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Henry Zarrow Center for Art and Education Outreach Program:
Program Evaluation

Technical Report
Fall 2013

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HENRY ZARROW CENTER FOR ART AND EDUCATION OUTREACH PROGRAM:

PROGRAM EVALUATION

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“The experience with the Zarrow outreach had an impact on my classroom behavior and attendance. The kids never wanted to miss a week! I am hopeful that we will be able to continue with the program next year.”

TPS Teacher

PROGRAM DESCRIPTION

Mission

The mission of the Henry Zarrow Center for Art and Education Outreach Program is to provide Tulsa Public School students with an arts enrichment program designed to increase art literacy and promote art appreciation. The program plans to accomplish this objective with its goal: Offer a hands-on arts experience designed to encompass academic curriculum while exposing students to the world of art promoting visual literacy. The program will also promote critical thinking by having students understand the production of artworks in their various cultural, political and historical contexts.

Program activities

To achieve its mission, the Zarrow center tested its program in a limited number of schools for one semester (January 2013-May 2013). In total, 106 TPS students participated from five 4th grade classrooms. Decisions concerning which grade level would participate were made by school administrators. Three classes (61 students) from Springdale Elementary and two classes (45 students) from Remington elementary were provided transportation to and from the Zarrow center. Program sessions at the Zarrow center were offered twice a month for five months (totaling 10 visits). Classes lasted 90 minutes for a total of 15 hours of art enrichment.

Curriculum

The curriculum was based on the Elements of Art and Principles of Design. The curriculum was designed for grade level requirements as well as Oklahoma Pass Requirements and the National Standards for Arts. Artists and artwork from well-known masters to works by more obscure artists were highlighted. The outreach program focused on making students comfortable with talking about art in its various aspects: art vocabulary, art history and art movements. The program included a special emphasis on exposing students to original fine art from around the region, especially to art that is relevant to Oklahoma's heritage. This was accomplished through the partnership with the Gilcrease Museum of Art and The University of Tulsa

SUMMARY OF PROGRAM ACTIVITIES				
Participants	Dates of Participation		Participation Details	
Springdale Elementary 61 4 th Grade Students	January 2013- May 2013	Twice a month	10 visits 90 minute classes	Total of 15 hours of Art Enrichment
Remington Elementary 45 4 th Grade Students				

EVALUATION APPROACH

The program evaluation utilized a multi-method approach to capture the experiences of multiple audiences. A summary of the evaluation methodology is provided in the table below. A detailed description of the evaluation approach is also provided.

Summary of Evaluation Methodology	
Method	Description
Observations	Outside evaluator observed student experiences at the Zarrow center.
Interviews	Two interviews with Zarrow staff educators responsible for conducting program sessions with TPS students.
Surveys	Web based surveys of TPS teachers (n=3) involved in Zarrow center activities.

Observations

An outside evaluator conducted behavioral observations at the Zarrow center during the months of February and March. During this time, the evaluator took notes to provide a base for future data collection tools. These observations contributed to the generation of both interview questions and survey items.

Interviews

A total of two individuals were interviewed in person by the program evaluator. These included Zarrow center educators that were responsible for conducting program sessions with TPS students. These individuals were responsible for teaching and modifying lesson plans, assisting students in the classroom, and routine classroom management. Interviews were scheduled at a time and place that was most convenient for the individual. As interviews were scheduled, individuals were sent the interview guide to help them prepare (see Appendix A). The interview guide was created by utilizing the program evaluator's observations at the Zarrow center. Interviews took approximately 30-45 minutes. Interviews were recorded and later transcribed. Following the transcription, the evaluator read the interviews to identify key themes in the data. Themes are found by identifying words or phrases that are often stated by the staff members.

Surveys

A web-based survey was administered as part of the evaluation to TPS teachers. TPS teachers were present in the classroom during all Zarrow center sessions. They were able to observe student reactions as well as the Zarrow educator's lesson plans. These individuals were also responsible for facilitating the transfer of students from the elementary schools to the Zarrow center. Scales were developed from the evaluator's observations. All scales were made up of multiple items designed to reflect observable characteristics of the program from the perspective of the TPS teacher. A summary of the scales is provided in the Results section. All survey items are located in Appendix B.

ZARROW STAFF INTERVIEW RESULTS

The table below highlights themes that were found after analyzing the interviews' content. Overall, interviewees indicated that 1) the program filled a need in the TPS school system, 2) the program's content was reinforced in a way that resulted in observable student learning, 3) the program benefits from open communication between program members, and 4) the program was engaging and resulted in excitement and enthusiasm within the students.

The table also highlight the frequency that each theme was stated in the interviews. Need, or a current lack of art knowledge and experience in TPS students, was reported most frequently.

Summary of Interview Themes		
Theme (Frequency)	Explanation	Example Quotes
Need (25)	TPS students lack art knowledge and experience.	"some students didn't know that mixing red and yellow made orange"
Impact (17)	Art information is presented in multiple ways resulting in observable learning within students.	"So there really was a good connection between building the project, going to the museums, and...the lesson."
Communication (15)	Open dialogue between program members.	"We had dialogue almost with every single project on...some ideas or things that we could change to make it better or more important."
Excitement (10)	Staff observed excitement and enthusiasm within the students.	"And they're always excited to come, I mean they're running to get into the classroom"

"This is why places like the Zarrow center exist, it's less about the gallery space and more about reaching out to the kids and community."

"Overall, I think this is the best program we have here."

Zarrow Center Staff Member



TPS TEACHER SURVEY RESULTS

The table below highlights the scales that were included in the TPS Teacher survey. Teachers were asked to provide both quantitative and qualitative responses. For each item, the participant was instructed to provide a rating between 1 (strongly disagree) and 5 (strongly agree). Participants were also asked to respond to open ended questions designed to target the program's strengths and weaknesses.

Summary of Scales included in TPS Teacher Survey		
Scale	Description	Mean
Need for Program	Does the program provide students with access to knowledge and resources they are not currently receiving?	4.75
Resources	What is the adequacy of the Zarrow center's resources (e.g. supplies, student-teacher ratio)?	4.58
Educator Effectiveness	Is the educator effectively reaching students while managing the classroom?	4.61
Curriculum Effectiveness	Is the curriculum (e.g. lesson plans, field trips, art projects) grade level appropriate?	4.80
Logistics	How well do the current logistics (e.g. transportation, session times/visits) meet the expectations of TPS teachers?	3.14

Program Strengths & Weaknesses as reported by TPS teachers	
Strengths	<ul style="list-style-type: none"> • "Strong art vocabulary provided for the students." • "Students are highly engaged." • "Variety of activities and access to many different supplies."
Weaknesses	<ul style="list-style-type: none"> • "None- just hard for us to come out every 2 weeks b/c of increasing demands by TPS & our school." • "I would like to see something other than simply painting or drawing." • "I would prefer that we begin the program earlier if we have it next year and go once each month instead of every other week. That was quite a bit of instructional time lost in the weeks leading up to state testing." • "Not enough time."

Overall, teachers indicated that they were satisfied with the art education experience offered at Zarrow. Most scale means were generally high (between "Agree" and "Strongly Agree"). Teachers also seemed highly satisfied with the curriculum's effectiveness.

Logistics was rated lowest by teachers. Teachers indicated through their written responses that they were concerned with the frequency and length of the program sessions. Teachers also indicated that an overall weakness of the program is that the TPS schedule did not allow them enough time for the activities.

PROGRAM RECOMMENDATIONS AND FUTURE GOALS

The program's primary future goal is to effectively expand the current program to include more schools across the Tulsa Public School district. The program evaluation concludes with recommendations that may enhance the already successful Zarrow Center Art Outreach program as it seeks to expand in the future.

Recommendations

1. Discuss logistical issues with TPS teachers to fit their needs
 - This may be accomplished by reducing the frequency of visits to once per month (as opposed to bi-weekly) and increase time spent to 2 hours (as opposed to 1 hour).
 - This may also reduce time spent travelling and increase time spent in the classroom.
2. Maintain a student-teacher ratio of approximately 12:1
 - Introduce a program assistant to classes that exceed this approximate ratio.
3. Generate smaller activities for students who work at different paces
 - These additional activities could also be provided to students as "take-home" activities to share with parents and siblings.
4. Provide teachers with lesson plans
 - Teachers will be able to supplement what is learned at the Zarrow center by tying in material that is required by state testing.
5. Maintain open communication between TPS teachers, Zarrow center staff, and program director

In conclusion, the results of the program evaluation indicate that the Henry Zarrow Center for Art and Education Outreach Program was successful at accomplishing its goal of "offering a hands-on arts experience designed to encompass academic curriculum while exposing students to the world of art promoting visual literacy."



"The teachers were extremely patient with our students. The kids thoroughly enjoyed every visit to Zarrow as well as the visits to the museums. The experience with the Zarrow outreach had an impact on my classroom behavior and attendance. The kids never wanted to miss a week! I am hopeful that we will be able to continue with the program next year."

APPENDIX A: INTERVIEW QUESTIONS

First we're going to start by asking you a few questions regarding the program as a whole.

(Questions about program)

Overall, what were some of your general feelings toward this program?

- What did you feel are some strengths of this program?
- What did you feel were some weaknesses of this program?
- How effective was the program's content?
- To what degree do you think that a program like this would be important to students within the public school system?

Thanks, next I'm going to ask you some questions about your opinions concerning the students' reactions to the program.

(Student Questions)

- What did you feel the students liked about the program? What were their overall reactions?
- Do you see any benefits of increasing the amount of art education for students? If so, what are they?
- In order to better understand the students' experience, we would like to discuss specific situations which you witnessed in the classroom.
 - Can you please identify a situation when you witnessed a positive outcome within the students that was directly related to the Zarrow center? **(POSITIVE)**
 - Can you please identify a situation when the Zarrow center could have better met the needs of the students? **(NEGATIVE)**
- Are there any specific resources that would better help the Zarrow Center to better meet the needs of TPS students?

APPENDIX B: SURVEY ITEMS

Directions: Please read and complete the survey listed below. The ratings are on a 1-5 scale ranging from strongly disagree to strongly agree (**1=strongly disagree, 2=disagree, 3=neutral, 4=agree, and 5=strongly agree**). All responses will be kept completely confidential, so please be honest and thoughtful. Thank you for taking the time to complete this survey.

Need for Zarrow						
In your opinion, does this program provide benefit beyond the regular curriculum?						
1	Zarrow provides my students with resources art supplies that the school does not.	1	2	3	4	5
2	Zarrow provides my students with experiences that the school does not.	1	2	3	4	5
3	Zarrow provides the students with knowledge that the school does not.	1	2	3	4	5
4	Zarrow provides the students with trips within the community that the school does not.	1	2	3	4	5

Resources						
In your opinion, does this program have adequate resources?						
1	Zarrow has enough supplies to accommodate my students	1	2	3	4	5
2	Zarrow has enough teachers to accommodate my students.	1	2	3	4	5
3	Zarrow could benefit from more resources	1	2	3	4	5
4	The student teacher ratio is adequate.	1	2	3	4	5

Teachers						
In your opinion, how effective are Zarrow educators?						
1	Teacher is prepared for class	1	2	3	4	5
2	Teacher knows his/her subject.	1	2	3	4	5
3	Teacher budgets class time effectively.	1	2	3	4	5
4	Teacher maintains control over class room.	1	2	3	4	5
5	Teacher has clear classroom procedures.	1	2	3	4	5
6	Teacher is sensitive to the needs of students.	1	2	3	4	5

Curriculum						
In your opinion, how effective is the Zarrow curriculum?						
1	The content information is grade-level appropriate.	1	2	3	4	5
2	The material is grade-level appropriate.	1	2	3	4	5
3	The projects are grade-level appropriate.	1	2	3	4	5
4	The field trips (Gilcrease, Philbrook) are grade-level appropriate.	1	2	3	4	5
5	Enough time is allotted to the lesson plans.	1	2	3	4	5
6	The curriculum is effectively reaching the students.	1	2	3	4	5

Student Learning and Engagement						
In your opinion, are the students engaged and learning while at Zarrow?						
1	The students are learning.	1	2	3	4	5
2	The students seem engaged with the lesson plans.	1	2	3	4	5
3	The students seem engaged with the art projects.	1	2	3	4	5
4	The students seem to enjoy going to Zarrow.	1	2	3	4	5
5	The students are benefitting from their time at Zarrow.	1	2	3	4	5

Logistics						
In your opinion, how are the planning/coordinating details of being at Zarrow?						
1	An hour is enough time for the students at Zarrow.	1	2	3	4	5
2	Less than an hour is enough time for the students at Zarrow.	1	2	3	4	5
3	More than an hour is needed for the students at Zarrow.	1	2	3	4	5
4	The students should participate in Zarrow activities once every two weeks.	1	2	3	4	5
5	The students should participate in Zarrow activities less than once every 2 weeks.	1	2	3	4	5
6	The students should participate in Zarrow activities more than once every 2 weeks.	1	2	3	4	5
7	I would like to see this program implemented in the future.	1	2	3	4	5

Open Ended Responses	
1	What is a strength of the program?
2	What is a weakness of the program?
3	Are there any specific resources that would assist Zarrow in meeting the needs of TPS students in the future?
4	Any additional comments or questions: