

Kula School Research Project

Hawai'i '95 Team

2002-2005.

Year	Overview	Intervention	Funding	Results
<p>2002-03</p> <p>Does an arts integrated reading curriculum affect reading comprehension and attitudes towards reading? Is the effect compounded over time?</p>	<p>Planning year with the idea that 7 students in each grade level will stay with an arts integration teacher for 5 years.</p> <p>Introduction to action research. Teachers chose their question for research and began working in grade-level groups.</p>	<ul style="list-style-type: none"> • Five full days of professional development on action research and how to assess reading comprehension. • Summer institute and workshops on arts integration. • Assistance from an artist mentor. P.D. provided by Dr. Warren Newman and Deb Brzoska 	<p>Department of Education; National Endowment for the Arts (NEA); State Foundation on Culture and the Arts (SFCA).</p>	<ul style="list-style-type: none"> • Teachers understand what action research is and how to design instruments. • Began collecting data as a practice. • Became even more committed to teaching through the arts.
<p>2003-04</p> <p>Action research</p>	<p>Nine teachers plus the teacher coordinator refined the focus of their investigation , collected test scores, student work, observations, interviews and check lists in order to find out what the effect was on their students' learning in reading comprehension and their attitudes about reading.</p>	<ul style="list-style-type: none"> • All attended 3 full-days on how to collect and analyze their data. • Teacher Rae Takemoto and Susana Browne attended workshops At Annual, Feb. 2004. • Teachers attended 8-65 hours of workshops in arts integration. • Summer institute attendees had assistance of an artist mentor. • P.D. provided by Dr. Jennifer Herring, U.H. Manoa College of Education, and Deb Brzoska. 	<p>Kennedy Center Partners in Education; William and Margery Zellerbach Foundation; NEA; DOE (substitutes for teacher work days)</p>	<ul style="list-style-type: none"> • Teachers completed individual reports that were compiled into a final report. • Teachers found a definite improvement in attitude in 75% of students. • Test score results were mixed, with the lower achieving students making the biggest gains. • Engagement in learning process was excellent in 90% of the students. • Teachers found their ability to assess their students improved greatly. • All interested in continuing the process.

2004-05	<p>The same 10 teachers continue collecting quantitative and qualitative data on 7 of their students. The change this year is that all the teachers in the school are choosing a reading comprehension benchmark and looking closely at what teaching strategies affect student achievement. (Standards Based Change Process) The research teachers are using an arts-infused reading program as the intervention.</p>	<ul style="list-style-type: none"> • Three days of professional development on collecting data, using portfolios, creating observational checklists, and aligning this research with a specific reading comprehension benchmark. Teachers are using their target benchmarks as the research question. • P.D. provided by Dr. Michele Ebersole from U. of Hawaii, Hilo 	<p>William and Margery Zellerbach Foundation, NEA. DOE and Kula PTA (substitutes for teacher work days)</p>	<ul style="list-style-type: none"> • Teachers are comfortable with both the process of collecting and analyzing data and teaching reading through the arts. • There is some discomfort in aligning this project with the school-wide “Standards Based Change Process.” • See final report
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**Kihei School Research Projects
Improving Writing through Image Making**

Year	Overview	Intervention	Funding	Results
<p>2005-06</p> <p>Research questions:</p> <ol style="list-style-type: none"> 1. How does professional development impact teachers' ability to provide quality arts-based integrated instruction in writing? 2. Does student improvement occur in writing? (What impact does arts integrated instruction have on student improvement in writing?) 	<p>Nine teachers at Kihei elementary implemented lessons from Paul Wood's Imaginative writing curriculum as well as visual arts lessons from teaching artist Michael Takemoto. Pre and post lesson observations were done by two experienced teacher researchers from Kula School and the Hawai'i '95 Team members. Dr. Michele Ebersole did pre and post individual student and teacher interviews, and group teacher interviews. Student work samples and teacher unit plans were coded for analysis. Students exhibited their visual art in the annual student exhibit "Celebrating the Artist In Us." Video completed.</p>	<ul style="list-style-type: none"> • All teachers attended 5-day summer institute for teachers on visual arts and writing creatively. (Paul Wood and Baldwin High School art teacher Jan Sato were the presenters.) • Teachers also attended two more 3-hour workshops presented by Wood. • Each teacher was given Ruth Cullum's "6 +1 Writing Traits" and took part in a workshop on the traits presented by Ebersole." • In class sessions with Wood and visual artist Takemoto. • Research model and final report prepared by Dr.Michele Ebersole, U.H. Hilo College of Education. 	<p>Kennedy Center Partners in Education; William and Margery Zellerbach Foundation; Susan and Michael Dell Foundation; DOE (substitutes for teacher work days)</p>	<ul style="list-style-type: none"> • In answer to the first question: the following teacher behaviors from the Hawai'i State Teacher Standards were positively affected <p>Provides a Safe and Positive Learning Environment, Uses Active Student Learning Strategies, Plans and Integrates Meaningful Arts Based Learning Experiences, Demonstrates Knowledge of Content, and Demonstrates Professionalism.</p> <ul style="list-style-type: none"> • Writing instruction is a critical component of the professional development and teachers' ability to implement arts based integrated instruction improved over time. • Student improvement was observed by teachers and in their interviews. The overwhelming theme that came through student responses was development of imaginative thinking.

<p>2006-07 Questions: Grade 1: How does arts based writing instruction impact students' ability to add simple descriptions and details to develop a topic? IDEAS Grade 2: use specific nouns and adjectives to describe people, places, things, or events? WORD CHOICE Grade 3: add details, descriptions, and information from different sources to elaborate meaning? IDEAS Grade 4: use appropriate facts and interesting details that develop the intended meaning and anticipate the needs of the audience? IDEAS</p>	<p>Twelve teachers participated in this project that changed to action research. In school residency was increased from 3 sessions for Wood to 8; and 1 session for Takemoto to 6. Focus shifted to quantitative research, scoring student work using the "6 + 1 Writing Traits." Grade levels chose their trait and scored together under the direction of Dr. Ebersole.</p>	<ul style="list-style-type: none"> • • Professional development workshop (3 hours) with Paul Wood as well as observing him teaching the students • Direct communication with Wood through email and after school. • Observation of Takemoto teaching visual arts lessons in the classroom. • Instruction on how to score writing samples using the "6 + 1 Traits." • Monthly articulation meetings with teachers. • Research model and scoring instruction, final analysis provided by Dr. Michele Ebersole from U. of Hawaii, Hilo. 	<p>William and Margery Zellerbach Foundation, Susan and Michael Dell Foundation; DOE (substitutes for teacher work days and stipends); State Foundation on Culture and the Arts Artist in the Schools funds</p>	<ul style="list-style-type: none"> • Improvement in student writing was highest with teachers who followed up with Wood's strategies after he left the classroom. The more instruction in imaginative writing techniques, the higher the scores in the identified traits. • Teachers reported that the following skills improved: use of imagination, creativity, confidence in writing, formulating ideas, enjoyment of writing, understanding of the writing process, and use of detail. • All of these, except for details, are not measurable through a student achievement writing product. It is qualitative information. However, if students' attitude, imagination and creativity increase, we hope their scores will improve over time. • The meaningful impact of arts integrated curriculum is global in nature, like the General Learner Outcomes; it is an overarching influence on achievement.
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