

**UNIVERSITY OF SOUTH FLORIDA SARASOTA-MANATEE
UNIT ASSESSMENT REPORT
2014-15**

UNIT:	Center of Partnerships for Arts-Integrated Teaching (PAInT) (Dr. Brianne Reck)
MISSION:	To develop and support partnerships dedicated to preparing effective educators who will learn, lead, inspire, and transform their schools and communities with and through the arts.
2012-16 USFSM STRATEGIC PLAN GOALS:	<p>GOAL 1 ACCESS: 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>Teaching & Learning (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>Scholarship, Research, and Innovation (1b.) Promote innovative scholarship and community-engaged research. (1c.) Seek external funding from public grants, private foundations, and individual donors.</p> <p>Public Service & Community Engagement (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>GOAL 2 SUCCESS: 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>Teaching & Learning (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>Scholarship, Research, and Innovation (2c.) Track and promote faculty-developed measures of scholarship. (2d.) Identify student success predictors.</p> <p>Public Service & Community Engagement (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>
UNIT GOALS:	<ol style="list-style-type: none"> 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) 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)

Outcomes	Unit Goal	Means of Assessment	Assessment Data	Plan resulting from Analysis of Assessment	RVCASA's Response (Dr. Terry Osborn)
			<p>teaching artists within public schools. The project was implemented beginning in the Summer of 2013 with professional development. The project was brought to completion in the Fall of 2014.</p> <p>2. Project Eagle, Early Arts-Guided Learning Experiences, a collaboration between the Manatee County Schools' Rogers Garden Elementary School that is funded by a grant from the Manatee Community Foundation. This project places USFSM teacher candidates, faculty members, and a teaching artist into the Pre-K classrooms to facilitate planning and implementation of arts-integrated instruction. The project is a continuation and expansion of Project CAICC. Full implementation will begin in the Fall of 2015.</p> <p>3. Summer Arts-Integrated Literacy (SAIL) Program, a collaboration of the Center of PAInT and the United Way Suncoast. The project provided 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. The successful project has been expanded, refunded, and is being replicated in Summer 2015.</p>	<p>reframed and implemented at a new location. Results of the new project will be documented and analyzed.</p> <p>2. Project Eagle has been collaboratively designed with the Principal and staff of the selected school and implementation of the project slated for Fall 2015.</p> <p>3. Project SAIL, having received renewed funding from the United Way, was planned and implementation began in May of 2015. 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>	

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			<p>4. Project Elevate represents a collaboration with the Sarasota County Schools and their Any Given Child Program. This project is the recipient of a U.S. Department of Education Professional Development in Arts Education grant of \$1.2 million over four years to place an arts integration specialist into four Title I elementary schools to provide focused, sustained professional development. USFSM teaching interns will be placed in the targeted schools and classrooms and faculty from the College of Education will provide the external evaluation for the project.</p> <p>5. The Center partnered with the Florida Alliance for Arts Education to host and sponsor their Spring 2015 Symposium. This day-long arts-integration professional development event brought together more than 150 classroom teachers, teaching artists and organizations from across the region.</p> <p>6. Center for PAInT Advisory Board members represent collaboration and engagement with various community leaders and organizations.</p> <ul style="list-style-type: none"> a. Shelly Dorfman: Lincoln Center Institute Imagination Conversations, Institute for the Arts in Education b. Angela Hartvigsen: Sarasota County Schools Fine Arts Program Specialist, EdExplore SRQ c. Johnette Isham: Executive Director of Realize Bradenton 	<p>4. The evaluation team will document its processes to provide templates for future grant development and evaluation, and will continue to provide the required support for the project..</p> <p>5. The Center for PAInT will explore funding to support additional professional development events with the Alliance.</p> <p>6. The Center will continue to seek the input and guidance from its community partners as it expands its work at the University level. The advisory board will help the Center revisit its mission and goals with the goal of including arts education and arts-enhanced teaching and learning along with its arts-</p>	

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			<ul style="list-style-type: none"> d. Sherry Lawrence: Former Manatee County Schools, Curriculum Specialist, K-12 Arts and Gifted Education Director e. Steve Miles: Provost at New College of Florida f. Elizabeth Power: Executive Director Perlman Music Program/Suncoast g. Nancy Roucher: Arts Education Task Force, Community/Schools Partnerships for the Arts (Sarasota school district advisory), Sarasota Arts Council h. Judy Sedgeman: Project Art Connects (Manatee County), Realize Bradenton (Board member) i. Brian Hersh: Sarasota school district Any Given Child director j. Dr. Robin Thompson: Executive Director of Teaching and Learning, Manatee County Schools k. Betty Connard: patron of the arts and philanthropist l. Terry Devine – Asst. Principal, Manatee School for the Arts 	integration focus.	
		Quantify the service and educational partnerships at the national and international level in the programs of the Center.	<ul style="list-style-type: none"> 1. The Center for PAInT's relationship with Any Given Child represents a partnership with the Kennedy Center, a national organization. 2. A faculty member serves as an advisory board member for pARTicipate, a global non-profit organization that strives to build creative communities through art education and art programs that empower 	<ul style="list-style-type: none"> 1. The Center continues its relationship with the Kennedy Center's Any Given Child (AGC) initiative, partnering with their Sarasota Coordinator to support the development and 	Continue to develop national and international scholarly visibility.

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			<p>citizens, promote education equity, and social innovation. The center supported a faculty member's travel to and participation in the 34th 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 Executive Director participated in the USDOE's Arts in Education conference in Bethesda in Spring of 2015.</p>	<p>implementation of a \$1.2 million US Department of Education grant.</p> <p>2. Through the organization, the Center will explore the possibilities of supporting connections to a proposed research center at Beijing Normal University.</p> <p>3. The Center will continue to seek resources to support faculty participation in national and international conferences and professional development opportunities.</p>	
<p>Outcome 2: Increase resources and expenditures in support of arts-integration and related service activities in the local community.</p>		<p>Quantify the resources generated through the service and educational activities of the Center to support arts-integration.</p>	<p>During this academic year we sought additional funding to support the work of the Center for PAInT. Revenue totaling \$128,090.00 were generated. This amount includes legislative funding in the amount of \$100,000.00 for Fiscal Year 2014-15.</p> <ul style="list-style-type: none"> • 2013-14 = \$39,875 • 2014-15 = \$ 128,090.00 	<p>The Center has applied for and been granted approval to become a University Center. We will continue to seek funding through private donations, grants, and matching legislative funding.</p>	<p>Classification as a university-wide center reflects the success of PAInT in the community and at USFSM.</p>
		<p>Quantify the expenditures related to service and community arts-integrated</p>	<p>The \$83,670.05 expenses for the third year of operation included approved expenditures for teaching artists to support curriculum development and arts integration activities and workshops, professional development</p>		

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		education through the Center.	<p>opportunities for faculty, students and district partners, advisory board expenses, and administrative support for center activities. Substantial investment in technology to support the curriculum development and research and advocacy efforts of the center</p> <ul style="list-style-type: none"> • 2013-14 = \$55,957 • 2014-15 = \$83,670.05 		
Outcome 3: Assess the educational impact of partnerships to facilitate arts-integrated teaching at all levels.		Establish links among the College of Education communication and assessment systems with the activities of the Center.	<p style="text-align: center;"><i>Explanation</i></p> <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.</p>	The Fall 2015 Arts-Integration Retreat will provide faculty with an opportunity to continue the development of specific outcomes and rubrics for assessment.	Re-evaluate the scope of this issue as PAInT moves to a university-wide initiative.
		Quantify impact of arts-integration on College of Education students (candidates) and their pupils.	<p>2013-14 data from critical tasks (scale of 1 to 5, with 5 being exemplary; 3 showing candidate met standard):</p> <ul style="list-style-type: none"> • BA/BS Teacher Preparation Program: mean of 3.41; n=27; • MAT Teacher Preparation Program mean of 5.0, n=4. • Application in the content area of reading: 3.24; n=43. <p>2014-15 data from critical tasks (scale of 1 to 5, with 5 being exemplary; 3 showing candidate met standard):</p> <ul style="list-style-type: none"> • Initial Teacher Preparation Programs: mean of <u>3.41</u>; n= <u>22</u>; and mean of <u>3.13</u>, 	Faculty have continued to identify and develop instruction to enhance candidate success on arts-integrated critical tasks. At the Fall 2015 data retreat faculty will again assess the documented outcomes and refine the curriculum maps that identify points of introduction, reinforcement, and assessment of principles and practices of arts-integration that candidates will demonstrate. At the Fall 2015 Arts-Integration	

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			<p>n= 8. Twelve professional development opportunities addressing topics that include the use of arts integration in instructional design, digital media resources for arts-integration, reading art across the curriculum and developing interdisciplinary units based upon the performing arts were provided to COE faculty and candidates. More than 60 candidates and all COE faculty participated in at least one workshop or professional development experience.</p>	<p>Retreat, faculty will work with arts partners to identify ways in which established partnerships can support candidate success.</p>	<p>Collaborate with the new faculty coordinator of research.</p>
<p>Quantify presentations and publications of faculty related to the efforts of the Center in arts integration.</p>	<p>2013-14</p> <ul style="list-style-type: none"> • 1 book • 2 manuscripts submitted • 3 presentations <p>2014-15</p> <p>Publications:</p> <p>Cook, B.A., & French, J.J. (2014). <i>Hearts and minds without fear: Unmasking the sacred in teacher preparation</i>. Charlotte, NC: Information Age Press.</p> <p>Reck, B.L. (2014). Series Forward. In <i>Hearts and minds on fire: Unmasking the sacred in teacher education</i>. Charlotte, NC: Information Age Press.</p> <p>Manuscripts submitted:</p> <p>Robinson, A.H. (2015) Voices from diverse freshman students: How arts integration impacted their learning. <i>Journal for Learning Through the Arts</i>.</p>	<p>Through the newly adopted professional development planning process, faculty will be asked to identify needed resources and possible collaborative efforts that will increase the number of publications related to arts integration. Professional development in the use of newly acquired technology to support documentation of arts integration will be provided to support faculty use of the equipment. Finally, the Center will solicit manuscripts for consideration for the Center for PAInT book series.</p>			

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			<p>Robinson, A.H. (2015). Reframing school failure for at-risk students: How arts integration can help. Arts Education Policy Review.</p> <p>Presentations:</p> <p>Reck, B.L. (2014). The power of partnerships: Collaborations that support arts integrated educator preparation. Arts and Cultural Alliance of Sarasota.</p>		
<p>Chancellor's Response: I believe this is a very important program for USFSM given the phenomenal arts resources available in our local area. I am excited that the Center's work will now be university-wide, and I am looking forward to seeing how other areas will embrace it. Good work by those currently involved, and we will continue to work with our legislators and other community partners to try to increase funding to support further growth. I also encourage the faculty to work with the new faculty research coordinator to explore possible grant opportunities.</p>					

7/1/2015