFA from University of Wisconsin-Milwaukee, a Masters degree in Art Education and certification in Educational Leadership from University of South Florida. She has served as President of Florida Art Education Association and presented numerous times at state and national conferences on curriculum aspects of Art Education. Ms. Castleman has over 35 years of experience as an elementary art teacher and curriculum content specialist who has served on the writing team for Florida Next Generation Sunshine State Standards and Visual Arts Course descriptions most recently. She also serves as a steering task force member on the Race to the Top, Visual Arts Assessment Project. She participated in an Arts Leadership Retreat at Stanford University and IDEO, Inc. receiving training in "Design Thinking" which will be incorporated into the Elevate A.R.T.S. professional development model. (Resume, Appendix B1)

Jeanne W. Reynolds is the K-12 Performing Arts Specialist who supervises 220 Performing Arts (Music, Theatre and Dance) teachers in Pinellas County Schools and will dedicate 5% district funded time to project oversight. Ms. Reynolds is also a well-respected arts education leader with 30 years of experience in the field. She received her Bachelor degree in Music Education at Florida State University, Masters of Arts degree at the University of South Florida, and holds certification in Educational Leadership. She has served as President of Florida Music Educators Association, the President of the Florida School Music Association and has presented at numerous state and national conferences in addition to with leading and facilitating the FMEA Summer Leadership Institute. Ms. Reynolds served on the leadership team for the Florida Next Generation Sunshine State Standard in Performing Arts, and serves as a Steering Task Force Member for the Race to the Top Performing Fine Arts Assessment Project. (Resume, Appendix B 3)

Digital Tools Team (District- Funded)

The following are members of the Digital Tools team. They will provide project participants with ongoing support in the use of digital tools.

Jonathan Ogle (5% effort) is the Visual Arts Technology Specialist (teacher on assignment) who manages the PCS Visual Arts Technology Elementary labs and PD associated with utilizing technology in the Visual Arts classroom for elementary schools. Mr. Ogle has developed a district wide database that provides art teachers with a centralized online tool for entry forms for exhibitions, lesson plans and uploading images of student artwork for adjudication. He has presented at state and national conferences and has served on curriculum writing teams.

Jack Tovey (5% effort) is the Visual Arts Technology Specialist (teacher on assignment) who manages the PCS Visual Arts Technology labs for middle and high school and PD associated with utilizing technology in the Visual Arts classroom for secondary schools. Mr. Tovey has 30 years of elementary and high school art teaching experience along with teaching on online photography course for middle school in PCS Virtual school. He is a regular presenter at FAEA, NAEA and has presented at several national conferences.

Michael Vetter (5% effort) is the Performing Arts Technology Specialist (teacher on assignment) for Performing Arts who manages all Performing Arts Classroom Technology Initiatives. He has a Bachelor's Degree in Music Education and a Master's degree in Instructional Technology in Curriculum and Instruction. Mr. Vetter has 25 years of music, theatre and digital music teaching experience in addition to being a education technology specialist. Additionally, Mr. Vetter is a TIME (Technology in Music Education) certified instructor. He has had extensive Filemaker Database program experience and manages all performing arts databases related to referendum funded project.

Clerical Support

Donna Crosby is the performing arts secretary. She has been in the position for more than ten years and was recently named Support Employee of the Year. Ms. Crosby manages a large workload and is responsible for budgets close to 2 million dollars annually. She will provide 100 hours of clerical support beyond her normal work day.

Heather Rochkind is the Visual Arts secretary. She has worked for the district in many capacities and will be a resource to the grant as she has had experience in budget, and the personnel departments in addition to her work in the Visual Arts Department. Ms. Rochkind manages all work associated with the Visual Arts office and manages a 1.3 million budget annually. She will provide 100 hours of clerical support beyond her normal work day.

Grant Coordinator. Upon notification of the grant award, the grant coordinator position will be advertised and a highly qualified arts educator will be selected through an equitable process adhering to board policy. Applicants who are traditionally underrepresented will be encouraged to apply. The grant coordinator will oversee all fiscal and programmatic aspects of the Elevate A.R.T.S grant including program development and implementation for identified schools, collaboration with school-based, district office, federal grant program staff, external project evaluator and partners, to ensure achievement of grant program goals and objectives. (Job Description ,Appendix B 5). The grants coordinator will report directly to Jeanne Reynolds, K-12 Performing Arts Specialist and Susan Castleman, K-12 Visual Arts Specialist.

(c) The qualifications, including relevant training and experience, of project consultants or subcontractors.

This project will engage consultants of state and national stature to work with PCS.

Lead Professional Developer (Consultant)

Dr. David O’Fallon - will be the lead professional developer. He will present and facilitate the professional development Summer Institutes, work with the participants to create and refine action plans and remain engaged each year with participants through phone calls, and videoconferencing. He will also work extensively with the leadership team throughout the duration of the project to plan and continuously monitor and improve the project. The budget for Dr. O’Fallon and other consultants includes travel expenses.

Dr. O’Fallon is an international consultant on education reform and transformation, especially through and with the arts and humanities. He helps people, organizations and systems move from one level to another. He has held senior leadership positions at the national, state and local level. He has led complex projects and systems at all levels, led strategic thinking and planning, organizational development and capacity building from the very local to the international. Dr. O’ Fallon has served as the Director of Education for the National Endowment for the Arts in Washington D.C., Staff Director at the John F. Kennedy Center for the Performing Arts where he led a national task force that succeeded in placing the arts in the nation’s historic first national education goals. Since improving achievement and retaining arts teachers in high poverty schools requires organizational development and capacity building, Dr. O’ Fallon will be a very effective leader and facilitator to help inspire this transformative change.

(Resume, Appendix B 11)

Dr. O’ Fallon will work with the Grants Coordinator and the Visual and Performing Arts Specialists to plan and present at the first Elevate A.R.T.S. Summer Institute. This institute will be focused on relationship building and introducing the Design Thinking/Teacher Inquiry Professional Development model. Dr. O’ Fallon will continue to be involved with the subsequent Summer Institutes and advise on design projects in schools.

Arts Professional Developer (Consultant)

Dr. Michele Tillander will provide training on digital media with the goal of enhancing professional identity and visual arts educational practices, and to develop art educators' personal learning networks and communities in support of improving their professional practice and student learning experiences. New digital tools, platforms, and social networks will be used to create new approaches for art discourses, collaborations, and knowledge construction for use with the contemporary at risk learner. The goal is to develop strategies with digital media tools and platforms that can be used within their respective arts discipline when working with each other and students.

Dr. Tillander is an Assistant Professor of Arts at the University of Florida. She holds a Ph.D from the Pennsylvania State University. Prior to joining the University of Florida Art Education Department, Dr. Tillander, assisted with the implementation of Virginia's first Governor's School for the Arts, a regional program for artistically talented high school students. Dr. Tillander currently serves on the NAEA's Art Education Journal Editorial Board and the Publications Materials Committee.

Dr. Michelle Tillander's scholarship includes research at the nexus of art, new media technology, culture; and pedagogy. Tillander's initial research in digital media began in 2002, with a research project entitled *A Cultural Interface Approach to New Media Art Education* that examined digital media artworks (art and technology), culture (values, beliefs, and assumptions), and everyday experiences (lives of students and teachers). Pedagogy is evolving as sensory-rich media transforms the infrastructure of our connectivity, networking, and information and alters our consumption and production of knowledge. Tillander's research activities engage art

education, technology, and pedagogy socio-culturally as integrated processes to extent the theory and practice of art education and technology. (Resume, Appendix B13)

Arts (Music and Art) Education Classroom Mentors

Margaret Griffin is a retired music supervisor from Hillsborough County Florida who has been working with the very successful pilot elementary music teacher cadre project during the 2014-2015 years. Ms. Griffin has also worked with Pinellas County music educators to develop their curriculum guides. Ms. Griffin is a past president of the Florida Elementary Music Educators Association. During her tenure as music supervisor for Hillsborough County Schools Hillsborough was awarded managed four PDAE grants. The research and related outcomes from these grants have had a strong positive effect on Pinellas County and other districts throughout the state. Ms. Griffin has been an invited presenter at state and national conferences. Mrs. Griffin will serve as a coach and mentor to the arts teachers in the targeted schools. She will also mentor lead teachers in the cadre to be prepared to assume the roles of mentor coaches at the conclusion of the grant period. (Resume, Appendix B 8)

Patrica Priscoe is an outstanding arts educator with more than 30 years experience. Ms. Priscoe currently serves as a visual arts mentor teacher for all Pinellas County incoming teachers. She is involved with curriculum development, lesson planning, instructional strategies and lesson planning. She will serve as a coach and mentor to the arts teachers in the targeted schools. She will also mentor lead teachers in the cadre to be prepared to assume the roles of mentor coaches at the conclusion of the grant period. (Resume, Appendix B 10)

Partners

University of South Florida St. Petersburg - Colleagues form USF- St. Petersburg will work with target schools in their development of STEAM *Science Technology Engineering Arts*

Math (math, science integrated standards based) curriculum. One of the schools, Fairmount Park, already has a strong partnership with USF- SP. The Elevate A.R.T.S. grant activities will build on this already existing structure. (Appendix C2)

Arts Education Consortium Members - St. Petersburg Arts Organizations such as the Dali Museum, the Morean Arts Center, The Museum of Fine Arts, the Palladium theatre all have staff dedicated to arts education. These organizations will be involved Elevate A.R.T.S. aligned lessons and field trips to meet the goals of the grant. (Appendix C4-C9)

Center for Fine Arts Education - CFAE staff will be involved in advising on arts curriculum development and technology systems related to documenting student work (music and art) portfolios and assessing student artwork. (Appendix C4)

External Evaluator

RMC Research Corporation recently completed a three-year evaluation of *Project STAGE*, a PDAE grant to the School District of Manatee County, FL, in partnership with the Van Wezel Performing Arts Hall and the Kennedy Center for Performing Arts Partners in Education Program. The project provided professional development in the teaching of literacy through the integration of performing arts. The evaluation included descriptive information pertaining to the various project events over the course of the project, participant attendance logs, surveys conducted with all participants, observations of project events, observations of a sample of *Project STAGE* classrooms, and analyses of student achievement.

RMC's involvement with arts education is exemplified by the report, *Reinvesting in Arts Education* for the President's Committee on Arts and Humanities (PCAH,2011). RMC staff researched and wrote the landmark report on the state of arts education. The report was the culmination of reviews of research, interviews, and committee deliberations conducted in a high-

profile context and synthesized to provide new direction for multiple agencies represented on the PCAH. With the blueprint provided by the report, the PCAH has launched major new endeavors to revitalize arts education through comprehensive whole-school turnaround models.

Dr. Deborah Mazzeo, Lead Evaluator, RMC Research Corporation, has 15 years of diverse experience in education. She has conducted program evaluations and research and provided technical assistance at the school, district, state, and regional levels. Her areas of expertise include research design, instrument development, data collection, and quantitative and qualitative analytic approaches. She works closely with district and state staff in interpreting evaluation findings so that the results are effectively used to improve programs. (Resume, Appendix B15)

(5) Quality of the management plan

(a) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines

The goals and objectives for the Elevate A.R.T.S. project are as follows:

Table 3. Goals & Objectives

1. PD Goal - Professional Development Goal Provide high quality research based professional development to expand standards-based art content knowledge and innovative instructional practices. <i>Absolute Priority</i>
1.1 Participants will complete at least 40 hours of PD delivered over a 7-month period by the end of each project year. <i>GPRA 1</i>
1.2. Participants will demonstrate an increase in arts content knowledge and in their understanding of arts standards as measured by an annual pre/post test. <i>GRPA 2</i>
1.3 At least 85% of project teachers will indicate that the PD prepared them to design and deliver

standards-based instruction.
2. Arts Achievement Goal Increase student achievement in the arts. <i>Absolute Priority</i>
2.1 Beginning in Year 2, students who have been enrolled in classes taught by participating teachers will exhibit higher achievement on End of Course arts assessments than a similar comparison group of students who were not enrolled in such classes.
3. Digital Tools Goal Develop high-quality digital tools for use in arts instruction, evaluation of student achievement (student portfolios) and teacher collaboration (i.e. video conference for lesson study) <i>Competitive Priority</i>
3.1 Create high-quality digital tools for arts instruction.
3.2 Create high-quality digital student portfolios for student works and artifacts.
3.3 Create high-quality digital tools for teacher collaboration.
4. Stem to Steam Goal Increase Math and Science achievement through focused alignment of Math, Science and Arts State Standards-moving from STEM to STEAM <i>Invitation Priority</i>
4.1 Beginning in Year 2, students who have been enrolled in classes taught by participating teachers will exhibit higher achievement on End of Course math and science assessments than a similar comparison group of students who were not enrolled in such classes.
5. Teacher Retention Goal - Retain high quality arts teachers in high poverty schools
5.1 Establish an Arts Professional Learning Community for project teachers.
5.2 Identify, recruit, and retain experienced high quality arts teachers to participate as arts teacher leaders
6. Student Engagement Goal - Increase student engagement in the arts in high poverty schools
6.1 Increase student engagement in the arts as measured by students participating in school wide/district arts events by 5% annually

Table 4. Team . The team members responsible for the realization of these goals are:

Who	Description	# of Members
Leadership Team (LT)	Sue Castleman, Jeanne Reynolds, Grant Coordinator	3
Digital Tools Team (DTT)	Jonathan Ogle, Jack Tovey, Mike Vetter, Grant Coordinator	4
Grant Coordinator (GC)	TDB	1
Program Evaluator (PE)		3
Arts & Music Teachers at 10 Target Schools (AT)	Schools listed in table 1	25
District arts teachers (DAT)	Successful mid career Arts teachers	10
ELEVATE ARTS Cadre (EATC)	(includes AT and DAT teachers)	35
Community Partners (CP)	USFSP, Dali Museum, Mahaffey Theatre, Museum of Fine Arts, Morean Arts Center, Palladium, The Florida Orchestra	8
Arts Mentors (AM)	Margaret Griffin, Patricia Priscoe	2
Consultants/University (CU)	David O'Fallon, Michelle Tillander- UF, Artists in Residence , USFSP STEAM	5

The following timeline clearly delineates the major project, activities and tasks of the grant, the milestones and outcomes. This document will serve as the road map for duration of the grant.

Table 5. Timeline

When	What	Who	Goals
Milestones Pre Planning			
Summer 2014	Communicate to Selected Schools Administration Grant Goals/Objectives	LT	1, 5
	Create Job Description for GC	LT	1,2,3,4,5,6
	Inventory digital equipment at selected schools	DTT	3
	Plan Kick-Off Event/s	LT	1,2,3,4,5,6
Milestones Year One Planning			
Sept. 14	Receive Grant Award Notification	All	1,2,3,4,5,6
Fall 2014	Recruit/Hire Grants Coordinator	LT	1,2,3,4,5,6
	Calendar Development for Year 1 Planning	LT, GC	1,2,3,4,5,6
	Conduct Visits to Project Schools	LT, GC	5
	Recruit Arts Teacher for Elevate A.R.T.S. Cadre	LT, GC	5
	Create Elevate A.R.T.S website	GC, DTT	3
	Conduct Orientation PLC for Elevate A.R.T.S Cadre	LT, GC, EATC, AM	1, 5

	Assign Art Mentors	LT, GC, AM	5
	Conduct Needs Assessment Using Design Thinking for Education for Arts, STEAM Professional Development	LT, GC,	1,2,4
	Conduct Needs Assessment for Digital Tools	GC, DTT	3
Winter	Schedule Peer to Peer Substitute Days	GC, EATC	5
2015	Mentors meet Project Teachers	GC, AM, AT	5
	Plan for Year 1 Summer Institute to include Arts, STEAM PD and Use of Digital Tools	LT, GC, CU, CP	1,2,3,4,5,6
	Conduct Visits to Project Schools	GC	5
Spring	Finalize Plans first Summer Institute	LT, GC, CU, CP	1,2,3,4,5,6
2015	Conduct Visits to Project Schools	GC	5
	Mentors visit Project Teachers	GC, AM, AT	5
	Professional Learning Community Meeting for Elevate A.R.T.S. to discuss peer to peer visits	GC, EATC	1,2,5,6
Milestones Years 2, 3, 4			
Summer	Conduct Summer Institute- Design Thinking for Education and Relationship Building to deliver Explicit Arts, STEAM and Digital Tools PD. Develop year long lesson studies PD	LT, GC, EATC, AM, CP, CU, DTT	1,2,3,4,5,6
2015-17	Debrief First Summer Institute	LT, GC, CU,	1, 5

		CP	
Fall 2015-17	Professional Learning Community Meeting 1 for Elevate A.R.T.S. Teacher Cadre	GC, EATC	1,2,3,4,5,6
	Peer to Peer Visit Days (substitutes)	GC, EATC	2,3,4,5,6
	Mentors working with Project Teachers	GC, AM, AT	2, 5
	Network Through Virtual Visits	GC, EATC	1,2,3,4,5,6
	Upload Student Artifacts (work) to Digital Portfolio	EATC, DTT	2, 3
	Professional Learning Community Meeting 2 for Elevate A.R.T.S. Teacher Cadre	GC, EATC	1,2,3,4,5,6
	Conduct Lesson Studies	GC, EATC	2, 4, 6
Winter 2016-18	Plan for Summer Institute to include Arts, STEAM PD and Use of Digital Tools	LT, GC, CU, CP, EATC	1,2,3,4,5,6
	Peer to Peer Visit Days (substitutes)	GC, EATC	2,3,4,5,6
	Mentors working with Project Teachers	GC, AM, AT	2, 5
	Professional Learning Community Meeting 3 for Elevate A.R.T.S. Teacher Cadre	GC, EATC	1,2,3,4,5,6
	Network Through Virtual Visits	GC, EATC	2,3,4,5
Spring 2016-18	Finalize Plans Summer Institute 2016-17. Plan for Elevate A.R.T.S Grant Celebration	LT, GC, CU, CP, EATC	1,2,3,4,5,6
	Conduct Visits to Project Schools	GC	5
	Mentors working with Project Teachers	GC, AM, AT	2, 5

	Upload Student Artifacts (work) to Digital Portfolio	EATC, DTT	2. 3
	Professional Learning Community Meeting 4 for Elevate A.R.T.S. Teacher Cadre	GC, EATC	1,2,3,4,5,6
Milestones for Post Planning of Grant			
Summer 2018	Elevate A.R.T.S Grant Celebration	GC, EATC	1,2,3,4,5,6
	Communicate Final Grant Report	GC	1,2,3,4,5,6
	Elevate A.R.T.S Cadre Presents findings to All District Arts Teachers - Moves forward with post-grant implementation.	EATC	1,2,3,4,5,6

The budget is well aligned to the project design and well designed to accomplish the goals of the grant. The bulk of the grant resources will be used for trainers and to build capacity for sustaining professional development. Because the project is well aligned with the PCS strategic plan, the district is poised to contribute technological and people resources. The grant is designed to invest in human capital. This is to ensure that the A.R.T.S teacher cadre will be able to sustain the work. After the grant sunsets, with cadre leadership in place, district funds will be devoted to ensuring that the progress made in high poverty schools will remain a priority. Since the grant proposal integrates current district staff, such as the leadership team members, and the digital tool staff, these staff members will remain in place to continue the work.

The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

The grant coordinator will be dedicated solely to the success of Elevate A.R.T.S. He/she will commit 100% of his/her time to this project. The coordinator will be supported by the Performing and Visual Arts Specialists, as well as the referendum funded technology teachers on assignment and secretaries in the performing and visual arts offices. The outside consultants will be responsible for training the Elevate A.R.T.S cadre members with assistance from the grant coordinator and explicit art instructors. The grant coordinator will be supported by the classroom mentors to continuously monitor the implementation of the training and the progress of the activities, to ensure that all goals are met by the timelines stated.

(b) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

The Design Thinking Model that will be used has a continuous improvement model built into the structure. The last two phases of the model, specifically the Experimentation and Evolution phases provide a continuous feedback loop. (detailed on page 9). Gathering feedback is a critically important component. In the Experimentation phase and the Evolution phase, teachers are building solutions or prototypes, **getting feedback, tracking learnings, assessing and refining**. Additionally, the earlier parts of the cycle, Discovery, Interpretation and Ideation ,include the following tasks: understanding the challenge, searching for meaning and framing opportunities. These tasks also require participants to remain focused on feedback and continuous improvement.

Additionally, the continuous improvement model will be reinforced by the structure of the Summer Institutes. The first institute will introduce Design Thinking and Relationship Building. Subsequent institutes will put into place the continuous improvement model discussed above. The second Summer Institute will involve reflection and refinement of the Year 1 Cycle. The

third Summer Institute will involve reflection on the Year 2 cycle. Throughout the year, the grant coordinator and visual and music mentors will encourage this reflection and continuous improvement model through frequent visits.

(6) Quality of the project evaluation

(a) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

The evaluation plan for Pinellas County Public School's PDAE project is designed to address questions regarding the enhancement and integration of digital tools, math, and science into high poverty elementary and middle schools' standards-based music and visual arts education program; as well as teacher and student outcomes associated with the project's key components. The questions that guide the evaluation and selection of measures are below.

Table 6 .Correspondence of Project Goals and Key Evaluation Questions

Goal 1: Provide high quality research based professional development to expand standards-based art content knowledge and innovative instructional practices	
1.	To what extent do teachers participating in the PDAE Program receive professional development that is sustained and intensive (GPRA performance measure 1)?
2.	To what extent do teachers participating in the PDAE Program show a statistically significant increase in content knowledge in the arts (GPRA performance measure 2)?
3.	To what extent do participating teachers report the professional development was of high quality and prepared them to design and deliver standards-based instruction?

4. To what extent do participating teachers integrate the content and techniques of the professional development into their professional practice?
Goal 2: Develop high-quality digital tools for use in arts instruction, evaluation of student achievement, and teacher collaboration
5. To what extent are high-quality digital tools for arts instruction, the evaluation of student achievement, and teacher collaboration created and used?
Goal 3: Increase student achievement in the arts
6. Beginning in Year 2, to what extent do students who have been enrolled in classes taught by participating teachers exhibit higher achievement on End of Course Arts assessments when compared to students who were not enrolled in such classes?
Goal 4: Increase student achievement in math and science through focused alignment of Math, Science, and Arts State Standards (<i>Moving from STEM to STEAM</i>)
7. Beginning in Year 2, to what extent do students who have been enrolled in classes taught by participating teachers exhibit higher achievement on End of Course Math and Science assessments when compared to students who were not enrolled in such classes?
Goal 5: Retain high quality arts teachers in high poverty schools
8. To what extent is an Arts Professional Learning Community for project teachers established?
9. To what extent are experienced high-quality arts teachers identified, recruited, and retained?
Goal 6: Increase student engagement in the arts in high poverty schools
10. To what extent is student engagement in the arts increased at project schools?

Description of Implementation and Performance Data

A study employing a quasi-experimental design will be conducted on Pinellas County's PDAE project, including key components and supports. Documents and Attendance Rates will include a description and content analysis of professional development offerings and teacher attendance at professional development sessions and student attendance at school wide/district arts events. Surveys of teachers' perceptions following each professional development session will be collected and teachers will complete an End of Year survey to report the impact of the program on their professional practice. Classroom Visits will be conducted using a Classroom Visitation protocol, developed jointly by the evaluators and project staff, to assess the extent to which the content and techniques of the professional development offerings and the developed digital tools have been integrated into teachers' professional practice. Student Engagement will be tracked through student participation in school wide/district arts events; Year 1 of the project is the baseline. A Project Management Interview will occur each spring to gather data on the project's development and use of digital tools for use in arts instruction, evaluation of student achievement, and teacher collaboration; and the recruitment and retention of high-quality arts teachers to serve as arts teacher leaders. Teacher Knowledge Data will be collected each spring to measure whether there has been a statistically significant increase in teacher content knowledge. The test will be jointly developed by the evaluator and Pinellas County Schools' content experts during the planning year, drawing content from item banks such as the Music and Visual Arts Assessments of the National Assessment of Educational Progress (NAEP) exam and the Advanced Placement (AP) Arts History, Studio Arts, Music History, and Music Theory exams. As appropriate, additional test items will be locally developed. Student Achievement Data will be obtained from the district and include student socio-demographic information,

attendance, and scores on the state and district End of Course assessments in the areas of music, visual arts, math, and science. Data collection and analysis will be ongoing and evaluation results will be used for continuous improvement of the program.

Formative Evaluation Activities

These activities will focus on documenting the development and implementation of activities related to (a) the expansion of standards-based professional development offerings and support for elementary and middle school music and visual arts teachers in the district's high poverty schools, (b) the development and use of high-quality digital tools for use in arts instruction, the evaluation of student achievement, and teacher collaboration; and (c) efforts to identify, recruit, and retain experienced arts teachers in high poverty schools. Formative reports will be presented to the project team after each semester and with the summative report at the end of each project year.

Data to be summarized include (a) number and types of music and visual arts professional development provided; (b) participating teacher attendance logs for each professional development session; (c) participating teacher perceptions of the district professional development events, support activities, and digital tool development; and (d) project management data pertaining to progress of digital tool development and the retention of high quality arts teachers in project schools.

Summative Evaluation Activities

The summative evaluation will focus on measuring (a) increases in teacher content knowledge in the arts; (b) increases in teacher effectiveness through the use of enhanced digital tools and instructional practices; (c) increases in student achievement in the arts, math, and science; and (d) increases in student engagement in the arts. Quantitative analyses will be

conducted on teacher pre- and post-tests and student assessments of participating teachers, and on matched non-participating teachers. Both qualitative and quantitative analyses will be used to analyze teacher classroom visitation data and student arts events participation data.

The summative evaluation data will include (a) teacher pre- and post- test scores on the locally-developed Test of Music Knowledge and Test of Visual Arts Knowledge; (b) teacher perceptions of the support throughout the project on the End of Year survey; (c) summary results of digital tool use and enhanced practices and pedagogy through classroom visitations and project management interview; (d) student scores on End of Course assessments in music, the visual arts, math, and science; (e) student engagement in the arts measured by levels of participation in arts events; and (f) the retention rate of high quality arts teachers in high poverty schools.

Analysis Plan. The proposed evaluation of Pinellas County's PDAE project includes the use of multiple-methods to document evidence pertaining to program implementation and outcome measures. These methods include (a) document analysis of professional development content; (b) quantitative analyses of teacher pre- and post- test data, student End of Course assessment data, classroom visitation data, teacher surveys of professional development trainings and the end-of-year teacher survey. The evaluator will work with project staff during the development year to create instruments for teacher content knowledge tests and perception surveys, classroom visitations, and the project management interview. The evaluator will monitor progress and fidelity of implementation and provide feedback to the project team. Table 2 displays the project objectives and corresponding performance measures.

Table 7. Project Objectives and Performance Measures

Project Objectives	Performance Measure and Type
1. Increase the percentage of teachers participating in the PDAE Program who receive sustained and intensive professional development. (GPRA 1)	80% of participants will complete 75% or more of the total hours of professional development offered each year of the project. (Outcome)
2. Increase the percentage of teachers participating in the PDAE Program who show a statistically significant increase in content knowledge in the arts. (GPRA 2)	Teachers who complete at least 75% of the PD hours offered by the project will show a statistically significant increase from pretest to posttest on the content knowledge test in music or visual arts. (Outcome)
3. Deliver high quality professional development.	At least 85% of project teachers will indicate that the professional development prepared them to design and deliver standards-based arts instruction (as measured by the End of Year survey). (Process)
4. Increase support for participating arts educators.	In the spring of each year, teachers will complete End of Year surveys to gather data pertaining to the support received through the program. (Process)
5. Enhance instructional practices and use of high quality digital tools.	In the spring of each year, classroom visitations and a teacher survey will be used to gather data pertaining to instructional practice and use of newly developed digital tools. (Outcome)

Project Objectives	Performance Measure and Type
6. Increase student performance in music, the visual arts, math, and science.	Average student achievement in treatment classrooms, as measured by End of Course assessments, will be greater than that of students not enrolled in participating teacher classrooms. (Outcome)
7. Increase student engagement in the arts in high poverty schools.	Beginning in Year 2, student participation in school wide/district arts events will increase 5% annually, as measured by attendance logs. (Outcome)
8. Retain high quality arts teachers in high poverty schools	Arts teacher retention rates in project schools will be improved as compared to pre-project retention rates. (Baseline of three years prior to project implementation will be used for comparison purposes). (Outcome)

The Logic Model (Appendix A1) depicts the relationship between the project resources, activities, and outputs to the intended outcomes (short, intermediate, and long-term).

(b) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

The degree to which the evaluation will provide performance feedback and present progress toward the outcomes is presented in Table 3.

Table 8. Evaluation Design Elements

Type(s) of Data to Be Collected	Data Collection Timeline	Data Collection Methodology	Instrumentation	Data Analysis Methodology	Reporting Timeline
Teacher attendance at PD sessions, institutes, PLC meetings, trainings, and other events	Ongoing, throughout the grant period	Attendance logs will be maintained for each PD event	Spreadsheet of Teacher Attendance	Attendance rates will be calculated for each session and teacher	Quarterly and yearly reports
Test data measuring teacher content knowledge in music and the visual arts	Spring of each year	Pretest – posttest design	<i>Teacher Test of Music Knowledge and the Teacher Test of Visual Arts Knowledge</i>	Using SPSS, paired t-tests to determine if significant increases in teachers' knowledge	Annual report and final report that provide a synopsis of each project year
Participants' perceptions of professional development activities	Ongoing, throughout the grant period	Web-based surveys	<i>Participant Perception Survey</i>	Quantitative and qualitative data analysis, frequency of and analyses of responses	Quarterly and yearly reports

Type(s) of Data to Be Collected	Data Collection Timeline	Data Collection Methodology	Instrumentation	Data Analysis Methodology	Reporting Timeline
Data on integration of the content and techniques of the professional development and use of digital tools into participating teachers' professional practice	Spring of each year, beginning with Year 2	Classroom visits will be conducted in a sample of classrooms	<i>Classroom Visitation Protocol</i>	Data entered in a spreadsheet and analyzed using SPSS. Qualitative research techniques to describe trends in the data.	Annual report (beginning in Year 2); final report
Demographic and background data on project teachers, project teachers' perceptions of the project and their use of digital tools	Spring of each year, beginning with Year 2	Electronic survey emailed to participating teachers	<i>Teacher End-of-Year Survey</i>	Quantitative and qualitative data analysis methods, frequency of and analyses responses	Annually

Type(s) of Data to Be Collected	Data Collection Timeline	Data Collection Methodology	Instrumentation	Data Analysis Methodology	Reporting Timeline
Data on the development and use of digital tools, and retention of high-quality arts teachers in schools	Spring of each year, beginning with Year 2	Interview with project managers	<i>Project Manager Interview Protocol</i>	Qualitative research techniques to describe trends in interview data	Annual report (beginning in Year 2); final report
Student achievement data on End of Course music, visual arts, math, and science assessments	Spring of each project year	District will provide data from state assessments and/or district assessments	State and/or District <i>End of Course Assessments</i> for music, visual arts, math, and science	Two-level HLM model with statistical control for appropriate variables	Annual report (beginning in Year 2); final report
Arts teacher retention rates in project schools	Spring of each year	Project management will provide status of each arts teacher	Teacher Retention Tracking Spreadsheet	Data entered into a spreadsheet and analyzed using SPSS	Annual report (beginning in Year 2); final report

Type(s) of Data to Be Collected	Data Collection Timeline	Data Collection Methodology	Instrumentation	Data Analysis Methodology	Reporting Timeline
Data on student participation in schoolwide/district arts events	Beginning in Year 2, ongoing	Attendance logs will be maintained for each event	Spreadsheet of Student Participation	Participation rates for each event and longitudinal analyses	Annual report (beginning in Year 2); final report

(c) The extent to which the methods of evaluation will, if well-implemented, produce evidence of promise (as defined in this notice).

The proposed evaluation examines whether empirical evidence supports the theoretical linkage(s) between program participation and the long-term outcomes presented in the logic model.

Impact on Teacher Growth in Content Knowledge

The impact analysis on growth in teachers' content knowledge will utilize a pre-post design, and will examine teacher scores on the tests of content knowledge prior to the beginning of the intervention and annually throughout the project.

Sample Size. Approximately 20 teachers will comprise the sample, ten music teachers and ten visual arts teachers. *Measure.* The study includes multiple equivalent versions of one outcome measure for each teacher. The tests will be developed in the planning year and include the Teacher Test of Music Knowledge or Teacher Test of Visual Arts Knowledge. *Statistical Analysis of Outcomes.* Paired sample *t*-tests will be used to determine whether participating

teachers demonstrate a statistically significant increase in content knowledge in their respective content area throughout the project.

Impact on Student Achievement

A quasi-experimental design will assess whether students receive an enhanced arts education, and whether the integration of the arts into math and science is associated with improved student achievement in these areas. The performance of students in grades 3-8 whose teachers participate in the project will be compared to the performance of students whose teachers did not participate in the project (comparison group). *Sample Size*. The treatment group will consist of all of the students taught the enhanced lessons by the 20 teachers during the project, totaling approximately 3500 students. The comparison group will be the students taught by a matched comparison group of teachers not receiving training from the project, and will total approximately 3500 students. The total sample size will include approximately 7,000 students.

Dependent Variable. The study includes four student outcomes: End of Course Assessment for music, End of Course Assessment for the visual arts, End of Course Assessment for math, End of Course Assessment for science.

Independent Variables. These include attendance or non-attendance, and the number of years of attendance, in classes in which teachers received training from the project.

Control Variables. Student socio-demographic data and academic data, such as free and reduced lunch, and baseline equivalence on the district- administered EOCs prior to the project period will be included in the analyses.

Statistical Analysis of Outcomes. Two-level Hierarchical Linear Modeling will be used to statistically analyze the data model in which students (Level One) are nested within teachers' classes (Level Two) to determine the impact of teacher participation in the project on students'

music and visual arts achievement. The confirmatory contrast will be between the music, visual arts, math, and science EOC scores for students whose teachers participate in the project versus students in the same grades whose teachers do not participate in the project.

Evaluation Benchmarks for Monitoring Progress in Meeting Project Milestones

The evaluation plan for Pinellas County’s PDAE project includes specific project tasks and the time frame for accomplishing each task (Table 4). These milestones are considered to be the critical benchmarks that must be accomplished for the project to keep on track toward successfully meet the overall project objectives. These will be reviewed with project staff through ongoing communication and at the end of each project year to determine the extent to which the project has been able to adhere to the timeframe for completing the activities.

Table 9. Evaluation Timeline

Task	Project Year 1				Subsequent Project Years			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Meetings with PCPS Staff	X	X	X	X	X	X	X	X
Start-Up								
Finalize Evaluation Plan	X							
Develop processes, instruments, and protocols for measuring teacher content knowledge, conducting project management interviews, and conducting classroom visitations	X	X	X					

Task	Project Year 1				Subsequent Project Years			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Data Collection								
Teacher pre-content knowledge test			X				X	
Teacher post-content knowledge test							X	
PD attendance logs				X	X	X	X	X
PD perception surveys					X	X	X	X
Classroom visitations							X	
Teacher End of Year survey							X	
Student End of Course data								X
Teacher retention data			X				X	
Data Analysis	X	X	X	X	X	X	X	X
Formative Report Completion		X		X		X		X
Annual Report Completion				X				X
Final Report Completion								X ^a

Note. Q1=October-December, Q2=January-March, Q3=April-June, Q4=July-September. ^aYear 4 only.