

**UNIVERSITY OF SOUTH FLORIDA SARASOTA-MANATEE  
UNIT ASSESSMENT REPORT  
2013-2014**

<b>UNIT:</b>	<b>Center of Partnerships for Arts-Integrated Teaching (PAInT)</b> (Dr. Brianne Reck)
<b>MISSION:</b>	To build partnerships and networks locally as part of a replicable model to facilitate arts-integrated teaching at all levels of education.
<b>2012-16 USFSM STRATEGIC PLAN GOALS:</b>	<p><b>GOAL 1 ACCESS:</b> Expand access to a University education that benefits students and the local, national, and global community. (Aligns with USF System Goals 1,2,3,4,5; State University System of Florida Goals 2,3)</p> <p><b>Teaching &amp; Learning</b>          (1a.) Expand academic programs in distinctive areas related to the Suncoast's needs and strengths and across disciplines, when feasible, including the ability for students to complete the full four-year bachelor's degree.</p> <p><b>Scholarship, Research, and Innovation</b>          (1b.) Promote innovative scholarship and community-engaged research.          (1c.) Seek external funding from public grants, private foundations, and individual donors.</p> <p><b>Public Service &amp; Community Engagement</b>          (1d.) Partner with a variety of organizations and stakeholders, including the USF System.          (1e.) Build a University living and learning community, including residence halls, academic buildings, and student life facilities.</p> <p><b>GOAL 2 SUCCESS:</b> Enhance success of student outcomes, faculty productivity, and community impact (Aligns with USF System Goals 1,2,4,5; State University System of Florida Goals 1,2).</p> <p><b>Teaching &amp; Learning</b>          (2a.) Produce continuous improvement in student outcome measures, including retention and graduation rates and student career results.          (2b.) Earn professional accreditation and recognition, including AACSB and NCATE.</p> <p><b>Scholarship, Research, and Innovation</b>          (2c.) Track and promote faculty-developed measures of scholarship.          (2d.) Identify student success predictors.</p> <p><b>Public Service &amp; Community Engagement</b>          (2e.) Earn recognition as a Carnegie Community-Engaged University.          (2f.) Track and share the value of the University's and graduates' economic and societal contributions.</p>
<b>UNIT GOALS:</b>	<ol style="list-style-type: none"> <li>1. Build service and educational partnerships to facilitate arts-integrated teaching at all levels. (Aligns with USFSM Goal 1b, 1c, 1d, 2a, 2c, 2d, 2e, 2f)</li> <li>2. Assess the educational impact of partnerships to facilitate arts-integrated teaching at all levels. (Aligns with USFSM Goal 1b, 1c, 1d, 2a, 2c, 2d, 2e, 2f)</li> </ol>

Outcomes	Unit Goal	Means of Assessment	Assessment Data	Plan resulting from Analysis of Assessment	Dean of Education's Response (Dr. Pat Wilson)
<p>Outcome 1: Increase the number of service and education partnerships to facilitate arts-integrated teaching at the local, national and international levels.</p>	<p>1</p>	<p>Quantify the service and educational <b>partnerships</b> at the <b>local level</b> in the programs of the Center.</p>	<ul style="list-style-type: none"> <li>• <b>5 PAInT Center Associated Organizations (an increase of 3)</b></li> <li>• <b>2 Community Partnerships for the benefit of children</b></li> <li>• <b>1 Advisory Board with 13 members, community-affiliated</b></li> </ul> <p>Increased the number of PAInT Center Associated Organizations (PCAOs) from two to five. Current partnerships include:</p> <ul style="list-style-type: none"> <li>• Van Wezel Performing Arts Hall*: Providing performance access and professional development from the Kennedy Center's Any Given Child Initiative</li> <li>• Sarasota Opera*: Project Maestro, an ongoing field experience for COE candidates has been expanded and repeated.</li> <li>• Venice Symphony: Providing performance access</li> <li>• South Florida Museum: Partnering with faculty to provide field situated, arts-integrated science methods course for elementary education candidates</li> <li>• Sarasota Ballet: Providing performance access and tutoring opportunities for COE candidates</li> </ul> <p style="text-align: center;">* Original PCAOs</p>	<p>We will continue to explore opportunities to develop the PCAO network and to document the activities and accomplishments of the existing partnerships.</p>	<p>This outcome is of major importance to the core mission of PAInT. The local partnerships and resultant opportunities have increased this past year. Three partnership types are indicated: PCAQs – that is, organizations working with PAInT as a Center; community partnerships for positive affect on student learning; and partnerships reflected in the Advisory Board. This diversity provides a solid platform in the Center for PAInT. The development of International partnerships is in early stages, yet some strong initiatives are evident. A faculty member's participation in an International conference, "Diversity through Art – Change, Continuity, Context" is no small thing as it can lead to connections not</p>
			<p>Three (3) Other Community Partners/Partnerships:</p> <ol style="list-style-type: none"> <li>1. Collaboration, Arts-Integration, and the Common Core project, a partnership with Manatee County Schools, funded by the Manatee Community Foundation. The project was designed to support professional learning</li> </ol>	<ol style="list-style-type: none"> <li>1. The Collaboration, Arts-Integration, and the Common Core project pilot was completed. Based upon feedback from participants and evaluation of data from</li> </ol>	

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			<p>communities composed of classroom teachers, student teachers, art teachers, and teaching artists within public schools. The project was implemented beginning in the Summer of 2013 with professional development.</p> <p>2. Summer Arts-Integrated Literacy (SAIL) Program, a proposed collaboration of the Center of PAInT and the United Way Suncoast. The proposal called for professional development, a professional learning community, and pupil impact assessment, centering on the use of arts-integration as a means to prevent summer reading loss.</p> <p>3. Center of PAInT Advisory Board members represent collaboration with various community organizations.</p> <p>a. Shelly Dorfman: Lincoln Center Institute Imagination Conversations, Institute for the Arts in Education</p> <p>b. Angela Hartvigsen: Sarasota County</p>	<p>the project, with the renewal of the funding, the project will be reframed and implemented at a new location.</p> <p>2. Project SAIL, having received funding from the United Way, was planned and implementation began in May of 2014. Interns will have assessed children's present level of performance, planned instruction based upon the assessment data, and will assess their achievement upon conclusion of the program. The assessment data will be used to determine the program effectiveness in countering summer reading achievement loss.</p> <p>3. The Advisory Board will continue to meet twice each year to support the development and implementation of initiatives of the Center. Additional members may be identified</p>	<p>available otherwise. Partnering with the Kennedy Center's Any Given Child to prepare a U.S. Department of Education grant proposal shows not only the depth in PAInT's evolving partnerships, but respect as well.</p>

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			<p>Schools Fine Arts Program Specialist, EdExplore SRQ</p> <p>c. Johnette Isham: Executive Director of Realize Bradenton</p> <p>d. Sherry Lawrence: Former Manatee County Schools, Curriculum Specialist, K-12 Arts and Gifted Education Director</p> <p>e. Steve Miles: Provost at New College of Florida</p> <p>f. Elizabeth Power: Executive Director Perlman Music Program/Suncoast</p> <p>g. Nancy Roucher: Arts Education Task Force, Community/Schools Partnerships for the Arts (Sarasota school district advisory), Sarasota Arts Council</p> <p>h. Judy Sedgeman: Project Art Connects (Manatee County), Realize Bradenton (Board member)</p> <p>i. Brian Hersh: Sarasota school district Any Given Child director</p> <p>j. Dr. Robin Thompson: Executive Director of Teaching and Learning, Manatee County Schools</p> <p>k. Betty Connard: patron of the arts and philanthropist</p> <p>l. Greg Chestnut: Director of Music, First Congregational Church</p> <p>m. Terry Devine – Asst. Principal, Manatee School for the Arts</p>	<p>to ensure broad representation of the arts and education communities the Center serves.</p>	
		<p>Quantify the service and educational <b>partnerships</b> at the</p>	<ul style="list-style-type: none"> <li>• <b>3 initiatives; 1 with that would be national level</b></li> <li>1. The Center of PAInT Research and Advocacy</li> </ul>	<p>1.The Research and Advocacy Workgroup is charged with developing a</p>	

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		<p><b>national and international level</b> in the programs of the Center.</p>	<p>Work Group continues to work to identify potential members for an editorial board composed of experts in arts-integrated education within and outside the U.S.</p> <p>2. The INPAInT Work Group was combined with the Research and Advocacy Work Group to avoid duplication of efforts.</p> <p>3. The Center of PAInT's relationship with Any Given Child represents a partnership with the Kennedy Center, a national organization.</p>	<p>national/international advisory group to support the editorial processes for the Center's book series, and to develop connections to other centers and scholars.</p> <p>2. The Center will send a faculty representative to the 34<sup>th</sup> World Congress of the International Society for Education through Art in Summer 2014 to present a paper on the Center's work and to facilitate the work of building our international network.</p> <p>3. The Center continued its relationship with the Kennedy Center's Any Given Child (AGC) initiative, partnering with their Sarasota Coordinator to support the development of a \$1.4 million US Department of Education grant proposal.</p> <p>The partnership will also provide opportunities for faculty members and teacher candidates to receive</p>	

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				<p>professional development from Kennedy Center Teaching Artists.</p> <p>Plans are in place for a team of three faculty members to participate in multiple day professional development provided by the AGC Initiative with teams of teachers from the Sarasota School District.</p>	
<p>Outcome 2: Increase resources and expenditures in support of arts-integration and related service activities in the local community.</p>	<p>1</p>	<p>Quantify the <b>resources</b> generated through the service and educational activities of the Center to support arts-integration.</p>	<ul style="list-style-type: none"> <li>• <b>\$39,875</b></li> </ul> <p>During this academic year we sought additional funding to support the work of the Center for PAInT. Review totaling \$39,875 were generated. In addition the Center sought and received legislative funding in the amount of \$100,000.00 for Fiscal Year 2014-15.</p>	<p>The Center will continue to seek funding grant funding and gifts to support initiatives.</p>	<p>To contextualize, the beginning balance was \$65,543. PAInT was able to generate further funding, thanks to the projects initiated in the previous year, and initiate new programs. Some funding from initiated projects will come in after the FY 13-14 ends.</p>
		<p>Quantify the <b>expenditures</b> related to service and community arts-integrated education through the Center.</p>	<ul style="list-style-type: none"> <li>• <b>\$55,957</b></li> </ul> <p>The \$55,957 expenses for the second year of operation included approved expenditures for teaching artists to support curriculum development and arts integration activities and workshops, professional development opportunities for faculty, students and district partners, advisory board expenses, and administrative support for center activities.</p>	<p>We will continue to use the Center resources to support arts-integration curriculum development, scholarship, professional development, and partnership activities.</p>	

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<p>Outcome 3: Assess the educational impact of partnerships to facilitate arts-integrated teaching at all levels.</p>	<p>2</p>	<p>Establish <b>links</b> among the College of Education communication and assessment systems with the activities of the Center.</p>	<ul style="list-style-type: none"> <li>• <b>Have established 2 Critical Tasks to develop and assess candidate proficiency integrating arts into instruction and are using the data to make programmatic changes</b></li> <li>• <b>Five (5) workshops on Arts Integration have been planned and implemented.</b></li> </ul> <p>The links to the College of Education's assessment plan continue to develop. The implementation of the arts-integrated lesson plan as a critical task for Level I interns in the teacher education program, and the inclusion of multiple seminars in Level II has taken place. Data from the critical tasks are analyzed by program faculty as part of the annual cycle of continuous improvement and utilized for curricular and programmatic decision-making. 13-14 data will be reviewed early fall 2014 (preliminary data presented in next section).</p> <p>An Arts Integration workshop was conducted for 40 Level I and Level II inters on 1/9/14</p> <p>January, 2014, Sarasota, FL, <i>Arts Integration: In, With, and Through the Arts</i>, Local 3 hour workshop for USF-SM interns</p> <p>November 20, 2013, Sarasota, FL, <i>Collaboration, Arts Integration, and the Common Core State Standards</i>, Local 2 hour workshop</p> <p>November 6, 2013, Sarasota, FL, <i>Collaboration, Arts Integration, and the Common Core State Standards</i>, Local 2 hour workshop</p> <p>October 25, 2013, Sarasota, FL, <i>Collaboration, Arts</i></p>	<p>Early in 13-14, as a result of the analysis of candidate assessment data and supervisor and mentor teacher feedback, the faculty aligned additional arts-integration content with the Creative Experiences Course and placed the course at the beginning of the course of study to more effectively scaffold the knowledge and skills of the teacher candidates prior to the internship experiences.</p>	<p>This will continue as a goal with further structures to support assessment, and dissemination.</p> <p>Each summer, program data are collected in Dean's Office Annual Data Reports (DOADRs) from all sources of data collected summer, fall, and spring of the previous year. The data are reviewed by faculty each fall. The review is initiated by a fall data-retreat. The review culminates in an Annual Program Review Report for each program, by faculty members affiliated with the programs.</p>

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			<i>Integration, and the Common Core State Standards, Local full day workshop</i>		
		Quantify <b>impact</b> of arts-integration on College of Education students (candidates) and their pupils.	<p><b>At this time, preliminary data from critical tasks (scale of 1 to 5, with 5 being exemplary; 3 showing candidate met standard):</b></p> <ul style="list-style-type: none"> <li>• <b>BA/BS Teacher Preparation Program: mean of 3.41; n=27;</b></li> <li>• <b>MAT Teacher Preparation Program mean of 5.0, n=4.</b></li> <li>• <b>Application in the content area of reading: 3.24; n=43.</b></li> </ul> <p>Data regarding impact on COE teacher education candidates is routinely collected from Critical Tasks (performance-based assessments) and through candidate reflections on the ways in which the seminars addressing arts integration impact their own practice. Data regarding student success in planning for arts integrated lessons has continued with the Level I Internship Arts Integrated Lesson Plan critical task first implemented in Fall 2012.</p>	<p>The outcomes of the candidates' completion of the critical task will be analyzed as part of the COE assessment plan cycle (preliminary results are shown), and faculty will use the data in making programmatic decisions.</p> <p>Feedback from workshop participants will be used to inform faculty development of additional workshops for the 2014-2015 academic year.</p>	
		Quantify <b>presentations and publications</b> of faculty related to the efforts of the	<ul style="list-style-type: none"> <li>• 1 book and 1 article</li> <li>• 3 presentations</li> </ul> <p><u>Publications:</u> Cook, B.A., &amp; French, J.J. (2014). Hearts and minds</p>	Through the Research and Advocacy Work Group we will continue to develop supports for faculty scholarship and dissemination of research	

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		Center in arts integration.	<p>without fear: Unmasking the sacred in teacher preparation. Charlotte, NC: Information Age Press. Robinson, A.H..(2013). Arts integration and the success of disadvantaged students: A research evaluation. <i>Arts Education and Policy Review</i>, 114(4), 191-204.</p> <p><u>Presentations:</u></p> <p>Wilson, G. P. (2013). Revealing brilliance: Digital stories in teacher education. Paper presented at the Southeastern Regional Association of Teacher Educators (SRATE) 60th Annual Conference, Sarasota, FL.</p> <p>Robinson, A.H. Arts Integration and the Success of Disadvantage Students: A Research Evaluation, poster presentation. April 8, 2013, Saint John's University Faculty Research Forum, Queens, NY.</p> <p>April 9-12, 2014 Council for Exceptional Children Annual Convention, Philadelphia, PA, <i>Arts Integration to Teach the Common Core Standards Aligned with the UDL Guidelines</i>, International, poster session.</p> <p>* Inaugural publication of Center for PAInT Series on Arts-Integrated Education</p>	<p>related to arts integration.</p> <p>We will solicit a second manuscript for the Center for PAInT Series on Arts-Integrated Education.</p>	
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**Vice Chancellor's Response** (Dr. Terry Osborn):

The Center has become a signature program of this university and will continue to benefit USFSM as it grows.

**Chancellor's Response** (Dr. Arthur Guilford): Excellent assessment of PAInT Center. I am pleased that we were able to obtain legislative funding for PAInT, and it would appear that you are certainly going in the right direction. I agree with Dr. Osborn that the diversity of art affiliation is very important to the mission and the future success of the Center. I would like for you to aim to make PAInT the state-wide center for Florida in the future.