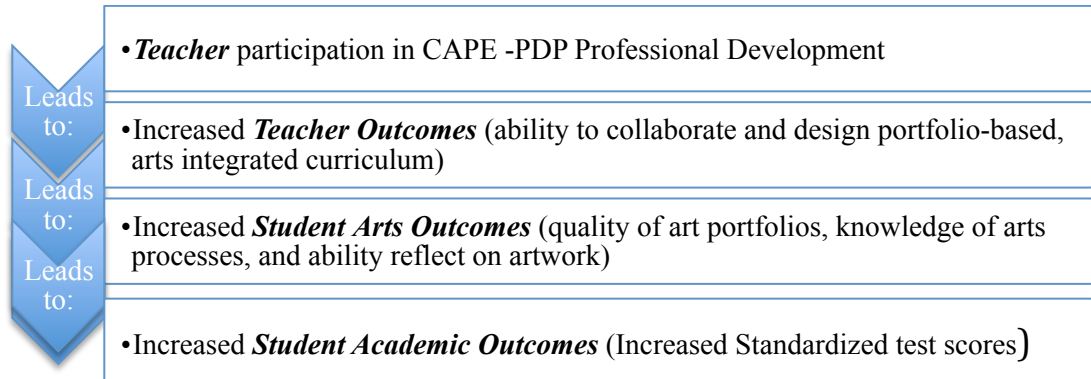




The Portfolio Design Project (PDP) was a four-year partnership between Chicago Arts Partnerships in Education (CAPE) and Chicago Public Schools Fine and Performing Arts Magnet Cluster Program (FPAMCP) schools. Funded by the U.S. Department of Education’s Arts in Education Model Development and Dissemination grant program.

Described as “*Linking the Chain of Evidence*” in the Final Report, the PDP research team¹ looked across teacher and student data and exhaustively examined the relationships between all the program outcomes. Statistical testing including direct pairwise correlation and stepwise regression testing of all teacher and student data in control and treatment groups support the following overall program findings:



Participants: Chicago Public School students in the classrooms of 9 Magnet Cluster Lead Teachers (MCLTs) at 9 schools, each partnered with a CAPE Teaching Artist as well as one 4th grade classroom teacher, one 5th grade teacher, and one 6th grade teacher at their school. In addition, each school’s Principal participated.

A group of demographically matched Control teachers and Control students participated in the study, but did not participate in the activities listed below.

PDP Program Activities: 4-6 professional development workshops led by CAPE staff each year. PDP teams (MCLTs, Classroom Teachers, and CAPE Teaching Artist at each school) developed and implemented arts integrated curriculum connecting the art/music classroom to the language arts classroom. Each year school Principals participated in classroom and PDP team meeting observations as well as follow-up interviews.

Research Questions:

- How does collaborative development and utilization of portfolios of individual student work improve educators’ arts integrated instructional practices?
- How do observation and examinations of student artifacts created during arts integrated units develop school principals’ strategic planning and support for the arts?
- How do the development and maintenance of individually developed portfolios impact student analytical, literacy and artistic achievement?

¹ CAPE PDP Co-Principal Investigators: Dr. Lawrence Scripp and Dr. Louanne Smolin



Data Sources: The PDP Research Team used both quantitative and qualitative tools:

For Treatment participants only: professional development exit surveys, MCLT and School Principal interviews, Classroom Observations, artifact analysis, Teacher Portfolio analysis, Portfolio Conference Interviews.

For Control and Treatment participants: pre/post teacher surveys, individual student Performance Assessment Interviews, and student ISAT test scores.

Findings

Teacher Outcomes:

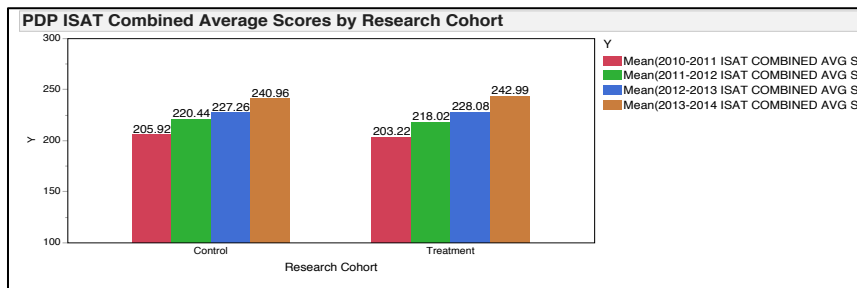
MCLTs and 4-6th grade classroom teachers increased their knowledge about arts integration. The collaboration between MCLTs and classroom teachers improved, with increased understandings of each other's instructional practices. PDP teachers engaged in collaborative analysis of student artifacts and used their findings to refine their curriculum, particularly in areas of arts, student writing and classroom climate.

Principal Outcomes:

Through their observations and exposure to PDP student artifacts, Principals articulated future strategies to expand opportunities for arts integration including increased time for MCLTs to plan with classroom teachers and developing more arts integration learning opportunities for students.

Student Outcomes:

As shown in the chart below, the treatment school students' standardized test scores (ISATs) start out below the scores of the control school students in the baseline year, yet as the program proceeded, the treatment students' scores met and then surpassed the mean scores of the control students. By the third year of PDP the treatment students show a statistically significant gain of ISAT test scores over those of the control school students.



The individual student Performance Assessment Interview (PAI) ratings reveal important differences in the levels of understanding of arts and arts learning processes between the control and the PDP treatment schools. Differences in PAI scores displayed below indicate that the treatment school students' understanding of arts making processes and arts integration learning practices are significantly higher than those of the control school students.

