ART POSSIBLE OHIO

MAKING CREATIVITY ACCESSIBLE

Adaptation, Integration, and the Arts Performance and Impact Evaluation

2022-2023

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Executive Summary

Art Possible Ohio's Adaptation, Integration, and the Arts (AIA) residencies support the mission to make creativity accessible for all. The AIA program is a collaboration of educators and teaching artists to implement an arts-integrated curriculum. Historically, the AIA program has demonstrated significant and meaningful impact of students' 21st Century skills, social-emotional skills, and life skills. Additionally, the residency provides teaching artists with an opportunity to learn strategies to support creativity and inclusion throughout the class. The keys to a successful residency have been strong communication and collaboration between artists and teachers, as well as adaptation to the unique needs of students.

Teaching artists implemented a number of elements into their residency plans to foster student learning and engagement and held outcome objectives to improve the social-emotional, communication, transition, and learning skills of the students they served. This evaluation highlights some of the strategies teaching artists used to foster a positive and effective learning environment that aligned with the needs of their students.

Overall, teaching artists had highly positive experiences with the AIA residency. Furthermore, the teaching artists gained more knowledge and experience throughout their residencies on how innovation can be applied to successfully deliver arts education to students as they adapted their teaching to the unique needs of students.

Based on results of this year's evaluation, the following recommendations/areas of focus are made:

- Provide training opportunities for teaching artists who need support with students struggling with lesson disruptions or accepting constructive feedback.
- Be present and proactive throughout the school year to ensure teaching artists feel valued and successful upon evaluation.
- Encourage classroom teachers to be engaged in the residency and students' integrated learning.

BY THE NUMBERS

16

Sites

93

Classes

1,220

Students Participated

100%

Of teaching artists reported achieving 80-100% of their desired classroom and school outcomes upon completion of the residency.

93%

Of students across classrooms contribute to group activities.

86%

Of teaching artists agreed that students displayed emotions of joy or happiness during activities or lessons of the AIA residency.

Note: Of the teaching artists from 12 school sites that participated in the evaluation, 76 classes and 1,049 students were served.

Overview

Art Possible Ohio has a mission to make the arts and arts education more accessible and inclusive for people with any disability and their support networks. Through Art Possible Ohio's Adaptation, Integration and the Arts (AIA) residencies, educators and teaching artists partner to implement an arts-integrated curriculum. By bringing together teachers and students of all abilities, Art Possible Ohio's AIA program provides a unique opportunity to experience the power of the arts to support student creativity, social-emotional skills, and learning. Additionally, the residency gives educators an opportunity to learn strategies for creating a more inclusive environment in the classroom.

Previous evaluation shows how AIA's integration of art and education had a significant and meaningful impact on students' 21st Century, social-emotional, and life skills. Each residency is unique, lasting up to a year and varying in the ages served to the number of classrooms involved. Teaching artists are professional artists from the community who are dedicated to arts education and arts integration with academics. The AIA program is fully inclusive, accessible, and supports a complete education for all learners.

This evaluation project captures the journey of the AIA program through this year from the point of view of teaching artists, highlighting the adaptations to delivery of instruction and the continued support of students and teachers to meet desired student and classroom outcomes.

> *"This is my second year with AIA. Even last year, I felt immediately accepted and trusted, and everyone was open to what this collaboration would look like; the students were excited to move forward and to go so much deeper in their learning through this."* - Teaching Artist

The 2022-2023 AIA programming resulted in 1,220 students having received long-term (average of 67 hours per student, including planning and student contact), accessible, arts-integrated instruction (Table 1). The AIA program was held at a total of 16 schools throughout Ohio in the 2022-2023 program year, nine of which hosted AIA residencies in previous program years (Table 2) and 12 of which participated in this evaluation. This year, nine of the 16 participating AIA school sites are specialty schools that primarily serve children who have developmental disabilities and students who experience learning impediments due to significant emotional and behavioral challenges (Table 2). Students of all ages and grade levels were served, ranging from PreK to 12th grade.

Table 1. AIA Program Outreach Performance

	2014-2015	2015-2016	2016-2017	2017-2018	2019-2020	2020-2021	2021-2022	2022-2023
Number of school sites	21	17	16	10	15	11	14	16
Number of classes provided by visiting artists	116	67	69	71	61	82	85	93
Number of students who participated in at least one class	2,004	1,141	1,191	989	849	803	971	1,220
Students with disabilities and/or IEPs who participated in at least one class	611 (30%)	416 (36%)	615 (52%)	378 (38%)	647 (76%)	634 (79%)	642 (66%)	758 (62%)
Average contact hours per student	69.6	76	82.5	79.3	82.5	82.5	82.5	67
Note: The 2018-2019 evaluation was a qualitative project and quantitative data were not included in the evaluation report for that school year.								

Table 2. Participating AIA Program School Sites by Region of Ohio[1]

	Specialty School	Grade Levels	New/Returning Status	Participated in Evaluation
Central Region				
Dublin Scioto High School	No	9th-12th	Returning	No
Forest Rose School	Yes	PreK	Returning	Yes
Graham Elementary and Middle School	No	5th-8th	New	Yes
Olentangy Orange High School	No	9th-12th	New	Yes
Red Oak Community School	Yes	K-5th	Returning	Yes
Reynoldsburg Summit High School	No	9th-12th	New	Yes
Westerville North High School - North Pointe Program	Yes	9th-12th	Returning	Yes
Wickliffe Progressive Elementary School	No	K-5th	New	Yes
Northwest Region				
Graytown School	Yes	K-12th	Returning	Yes
Great Day Academy at Marimor	Yes	PreK-12th	Returning	Yes
Marimor School	Yes	PreK-12th	Returning	Yes
North Point Educational Service Center (ALC Building)	Yes	K-12th	New	Yes
RG Drage Technical School	No	9th-12th	New	No
Northeast Region				
Urban Community School	No	PreK-2nd	Returning	Yes

[1] The length of the residency at all schools was a full school-year, with the exception of Olentangy Orange High School, which had a semester-long duration.

Southeast Region				
Beacon School	Yes	PreK-12th	Returning	No
Carleton School	Yes	PreK-12th	Returning	No

Evaluation Method

A mixed-method evaluation design was used to evaluate the success of this year's Art Possible Adaptation, Integration and the Arts (AIA) program. Measurement Resources Company was engaged as an external evaluator for the ninth consecutive year. Both qualitative and quantitative data were collected to understand the teaching artists' experiences and outcomes of the study. All teaching artists whose residencies began in either September, October, or early November of the 2022-2023 school year[2] were asked to participate in this evaluation, and despite time and capacity limitations of busy teaching artists, we heard from all 10 teaching artists (in classrooms at 12 sites) in 2022-2023.

To evaluate the impact of AIA on students, teaching artists provided observations and feedback at the beginning and end of the residency in the form of a program satisfaction and evaluation survey. Nine teaching artists filled out a classroom evaluation survey baseline, while eight of these teaching artists also filled out their end-of residency evaluation survey at the end of the school year.

A sample of five teaching artists, who are either new to AIA residencies or have had a longer tenure with Art Possible, were interviewed to provide insights on the opportunities and values provided by – and assumptions made by – the AIA program.

Limitations

This year's program evaluation consisted solely of conversations and insights of teaching artists and does not reflect any experiences of classroom teachers or students throughout the residency. Additionally, this evaluation does not directly measure changes or improvements in student creativity, social-emotional skills, and learning. All measures of success, achieved outcomes, and communication levels derive from teaching artists as they provided their baseline perceptions of the residency and reflected on student persistence, enjoyment, engagement, and skill-building.

Four of the 16 schools that provided an AIA residency in Ohio were not captured in this evaluation, limiting the data to represent just 75% of the teaching artists experiences.

Lastly, although all 10 teaching artists providing AIA residencies in the 2022-2023 school year evaluated their experiences at some point throughout the school year in the baseline or end-of-residency survey, only eight of these 10 responded to the end-of-residency satisfaction survey

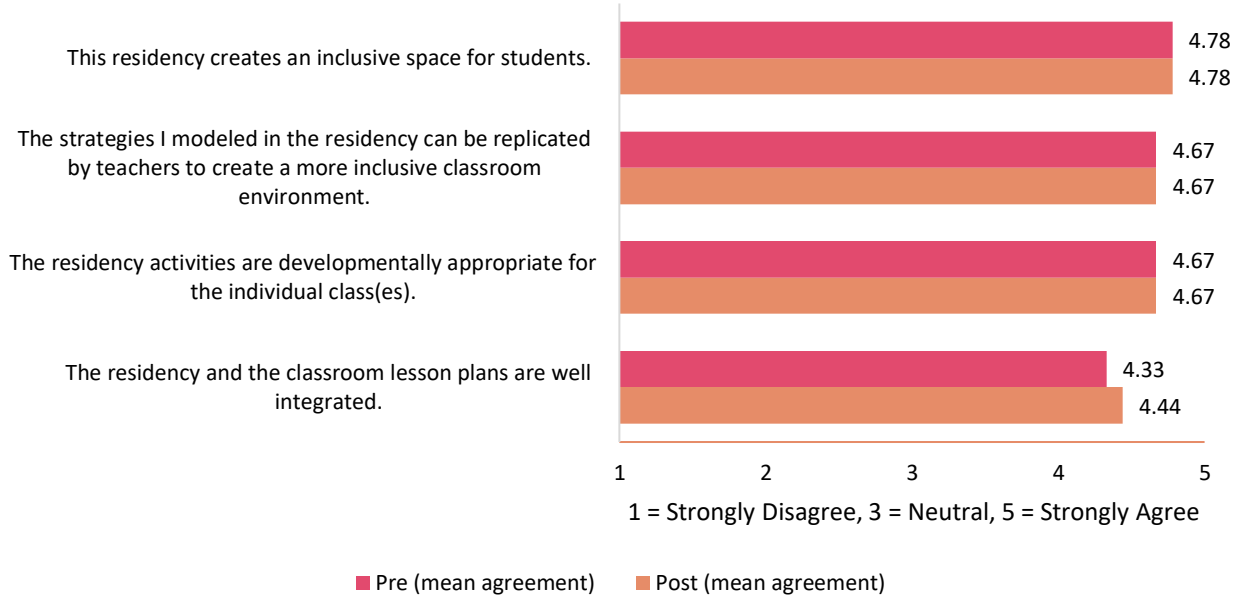
[2] Four schools were not captured in this evaluation including RG Drage Technical School, Dublin Scioto High School, Carleton School, and Beacon School.

in April and May 2023 (while nine responded to the baseline survey distributed in November 2022), limiting the sample size.

Teaching Artist Perceptions of Impact on Students

Looking at the percentage of teaching artists who have a positive perception of the residency, 100% of teaching artists 'agree' or 'strongly agree' that this year, the AIA Residency activities are developmentally appropriate and that it creates an inclusive space for students (Figure 1). Additionally, four of the five teaching artists who participated in end-of-residency interviews believe that AIA provides them with the opportunity to develop programs to meet students where they are, and three out of five interviewees individually shared that AIA provides students with all abilities professional art enrichment education (Table 3).

Figure 1. Teaching Artist Perception of AIA Residency at End-of-Residency
(pre: n = 8; post: n = 9)



"Tailoring experiences so that they are accessible to all students and so that all students can be successful. Utilizing music for transitions, cues, support."
– Teaching Artist

Table 3. What opportunities does AIA provide to *students* that other programs don't?

Theme from Teaching Artist Interviews	***Count* (n = 5)**	***Quotes***
The opportunity for programs to be developed to meet students where they are and without a template	4	"We develop lesson plans based on conversations, talking with kids, our program is highly adaptable. I know just in other work we do, there are formal residency plans. Our services don't follow that template because we are highly adaptable for the needs of the students."
Opportunities for individuals with all abilities to receive accessible professional music and art enrichment	3	"To have a professional come in and offer their skill set to the students. Honestly that's the biggest difference."
Opportunity to spend a longer duration of time with one professional to establish connections and learning skills	3	"The majority of them really struggled with participating at the beginning of the year. Now, here we are in April, and every student in the class is participating, moving and excited when I come in which is so rewarding."
The opportunity for students to implement their own ideas and creations into activities and performances	3	"The students feel like a group with a goal rather than me coming in imposing my dreams and goals onto the group."
Funding for a longer period of time or for planning time	2	"AIA, because they fund planning time, I can sit down and plan out the trajectory of the residency, and I think that benefits the school because it makes sense, it builds on itself, which isn't always the case for residencies."

Teaching artists also had a strong perception of their success with their residency by the end-of-residency survey distribution (Table 4). The teaching artists held the standards of their teaching to meet desired outcomes for their classroom students as well as for the school; these outcomes include improved social-emotional, communication, learning, and transition skills, as well as fulfilling most, if not all, of the planned or adapted arts integration activities for the school year. Nearly all of the teaching artists felt as though they achieved the majority or all of their student outcomes by the end of their residencies, indicating success in student's improvement of social-emotional, communication, learning, and transition skills through AIA activities (Tables 4 and 5).

Table 4. Looking back over your residency plan, what percent of your student outcomes were achieved?

Response	***Pre-survey count* (n = 7)**	***Post-survey count* (n = 9[3])**
Unsure, but on track for student outcomes to be achieved by end of residency	3	0
50-66%	2	1
80-90%	2	5
95-100%	0	3

Table 5. Looking back over your residency plan, what percent of your classroom and school outcomes were achieved?

Response	***Pre-survey count* (n = 7)**	***Post-survey count* (n = 9)**
Unsure, but on track for classroom and school outcomes to be achieved by end of residency	3	0
50%	1	0
80-90%	2	4
95-100%	1	5

"I communicate with my body. It's amazing; it's like, I don't feel like I'm just a little blip in their day; my art is interwoven into every aspect of their existence." – Teaching Artist

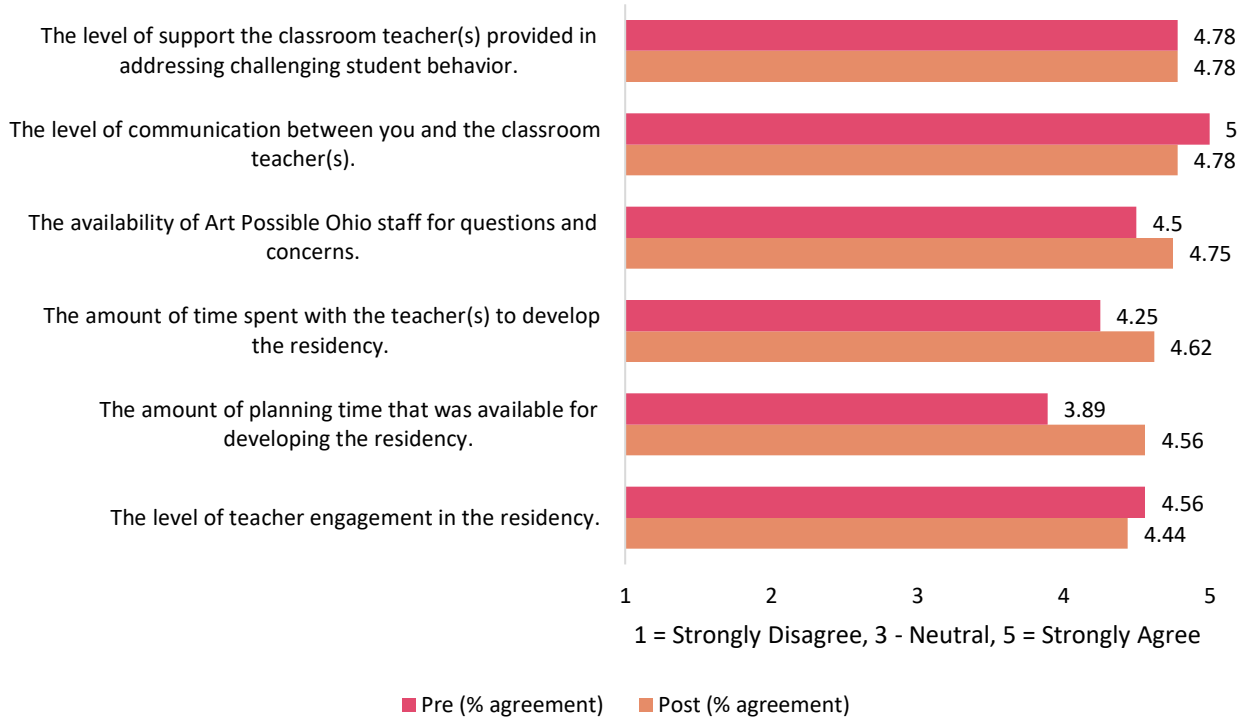
Satisfaction with Residency

On average, teaching artists strongly agree that communication and engagement between teachers and themselves was strong, and that the amount of time spent throughout the residency for planning and teacher collaboration for developing the residency were satisfactory (Figure 2). Teaching artists observed improvements from the beginning to the end of the residency for time spent with the teacher and for planning and development, although there is some room for improvement in this area as 22% of teaching artists did not agree that there was a satisfactory amount of time spent with the classroom teachers to develop the residency.

[3] Although eight individual teaching artists responded to the end-of-residency satisfaction survey, this number (nine) represents the number of individual responses from teaching artists for this and other questions, given that one teaching artist provided an evaluation for each of their residencies.

Teachers had a positive perception of the amount of support they received to navigate challenging student behaviors from the classroom teachers (Figure 2). Additionally, all teaching artists that participated in each survey reported that they either “agree” or “strongly agree” that there is a satisfactory level of communication between themselves and the classroom teachers (Figure 2). There was also a good perception of the availability of Art Possible Ohio staff for concerns or questions that came up throughout the residency.

Figure 2. Teaching Artist Satisfaction with AIA Residency at Baseline and End-of-Residency (pre: n = 9; post: n = 9)



As teaching artists began to intergrate themselves into their classrooms weekly, many teaching artists made adaptations to their curriculum plans to meet the needs, interests, and excitement from students, as well as to align to the curriculum of the students’ traditional classroom outside of AIA with their teachers (Table 6). These adaptations were necessary for these teaching artists to provide a learning environment that was continuously engaging and fostered learning from students.

Table 6. What changes did you make, if any, to your residency plan and why?

Theme	***Pre-survey count* (n = 6)**	***Post-survey count* (n = 8)**
No changes have been made to my residency plan	2	2
Aspects of the residency plan were changed in response to excitement from students	0	4

I changed the plan to align to the classroom teacher's active projects and outcomes	0	3
I am continuously making changes and adaptations to the needs and interests of students in lesson plans	3	2
I make changes to keep multi-year returning students engaged and to incorporate more work of local and contemporary artists into activities	1	0

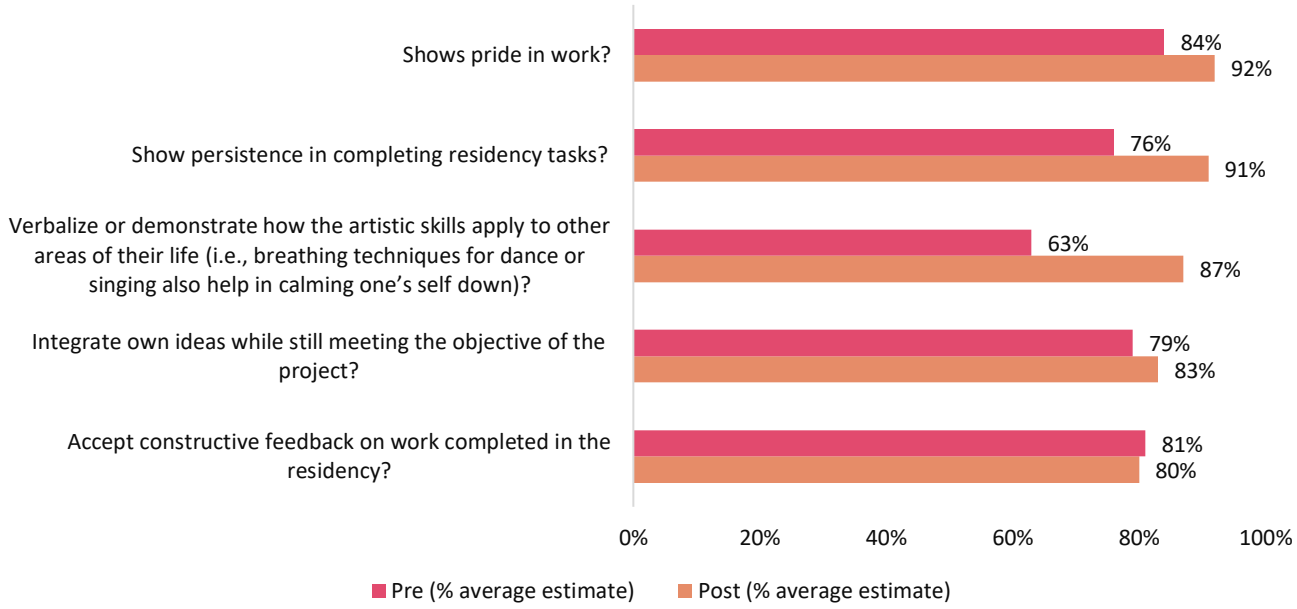
"The residency plan is a living document. I am making weekly changes as I add lesson plans and further shape goals and objectives." – Teaching Artist

Student Learning Skills

Based on the observations of teaching artists, there was an increase in the percentage of students in each class that demonstrated social-emotional and learning skills from the beginning to the end of their residencies. At the beginning of the residency, 63% of students had the ability to verbalize or demonstrate how artistic skills taught through AIA apply to other areas of their lives, like emotion regulation and its relation to dance. At the end of residency, teaching artists reported that 87% of students across school sites demonstrated these abilities (Figure 3).

Figure 3. Teaching Artist Perception of Students' Learning Skills at Baseline and End-of-Residency
(pre: n = 8; post: n = 9)

What percentage of students in your class...



Teaching artists adopted a variety of elements in their teaching styles and curriculum to support the continuous learning of the students in AIA classrooms. Several teaching artists put an emphasis on leaving room for mistakes and using them to help students learn and using the ideas of students directly within the classroom to allow them a space to create and experiment (Table 7). Additionally, teaching artists provided accessibility to students by using adaptation of objectives as a continuous element throughout as well as a number of other strategies to develop the abilities and sociability of their students (Table 7).

Table 7. From your observations, which specific elements of your residency, if any, supported students' continuous learning?

Theme	***Pre-survey count* (n = 6)**	***Post-survey count* (n = 8)**
Inviting students to experiment and incorporating their ideas into learning elements	2	3
Adapting to the needs of specific students by tailoring experiences to be accessible for them, such as coping mechanisms	3	2
Leaving room for mistakes and learning from setbacks and failures; having constructive discussions with teachers and students	2	2
Fostering connection in the classroom community of students as well as teachers	0	2
Relating residency activities to movements in other areas of life	2	2

Providing encouragement to practice or socialize with others in shared activities	2	0

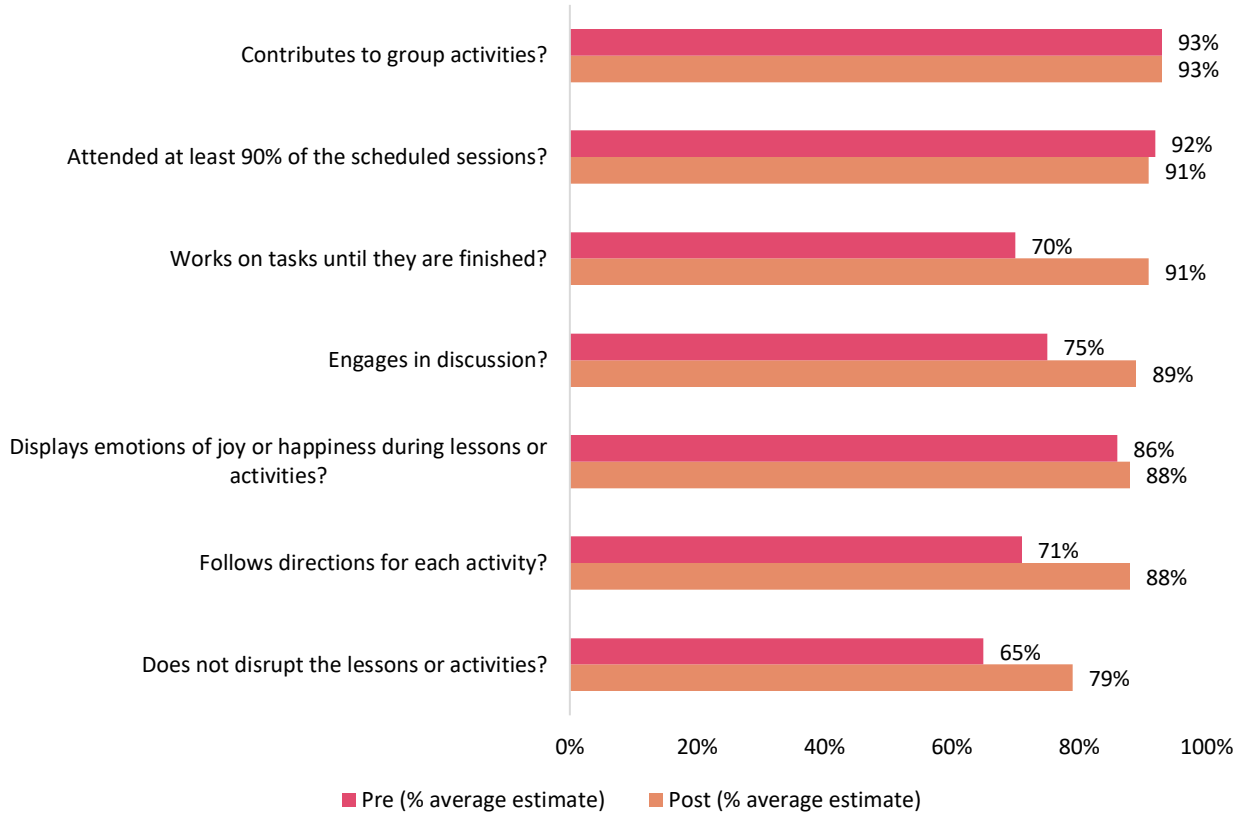
"Compliments and encouraging their own creative ideas that might stem from the activity or movement exercise we were exploring. Saying yes rather than shutting an idea down because it strays from the lesson plan."
– Teaching Artist

Student Social-Emotional Skills and Engagement

Teaching artists' perceptions of students' social-emotional skills and engagement were assessed at the beginning and end of the residencies. Teaching artists reported 20% more students persisted in finishing tasks at the end of the school year than at the start (Figure 4). Similarly, there was improvement in classroom disruption from students, following directions for activities, and engagement in discussions (Figure 4). These results suggest an engaging and adaptable approach to teaching throughout the school year by teachers positively impacting student social-emotional skills and engagement.

Figure 4. Teaching Artist Perception of Students' Social-Emotional Skills at Baseline and End-of-Residency
(pre: n = 8; post: n = 9)

What percentage of students in your class...



Throughout the residency, teaching artists worked diligently to foster engagement from their students through development and adaptation of art integration activities. Teaching artists reflected on the elements of their residencies that achieved this; most significantly, a combination of music types and/or movement were found by teaching artists to be enjoyable and engaging for the population of students they taught (Table 8).

Table 8. From your observations, which specific elements of your residency, if any, supported student engagement?

Theme	***Pre-survey count (n = 7)***	***Post-survey count (n = 7)***
Encouraging independence, creativity, and self-expression in creation using students' own ideas for the activities	4	3

Constant support for and connection with students as well as teachers	0	3
Utilizing a combination of music (e.g., different instruments, singing, technology) and movement that have been engaging to students	3	2
Adapting to the needs of individuals, such as leaving space for those who need more time	2	1

Teaching Artist Experience

Interviews

A sample of five teaching artists participating in residencies this year were interviewed at the end of their residencies to reflect on experiences and stories teaching in classrooms primarily consisting of students with developmental disabilities, as well as their perception and experiences with the AIA administration's opportunities, assumptions, and values. Teaching artists were specifically asked about what their time with their AIA residency has meant to them, to which they widely responded that their time has been a great experience or has been incredibly transformative, and that they are constantly learning new approaches to educating the population of students they are provided through the residency.

When asked about what opportunities AIA provides teaching artists that other arts integration programs don't, teaching artists most commonly reflected that AIA provides freedom in the development of the curriculum that is administered throughout the school year. Furthermore, when reflecting on the greatest values of AIA, most teaching artist interviewees shared that AIA is unique in providing arts classes created specifically for students with developmental disabilities where needs can be addressed. Four out of the five teaching artists felt as though they were able to meet all their personal objectives for the residency within the hours allocated by AIA and school partners.

When asked about the assumptions that AIA makes about their residencies, both accurate and inaccurate, most teaching artists felt that AIA accurately assumes that they are effectively serving their students or that there are open channels of communication between the program, school administration, classroom teachers, and teaching artists, and that AIA does not make any inaccurate assumptions. As shown in Table 9, they had a great experience and are consistently learning new things.

Table 9. Describe what your time with your AIA residency has meant to you as a teaching artist.

Theme from Teaching Artist Interviews	***Count* (n = 5)**	***Quotes***
My time has been a great experience or incredibly transformative	5	"The time with my school site has been just transformative, life changing. Their teaching philosophy, the way the teachers are so collaborative, and engaged in my class

		as well as continuing the work I do in their own classrooms has just been - I can't even answer."
I am constantly learning new things on how to communicate with and understand the response of my student population; generally learning to teach better	5	"I go in with a plan but learn so much working with the students as I learn what works for them."
I love seeing my students grow and develop throughout the year	4	"Some of the students I've had since grade school and now they're graduating high school. I loved seeing their confidence develop and their comfort with the material that I gave them grow."
I enjoy teaching students aspects of the art I teach and social-emotional learning skills or allowing them to create	4	"For me as an artist, I enjoy watching them learn from me, but I feel like I'm learning from them also."
I feel trusted by students and teachers; there is strong collaboration among all of us	3	"I felt immediately accepted and trusted, and everyone was open to what this collaboration would look like, they were excited to move forward and we were about to go so much deeper this time."
I feel like an important part of my students' days or lives	2	"I don't feel like I'm just a little blip in their day, my art is interwoven into every aspect of their existence."

"The kids really enjoy listening to music. We guess emotions based on music; it's impressive how receptive they are and how mindful they are when they're listening and connecting everything throughout the year. – Teaching Artist

Table 10. What opportunities does AIA provide to *teaching artists* that other programs don't?

Theme from Teaching Artist Interviews	***Count* (n = 4)**	***Quotes***
Freedom to develop activities and/or set objectives and outcomes	4	"Freedom. That is the biggest thing I've experienced with this residency. I have complete autonomy to work with the classroom teacher, the students in the room, to craft my lesson plans and be flexible in the moment and feel free and available in the moment based on the mood of the room."

Funding for planning time or supplies is provided when needed	3	"I'm also paid for my planning time, which is basically unheard of in dance. I'm paid to plan and spend time planning, for my other teaching gigs, I plan as much as I can but I'm not paid."
Strong support and/or open lines of communication from leadership regarding needs or investments	2	"The school has been appreciative of the level of hands-on, committed investment, which has contributed to the school wanting to expand the partnerships."
Hours/funding that are used proactively	1	"When hours and dollars come up, AIA has been utilizing those proactively."
Ability to provide services to students with SEL/IEP needs who might otherwise "fall through the cracks"	1	"We're meeting the needs of all learners in that space, demographics and diagnosis, early education kids may end up needing IEPs that we don't know about yet, we're reaching students of all abilities because we can see classroom wide."

Table 11. Are you able to meet all the objectives of the residency with the hours available?

Theme from Teaching Artist Interviews	***Count* (n=5)**	***Quotes***
Yes	4	"Yes. I have an hour with my cohort; that is a perfect amount of time. Any longer and they would lose interest; it doesn't feel too short; we get everything done we need to accomplish with wiggle room to go off course and recenter."
No	1	"No, I am putting in my own hours; the way I teach it takes time to set up, I try to put up all the things we've worked on, I mark out places on the floor with spacing so they're comfortable, I use my time to set up and take down and planning."

Table 12. What do you see as the greatest value or two of AIA?

Theme from Teaching Artist Interviews	***Count* (n=5)**	***Quotes***
Provides arts classes created specifically for students with developmental disabilities where needs can be addressed	4	"Overall, the greatest value is probably offering a space for students specifically with disabilities to have art experiences. It's designed for them, which is special."
AIA provides students with a space to feel creative, included, connected, and/or catered to (either in the classroom or through performance opportunities)	3	"It's just really valuable to have a way to teach this specific population and I think we should teach everyone with this method whether they are able-bodied or not. It's a beautiful way of connecting with the students and helping them feel connected, included, and catered for too."

Provides arts classes to a population of students who otherwise would not receive this education	2	"That we're able to supply and offer dance classes to an otherwise group of students that would probably never receive this sort of training."

Table 13. What *accurate* assumptions does AIA make about educators, school administration, students and/or education pedagogy, if any?

Theme from Teaching Artist Interviews	***Count* (n=5)**	***Quotes***
AIA assumes that artists are showing up and effectively serving individuals of all abilities	2	"An accurate assumption would be that we're adaptable and able to serve individuals of all abilities. When AIA talks about what they want the residency to look like, it's inclusive, flexible, and adaptable. Those are all things that I believe, would be what they would assume."
AIA assumes that discussions between school administration, teachers, and teaching artists are occurring to plan and communicate needs	2	"They're great at facilitating discussions between school administrators and classroom teachers."
AIA assumes that the residency will be true to artist expectations	1	"It's been nothing but helpful and true to what we're working with and what I'm working on."

Table 14. What *inaccurate* assumptions does AIA make about educators, school administration, students and/or education pedagogy, if any?

Theme from Teaching Artist Interviews	***Count* (n=5)**	***Quotes***
AIA does not make any assumptions	3	"They don't make any assumptions. Keep doing what you're doing, I don't have anything to change."
AIA assumes that teaching artists are ready to go into a school and don't need further onboarding support	1	"That the artists that are brought on are ready to go into a school. I don't think that's true; this year I mentored another movement artist that was new, she really needed support, I wasn't paid for the time in going to her school and helping with lesson plans."
AIA assumes that all adults are engaged with the students	1	"The only thing, and this is across the board in any teaching situation - there are some adults in the classroom that are more engaged than others. When all the humans in the space are engaged, it's the most fulfilling for the kids."

Other Feedback from Teaching Artist Interviewees

- "There's very little oversight from AIA; they assume everything is going great unless I tell them otherwise. I'm surprised - the little oversight is nice because I have total autonomy, but no one from administration comes to see me teach."
- "Another small assumption by school staff is that when schedules change, I know about it, like a snow day or day off. Those aren't communicated to me, and I have to check in."
- "We have had some communication issues with administration, we have great success in communication with teachers, but let's start thinking about school year 2023-2024 in Fall 2022 for grants, that's been hard to connect and talk with administration about ahead of time, what services they're looking at or want. Especially for Ohio Arts Council, their applications are due in February, and getting administration on board for those conversations, there's been some frustration there. Communication is better this year than last so it's getting better and I'm seeing improvement but there's still more work to do there."
- "What could be better, the idea of it being community-based. We were invited to something this spring, but our schedules didn't allow us to be there. Ways to incorporate more community events."

"Freedom. That is the biggest opportunity I've experienced with this residency. I have complete autonomy to work with the classroom teacher, the students in the room, to craft my lesson plans and be flexible in the moment and feel free and available in the moment based on the mood of the room." – Teaching Artist

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Conclusion

Art Possible Ohio was able to successfully return to in-person teaching and deliver an impactful program to schools and students in the 2022-2023 school year. Past evaluations, as well as having 10 of the 16 partnering schools this year being a returning partner, support the fact that Art Possible's AIA residency has provided consistent, positive results that keep partnering schools coming back for future years.

Recommendations

To allow for continuous improvement, the following recommendations can be made:

- **Provide training opportunities for teaching artists who need support with students struggling with lesson disruptions or accepting constructive feedback.** Teaching artists adopted different elements in their teaching approaches to support student engagement, such as adapting to the unique needs of students in the classroom (Table 13). By the end of the residency, there was a 14% improvement in lessons or activities

being disrupted by students. However, this is one area relative to others that seems to have the most room for improvement, as it stands at 79% of students across classrooms who do not disrupt the lessons or activities (Figure 4). Training opportunities for teaching artists with students who have additional needs for support may improve these scores and foster student engagement, continuous learning, and positive perceptions of their abilities.

- **Be present and proactive throughout the school year to ensure teaching artists feel valued and successful upon evaluation.** While teaching artists already have a strong sense of freedom in their lesson planning, curriculum, and teaching approaches from AIA, a couple of teaching artists who have had a longer tenure providing AIA residencies in classrooms indicated during interviews that there is a lacking presence or communication about grants from AIA (Other Feedback from Teaching Artist Interviewees). A stronger presence from AIA throughout the residency, such as classroom visits or more frequent meetings about administration and granting, may help teaching artists feel more accomplished and stable as they provide integrated arts education to a population of students with diverse needs.
- **Encourage classroom teachers to be engaged in the residency and students' integrated learning.** Teaching artists and classroom teachers collaborate throughout the residencies to develop and implement the arts integration education for students' learning. Upon assessment of the residency post-completion, teaching artists scored, on average, lower than the level of teacher engagement in the residency as well as the integration of residency activities and classroom lesson plans to foster learning outcomes for students compared to other areas. Additionally, one teaching artist who is newer to the AIA program indicated that not all adults in the classroom are engaged in the activities, sharing that higher levels of engagement from teachers or aides make the lessons more fulfilling for the kids, while also acknowledging potential limitations of teachers who might have their own disabilities. Encouragement and oversight from AIA for classroom teachers may improve teaching artists' perceptions of teacher engagement and interest, as well as foster a more engaging and fulfilling learning environment for students.