Appendix

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I. Student Outcomes and Indicators

Student Outcomes and Indicators

Outcome 1: Leadership

Students take on specific roles within their classroom communities that display confidence and inspire their peers.

- Indicator 1: CWP students have the opportunity to take on leadership roles during culminating events.

- Indicator 2: CWP students have the opportunity to self-select to lead opening and/or closing rituals in the classroom and also opportunities to self-select to share work in the classroom.

- Indicator 4: CWP students self-identify as having inspired and motivated their peers to make their work stronger during the course of the residency.

- Indicator 5: CWP students exhibit self-motivation to learn by being engaged with the creative and educational process.
  - Demonstrated by asking questions, completing individual work, participating in group collaborations, offering inventive solutions.
- Indicator 6: CWP students express authentic ideas through spoken/written word or creative output.

Outcome 2: Emotional Intelligence & Self-Expression

Students articulate emotions of self and others, manage the emotions of self and others, and apply emotions in their learning process.

- Indicator 1: CWP students demonstrate an expanded ability to articulate emotions in their work.

- Indicator 2: CWP students create work that focuses on topics relevant to their lives (including sensitive topics) and explore these personally relevant topics using an authentic point of view.

- Indicator 3: CWP students will demonstrate ability to connect with and incorporate emotions to enhance their expression and better communicate intended meaning.

- Indicator 4: CWP students will exhibit an increase in students' use of empathy in their creative work and in their communication with their peers.

Outcome 3: Literacy

Students become stronger readers, writers and speakers through creative expression.

- Indicator 1: CWP students exhibit an increase in ability to recognize and define creative terms and devices explored during the residency (approximately 5-8 devices per residency).

- Indicator 2: CWP students exhibit an increase in ability to use creative devices explored during the residency (usually 5-8 devices per residency).

- Indicator 3: CWP students will exhibit an increase in ability to make purposeful word choices in their work.
  - Demonstrated through revision process.

- Indicator 4: CWP students exhibit an increase in ability to articulate the difference between different writing forms i.e. poetry, prose, narrative etc.

- Indicator 5: CWP students will exhibit an increase in ability to make inferences about texts.

- Indicator 6: CWP students will exhibit an increase in ability to use their writing to purposefully communicate intended meaning.
    o Evidenced by students creating work that is cohesive, and use of creative devices to enhance expression.

- Indicator 8: CWP students will exhibit an increase in comprehension skills for reading. Students analyze content using compare and contrast to interpret reading materials.

Outcome 4: Critical Thinking
Students examine their work and the work of others. They ask questions, transfer knowledge, and make connections as part of their creative and learning processes.
- Indicator 1: CWP students will exhibit an increase in ability to participate in discussion focused on analysis of texts and other works of art.

- Indicator 2: CWP students demonstrate increased ability to notice details, ask questions and offer specific evidence for their opinions about the work.

- Indicator 2: CWP students exhibit an increase in ability to make use of feedback and reflection to strengthen their work and give constructive feedback to their peers.

- Indicator 3: CWP students exhibit an increase in ability to apply what they learn to their lives, surroundings and experiences.

Outcome 5: Citizenship
Students work together to build their classrooms into a strong community. They develop life skills that extend beyond the classroom (into their homes, neighborhood and city) to become global citizens.
- Indicator 1: CWP students work together to accomplish collaborative writing and/or art-making projects and culminating events.
    o Evidenced by students working toward common goals, offering and listening to feedback, developing, communicating and implementing new ideas effectively

- Indicator 2: CWP students exhibit an increase in respectful behavior both on stage and as an audience.

- Indicator 4: CWP students self-identify as feeling that their creative risks are supported during the course of the residency.

- Indicator 5: CWP students exhibit ability to take lessons beyond the classroom to their neighborhoods, city, and the world.

Outcome 6: Cultural Awareness
Students are aware of the communities they inhabit and are sensitive to the needs of, and differences between, people of different backgrounds.
- Indicator 1: CWP students demonstrate an increase in ability to explore personally relevant topics in their work using authentic point of view.

- Indicator 2: CWP students demonstrate an increase in willingness to make powerful statements about their surroundings and experiences through their work.

- Indicator 3: CWP students use the arts as a tool to explore local concerns/issues.

- Indicator 4: CWP students explore a culturally diverse range of authors and artists and demonstrate increased awareness of wide range of perspectives.

- Indicator 5: CWP students draw upon their surrounding community and NYC as a resource and inspiration for their creative work. Students acknowledge and honor the diversity in their school and classroom.

- Indicator 6: CWP students exhibit an increased ability to articulate a strong sense of their communities through their work.

Outcome 7: Creative Thinking/Imagination

Students explore their imagination with artistic creations, try new ideas, collaborate, review with peers, experience innovative problem solving, refine and revise with new perspectives.

- Indicator 1: CWP students exhibit an increase in ability to use a wide range of idea creation techniques such as brainstorming, adopting, adapting and researching.

- Indicator 2: CWP students exhibit an increase in ability to create new and meaningful ideas.

- Indicator 3: CWP students exhibit an increase in ability to understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.

- Indicator 4: CWP students exhibit an increase in ability to use creative thinking skills to apply to their lives, surroundings and experiences.

- Indicator 5: CWP students exhibit an increase in ability to perceive themselves as creative beings and understand the creative process.

II. Graph Results: Administrator Outcomes and Indicators

**Impact on Students:
Administrators Respond**

**Impact on Teachers:
Administrators Respond**

Quality of Partnership: Administrators Respond
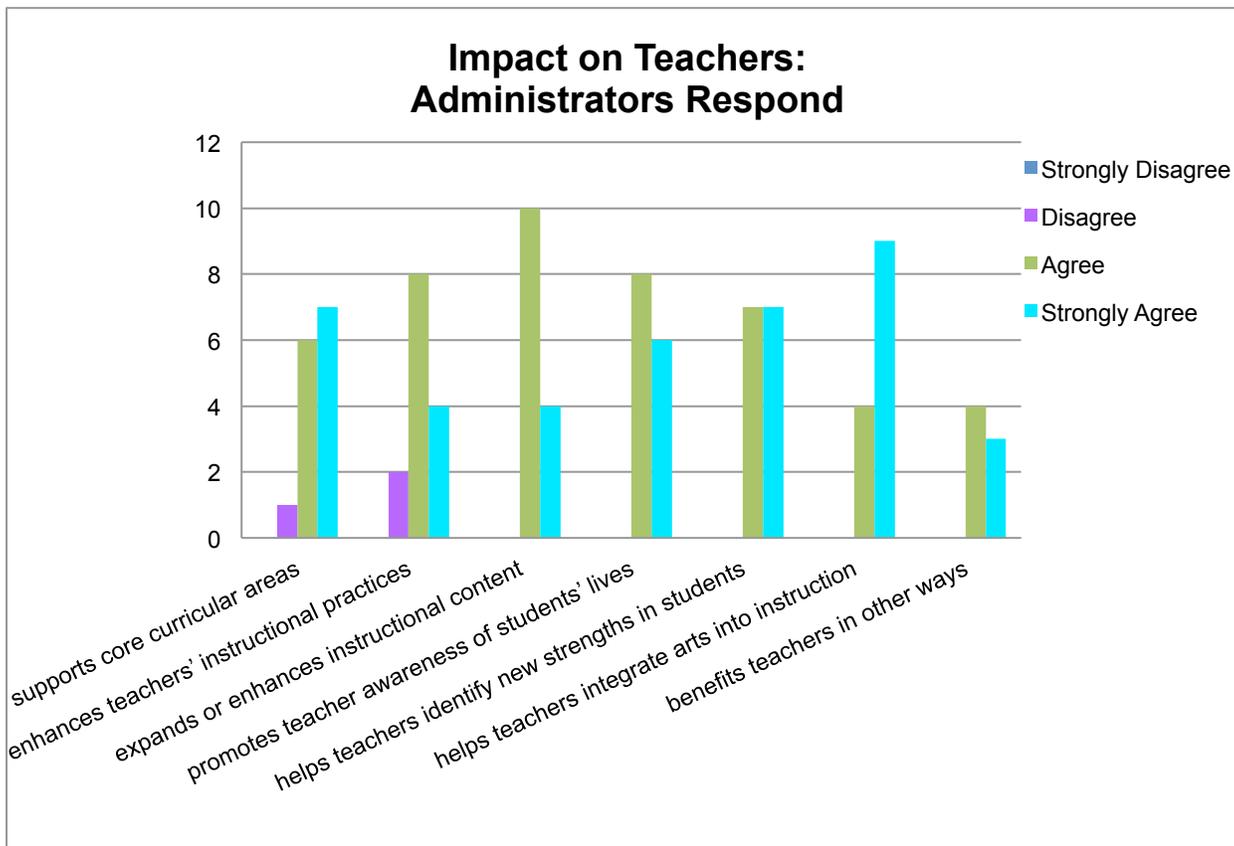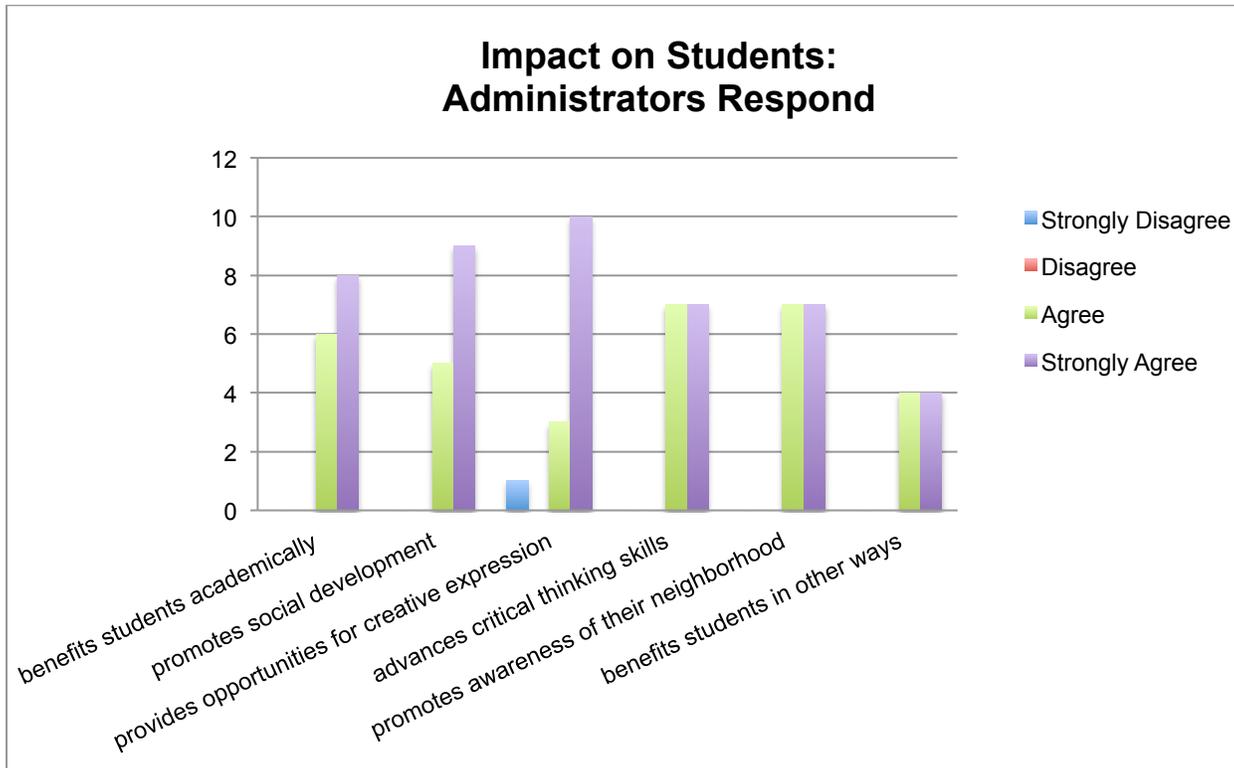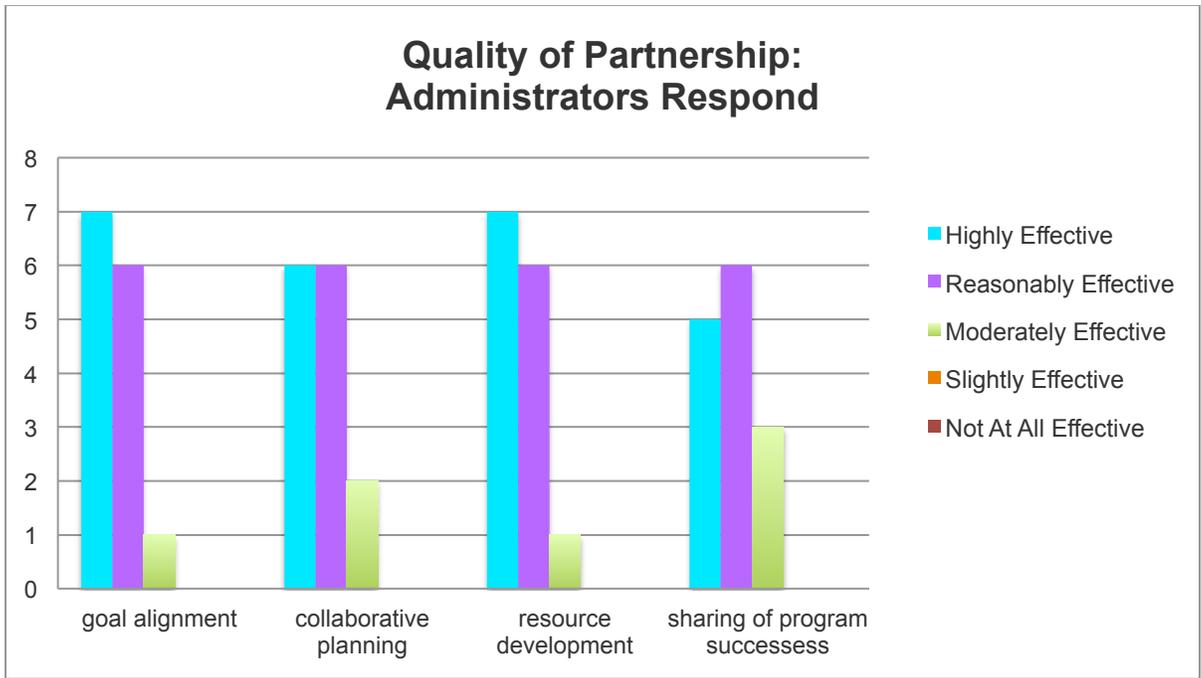
III. Graph Results: Classroom Teachers and Teaching Artists

Literacy - Classroom Teachers & Teaching Artists Respond:
After completing Community-Word Project, most students can now ...

- use writing to effectively communicate meaning
- understand and make inferences about texts
- make effective, purposeful word choices in their writing
- use the creative devices explored in the residency
- recognize and define creative devices explored in the residency
- understand and use visual arts/photography
- articulate how poetry is different from other forms of writing
- understand and use poetry
- clearly articulate their ideas verbally

□ TA Response
■ CT Response

1.00   10.00

Rating Average, 0 being Never and 10 being Always

Emotional Intelligence - Classroom Teachers & Teaching Artists Respond:
After completing Community-Word Project, most students can now ...

- understand and use empathy in their creative work
- comfortably express their feelings through creative writing, and/or performing, and art-making

□ CT Response
□ TA Response

1.00   10.00

Range Average: 0 = Never; 10 = Always

Critical Thinking - Classroom Teachers &Teaching Artists Respond:
After completing Community-Word Project, most students can now ...

use peer feedback to strengthen their work

analyze texts and art, citing specific evidence

☐ CT Response
☐ TA Response

1.00   10.00
Rating Average: 0 = Never; 10 = Always
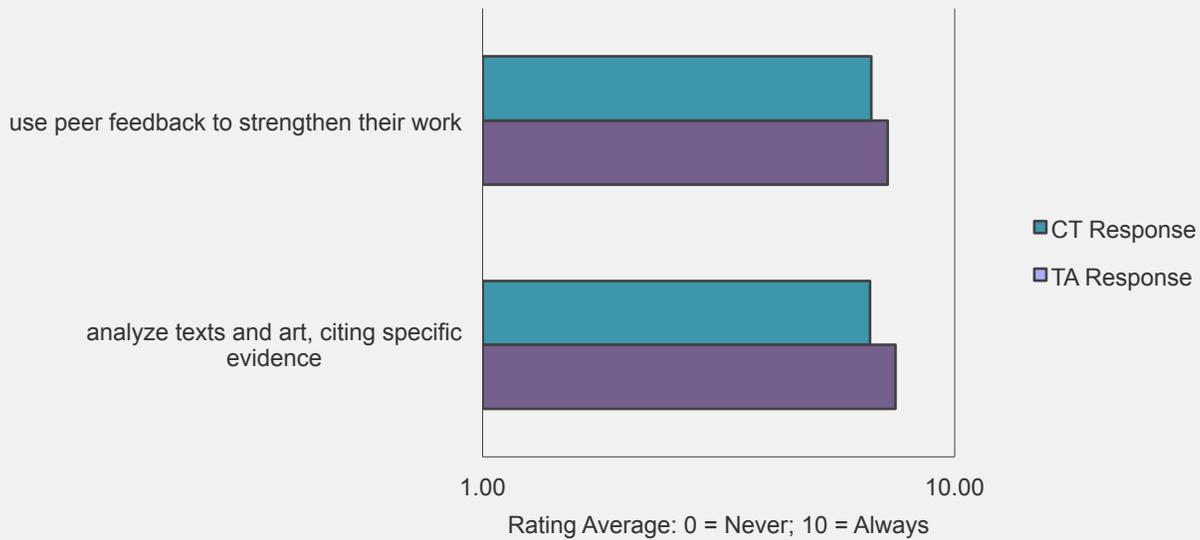
Citizenship - Classroom Teachers & Teaching Artists Respond:
After completing Community-Word Project, most students can now ...

behave empathetically when in the audience

behave cooperatively when on stage

work effectively in teams to create a collaborative writing or art project

☐ CT Response
■ TA Response

1.00   10.00
Rating Average: 0 = Never; 10 = Always

Cultural Awareness - Classroom Teachers & Teaching Artists Respond:
After completing Community-Word Project, most students can now ...

articulate a sense of their communities through their work

use an authentic point of view to explore personally relevant topics

☐ CT Response

☐ TA Response

1.00   10.00

Rating Average: 0 = Never; 10 = Always
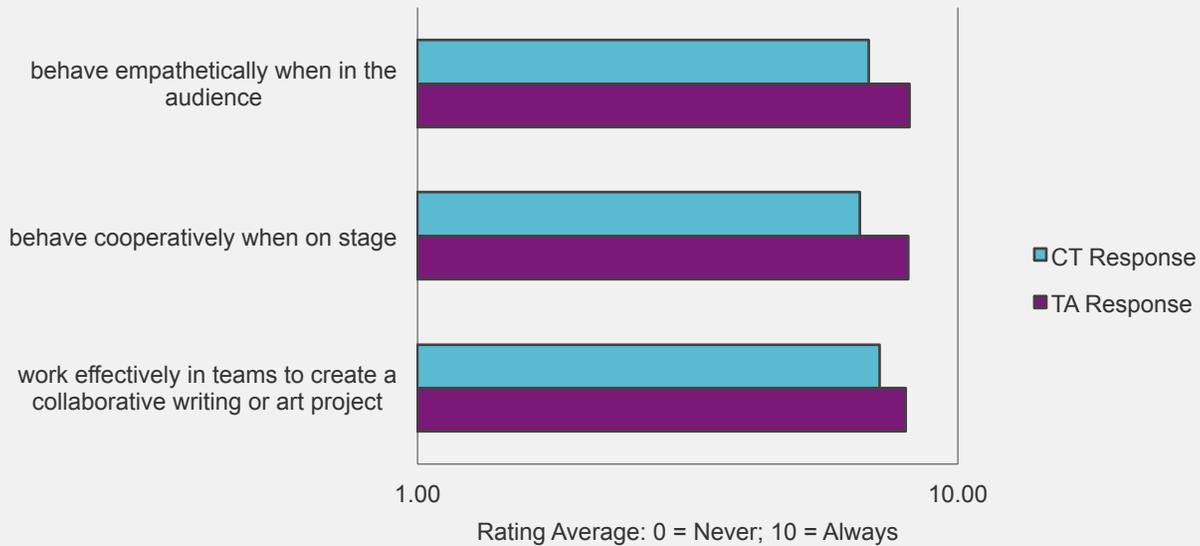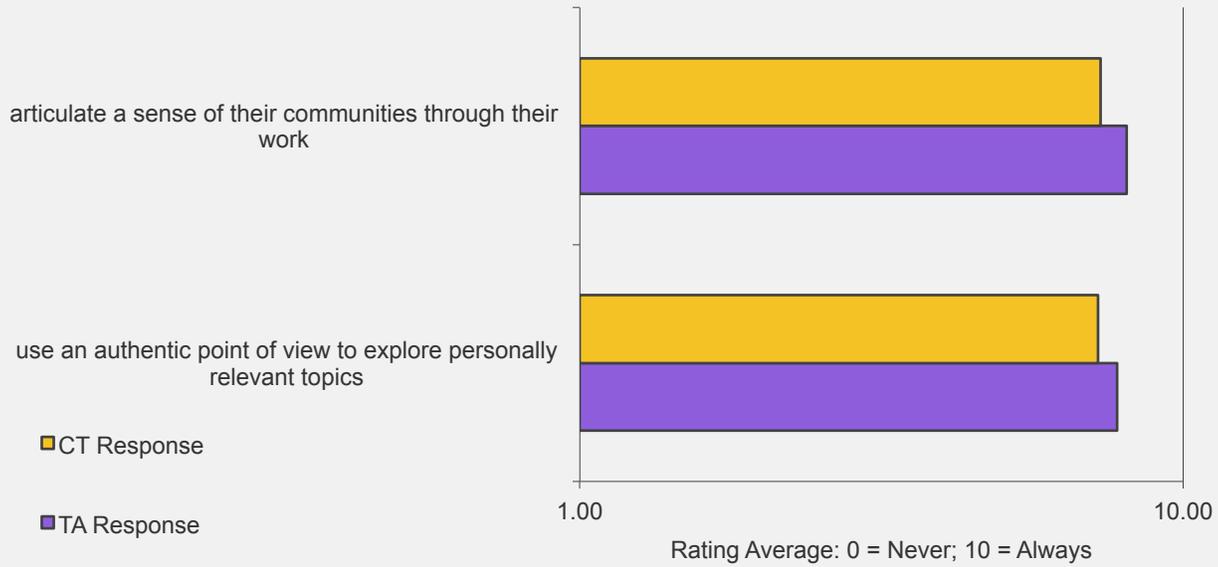
Improving Student Leadership: Classroom Teachers & Teaching Artists Respond:

To what extent were the activities listed below incorporated into the residency?
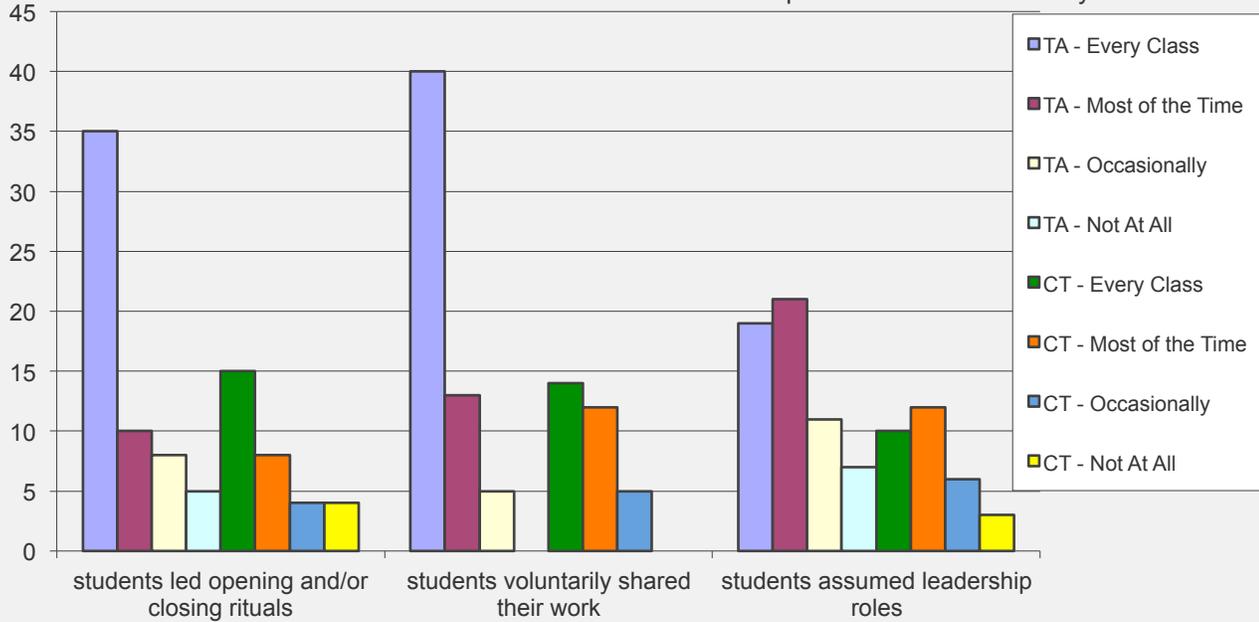
CT responses range from 0-15; TA responses range from 0-40

Improving Cultural Awareness: Classroom Teachers & Teaching Artists Respond:

To what extent were the activities incorporated into the residency?
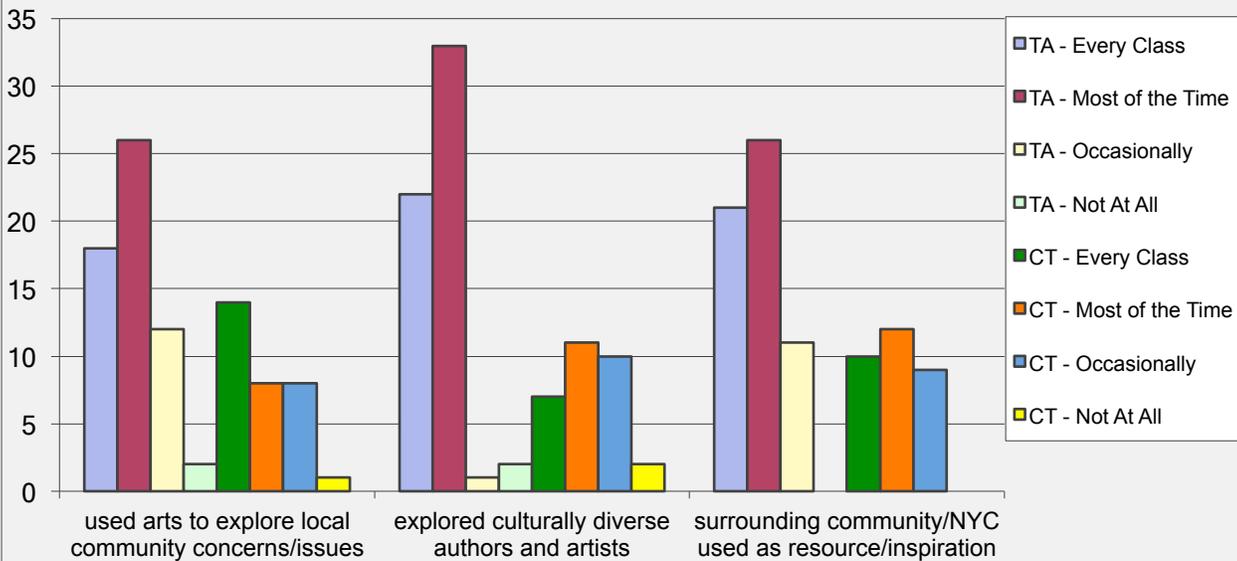
CT responses range from 0-15; TA responses range from 0-40

Residency Rating: Classroom Teachers & Teaching Artists Respond:
Please indicate your satisfaction with the components of the residency listed below.

CT responses range from 0-25; TA responses range from 0-40
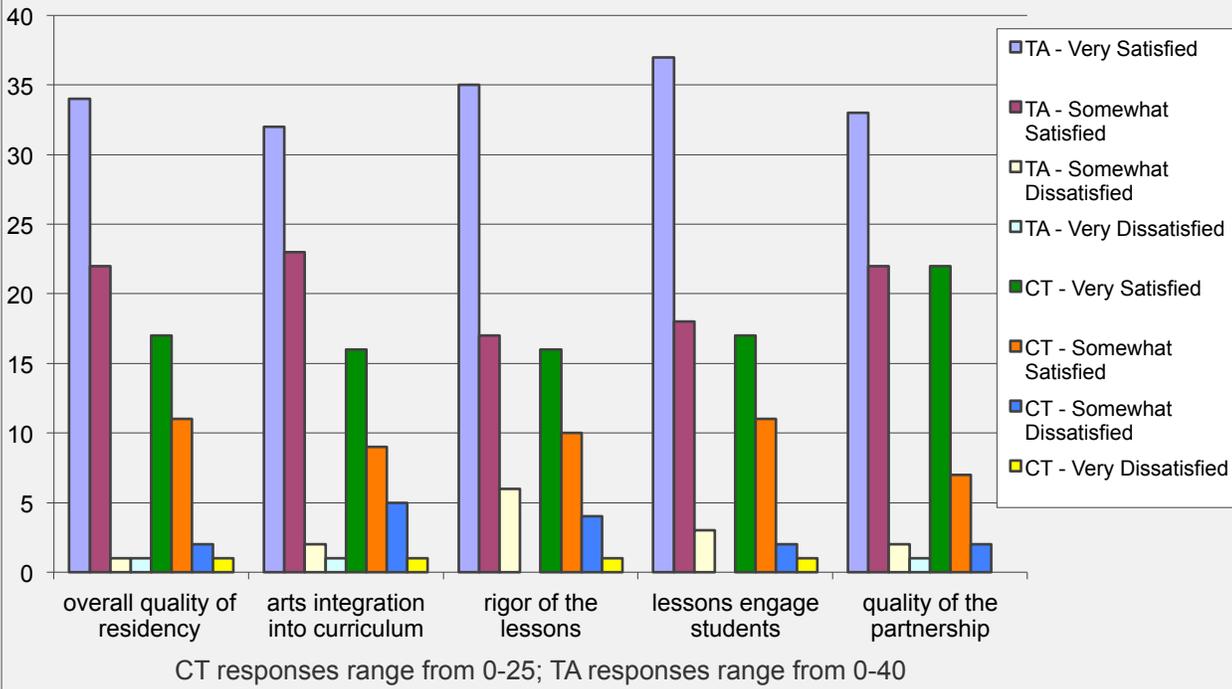
IV. Pre-Residency Student Survey

Pre-Residency Student Survey

Date: _____

Student Name: _____

School: _____

Grade: _____

Teacher: _____

If you had Community-Word Project in your classes before, what grade were you in? _____

There are no right or wrong answers. Mark what you think is best. Circle the number that fits your answer.
0 is never, 1 is rarely, 3 is once in a while, 5 is sometimes, 7 is quite a few times, 9 is usually, 10 is always

1. I volunteer to share my work in our classroom.	0 1 2	3 4 5	6 7 8	9 10
2. I encourage my classmates to make their work better.	0 1 2	3 4 5	6 7 8	9 10
3. I care about how my classmates feel.	0 1 2	3 4 5	6 7 8	9 10
4. I am able to show my feelings.	0 1 2	3 4 5	6 7 8	9 10
5. I describe my ideas with clear details.	0 1 2	3 4 5	6 7 8	9 10
6. When I read something new, I know what to do to understand it.	0 1 2	3 4 5	6 7 8	9 10
7. As a writer, I use things I learn about what authors do.	0 1 2	3 4 5	6 7 8	9 10
8. I look for clues in texts and use what I know to discover new meanings.	0 1 2	3 4 5	6 7 8	9 10
9. I use what I learn in class outside our class.	0 1 2	3 4 5	6 7 8	9 10
10. I ask questions when I see or hear something new.	0 1 2	3 4 5	6 7 8	9 10
11. I compare and contrast my work to the authors/artists we study.	0 1 2	3 4 5	6 7 8	9 10
12. I support my classmates when they try new things.	0 1 2	3 4 5	6 7 8	9 10
13. My classmates support my ideas.	0 1 2	3 4 5	6 7 8	9 10
13. I work cooperatively with other people.	0 1 2	3 4 5	6 7 8	9 10
14. I am nice to people who are different from me.	0 1 2	3 4 5	6 7 8	9 10
15. I use ideas from my neighborhood for my creative work/writing.	0 1 2	3 4 5	6 7 8	9 10
16. I have ideas to make my neighborhood a better place.	0 1 2	3 4 5	6 7 8	9 10
17. I brainstorm to come up with new ideas.	0 1 2	3 4 5	6 7 8	9 10
19. I come up with new ways to solve problems.	0 1 2	3 4 5	6 7 8	9 10
20. I understand the steps artists take to create their work.	0 1 2	3 4 5	6 7 8	9 10
21. I know a lot about ***creative writing/poetry***.	0 1 2	3 4 5	6 7 8	9 10
22. I know a lot about (*fill in second artform*) _____	0 1 2	3 4 5	6 7 8	9 10

Look at the image and write a narrative about what you see. What is in the picture, who is in the picture, and what are they doing? Use your imagination to write about the story the image doesn't show.

_____

_____

_____

_____

_____

_____

_____

_____

_____

Student Name: _____

How did you do on the written response to the photo? Please grade your own work.
There are no right or wrong answers. Mark what you think is best. Circle the number that fits your answer.
0 is never, 1 is rarely, 3 is once in a while, 5 is sometimes, 7 is quite a few times, 9 is usually, 10 is always

In my <u>writing about the picture today</u>, I…				
23. Showed caring about someone else's feelings	0 1 2	3 4 5	6 7 8	9 10
24. Was able to express my own feelings in my writing.	0 1 2	3 4 5	6 7 8	9 10
25. Was happy to write my ideas	0 1 2	3 4 5	6 7 8	9 10
26. Was worried about not having strong ideas for my writing	0 1 2	3 4 5	6 7 8	9 10
27. Took time to choose special words to express what I mean	0 1 2	3 4 5	6 7 8	9 10
28. Used my imagination to come up with fresh ideas	0 1 2	3 4 5	6 7 8	9 10
29. Used ideas from what I know about my life/community.	0 1 2	3 4 5	6 7 8	9 10
30. Was able to write my ideas clearly	0 1 2	3 4 5	6 7 8	9 10
31. Used the steps authors take to create my writing	0 1 2	3 4 5	6 7 8	9 10

If you had Community-Word Project in your class before, what do you recall from that experience?

_____

_____

_____

What do you hope to get from the work this year with Community-Word Project? _____

_____

_____

_____

V. Formal Observation of Teaching Artists Tool

Community-Word Project Teaching Observation Evaluation Form 2013-14

Date: _____   Observer: _____

Teaching Artists: _____   School and Grade: _____

Theme of Lesson: _____

Scale: **1** showed no evidence **2** showed some evidence **3** showed strong evidence **4** exceeded expectations

Lesson Content and Exercises	1	2	3	4
Lesson engages the students using at least four of their Multiple Intelligences*				
Understanding and application of the Common Core Anchor Standards is evident in the lesson				
Understanding of the Residency Outcomes** and Student Performance Indicator is evident				
Teaching practice directly builds skills and goals from Teaching Path				
Lesson content exhibits relevance to students' lives				
Lesson encourages students to take creative risk/ experiment				
Lesson has central focus supported by ritual, warm-up, main, and closing exercises				
Effective choice and use of artistic examples/models to support skills/ goals				

* Taken from Dr. Howard Gardner's Theory of Multiple Intelligences. Lesson plans must address at least four of the following intelligences: Verbal-Linguistic; Logical-mathematical; Visual-Spatial; Bodily-Kinesthetic; Musical; Interpersonal; Intrapersonal; Naturalistic; Existential

**Outcomes*: Leadership, Literacy, Emotional Intelligence, Citizenship, Cultural Awareness, Creative Thinking, Critical Thinking.

Comments:

Instruction and Lesson Implementation	1	2	3	4
Lesson has been thoughtfully presented to address students' varying needs and abilities				
TAs use reflection to deepen student retention and assess comprehension				
Prior planning clearly evident, all necessary materials are present				
TAs effectively model instructions				
All directions are clear and appropriate				
Lesson has a strong sequence, flow and pacing				

Comments:

Partnership in Action

	1	2	3	4
Clear role for classroom teacher, CT actively participates and demonstrates familiarity with lesson and residency in general				
Lesson clearly integrates the arts into the CT's core curriculum in meaningful ways				
CTs demonstrate engagement during planning meeting and give input/ feedback				
CTs and TAs demonstrate mutual respect and positive communication				
CWP presence is clearly displayed in the classroom or other space in the school				
TA roles are shared, TAs have worked out roles before lesson begins				
Clear role for TATIP trainees, they actively participate and demonstrate familiarity with the lesson and residency				

Comments:

Classroom Management

	TA Name	1	2	3	4
TA is aware of their placement in the room and the placement of the other adults to help ensure full student engagement					
TA effectively utilizes behavior management tools for maintaining student engagement					
TA manages disruptive and uncooperative behavior effectively					
TA addresses students by name					
TA offers individualized comments/ assistance to engage all students					
TA helps create a supportive, positive environment in the classroom					

Comments:

Personal Attributes	TA Name	1	2	3	4
TA models professional and appropriate behavior and appearance to students, classroom teachers and TATIP trainees					

Comments:

Strong Moments and Innovative Teaching Practices Observed:

Suggestions/ Areas for Further Growth:

VI. Rubrics

Community-Poem Rubric

CRITERIA	Below Beginning	Beginning	Developing	Accomplished
CREATIVE DEVICES	No attempts at using creative devices	Some experimentation with creative devices	Effective use of creative devices to support meaning	Mastery of devices, their use enhances meaning and strengthens expression
LANGUAGE AND WORD CHOICE	Language lacks specificity and clarity	Some experimentation with more specific word choice and stronger language	Expression in precise language, some attempts at innovative and original word choices	Word choice is deliberate and enhances meaning, words create powerful images for the reader
REVISION AND POLISH	Writing is unfinished or incomplete	Writing is underdeveloped and lacks clarity, some experimentation with revision	Writing is polished, evidence that feedback has been used to clarify expression	Focused and purposeful revision has been used to strengthen meaning, strong evidence that writing is ready for publication
FORM AND COHESION	Writing is disjointed and lacks cohesion	Sense of unity is underdeveloped, some lines are disconnected from the rest of the piece	Writing is a unified expression, stanzas serve as strong parts of the whole, sequencing and composition has been used to support meaning	Collaboration has been effectively used to develop meaning, writing exhibits strong sense of expression of collective voice
CREATIVE RISK AND ARTIST INTENTION	No evidence of creative risk, lack of clarity in artist intention	Some experimentation with creative risk, some attempts at purposeful intention	Evidence of creative risks taken to support meaning, artists have succeeded in expressing their intended meaning	Creative risks successfully strengthen meaning, strong evidence of clarity and purpose in artists' communication of meaning
COMMUNITY RELEVANCE	No evidence of student reflection and articulation of authentic point of view	Some experimentation with reflection on self and community, point of view lacks clarity and authenticity	Reflection on self and community supports meaning, authentic expression of young people's point of view	Reflective exploration of self and community enhances meaning, writing exhibits powerful statements relevant to young people's lives and experiences

Collaborative Mural/Photo Exhibit Rubric

CRITERIA	Below Beginning	Beginning	Developing	Accomplished
IMAGERY AND REPRESENTATION OF TEXT	Imagery bears no connection to text and does not illustrate text	Imagery and color use are underdeveloped, some images not able to be deciphered or not clearly connected to text	Effective use of imagery and color to support meaning of text, imagery supports meaning of text	Highly developed imagery and use of color, both enhance meaning and strengthen expression
COMPOSITION	No evidence of purposeful composition of text and images within the mural/photo exhibit	Some attempt at a balanced composition, but overall lacks strong focus or clarity	Unified composition with a strong sense of focus, visual elements exhibit hierarchy and order	Composition is compelling and creates a deeper understanding of text
COLLABORATION AND COHESION	Mural/photos disjointed and lacking cohesion	Some evidence of collaboration, some evidence of lack of group consensus	Mural /photo exhibit is a unified expression, strong evidence of group consensus	Collaboration has been effectively used to develop meaning, mural exhibits strong sense of expression of collective voice
USE OF MATERIALS	No evidence of technical skill with art materials	Some evidence of technical skill, some evidence of lack of mastery of materials	Mural/photos show age- and experience-appropriate technical skill and mastery of materials	Students' technical skill with painting/photography materials strengthens communication of meaning
CREATIVE RISK AND ARTIST INTENTION	No evidence of creative risk, lack of clarity in artist intention	Some experimentation with creative risk, some attempts at purposeful intention	Evidence of creative risks taken to support meaning, artists have succeeded in expressing their intended meaning	Creative risks successfully strengthen meaning, strong evidence of clarity and purpose in artists' communication of meaning
COMMUNITY RELEVANCE	No evidence of student reflection and articulation of authentic point of view	Some experimentation with reflection on self and community, point of view lacks clarity and authenticity	Reflection on self and community supports meaning, authentic expression of young people's point of view	Reflective exploration of self and community enhances meaning, mural exhibits powerful statements relevant to young people's lives and experiences

Student Survey - Written Response: 6 Point Scoring Criteria

6	· Wow! Above and beyond what is expected for age/grade level · Exceptional ability demonstrated · Response will linger with reader weeks from now
5	· Uninterrupted flow, superior expression of ideas · Response is unique; insightful, or inventive · Voice is clear, strong, original · Cliché is avoided, generally; imaginative · Sentence structure clear, concise, coherent, with variety · Includes fresh word choices that expand the imagery in rich or surprising ways; exciting or above age/grade level · Purposeful use of figurative language is evident · Details make the piece original and concise · Evidence of risk-taking is apparent · Has at least three "gem" images or words · Clear direction, with interesting ideas/choices
4	· Uninterrupted flow, adequate expression of ideas · Sentences coherently constructed with some sentence variety · Some level of figurative language, perhaps metaphor, simile or other literary device · Response is solid but could use more imagination · Voice is clear and consistent · Response flows, with a clear beginning, middle, and end · Adequate word choice with some words that stand out and expand imagery · Has at least two "gem" images or words · Sense of direction evident · Evidence of some, but could use more, risk-taking

3	· Adequate word choice for grade/age level · Perhaps a word or two that stand out and expand imagery; may contain word choice errors · May contain choppy or disconnected sentences · Some level of flow but meaning weakened by sentence errors · Response lacks figurative language; mechanical · Intelligible, partly coherent response that can be followed · Has at least one gem, nugget, kernel image or word to build upon · Could be promising, but requires revision · Conventional organization; no risk-taking · Starts to show a sense of direction
2	· Incomplete and disconnected sentences · No clear beginning, middle, or end · Need for revision outweighs its strengths · Just a list of multiple ideas; lacks coherence · Inconsistent word choice to capture (intended) ideas; word choice errors · Sense of direction not clear; no identifiable internal structure
1	· A bare beginning; writer shows minimal control conveying ideas · Inaccurate word choices to capture (intended) ideas · Two sentences or less
0	· Blank page or unintelligible response · Doesn't make sense

Defining Figurative Language: A Beginner's Guide

Whenever you describe something by comparing it with something else, you are using <u>figurative language</u>.

Simile

A simile uses the words "like" or "as" to compare one object or idea with another to suggest they are alike.
Example: busy as a bee.

Metaphor

The metaphor states a fact or draws a verbal picture by the use of comparison. A simile would say you are *like* something; a metaphor is more positive - it says you are something.
Example: You are what you eat.

Personification

A figure of speech in which human characteristics are given to an animal or an object.
Example: My teddy bear gave me a hug.

Alliteration

The repetition of the same initial letter, sound, or group of sounds in a series of words. Alliteration includes tongue twisters.
E**xample: She sells seashells by the seashore.**

Onomatopoeia

The use of a word to describe or imitate a natural sound or the sound made by an object or an action.
Example: snap, crackle, pop

Hyperbole

An exaggeration that is so dramatic that no one would believe the statement is true. Tall tales are hyperboles.
Example: He was so hungry, he ate that whole cornfield for lunch, stalks and all.

Idioms

According to Webster's Dictionary, an idiom is defined as: *Peculiar to itself either grammatically* (as no, it wasn't me) or in having a meaning that cannot be derived from the conjoined meanings of its elements.
E**xample:** Monday week for "the Monday a week after next Monday"

Clichés

A cliché is an expression that has been used so often that it has become trite and sometimes boring.
Example: Many hands make light work.

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