

CETA Evaluation Findings

Formal evaluations of the CETA program have been conducted by:

- Dr. Ann Cale Kruger, Georgia State University (1999-2004)
- Real Visions (Drs. Bennett Lentczner, Linda Whitesitt, and Elda Franklin) (2004-2007)
- George Mason University (GMU) (2005-2008)

The program evaluations have focused on the following areas: impact on student achievement, impact of the professional learning on teachers' instructional practice, and effect on school culture.

Impact on Student Learning

“CETA students’ 3rd grade SOL [Virginia Standards of Learning] scores in English and history improved significantly over time compared to Controls. Compared to Control students, CETA students showed significant improvement over a four-year span in academic achievement grades, academic effort grades, health/physical education achievement grades, and health/physical education effort grades.... The findings strongly suggest that the CETA program leads teachers to significantly increase their implementation strategies over time and that student achievement increases in a comparable fashion.” (Kruger, 2005)

“Arts-integrated teaching was found to be particularly beneficial for students who might not be able to succeed or express themselves in traditional ways of classroom instruction.” (GMU)

“Arts-integrated teaching was found to positively influence student engagement and create meaningful learning experiences for children across all content areas.” (GMU)

“Commenting on the impact of arts integration on their students, they [teachers] repeatedly pointed to the high level of student engagement as a barometer of the success of their arts integration efforts. They described students as being more engaged socially and academically and viewed such engagement as a powerful factor in motivating student involvement with

learning experiences.... Teachers attributed the increased level of motivation to a number of things: among others, the appeal of movement to kinesthetic learners, the opportunity to become invested in projects with real-life connections, the chance to express themselves and find their voices, and the promise that all students could be successful.... In addition to the impact of arts integration on student engagement, teachers and leaders reported improvement in other significant student outcomes, including:

- Academic skills;
- Attitudes about learning and the arts;
- Self-confidence;
- Cognitive skills;
- Expressive abilities;
- Ownership of learning; and
- Cooperative learning skills.” (Real Visions)

“It must be noted that arts integration instruction in the model schools may have been only one of a number of variables affecting the increase or maintenance of the percentage of students scoring in the advanced and proficient levels on MSA [Maryland State Assessment] reading and math tests. Yet, coupled with the perceptions of model school teachers and leaders that arts-integrated instruction made it possible for them to engage all students in learning, it is reasonable to consider arts integration a positive factor in increasing student achievement. The dramatic improvement noted at Drew is consistent with arts integration research indicating that arts integration instruction has a significant impact on students who begin from a point of lower achievement.” (Real Visions)

“Teachers report their students have become more confident, more comfortable taking risks, and more socially adept.” From 2002-2006, all 3rd and 5th grade test scores improved. Grade 3 Reading Scores increased 18.9% while the comparison school scores increased 1.4%. (Real Visions)

Impact on Teachers’ Instructional Practice

“One goal of the evaluation was to examine CETA teachers’ and CETA administrators’ attitudes, knowledge, and skill in arts integration subsequent to their participation [in professional development]. Teachers claim they are approaching the curriculum differently, taking more risks, open to

serendipity in the lessons, excited by the changes and the possibilities, and motivated by the professionalization of their work made real by continuing education.” (Kruger, 2002)

“The professional development opportunities provided by CETA was another major topic of interest that emerged spontaneously among the participants in the interviews and focus groups.... Outlined below are some commonly cited themes.

- Kennedy Center Courses: Motivation. The conversations about professional development became emotional when participants talked about the treatment they received while studying at the Kennedy Center. It is clear from their discussion that the respect they were shown touched them and motivated them.
- Kennedy Center Courses: Training Effects. One of the frequently cited benefits of taking a CETA course or workshop is that faculty learn the real meaning of arts integration and acquire some ways of thinking about the transition to that way of teaching.... Another training effect of the CETA course grew out of the opportunity to reflect and plan with colleagues away from the pressures of school.
- In School: Study Groups. The ongoing professional development that takes place in study groups was mentioned as an important component. The external regulation of this aspect of the program was considered especially helpful.
- In School: Arts Coaches. The availability of mentors to assist teachers in practice is cited as an effective addition to training. Again, the external regulation by CETA allowed teachers to feel comfortable seeking the help of a colleague and helped in allocating the time necessary.” (Kruger, 2002)

“Kensington Parkwood (KP) teachers and leaders were unanimous in praising CETA as the catalyst in making KP an arts-integrated school. Teachers remarked favorably on the immediate practicality and adaptability of its instruction and lesson plans to a variety of subjects and grade levels, the usefulness of student assessment materials, the focus on students’ creative work, the effectiveness of the classroom management tools, the impact of offering arts specialists the opportunity to connect with their colleagues at other schools, the well-developed curriculum, and the importance of modeling and coaching with their own students.” (Real Visions)

Impact on School Culture

“CETA has increased teacher collaboration within and across grade levels as well as content areas, which has a positive influence on the schools’ culture.” (GMU)

“Teacher support, belief in, and use of CETA strategies plays a key role in infusing CETA into a school culture. As more teachers gain knowledge and skill with CETA strategies, join CETA and implement the learned strategies into their classrooms, the program reaches a point of sustainability.” (GMU)

“Arts integration and implementation grows as specialists redefine their roles and teachers seek them out as collaborators for help in planning, modeling, and co-teaching arts-integrated lessons.” (GMU)

“Teachers and leaders indicated that, to varying degrees, their school’s arts integration program precipitated whole school change. They remarked that arts integration had come to define the way things are done at their school, made the entire atmosphere of their school more positive and cohesive, and helped make their school more child-centered.... Repeatedly teachers and leaders reported that their school’s arts integration program had strengthened staff collegiality and collaboration.” (Real Visions)

“The most critical component in improving teacher practice was professional development in arts integration.... It appears that the amount and consistency of arts integration professional development play a significant role in the emergence of an effective cadre of teacher leaders within a strong community of learners.” (Real Visions)