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TRANSFORMING EDUCATION THROUGH THE ARTS AND MEDIA (TEAM): FINAL EVALUATION REPORT

February 2015

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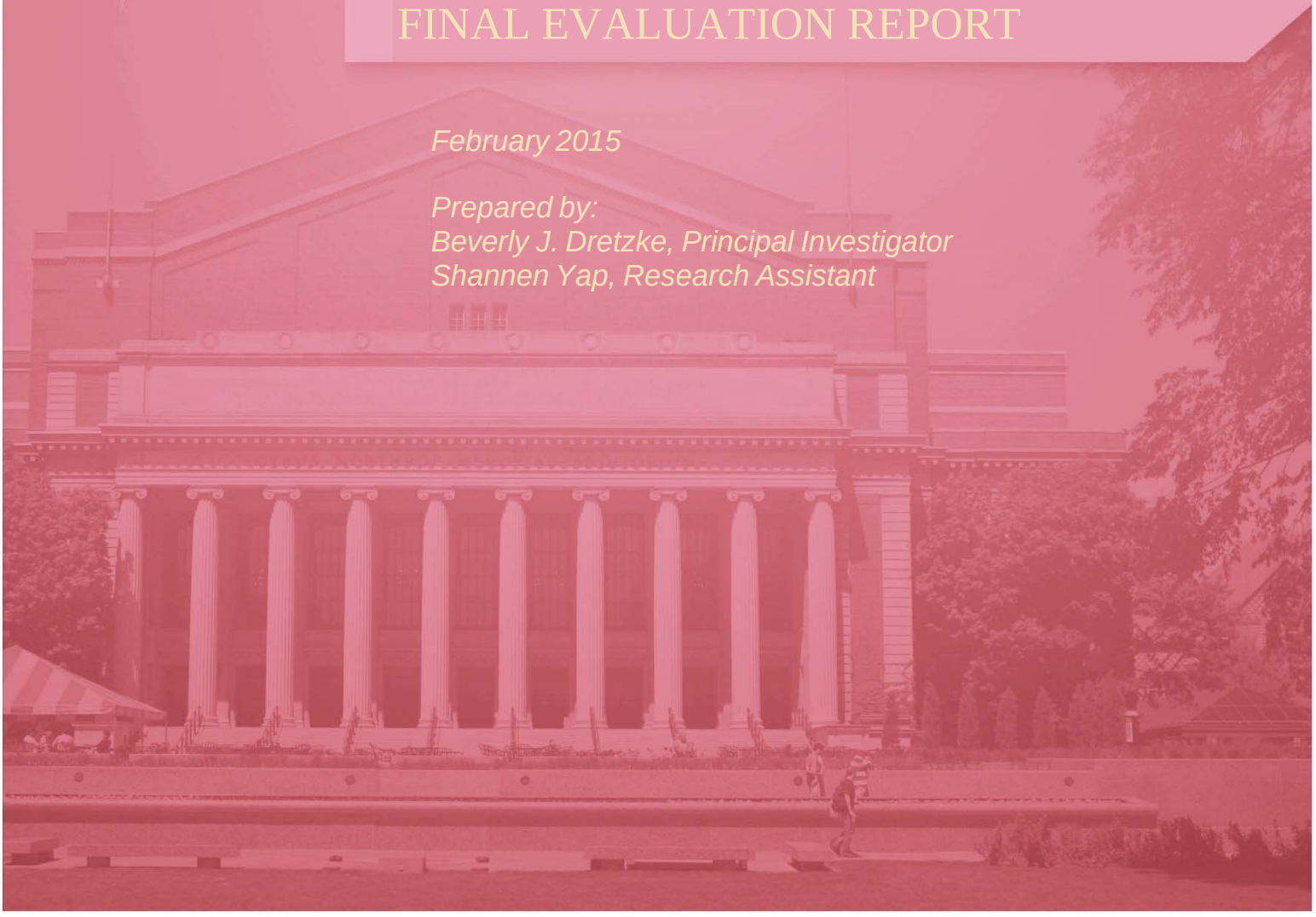

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Overview

Transforming Education Through the Arts and Media (TEAM) is an arts integration program based on the concept of the 21st century transliterate learner who acquires knowledge and interacts across a range of tools, platforms, and media. Over a period of four years, TEAM was implemented in seventh- and eighth-grade classrooms by the Center for Community Arts Partnerships (CCAP) at Columbia College Chicago in collaboration with Chicago Public Schools (CPS). The fourth year of TEAM was completed in the 2013-14 school year. Funding was provided in part by a four-year grant from the Department of Education through the Arts in Education-Model Development and Dissemination (AEMDD) Grants Program.

TEAM had two primary goals: a) Increasing student motivation and achievement through media arts projects, and b) Increasing teacher capacity to integrate media arts and technology in classroom practice. In all four years, teaching artists from Columbia College were paired with classroom teachers to provide arts-integrated instruction in core curriculum units. During the artist residencies, teachers and students learned filmmaking, blogging, web design, gaming, digital photography, or other technology-based art forms to obtain an enhanced understanding of academic content and the world around them. In addition, professional development was provided to the classroom teachers to increase their media arts skills and their understanding of media arts integration strategies.

Over the four years of implementation, approximately 1,200 seventh- and eighth-grade students in five Chicago schools participated in TEAM. Student enrollment in the participating schools was comprised of 88% to 100% students of color and 92% to 99% low-income. From 40% to 74% of students met or exceeded proficiency in all tested subjects. Additional demographic information about the participating schools is presented in Appendix A. In addition to students, a total of 30 classroom teachers, 18 Columbia College teaching artists, and 22 Columbia College student assistants also participated in TEAM.

Because the TEAM program model was designed to respond to changes in the learning environment, a developmental evaluation approach was utilized. Developmental evaluation is appropriate for dynamic situations where goals, participants, and/or settings are expected to keep changing as a program evolves.

TEAM's first year was a planning year in which the TEAM staff learned about their participants from pilot data that were collected. Based on results of the pilot, several modifications were made to program delivery and to the evaluation instruments. Over its four years, TEAM experienced additional changes such as changes in the participating schools, teacher partners, and methods of program delivery. Throughout the changes, TEAM evaluators tracked outcomes of participating students related to technology skills, academic engagement and motivation, and achievement in reading and mathematics. Also tracked were outcomes related to participating teachers' capacity to integrate media arts and technology into classroom practice. The purpose of this report is to present TEAM's successes and challenges and to share insights regarding strategies to ensure that teachers will continue to utilize media arts integration on their own when they are no longer collaborating with teaching artist partners.

Data Collection Methods

Pre- and post-residency surveys were administered each year to teachers to gather information on how they used media arts and technology in their classrooms, their capacity to integrate media arts and technology, their perceptions of their students' growth in media arts skills, and their perceptions of the teacher-teaching artist collaboration. Pre- and post-residency surveys were also administered to students. The student surveys were designed to gather information on their academic motivation and engagement, their media and technology skills and attitudes, and their perceptions of working with a TEAM teaching artist. In addition, pre- and post-residency scores on the Illinois Standards Achievement Test (ISAT) were obtained for both participating and comparison students. Copies of the teacher and student surveys are provided in Appendices B through E.

Planning Year (Year 1) Results

TEAM's first year, 2010-11, was a planning year that included the implementation of pilot residencies. The pilot residencies were conducted in core courses during the spring semester over a period of 1 to 2 months for approximately 1 to 2 hours each week. Pre- and post-residency surveys were developed and were administered to the teacher and student participants before the teaching artist residencies began and immediately after the residencies were completed. The results of analyses carried out on the pilot data helped the TEAM staff learn about their participants. They were especially interested in participants' responses related to communication, consumption, and creation uses of media arts. The adequacy of the survey instruments was also examined.

The major findings of the planning year surveys are shown below.

- TEAM students had a great deal of familiarity and experience with many types of technology and media arts.
- TEAM students possessed more skills and knowledge related to the use of media for communication (e.g., texting) and for consumption (e.g., playing video games) than for creation (e.g., creating a website).
- TEAM teachers had less experience and lower skill levels in using technology and media arts than their students.
- Very few TEAM teachers integrated media arts into classroom instruction on a regular basis.

TEAM staff responded to the planning year findings with decisions regarding program emphasis and professional development experiences for participating teachers. Evaluators, together with program staff, responded by reviewing and revising the student and teacher survey instruments. Actions that were taken are listed below.

- The TEAM program model was modified to place special emphasis on creating and on the social aspects of connecting, communicating, and collaborating.
- Professional development for teachers was designed to increase skill levels and knowledge related to integration of technology and media arts.
- Survey instruments were revised to obtain data regarding new media literacy skills rather than competencies related to specific tools.
- Response scales were modified to make survey feedback more informative for TEAM program staff.

Results of Surveys Administered to Students in TEAM Program Years (Years 2 to 4)

Differences between students' pre- and post-residency survey responses were analyzed via nondirectional Wilcoxon signed ranks tests with the type 1 error probability set at .05 for each test. Statistically significant differences are noted in the summary tables and are discussed in the following sections. Results are summarized by four areas: a) Students' computer skills, b) Students' behaviors and skills related to consumption of media, c) Students' behaviors and skills related to communication using media, and d) Students' behaviors and skills related to creation using media.

♦ Students' Computer Skills

The pre- and post-residency questionnaires administered to students asked them to rate their skill levels on several computer-related tasks. The results are displayed in Table 1. Statistically significant increases were noted in the students' self-ratings of their skills in:

- Using video, sound, or pictures in Power Point or Keynote in presentations for class
- Downloading and installing software from the Internet
- Uploading or editing photos, videos, and sound
- Using photos, videos, and sound in class presentations
- Using tools like spell check, calculator, and thesaurus
- Using Google Maps to find information about a neighborhood
- Using Excel to make a data base

Only one of these skills, however, was associated with a significant increase in all three years. That was the skill of uploading or editing photos, videos, and sound. Ratings of the other skills were associated with a statistically significant increase in only one or two of the three program years. One skill did not have a significant pre-post difference in any of the program years. That skill was the one of learning how to do something new on a computer, camera, phone, or other device by seeing what happens when playing around with it. Differences in results regarding the students' computer skills from one year to the next were likely due to the specific skills needed for the projects designed collaboratively by the teaching artist-classroom teacher pairs for each classroom and the students' entry-level skills.

• Students' Behaviors and Skills Related to Consumption of Media

Students responded to eight survey items regarding consumption of media. They gave their responses using a four-point agreement scale: *Strongly disagree, kind of disagree, kind of agree, strongly agree*. Table 2 displays a summary of the analysis results. Across TEAM program years 2 to 4, only four pre-post differences were statistically significant. Three of the significant differences were associated with increases in agreement and one was associated with a decrease. A comparison of the pre- and post-residency responses given by students in the second program year indicated that they increased their ability to recognize prejudice or bias in media and that they thought more about how people their own age, ethnicity, and gender are represented in movies, TV shows, and magazines. In the fourth program year, a comparison of pre- and post-residency responses indicated students became more particular about what they watched, read, and listened to and that they were more likely to visit only websites they knew were safe. The result regarding the latter behavior in year 4 was especially noteworthy since the pre-post difference in agreement was an increase of 63 percentage points. The significant decrease in agreement occurred in year 3 for the item concerning following favorite books, actors, shows, and musicians across different platforms and media. The agreement rate for this item decreased from 83% to 80% Overall,

Table 1. Students' Self-Ratings of Their Computer-Related Skills, TEAM Program Years 2 to 4

Computer-Related Skill	Students' Mean Skill Ratings (Response Scale: No Experience = 1, Basic = 2, Intermediate = 3, Expert = 4)											
	Year 2 (2011-12)				Year 3 (2012-13)				Year 4 (2013-14)			
	n	Pre	Post	*p*	*n*	Pre	Post	*p*	*n*	Pre	Post	*p*
Use video, sound, or pictures in Power Point or Keynote in presentations for class	283	2.52 (0.86)	2.80 (0.78)	<.001	380	2.56 (0.80)	2.75 (0.79)	<.001	183	2.68 (0.76)	2.79 (0.76)	ns
Use Excel to make a database or solve math problems	283	2.14 (0.81)	2.39 (0.79)	<.001	379	2.22 (0.81)	2.23 (0.83)	ns	182	2.24 (0.82)	2.29 (0.86)	ns
Upload or edit my own photos, videos, and sound.	281	2.96 (0.93)	3.18 (0.85)	<.001	383	2.83 (0.94)	2.99 (0.91)	.001	182	2.93 (0.79)	3.10 (0.84)	.01
Download and install software from the Internet.	284	2.85 (1.04)	2.99 (0.98)	.008	381	2.77 (0.98)	2.90 (0.96)	.006	184	2.99 (0.91)	2.95 (0.90)	ns
Use Google Maps to find information about a neighborhood or certain location	281	3.14 (0.91)	3.29 (0.82)	.004	380	3.24 (0.84)	3.20 (0.89)	ns	179	3.27 (0.77)	3.28 (0.75)	ns
Use tools like spell check, calculator, dictionary, thesaurus, etc. to help me in my learning or work	283	3.44 (0.68)	3.54 (0.63)	.012	382	3.38 (0.71)	3.43 (0.72)	ns	182	3.44 (0.62)	3.47 (0.64)	ns
Learn how to do something new on a computer, camera, phone, or other device by seeing what happens when playing around with it	283	3.28 (0.74)	3.35 (0.72)	ns	383	3.24 (0.75)	3.28 (0.75)	ns	183	3.26 (0.75)	3.28 (0.74)	ns

Table 2. Students' Behaviors and Skills Related to Consumption of Media, Team Program Years 2 to 4

Behavior or Skill Related to Consumption of Media	Agreement Rate (% of Students Selecting *Kind of Agree* or *Strongly Agree*)											
	Year 2 (2011-12)				Year 3 (2012-13)				Year 4 (2013-14)			
	n	Pre	Post	*p*	*n*	Pre	Post	*p*	*n*	Pre	Post	*p*
I am very picky about what I watch read, and listen to.	281	73%	78%	ns	376	74%	77%	.001	178	70%	80%	.016
When I'm interested in a topic or issue, I try to get information from a bunch of different sources (like TV, radio, the Internet, etc.) to understand it more fully.	281	85%	88%	ns	380	87%	88%	ns	180	81%	85%	ns
When I search for something online and I get thousands of results, I can effectively decide which ones will be the most useful for me.	279	85%	86%	ns	370	88%	91%	ns	178	90%	89%	ns
I follow my favorite books, actors, shows, musicians, etc. across different platforms and media (TV, magazines, Internet, Facebook, Twitter, etc.).	281	78%	82%	ns	376	83%	80%	.028	180	82%	82%	ns
I can recognize prejudice or bias in media (racism, sexism, etc.).	279	78%	90%	<.001	372	81%	84%	ns	179	91%	92%	ns
I can tell whether or not an online information source is reliable and accurate.	278	82%	87%	ns	375	86%	87%	ns	178	87%	89%	ns
I think about how people my age, ethnicity, and gender are represented in movies, TV shows, and magazines.	276	76%	86%	.004	369	80%	80%	ns	177	72%	76%	ns
I only visit websites I know are safe.	281	75%	76%	ns	372	83%	78%	ns	178	20%	83%	<.001

the results indicate that, prior to participating in TEAM, the students were already exhibiting fairly high levels of media consumption, and in two of TEAM's programs years, the teaching artist residencies helped the students to become more cautious and discerning as consumers of media.

♦ Students' Behaviors and Skills Related to Communication Using Media

Students responded to six survey items that concerned communication using media (see Table 3). The same agreement scale described earlier was also used for these items. Two items were associated with a statistically significant pre-post difference. The pre-post difference for the item that stated "I act, talk, and treat people differently online than I do in person" was statistically significant only in year 2, and the difference was an increase in agreement. The other significant pre-post difference was a decrease. That item concerned sharing links and videos on media sites like Facebook, YouTube, or Twitter. It is difficult to detect any pattern in the results regarding communication using media. The number of increases was approximately equal to the number of decreases, and the pattern in the differences was not consistent over the three years for any of the six items.

♦ Students' Behaviors and Skills Related to Creation Using Media

Results of statistical tests carried out on the six items concerning creation indicate that TEAM was very successful in promoting students' creative activities in program years 2 and 4 (see Table 4). In both of these program years, TEAM students significantly increased their ability to tell stories in different ways, such as through photography, video, writing, and drawing, and their ability to create art or media that represents who they are. In addition, in both of these years, students became significantly more confident in sharing their work with others, not only with their classmates but also with a larger audience online. An additional pre-post increase that was statistically significant only in year 4 indicates that students who participated that year increased their knowledge of using visual clues to get across information about a character, setting, or other concepts. The results for year 3, however, were quite different. The pre-residency agreement rates were somewhat higher than in the other two years, and none of the pre-post differences were statistically significant.

Table 3. Students' Behaviors and Skills Related to Communication Using Media, TEAM Program Years 2 to 4

Behavior or Skill Related to Communication Using Media	Agreement Rate (% of Students Selecting *Kind of Agree* or *Strongly Agree*)											
	Year 2 (2011-12)				Year 3 (2012-13)				Year 4 (2013-14)			
	n	Pre	Post	*p*	*n*	Pre	Post	*p*	*n*	Pre	Post	*p*
I enjoy using things like Wikipedia, team games, online fan communities, and community message boards to collaborate and have conversations with people I've never met.	284	56%	62%	ns	370	59%	59%	ns	177	64%	62%	ns
I like to share links, videos, and other cool stuff on social media sites like Facebook, YouTube, or Twitter.	282	80%	83%	ns	375	76%	79%	ns	174	78%	70%	.024
When I can't solve a problem or find a piece of information by myself, I use the Internet or social media to connect with others and find what I am looking for.	284	85%	89%	ns	376	90%	88%	ns	176	93%	90%	ns
When I go online, I feel like I am part of a community.	273	64%	69%	ns	376	70%	66%	ns	177	70%	68%	ns
I act, talk, and treat people differently online than I do in person.	279	38%	48%	.026	372	46%	43%	ns	179	51%	53%	ns
I often comment on articles, photos, or videos online.	283	69%	66%	ns	374	68%	62%	ns	179	45%	54%	ns

Table 4. Students' Behaviors and Skills Related to Creation Using Media, TEAM Program Years 2 to 4

Behavior or Skill Related to Creation Using Media	Agreement Rate											
	Year 2 (2011-12)				Year 3 (2012-13)				Year 4 (2013-14)			
	n	Pre	Post	*p*	*n*	Pre	Post	*p*	*n*	Pre	Post	*p*
I can tell stories in different ways, such as through photography, video writing, drawing, etc.	280	73%	79%	.029	376	84%	80%	ns	177	27%	75%	<.001
I can create art or media that represents who I am.	282	72%	80%	.015	372	76%	80%	ns	177	26%	79%	<.001
I feel confident sharing my original creative work with my classmates.	277	65%	76%	.005	371	74%	73%	ns	173	31%	72%	<.001
I feel confident sharing my original creative work with a larger audience online.	279	51%	63%	.002	371	54%	61%	ns	178	42%	55%	.022
When making a video or creating an image, I know how to use visual clues to get across information about a character, setting, or other concepts (for instance, the type of clothing a character wears might tell us about them before they even speak).	279	77%	81%	ns	378	79%	81%	ns	178	21%	81%	<.001
I consider myself a media artist or producer.*	281	48%	48%	ns	373	54%	57%	ns	178	51%	47%	ns

*Note: The words "or producer" were omitted in years 3 and 4.

♦ Supplementary Analyses of Survey Responses Given by Students Who Were TEAM Participants in Both Grade 7 and Grade 8

Supplementary analyses were carried out on the responses of students who participated in TEAM in both grade 7 and grade 8 (see Appendix F). Analyses were carried out on two groups of "both grades" students: a) TEAM grade 7 participants in year 2 who were also TEAM grade 8 participants in year 3, and b) TEAM grade 7 participants in year 3 who were also TEAM grade 8 participants in year 4. In the following paragraphs, the results of the "both grades" analyses are compared to the results of analyses presented earlier that were carried out on all student participants. The reader should keep in mind that the sample sizes for the "both grades" analyses were substantially smaller than the sample sizes for analyses carried out on all student participants. Therefore, it is very possible that the "both grades" analyses had less statistical power (i.e., a lower probability of finding a statistically significant difference).

- **Students' Computer Skills**

  Years 2 to 3: In year 2, fewer items were associated with statistically significant differences for the "both grades" analyses (one item) than in the "all students" analyses (six items). The only item that was associated with a statistically significant pre- to post-residency increase in both sets of analyses was:

  - Use video, sound, or pictures in Power Point or Keynote in presentations for class

  In year 3, the "both grades" and "all students" results were more similar. Three pre-post increases were statistically significant in the "all students" analyses and two pre-post increases were statistically significant in the "both grades" analyses. The two items that were significant in both sets of analyses in year 3 were:

  - Use video, sound, or pictures in Power Point or Keynote in presentations for class
  - Upload or edit my own photos, videos, and sound

  Years 3 to 4: In year 3, four items were associated with a statistically significance increase in the "both grades" analyses compared to three items in the "all students" analyses. The three items with significant pre- to post-residency increases in both sets of analyses were:

  - Use video, sound, or pictures in Power Point or Keynote in presentations for class
  - Upload or edit my own photos, videos, and sound
  - Download and install software from the Internet

  The additional item that was significant in only the "both grades" analysis was:

  - Use tools like spell check, calculator, dictionary, thesaurus, etc. to help me in my learning or work

  In year 4, the "both grades" and "all students" analyses produced exactly the same results. More specifically, only one item was associated with a statistically significant pre-post increase, and that was:

  - Upload or edit my own photos, videos, and sound

- **Students' Behaviors and Skills Related to Consumption of Media**

  Years 2 to 3: In year 2, fewer items were associated with statistically significant differences for the "both grades" analyses (one item) than in the "all students" analyses (two items). The only item that was associated with a statistically significant pre- to post-residency increase in both sets of analyses was:

  - I can recognize prejudice or bias in media (racism, sexism, etc.).

  In year 3, the "both grades" analyses had no statistically significant differences whereas the "all students" analyses had two.

  Years 3 to 4: In year 3, two items were associated with a statistically significance increase in the "both grades" analyses and in the "all students" analyses. One of the items was significant in both sets of analyses:

  - I am very picky about what I watch, read, and listen to.

  The item that had a statistically significant pre-post residency increase only in the "both grades" analysis was:

  - I can recognize prejudice or bias in media (racism, sexism, etc.).

  In year 4, the "both grades" analyses had one statistically significant pre-post difference whereas the "all students" analyses had two. The significant result the two sets of analyses had in common was for a pre-post increase in responses given to the item:

  - I only visit websites I know are safe.

- **Students' Behaviors and Skills Related to Communication Using Media**

  Years 2 to 3: In year 2, no items were associated with a statistically significant difference in the "both grades" analyses compared to one item in the "all students" analyses. In year 3, no pre-post differences were statistically significant in either set of analyses.

  Years 3 to 4: In year 3, no pre-post differences were statistically significant in either set of analyses. In year 4, only one item was statistically significant in both sets of analyses, and it was the same item. This item was associated with a statistically significant pre-post residency decrease:

  - I like to share links, videos, and other cool stuff on social media sites like Facebook, YouTube, or Twitter.

- **Students' Behaviors and Skills Related to Creation Using Media**

  Years 2 to 3: In year 2, the "both grades" and "all students" analyses produced very different results. None of the six pre-post differences in the "both grades" analyses were statistically significant whereas four of the six were significant pre-post increases in the "all students" analyses. In year 3, the results were exactly the same. None of the pre-post differences were statistically significant in either the "both grades" analyses or the "all students" analyses.

Years 3 to 4: In year 3, none of the pre-post differences were statistically significant in either the "both grades" analyses or the "all students" analyses. In year 4, the same four items were associated with statistically significant increases in both the "both grades" analyses and the "all students" analyses. These items are shown below.

- I can tell stories in different ways, such as through photography, video, writing, drawing, etc.
- I can create art or media that represents who I am.
- I feel confident sharing my original creative work with my classmates.
- I feel confident sharing my original creative work with a larger audience online.
- When making a video or creating an image, I know how to use visual clues to get across information about a character, setting, or other concepts.

In summary, as expected, fewer pre-post residency differences produced statistically significant results in the "both grades" analyses as compared to the "all students" analyses. However, the supplementary analyses provide additional evidence that TEAM was successful with respect to increasing the students' computer skills especially as related to uploading or editing photos, videos, and sound; and using video, sound, or pictures in class presentations. The supplementary analyses also support the conclusion that TEAM was successful in helping the students to become more cautious and informed consumers of media through heightening their awareness of prejudice or bias. Finally, in its fourth and final year, TEAM appears to have been particularly successful in helping students to increase their media creation skills and their confidence in sharing their original creative work with others.

- **Benefits to Students' Learning and Engagement from Working with TEAM Teaching Artists, Years 2 to 4**

On the post-residency questionnaire, students were presented with three statements mentioning potential learning and engagement benefits from working with TEAM teaching artists (see Figure 1). Students' responses to these items indicate that the TEAM teaching artists had a very positive impact on the students. In all three program years, 80% or more of students participating in TEAM indicated that working with a TEAM artist in their classes helped them to be more interested and actively involved and to learn the academic material better than they would have without TEAM.

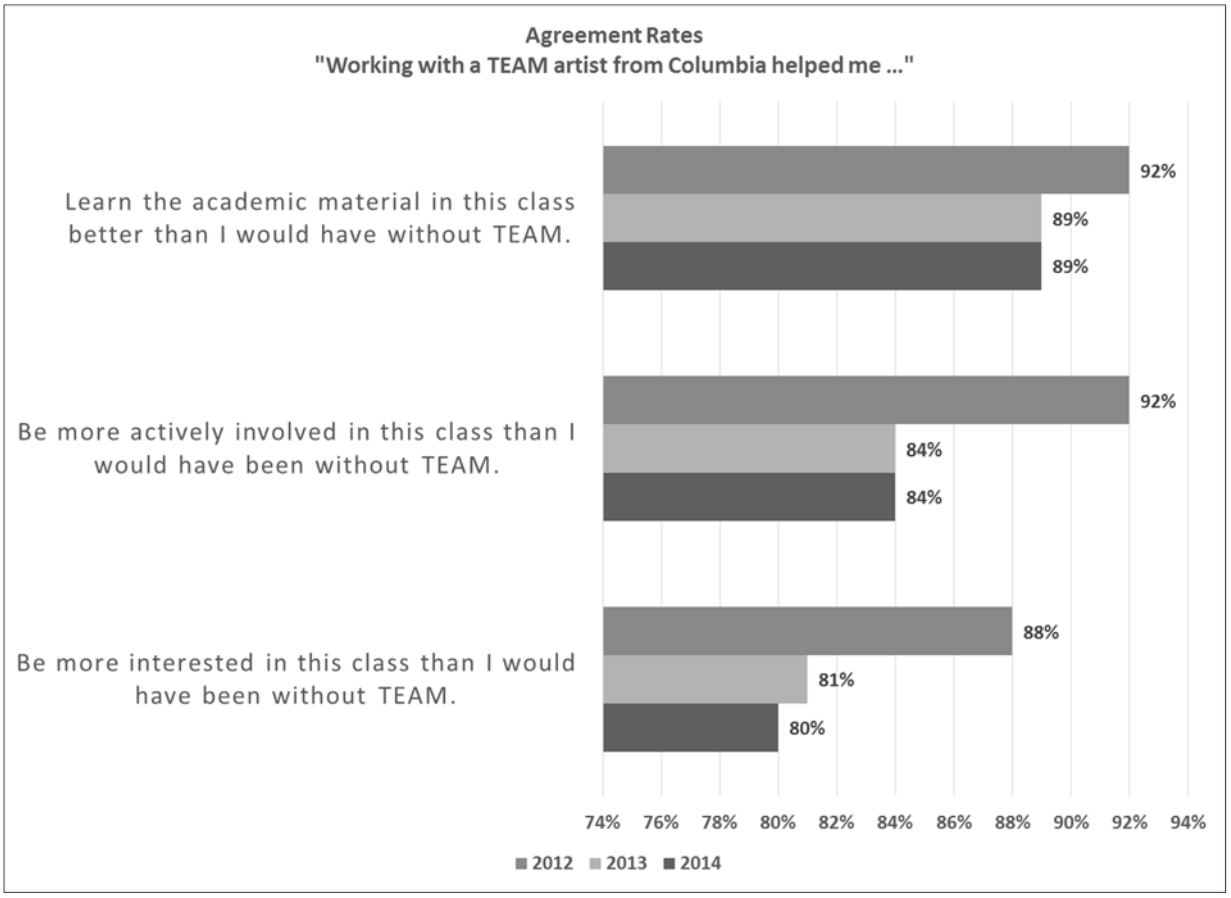

Figure 1. Students' Level of Agreement to Statements Concerning Learning and Engagement Benefits of Working with a TEAM Artist, TEAM Program Years 2 to 4.

- **Benefits to Students' School Attendance from Working with TEAM Teaching Artists, Years 3 to 4 (APR Performance Measure 3.5)**

Performance Measure 3.5: By June 30, 2012, the percent of project students with daily attendance rates of 90% or above will be at least 5 percentage points higher than the percent of matched comparison group students with daily attendance rates of 90% or above. By **June 30, 2013:** the percent of project students with daily attendance rates of 90% or above will be at least 5 percentage points higher than the percent of matched comparison group students with daily attendance rates of 90% or above. By **June 30, 2014:** the percent of project students with daily attendance rates of 90% or above will be at least 5 percentage points higher than the percent of matched comparison group students with daily attendance rates of 90% or above.

In the original version of an attendance performance measure submitted to DOE (see Performance Measure 3.5 above), TEAM staff described a comparison of attendance rates between TEAM students and students in a matched comparison group. Realizing, however, that attendance can be affected by so many factors that are unrelated to students' in-school experiences (e.g., sickness), TEAM staff submitted a revision to DOE that would provide an assessment that was more directly related to TEAM students' residency class experiences. The revision, approved by DOE, involved adding an item to the students' post-residency survey that asked about their enthusiasm for attending school on days when the TEAM artist was going to be there compared to other days. Responses given to this item indicate that, in TEAM program years 3 and 4, at least 74% of the students believed they were more enthusiastic about attending school on days when the TEAM artist was going to be there than on other days (see Figure 2).

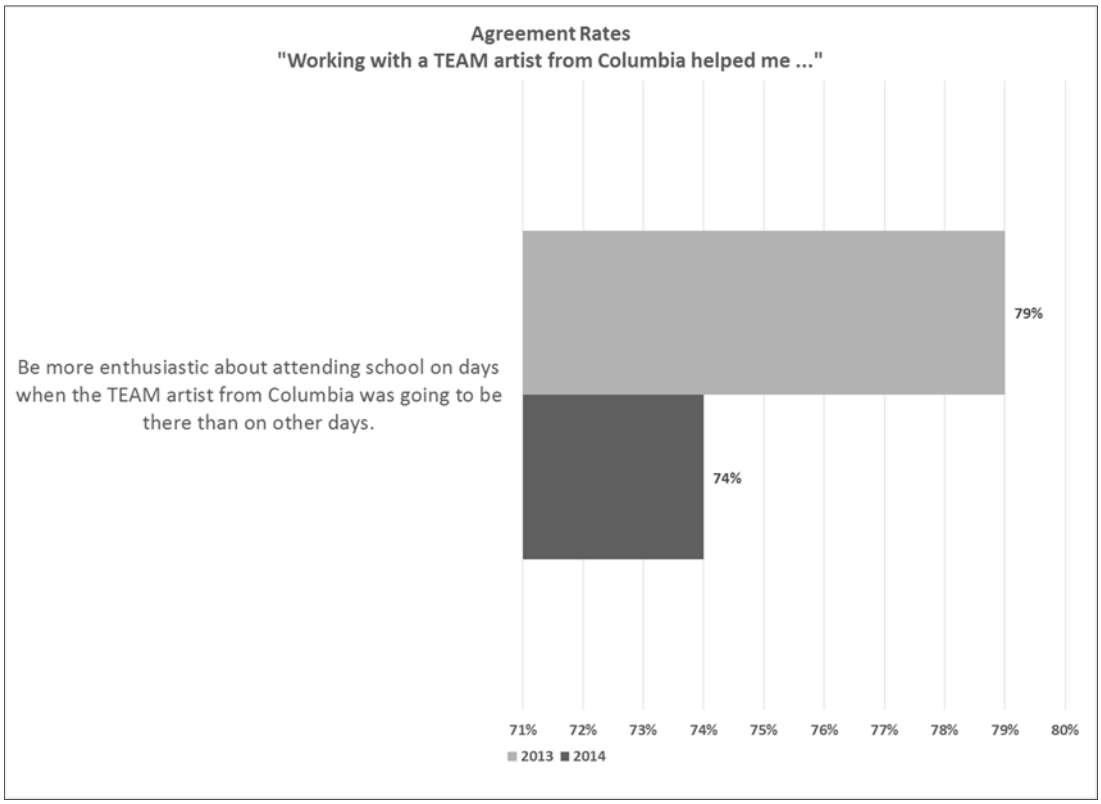

Figure 2. Students' Level of Agreement to a Statement Concerning School Attendance Benefits of Working with a TEAM Artist, TEAM Program Years 3 and 4.

♦ Impact of TEAM on Students' General Motivation and Engagement (APR Performance Measure 3.3)

Performance Measure 3.3: ***By June 30, 2011, ratio 44/175 and 25% of project students will have demonstrated improved motivation and engagement in learning based on responses to a student survey questionnaire administered in the fall and spring. By June 2012, ratio 105/350 and 30%. By June 2013, ratio 193/350 and 55%. By June 2014, ratio 123/175 and 70%.***

Performance Measure 3.3 (shown above) concerned the motivation and engagement of students participating in TEAM. Assessment of TEAM students' motivation and engagement was carried out by first summing their responses to 10 survey items that appeared on both the pre- and post-residency surveys (see Table 5). The pre-residency sum for each student was then subtracted from the post-residency sum. The percent of students increasing in motivation and engagement from pre- to post-residency was calculated and compared to the target established for each program year.

Table 5. The Ten Student Survey Items That Comprised the Composite Motivation/Engagement Measure for Performance Measure 3.3.

Survey Item
I like school.
I use the things I learn in school in other parts of my life.
When something is difficult, I try different ways to figure it out.
I participate in class discussions.
I like solving problems and puzzles.
I make a plan before starting on a big assignment or project.
When I'm curious or confused about something, I ask questions or look up information.
When writing a paper or doing a project, I start with a rough draft and then revise it to make it better.
I believe what I learn in school can help me make a difference in my community
I stay informed on current events, politics, and community issues.

Because revisions were made to the survey instrument used in the first year pilot and item wordings were consequently somewhat different in program years 2-4, only the results for years 2-4 are summarized in Table 6. The actual percentage of 50% in 2012 exceeded the target percentage of 30%. However, the actual percentages of 39% and 44% in 2013 and 2014, respectively, fell short of the target percentages of 55% and 75%. Therefore, participation in TEAM appeared to increase the general school motivation for some of the students but not to the extent that TEAM staff had anticipated.

Table 6. Percent of TEAM Students Increasing Their Motivation and Engagement from Pre-Residency to Post-Residency As Measured by a Set of 10 Items on a Student Survey

Team Program Year	Target Ratio	Target Percentage	Actual Ratio	Actual Percentage
Year 2 (2012)	105/350	30%	124/248	50%
Year 3 (2013)	193/350	55%	129/332	39%
Year 4 (2014)	123/175	75%	73/167	44%
Combined Across Years			326/747	44%

- **Impact of TEAM on Students' Achievement Test Performance (APR Performance Measures 3.1 and 3.2)**

Performance Measure 3.1: By June 30, 2014, at least 75% of project students will have made gains in both reading and math based on pre and post intervention administration of the ISAT. *Target on Status Form of Annual Performance Report: baseline only by June 2011, ratio 228/350 and 65% by June 2012, ratio 245/350 and 70% by June 2013, and ratio 131/175 and 75% by June 2014.*
Performance Measure 3.2: By June 30, 2014, at least 80% of project students who are English Language Learners will have made gains in both reading and math based on pre and post intervention administration of the ISAT. *Target on Status Form of Annual Performance Report: baseline only by June 2011, ratio 64/92 and 70% by June 2012, ratio 69/92 and 75% by June 2013, and ratio 33/41 and 80% by June 2014.*

Performance Measures 3.1 and 3.2 (shown above) concerned the academic achievement of TEAM students in reading and math. For each program year, the performance measures targeted the percentage of TEAM students who gained on both their ISAT reading and ISAT math scale scores as compared to the scores they received the previous year. Targets were established for all students participating in TEAM and separately for the ELL students participating in TEAM. The targets and the results are displayed in Tables 7 and 8.

Table 7. Percent of TEAM Students with Gains on Both Reading and Math ISAT Scale Scores (Performance Measure 3.1)

Team Program Year	Target Ratio	Target Percentage	Actual Ratio	Actual Percentage
Year 2 (2012)	228/350	65%	345/555	62%
Year 3 (2013)	245/350	70%	283/574	49%
Year 4 (2014)	131/175	75%	125/280	45%
Combined Across Years			753/1409	53%

Table 8. Percent of TEAM ELL Students with Gains on Both Reading and Math ISAT Scale Scores (Performance Measure 3.2)

Team Program Year	Target Ratio	Target Percentage	Actual Ratio	Actual Percentage
Year 2 (2012)	64/92	70%	40/50	80%
Year 3 (2013)	69/92	75%	25/56	45%
Year 4 (2014)	33/41	80%	12/29	41%
Combined Across Years			77/135	57%

In program year 2, the actual percentage for the ELL students was 80%, exceeding the target percentage of 70% by 10 percentage points. The actual percentage across all TEAM students in program year 2 was 62%, which fell slightly short of the target percentage of 65%. In program years 3 and 4, none of the targets were attained. In fact, actual percentages were considerably lower than target percentages, with actual versus target differences ranging from 21 to 39 percentage points.

♦ Impact of TEAM on Students' Achievement Test Performance (GPRA)

Performance on state-mandated assessments in reading and math served as the Government Performance and Results Act (GPRA) measurement for AEMDD grant recipients. For the GPRA, the TEAM program utilized the Illinois Standard Achievement Tests (ISAT) which are administered to CPS students each spring to assess their proficiency in reading and math. The schools participating in TEAM were matched with non-participating schools that were similar with respect to prior ISAT achievement, ethnicity, and poverty. The results of analyses carried out on reading and math achievement tests showed that TEAM students' performance on both reading and math was higher than that of students in the comparison schools. The 2012, 2013, and 2014 ISAT reading and math results were statistically significant. The difference between TEAM and comparison students meeting or exceeding proficiency in reading ranged from 4 to 18 percentage points (see Figure 2). The math difference ranged from 3 to 30 percentage points (see Figure 3). It should be noted that new cut scores were introduced for the 2013 test administration and the percent of students meeting or exceeding proficiency in 2013 and 2014 was considerably lower than in the preceding two years. Additional details regarding performance on the ISAT assessments are provided in Appendix G.

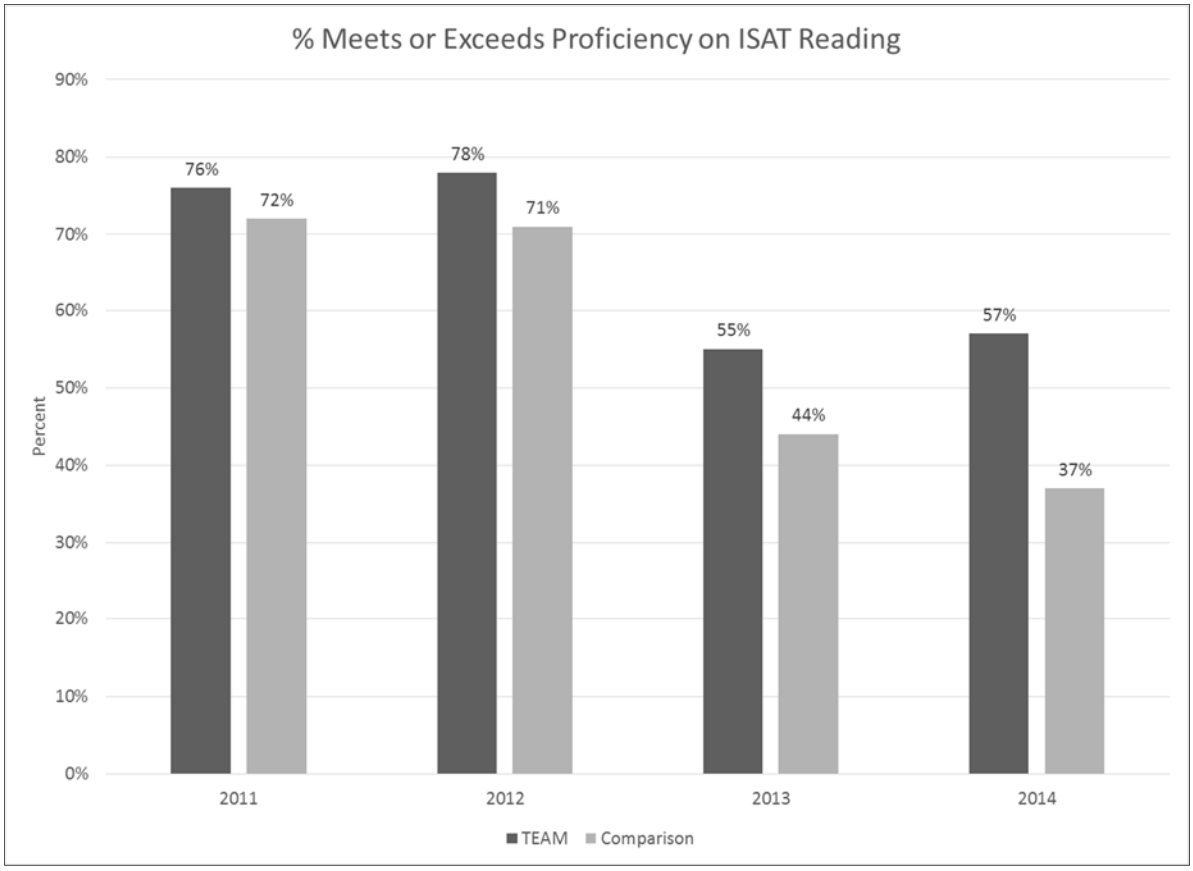

Figure 2. Percent of TEAM Students and Comparison Students Meeting or Exceeding Proficiency on the ISAT Reading, 2011 to 2014.

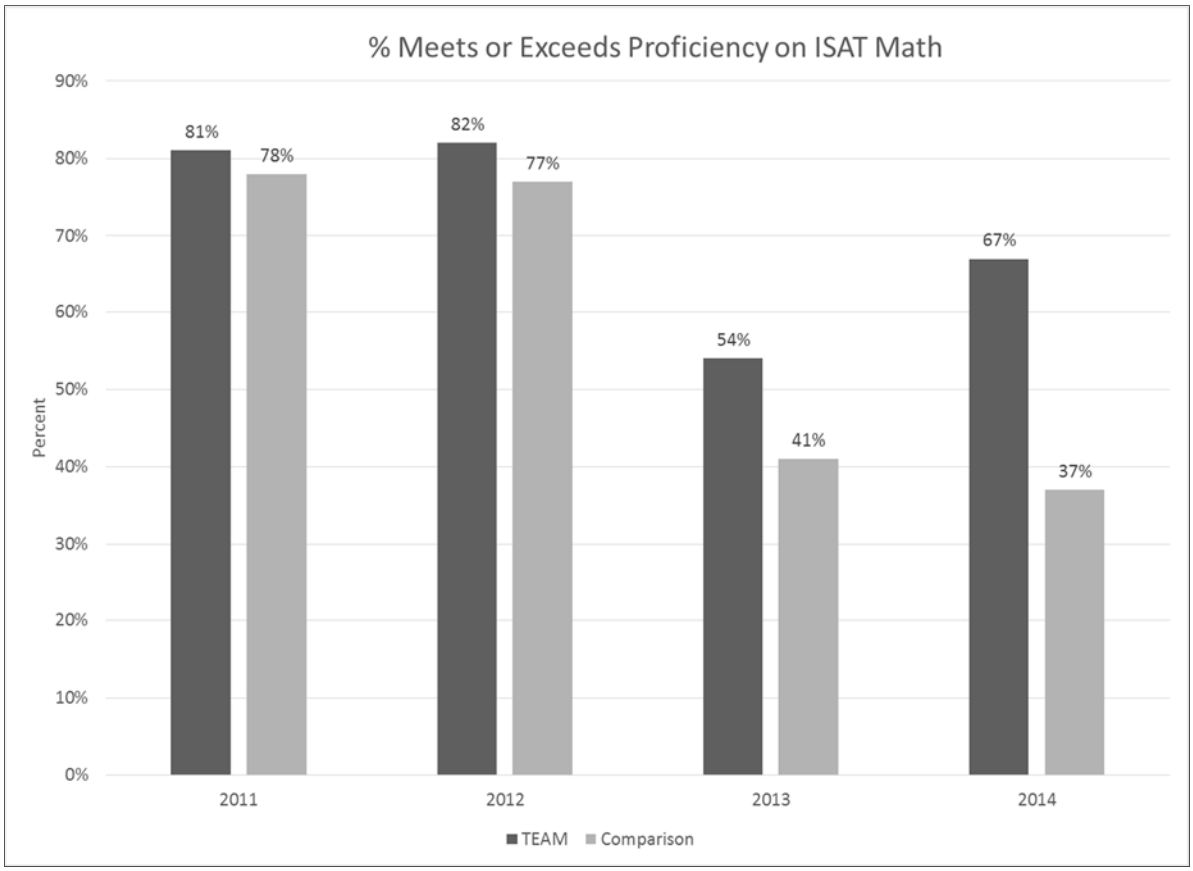

Figure 3. Percent of TEAM Students and Comparison Students Meeting or Exceeding Proficiency on the ISAT Math, 2011 to 2014.

Results of Surveys Administered to Teachers in TEAM Program Years (Years 2 to 4)

Classroom teachers participating in TEAM completed pre- and post-residency surveys where they were asked questions about their use of technology and media arts integration in the classroom, their students' growth in media skills, their opinions about working with a TEAM teaching artist, and their level of involvement with planning and implementing the arts integrated unit in their classrooms. The number of teachers responding to the questionnaires ranged from 8 to 22. Because the sample sizes were very small, no inferential statistical significance tests were applied to the data. Results are summarized in terms of descriptive statistics.

♦ Teachers' Perceptions of Growth in Their Students' Media Skills

On the post-residency surveys, teachers were asked to indicate the level of growth they observed in their students' media skills in four areas: a) Becoming a critical consumer of media, b) Using media to connect with external resources and people, c) Using media to collaborate with other students, and d) Using media to create original works of art. These four areas and the percent of teachers responding *moderate level of growth* or *high level of growth* are shown below.

- **Becoming a Critical Consumer of Media (% Responding *Moderate* or *High Level of Growth*)**
  - Year 2 (2012): Post-residency = 64%
  - Year 3 (2013): Post-residency = 84%
  - Year 4 (2014): Post-residency = 88%

- **Using Media to Connect with External Resources and People (% Responding *Moderate* or *High Level of Growth*)**
  - Year 2 (2012): Post-residency = 79%
  - Year 3 (2013): Post-residency = 74%
  - Year 4 (2014): Post-residency = 88%

- **Using Media to Collaborate with Other Students (% Responding *Moderate* or *High Level of Growth*)**
  - Year 2 (2012): Post-residency = 85%
  - Year 3 (2013): Post-residency = 84%
  - Year 4 (2014): Post-residency = 88%

- **Using Media to Create Original Works of Art (Music, Photography, Graphic Design, Videos, etc.) (% Responding *Moderate* or *High Level of Growth*)**
  - Year 2 (2012): Post-residency = 73%
  - Year 3 (2013): Post-residency = 79%
  - Year 4 (2014): Post-residency = 100%

The year 4 results are especially impressive. Eighty-eight percent of year 4 teachers said their students experienced a moderate or high level of growth in becoming a critical consumer of media, using media to connect with external resources and people, and using media to collaborate with other students. All year 4 respondents (100%) said their students experienced a moderate or high level of growth in using media to create original works of art.

♦ Teachers' Use of Technology and Media Arts Integration in Their Classrooms

Teachers' responses to questions concerning their use of technology and media arts integration in their classrooms indicated that pre-residency use of technology was greater than pre-residency use of media arts. However, both technology and media arts integration showed pre- to post-residency increases. Results by year are shown below in terms of the percent responding *some* or *a great deal* on the pre-residency survey compared to the post-residency survey.

- **In general, how much do you use technology in your classroom? (% Responding *Some* or *a Great Deal*)**
  - Year 2 (2012): Pre-residency = 64%, Post-residency = 87%
  - Year 3 (2013): Pre-residency = 89%, Post-residency = 91%
  - Year 4 (2014): Pre-residency = 88%, Post-residency = 100%

- **In general, how much do you use media arts in your classroom? (% Responding *Some* or *a Great Deal*)**
  - Year 2 (2012): Pre-residency = 29%, Post-residency = 40%
  - Year 3 (2013): Pre-residency = 61%, Post-residency = 68%
  - Year 4 (2014): Pre-residency = 68%, Post-residency = 100%

The post-residency percentages increased very consistently from one year to the next, indicating that teachers who participated in all years were likely increasing their knowledge and skills related to technology and media arts integration.

♦ Impact of TEAM on Teachers' Ability to Create Curriculum Integrating the Arts and Technology (APR Performance Measure 2.3)

Performance Measure 2.3: *Target on Status Form of Annual Performance Report:* By June, 2011: 30% of teachers will be able to collaborate with teaching artists in classrooms in creating curriculum integrating the arts and technology (as self-reported on a yearly survey). June, 2012: 60% of teachers will be able to collaborate with teaching artists in classrooms in creating curriculum integrating the arts and technology. June, 2013: 80% of teachers will be able to collaborate with teaching artists in classrooms in creating curriculum integrating the arts and technology. June, 2014: 90% of teachers will be able to collaborate with teaching artists in classrooms in creating curriculum integrating the arts and technology.

Performance measure 2.3, displayed above, dealt with the teaching artist-classroom teacher partnership and teachers being able to create curriculum integrating the arts and technology. Attainment of the performance target was assessed by a survey item that stated *I am able to effectively collaborate with a teaching artist in my classroom to create curriculum that integrates media arts and technology.* Teachers responded using a four-point agreement scale: *Strongly disagree*, *disagree*, *agree*, and *strongly disagree*. The results are shown below.

- **I am able to effectively collaborate with a teaching artist in my classroom to create curriculum that integrates media arts and technology. (% Agreeing)**
  - Year 2 (2012): Post-residency = 85%
  - Year 3 (2013): Post-residency = 95%
  - Year 4 (2014): Post-residency = 100%

The results were extremely positively. The percent of TEAM teachers indicating they were able to effectively collaborate with a teaching artist to create curriculum that integrated media arts and technology increased from 85% in year 2 to 100% in year 4. Furthermore, each year, the annual performance target was exceeded by 10 to 15 percentage points.

♦ Impact of TEAM on Teachers' Capacity to Use Integrated Media Arts and Technology Instruction Outside the Residency (APR Performance Measure 2.4)

Performance Measure 2.4: ***Target on Status Form of Annual Performance Report:*** **June, 2011: 30% of 7th grade teachers will be able to continue the use of integrated arts and technology instruction (outside of the residency). June, 2012: 60% of teachers will be able to continue the use of integrated arts and technology instruction. June, 2013: 80% of teachers will be able to continue the use of integrated arts and technology instruction. June, 2014: 90% of teachers will be able to continue the use of integrated arts and technology instruction.**

Performance measure 2.4, shown above, concerned the teachers' ability to continue use of media arts and technology in their classrooms outside of the residency. Attainment of the performance measure was assessed directly by a survey item that stated *The teacher-teaching artist partnership has helped me improve my ability to use media arts and technology in the classroom.* Across TEAM's three program years, 25 out of 29 unique teachers (86%) agreed that the partnership improved their ability to use media arts and technology in the classroom. Results for this item are summarized below by the agreement rate attained in each program year.

- **The teacher-teaching artist partnership has helped me improve my ability to use media arts and technology in the classroom. (% Agreeing)**
  - Year 2 (2012): Post-residency = 79%
  - Year 3 (2013): Post-residency = 80%
  - Year 4 (2014): Post-residency = 100%

As an additional assessment of capacity, teachers were asked if they implemented concepts or activities from the TEAM project in any of their classes when the teaching artist was not there. Across TEAM's three program years, 23 out of 29 unique teachers (79%) indicated that they implemented TEAM concepts or activities on their own. Survey results are summarized below by the agreement rate attained in each program year.

- **Did you implement, on your own, concepts or activities from the TEAM project? (% Agreeing)**
  - Year 2 (2012): Post-residency = 86%
  - Year 3 (2013): Post-residency = 70%
  - Year 4 (2014): Post residency = 100%

The teachers were also asked whether or not the teacher-teaching artist partnership, in general, helped to improve their teaching. The agreement rates for this item are displayed below.

- **The teacher-teaching artist partnership has improved my teaching.**
  - Year 2 (2012): Post-residency = 79%
  - Year 3 (2013): Post-residency = 70%
  - Year 4 (2014): Post-residency = 100%

In summary, across TEAM's three program years, 86% of participating classroom teachers indicated that the partnership helped to improve their ability to use media arts and technology in the classroom. In addition, 79% of participating teachers implemented TEAM concepts or activities on their own when the teaching artist was not there. Although these cumulative results fell short of the 90% targeted for year 4, the non-cumulative results for year 4 were very impressive. Namely, in TEAM's fourth and final year, 100% of teachers agreed that the partnership improved their ability to integrate media arts and technology into their classroom practice, and 100% stated that they implemented TEAM concepts or activities on their own outside of the residency.

♦ Teachers' Level of Involvement

An important goal of the TEAM project was to equip the participating classroom teachers with the knowledge and skills they would need in order for them to integrate media arts into their classroom practice on their own after the teaching artist residencies ended. Consequently, the questionnaire included items regarding the classroom teachers' level of involvement during the residency and their desired level of involvement. The purpose was to assess teachers' willingness to take on a leadership role in their schools regarding media arts integration.

In each program year, the majority of teachers indicated they were co-teaching with the teaching artist (see below) rather than just observing, following along, or doing things not related to the lesson.

- **When the teaching artist was in your classroom, what was your typical level of involvement in the lesson? (Percent responding *"Co-teaching with the teaching artist"*)**
  - Year 2 (2012) Post-residency = 57%
  - Year 3 (2013) Post-residency = 60%
  - Year 4 (2014) Post-residency = 75%

In each program year, the typical response regarding involvement in creation of the project plan was that the classroom teacher and teaching artist contributed equally. More specifically, most teachers indicated that both they and the teaching artist were responsible for the shape and scope of the media arts integration project and that both contributed ideas.

If the teachers were to do another TEAM residency, the largest percent each year (40% to 80%) indicated they would like the same level of involvement. However, in two of the program years, 25% indicated that they wanted to be more involved. They not only wanted to increase integration of media and technology in their own teaching practice but also indicated an interest in helping other educators transform their practice. The percent selecting the *More involvement* response in years 2 to 4 is shown below.

- **If you were to do a residency with TEAM again, what level of involvement would you like to have? (% responding *"More involvement. I'd like to increase the integration of media and technology in my teaching practice and/or I'd like to help other educators transform their practice."*)**
  - Year 2 (2012) Post-Residency = 25%
  - Year 3 (2013) Post-Residency = 5%
  - Year 4 (2014) Post-Residency = 25%

Strategies to Increase Teacher Capacity

A challenge encountered by the TEAM project was increasing the teachers' knowledge and skills related to media arts integration given the classroom teachers' numerous responsibilities and very busy schedules. Strategies employed by the TEAM staff included offering flexible residency schedules, scheduling professional development sessions at the participating schools, creating a fellowship program, and developing a website of resources.

♦ Flexible Residency Schedules

In designing the schedule for the residencies, the TEAM staff took many factors into account, such as the school's academic calendar, the class meeting time, and the availability of the artist. In addition, TEAM staff found that student engagement seemed best when residencies met at least 90 minutes per class period. Before students could become actively engaged in learning activities, equipment often needed to be set up and introductory instructions provided. Thus, classes that lasted less than 90 minutes often did not provide sufficient time for students to complete meaningful instruction units.

TEAM designed and redesigned the residencies to provide the best learning conditions as well as to fit in with the environment of each participating classroom. Typically, residency classes were scheduled once a week for 90 minutes over a period of 14 weeks. However, not all project schools were able to accommodate 90 minutes of focused class time. Therefore, TEAM encouraged flexible scheduling of residency classes. For example, some residency classes met over a longer periods than 14 weeks and others met for shorter periods but multiple times per week.

At one school, to accommodate the rigorous testing schedule, residencies were created that met 2 hours every day for 2 consecutive weeks. In another residency, the teaching artist met with the students for 2 hours every day for a week, returning a month later for an additional week of classes that met every day for 2 hours. In all residencies, the total time that a class met with the teaching artist ranged from 12 to 20 hours.

Based on feedback from teachers and teaching artists and observations made during residency classes, TEAM staff concluded that the most effective residencies met twice a week in class sessions that lasted at least 90 minutes but no more than 120 minutes. Also, it seemed that the maximum effective length of a residency was 10 weeks, since residencies that met for periods longer than 10 weeks seemed to drag on for the students and they became disengaged with the project.

♦ Professional Development Sessions Held at the Participating Schools

Initially, professional development sessions for participating classroom teachers were held at Columbia College in downtown Chicago. Both classroom teachers and teaching artists attended the lessons, the teachers were paid a stipend, and sessions that took place over meal times included complete meals. Attendance was fairly high at professional development sessions held near the beginning of the school year and feedback from participants was very positive. However, attendance dropped off significantly at midyear, with many teachers stating that the commute from their school to downtown Chicago was a major drawback. Therefore, TEAM began offering professional development at the participating schools. Each session was led by CCAP staff and was attended by teachers and administrators from only one school. These sessions were essentially coaching sessions where CCAP staff would assist teachers and administrators to collaboratively create learning plans for the arts integration residencies.

♦ Fellowship Program

TEAM created a fellowship program for classroom teachers and teaching artists that was designed to encourage expertise on the part of the participating teachers. The fellowship program was implemented in years 3 and 4 with a total of 12 fellows, 7 of whom were classroom teachers. All fellows were required to present at professional development sessions held at the schools and also at local or national conferences. All 12 fellows presented at a CCAP-wide professional development session, and 9 presented at local and/or national conferences. Some of the presentations were given by teacher-artist pairs. TEAM staff considered the fellowship program to be highly effectively for increasing teachers' capacity to integrate media arts in their classroom practice, not only for the fellows but also for the teachers who participated in the professional development sessions offered by the fellows.

♦ Website

TEAM staff are currently developing a website that will be a curriculum repository. TEAM teachers have been invited to share their lesson plans and curriculum units, and all teachers who contribute materials will be given authorship credit. In addition, TEAM is using the website to support and encourage a professional learning network. Anyone will be able to access these resources.

Summary and Conclusions

The four-year evaluation of TEAM identified numerous successes with respect to benefits received by the participating seventh- and eighth-grade students and their teachers. The following list presents eight highlights of the TEAM project.

1. Eighty percent or more of students participating in TEAM said that working with a TEAM artist in their classes helped them to be more interested and actively involved and to learn the academic material better than they would have without TEAM. In addition, 74% or more said they were more enthusiastic about attending school on days when the TEAM artist was going to be there than on other days.

2. Although students gave fairly high ratings to their computer skills prior to participating in TEAM, a comparison of pre- and post-residency ratings revealed notable increases. In TEAM's first implementation year, increases in six of seven skill ratings were statistically significant. These six skills and the percent of students rating themselves as *intermediate* or *expert* pre-residency compared to post-residency are shown below.

- Download and install software from the Internet (35% to 40%)
- Upload or edit photos, videos, and sound (34% to 45%)
- Insert photos, videos, and sound in class presentations (14% to 66%)
- Use tools like spell check, calculator, and thesaurus (89% to 93%)
- Use Google Maps to find information about a neighborhood (76% to 84%)
- Use Excel to make a data base (32% to 43%)

3. Students' survey responses indicated that they became more cautious and discerning as consumers of media. For example, in TEAM's fourth year, 20% of students indicated on the pre-residency survey that they only visited websites they knew were safe as compared to 83% on the post-residency survey, an increase of 63 percentage points.

4. Students benefited with respect to enhanced critical thinking skills. Statistically significant increases were noted in students' being able to recognize prejudice or bias in media (78% to 90%) and paying attention to how people of their age, ethnicity, and gender are represented in movies, TV shows, and magazines (76% to 86%).

5. Students became significantly more confident in sharing their work with others. In TEAM's first program year, the percent of students stating they were confident in sharing their original creative work with classmates increased from 65% to 76%. The percent stating they were confident in sharing their work with a larger audience online increased from 51% to 63%.

6. The majority of teachers participating in TEAM indicated that their students became more proficient in the areas emphasized by TEAM. These four areas and the average percent of teachers saying their students experienced a moderate or high level of growth are listed below.
    - Being a critical consumer of media – 79%
    - Collaborating with other students – 86%
    - Creating original works of art – 84%
    - Connecting with external resources – 80%

7. Positive results were obtained regarding teacher capacity and the teaching artist/teacher collaboration. Averaged across the three program years, the results are as follows:
    - 93% of teachers agreed that they were able to effectively collaborate with a teaching artist in their classrooms to create curriculum that integrates media arts and technology.
    - 86% agreed that the teacher-teaching artist partnership helped them to improve their ability to use media arts and technology in the classroom.
    - 85% reported that they implemented, on their own, concepts or activities from the TEAM project.

8. The results of analyses on reading and math achievement tests showed that TEAM students' performance on both ISAT reading and ISAT math was significantly higher than that of students enrolled in non-participating comparison schools. The TEAM versus comparison group difference in the percent meeting or exceeding proficiency in reading across three years ranged from 4 to 11 percentage points. The difference in the percent meeting or exceeding proficiency in math ranged from 3 to 13 percentage points.

In addition to successes, TEAM also encountered challenges, particularly with respect to the goal of increasing teacher capacity. To meet this challenge, TEAM utilized several strategies to enhance teacher involvement and learning. The strategy of flexible scheduling enabled staff to identify the most effective timeframes for residency classes, and the fellowship program led to several teachers becoming experts

and serving as presenters at professional development sessions as well as at local and national conferences.

At the heart of TEAM's success is the power of digital media to reimagine and redefine curricula, and the classroom teacher plays an extremely important role in activating this power. Through its developmental, adaptable program approach, TEAM was able to identify and implement strategies that created opportunities for all teachers to increase their capacity and to share their skills and knowledge with others.

Appendix A

Table A-1. 2013-14 school-year Data for Schools Participating in TEAM

School	TEAM Participation Years*	% Meets and Exceeds All ISAT-Tested Subjects	% Low Income	% White	% Black	% Hispanic	% Asian
Claremont Academy Elementary School	2, 3, 4	43.4%	98.7%	0.0%	96.9%	2.4%	0.0%
Gray Elementary School (PK-8)	1, 2, 3, 4	59.6%	92.1%	11.2%	1.1%	84.5%	2.2%
Haines Elementary School (PK-8)	1, 2, 3, 4	73.9%	94.2%	0.1%	12.6%	1.6%	83.9%
Kellman Corporate Community Elementary (PK-8)	2, 3	39.8%	95.2%	0.0%	97.9%	1. %1	0.0%
May Elementary Community Academy (PK=8)	1, 2, 3	May Elementary was closed in 2013 so there were no data for the 2013-14 school year.					

Note: 2013-14 school year data were obtained from the Illinois Interactive Report Card.
*Year 1 (pilot) = 2010-11, year 2 = 2011-12, year 3 = 2012-13, year 4 = 2013-14

Welcome to the TEAM Survey!
Transforming Education Through the Arts and Media (TEAM)

The purpose of this survey is to help Project TEAM staff determine how effective Project TEAM is in supporting media arts integration and how Project TEAM might be improved. The information you provide on this survey will help Project TEAM understand the kinds of support teachers need to continually deepen their work with students, artists, and media arts integration. This survey is being administered by the University of Minnesota under a contract with the Center for Community Arts Partnerships, Columbia College Chicago. Your individual survey responses will be kept strictly confidential. Although we ask for your name, we do so only to match your responses to surveys completed at different times. At no time will your individual responses appear in any of the reports on this study. If you have any questions about the content of this survey or how we will maintain the confidentiality of your responses, please contact: Beverly Dretzke, University of Minnesota, at dretz001@umn.edu or 612-624-3805. We thank you in advance for sharing information with us.

Caution: We recommend that you take the survey on a computer and not on a cell phone. Response options might not appear correctly on a cell phone.

***1. Your name**

First name:

Last name:

***2. Your school's name**

- Claremont
- Gray
- Haines
- Kellman
- Leland

3. How many years have you taught at this school, including the current year?

4. What grades do you teach? Check all that apply.

- Grade 6
- Grade 7
- Grade 8

NATIONAL EDUCATION TECHNOLOGY STANDARDS
Please rate your familiarity with and use of the National Education Technology Standards (NETS).

5. How familiar are you with the National Education Technology Standards (NETS)?

- Not at all familiar
- Somewhat familiar
- Moderately familiar
- Very familiar

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6. How much have you used NETS in planning for your classes?

- Never
- Very little
- Some
- A great deal

In general, how much do you use technology and media arts integration in your classroom?

7. Technology

- Never
- Very little
- Some
- A great deal

8. Media arts integration

- Never
- Very little
- Some
- A great deal

YOUR SKILL IN INTEGRATING MEDIA ARTS

9. How would you rate your skill level in integrating media arts into your classroom lessons?

- No experience
- Basic (I can do this but might need assistance)
- Intermediate (I'm pretty comfortable doing this on my own)
- Expert (I could teach others how to do this)

YOUR MEDIA ARTS SKILLS

We would like to know your skill level related to specific types of media arts. For each type of media arts, please rate your current skill level.

10. How would you rate your skill level in AUDIO PRODUCTION (microphones, mixers, 4-track, podcasting, Garage Band, Logic Studio, Sound Forge, etc.)?

- No experience
- Basic (I can do this but might need assistance)
- Intermediate (I'm pretty comfortable doing this on my own)
- Expert (I could teach others how to do this)

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11. How would you rate your skill level in DIGITAL PHOTOGRAPHY (Digital camera, iPhoto, Aperture, Photoscape, Picasa, etc.)?

- No experience
- Basic (I can do this but might need assistance)
- Intermediate (I'm pretty comfortable doing this on my own)
- Expert (I could teach others how to do this)

12. How would you rate your skill level in VIDEO PRODUCTION (Camcorders, Flip Cams, Final Cut, Vegas, iMovie, Premier, Movie Maker, etc.)?

- No experience
- Basic (I can do this but might need assistance)
- Intermediate (I'm pretty comfortable doing this on my own)
- Expert (I could teach others how to do this)

13. How would you rate your skill level in GRAPHIC DESIGN (Scanners, Photoshop, Illustrator, PowerPoint, etc.)?

- No experience
- Basic (I can do this but might need assistance)
- Intermediate (I'm pretty comfortable doing this on my own)
- Expert (I could teach others how to do this)

14. How would you rate your skill level in ANIMATION/SIMULATION (After Effects, Alice, Anime Studio, Cheetah, etc.)?

- No experience
- Basic (I can do this but might need assistance)
- Intermediate (I'm pretty comfortable doing this on my own)
- Expert (I could teach others how to do this)

15. How would you rate your skill level in GAME DESIGN (Alice, GameStar Mechanic, Scratch, etc.)?

- No experience
- Basic (I can do this but might need assistance)
- Intermediate (I'm pretty comfortable doing this on my own)
- Expert (I could teach others how to do this)

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16. How would you rate your skill level in SOCIAL MEDIA (Facebook, Twitter, Blogging, etc.)?

- No experience
- Basic (I can do this but might need assistance)
- Intermediate (I'm pretty comfortable doing this on my own)
- Expert (I could teach others how to do this)

17. Please give us a specific example of how you've integrated media arts into your curriculum. Your example might be a project, a unit, or a lesson.

HOW STUDENTS USE TECHNOLOGY AND MEDIA IN YOUR CLASSROOM

How often do your students use technology and media in your classroom related to the following skills?

18. Learn about current events

- Never
- Rarely (1 or 2 times per year)
- Quarterly (or about 4 times per year)
- Monthly (or about 8-10 times per year)
- Weekly
- Daily

19. Collaborate with other students

- Never
- Rarely (1 or 2 times per year)
- Quarterly (or about 4 times per year)
- Monthly (or about 8-10 times per year)
- Weekly
- Daily

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20. Create original works of art (music, photography, graphic design, videos, etc.)

- Never
- Rarely (1 or 2 times per year)
- Quarterly (or about 4 times per year)
- Monthly (or about 8-10 times per year)
- Weekly
- Daily

21. Publish work to be read or seen by an audience outside the school community, including YouTube/Vimeo, blogs, Twitter, etc.

- Never
- Rarely (1 or 2 times per year)
- Quarterly (or about 4 times per year)
- Monthly (or about 8-10 times per year)
- Weekly
- Daily

COMMUNICATING WITH TECHNOLOGY

Several types of technology are listed below. For each type, indicate if you use it to communicate with students, parents, fellow teachers, and/or your extended professional network. If you don't use the technology with any of these groups, please select "Don't use it with any of these groups."

22. Video tutorials, podcasts, or screencasts (select all that apply)

- Students
- Parents
- Fellow teachers and other colleagues at my school
- My extended professional network of other educators and practitioners
- Don't use it with any of these groups

23. Diigo.com or other social bookmarking sites (select all that apply)

- Students
- Parents
- Fellow teachers and other colleagues at my school
- My extended professional network of other educators and practitioners
- Don't use it with any of these groups

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24. Blog (select all that apply)

- ☐ Students
- ☐ Parents
- ☐ Fellow teachers and other colleagues at my school
- ☐ My extended professional network of other educators and practitioners
- ☐ Don't use it with any of these groups

25. Facebook, MySpace, Twitter or other social networking site (select all that apply)

- ☐ Students
- ☐ Parents
- ☐ Fellow teachers and other colleagues at my school
- ☐ My extended professional network of other educators and practitioners
- ☐ Don't use it with any of these groups

26. Wiki pages (select all that apply)

- ☐ Students
- ☐ Parents
- ☐ Fellow teachers and other colleagues at my school
- ☐ My extended professional network of other educators and practitioners
- ☐ Don't use it with any of these groups

SUPPORT FOR USING TECHNOLOGY AND MEDIA ARTS IN YOUR CLASSES

How satisfied are you with the following?

27. Professional development you have received for integrating media arts in your teaching

Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
○	○	○	○	○

28. Your school's commitment to technology in the classroom

Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
○	○	○	○	○

29. What other types of support would you like for integrating technology use in your classroom?

Page 6

30. How often do you reflect on your teaching practice?

- Never
- Yearly
- Quarterly
- Monthly
- Weekly
- Daily

31. How often do you collaborate with other educators?

- Never
- Yearly
- Quarterly
- Monthly
- Weekly
- Daily

32. Please use the space below for any other thoughts or comments you'd like to share about the approach to technology in your school.

Thank you for completing this survey!

Page 7

Welcome to the TEAM Survey!
Transforming Education Through the Arts and Media (TEAM)

The purpose of this survey is to help Project TEAM staff determine how effective Project TEAM is in supporting media arts integration and how Project TEAM might be improved. The information you provide on this survey will help Project TEAM understand the kinds of support teachers need to continually deepen their work with students, artists, and media arts integration. This survey is being administered by the University of Minnesota under a contract with the Center for Community Arts Partnerships, Columbia College Chicago. Your individual survey responses will be kept strictly confidential. Although we ask for your name, we do so only to match your responses to surveys completed at different times. At no time will your individual responses appear in any of the reports on this study. If you have any questions about the content of this survey or how we will maintain the confidentiality of your responses, please contact: Beverly Dretzke, University of Minnesota, at dretz001@umn.edu or 612-624-3805. We thank you in advance for sharing information with us.

Caution: We recommend that you take the survey on a computer and not on a cell phone. Response options might not appear correctly on a cell phone.

***1. Your name**

First name:

Last name:

***2. Your school's name**

- Claremont
- Gray
- Haines
- Kellman
- Leland

3. How many years have you taught at this school, including the current year?

4. What grades do you teach? Check all that apply.

- Grade 6
- Grade 7
- Grade 8

NATIONAL EDUCATION TECHNOLOGY STANDARDS
Please rate your familiarity with and use of the National Education Technology Standards (NETS).

5. How familiar are you with the National Education Technology Standards (NETS)?

- Not at all familiar
- Somewhat familiar
- Moderately familiar
- Very familiar

Page 1

6. How much have you used NETS in planning for your classes?

- Never
- Very little
- Some
- A great deal

In general, how much do you use technology and media arts integration in your classroom?

7. Technology

- Never
- Very little
- Some
- A great deal

8. Media arts integration

- Never
- Very little
- Some
- A great deal

YOUR MEDIA ARTS SKILLS

We would like to know your skill level in media arts. For each type of media arts, please rate your current skill level.

9. How would you rate your skill level in AUDIO PRODUCTION (microphones, mixers, 4-track, podcasting, Garage Band, Logic Studio, Sound Forge, etc.)?

- No experience
- Basic (I can do this but might need assistance)
- Intermediate (I'm pretty comfortable doing this on my own)
- Expert (I could teach others how to do this)

10. How would you rate your skill level in DIGITAL PHOTOGRAPHY (Digital camera, iPhoto, Aperture, Photoscape, Picasa, etc.)?

- No experience
- Basic (I can do this but might need assistance)
- Intermediate (I'm pretty comfortable doing this on my own)
- Expert (I could teach others how to do this)

Page 2

11. How would you rate your skill level in VIDEO PRODUCTION (Camcorders, Flip Cams, Final Cut, Vegas, iMovie, Premier, Movie Maker, etc.)?

- No experience
- Basic (I can do this but might need assistance)
- Intermediate (I'm pretty comfortable doing this on my own)
- Expert (I could teach others how to do this)

12. How would you rate your skill level in GRAPHIC DESIGN (Scanners, Photoshop, Illustrator, PowerPoint, etc.)?

- No experience
- Basic (I can do this but might need assistance)
- Intermediate (I'm pretty comfortable doing this on my own)
- Expert (I could teach others how to do this)

13. How would you rate your skill level in ANIMATION/SIMULATION (After Effects, Alice, Anime Studio, Cheetah, etc.)?

- No experience
- Basic (I can do this but might need assistance)
- Intermediate (I'm pretty comfortable doing this on my own)
- Expert (I could teach others how to do this)

14. How would you rate your skill level in GAME DESIGN (Alice, GameStar Mechanic, Scratch, etc.)?

- No experience
- Basic (I can do this but might need assistance)
- Intermediate (I'm pretty comfortable doing this on my own)
- Expert (I could teach others how to do this)

15. How would you rate your skill level in SOCIAL MEDIA (Facebook, Twitter, Blogging, etc.)?

- No experience
- Basic (I can do this but might need assistance)
- Intermediate (I'm pretty comfortable doing this on my own)
- Expert (I could teach others how to do this)

Page 3

16. Please give us a specific example of how you've integrated media arts into your curriculum. Your example might be a project, a unit, or a lesson.

HOW STUDENTS USE TECHNOLOGY AND MEDIA IN YOUR CLASSROOM

How often do your students use technology and media in your classroom related to the following skills?

17. Learn about current events

- Never
- Rarely (1 or 2 times per year)
- Quarterly (or about 4 times per year)
- Monthly (or about 8-10 times per year)
- Weekly
- Daily

18. Collaborate with other students

- Never
- Rarely (1 or 2 times per year)
- Quarterly (or about 4 times per year)
- Monthly (or about 8-10 times per year)
- Weekly
- Daily

19. Create original works of art (music, photography, graphic design, videos, etc.)

- Never
- Rarely (1 or 2 times per year)
- Quarterly (or about 4 times per year)
- Monthly (or about 8-10 times per year)
- Weekly
- Daily

20. Publish work to be read or seen by an audience outside the school community, including YouTube/Vimeo, blogs, Twitter, etc.

- Never
- Rarely (1 or 2 times per year)
- Quarterly (or about 4 times per year)
- Monthly (or about 8-10 times per year)
- Weekly
- Daily

GROWTH IN YOUR STUDENTS' MEDIA SKILLS

As a result of participation in the TEAM project, what level of growth have you seen in your students' media skills this year in the areas of consumption, connection, collaboration, and creation? Use the rating scale shown below. Please select *Don't know* if you have no basis to provide a skill level rating.

No growth
Low level of growth
Moderate level of growth
High level of growth
Don't know

21. Becoming a critical consumer of media

No growth	Low level of growth	Moderate level of growth	High level of growth	Don't Know
○	○	○	○	○

22. Using media to connect with external resources and people

No growth	Low level of growth	Moderate level of growth	High level of growth	Don't Know
○	○	○	○	○

23. Using media to collaborate with other students

No growth	Low level of growth	Moderate level of growth	High level of growth	Don't Know
○	○	○	○	○

24. Using media to create original works of art (music, photography, graphic design, videos, etc.)

No growth	Low level of growth	Moderate level of growth	High level of growth	Don't Know
○	○	○	○	○

WORKING WITH A TEACHING ARTIST

The items in this section concern your experience working with a teaching artist in your classroom this school year. Please indicate the extent to which you agree or disagree with each statement.

25. I am able to effectively collaborate with a teaching artist in my classroom to create curriculum that integrates media arts and technology.

Strongly disagree	Disagree	Agree	Strongly agree
○	○	○	○

Page 5

26. The teacher-teaching artist partnership has helped me improve my ability to use media arts and technology in the classroom.

Strongly disagree	Disagree	Agree	Strongly agree
○	○	○	○

27. The teacher-teaching artist partnership has improved my teaching.

Strongly disagree	Disagree	Agree	Strongly agree
○	○	○	○

28. I have the ability to continue the use of integrated arts and technology instruction on my own without having a teaching artist in my classroom.

Strongly disagree	Disagree	Agree	Strongly agree
○	○	○	○

29. When the teaching artist was in your classroom, what was your typical level of involvement in the lesson? (select only one)

- ○ **I was neither observing nor participating** (e.g., Doing things not related to the teaching artist's lesson such as marking papers for another class).
- ○ **I was observing** (e.g., Observing and following along but not actively participating in the lesson).
- ○ **I was supporting the teaching artist** (e.g., Following along and handing out materials, but not teaching any content).
- ○ **I was co-teaching with the teaching artist** (e.g., Giving instructions to the entire class or providing connections or assistance for individual students).

30. In which of your classes did you implement, on your own, concepts or activities from the project? (check all that apply)

- ☐ None
- ☐ In the residency class on days when the teaching artist wasn't there
- ☐ In my other classes
- ☐ Other, please specify

31. When the teaching artist was in your classroom, what was your typical level of involvement in managing students' behavior? (select only one)

- ○ I was not involved. The teaching artist was responsible for management of students' behavior.
- ○ I shared responsibility for managing students' behavior with the teaching artist.
- ○ I was responsible for management of students' behavior. The teaching artist was not involved.

Page 6

32. What was your level of involvement in creating the plan for the arts integrated unit implemented in your classroom? (select only one)

- I contributed a few ideas, but the artist was responsible for the shape and scope of the project.
- The artist and I contributed equally to the creation of the plan for the project.
- The artist contributed a few ideas, but I was responsible for the shape and scope of the project.

33. How often did you and the artist typically communicate during the residency? (select only one)

- Infrequently, less than once a week
- Once a week, during class time for the residency
- Once a week, before and/or after class time
- A couple of times during the week, both on residency class days and also between classes via email, phone, or text
- More than two times per week

34. If you were to do a residency with TEAM again, what level of involvement would you like to have?

- Less involvement. This project was a greater commitment than I would have liked.
- Same level of involvement. The level of commitment worked well for me and my students.
- More involvement. I'd like to increase the integration of media and technology in my teaching practice and/or I'd like to help other educators transform their practice.

COMMUNICATING WITH TECHNOLOGY

Several types of technology are listed below. For each type, indicate if you use it to communicate with students, parents, fellow teachers, and/or your extended professional network. If you don't use the technology with any of these groups, please select "Don't use it with any of these groups."

35. Video tutorials, podcasts, or screencasts (select all that apply)

- Students
- Parents
- Fellow teachers and other colleagues at my school
- My extended professional network of other educators and practitioners
- Don't use it with any of these groups

36. Diigo.com or other social bookmarking sites (select all that apply)

- Students
- Parents
- Fellow teachers and other colleagues at my school
- My extended professional network of other educators and practitioners
- Don't use it with any of these groups

Page 7

37. Blog (select all that apply)

- Students
- Parents
- Fellow teachers and other colleagues at my school
- My extended professional network of other educators and practitioners
- Don't use it with any of these groups

38. Facebook, MySpace, Twitter or other social networking site (select all that apply)

- Students
- Parents
- Fellow teachers and other colleagues at my school
- My extended professional network of other educators and practitioners
- Don't use it with any of these groups

39. Wiki pages (select all that apply)

- Students
- Parents
- Fellow teachers and other colleagues at my school
- My extended professional network of other educators and practitioners
- Don't use it with any of these groups

SUPPORT FOR USING TECHNOLOGY AND MEDIA ARTS IN YOUR CLASSES

How satisfied are you with the following?

40. Professional development you have received for integrating media arts in your teaching

Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
○	○	○	○	○

41. Your school's commitment to technology in the classroom

Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
○	○	○	○	○

42. What other types of support would you like for integrating technology use in your classroom?

Page 8

43. How often do you reflect on your teaching practice?

- Never
- Yearly
- Quarterly
- Monthly
- Weekly
- Daily

44. How often do you collaborate with other educators?

- Never
- Yearly
- Quarterly
- Monthly
- Weekly
- Daily

45. Please use the space below for any other thoughts or comments you'd like to share about the approach to technology in your school.

Thank you for taking the TEAM survey.

Page 9

Welcome to the TEAM survey!
Transforming Education Through the Arts and Media (TEAM)

We are trying to understand what students might learn in Project TEAM. We are asking students to complete a short survey at the beginning and at the end of the project. There are no right or wrong answers to the survey questions. We only want to know what you think. No one will see your answers except the researchers who are doing the study for Project TEAM. Being in the study is totally up to you and no one will be mad at you if you do not want to do it. Thank you for your time.

***1. Which school do you attend?**

- Claremont
- Gray
- Haines
- Kellman
- Leland

***2. Please type your Project TEAM Survey ID number in the space below:**

***3. Please type your teacher's last name in the space below:**

***4. What grade are you in?**

- Grade 7
- Grade 8

The items in this section ask you about how you work and learn, both in school and out of school. Please read each statement and mark the answer that best says how much you agree that the description is true for you.

5. I like school.

Strongly disagree	Kind of disagree	Kind of agree	Strongly agree

6. I use the things I learn in school in other parts of my life.

Strongly disagree	Kind of disagree	Kind of agree	Strongly agree

7. When something is difficult, I try different ways to figure it out.

Strongly disagree	Kind of disagree	Kind of agree	Strongly agree

8. I participate in class discussions.

Strongly disagree	Kind of disagree	Kind of agree	Strongly agree

Page 1

9. I like solving problems and puzzles.

Strongly disagree	Kind of disagree	Kind of agree	Strongly agree
○	○	○	○

10. I make a plan before starting on a big assignment or project.

Strongly disagree	Kind of disagree	Kind of agree	Strongly agree
○	○	○	○

11. When I'm curious or confused about something, I ask questions or look up information.

Strongly disagree	Kind of disagree	Kind of agree	Strongly agree
○	○	○	○

12. When writing a paper or doing a project, I start with a rough draft and then revise it to make it better.

Strongly disagree	Kind of disagree	Kind of agree	Strongly agree
○	○	○	○

13. When working in a group, I am a leader.

Strongly disagree	Kind of disagree	Kind of agree	Strongly agree
○	○	○	○

14. I believe what I learn in school can help me make a difference in my community.

Strongly disagree	Kind of disagree	Kind of agree	Strongly agree
○	○	○	○

15. I stay informed on current events, politics, and community issues.

Strongly disagree	Kind of disagree	Kind of agree	Strongly agree
○	○	○	○

These statements describe skills related to using computers. How well can you do these things? Please read each statement and mark the answer that best describes you.

16. Use video, sound, or pictures in Power Point or Keynote in presentations for class

- ○ No experience
- ○ Basic (I can do this but might need assistance)
- ○ Intermediate (I'm pretty comfortable doing this on my own)
- ○ Expert (I could teach others how to do this)

17. Use Excel to make a database or solve math problems

- ○ No experience
- ○ Basic (I can do this but might need assistance)
- ○ Intermediate (I'm pretty comfortable doing this on my own)
- ○ Expert (I could teach others how to do this)

Page 2

18. Upload and edit my own photos, videos, and sound

- No experience
- Basic (I can do this but might need assistance)
- Intermediate (I'm pretty comfortable doing this on my own)
- Expert (I could teach others how to do this)

19. Download and install software from the Internet

- No experience
- Basic (I can do this but might need assistance)
- Intermediate (I'm pretty comfortable doing this on my own)
- Expert (I could teach others how to do this)

20. Use Google Maps to find information about a neighborhood or certain location

- No experience
- Basic (I can do this but might need assistance)
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21. Use tools like spell check, calculator, dictionary, thesaurus, etc. to help me in my learning or work

- No experience
- Basic (I can do this but might need assistance)
- Intermediate (I'm pretty comfortable doing this on my own)
- Expert (I could teach others how to do this)

22. Learn how to do something new on a computer, camera, phone, or other device by seeing what happens when playing around with it

- No experience
- Basic (I can do this but might need assistance)
- Intermediate (I'm pretty comfortable doing this on my own)
- Expert (I could teach others how to do this)

These statements describe skills related to interacting with media.
How well can you do these things? Please read each statement and mark the answer that best says how much you agree that the description is true for you.

Page 3

23. I am very picky about what I watch, read, and listen to.

Strongly disagree | Kind of disagree | Kind of agree | Strongly agree

24. When I'm interested in a topic or issue, I try to get information from a bunch of different sources (like TV, radio, the Internet, etc.) to understand it more fully.

Strongly disagree | Kind of disagree | Kind of agree | Strongly agree

25. When I search for something online and I get thousands of results, I can effectively decide which ones will be the most useful for me.

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26. I follow my favorite books, actors, shows, musicians, etc. across different platforms and media (TV, magazines, Internet, Facebook, Twitter, etc.).

Strongly disagree | Kind of disagree | Kind of agree | Strongly agree

27. I can recognize prejudice or bias in media (racism, sexism, stereotyping, etc.).

Strongly disagree | Kind of disagree | Kind of agree | Strongly agree

28. I can tell whether or not an online information source is reliable and accurate.

Strongly disagree | Kind of disagree | Kind of agree | Strongly agree

29. I think about how people of my age, ethnicity, and gender are represented in movies, TV shows, and magazines.

Strongly disagree | Kind of disagree | Kind of agree | Strongly agree

30. I enjoy using things like Wikipedia, team games, online fan communities, and community message boards to collaborate and have conversations with people I've never met.

Strongly disagree | Kind of disagree | Kind of agree | Strongly agree

31. I like to share links, videos, and other cool stuff on social media sites like Facebook, YouTube, or Twitter.

Strongly disagree | Kind of disagree | Kind of agree | Strongly agree

Page 4

32. When I can't solve a problem or find a piece of information by myself, I use the Internet or social media to connect with others and find what I am looking for.

Strongly disagree | Kind of disagree | Kind of agree | Strongly agree

33. When I go online, I feel like I am part of a community.

Strongly disagree | Kind of disagree | Kind of agree | Strongly agree

34. I act, talk, and treat people differently online than I do in person.

Strongly disagree | Kind of disagree | Kind of agree | Strongly agree

35. I only visit websites I know are safe.

Strongly disagree | Kind of disagree | Kind of agree | Strongly agree

36. I often comment on articles, photos, or videos online.

Strongly disagree | Kind of disagree | Kind of agree | Strongly agree

37. I can tell stories in different ways, such as through photography, video, writing, drawing, etc.

Strongly disagree | Kind of disagree | Kind of agree | Strongly agree

38. I can create art or media that represents who I am.

Strongly disagree | Kind of disagree | Kind of agree | Strongly agree

39. I feel confident sharing my original creative work with my classmates.

Strongly disagree | Kind of disagree | Kind of agree | Strongly agree

40. I feel confident sharing my original creative work with a larger audience online.

Strongly disagree | Kind of disagree | Kind of agree | Strongly agree

41. When making a video or creating an image, I know how to use visual clues to get across information about a character, setting, or other concepts (for instance, the type of clothing a character wears might tell us about them before they even speak).

Strongly disagree | Kind of disagree | Kind of agree | Strongly agree

42. I consider myself a media artist.

Strongly disagree | Kind of disagree | Kind of agree | Strongly agree

Page 5

Please tell us about your plans for college.

43. Do you plan to attend college after you finish high school?

- Definitely will attend
- Probably will attend
- Probably will not attend
- Definitely will not attend

44. What subject or field would you like to study?

Page 6

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40. I feel confident sharing my original creative work with a larger audience online.

Strongly disagree | Kind of disagree | Kind of agree | Strongly agree

41. When making a video or creating an image, I know how to use visual clues to get across information about a character, setting, or other concepts (for instance, the type of clothing a character wears might tell us about them before they even speak).

Strongly disagree | Kind of disagree | Kind of agree | Strongly agree

42. I consider myself a media artist.

Strongly disagree | Kind of disagree | Kind of agree | Strongly agree

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These statements concern working with a TEAM artist in your class this year. Please read each statement and mark the answer that best says how much you agree that the description is true for you.

43. Working with a TEAM artist from Columbia helped me learn the academic material in this class better than I would have without TEAM.

Strongly disagree	Kind of disagree	Kind of agree	Strongly agree
○	○	○	○

44. Working with a TEAM artist from Columbia helped me to be more actively involved in this class than I would have been without TEAM.

Strongly disagree	Kind of disagree	Kind of agree	Strongly agree
○	○	○	○

45. Working with a TEAM artist from Columbia helped me to be more interested in this class than I would have been without TEAM.

Strongly disagree	Kind of disagree	Kind of agree	Strongly agree
○	○	○	○

46. I was more enthusiastic about attending school on days when the TEAM artist from Columbia was going to be there than on other days.

Strongly disagree	Kind of disagree	Kind of agree	Strongly agree
○	○	○	○

Please tell us about your plans for college.

47. Do you plan to attend college after you finish high school?

- ○ Definitely will attend
- ○ Probably will attend
- ○ Probably will not attend
- ○ Definitely will not attend

48. What subject or field would you like to study?

Thank you for participating in the TEAM survey.

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Table F-1. Students' Self-Ratings of Their Computer-Related Skills Including Only Those Students Who Participated in TEAM in Both Grade 7 and Grade 8 in TEAM Program Years 2 and 3

Computer-Related Skill	Students' Mean Skill Ratings (Response Scale: No Experience = 1, Basic = 2, Intermediate = 3, Expert = 4)							
	Grade 7 in Year 2 (2011-12)				Grade 8 in Year 3 (2012-13)			
	n	Pre	Post	*p*	*n*	Pre	Post	*p*
Use video, sound, or pictures in Power Point or Keynote in presentations for class	94	2.32 (0.85)	2.80 (0.84)	<.001	105	2.64 (0.79)	2.88 (0.76)	.002
Use Excel to make a database or solve math problems	93	2.12 (0.92)	2.34 (0.81)	ns	106	2.13 (0.74)	2.24 (0.78)	ns
Upload or edit my own photos, videos, and sound.	94	2.96 (0.92)	3.14 (0.86)	ns	107	3.04 (0.85)	3.26 (0.84)	.003
Download and install software from the Internet.	94	2.87 (1.06)	2.98 (0.99)	ns	105	3.10 (0.92)	3.22 (0.87)	ns
Use Google Maps to find information about a neighborhood or certain location	93	3.26 (0.88)	3.27 (0.78)	ns	106	3.42 (0.69)	3.35 (0.73)	ns
Use tools like spell check, calculator, dictionary, thesaurus, etc. to help me in my learning or work	94	3.39 (0.71)	3.47 (0.65)	ns	106	3.52 (0.65)	3.49 (0.65)	ns
Learn how to do something new on a computer, camera, phone, or other device by seeing what happens when playing around with it	94	3.33 (0.77)	3.41 (0.69)	ns	107	3.24 (0.76)	3.35 (0.72)	ns

Table F-2. Students' Behaviors and Skills Related to Consumption of Media Including Only Those Students Who Participated in TEAM in Both Grade 7 and Grade 8 in TEAM Program Years 2 and 3

Behavior or Skill Related to Consumption of Media	Mean Agreement Rating (Response Scale: Strongly Disagree = 1, Kind of Disagree = 2, Kind of Agree = 3, Strongly Agree = 4)							
	Grade 7 in Year 2 (2011-12)				Grade 8 in Year 3 (2012-13)			
	n	Pre	Post	*p*	*n*	Pre	Post	*p*
I am very picky about what I watch read, and listen to.	92	2.92 (0.88)	2.92 (0.87)	ns	106	3.06 (0.84)	3.01 (0.79)	ns
When I'm interested in a topic or issue, I try to get information from a bunch of different sources (like TV, radio, the Internet, etc.) to understand it more fully.	93	3.22 (0.72)	3.18 (0.69)	ns	107	3.13 (0.78)	3.21 (0.67)	ns
When I search for something online and I get thousands of results, I can effectively decide which ones will be the most useful for me.	90	3.21 (0.80)	3.26 (0.74)	ns	105	3.28 (0.69)	3.30 (0.63)	ns
I follow my favorite books, actors, shows, musicians, etc. across different platforms and media (TV, magazines, Internet, Facebook, Twitter, etc.).	92	3.24 (0.86)	3.24 (0.80)	ns	107	3.27 (0.80)	3.29 (0.69)	ns
I can recognize prejudice or bias in media (racism, sexism, etc.).	92	3.05 (0.93)	3.29 (0.74)	.006	106	3.26 (0.74)	3.23 (0.68)	ns
I can tell whether or not an online information source is reliable and accurate.	91	3.11 (0.78)	3.16 (0.60)	ns	107	3.13 (0.67)	3.17 (0.57)	ns
I think about how people my age, ethnicity, and gender are represented in movies, TV shows, and magazines.	91	3.00 (0.72)	3.10 (0.62)	ns	104	2.95 (0.76)	2.98 (0.62)	ns
I only visit websites I know are safe.	93	3.22 (0.79)	3.10 (0.84)	ns	107	3.20 (0.83)	3.12 (0.87)	ns

Table F-3. Students' Behaviors and Skills Related to Communication Using Media, Including Only Those Students Who Participated in TEAM in Both Grade 7 and Grade 8 in TEAM Program Years 2 and 3

Behavior or Skill Related to Communication Using Media	Mean Agreement Rating (Response Scale: Strongly Disagree = 1, Kind of Disagree = 2, Kind of Agree = 3, Strongly Agree = 4)							
	Grade 7 in Year 2 (2011-12)				Grade 8 in Year 3 (2012-13)			
	n	Pre	Post	*p*	*n*	Pre	Post	*p*
I enjoy using things like Wikipedia, team games, online fan communities, and community message boards to collaborate and have conversations with people I've never met.	94	2.60 (1.01)	2.81 (0.91)	ns	104	2.62 (0.84)	2.64 (0.87)	ns
I like to share links, videos, and other cool stuff on social media sites like Facebook, YouTube, or Twitter.	94	3.07 (1.06)	3.26 (0.83)	ns	106	3.11 (0.92)	3.09 (0.91)	ns
When I can't solve a problem or find a piece of information by myself, I use the Internet or social media to connect with others and find what I am looking for.	94	3.23 (0.85)	3.22 (0.74)	ns	106	3.24 (0.63)	3.28 (0.66)	ns
When I go online, I feel like I am part of a community.	87	2.97 (0.78)	2.84 (0.86)	ns	106	2.97 (0.74)	2.89 (0.81)	ns
I act, talk, and treat people differently online than I do in person.	90	2.01 (1.02)	2.22 (1.04)	ns	107	3.32 (1.07)	2.07 (0.98)	ns
I often comment on articles, photos, or videos online.	97	2.79 (0.89)	2.81 (0.97)	ns	107	2.78 (0.81)	2.63 (0.92)	ns

Table F-4. Students' Behaviors and Skills Related to Creation Using Media, Including Only Those Students Who Participated in TEAM in Both Grade 7 and Grade 8 in TEAM Program Years 2 and 3

Behavior or Skill Related to Creation Using Media	Mean Agreement Rating (Response Scale: Strongly Disagree = 1, Kind of Disagree = 2, Kind of Agree = 3, Strongly Agree = 4)							
	Grade 7 in Year 2 (2011-12)				Grade 8 in Year 3 (2012-13)			
	n	Pre	Post	*p*	*n*	Pre	Post	*p*
I can tell stories in different ways, such as through photography, video writing, drawing, etc.	94	3.05 (0.77)	2.96 (0.76)	ns	107	3.08 (0.74)	3.06 (0.73)	ns
I can create art or media that represents who I am.	93	2.91 (0.87)	2.99 (0.80)	ns	106	3.00 (0.84)	3.08 (0.78)	ns
I feel confident sharing my original creative work with my classmates.	91	2.87 (0.90)	2.88 (0.80)	ns	104	2.86 (0.83)	2.91 (0.78)	ns
I feel confident sharing my original creative work with a larger audience online.	92	2.57 (0.98)	2.70 (0.95)	ns	103	2.57 (0.91)	2.72 (0.88)	ns
When making a video or creating an image, I know how to use visual clues to get across information about a character, setting, or other concepts (for instance, the type of clothing a character wears might tell us about them before they even speak).	92	3.00 (0.77)	3.02 (0.77)	ns	107	3.00 (0.58)	3.06 (0.63)	ns
I consider myself a media artist or producer.*	94	2.48 (0.84)	2.35 (0.90)	ns	107	2.46 (0.82)	2.53 (0.81)	ns

*Note: The words "or producer" were omitted in years 3 and 4.

Table F-5. Students' Self-Ratings of Their Computer-Related Skills Including Only Those Students Who Participated in TEAM in Both Grade 7 and Grade 8 in TEAM Program Years 3 and 4

Computer-Related Skill	Students' Mean Skill Ratings (Response Scale: No Experience = 1, Basic = 2, Intermediate = 3, Expert = 4)							
	Grade 7 in Year 3 (2012-13)				Grade 8 in Year 4 (2013-14)			
	n	Pre	Post	*p*	*n*	Pre	Post	*p*
Use video, sound, or pictures in Power Point or Keynote in presentations for class	110	2.45 (0.80)	2.72 (0.74)	.002	125	2.77 (0.77)	2.82 (0.75)	ns
Use Excel to make a database or solve math problems	110	2.22 (0.92)	2.25 (0.86)	ns	123	2.24 (0.81)	2.32 (0.90)	ns
Upload or edit my own photos, videos, and sound.	110	2.69 (1.00)	3.00 (0.88)	.001	125	2.98 (0.80)	3.14 (0.83)	.028
Download and install software from the Internet.	110	2.40 (1.01)	2.71 (0.97)	.004	125	2.98 (0.89)	2.96 (0.90)	ns
Use Google Maps to find information about a neighborhood or certain location	110	3.14 (0.87)	3.24 (0.85)	ns	122	3.43 (0.72)	3.34 (0.73)	ns
Use tools like spell check, calculator, dictionary, thesaurus, etc. to help me in my learning or work	110	3.35 (0.70)	3.55 (0.59)	.016	124	3.54 (0.55)	3.56 (0.58)	ns
Learn how to do something new on a computer, camera, phone, or other device by seeing what happens when playing around with it	111	3.22 (0.69)	3.30 (0.73)	ns	124	3.34 (0.72)	3.33 (0.72)	ns

Table F-6. Students' Behaviors and Skills Related to Consumption of Media Including Only Those Students Who Participated in TEAM in Both Grade 7 and Grade 8 in TEAM Program Years 3 and 4

Behavior or Skill Related to Consumption of Media	Mean Agreement Rating (Response Scale: Strongly Disagree = 1, Kind of Disagree = 2, Kind of Agree = 3, Strongly Agree = 4)							
	Grade 7 in Year 3 (2012-13)				Grade 8 in Year 4 (2013-14)			
	n	Pre	Post	*p*	*n*	Pre	Post	*p*
I am very picky about what I watch, read, and listen to.	106	2.92 (0.88)	3.12 (0.78)	.015	121	3.03 (0.86)	3.14 (0.76)	ns
When I'm interested in a topic or issue, I try to get information from a bunch of different sources (like TV, radio, the Internet, etc.) to understand it more fully.	109	3.31 (0.73)	3.18 (0.66)	ns	122	3.17 (0.77)	3.19 (0.74)	ns
When I search for something online and I get thousands of results, I can effectively decide which ones will be the most useful for me.	106	3.22 (0.74)	3.25 (0.57)	ns	120	3.28 (0.64)	3.24 (0.59)	ns
I follow my favorite books, actors, shows, musicians, etc. across different platforms and media (TV, magazines, Internet, Facebook, Twitter, etc.).	108	3.29 (0.87)	3.20 (0.80)	ns	122	3.21 (0.87)	3.26 (0.77)	ns
I can recognize prejudice or bias in media (racism, sexism, etc.).	109	3.00 (0.85)	3.23 (0.66)	.005	121	3.35 (0.64)	3.36 (0.67)	ns
I can tell whether or not an online information source is reliable and accurate.	107	3.19 (0.62)	3.13 (0.67)	ns	121	3.14 (0.64)	3.21 (0.62)	ns
I think about how people my age, ethnicity, and gender are represented in movies, TV shows, and magazines.	109	3.10 (0.75)	2.96 (0.77)	ns	121	2.97 (0.69)	3.00 (0.76)	ns
I only visit websites I know are safe.	106	3.27 (0.81)	3.07 (0.81)	ns	120	1.87 (0.87)	3.25 (0.79)	<.001

Table F-7. Students' Behaviors and Skills Related to Communication Using Media, Including Only Those Students Who Participated in TEAM in Both Grade 7 and Grade 8 in TEAM Program Years 3 and 4

Behavior or Skill Related to Communication Using Media	Mean Agreement Rating (Response Scale: Strongly Disagree = 1, Kind of Disagree = 2, Kind of Agree = 3, Strongly Agree = 4)							
	Grade 7 in Year 3 (2012-13)				Grade 8 in Year 4 (2013-14)			
	n	Pre	Post	*p*	*n*	Pre	Post	*p*
I enjoy using things like Wikipedia, team games, online fan communities, and community message boards to collaborate and have conversations with people I've never met.	107	2.67 (1.01)	2.64 (0.90)	ns	121	2.65 (0.94)	2.67 (0.87)	ns
I like to share links, videos, and other cool stuff on social media sites like Facebook, YouTube, or Twitter.	107	3.26 (0.94)	3.17 (0.82)	ns	119	3.16 (0.79)	2.95 (0.83)	.009
When I can't solve a problem or find a piece of information by myself, I use the Internet or social media to connect with others and find what I am looking for.	108	3.28 (0.71)	3.24 (0.70)	ns	119	3.39 (0.65)	3.26 (0.67)	ns
When I go online, I feel like I am part of a community.	109	2.79 (0.83)	0.79 (0.77)	ns	121	2.82 (0.75)	2.88 (0.78)	ns
I act, talk, and treat people differently online than I do in person.	108	2.46 (1.02)	2.27 (1.00)	ns	122	2.43 (1.04)	2.44 (1.09)	ns
I often comment on articles, photos, or videos online.	107	2.82 (0.94)	2.79 (0.87)	ns	121	2.47 (0.93)	2.55 (0.83)	ns

Table F-8. Students' Behaviors and Skills Related to Creation Using Media, Including Only Those Students Who Participated in TEAM in Both Grade 7 and Grade 8 in TEAM Program Years 3 and 4

Behavior or Skill Related to Creation Using Media	Mean Agreement Rating (Response Scale: Strongly Disagree = 1, Kind of Disagree = 2, Kind of Agree = 3, Strongly Agree = 4)							
	Grade 7 in Year 3 (2012-13)				Grade 8 in Year 4 (2013-14)			
	n	Pre	Post	*p*	*n*	Pre	Post	*p*
I can tell stories in different ways, such as through photography, video, writing, drawing, etc.	107	2.93 (0.82)	3.01 (0.72)	ns	121	1.91 (0.78)	2.94 (0.78)	<.001
I can create art or media that represents who I am.	105	2.94 (0.92)	3.09 (0.80)	ns	119	1.94 (0.84)	3.09 (0.70)	<.001
I feel confident sharing my original creative work with my classmates.	108	2.95 (0.88)	2.96 (0.83)	ns	120	2.04 (0.88)	2.88 (0.80)	<.001
I feel confident sharing my original creative work with a larger audience online.	108	2.48 (0.91)	2.65 (0.86)	ns	121	2.28 (0.94)	2.59 (0.84)	.015
When making a video or creating an image, I know how to use visual clues to get across information about a character, setting, or other concepts (for instance, the type of clothing a character wears might tell us about them before they even speak).	108	2.98 (0.84)	2.97 (0.73)	ns	120	2.03 (0.67)	2.98 (0.70)	<.001
I consider myself a media artist or producer. *	106	2.38 (0.88)	2.53 (0.84)	ns	120	2.44 (0.81)	2.47 (0.80)	ns

*Note: The words "or producer" were omitted in years 3 and 4.

Appendix G: TEAM and Comparison Students' Performance on ISAT Reading and ISAT Math

SCHOOL YEAR:	2010-11		
Grant Project Year:	☐ Planning Year ☐ Implementation Year 1	☐ Implementation Year 2 ☐ Implementation Year 3	☐ Final Project Year

	AEMDD Students	Comparison Students	Note
Reading			
Number of Students Taking Reading Test	738	582	
Number of Students Scoring Proficient on Reading Test	559	417	
% of Students Achieving Proficiency in Reading	76%	72%	
Mathematics			
Number of Students Taking Math Test	754	589	
Number of Students Scoring Proficient on Math Test	614	460	
% of Students Achieving Proficiency in Math	81%	78%	

Appendix G: TEAM and Comparison Students' Performance on ISAT Reading and ISAT Math

SCHOOL YEAR:	2011-12		
Grant Project Year:	☐ Planning Year ☐ Implementation Year 1	☐ Implementation Year 2 ☐ Implementation Year 3	☐ Final Project Year
	AEMDD Students	Comparison Students	Note
Reading			
Number of Students Taking Reading Test	690	613	
Number of Students Scoring Proficient on Reading Test	541	435	
% of Students Achieving Proficiency in Reading	78%	71%	
Mathematics			
Number of Students Taking Math Test	709	615	
Number of Students Scoring Proficient on Math Test	580	474	
% of Students Achieving Proficiency in Math	82%	77%	

Appendix G: TEAM and Comparison Students' Performance on ISAT Reading and ISAT Math

SCHOOL YEAR:	2012-13		
Grant Project Year:	☐ Planning Year ☐ Implementation Year 1	☐ Implementation Year 2 ☐ Implementation Year 3	☐ Final Project Year
	AEMDD Students	Comparison Students	Note
Reading			
Number of Students Taking Reading Test	653	595	
Number of Students Achieving Proficiency on Reading Test	356	260	
% of Students Achieving Proficiency in Reading	55%	44%	
Mathematics			
Number of Students Taking Math Test	655	574	
Number of Students Achieving Proficiency on Math Test	353	235	
% of Students Achieving Proficiency in Math	54%	41%	

SCHOOL YEAR:	2013-14		
Grant Project Year:	☐ Planning Year ☐ Implementation Year 1	☐ Implementation Year 2 ☐ Implementation Year 3	☐ Final Project Year

	AEMDD Students	Comparison Students	Note
Reading			
Number of Students Taking Reading Test	265	189	
Number of Students Achieving Proficiency on Reading Test	150	69	
% of Students Achieving Proficiency in Reading	57%	37%	
Mathematics			
Number of Students Taking Math Test	273	188	
Number of Students Achieving Proficiency on Math Test	184	70	
% of Students Achieving Proficiency in Math	67%	37%	