

# Evaluation of the Student-Centered Arts-Learning Environments (SCALE) Project

## Year 2 Implementation Evaluation Report





**WEST VIRGINIA BOARD OF EDUCATION  
2012-2013**

**L. Wade Linger Jr.**, President  
**Gayle C. Manchin**, Vice President  
**Robert W. Dunlevy**, Secretary

**Thomas W. Campbell**, Member  
**Michael I. Green**, Member  
**Lloyd G. Jackson II**, Member  
**William M. White**, Member

**Paul L. Hill**, Ex Officio  
Chancellor  
West Virginia Higher Education Policy Commission

**James L. Skidmore**, Ex Officio  
Chancellor  
West Virginia Council for Community and Technical College Education

**James B. Phares**, Ex Officio  
State Superintendent of Schools  
West Virginia Department of Education

# Evaluation of the Student-Centered Arts-Learning Environments (SCALE) Project

---

2013 Report

Patricia Hammer

Nate Hixson



**West Virginia Department of Education**

Division of Teaching and Learning

Office of Research

Building 6-Room 722 State Capitol Complex

1900 Kanawha Boulevard East

Charleston, WV 25305

<http://wvde.state.wv.us/>

**May 2013**

**James B. Phares**

*State Superintendent of Schools*

West Virginia Department of Education

**Robert Hull**

*Associate Superintendent*

West Virginia Department of Education

**Keywords**

Arts integration, collaborative lesson planning, arts education, Title I, school improvement, music education, professional development

**Suggested Citation**

Hammer, P. C., & Hixson, N. (2013). *Evaluation of the Student-Centered Arts-Learning Environments (SCALE) Project: 2013 report*. Charleston, WV: West Virginia Department of Education, Division of Teaching and Learning, Office of Research.

**Content Contact**

Patricia Hammer

*Coordinator*

Office of Research

[phammer@access.k12.wv.us](mailto:phammer@access.k12.wv.us)

This research study was reviewed and approved by the West Virginia Department of Education Institutional Review Board (WVDE-IRB-004). Should you desire additional details about this study's approval status, you may contact the WVDE IRB chairperson, Nathaniel Hixson ([nhixson@access.k12.wv.us](mailto:nhixson@access.k12.wv.us)).

## Executive Summary

---

The Student-Centered Arts-Learning Environments project (SCALE Project) focused on professional development for teachers that enabled them to integrate arts into other curricular areas through a model of cross-discipline collaboration. Teachers prepared to lead elementary school students through the planning and implementation of an arts-based cross-curricular project, and to attend a theme-related concert performed by the West Virginia Symphony Orchestra (WVSO).

During late spring 2012, staff from the WVSO and West Virginia Department of Education (WVDE) Office of Instruction recruited 16 schools in high poverty areas to participate in the SCALE Project during the following fall. Each school sent a team (including a regular education teacher, arts teacher, and a school administrator) to two face-to-face training sessions (in June and October 2012) and a webinar (August 2012). During the subsequent weeks, teams implemented their projects and prepared their students to participate in a performance (November 2012) of Maestro Grant Cooper's *Boyz in the Wood*, a contemporary children's concert based on the story of Little Red Riding Hood.

The overall goals of the SCALE Project included increases in (a) peer collaboration among teachers for interdisciplinary instructional planning and implementation of arts integration; (b) teacher knowledge of arts integration and lesson design; and (c) student engagement in learning and in music and arts. The WVDE Office of Research with support from the Office of Early Learning, Office of Instruction, and WVSO undertook a collaborative program evaluation to measure progress toward those goals. The evaluation addressed five core evaluation questions (EQs) as described in the results section below.

### Methods

The primary sources of data were the following:

- The SCALE Project Professional Development Evaluation Survey was deployed to SCALE Project team members onsite at the end of their final training session in October 2012. We received 28 responses from the 32 participants, for an 87.5% response rate.
- The SCALE Project Implementation Rubric and Checklist was used from October 2012 through early April 2012 by WVDE and WVSO staff/consultants to record observations for 15 of the 16 schools in the project, representing 93.8%.
- The Project SCALE School Survey (Pre Survey) was deployed to the entire school faculty in SCALE schools early in the fall before the implementation of SCALE projects and again the following February after projects had ended. Only respondents of the Pre Survey participated in the Post Survey. For the Pre Survey we received 164 responses from 371 teachers contacted (44%). Of those 164 respondents to the Pre Survey, we received 111 Post Survey responses (68%).

Descriptive statistics and qualitative data analysis were used to summarize data related to EQ1, including measures of central tendency and dispersion (e.g., mean/standard deviation) as well as percentages of respondents indicating specific perceptions of the SCALE program. Likewise for EQ2, we used descriptive statistics to summarize implementation fidelity data, describing the number and proportion of schools that met adequate fidelity on the core indicators noted above. To address EQ3, EQ4, and EQ5, we conducted a series of paired *t* tests whereby we ascertained if changes from pre- to postintervention were statistically significant and in the predicted direction, and we used Hedge's *g* test to determine if changes observed were substantively important.

## Results

### Evaluation Question 1. What was the quality of the training and technical assistance that was provided to SCALE Project schools?

Professional development offered to participants in the SCALE Project was well attended and well received. The overall ratings were remarkably high, with participants strongly agreeing about the high quality of the training and trainers on multiple measures, and approaching strong agreement about the high quality of the materials provided. The comments from participants also strongly praised the program, materials, and trainers. A few indicated they did not feel prepared to implement the project in their schools—that is, they still had lots of questions—after the summer professional development, but when they had completed all three training events, they indicated they were looking forward to using what they had learned back in their schools and classrooms. Overall, based on participant perceptions, SCALE Project team leaders were well trained to facilitate the program in their schools.

### Evaluation Question 2. How well did the SCALE Project schools implement the central components of the program?

Rubric and benchmark data provided by West Virginia Symphony Orchestra (WVSO) and West Virginia Department of Education (WVDE) personnel indicated that in most schools, the SCALE Project was well implemented (80%). As a group, rubric data indicated that schools saw the greatest level of implementation relative to student engagement in the arts and the lowest level of implementation relative to improving lesson design. Other data showed the following: (a) there was agreement or strong agreement that *student engagement* was high on all measures; (b) in the large majority of schools, at least six of 10 *role groups were involved* in the project, with Title I teachers, physical education teachers, parents, and community members the least often involved; (c) the *arts were well integrated* into the SCALE school projects; and (d) the large majority of schools implemented eight of nine major *SCALE Project components*.

Implementation was far from even, however. Four schools had implementation rates above 90% (high-implementation schools), while four had implementation rates below 75%, ranging down to 51% (low-implementation schools). For those that had lower levels of implementation, several issues seemed to be the most common: (a) forming a team, (b) arrang-

ing for it to meet regularly; (c) limited arts integration professional development for staff; (d) limited involvement of content areas other than the arts, or (e) involvement of only some, not all, of their classrooms.

The unevenness in implementation did not seem related to previous experience with the program (i.e., all four low-implementation schools had previous experience with the SCALE Project, as did three of the four high-implementation schools), nor with schools' involvement in the School Improvement Grant (SIG) program (half of the low implementation and half of the high implementation schools were SIG schools). Although it is not possible to say with certainty, successful implementation seemed related to the school's commitment to the project—which included establishing an active, multidisciplinary team, strong collaboration, and involvement of the whole school.

### **Evaluation Question 3. To what extent did the SCALE Project result in increased student engagement in music and the arts and in other content areas?**

SCALE school teacher surveys conducted before and after implementation of the project contained three subscales measuring educators' perceptions of student affective, behavioral, and cognitive engagement in the arts and other content areas. All three subscales showed small improvements, although only one, behavioral engagement, approached statistical significance. When looking at individual survey items that made up the subscales, two interesting findings emerged—teachers reported small positive effects for students staying on task and for student motivation.

When comparing schools with prior experience in SCALE with those new to the project, there were small but substantively important positive changes in both behavioral and cognitive engagement for schools new to SCALE. Looking at individual items, we found two of the strongest effects we detected in the study: Teachers in new-implementation schools reported higher levels of students staying on task at Post Survey than at Pre Survey and higher levels of students believing they were learning in their classes. For prior-implementation schools we found there were slightly lower perceptions of the extent to which students were excited about their schoolwork at Post Survey.

As noted in the discussion of EQ2, there were large differences among the schools in their levels of implementation, so we looked at what bearing, if any, implementation fidelity had on changes between Pre and Post Survey. With respect to overall subscale scores, we found that educators in high-fidelity schools reported both higher overall behavioral and cognitive engagement among students at Post Survey than at Pre Survey. When we looked a little deeper at individual student engagement items, educators in high-fidelity schools at Post Survey reported (a) students stayed on task more, (b) preferred more challenging assignments, and (c) followed instructions better.

### **Evaluation Question 4. To what extent did the SCALE Project impact culture and climate in participating schools?**

Our analysis of pre- and posttest responses to school culture items on the school survey revealed no statistically significant or substantively important changes from pre- to posttest data collections on any of the four subscales. These findings held when we disaggregated

the responses by new or prior implementation and by high- and low-implementation fidelity. This is not surprising for such a brief intervention such as the SCALE Project. For an intervention that lasted only a few months, it would be unusual to see significant changes.

### **Evaluation Question 5. To what extent did the SCALE Project result in improved lesson design and/or instructional delivery among participating schools?**

We constructed three subscales in the Project SCALE School Survey (Pre and Post Survey versions) for lesson design and instructional delivery to measure (a) integration of arts content into instruction, (b) collaboration among faculty role groups and community members in lesson design, and (c) collaboration among school-based teams in lesson planning. We found no statistically significant or substantively important changes at the subscale level for the whole group, nor for schools disaggregated by experience with the SCALE Project (new versus prior), nor for schools disaggregated by level of fidelity of implementation (high versus low). We also disaggregated responses by content area (arts versus other content areas), and again did not find changes to report. When looking at individual items, however, there were several interesting—albeit small effects at Post Survey:

- Teachers from new-implementation schools reported more collaboration with community members in the development of their lessons, and more integration of dance/movement strategies into their own instruction.
- Non-arts elementary teachers reported more integration of dance/movement strategies into their own instruction, and more collaboration with arts teachers.
- Teachers from high-implementation-fidelity schools reported less integration of creative writing instructional strategies, and more integration of dance instructional strategies.

### **Limitations of the Study**

Several limitations of this study bear mentioning. First, all data are self-reported and thus subject to various threats to validity, such as *social desirability bias* (when respondents provide overly positive responses to a survey or questionnaire due to their desire to be viewed favorably) or *nonresponse bias* (when respondents who elect not to participate in a survey differ in a meaningful way with those who do). We encountered one technical difficulty, when we unintentionally excluded an item in one of the subscales drawn from the POSC instrument. To compensate for the missing item, we applied a multiplier. There is a small possibility that the validity of the measure was affected, but there was little or no change in these measures, so this error did not impact our findings in any meaningful way. Another limitation of our study involves our inability to draw school-level conclusions regarding the impact of the various projects implemented by schools, because we did not receive a large number of completed surveys from many schools to make such disaggregation possible.



## Recommendations

We make the following recommendations based upon our results:

- *To the extent possible, we recommend continuing this project.* Educators appear to perceive positive benefits of the program for their students especially in the areas of cognitive and behavioral engagement. These are important outcomes that could lead to improved student achievement if sustained.
- *Efforts should be made to sustain initial excitement so that prior implementation schools can continue to realize benefits.* In this study, we found that new implementation schools realized more positive outcomes than prior-implementation schools. The excitement factor in new schools could have contributed to these findings.
- *Encourage and support full implementation of all components of the program.* We found that higher-than-average implementation fidelity schools experienced more positive outcomes than those schools that did not implement many components with fidelity. We found no significant changes for lower-than-average implementation schools. That is, while failure to implement the program as intended is not necessarily associated with negative outcomes, it does potentially maintain the status quo. Program staff should use these results as a catalyst for participating schools, to illustrate that a school's level of commitment can make or break the project.
- *Ensure that schools participating in the project build in sufficient common planning time to support the necessary collaboration.* This time is essential to ensure the school's project is implemented with fidelity and achieves the intended school-wide outcomes. Administrator support is critical in this regard and should be discussed early on in the project.
- *Develop strategies to ensure that once the school project concludes, the faculty does not return to business as usual.* One strategy may be finding ways to sustain the momentum of the project—that is to continue on with other collaborative projects that integrate various content areas, including the arts. Another strategy may involve addressing beliefs that time spent on a project such as SCALE is time taken away from improving test scores in mathematics and reading/language arts. Helping educators understand the strong connections between high student cognitive and behavior engagement—as seen in many of the SCALE schools this year—and high student achievement could help reduce the anxiety felt about making the sorts of changes in lesson planning and instruction that the SCALE project encouraged.



# Contents

---

Executive Summary .....	iii
Limitations of the Study .....	vi
Introduction.....	1
Goals of the Evaluation.....	1
Methods .....	3
Participant Characteristics .....	3
Evaluation Question 1.....	3
Evaluation Question 2 .....	3
Evaluation Questions 3, 4 and 5 .....	4
Data Analysis .....	5
Results.....	7
Baseline Data About Participants in the Project .....	7
Evaluation Question 1 .....	7
Quality of training.....	8
Quality of materials.....	10
Quality of trainers .....	10
Responses to open-ended questions.....	10
Evaluation Question 2 .....	11
Qualitative data.....	15
Evaluation Question 3 .....	18
Post hoc analyses .....	19
Evaluation Question 4 .....	22
Post hoc analyses .....	23
Evaluation Question 5.....	23
Post hoc analyses .....	24
Discussion.....	27
Evaluation Question 1.....	27
Evaluation Question 2 .....	27
Evaluation Question 3 .....	29

Evaluation Question 4 .....	29
Evaluation Question 5.....	30
Limitations of the Study .....	31
Recommendations .....	33
References.....	35
Appendix A. Evaluation Materials Provided to Participants.....	37
Appendix B. SCALE Project Logic Model.....	41
Appendix C. Survey Instruments.....	43
SCALE Project Professional Development Evaluation Survey.....	43
SCALE Project Implementation Rubric and Checklist.....	48
Project SCALE School Survey (Pre Survey).....	54
Instrument .....	54
E-mail invitations .....	63
Project SCALE Post-Intervention School Survey (Post Survey).....	68
Survey instrument .....	68
E-mail invitations .....	76
Appendix D. Data Tables .....	81
Appendix E. Descriptions of SCALE School Projects .....	87
Poca Elementary .....	87
Weimer Elementary.....	87
Spencer Elementary.....	87
Doddridge Elementary.....	87
Guyandotte Elementary.....	88
Burch Elementary .....	88
Culloden Elementary .....	88
Dingess Elementary .....	88
Romney Elementary .....	88
Lizemore Elementary.....	88
Ansted Elementary .....	89
Geary Elementary .....	89
Reedy Elementary.....	89
Brookview Elementary.....	89
Watts Elementary .....	89

List of Figures

Figure 1. Mean Scores for Student Behaviors Engaged in Through SCALE Project Across SCALE Project Schools..... 13

Figure 2. Percentage of SCALE Project Schools That Involved Various Role Groups in Their Project ..... 13

Figure 3. Percentage of SCALE Project Schools That Integrated Various Content Areas in Their Project ..... 13

Figure 4. Percentage of SCALE Project Schools That Implemented Various Program Components ..... 14

Figure 5. Student Engagement Subscale Scores (All Schools)..... 19

Figure 6. POSC Subscale Scores at Pre- and Post-Test..... 22

Figure 7. Lesson Design/Instructional Delivery Subscale Scores at Pre- and Post-Test..... 24

List of Tables

Table 1. SCALE Project Core Implementation Categories ..... 4

Table 2. SCALE Team Member Participation in Professional Development and Survey\* ..... 8

Table 3. Participant Ratings for Quality of Training, Material/Resources, and Trainers ..... 9

Table 4. Level of Implementation by Central Component, by School..... 12

Table 5. Composite Implementation Scores by School ..... 15

Table 6. Reliability Estimates for Student Engagement Subscales ..... 18

Table 7. Summary of Tests of Statistical Significance for Engagement Subscales (All Schools) ..... 19

Table 8. Summary of Engagement Findings from Post Hoc Analyses ..... 21

Table 9. Reliability Estimates for POSC Subscales..... 22

Table 10. Summary of Tests of Statistical Significance for POSC Subscales (All Schools)..... 23

Table 11. Reliability Estimates for Lesson Design/Instructional Delivery Subscales ..... 23

Table 12. Summary of Tests of Statistical Significance for Lesson Design/Instructional Delivery Subscales (All Schools)..... 24

Table 13. Summary of Lesson Design/Instructional Delivery Findings from Post Hoc Analyses..... 26

Table A 1. Status of SCALE Schools: Title I, Federal NCLB School Improvement Requirements.....	81
Table A 2. Quality, Relevance, and Usefulness of SCALE Project Professional Development.....	82
Table A 3. Ability of Students to Engage in Supported Behaviors as a Result of SCALE Project, by School.....	83
Table A 4. Groups Involved in the SCALE Project by School .....	84
Table A 5. Arts Content Areas Integrated in the Scale Project by School.....	84
Table A 6. Project SCALE Component Implemented by School .....	85

## Introduction

---

The Student-Centered Arts-Learning Environments project (SCALE Project) was developed by the West Virginia Symphony Orchestra (WVSO) and piloted in collaboration with Regional Education Service Agency (RESA) 3 in four schools during the fall of 2009. In each subsequent year, the SCALE Project has increased the number of participating schools, always targeting schools in high poverty areas. The SCALE Project focuses on professional development for teachers to enable them to integrate arts into other curricular areas through a model of cross-discipline collaboration. By participating in the project, teachers prepare to lead elementary school students through the planning and implementation of an arts-based cross-curricular project, and to attend a theme-related concert performed by the WVSO.

During late spring 2012, staff from the WVSO and West Virginia Department of Education (WVDE) Office of Instruction recruited 16 schools to participate in the SCALE Project during the following fall. Each school sent a team to an initial training session held on June 19, 2012, at the Clay Center (home of the WVSO) in Charleston, West Virginia. The teams included a regular education teacher, arts teacher, and a school administrator. One of the team members was designated as the *school liaison*, and served as the main point of contact at the school throughout the project. At the initial training team members learned about the requirements of the project, approaches to cross-disciplinary collaborative lesson planning to support an arts-related school project, and their role in the research component of the project. Regarding the latter, participants were given a one-page description of the SCALE Project Review Criteria (see Appendix A), to inform them about the criteria that would be used in assessing the implementation of the project in their schools.

Initial training was completed during a follow-up webinar, held August 14, 2012. Participants were given the opportunity to ask questions and receive answers as they prepared to deliver training to their peers in their own schools, scheduled to take place on or before September 15, 2012. Participants also received a data collection schedule (Appendix A).

School teams gathered one last time on October 9, 2012, to review and critique each other's school project plans. During the subsequent weeks, teams implemented their plans and prepared their students to participate in a performance of Maestro Grant Cooper's *Boyz in the Wood*, a contemporary children's concert based on the story of Little Red Riding Hood. The project culminated with students' and teachers' participation in one of three concert performances (two in Charleston and one in Morgantown) in November. Participation was free to all SCALE Project schools, supported by a grant from the Claude Worthington Benedum Foundation.

### Goals of the Evaluation

The overall goals of the SCALE Project included increases in (a) peer collaboration among teachers for interdisciplinary instructional planning and implementation of arts integration; (b) teacher knowledge of arts integration and lesson design; and (c) student engagement in learning and in music and arts. The WVDE undertook a collaborative program

evaluation of the SCALE project in the 2012-2013 school year to measure progress toward those goals. The evaluation was conducted by the WVDE Office of Research, with support from the Office of Early Learning and the Office of Instruction, and the WVSO. The first step in the evaluation was to develop a logic model for the project (see Appendix B). Based on discussions and the logic model, the SCALE program evaluation addressed five core evaluation questions (EQs):

- EQ1. What was the quality of the training and technical assistance that was provided to SCALE Project schools?*
- EQ2. How well did the SCALE Project schools implement the central components of the program?*
- EQ3. To what extent did the SCALE Project result in increased student engagement in music and the arts and in other content areas?*
- EQ4. To what extent did the SCALE Project impact culture and climate in participating schools?*
- EQ5. To what extent did the SCALE Project result in improved lesson design and/or instructional delivery among participating schools?*



# Methods

---

## Participant Characteristics

Participants in the project were primarily teachers and students from 16 schools serving large proportions of students from low-income families. Details about the schools, including their Title I status, No Child Left Behind accountability status, their involvement (or not) in the federally funded School Improvement Grant program, and previous experience with the SCALE project, are available in the next section or in Table A 1 (page 81).

We used a variety of methods to address the evaluation questions, depending on the nature of each question, as described below.

### Evaluation Question 1

EQ1. What was the quality of the training and technical assistance that was provided to SCALE Project schools?

To address EQ1 we developed and deployed the *SCALE Project Professional Development Evaluation Survey* (Appendix C) which included items to measure the quality of the initial training, follow-up webinar, and final training provided by the West Virginia Department of Education (WVDE) in collaboration with the West Virginia Symphony Orchestra (WVSO). Items assessed the general quality, relevance, and usefulness of the training and materials, and the quality of facilitators.

### Evaluation Question 2

EQ2. How well did the SCALE Project schools implement the central components of the program?

To address EQ2 we developed a *SCALE Project Implementation Rubric and Checklist* in collaboration with the WVDE Office of Instruction and the WVSO. The rubric consists of five key indicators, as well as a list of key implementation milestones such as the establishment of a SCALE Project team, regular meetings of the SCALE Project team to discuss arts integration, and so forth (see Appendix C for the full rubric and checklist). WVSO staff/project consultants and WVDE Office of Instruction/Office of Early Learning staff used the rubric to provide information about the level of implementation fidelity of SCALE Project in each school. WVDE Office of Research staff analyzed data in the completed rubrics to determine the extent to which each school completed the core components of the SCALE project. The implementation data from the rubrics was also used as a method for disaggregating additional data described in the results section. Table 1 provides an overview of the five major implementation indicators.

**Table 1. SCALE Project Core Implementation Categories**

Indicator	Ideal implementation status
Student engagement in learning	As a result of the project, students exhibit a higher level of engagement in the classroom, not only physically, but through demonstration of cognitive engagement with the content and affective engagement in the learning process, driven by student inquiry.
Student engagement in the arts	As a result of the project, students have increased engagement in arts learning, both through general instruction in music and the other arts, but also through extended arts learning experiences.
Collaboration for arts integration and other interdisciplinary learning	As a result of the project, classroom teachers use standards-based arts integration as a regular teaching strategy and, when applicable, collaborate with school arts teachers to design instruction.
Improvements in lesson design	As a result of the project, teachers personalize learning to a greater degree; use student inquiry as a primary instructional method; promote greater student collaboration; and demonstrate a deeper understanding of standards-based instructional design, including learning experiences aligned to standards, teaching to mastery, designing for engagement, and acceptable evidence of learning.
Improvements in school culture	As a result of the project, a greater number of faculty are working together; both students and teachers have taken a greater responsibility for learning; the physical environment of the school has become more inviting; and students are allowed greater latitude in decision making.

### Evaluation Questions 3, 4 and 5

- EQ3. To what extent did the SCALE Project result in increased student engagement in music and the arts and in other content areas?
- EQ4. To what extent did the SCALE Project impact culture and climate in participating schools?
- EQ5. To what extent did the SCALE Project result in improved lesson design and/or instructional delivery among participating schools?

To address EQ3, EQ4, and EQ5 we developed two questionnaires that served as pre- and postintervention survey instruments (See Appendix C, page 43). All staff in SCALE schools were invited to complete the Pre Survey, but only respondents to the Pre Survey were invited to respond to the Post Survey, to assure that we had a matched sample of the same individuals pre- and postintervention. Because the survey was fairly lengthy and the Pre Survey respondents already had the experience of filling it out once, we offered an incentive for responding to the Post Survey. The WVSO offered three Best Buy gift certificates (worth \$250, \$100, and \$50) and vouchers for concert tickets for three randomly selected Post Survey respondents.

The survey questionnaires differed only in the reference frame respondents were asked to reflect upon as they answered questions (“last school year” or “this school year”). Both questionnaires consisted of three main sections: (1) student engagement in learning and the arts, (2) collaboration for arts integration and improved lesson design, and (3) school culture/climate. Items for the first two sections were developed by the WVDE, based upon adaptations of items included in the *Student Engagement in Schools Questionnaire* (Hart, Stewart, & Jimerson, 2011), the National Center for School Engagement’s (NCSE)

*Student Survey* (National Center for School Engagement, 2004), and the Post-Survey for Teachers involved in the RESA 3/Symphony Arts Project. Items for the third section (school culture/climate) were taken verbatim from the validated and nationally normed Perceptions of School Culture survey (Cowley, Voelkel, Finch, & Meehan, 2006).

### **Data Analysis**

Descriptive statistics and qualitative data analysis were used to summarize data related to EQ1, including measures of central tendency and dispersion (e.g., mean/standard deviation) as well as percentages of respondents indicating specific perceptions of the SCALE program. Likewise for EQ2, we used descriptive statistics to summarize implementation fidelity data, describing the number and proportion of schools that met adequate fidelity on the core indicators noted above. To address EQ3, EQ4, and EQ5, we conducted a series of paired *t* tests whereby we ascertained if changes from pre- to postintervention were statistically significant and in the predicted direction, and we used Hedge's *g* test to determine if changes observed were substantively important. Additional details about the methods of analysis we used are presented along with the results in the next section.



## Results

---

The primary sources of data in this section were the following:

- The SCALE Project Professional Development Evaluation Survey was deployed to SCALE Project team members onsite at the end of their final training session, on October 9, 2012 (Appendix C, page 43). We received 28 responses from the 32 participants, for an 87.5% response rate.
- The SCALE Project Implementation Rubric and Checklist (Appendix C, page 48) was deployed on October 18th; data collection ended on April 9, 2013. West Virginia Department of Education (WVDE) and West Virginia Symphony Orchestra (WVSO) staff/consultants submitted records for 15 of the 16 schools in the project, representing 93.8%.
- The Project SCALE School Survey (Pre Survey) was deployed to the entire school faculty in SCALE schools early in the fall (October 2–October 17, 2012; see survey instrument and e-mail invitation messages, Appendix C, page 54). After the SCALE project concluded (February 7–March 7, 2013), we deployed the very similar Project SCALE Post-Intervention School Survey (Post Survey), inviting only respondents of the Pre Survey to respond to the Post Survey (see survey instrument and e-mail invitation messages, Appendix C, page 68). For the Pre Survey we received 164 responses from 371 teachers contacted (44%). Of those 164 respondents to the Pre Survey, we received 111 Post Survey responses (68%).

### Baseline Data About Participants in the Project

As noted earlier, the target group for the SCALE Project was elementary schools serving high poverty areas. Table A 1 (in Appendix D, page 81) shows that 15 of the 16 schools recruited were eligible for school-wide Title I funding; additionally, half of the recruited schools had failed to make adequate yearly progress (AYP) for at least 3 consecutive years and were identified as being in need of improvement, corrective action, or restructuring. Five of the schools were federal School Improvement Grant recipients and were, therefore, subject to interventions in addition to their voluntary participation in the SCALE Project. Half of the schools had been involved in the SCALE project previously, although not necessarily in the immediate previous year. It should also be noted that one school, Poca Elementary, was designated as a 2012 Title I Distinguished School by the WVDE Office of Federal Programs. The schools were in 13 county districts located across the state.

### Evaluation Question 1

What was the quality of the training and technical assistance that was provided to SCALE Project schools?

SCALE Project staff planned for and conducted three professional development sessions. The two face-to-face sessions were generally well attended, with participants from 14 of the 16 schools in the project at each meeting. Additionally, approximately 18 participants signed onto the August webinar. In addition to the professional development sessions, staff or consultants from the WVSO or the WVDE Office of Instruction or Office of Early Learning visited each of the schools to provide onsite technical assistance. Of the 34 attendees at the final October 2012 session, 28 (82%) filled out survey questionnaires. Of those respondents, only a third (33%) indicated they had been in their current positions for more than five years, while two thirds (67%) had been working in the education field for more than 5 years. This indicates that SCALE Project team leaders were experienced teachers who were relative newcomers to their schools. Just over a third (38%) of the respondents were arts teachers; the rest were regular elementary education or Title I teachers.

The survey was divided into three sections: (a) overall quality, relevance, and usefulness of the training; (b) adequacy of the materials and resources provided; and (c) adequacy of the facilitator(s).

### Quality of training

The overall assessment of the training's adherence to research-based practices for professional development was very high (Table 3). The mean composite score for seven items combined was 4.6 on a 5-point Likert-type scale, including 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree). The only item that did not fall within the *strongly agree* range (4.3) was "Training objectives were clearly stated before sessions began."

Results for other items, rated on rubric-type scales, can be found in Table A 2 (Appendix D, page 82). Highlights of those ratings include the following:

**Table 2. SCALE Team Member Participation in Professional Development and Survey\***

	Attended June PD (n)	Attended October PD (n)	Responded to PD survey (n)
Total	40	34	28
Ansted Elementary	3	1	0
Brookview Elementary	2	0	0
Burch Elementary	4	3	3
Culloden Elementary	5	0	0
Dingess Elementary	3	2	1
Doddridge Elementary	2	2	2
Geary Elementary	1	1	1
Guyandotte Elementary	4	3	3
Lizemore Elementary	3	3	2
Poca Elementary	2	1	1
Reedy Elementary	0	3	2
Romney Elementary	3	4	3
Smoot Elementary	2	2	2
Spencer Elementary	2	2	2
Watts Elementary	1	1	1
Weimer Elementary	0	3	2
Non-SCALE schools**	3	3	3

\*Participant data were not collected for the approximately 18 participants in the August webinar.

\*\*Non-SCALE schools were invited to send arts teachers to the trainings and some classrooms to the concerts. Teachers from these schools received materials but were not required to form a team.

- The majority of participants considered the training “a good start” and look forward to using what they learned.
- Participants were evenly divided in indicating they “already practice/apply” or they “look forward to practicing/applying” the knowledge and skills they learned.
- Just over 40 percent indicated the professional development was only “somewhat aligned” or “not aligned” with their school’s/program’s goals for instructional improvement.
- Nearly two thirds thought the professional development was more useful than other professional development they had participated in.

Clearly participants in the training thought highly of it as a professional development experience.

**Table 3. Participant Ratings for Quality of Training, Material/Resources, and Trainers**

	Number	Minimum	Maximum	Mean	SD
<b>Quality of training (adherence to research-based practices for high quality professional development)</b>					
The training was high quality.	27	4.00	5.00	4.63	.492
The training was relevant.	28	4.00	5.00	4.71	.460
The training was well organized.	27	3.00	5.00	4.52	.700
The training was specific and content-focused.	28	4.00	5.00	4.61	.497
The training was hands-on and included active learning opportunities.	28	3.00	5.00	4.57	.573
Training objectives were clearly stated before sessions began.	28	3.00	5.00	4.36	.870
Training sessions began and ended in a timely fashion.	28	4.00	5.00	4.57	.504
<b>Quality of materials and resources</b>					
Adequate amounts of training materials/resources were provided.	27	3.00	5.00	4.37	.629
Materials/resources were relevant to my work.	26	3.00	5.00	4.42	.643
The materials/resources provided were of high quality (i.e., based on recent research and evidence-based).	27	3.00	5.00	4.59	.572
The materials/resources provided were useful to my work.	27	3.00	5.00	4.44	.698
<b>Quality of trainers</b>					
Trainer(s) were knowledgeable about the topic.	27	4.00	5.00	4.78	.424
Trainer(s) were well organized.	27	3.00	5.00	4.59	.694
Trainer(s) presented the material clearly and effectively.	26	3.00	5.00	4.65	.629
Trainer(s) facilitated discussions well.	27	4.00	5.00	4.78	.424
Trainer(s) answered questions raised during sessions adequately.	27	4.00	5.00	4.70	.465

### Quality of materials

Using the same 5-point Likert-type scale, participants also rated the materials and resources they received very highly (composite mean score, 4.5), with participants most strongly agreeing (4.6) that “materials/resources provided were of high quality (i.e., based on recent research and evidence-based).” The most tepid agreement was for “Adequate amounts of training materials/resources were provided,” but even this item scored only slightly below *strongly agree*, with a mean score of 4.4 (Table 3).

### Quality of trainers

The highest ratings on the 5-point Likert-type items were assigned to the trainers. The overall mean for these five items was 4.7, and none of the items fell below the range for *strongly agree*. The highest of these very high agreement scores (4.8) went to “Trainer(s) were knowledgeable about the topic” and “Trainer(s) facilitated discussions well” (Table 3).

### Responses to open-ended questions

Participants were asked four open-ended questions, one each about the training overall, materials/resources, and trainers; and one that allowed other comments. With regard to the training overall, most were expressions of enthusiasm for the training and the program, such as the following:

This training should be mandatory. ..

These PD’s have been more inspiring than any others I have attended in the last 10 years. I have even used some of the inquiry techniques to jump start some of my personal creative work—with encouraging results.

This program has made me expand my perception of how to teach CSO’s. I will now look at where I want students to go and then plan what has to be done to get them there.

One respondent explained the slightly lower rating for the training’s alignment with school/program goals, indicating that the *goals* need to catch up with the training.

The PD was NOT ALIGNED with school’s/program’s goals for instructional improvement.—Only because they aren’t there yet.

Two participants indicated that the questions they were left with at the end of the June training had been answered during this training, so they felt prepared to move forward with the program.

Of the 10 open-ended comments about materials, eight expressed enthusiasm and gratitude. Examples included the following:

As a participant, our school has received or has been given access to many resources/supplies. Awesome!

The basket of educational “goodies” was wonderful! The teachers have used all of the resources in them. Thank You!

The resources were great. My school doesn’t have an art or music teacher so having any resources helped greatly.

Three of the respondents praised the knowledge and passion of the trainers, such as the following:



---

Excellent Trainings - Very entertaining trainers; knowledgeable; passionate about their skills/curriculum, grasping onto change and just very enthusiastic!!

Two respondents offered constructive criticism, both with regard to allowing more “wait time” during discussions, as illustrated in this comment:

Please be careful with "wait time"—when we were asked to do an activity or answer a question, there was not enough time to think before we moved on, or the presenter continued to talk during that time.

The final item in the survey offered respondents the opportunity to provide other comments; fourteen participants responded. Of those, six were additional expressions of enthusiasm for various aspects of the project, including the opportunity for students to go to the symphony concert and to incorporate arts in their classrooms.

I really enjoyed listening to Grant Cooper speak and discussing what we are doing with the other schools.

This is our third year to participate. Every year just keeps getting better!

There were three complaints about shortages of food during the October training.

## Evaluation Question 2

How well did the SCALE Project schools implement the central components of the program?

WVSO and WVDE staff, who served as technical assistance providers during the course of the project, responded to the *SCALE Project Implementation Rubric and Checklist*, collectively submitting one response for each school. The exception was Smoot Elementary School. Multiple unsuccessful attempts were made over the course of three months to schedule a visit at this school following the conclusion of the project. WVDE staff's inability to make those arrangements may have been due to changes in the school team associated with the SCALE Project. Consequently, the following findings are based on 15 of the 16 schools in the project.

The rubric included in the instrument (items 6, 8, 10, 12, and 14) described four levels of implementation (see Table 1 for rubric details). Outcomes for each of the schools appear in Table 4. The levels in the rubrics are each qualitatively described, but they correspond to 1 (no evidence of implementation), 2 (low level of implementation), 3 (moderate level of implementation), or 4 (high level of implementation). As a group, schools saw the greatest level of implementation relative to student engagement in the arts (mean score of 3.2) and the lowest level of implementation relative to improving lesson design (2.8). There was great variation in the level of implementation realized among the schools, with three schools (Geary, Watts, and Brookview) achieving only the lowest level of implementation, and three schools (Poca, Lizemore, and Weimer) achieving a high level implementation, with the remaining nine schools achieving moderate levels on the five components.

In addition to the implementation rubric, item 5 on the instrument asked about the ability of students to engage in various behaviors promoted by the project. These questions asked the WVSO/WVDE respondents to indicate their level of agreement on the following scale: 1 (strongly disagree), 2 (disagree), 3 (agree), or 4 (strongly agree). Table 4 shows that, overall, respondents agreed that through the project students were able to

- Connect content among multiple disciplines;
- Represent complex ideas;
- Share created products with others;
- Participate fully as individuals;
- Collaborate meaningfully with each other;
- Participate in higher-order learning conversations;
- Engage meaningfully in the arts; and
- Work collaboratively with the WVSO

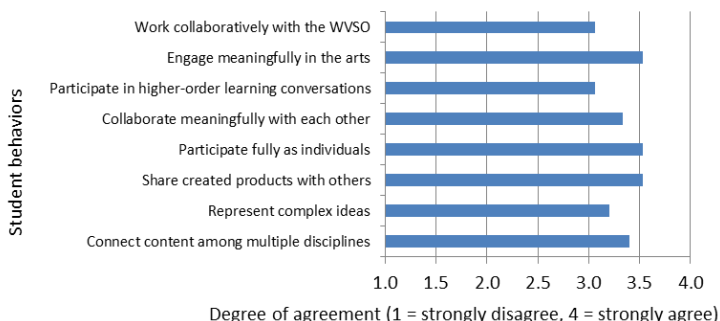
**Table 4. Level of Implementation by Central Component, by School**

School	Student engagement in learning	Student engagement in the arts	Collaboration for arts integration	Improvements in lesson design	Improvements in school culture	Mean Rating
Overall	3.1	3.2	3.0	2.8	2.9	3.0
Poca Elementary	4	4	4	4	4	4.0
Lizemore Elementary	4	4	4	3	4	3.8
Weimer Elementary	3	4	4	4	4	3.8
Burch Elementary	4	4	4	3	2	3.4
Guyandotte Elementary	3	4	3	3	3	3.2
Spencer Elementary	4	4	3	2	3	3.2
Doddridge Elementary	4	3	3	3	3	3.2
Ansted Elementary	3	3	3	3	3	3.0
Dingess Elementary	3	3	3	3	3	3.0
Romney Elementary	3	3	3	3	3	3.0
Culloden Elementary	3	3	4	3	2	3.0
Reedy Elementary	2	2	2	3	4	2.6
Geary Elementary	3	3	2	2	2	2.4
Watts Elementary	2	2	2	2	2	2.0
Brookview Elementary	2	2	1	1	1	1.4

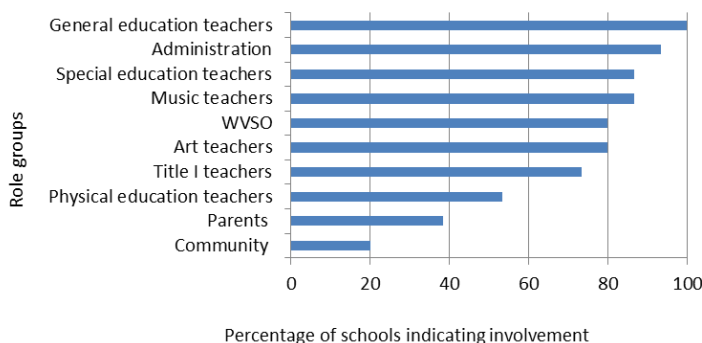
Once again, however, there was tremendous variation across the SCALE Project schools. For seven schools there was strong agreement that all or nearly all of these behaviors were enabled, while for eight others there was general agreement, with mean scores ranging from 2.8 to 3.5 (see Table A 3, Appendix D, page 83).

Looking across schools, the role groups least included were community members and parents, with only 20.0% and 38.5% of the schools including them, respectively. The groups most often included—that is, in at least 80% of the SCALE Project schools—were general education teachers, administrators, music teachers, special education teachers, art teachers, and the WVSO. The schools that were most inclu-

**Figure 1. Mean Scores for Student Behaviors Engaged in Through SCALE Project Across SCALE Project Schools**



**Figure 2. Percentage of SCALE Project Schools That Involved Various Role Groups in Their Project**



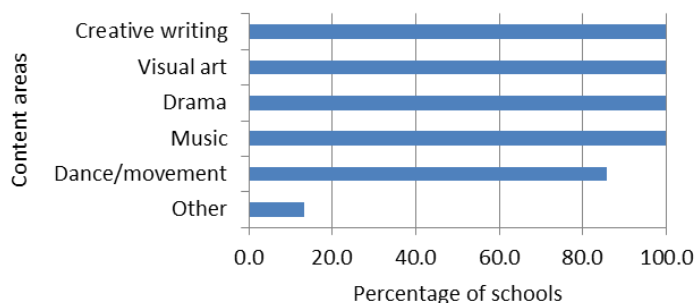
sive in their projects—including all or all but one of the 10 role groups—were Weimer, Poca, Burch, and Ansted. Least inclusive were Brookview, Reedy, and Watts, each including only three or four of the 10 roles groups (Table A 4, Appendix D, page 84).

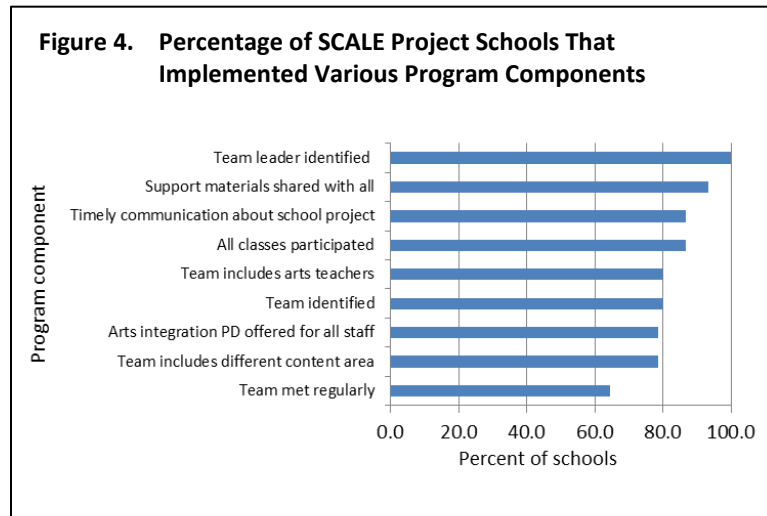
Next, we looked at what content areas were most often integrated into the SCALE school projects (Figure 3). According to WVSO/WVDE observers, all 15 schools integrated creative writ-

ing, visual art, drama, and music in their projects and the large majority (86%) integrated dance/movement. Two schools (13%) also integrated technology (for details about individual schools see Table A 5, Appendix D, page 84).

The SCALE Project was based on the premise that a whole school would collaborate to develop a school project that integrated the arts with other content areas, led by a team that received special

**Figure 3. Percentage of SCALE Project Schools That Integrated Various Content Areas in Their Project**





training from the WVSO and WVDE.<sup>1</sup> One of the last items in the *SCALE Project Implementation Rubric and Checklist*, was a simple checklist that covered these components, and was meant to indicate how fully particular schools implemented the pro-gram. Results showed 80% or more of the schools identified a team leader, shared support materials, had timely communication about the project, included all classes, and had formed a SCALE Project team that included at least one arts teacher (Figure 4). The component least well implemented (64% of schools) was, “The Project SCALE team met regularly to discuss the school’s SCALE project.” Although the great majority of schools implemented all nine components on the checklist, there were a few that implemented less than half of the components, including Reedy, Brookview, and Watts Elementary Schools (see Table A 6, Appendix D, page 85).

Our last analysis of project implementation involved developing a single, composite implementation score for each school. The purpose of the score was to test what bearing various levels of implementation had on measures discussed in the remaining evaluation questions (see below). To develop the score involved several steps, as outlined next.

We had two types of items in the *Project Implementation Rubric and Checklist*. The first type was based on a 4-point, Likert-type scale. The second type involved a checklist, where respondents simply checked *yes* or *no*. To develop a composite score, we treated each of these two types using different methods.

We combined the Likert-type items (5, 6, 8, 10, 12, and 14) and computed mean scores for each school; we then converted those scores to percentages, with a 4.0 mean score considered to be a perfect, 100% implementation. Lower scores were converted to percentages of 4.0, so for example, a mean score of 3.0 was converted to 75% (see columns A and B in Table 5).

Similarly, we combined the checklist items (3, 4, and 16), and assigned a 1 for *yes* and a 0 for *no*. For each school, we counted across the items (there were some missing values, where the WVSO or WVDE respondent did not have enough information to respond to the question), and then divided the sums for each school by the counts, to get percentages of *yeses* (see column C in Table 5).

<sup>1</sup> This level of participation was encouraged but voluntary. One school involved classrooms from only one grade level.

Lastly we calculated the mean of the two percents to get the aggregate mean percent (see column D in Table 5). The aggregate median for the whole project was 85.9%, with eight schools achieving 85.9% implementation or above (the highest being Poca Elementary at 98%); and eight schools scoring at or below that level (the lowest level of implementation taking place at Watts Elementary, at 51%). The overall mean was 81% implementation.

**Table 5. Composite Implementation Scores by School**

School	Column A	Column B	Column C	Column D
	Likert item means	Likert item means converted to percentages of 4.0	Percentages of checklist items marked as implemented (yes)	Aggregate mean percent
All schools	3.32	82.9	78.6	80.8
Poca Elementary	4.00	100.0	96.0	98.0
Weimer Elementary	3.85	96.2	96.0	96.1
Spencer Elementary	3.69	92.3	92.0	92.2
Doddridge Elementary	3.69	92.3	90.9	91.6
Guyandotte Elementary	3.69	92.3	84.0	88.2
Burch Elementary	3.69	92.3	83.3	87.8
Culloden Elementary	3.38	84.6	88.0	86.3
Dingess Elementary	3.54	88.5	83.3	85.9
Romney Elementary	3.31	82.7	84.0	83.3
Lizemore Elementary	3.62	90.4	76.0	83.2
Ansted Elementary	2.92	73.1	91.7	82.4
Geary Elementary	2.69	67.3	80.0	73.7
Reedy Elementary	2.77	69.2	48.0	58.6
Brookview Elementary	2.46	61.5	45.8	53.7
Watts Elementary	2.46	61.5	40.0	50.8

Note: the median of aggregate mean percent implemented = 85.9

### Qualitative data

WVDE and WVSO technical assistance providers who responded to the implementation rubric were asked to describe the school projects; those descriptions appear in (Appendix D, page 87). Highlights from three school projects include the following:

- Poca Elementary*—The project was announced at a whole school assembly, inviting students to be as creative as they liked. They were provided a number of resources to do so. The primary grades . . . took Little Red around the world to every continent and discussed the weather and transportation there . . . Other students compared and contrasted Red with other fairy tale characters. Third grade students created a puppet theater . . . [Students] created a grocery list for Red's basket, budgeted the amounts, and visited a grocery to purchase the items. Fifth grade put Little Red on trial, each student choosing a part, . . . They also choreographed and performed a dance for the play. One class compared the skeleton of the wolf to that of a dog and studied the habitat of the wolf....

- *Weimer Elementary*— . . . Content areas included mathematics, language arts, history (an election for President of the Woods), art, music, and performing arts. Each classroom contributed to a school mural depicting the Little Red Riding Hood story and students from each classroom participated in a culminating celebration, performed for parents and guests,...
- *Dingess Elementary*— . . . Fourth graders created a math forest in a vacant classroom which was left up for a month after its creation . . . When Maestro Cooper visited in December, fourth graders guided Maestro Cooper through the math forest, taking pride in describing all the measuring they had to do to create the forest.

WVDE and WVSO rubric responders were also asked to provide evidence to support ratings they assigned to different parts of the rubric. To support high ratings for *student engagement*, the following examples of evidence were provided:

Students were given a choice of activities. There were no wrong answers and no limits put on students.

Writing of second graders was imaginative, thorough, posted all over the walls! First graders had been collecting bottle caps which they turned into a collaborative art project.

During WVSO visit, kindergarten students wanted to show their video project which they had performed for other classes. Students in older grades shared not only their produced projects, but easily answered questions about the processes behind what and how they had completed them. Older students chose to adopt a wolf and carry the project into the future.

Maestro Cooper visited with students at the end of January 2013. Students in second grade still could recite their audience participation rap. Students asked great questions and listened intently to the Maestro. Artifacts submitted by the school in November were very student-driven.

On the other hand, things did not go quite so well at other schools, as evidenced in these comments:

Though there was a great deal of interest in the project in the school, the participants had minimal professional development to assist with arts integration. There was a good deal of activity, but most of it did not exhibit higher order thinking skills and was very teacher directed.

The staff members worked really hard. Most of the evidence illustrated that students occasionally engaged in deeper thinking, but not always. Based on our interactions with the staff and observations at the school, the teachers made every effort, but need help in how to offer and support higher-order thinking.

The activities were a series of lower level events connected by the story theme. Rich teaching to standards was not evident.

Evidence of *student engagement in the arts* at high implementation schools included the following examples:

Artifacts and activities collaboratively created by the students such as an election campaign, rap, new story of Red, and understanding of stranger danger.

Every class was involved (music, visual arts, PE) Energy Express style!

Some of the challenges to increasing student engagement in the arts appeared to be related to staffing for art and music—or making staff available—as was evident in these observations:

Music and art taught by the same teacher who did not always have the benefit of being able to collaborate with each grade level classroom teacher. Projects in arts classes were less student driven/derived. Limited time in arts classes also a challenge.

The school did not directly involve the music teacher and there is no art teacher at the school. There was some interest in the arts shown, but most of the focus was on the Little Red Riding Hood story itself.

Regarding the measure, *collaboration for arts integration*, staff time and old habits seemed to be obstacles both during the project and after the project ended, even among some of the high-implementation schools.

Major strides were made in integrating special education specialists; physical education and dance was next effective in integration. A single teacher does both visual art and music (major time limits prevent more collaboration in this instance.) Daily scheduling seen as an obstacle to more collaboration.

Ideally [there] would be more collaboration, but common planning time is hardest obstacle to overcome.

Carry-over past the project was an issue. Once the project was complete, teachers dropped back into comfort zone and worrying about the test.

Once the [project was] seen as complete, teachers drifted quickly back to comfortable ways of teaching. . . Time to collaborate is the biggest issue since many teachers' planning periods happen because the students are in music classroom.

A major emphasis of the professional development associated with the project was *improving lesson design*. Progress was made at some schools, especially where other training (e.g., Common Core) aligned with the approaches encouraged in the SCALE Project.

Students chose their preferred activities and worked together to create products. Teachers emphasized standards-based instruction and DOK levels 1-4 as evidenced by student work.

SIG training in Common Core plus additional work being done with an outside consultant with this school made them the ideal pilot school. Many initiatives coming together reinforced the list of design and evidence. SCALE was a way to effectively put everyone on the same storybook page; removed threat of "NEW" stuff.

School is also involved through the SIG process in Common Core training. SIG, CC and SCALE all come together in some cool ways, especially getting teachers to loosen up and think about new ways to approach "same old" subject matter.

WVDE and WVSO rubric respondents reported that the enthusiasm for new approaches to lesson design was not universal, however, or it was short-lived.

The music teacher especially could talk about improvements in these elements, particularly in personalizing learning for students. For most other teachers, the project seemed to be an "add on."

Principal reported that teachers were into collaboration throughout the project, although keeping the process going dwindled after the project ended.

[It was hard] for many of the veteran teachers to break free from traditional "teaching" and the comfort level of the scripted text. Carry-over of the process is the missing link.



Finally, the rubric called for evidence of improvements in *school culture*. At some schools, the SCALE Project was reported to have enhanced an already excellent school culture or to have moved the SIG process forward. Most reported school-wide enthusiasm and involvement in the project.

[The] principal could not say enough about how their participation in this project had gotten teachers to think outside the walls of their own classroom. He specifically mentioned the level of camaraderie in the teachers' lounge was "buzzing" with flow of ideas and support for fellow teachers. This translated directly into student enthusiasm for learning throughout the course of the project.

[The] school transformation specialist commented on positive culture change he had witnessed in this school, a part of which could be attributed to SCALE. Individual teachers really stepped up to be a part of the program, and he gave the impact high marks.

As with the other parts of the rubric, however, there were a few exceptions, where school culture was impacted only modestly, and there was less universal involvement in the project, as evidenced in one comment:

Some faculty members appear to be collaborating more, though the lead teacher indicated difficulty in communication and getting full participation.

### Evaluation Question 3

To what extent did the SCALE Project result in increased student engagement in music and the arts and in other content areas?

To address this question, we analyzed responses to the SCALE Project School Pre and Post Surveys. The surveys contained three subscales measuring educators' perceptions of student engagement in SCALE schools. These subscales included 13 items measuring *affective engagement*, nine measuring *behavioral engagement*, and 13 measuring *cognitive engagement* (see items 10–12 in Appendix C, page 43).

**Table 6. Reliability Estimates for Student Engagement Subscales**

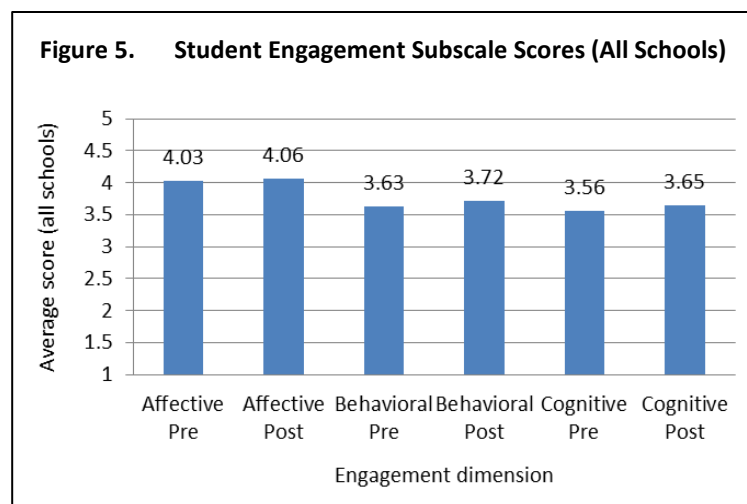
Engagement dimension	Number of items on subscale	Pre survey reliability*	Post survey reliability*
Affective Engagement	13	.88	.88
Behavioral Engagement	9	.69	.74
Cognitive Engagement	13	.91	.93

\*Cronbach's Alpha ( $\alpha$ ) was used as the measure of reliability

We constructed a composite measure of each type of engagement by summing respondents' responses to each subscale item and dividing by the total number of items for each subscale. For each subscale, we first assessed the reliability at Pre and Post Survey. Table 6 indicates that, with the exception of the behavioral engagement subscale on the Pre Survey, all scales were highly reliable—exceeding the threshold of .70. Notably, the behavioral engagement subscale met standards for reliability at Post Survey. These findings indicated that it was appropriate to examine changes in the composite measures of student engagement, albeit with some caution for behavioral engagement. We also assessed change on each individual item to provide more useful information to program staff and to address the limited reliability of the behavioral engagement subscale at Pre Survey.



We first examined changes from Pre to Post Survey for each of the composite engagement subscales. Figure 5 illustrates that, in all cases, teachers' perceptions of student engagement increased from Pre to Post Survey. The largest increase was evidenced in students' behavioral engagement followed by cognitive engagement and affective engagement, respectively. Subsequent statistical analyses revealed the increases were not statistically significant (See Table 7). However, it is worth noting that the change in behavioral engagement approached statistical significance ( $p = .053$ ).



**Table 7. Summary of Tests of Statistical Significance for Engagement Subscales (All Schools)**

Engagement dimension	Mean change (Post Survey average minus Pre Survey average)	SD	Standard error MEAN	<i>t</i>	<i>df</i>	Sig (2-tailed)	Effect size (Hedges' <i>g</i> *)
Affective	.02	.40	.04	.58	103	.564	.07
Behavioral	.07	.39	.04	1.96	103	.053	.20
Cognitive	.07	.43	.04	1.55	102	.124	.16

\*Ellis, P. D. (2009), "Effect size calculators," website: [www.polyu.edu.hk/mm/efficientsizefaqs/calculator/calculator.html](http://www.polyu.edu.hk/mm/efficientsizefaqs/calculator/calculator.html) accessed on April 12, 2013.

Next we examined each of the individual student engagement items on each subscale for significant changes over time. Two interesting findings emerged. First, teachers reported perceiving that students stayed on task more at Post Survey ( $M = 3.79$ ,  $SD = .68$ ) than at Pre Survey ( $M = 3.60$ ,  $SD = .84$ ). This difference was statistically significant  $t(103) = 2.756$ ,  $p = .007$ . The effect size for this change was .25, a small positive effect. Second, teachers also reported significantly higher perceptions of student motivation at Post Survey ( $M = 3.90$ ,  $SD = .66$ ) than at Pre Survey ( $M = 3.75$ ,  $SD = .80$ ),  $t(100) = 2.137$ ,  $p = .03$ . The effect size for this change was .20, a small positive effect.

## Post hoc analyses

### *New and prior implementation schools*

Program staff informed us that some of the schools involved in the SCALE project had begun their initial implementation of arts integration activities during the 2012-2013

school year and that others had previously worked with the WVSO on this concept. We believed this could be a potential source for variation among outcomes. As such, we conducted several post hoc analyses where we examined survey results for what we labeled *new* and *prior* implementation schools (i.e., those with either no history or at least some history of implementing arts integration activities with the WVSO, respectively).

As with all schools, we first examined changes in the overall subscale scores for affective, behavioral, and cognitive engagement. We found no statistically significant differences from Pre to Post Survey for new or prior implementation schools. However, new implementation schools displayed positive changes in both behavioral and cognitive engagement that, though not statistically significant, exhibited effect sizes in excess of .25. This is a threshold considered to represent substantive importance or a “qualified positive effect” by the What Works Clearinghouse (What Works Clearinghouse, 2013).

Second, we examined the individual items on each subscale. Three notable findings emerged. First, we found that teachers in prior implementation schools actually reported slightly lower perceptions of the extent to which students were excited about their schoolwork at Post Survey ( $M = 3.81, SD = .68$ ) than at Pre Survey ( $M = 4.00, SD = .65$ ). This difference was statistically significant  $t(52) = -2.017, p = .049$ . The effect size for this change was  $-.28$ , a small negative effect. Second, we found that teachers in new implementation schools reported perceptions that students stayed on task more at Post Survey ( $M = 3.82, SD = .71$ ) than at Pre Survey ( $M = 3.49, SD = .88$ ). This difference was statistically significant  $t(50) = 2.832, p = .007$ . The effect size for this change was  $.41$ , a small positive effect. Third, teachers in new implementation schools reported that students were more likely to believe they were learning in their classes at Post Survey ( $M = 4.06, SD = .59$ ) than at Pre Survey ( $M = 3.88, SD = .56$ ). This difference was statistically significant,  $t(48) = 2.438, p = .01$ . The effect size for this change was  $.31$ , a small positive effect.

### ***Higher and lower than average fidelity of implementation schools***

We also examined results for schools that had higher and lower than average implementation fidelity scores based upon WVSO and WVDE personnel responses to the *SCALE Project Implementation Rubric and Checklist*. For this analysis, we divided the teacher survey data into two groups. The first group included all survey responses from educators in those schools with a mean percent implemented greater than or equal to the median for all participating schools (85.9%). The second group included all survey responses from educators in the remaining schools. We labeled these two groups, higher than average fidelity (HF) and lower than average fidelity (LF) schools, respectively.

With respect to overall subscale scores, two interesting findings emerged. First, we found that educators in HF schools reported higher overall behavioral engagement among students at Post Survey ( $M = 3.74, SD = .36$ ) than at Pre Survey ( $M = 3.62, SD = .40$ ). This difference was statistically significant  $t(69) = 2.957, p = .004$ . The effect size for this difference was  $.31$ , a small positive effect. Second, educators in HF schools also reported higher overall cognitive engagement among students at Post Survey ( $M = 3.66, SD = .50$ ) than at Pre Survey ( $M = 3.54, SD = .52$ ). This difference was statistically significant  $t(68) = 2.136, p = .03$ . The effect size for this difference was  $.23$ , a small positive effect.

For individual student engagement items, three interesting findings emerged. We found that educators in HF schools reported students stayed on task more at Post Survey ( $M = 3.86$ ,  $SD = .60$ ) than at Pre Survey ( $M = 3.59$ ,  $SD = .82$ ). This difference was statistically significant  $t(69) = 3.453$ ,  $p = .001$ . The effect size for this difference was .37, a small positive effect. Students also preferred more challenging assignments at Post Survey ( $M = 3.61$ ,  $SD = .88$ ) than at Pre Survey ( $M = 3.35$ ,  $SD = .82$ ). This difference was statistically significant  $t(68) = 2.495$ ,  $p = .015$ . The effect size for this difference was .30, a small positive effect. Lastly, students were reported to be following instructions better at Post Survey ( $M = 3.96$ ,  $SD = .53$ ) than at Pre Survey ( $M = 3.81$ ,  $SD = .60$ ). This difference was statistically significant  $t(67) = 2.306$ ,  $p = .024$ . The effect size for this difference was .26, a small positive effect.

Table 8 summarizes the findings from our post hoc analyses for EQ 3.

**Table 8. Summary of Engagement Findings from Post Hoc Analyses**

Item	Domain	Finding	Group	Effect size/ direction
Composite Score	Behavioral Engagement	Perceptions were <i>higher</i> at the end of the project than at its outset.	Higher than Average Implementation Fidelity Schools	Small positive effect
Composite Score	Cognitive Engagement	Perceptions were <i>higher</i> at the end of the project than at its outset.	Higher than Average Implementation Fidelity Schools	Small positive effect
Students are excited about their work at school.	Affective Engagement	Perceptions were <i>lower</i> at the end of the project than at its outset.	Prior Implementation Schools	Small negative effect
Students stay on task.	Behavioral Engagement	Perceptions were <i>higher</i> at the end of the project than at its outset.	New Implementation Schools Higher than Average Implementation Fidelity Schools	Small positive effect
Students follow instructions in class.	Behavioral Engagement	Perceptions were <i>higher</i> at the end of the project than at its outset.	Higher than Average Implementation Fidelity Schools	Small positive effect
Students believe they are learning a lot in their classes.	Cognitive Engagement	Perceptions were <i>higher</i> at the end of the project than at its outset.	New Implementation Schools	Small positive effect
Students prefer challenging assignments.	Cognitive Engagement	Perceptions were <i>higher</i> at the end of the project than at its outset.	Higher than Average Implementation Fidelity Schools	Small positive effect

## Evaluation Question 4

To what extent did the SCALE Project impact culture and climate in participating schools?

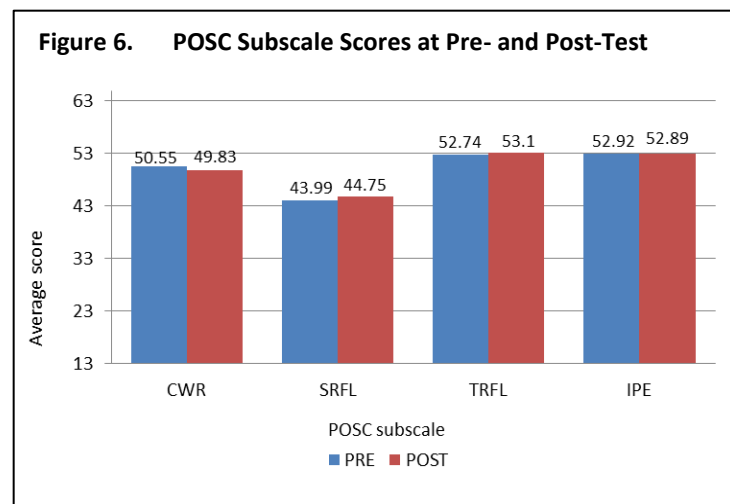
We used four of the six subscales of the Perceptions of School Culture (POSC) questionnaire (Cowley, Voelkel, Finch, & Meehan, 2006) as items embedded in the Project SCALE School Surveys (Pre Survey and Post Survey) to measure school culture and climate in SCALE schools. The subscales selected for this study included (a) *collaborative working relationships* (CWR, 13 items), (b) *student responsibility for learning* (SRFL, 12 items<sup>2</sup>), (c) *teacher responsibility for learning* (TRFL, 13 items), and (d) *inviting physical environment* (IPE, 5 items). We first examined the reliability of the subscales at both Pre and Post Survey. We found that all were highly reliable (See Table 9).

**Table 9. Reliability Estimates for POSC Subscales**

POSC dimension	Number of items on subscale	Pre survey reliability*	Post survey reliability*
CWR	13	.97	.96
SRFL	12	.93	.92
TRFL	13	.96	.96
IPE	5	.91	.91

\*Cronbach's Alpha ( $\alpha$ ) was used as the measure of reliability

Next, we examined changes from Pre to Post Survey on all four POSC subscales. As is evidenced in Figure 6, the average scores for the SRFL and TRFL subscales increased slightly from Pre to Post Survey. However, the average scores for the CWR and IPE subscales decreased slightly. Further analysis revealed that none of the changes was statistically significant (See Table 10). Additionally, none of the effect sizes observed for these changes met or exceeded the threshold for substantive importance (i.e.,  $\pm.25$ ).



<sup>2</sup> This is normally a 13 item scale. When developing the survey, one item was unintentionally not included. There is a possibility that validity of this subscale measure may have been affected (see limitations section). However, there was so little change from Pre to Post Survey that it is unlikely that results or their interpretation were meaningfully affected.

**Table 10. Summary of Tests of Statistical Significance for POSC Subscales (All Schools)**

Engagement dimension	Mean change (Post survey average minus Pre survey average)	Standard error SD	MEAN	t	df (2-tailed)	Sig	Effect size (Hedges' g*)
CWR	-.71	9.24	.91	-.782	101	.432	.06
SRFL	.76	6.46	.65	1.173	99	.243	.09
TRFL	.35	6.74	.68	.510	97	.612	.04
IPE	-.03	8.28	.83	-.032	98	.975	.002

\*Ellis, P.D. (2009), "Effect size calculators," website: [www.polyu.edu.hk/mm/effectsizefaqs/calculator/calculator.html](http://www.polyu.edu.hk/mm/effectsizefaqs/calculator/calculator.html) accessed on April 12, 2013.

## Post hoc analyses

### *New and prior implementation schools*

As with EQ3, we also conducted a series of post hoc analyses examining changes in POSC subscale means among respondents from new and prior implementation schools. Our analyses revealed no statistically significant changes in any of the subscale means from Pre to Post Survey for new or prior implementation schools. Additionally, none of the effect sizes for the changes observed met or exceeded the threshold for substantive importance (i.e.,  $\pm.25$ ).

### *Higher and lower than average fidelity of implementation schools*

Our analyses revealed no statistically significant changes in any of the POSC subscale means from Pre to Post Survey for HF or LF schools. Additionally, none of the effect sizes for the changes observed met or exceeded the threshold for substantive importance (i.e.,  $\pm.25$ ).

## Evaluation Question 5

To what extent did the SCALE Project result in improved lesson design and/or instructional delivery among participating schools?

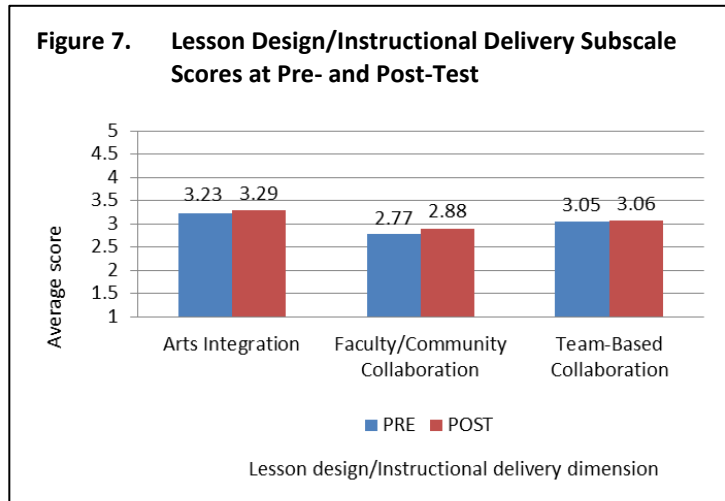
We constructed three measures of lesson design/instructional delivery for this study: (a) *arts integration* (i.e., integration of arts content into instruction, 6 items); (b) *faculty/community collaboration* (i.e., collaboration among faculty role groups and community members in lesson design, 9 items); and (c) *team-based collaboration* (i.e., collaboration among school-based teams in lesson planning). As previously, each subscale was calculated by summing respondents' responses to the individual items on the scale and then dividing by the total number of items. For each subscale, we first assessed the reliability at Pre and Post Survey. Table 11 indicates that all scales were reliable—exceeding the threshold of .70.

**Table 11. Reliability Estimates for Lesson Design/Instructional Delivery Subscales**

Lesson design/instructional delivery dimension	Number of items on subscale	Pre Survey reliability*	Post Survey reliability
Arts Integration	6	.76	.81
Faculty/Community Collaboration	9	.73	.77
Team-Based Collaboration	3	.77	.75

\*Cronbach's Alpha ( $\alpha$ ) was used as the measure of reliability

As is evidenced in Figure 7, the average scores for all three lesson design/instructional delivery subscales increased marginally from Pre to Post Survey. However, none of these changes was statistically significant (see Table 12). Additionally, none of the effect sizes for these changes exceeded the threshold for substantive importance (i.e.,  $\pm .25$ ).



**Table 12. Summary of Tests of Statistical Significance for Lesson Design/Instructional Delivery Subscales (All Schools)**

Engagement dimension	Mean change (Post Survey average minus Pre Survey average)	SD	Standard error MEAN	<i>t</i>	<i>df</i>	Sig (2-tailed)	Effect size (Hedges' <i>g</i> *)
Arts Integration	.07	.59	.06	1.153	103	.25	.08
Faculty/Community Collaboration	.10	.79	.08	1.304	103	.19	.15
Team-Based Collaboration	.01	.65	.06	.201	103	.84	.01

\*Ellis, P.D. (2009), "Effect size calculators," website: [www.polyu.edu.hk/mm/efficientsizefaqs/calculator/calculator.html](http://www.polyu.edu.hk/mm/efficientsizefaqs/calculator/calculator.html) accessed on April 12, 2013.

Next, we examined each of the individual items on the three lesson design/instructional delivery subscales. One interesting finding emerged. Teachers reported more integration of dance/movement strategies into instruction at Post Survey ( $M = 3.51$ ,  $SD = 1.04$ ) than at Pre Survey ( $M = 3.27$ ,  $SD = 1.10$ ). This difference was statistically significant  $t(96) = 2.826$ ,  $p = .006$ . The effect size for this change was .22, a small positive effect.

## Post hoc analyses

### *New and prior implementation schools*

As with previous analyses, we examined the lesson design/instructional delivery subscale means and individual subscale items for both prior and new implementation schools. While no significant findings emerged for overall subscale means, two interesting findings emerged with respect to individual subscale items. First, new implementation schools reported more collaboration with community members in the development of their lessons at Post Survey ( $M = 2.49$ ,  $SD = .87$ ) than at Pre Survey ( $M = 2.18$ ,  $SD = .75$ ). This difference

was statistically significant  $t(48) = 2.335, p = .02$ . The effect size for this change was .38, a small positive effect. Second, new implementation schools also reported more integration of dance/movement strategies into their own instruction at Post Survey ( $M = 3.54, SD = 1.07$ ) than at Pre Survey ( $M = 3.15, SD = 1.23$ ). This difference was statistically significant  $t(45) = 3.564, p = .001$ . The effect size for this change was .19, a small positive effect.

### **Primary content area taught**

We posited that there may be differences among general educators and arts educators in the extent to which they reported integration of arts content and collaboration with other faculty/community members. Therefore, for EQ5, we conducted a series of additional post hoc analyses disaggregating the data by respondents' primary content area. We ultimately examined the results for two groups of educators: arts and elementary education teachers.

First, we examined changes in the overall lesson design/instructional delivery subscale means. We found no statistically significant differences from Pre to Post Survey for either group of educators. However, when examining individual subscale items two interesting findings emerged. First, elementary educators reported more integration of dance/movement strategies into their own instruction at Post Survey ( $M = 3.56, SD = 1.04$ ) than at Pre Survey ( $M = 3.32, SD = 1.10$ ). This difference was statistically significant  $t(62) = 2.258, p = .02$ . The effect size for this change was .22, a small positive effect. Second, elementary educators also reported more collaboration with arts teachers at Post Survey ( $M = 2.31, SD = 1.07$ ) than at Pre Survey ( $M = 2.06, SD = 1.05$ ). This difference was statistically significant  $t(63) = 2.646, p = .01$ . The effect size for this change was .23, a small positive effect.

### **Higher and lower than average fidelity of implementation schools**

First, we examined changes in the overall lesson design/instructional delivery subscale means. We found no statistically significant differences from Pre to Post Survey for HF or LF schools. However, when examining individual subscale items, two interesting findings emerged. Educators in HF schools reported less integration of creative writing instructional strategies at Post Survey ( $M = 3.46, SD = 1.11$ ) than at Pre Survey ( $M = 3.69, SD = .93$ ). This difference was statistically significant  $t(67) = -2.241, p = .03$ . The effect size for this difference was -.22, a small negative effect. Educators in HF schools also reported more integration of dance instructional strategies at Post Survey ( $M = 3.45, SD = 1.06$ ) than at Pre Survey ( $M = 3.16, SD = 1.13$ ). This difference was statistically significant  $t(68) = 2.921, p = .005$ . The effect size for this difference was .26, a small positive effect.

A summary of the findings from post hoc analyses related to lesson design/instructional delivery can be found in Table 13.



**Table 13. Summary of Lesson Design/Instructional Delivery Findings from Post Hoc Analyses**

Item	Domain	Finding	Group(s)	Effect size/ direction
In the most recent school year, how often did you collaborate with the following people in designing lessons for your own class? (Community Members)	Faculty/Community Collaboration	Perceptions were <u>higher</u> at the end of the project than at its outset.	New Implementation Schools	Small positive effect
In the most recent school year, how often did you integrate any of the following strategies in your classroom lessons? (Dance/Movement)	Arts Integration	Perceptions were <u>higher</u> at the end of the project than at its outset.	New Implementation Schools Elementary Educators Higher than Average Fidelity of Implementation Schools	Small positive effect
In the most recent school year, how often did you integrate any of the following strategies in your classroom lessons? (Creative Writing)	Arts Integration	Perceptions were <u>lower</u> at the end of the project than at its outset.	Higher than Average Fidelity of Implementation Schools	Small negative effect
In the most recent school year how often did you collaborate with the following people in designing lessons for your own class? (Art Teacher)	Faculty/Community Collaboration	Perceptions were <u>higher</u> at the end of the project than at its outset.	Elementary Educators	Small positive effect



## Discussion

---

### Evaluation Question 1

What was the quality of the training and technical assistance that was provided to SCALE Project schools?

Professional development offered to participants in the SCALE Project was well attended and well received. The overall ratings were remarkably high, with participants strongly agreeing about the high quality of the training and trainers on multiple measures, and approaching strong agreement about the high quality of the materials provided. The comments from participants also strongly praised the program, materials, and trainers. A few indicated they did not feel prepared to implement the project in their schools—that is, they still had lots of questions—after the summer professional development, but when they had completed all three training events, they indicated they were looking forward to using what they had learned back in their schools and classrooms. Overall, based on participant perceptions, SCALE Project team leaders were well trained to facilitate the program in their schools.

Notably, the training feedback survey provided some compelling evidence that the alignment of the SCALE professional development opportunity to school-wide goals was lacking—approximately 40% of respondents held this view. While this may seem alarming at first, we must consider the fact that, as one participant commented, school-wide goals may not be designed to be holistic or considerate of all factors impacting school quality. This assertion is particularly interesting when one considers that most schools implementing the SCALE program are historically low achieving and serve large percentages of disadvantaged students. In these schools, it is probable that the school-wide goals are focused heavily upon improving test performance in order to move the school out of improvement status. One consequence of this decision may be that the schools have altogether or partially eschewed potentially important interventions such as arts integration. If this assumption is true, it is especially salient given the generally positive results we observed in this study with respect to student engagement. Specifically, we found that some teachers perceived higher student cognitive and behavioral engagement at the conclusion of this project than at its outset. These outcomes are arguably critical intermediate outcomes that must occur before whole school achievement can improve. Thus, arts integration or other holistic intervention strategies could be an integral part of comprehensive school improvement efforts.

### Evaluation Question 2

How well did the SCALE Project schools implement the central components of the program?

Rubric and benchmark data provided by West Virginia Symphony Orchestra (WVSO) and West Virginia Department of Education (WVDE) personnel indicated that in most schools, the SCALE Project was well implemented. As a group, rubric data indicated that schools saw the greatest level of implementation relative to student engagement in the arts

and the lowest level of implementation relative to improving lesson design. Other aggregated benchmark data showed the following:

- There was agreement or strong agreement that *student engagement* was high on all measures.
- In the large majority of schools, at least six of 10 *role groups were involved* in the project, with Title I teachers, physical education teachers, parents, and community members the most commonly left out.
- The *arts were well integrated* into the SCALE school projects, with two schools also integrating technology.
- The large majority of schools implemented eight of nine major *SCALE Project components*, with one component—regular SCALE team meetings—the component least commonly observed.

Across all rubric and benchmark measures, the SCALE project saw about 80% implementation in the 15 schools for which we obtained rubric data.<sup>3</sup>

Implementation was far from even, however. Four schools had implementation rates above 90% (high-implementation schools), while four had implementation rates below 75%, ranging down to 51% (low-implementation schools). For those that had lower levels of implementation, several issues seemed to be the most common. There was difficulty forming a team and arranging for it to meet regularly. In three of the four low-implementation schools, there was limited arts integration professional development for staff. In three, there was limited involvement of content areas other than the arts, while in two the arts teachers were not involved. Half of the low-implementation schools involved only some, not all, of their classrooms.

The unevenness in implementation did not seem related to the schools' tenure in the program. All four low-implementation schools had previous experience with the SCALE Project, as did three of the four high-implementation schools. Further, four of the seven schools with higher than the median implementation scores were *new* to the project this year (2012-2013). Neither did the level of implementation appear related to the schools' involvement in the School Improvement Grant (SIG) program, as half of the low implementation and half of the high implementation schools were SIG schools.

Although it is not possible to say with certainty, successful implementation seemed more related to the school's commitment to the project—which included establishing an active, multidisciplinary team, strong collaboration, and involvement of the whole school—rather than to other possible factors (e.g., lack of experience or SIG status). Some schools may have volunteered for the project simply to give their students the opportunity to go to a WVSO concert (a definite benefit), with less enthusiasm for learning new approaches to les-

---

<sup>3</sup> WVDE and WVSO staff were not able to arrange a final observation visit at one school, Smoot Elementary, despite multiple attempts.

---

son design, cross disciplinary collaboration, and arts integration across the curriculum. Other schools enthusiastically engaged in the whole vision for the project.

### Evaluation Question 3

To what extent did the SCALE Project result in increased student engagement in music and the arts and in other content areas?

SCALE school teacher surveys conducted before and after implementation of the project contained three subscales measuring educators' perceptions of student affective, behavioral, and cognitive engagement in the arts and other content areas. All three subscales showed small improvements, although only one, behavioral engagement, approached statistical significance. When looking at individual survey items that made up the subscales, two interesting findings emerged—teachers reported small positive effects for students staying on task and for student motivation.

When comparing schools with prior experience in SCALE with those new to the project, there were small but substantively important positive changes in both behavioral and cognitive engagement for schools new to SCALE. Looking at individual items, we found two of the strongest effects we detected in the study: Teachers in new-implementation schools reported higher levels of students staying on task at Post Survey than at Pre Survey and higher levels of students believing they were learning in their classes. For prior-implementation schools we found there were slightly lower perceptions of the extent to which students were excited about their schoolwork at Post Survey. This is interesting because in several of the schools the WVSO and WVDE technical assistance providers noted that after the project ended teachers slipped back into more familiar modes of instruction, and away from the more collaborative and integrative approach they strived for during the project.

As noted in the discussion of EQ2, there were large differences among the schools in their levels of implementation, so we looked at what bearing, if any, implementation fidelity had on changes between Pre and Post Survey. With respect to overall subscale scores, we found that educators in high-fidelity schools reported both higher overall behavioral and cognitive engagement among students at Post Survey than at Pre Survey. When we looked a little deeper at individual student engagement items, educators in high-fidelity schools at Post Survey reported students (a) stayed on task more, (b) preferred more challenging assignments, and (c) followed instructions better.

### Evaluation Question 4

To what extent did the SCALE Project impact culture and climate in participating schools?

Our analysis of pre- and posttest responses to school culture items on the school survey revealed no statistically significant or substantively important changes from pre- to posttest data collections on any of the four subscales of the Perceptions of School Culture survey items (Cowley, Voelkel, Finch, & Meehan, 2006), including (a) collaborative working relationships, (b) student responsibility for learning, (c) teacher responsibility for learning, and

(d) inviting physical environment. These findings held when we disaggregated the responses by new or prior implementation and by high- and low-implementation fidelity.

This is not surprising for such a brief intervention such as the SCALE Project. It is possible that results for these subscales could change with involvement over multiple years, but for one intervention that lasted a few months, it would be unusual to see significant changes. Furthermore, our analysis was limited to examining the entire group of participating schools in aggregate. Due to low sample sizes within each school, we were unable to assess if there were statistically significant improvements in individual school's culture. Yet we do have anecdotal evidence from the implementation rubric and checklist that some schools saw improvements. A principal "mentioned the level of camaraderie in the teachers' lounge was "buzzing" with flow of ideas and support for fellow teachers," which "translated directly into student enthusiasm for learning throughout the course of the project." Additionally, a school transformation specialist commented specifically on "positive culture change he had witnessed in this school," which he partly attributed to the SCALE Project, giving "the impact high marks."

### Evaluation Question 5

To what extent did the SCALE Project result in improved lesson design and/or instructional delivery among participating schools?

We constructed three subscales in the Project SCALE School Survey (Pre and Post Survey versions) for lesson design and instructional delivery to measure (a) integration of arts content into instruction, (b) collaboration among faculty role groups and community members in lesson design, and (c) collaboration among school-based teams in lesson planning. We found no statistically significant or substantively important changes at the subscale level for the whole group, for schools disaggregated by experience with the SCALE Project (new versus prior), nor for schools disaggregated by level of fidelity of implementation (high versus low). We also disaggregated responses by content area (arts versus other content areas), and again did not find changes to report. When looking at individual items, however, there were several interesting—albeit small effects at Post Survey:

- Teachers from new-implementation schools reported
  - more collaboration with community members in the development of their lessons, and
  - more integration of dance/movement strategies into their own instruction.
- Non-arts elementary teachers reported
  - more integration of dance/movement strategies into their own instruction, and
  - more collaboration with arts teachers.
- Teachers from high-implementation-fidelity schools reported
  - less integration of creative writing instructional strategies, and
  - more integration of dance instructional strategies.

The findings about dance/movement strategies are interesting, but may reflect a change from little or no involvement in these strategies to occasional use. This finding is also interesting given that WVSO/WVDE representatives rated dance/movement strategies as the

least integrated of the creative strategies. The reduction in creative writing strategies may reflect an expansion to other forms such that creative writing is sharing the stage with other instructional strategies introduced through the SCALE project.

### Limitations of the Study

Several limitations of this study bear mentioning. First, all data are self-reported and thus subject to various threats to validity. One such threat that could have been introduced is termed *social desirability bias*. This occurs when respondents provide overly positive responses to a survey or questionnaire due to their desire to be viewed favorably. In this case, we asked educators about their own instructional practices and their contribution to a school-wide project. This could have been an incentive to report more positive results. Additionally, our survey was voluntary in nature and thus nonresponse bias could also be a factor. This occurs when respondents who elect not to participate in a survey differ in a meaningful way with those who do with respect to the outcome being measured. For example, it is possible that individuals with more negative feelings about the project elected not to participate in the survey. This type of bias can inflate results. To some extent, these are potential issues in all studies that employ self-report measures. In our study we have no way of knowing the extent to which these issues impacted results—especially on the Pre and Post Surveys, which had lower response rates than the professional development survey.

We encountered one technical difficulty when we unintentionally excluded an item in one of the subscales drawn from the POSC instrument. To compensate for the missing item, we had to apply a modified multiplier to the subscale. As a result, there is a small possibility that the validity of the SRFL measure was affected. However, as we observed little or no change in this and other POSC subscales, we do not anticipate this error impacted our findings.

Another limitation of our study involves our inability to draw school-level conclusions regarding the impact of the various projects implemented by schools. Because we did not receive a large number of completed surveys from many schools, we were unable to confidently disaggregate results by school. Instead, we chose to aggregate our results to examine specific groups of schools or educators (e.g., all schools, schools by implementation status, arts educators, etc.). At best, this approach only allows us to ascertain program-level results. It does not afford an opportunity to examine outcomes for each individual school. This is an issue because qualitative data related to implementation fidelity indicated there may have been a good deal of variation across schools in terms of their projects and the contexts in which they were implemented. It is reasonable to assume that some of the study outcomes could have differed by school. Unfortunately we were unable to test this hypothesis, and what we are left with is an evaluation of the SCALE program in which exceptional cases may have gone undocumented.



## Recommendations

---

We make the following recommendations based upon our results:

- To the extent possible, we recommend continuing this project. Educators appear to perceive positive benefits of the program for their students especially in the areas of cognitive and behavioral engagement. These are important outcomes that could lead to improved student achievement if sustained.
- In this study, we found that new implementation schools realized more positive outcomes than prior-implementation schools. The excitement factor in new schools could have contributed to these findings. Efforts should be made to sustain initial excitement so that prior implementation schools can continue to realize benefits.
- We also found that higher-than-average implementation fidelity schools experienced more positive outcomes than those schools that did not implement many components with fidelity. We found no significant changes for lower-than-average implementation schools. That is, while failure to implement the program as intended is not necessarily associated with negative outcomes, it does potentially maintain the status quo. Program staff should use these results as a catalyst for participating schools, to illustrate that a school's level of commitment can make or break the project.
- Ensure that schools participating in the project build in sufficient common planning time to accomplish the necessary collaboration. This time is essential to ensure the school's project is implemented with fidelity and achieves the intended school-wide outcomes. Administrator support is critical in this regard and should be discussed early on in the project.
- Develop strategies to ensure that once the school project concludes, the faculty does not return to business as usual. One strategy may be finding ways to sustain the momentum of the project—that is to continue on with other collaborative projects that integrate various content areas, including the arts. Another strategy may involve addressing beliefs that time spent on a project such as SCALE is time taken away from improving test scores in mathematics and reading/language arts. Helping educators understand the strong connections between high student cognitive and behavior engagement—as seen in most of the SCALE schools this year—and high student achievement could help reduce the anxiety felt about making the sorts of changes in lesson planning and instruction that the SCALE project encouraged.





## References

---

- Cowley, K. S., Voelkel, S., Finch, N. L., & Meehan, M. L. (2006). *POSC: Perceptions of school culture—an instrument to measure perceptions of professional staff about six components of their school's culture*. Charleston, WV: Edvantia.
- Hart, S. R., Stewart, K., & Jimerson, S. R. (2011). The Student Engagement in Schools Questionnaire (SESQ) and the Teacher Engagement Report Form-New (TERF-N): Examining preliminary evidence. *Contemporary School Psychology, 15*, 67 – 79.
- National Center for School Engagement (2004). NCSE Student Survey – Version #2 Revised 10/04. Denver, CO: The Partnership for Families and Children, Author. Retrieved from: <http://www.schoolengagement.org/truancy-prevention-registry/admin/Resources/Resources/NCSEStudentSurvey.pdf>.
- What Works Clearinghouse (2013). *What Works Clearinghouse Procedures and Standards Handbook* (Version 3.0, DRAFT posted February 2013). Washington, DC: U.S. Department of Education, Institute of Education Sciences. Retrieved from [http://ies.ed.gov/ncee/wwc/pdf/reference\\_resources/wwc\\_procedures\\_v3\\_0\\_draft\\_standards\\_handbook.pdf](http://ies.ed.gov/ncee/wwc/pdf/reference_resources/wwc_procedures_v3_0_draft_standards_handbook.pdf).



## Appendix A. Evaluation Materials Provided to Participants

### SCALE Project Review Criteria

Project Criteria	Comments: Include both suggested Strengths and Considerations for Revision within the comment section.
Does the project provide real opportunities for student voice/choice and promote creativity?	
Does the project demonstrate true arts integration, i.e., does it allow students opportunity to master standards in both arts and non-arts content areas?	
Does the performance assessment reflect all the standards in the Next Generation ELA cluster selected for the project?	
Are students provided the opportunity to <i>transmediate</i> and build complex understandings directly related to the identified cluster?	
Is there evidence that the project moves students from Quadrant A learning, to B, C, and/or D in the Rigor-Relevance matrix?	
Is there meaningful balance between all four Next Generation ELA standards throughout the project and opportunity for their assessment at the conclusion of the project?	
Are multiple opportunities for informal and formative assessment found throughout the project that provide individual meaningful feedback and inform future instruction?	
Are the students adequately prepared for their visit to the West Virginia Symphony?	
<b>Additional Considerations:</b> <ul style="list-style-type: none"> <li>• Are there other cross-curricular connections being made, e.g., math, science, social studies, etc.?</li> <li>• Is there evidence of collaboration between professional staff, including “specials” or “resource” teachers?</li> </ul>	

**SCALE Project Data Collection Schedule**

Responsible Party	2012				2013	
	Aug	Sept	Oct	Nov	Dec	Jan
SCALE team leader/mentor	Collect Faculty E-mail Addresses	Provide Faculty E-mail Addresses to WYDE  Complete SCALE Project Pre-Assessment (~15 mins)	Complete SCALE Project Professional Development Survey (~10 mins)	Complete SCALE Project Post-Survey (~10 mins)		Complete SCALE Project Post-Assessment (~15 mins)  Provide Artifacts/Materials Produced as part of SCALE Project to WWSO Staff of SCALE Project Consultant for Review
SCALE Team Members			Complete SCALE Project Professional Development Survey (~10 mins)			
Entire School Faculty (Including SCALE Team)		Complete SCALE Project Pre-Assessment (~15 mins)				
WWSO Staff or SCALE Project Consultant						Complete SCALE Project Rubric and Implementation Checklist (~15 mins)

**SCALE Project Post-Professional Development Survey** – A 10-minute survey that is completed by all SCALE team members who attended SCALE professional development sessions provided by the WVDE at the conclusion of the last follow-up session (*October 2012*). It is also important that the individuals at your school who are responsible for training other faculty members about the SCALE model also take this survey.

**SCALE Project Pre-/Post-Assessment** – A 15-minute survey that is completed by entire school's instructional faculty with the exception of administrators and service personnel. This survey will be administered twice in your school. It is critical that the entire instructional staff complete the survey. SCALE Team Members are also expected to complete these surveys (*September 2012 and January 2013*)

**SCALE Project Rubric and Implementation Checklist** – A 15 – 20 minute online rubric that is completed by WVSO Staff or an external SCALE Project Consultant at the conclusion of the SCALE Project (*January 2013*). The individual who completes this rubric should be familiar with the purpose, strategies, and implementation status of the school's SCALE project. He/she should review artifacts and other materials provided by the school's SCALE team leader/mentor that serve as examples of the project prior to completing the rubric. A copy of this rubric will be provided to SCALE teams at the outset of the project to ensure they are aware of the criteria that will be used to evaluate SCALE projects.

## Guidance for SCALE Team Leaders/Mentors on the Collection of Faculty E-Mail Addresses

---

- As part of the SCALE Project, we are conducting an evaluation. We will be disseminating two surveys to your school via e-mail. As such, we are requesting that you provide us with e-mail addresses where we can reach your faculty.
- Please collect the information indicated in Table 2 below for each individual in your school who regularly interacts with students in a learning environment (e.g., teachers). **You do not need to include administrators on this list. You will provide the list to the WVDE in by Friday September 14, 2012.**
  1. A valid e-mail address that the individual checks regularly
  2. An indicator of whether or not each person serves or will serve on the school's SCALE project team
- Your list of email addresses does not need to include anything but the school name, a list of e-mail addresses, and an indication of whether or not the individual serves on the SCALE team at your school. **Please see an example, below.**

School Name: Wild and Wonderful High School	Serves on SCALE Team?
<a href="mailto:Teacher1@access.k12.wv.us">Teacher1@access.k12.wv.us</a>	NO
<a href="mailto:Teacher2@gmail.com">Teacher2@gmail.com</a>	YES
<a href="mailto:Teacher3@yahoo.com">Teacher3@yahoo.com</a>	YES

- Please note: **If you already have a list of e-mail addresses for the faculty in your central office, you may provide that list to us** rather than creating a new one, but we ask that you do the following:
  1. Cross out the names/email-addresses for staff who do not regularly interact with students in a learning environment (e.g., service personnel) and administrators
  2. Place an asterisk (\*) or a star next to the e-mail addresses of any staff members who serve on the school's SCALE project team
- You will send your completed list of e-mail addresses to Jack Deskins by Friday September 14, 2012. ([jdeskins@access.k12.wv.us](mailto:jdeskins@access.k12.wv.us)).

# Appendix B. SCALE Project Logic Model

## Appendix A. Project Logic Model

Situation: The West Virginia Symphony Orchestra (WVSO) will collaborate with the West Virginia Department of Education (WVDE) to work in 19 high-needs schools to promote cross-content collaboration for inquiry-based learning and increased student understanding of and appreciation for the arts.

Work Group	Inputs What resources will support the work?	Activities and Participants		Outputs		Outcomes		Impacts	
		What will be done?	Who will be involved?	What services and products will be created?	Indicators (data collector)	What will be the results?	Indicators (data collector)	What will be the ultimate impact?	Indicators (data collector)
WVSO WVDE	<ul style="list-style-type: none"> <li>WVDE and WVSO staff and consultant</li> <li>WVSO and District support funds to support travel and meeting, and concert expenses</li> </ul>	<ul style="list-style-type: none"> <li>Provide training for trainers PD for school teams (June 19-20, 2012)</li> <li>Provide webinar and other follow up sessions to June PD (August/October)</li> <li>Convene mentor teams to peer review instructional design of projects (October)</li> <li>Follow up with school teams via visits, e-mail, telephone calls during planning and implementation phases of SCALE projects</li> <li>Compile and supply schools with resources (books, CDs)</li> </ul>	<ul style="list-style-type: none"> <li>Mentor teams (regular teachers) art teacher, administrator) from 19 schools: WVSO and WVDE staff and consultants</li> <li>Mentor teams: WVDE and WVSO staff and consultants</li> <li>Mentor teams as conduit to the rest of the faculty at schools</li> </ul>	<ul style="list-style-type: none"> <li>SCALE mentors for each school, trained in inquiry-driven lesson design using NextGen CSOs, and prepared to lead SCALE project planning</li> <li>Peer-reviewed SCALE projects for each school</li> <li>Technical assistance for project development and to prepare for Young People's Concerts</li> <li>In-school library of materials related to arts education and interdisciplinary collaboration at each school</li> <li>Live classical music concert experiences for students and staff</li> <li>Peer-reviewed SCALE Project plan</li> </ul>	<ul style="list-style-type: none"> <li>Sign-in lists for PD (WVDE)</li> <li>N/A</li> <li>N/A</li> <li>N/A</li> <li>N/A</li> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>SCALE teams organized at each school</li> <li>SCALE projects designed using inquiry and interdisciplinary learning as primary teaching strategy</li> <li>SCALE Teams perceive training as high quality, relevant, useful</li> <li>Implementation of SCALE projects in schools</li> <li>Teachers and students make us of and contribute to collection</li> <li>Staff growth in appreciation for the importance of music and arts in the curriculum</li> <li>Increased teacher collaboration lessons that use inquiry across the disciplines as primary teaching strategy</li> <li>Schoolwide engagement in activities that integrating arts with content-based work</li> <li>Student engagement in the musical/concert experience</li> </ul>	<ul style="list-style-type: none"> <li>List of team members in each school (WVSO)</li> <li>Meeting schedules for school collaborative teams (WVSO)</li> <li>Results of peer review (WVDE OI)</li> <li>Project monitoring documentation (WVSO)</li> <li>Project artifacts (WVSO)</li> <li>SCALE Project Rubric and Implementation Checklist (WVSO Staff/Project Consultants)</li> <li>Usage reports from school librarians (WVSO)</li> <li>N/A</li> <li>N/A</li> <li>Items on SCALE Pre/Post Assessment (WVDE OR)</li> <li>Items on SCALE Pre/Post Assessment (WVDE OR)</li> <li>Items on SCALE Pre/Post Assessment (WVDE OR)</li> <li>Attendance at concert (WVSO)</li> </ul>	<ul style="list-style-type: none"> <li>Student engagement in learning</li> <li>Student engagement in music and arts</li> <li>Sustained collaboration for arts integration and other interdisciplinary learning</li> <li>Sustained improvements in lesson design</li> <li>Improvements in school culture</li> </ul>	<ul style="list-style-type: none"> <li>Items on SCALE Pre/Post Assessment (WVDE OR)</li> <li>Items on SCALE Pre/Post Assessment (WVDE OR)</li> <li>Items on SCALE Pre/Post Assessment (WVDE OR)</li> <li>Programs School Culture Survey</li> </ul>
Schools	<ul style="list-style-type: none"> <li>Teacher time for collaborative project</li> <li>District support for travel</li> </ul>	<ul style="list-style-type: none"> <li>Participate in professional development and collaborative planning for school SCALE project</li> <li>Implement SCALE project plan</li> <li>Prepare staff and students for Young People's Concerts</li> </ul>	<ul style="list-style-type: none"> <li>All staff and students, facilitated by mentor teams</li> <li>All staff and students, facilitated by mentor teams</li> <li>All staff and students, facilitated by mentor teams</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-developed cross-curricular units</li> <li>Project products (e.g., plays, books, community service events)</li> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> <li>N/A</li> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>Increased teacher collaboration lessons that use inquiry across the disciplines as primary teaching strategy</li> <li>Schoolwide engagement in activities that integrating arts with content-based work</li> <li>Student engagement in the musical/concert experience</li> </ul>	<ul style="list-style-type: none"> <li>Items on SCALE Pre/Post Assessment (WVDE OR)</li> <li>Decreasing at project plan peer review meeting (WVDE OI)</li> <li>Items on SCALE Pre/Post Assessment (WVDE OR)</li> <li>Attendance at concert (WVSO)</li> </ul>	<ul style="list-style-type: none"> <li>Improvements in school culture</li> </ul>	<ul style="list-style-type: none"> <li>Items on SCALE Pre/Post Assessment (WVDE OR)</li> <li>Absence rates</li> <li>SIG/Tiered Programs School Culture Survey</li> </ul>





# Appendix C. Survey Instruments

## SCALE Project Professional Development Evaluation Survey

### Project SCALE Professional Development Evaluation Survey [WVDE-

#### Welcome to the Project SCALE Professional Development Evaluation Survey

Welcome and thank you for agreeing to take part in this important data collection activity.

By participating in this data collection activity, you are consenting to participate in a research study, the purpose of which is to determine the effectiveness of an educational program. The results of this research study will also be used to help determine revisions to the program and possibly to inform the development of future education programs. Your participation in this study shall be limited to completing a brief survey and should not take more than 20 minutes of your time. You will be presented with a series of items and asked to indicate your responses by either providing a rating or a short open-ended response.

Participation in this research study poses no more risk than that which you would encounter during the course of a normal day. While you may not experience tangible direct benefits from participating in this research study, indirect benefits may include the program being better tailored to meet your needs and/or improved outcomes for study participants and/or students. All responses to this data collection activity shall remain completely confidential and no identification of individual participants will occur. All results shall be reported in aggregate.

There is no compensation for taking part in this research study. Please note that your participation is completely voluntary and may be discontinued at any time. No penalties or loss of benefits to which you are otherwise entitled shall occur should you refuse to participate in the research. If you have questions about Project SCALE you may contact Jack Deskins, Coordinator at the WVDE Office of Instruction, at 304.558.5325 or [jdeskins@access.k12.wv.us](mailto:jdeskins@access.k12.wv.us). Additionally, if you have questions about the research associated with the program or this data collection activity, you may contact Pat Hammer, Coordinator, at the WVDE Office of Research at 304.558.2546 or [phammer@access.k12.wv.us](mailto:phammer@access.k12.wv.us).

This research study has been reviewed and approved by the West Virginia Department of Education (WVDE) Institutional Review Board (IRB). Should you desire additional details about this study's approval status, you may contact the WVDE IRB chairperson, Nathaniel Hixson ([nhixson@access.k12.wv.us](mailto:nhixson@access.k12.wv.us)).

Again, thank you for your participation!

#### I. Please Tell us About Yourself.

**Please tell us the county where you work.**

County

Please select one.

**Please indicate your school.**

**What grade level do you teach? (Select all that apply)**

- |                             |                            |                            |
|-----------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> PK | <input type="checkbox"/> 3 | <input type="checkbox"/> 7 |
| <input type="checkbox"/> K  | <input type="checkbox"/> 4 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 1  | <input type="checkbox"/> 5 |                            |
| <input type="checkbox"/> 2  | <input type="checkbox"/> 6 |                            |

**Project SCALE Professional Development Evaluation Survey [WVDE-**

**How many years of experience have you had in your current position?**

Less than 1

1 to 5

6 to 10

11 to 15

16 or more

**How many years of experience have you had in education?**

Less than 1

1 to 5

6 to 10

11 to 15

16 or more

**Is your primary content area:**

Arts (Music, Dance, Theater, Visual Art)

Physical Education

Elementary Education

Special Education

Title I

Other (please specify)

**Which of the following did you attend?**

June 2012 SCALE Training (INSERT LOCATION OF TRAINING HERE)

August 2012 SCALE Training Follow-up Webinar

**II. Your Evaluation of the PD.**

## Project SCALE Professional Development Evaluation Survey [WVDE-

**Please indicate the level to which you agree or disagree with the following statements about the training you received as part of Project SCALE.**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The training was high quality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The training was relevant.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The training was well organized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The training was specific and content-focused.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The training was hands-on and included active learning opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training objectives were clearly stated before sessions began.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training sessions began and ended in a timely fashion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Which of the following statements best describes the usefulness of the PD you received as part of Project SCALE?**

- It was a good start.
- It was a good start, but I have a lot of questions.
- It was a good start, and I look forward to using what I learned in my classroom (or work setting).
- It provided everything I need to use what I learned in my classroom (or work setting).
- I don't think that these ideas will work very well in my classroom (or work setting).
- It's too early to tell.

**Indicate the extent to which the PD you received as part of Project SCALE met your professional needs.**

- It addressed my professional learning needs completely.
- It addressed some of my professional learning needs.
- It did not address my professional learning needs.
- This professional development did not help much because I already know what I need to know about this topic.

**Which of the following statements best describes the likelihood that you will apply what you learned in this PD in your classroom (or work setting)?**

- I already practice/apply the knowledge/skills this training provided in my classroom (or work setting), and it seems to work well.
- I have already practiced/applied the knowledge/skills this training provided in my classroom (or work setting), but it is not appropriate for my students.
- I look forward to practicing/applying the knowledge/skills in my classroom (or work setting) during the upcoming school year.
- I don't think what I learned here will work for my students so I don't envision applying the knowledge/skills.

**Project SCALE Professional Development Evaluation Survey [WVDE-**

**To what extent was the PD/training aligned with your school's/program's goals for improving instruction?**

- The PD was VERY CLOSELY aligned with school's/program's goals for instructional improvement.
- The PD was SOMEWHAT aligned with school's/program's goals for instructional improvement.
- The PD was NOT ALIGNED with school's/program's goals for instructional improvement.
- The PD was INCONSISTENT with school's/program's goals for instructional improvement.
- I don't know.

**Which of the following statements best describes how the Project SCALE PD opportunity you attended compares with other PD opportunities in which you have participated in the last three years?**

- This professional development was MORE USEFUL than other professional development that I have participated in.
- This professional development was ABOUT THE SAME AS other professional development that I have participated in.
- This professional development was LESS USEFUL than other professional development that I have participated in.
- I don't have an opinion.
- I haven't participated in any other professional development in the last three years.

**Please provide any additional comments/feedback you may have about this section.**

**III. Your Evaluation of PD Materials.**

**Please indicate the level to which you agree or disagree with the following statements about PD materials/resources.**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Adequate amounts of training materials/resources were provided.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Materials/resources were relevant to my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The materials/resources provided were of high quality (i.e., based on recent research and evidence-based).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The materials/resources provided were useful to my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Please provide any additional comments/feedback you may have about PD materials/resources.**

<b>Project SCALE Professional Development Evaluation Survey [WDE-</b>					
<b>Please indicate the level to which you agree or disagree with the following statements about the trainer(s) who delivered the PD.</b>					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Trainer(s) were knowledgeable about the topic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trainers(s) were well organized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trainers(s) presented the material clearly and effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trainers(s) facilitated discussions well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trainers(s) answered questions raised during sessions adequately.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Please provide any additional comments/feedback you may have about the trainer(s).</b>					
<input type="text"/>					
<b>IV. Any Additional Feedback?</b>					
<b>Please provide us with any additional feedback you might have.</b>					
<input type="text"/>					
<b>What (if any) are your remaining PD/technical assistance needs with respect to Project SCALE?</b>					
<input type="text"/>					
<b>V. You are done!</b>					
Thank you very much for participating in this survey. Please click "done" to submit your response.					

## SCALE Project Implementation Rubric and Checklist

### Project SCALE Implementation Rubric and Checklist [WVDE-CIS-99]

#### Welcome to the Project SCALE Implementation Rubric and Checklist

Welcome and thank you for agreeing to take part in this important data collection activity.

By participating in this data collection activity, you are consenting to participate in a research study, the purpose of which is to determine the effectiveness of an educational program. The results of this research study will also be used to help determine revisions to the program and possibly to inform the development of future education programs. Your participation in this study shall be limited to completing a brief survey and should not take more than 20 minutes of your time. You will be presented with a series of items and asked to indicate your responses by either providing a rating or a short open-ended response.

Participation in this research study poses no more risk than that which you would encounter during the course of a normal day. While you may not experience tangible direct benefits from participating in this research study, indirect benefits may include the program being better tailored to meet your needs and/or improved outcomes for study participants and/or students. All responses to this data collection activity shall remain completely confidential and no identification of individual participants will occur. All results shall be reported in aggregate.

There is no compensation for taking part in this research study. Please note that your participation is completely voluntary and may be discontinued at any time. No penalties or loss of benefits to which you are otherwise entitled shall occur should you refuse to participate in the research. If you have questions about Project SCALE you may contact Jack Deskins, Coordinator, at the WVDE Office of Instruction at 304.558.5325 or [jdeskins@access.k12.wv.us](mailto:jdeskins@access.k12.wv.us). Additionally, if you have questions about the research associated with the program or this data collection activity, you may contact Pat Hammer, Coordinator, at the WVDE Office of Research at 304.558.2546 or [phammer@access.k12.wv.us](mailto:phammer@access.k12.wv.us).

This research study has been reviewed and approved by the West Virginia Department of Education (WVDE) Institutional Review Board (IRB). Should you desire additional details about this study's approval status, you may contact the WVDE IRB chairperson, Nathaniel Hixson ([nhixson@access.k12.wv.us](mailto:nhixson@access.k12.wv.us)).

Thank you for your participation in this important effort!

#### Section I: Please tell us about the school about which you are reporting.

**1. Please select the school from the list below.**

#### Section II: Description of the School's SCALE Project

**Project SCALE Implementation Rubric and Checklist [WVDE-CIS-99]**

**2. Please briefly describe this school's SCALE project (What was/were the project's main goal(s)? Who was involved in planning and implementing the project? How did it involve the arts? What content areas were included?, etc.).**

**Section II: Description of the School's SCALE Project**

**3. Which of the following groups of educators were involved in this school's SCALE project?**

	Yes	No
Music teacher	<input type="radio"/>	<input type="radio"/>
Art teacher	<input type="radio"/>	<input type="radio"/>
Physical education teacher	<input type="radio"/>	<input type="radio"/>
Title I teacher	<input type="radio"/>	<input type="radio"/>
General classroom teachers	<input type="radio"/>	<input type="radio"/>
Special education teachers	<input type="radio"/>	<input type="radio"/>
Administrators	<input type="radio"/>	<input type="radio"/>
Community members	<input type="radio"/>	<input type="radio"/>
Parents	<input type="radio"/>	<input type="radio"/>
WWSO	<input type="radio"/>	<input type="radio"/>
Other (please specify)		
<input style="width: 300px;" type="text"/>		

**Section II: Description of the School's SCALE Project**

Project SCALE Implementation Rubric and Checklist [WVDE-CIS-99]				
<b>4. Which of the following were integrated into the school's SCALE project?</b>				
	Yes		No	
Music	<input type="radio"/>		<input type="radio"/>	
Drama	<input type="radio"/>		<input type="radio"/>	
Visual art	<input type="radio"/>		<input type="radio"/>	
Creative writing	<input type="radio"/>		<input type="radio"/>	
Dance/movement	<input type="radio"/>		<input type="radio"/>	
Other (please specify)				
<input type="text"/>				
<b>Section II: Description of the School's SCALE Project</b>				
<b>5. Through the project, students were able to:</b>				
	Strongly Disagree	Disagree	Agree	Strongly Agree
Connect content between/among multiple disciplines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Represent complex ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Share created products with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate fully as individuals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborate meaningfully with each other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in higher-order learning conversations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage meaningfully in the arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work collaboratively with the WWSO	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Section III: Core Components of SCALE (Student Engagement in Learning)</b>				
<b>6. Please indicate the extent to which this school's SCALE project was engaging to students, by choosing the most accurate description.</b>				
<input type="radio"/> As a result of the project, students exhibit a higher level of engagement in the classroom, not only physically, but through demonstration of cognitive engagement with the content and affective engagement in the learning process, driven by student inquiry.				
<input type="radio"/> As a result of the project, students exhibit a higher level of physical engagement in the classroom. There is some evidence of cognitive and/or affective engagement, driven by student inquiry.				
<input type="radio"/> As a result of the project, students exhibit a higher level of physical engagement in the classroom. There is minimal evidence of cognitive and/or affective engagement, and limited indication of student inquiry.				
<input type="radio"/> There is little evidence of physical, cognitive, or affective engagement in the classroom.				
<b>7. Explain the evidence upon which you based your rating above.</b>				
<input type="text"/>				



## Project SCALE Implementation Rubric and Checklist [WWDE-CIS-99]

### Section III: Core Components of SCALE (Student Engagement in the Arts)

**8. Please indicate the extent to which the school's SCALE project engaged students in the arts, by selecting the most accurate description.**

- As a result of the project, students exhibit a higher level of engagement in the classroom, not only physically, but through demonstration of cognitive engagement with the content and affective engagement in the learning process, driven by student inquiry.
- As a result of the project, students exhibit a higher level of physical engagement in the classroom. There is some evidence of cognitive and/or affective engagement, driven by student inquiry.
- As a result of the project, students exhibit a higher level of physical engagement in the classroom. There is minimal evidence of cognitive and/or affective engagement, and limited indication of student inquiry.
- There is little evidence of physical, cognitive, or affective engagement in the classroom.

**9. Explain the evidence upon which you based your rating above.**

### Section III: Core Components of Project SCALE (Collaboration for Arts Integ...

**10. Please indicate the extent to which the school's SCALE project exhibited collaboration for arts integration and other interdisciplinary learning, by choosing the most accurate description.**

- As a result of the project, classroom teachers use standards-based arts integration as a regular teaching strategy and, when applicable, collaborate with school arts teachers to design instruction.
- As a result of the project, classroom teachers use standards-based arts integration as a sporadic teaching strategy and occasionally collaborate with school arts teachers to design instruction.
- There is evidence of attempted arts-integration and collaboration with school arts teachers, but little attention to standards-based instruction.
- There is little evidence of either standards-based arts integration as a teaching strategy, or collaboration with school arts teachers.

**11. Explain the evidence upon which you based your rating above.**

### Section III: Core Components of Project SCALE (Lesson Design and Interdisci...

## Project SCALE Implementation Rubric and Checklist [WVDE-CIS-99]

### 12. Please indicate the extent to which the school's SCALE project exhibited improvements in lesson design, by choosing the most accurate description.

- As a result of the project, teachers personalize learning to a greater degree; use student inquiry as a primary instructional method; promote greater student collaboration; and demonstrate a deep understanding of standards-based instructional design, including learning experiences aligned to standards, teaching to mastery, designing for engagement, and acceptable evidence of learning.
- As a result of the project, teachers have made efforts to personalize learning; use student inquiry as an occasional instructional method; promote periodic student collaboration; and demonstrate an increased understanding of standards-based instructional design, including learning experiences aligned to standards, teaching to mastery, designing for engagement, and acceptable evidence of learning.
- As a result of the project, teachers have made some effort to personalize learning, though there is little evidence of student inquiry and collaboration as instructional methods. Teachers demonstrate some fundamental misunderstandings of standards-based instructional design.
- There is little evidence of improvement in instructional design as a result of this project.

### 13. Explain the evidence upon which you based your rating above.

## Section III: Core Components of Project SCALE (School Culture)

### 14. Please indicate the extent to which the school's SCALE project has resulted in improvements in school culture.

- As a result of the project, a greater number of faculty members are working together; both students and teachers have taken responsibility for learning; the physical environment of the school has become more inviting; and students are allowed greater latitude in decision making.
- As a result of the project, some faculty members are working together; both students and teachers have taken an increased responsibility for learning; the physical environment of the school has become somewhat more inviting; and students are occasionally allowed to make decisions regarding their own learning.
- As a result of the project, a few faculty members are working together; students and teachers in some classrooms have taken an increased responsibility for learning; there are small improvements to the physical environment of the school; and some students are allowed to make small decisions regarding their own learning.
- There is little evidence of improvement in school culture as a result of this project.

### 15. Explain the evidence upon which you based your rating above.

## Section IV: Implementation Checklist

<b>Project SCALE Implementation Rubric and Checklist [WVDE-CIS-99]</b>		
<b>16. Which of the following are true of this school's SCALE project?</b>		
	Yes	No
A Project SCALE team leader was identified in this school	<input type="radio"/>	<input type="radio"/>
A Project SCALE team was identified in this school	<input type="radio"/>	<input type="radio"/>
The Project SCALE team consisted of teachers from a variety of content areas	<input type="radio"/>	<input type="radio"/>
The Project SCALE team included teachers of the arts	<input type="radio"/>	<input type="radio"/>
The Project SCALE team met regularly to discuss the school's SCALE project	<input type="radio"/>	<input type="radio"/>
Professional development related to arts integration was provided for all staff	<input type="radio"/>	<input type="radio"/>
All classes participated in the school's SCALE project	<input type="radio"/>	<input type="radio"/>
Information about the school's SCALE project was communicated in a timely fashion to all staff	<input type="radio"/>	<input type="radio"/>
Support materials were shared with all staff	<input type="radio"/>	<input type="radio"/>
<b>17. Include any other information that would provide context for the level of implementation that took place at this school (optional).</b>		
<div style="border: 1px solid gray; height: 100px; width: 100%;"></div>		
<b>Section V: Any Additional Feedback</b>		
<b>18. Please provide any additional comments you have about Project SCALE at this school.</b>		
<div style="border: 1px solid gray; height: 30px; width: 100%;"></div>		
<b>The Survey is Complete!</b>		
<p>Thank you for your time. Please click "done" to submit your response.</p>		

## Project SCALE School Survey (Pre Survey)

### Instrument

#### Project SCALE School Survey [WVDE-CIS-94]

##### Welcome to the Project SCALE School Survey

Welcome and thank you for agreeing to take part in this important data collection activity.

By participating in this data collection activity, you are consenting to participate in a research study, the purpose of which is to determine the effectiveness of an educational program. The results of this research study will also be used to help determine revisions to the program and possibly to inform the development of future education programs. Your participation in this study shall be limited to completing a brief survey and should not take more than 20 minutes of your time. You will be presented with a series of items and asked to indicate your responses by either providing a rating or a short open-ended response.

Participation in this research study poses no more risk than that which you would encounter during the course of a normal day. While you may not experience tangible direct benefits from participating in this research study, indirect benefits may include the program being better tailored to meet your needs and/or improved outcomes for study participants and/or students. All responses to this data collection activity shall remain completely confidential and no identification of individual participants will occur. All results shall be reported in aggregate.

There is no compensation for taking part in this research study. Please note that your participation is completely voluntary and may be discontinued at any time. No penalties or loss of benefits to which you are otherwise entitled shall occur should you refuse to participate in the research. If you have questions about Project SCALE you may contact Jack Deskins, Coordinator, at the WVDE Office of Instruction at 304.558.5325 or [jdeskins@access.k12.wv.us](mailto:jdeskins@access.k12.wv.us). Additionally, if you have questions about the research associated with the program or this data collection activity, you may contact Pat Hammer, Coordinator, at the WVDE Office of Research at 304.558.2546 or [phammer@access.k12.wv.us](mailto:phammer@access.k12.wv.us).

This research study has been reviewed and approved by the West Virginia Department of Education (WVDE) Institutional Review Board (IRB). Should you desire additional details about this study's approval status, you may contact the WVDE IRB chairperson, Nathaniel Hixson ([nhixson@access.k12.wv.us](mailto:nhixson@access.k12.wv.us)).

Again, thank you for your participation!

##### Section I: About You

**1. Select your school district below.**

**2. Please select your school from the list below.**

Other (please specify)

**Project SCALE School Survey [WVDE-CIS-94]**

**3. What grade level(s) do you teach (select all that apply)?**

<input type="checkbox"/> PK	<input type="checkbox"/> 4
<input type="checkbox"/> K	<input type="checkbox"/> 5
<input type="checkbox"/> 1	<input type="checkbox"/> 6
<input type="checkbox"/> 2	<input type="checkbox"/> 7
<input type="checkbox"/> 3	<input type="checkbox"/> 8

**4. Which of the following best describes your primary content area?**

Arts (Music, Dance, Theater, Visual Art)

Physical Education

Elementary Education

Title I

Other (please specify)



---

**Section II: Your Instruction**

**5. In the most recent school year, how often did you integrate any of the following strategies in your classroom lessons?**

	never	rarely	sometimes	often	always
Music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drama/Acting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visual Art	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creative Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical Education/Sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dance/Movement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Project SCALE School Survey [WWDE-CIS-94]**

**6. In the most recent school year, how often did you collaborate with the following people in designing lessons for your own class?**

	never	rarely	sometimes	often	always
Music Teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Art Teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical Education Teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Special Education Teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Title I Teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General Classroom Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community Members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**7. In the most recent school year, how often did you collaborate with the following groups to develop lessons for your classes?**

	never	rarely	sometimes	often	always
I developed lessons with my grade level peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I developed my lessons alone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I developed lessons with other/all professional staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Section III: About the Students in Your School**

Blank area for responses to Section III: About the Students in Your School.

**Project SCALE School Survey [WVDE-CIS-94]**

**8. Please indicate the extent to which you agree with the following statements about students at your school. Please consider the most recent school year as you answer each question.**

**Students...**

	strongly disagree	disagree	neutral	agree	strongly agree
enjoy learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
believe that school is a fun place to be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
feel close to other people at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
feel like they belong	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
are happy to be at school most days	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
like most of their teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
feel like they will fail no matter how hard they try	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
are not interested in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
feel that most teachers care about how well they are doing in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
respect most of their teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
feel that school is a waste of time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
are excited about their work at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
feel that school rules are fair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Section III: About the Students in Your School**

**9. Please indicate the extent to which you agree with the following statements about students at your school. Please consider the most recent school year as you answer each question.**

**Students...**

	strongly disagree	disagree	neutral	agree	strongly agree
stay on task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
complete their homework regularly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
read books outside of school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
follow instructions in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
get into trouble in my class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
try to find ways to stay home from school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
participate in the arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
participate in sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
participate in other extracurricular activities (e.g., clubs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Project SCALE School Survey [WVDE-CIS-94]					
Section III: About the Students in Your School					
<p><b>10. Please indicate the extent to which you agree with the following statements about students at your school. Please consider the most recent school year as you answer each question.</b></p>					
<b>Students...</b>					
	strongly disagree	disagree	neutral	agree	strongly agree
appear genuinely interested in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
consistently pay attention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
are motivated to do well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
prefer challenging assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
study at home even when they don't have a test	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
come to school prepared to learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
feel that classes are boring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
try their best on everyday assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
try their best on tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
feel they are getting a good education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
believe they are learning a lot in their classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
are off task (daydreaming) in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
often just pretend they are working in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Section IV: Practices in your School					



**Project SCALE School Survey [WVDE-CIS-94]**

**11. Please indicate the extent to which you agree with each of the following statements about your school. Please consider the most recent school year as you answer each question.**

	strongly disagree	disagree	neutral	agree	strongly agree
Faculty are encouraged to exercise initiative for change to improve their performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is collaboration among faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal uses professional feedback from teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional trust is evident among the faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are channels for open communication among the school staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Those affected by a decision play a significant role in the decision-making process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership within the school is open to anyone willing to assume responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrators include teachers in the decision-making process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty have the power to act on their decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty respect each other professionally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty work together to to seek solutions to problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrators are team players	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal is receptive to various points of view	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Section IV: Practices in your School**

Blank area for additional survey questions or notes.

**Project SCALE School Survey [WWDE-CIS-94]**

**12. Please indicate the extent to which you agree with each of the following statements about your school. Please consider the most recent school year as you answer each question.**

	strongly disagree	disagree	neutral	agree	strongly agree
Students are persistent in completing difficult tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents' behaviors indicate a belief that success in school is dependent on student effort	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are intrinsically motivated by attempts to improve student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students exercise control over their own learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students look for ways to improve their own performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents' behaviors indicate that they feel their efforts at home do affect their children's success in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students take pride in the physical appearance of their school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The intrinsic motivation of students increases as they move through this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students view assessment as a means to give them feedback on their learning--not only as an end in and of itself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students accept responsibility for their own performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are aware of their own learning strengths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students believe that hard work pays off	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Section IV: Practices in your School**

Blank area for responses to Section IV: Practices in your School.

**Project SCALE School Survey [WVDE-CIS-94]**

**13. Please indicate the extent to which you agree with each of the following statements about your school. Please consider the most recent school year as you answer each question.**

	strongly disagree	disagree	neutral	agree	strongly agree
Faculty consistently consider how teaching/learning can be improved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers are sensitive to different student learning styles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are taught to build on their strongest learning modes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaboration among faculty is motivated by attempts to improve student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers vary their instruction to accommodate different learning styles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When outcomes are less than desired, faculty increase their efforts to attain unmet goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty view accountability as a positive concept	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers look for ways to improve their own performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers encourage student questioning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional staff value input from students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are encouraged to learn with one another	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers use instructional practices that stimulate curiosity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty perceive the vision as including a shared responsibility for high levels of student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Section IV: Practices in your School**

**14. Please indicate the extent to which you agree with each of the following statements about your school. Please consider the most recent school year as you answer each question.**

	strongly disagree	disagree	neutral	agree	strongly agree
The entrance to the school is welcoming to visitors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school gives an appearance of being safe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school provides an inviting appearance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The physical environment of this school is maintained so that the building appears clean	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are signs that help visitors find the locations they are looking for in our building	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Section V: Any Additional Feedback**

**Project SCALE School Survey [WVDE-CIS-94]**

**15. Please provide any additional comments you have about Project SCALE.**

**The Survey is Complete!**

Thank you for your time. Please click "done" to submit your response.

## E-mail invitations

### ANNOUNCEMENT

Dear West Virginia Educator,

In a few days, you will receive an e-mail invitation, sent via SurveyMonkey, to participate in a survey we are conducting with regard to Project SCALE—a collaboration between the West Virginia Symphony Orchestra and the WVDE Office of Instruction. The results of this survey will be used to help the Symphony and the Department understand what is going well—or not so well—with this innovative project.

The survey contains a variety of sections and may take up to 20 minutes to complete. We urge you to watch for this invitation and to take a few minutes to respond as soon as you receive the message. Your honest impressions, whether favorable or unfavorable, will be greatly appreciated.

If you have questions about this survey, you may contact me at the WVDE Office of Research at 304.558.2546 or [phammer@access.k12.wv.us](mailto:phammer@access.k12.wv.us). If you have questions about Project SCALE you may contact Jack Deskins, Coordinator at the WVDE Office of Instruction, at 304.558.5325 or [jdeskins@access.k12.wv.us](mailto:jdeskins@access.k12.wv.us).

Best regards,

*Pat Hammer*

Patricia Cahape Hammer  
Coordinator  
Office of Research  
**West Virginia Department of Education**  
Building 6, Room 722  
1900 Kanawha Boulevard East  
Charleston, WV 25305

## FIRST REQUEST

Subject Line: Project SCALE—A Survey Request from the WVDE Office of Research

Dear West Virginia Educator,

The West Virginia Symphony Orchestra and the WVDE Office of Instruction have asked us to study the implementation of Project SCALE at your school and the other participating schools. As a part of that study, we would like to learn more about your current instructional practices and your perceptions of everyday activities in your school. The results of this [survey](#) will be used to help the Symphony and the Department understand what is going well—or not so well—with this innovative project.

The [survey](#) contains a variety of sections and may take up to 20 minutes to complete. We urge you to respond as soon as you can by visiting the following website: <https://www.surveymonkey.com/s/ProjectScaleSchoolSurvey>. Your honest impressions, whether favorable or unfavorable, will be greatly appreciated.

Your responses to the [survey](#) are confidential and will only be reported in the aggregate. The survey is voluntary, and there are no consequences should you decide not to participate. However, we strongly encourage your participation so that we can learn more about your experience with the project.

If you have questions about this [survey](#), you may contact Pat Hammer, Coordinator, at the WVDE Office of Research at 304.558.2546 or [phammer@access.k12.wv.us](mailto:phammer@access.k12.wv.us). If you have questions about Project SCALE you may contact Jack Deskins, Coordinator at the WVDE Office of Instruction, at 304.558.5325 or [jdeskins@access.k12.wv.us](mailto:jdeskins@access.k12.wv.us).

Best regards,

Pat Hammer

Patricia Cahape Hammer  
Coordinator  
Office of Research  
**West Virginia Department of Education**  
Building 6, Room 722  
1900 Kanawha Boulevard East  
Charleston, WV 25305

## SECOND REQUEST

Subject Line: Project SCALE—Second Request from the WVDE Office of Research

Dear West Virginia Educator,

A few days ago, we contacted you about a [survey](#) we are conducting for the West Virginia Symphony Orchestra and the WVDE Office of Instruction, to learn about the implementation of Project SCALE at your school. We would like to know about your current instructional practices and your perceptions of everyday activities in your school, as a part of an evaluation study.

The [survey](#) contains a variety of sections and may take up to 20 minutes to complete. We urge you to respond as soon as you can by going to the following website: <https://www.surveymonkey.com/s/ProjectScaleSchoolSurvey>. Your honest impressions, whether favorable or unfavorable, will be greatly appreciated.

Your responses to the survey are confidential and will only be reported in the aggregate. The [survey](#) is voluntary, and there are no consequences should you decide not to participate. However, we strongly encourage your participation so that we can learn more about your experience with the project.

If you have questions about this [survey](#), you may me at the WVDE Office of Research at 304.558.2546 or [phammer@access.k12.wv.us](mailto:phammer@access.k12.wv.us). If you have questions about Project SCALE you may contact Jack Deskins, Coordinator at the WVDE Office of Instruction, at 304.558.5325 or [jdeskins@access.k12.wv.us](mailto:jdeskins@access.k12.wv.us).

Best regards,

*Pat Hammer*

Patricia Cahape Hammer  
Coordinator  
Office of Research  
**West Virginia Department of Education**  
Building 6, Room 722  
1900 Kanawha Boulevard East  
Charleston, WV 25305

### THIRD REQUEST

Subject Line: Project SCALE—Your Response Urgently Requested from the WVDE Office of Research

Dear West Virginia Educator,

Once again, we are contacting you about a [survey](#) we are conducting for the West Virginia Symphony Orchestra and the WVDE Office of Instruction, to learn about the implementation of Project SCALE at your school. We would like to know about your current instructional practices and your perceptions of everyday activities in your school, as a part of an evaluation study.

The [survey](#) contains a variety of sections and may take up to 20 minutes to complete. We urge you to respond as soon as you can by visiting the following website: <https://www.surveymonkey.com/s/ProjectScaleSchoolSurvey>. Your honest impressions, whether favorable or unfavorable, will be greatly appreciated.

Your responses to the survey are confidential and will only be reported in the aggregate. The [survey](#) is voluntary, and there are no consequences should you decide not to participate. However, we strongly encourage your participation so that we can learn more about your experience with the project.

If you have questions about this [survey](#), you may contact Pat Hammer, Coordinator, at the WVDE Office of Research at 304.558.2546 or [phammer@access.k12.wv.us](mailto:phammer@access.k12.wv.us). If you have questions about Project SCALE you may contact Jack Deskins, Coordinator at the WVDE Office of Instruction, at 304.558.5325 or [jdeskins@access.k12.wv.us](mailto:jdeskins@access.k12.wv.us).

Best regards,

Pat Hammer

Patricia Cahape Hammer  
Coordinator  
Office of Research

**West Virginia Department of Education**

Building 6, Room 722  
1900 Kanawha Boulevard East  
Charleston, WV 25305



#### FOURTH REQUEST

Subject Line: Project SCALE—Please respond! WVDE Office of Research

Dear West Virginia Educator,

Once again, we are contacting you about a [survey](#) we are conducting for the West Virginia Symphony Orchestra and the WVDE Office of Instruction, to learn about the implementation of Project SCALE at your school. We would like to know about your current instructional practices and your perceptions of everyday activities in your school, as a part of an evaluation study.

The [survey](#) contains a variety of sections and may take up to 20 minutes to complete. We urge you to respond as soon as you can by visiting the following website: <https://www.surveymonkey.com/s/ProjectScaleSchoolSurvey>. Your honest impressions, whether favorable or unfavorable, will be greatly appreciated.

Your responses to the survey are confidential and will only be reported in the aggregate. The [survey](#) is voluntary, and there are no consequences should you decide not to participate. However, we strongly encourage your participation so that we can learn more about your experience with the project.

If you have questions about this [survey](#), you may contact Pat Hammer, Coordinator, at the WVDE Office of Research at 304.558.2546 or [phammer@access.k12.wv.us](mailto:phammer@access.k12.wv.us). If you have questions about Project SCALE you may contact Jack Deskins, Coordinator at the WVDE Office of Instruction, at 304.558.5325 or [jdeskins@access.k12.wv.us](mailto:jdeskins@access.k12.wv.us).

Best regards,

Pat Hammer

Patricia Cahape Hammer  
Coordinator  
Office of Research  
**West Virginia Department of Education**  
Building 6, Room 722  
1900 Kanawha Boulevard East  
Charleston, WV 25305

## Project SCALE Post-Intervention School Survey (Post Survey)

### Survey instrument

**Project SCALE Post-Intervention School Survey [WWDE-]**

**Welcome to the Project SCALE Post-Intervention School Survey**

Welcome and thank you for agreeing to take part in this important data collection activity.

By participating in this data collection activity, you are consenting to participate in a research study, the purpose of which is to determine the effectiveness of an educational program. The results of this research study will also be used to help determine revisions to the program and possibly to inform the development of future education programs. Your participation in this study shall be limited to completing a brief survey and should not take more than 20 minutes of your time. You will be presented with a series of items and asked to indicate your responses by either providing a rating or a short open-ended response.

Participation in this research study poses no more risk than that which you would encounter during the course of a normal day. While you may not experience tangible direct benefits from participating in this research study, indirect benefits may include the program being better tailored to meet your needs and/or improved outcomes for study participants and/or students. All responses to this data collection activity shall remain completely confidential and no identification of individual participants will occur. All results shall be reported in aggregate.

There is no compensation for taking part in this research study, although you do have an approximate one in 50 chance of winning a Best Buy gift certificate valued at \$50 to \$250 and two West Virginia Symphony Orchestra concert tickets. Please note that your participation is completely voluntary and may be discontinued at any time. No penalties or loss of benefits to which you are otherwise entitled shall occur should you refuse to participate in the research. If you have questions about Project SCALE you may contact Jack Deskins, Coordinator, at the WWDE Office of Instruction at 304.558.5325 or [jdeskins@access.k12.wv.us](mailto:jdeskins@access.k12.wv.us). Additionally, if you have questions about the research associated with the program or this data collection activity, you may contact Pat Hammer, Coordinator, at the WWDE Office of Research at 304.558.2546 or [phammer@access.k12.wv.us](mailto:phammer@access.k12.wv.us).

This research study has been reviewed and approved by the West Virginia Department of Education (WWDE) Institutional Review Board (IRB). Should you desire additional details about this study's approval status, you may contact the WWDE IRB chairperson, Nathaniel Hixson ([nhixson@access.k12.wv.us](mailto:nhixson@access.k12.wv.us)).

Again, thank you for your participation!

**Section I: About You**

**1. Select your school district below.**

**2. Please select your school from the list below.**

Other (please specify)

**Project & SCALE Post-Intervention School Survey [WVDE-**

**3. What grade level(s) do you teach (select all that apply)?**

<input type="checkbox"/> PK	<input type="checkbox"/> 4
<input type="checkbox"/> K	<input type="checkbox"/> 5
<input type="checkbox"/> 1	<input type="checkbox"/> 6
<input type="checkbox"/> 2	<input type="checkbox"/> 7
<input type="checkbox"/> 3	<input type="checkbox"/> 8

**4. Which of the following best describes your primary content area?**

Arts (Music, Dance, Theater, Visual Art)

Physical Education

Elementary Education

Title I

Other (please specify)



---

**Section II: Your Instruction**

**5. This school year, how often have you integrated any of the following strategies in your classroom lessons?**

	never	rarely	sometimes	often	always
Music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drama/Acting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visual Art	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creative Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical Education/Sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dance/Movement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Project & SCALE Post-Intervention School Survey [WVDE-**

**6. This school year, how often have you collaborated with the following people in designing lessons for your own class?**

	never	rarely	sometimes	often	always
Music Teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Art Teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical Education Teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Special Education Teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Title I Teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General Classroom Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community Members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**7. This school year, how often have you collaborated with the following groups to develop lessons for your classes?**

	never	rarely	sometimes	often	always
I developed lessons with my grade level peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I developed my lessons alone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I developed lessons with other/all professional staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Section III: About the Students in Your School**

Blank area for responses to Section III: About the Students in Your School.

**Project&nbsp;SCALE&nbsp;Post-Intervention School Survey [WVDE-**

**8. Please indicate the extent to which you agree with the following statements about students at your school this school year.**

**Students...**

	strongly disagree	disagree	neutral	agree	strongly agree
enjoy learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
believe that school is a fun place to be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
feel close to other people at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
feel like they belong	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
are happy to be at school most days	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
like most of their teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
feel like they will fail no matter how hard they try	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
are not interested in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
feel that most teachers care about how well they are doing in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
respect most of their teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
feel that school is a waste of time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
are excited about their work at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
feel that school rules are fair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Section III: About the Students in Your School**

**9. Please indicate the extent to which you agree with the following statements about students at your school this school year.**

**Students...**

	strongly disagree	disagree	neutral	agree	strongly agree
stay on task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
complete their homework regularly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
read books outside of school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
follow instructions in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
get into trouble in my class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
try to find ways to stay home from school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
participate in the arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
participate in sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
participate in other extracurricular activities (e.g., clubs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Section III: About the Students in Your School**

**Project & SCALE Post-Intervention School Survey [WVDE-**

**10. Please indicate the extent to which you agree with the following statements about students at your school this school year.**

**Students...**

	strongly disagree	disagree	neutral	agree	strongly agree
appear genuinely interested in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
consistently pay attention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
are motivated to do well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
prefer challenging assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
study at home even when they don't have a test	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
come to school prepared to learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
feel that classes are boring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
try their best on everyday assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
try their best on tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
feel they are getting a good education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
believe they are learning a lot in their classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
are off task (daydreaming) in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
often just pretend they are working in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Section IV: Practices in your School**

**11. Please indicate the extent to which you agree with each of the following statements about your school this school year.**

	strongly disagree	disagree	neutral	agree	strongly agree
Faculty are encouraged to exercise initiative for change to improve their performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is collaboration among faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal uses professional feedback from teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional trust is evident among the faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are channels for open communication among the school staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Those affected by a decision play a significant role in the decision-making process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership within the school is open to anyone willing to assume responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrators include teachers in the decision-making process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty have the power to act on their decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty respect each other professionally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty work together to seek solutions to problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrators are team players	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal is receptive to various points of view	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Section IV: Practices in your School**

**Project&nbsp;SCALE&nbsp;Post-Intervention School Survey [WVDE-**

**12. Please indicate the extent to which you agree with each of the following statements about your school this school year.**

	strongly disagree	disagree	neutral	agree	strongly agree
Students are persistent in completing difficult tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents' behaviors indicate a belief that success in school is dependent on student effort	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are intrinsically motivated by attempts to improve student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students exercise control over their own learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students look for ways to improve their own performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents' behaviors indicate that they feel their efforts at home do affect their children's success in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students take pride in the physical appearance of their school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The intrinsic motivation of students increases as they move through this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students view assessment as a means to give them feedback on their learning--not only as an end in and of itself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students accept responsibility for their own performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are aware of their own learning strengths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students believe that hard work pays off	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Section IV: Practices in your School**

Blank area for recording responses to Section IV: Practices in your School.

**Project&nbsp;SCALE&nbsp;Post-Intervention School Survey [WVDE-**

**13. Please indicate the extent to which you agree with each of the following statements about your school this school year.**

	strongly disagree	disagree	neutral	agree	strongly agree
Faculty consistently consider how teaching/learning can be improved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers are sensitive to different student learning styles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are taught to build on their strongest learning modes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaboration among faculty is motivated by attempts to improve student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers vary their instruction to accommodate different learning styles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When outcomes are less than desired, faculty increase their efforts to attain unmet goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty view accountability as a positive concept	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers look for ways to improve their own performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers encourage student questioning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional staff value input from students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are encouraged to learn with one another	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers use instructional practices that stimulate curiosity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty perceive the vision as including a shared responsibility for high levels of student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Section IV: Practices in your School**

**14. Please indicate the extent to which you agree with each of the following statements about your school this school year.**

	strongly disagree	disagree	neutral	agree	strongly agree
The entrance to the school is welcoming to visitors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school gives an appearance of being safe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school provides an inviting appearance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The physical environment of this school is maintained so that the building appears clean	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are signs that help visitors find the locations they are looking for in our building	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Section V: Any Additional Feedback**

**15. Please provide any additional comments you have about Project SCALE.**

**The Survey is Complete!**



**Project&nbsp;SCALE&nbsp;Post-Intervention School Survey [WVDE-**

Thank you for your time. Please click "done" to submit your response.

## E-mail invitations

### ANNOUNCEMENT

Dear Project SCALE Participant,

Thank you again for responding last fall to our survey about Project SCALE—a collaboration between the West Virginia Symphony Orchestra (WVSO) and the WVDE Office of Instruction. In a few days, you will receive an e-mail invitation, sent via SurveyMonkey, to participate in a follow-up survey we are conducting to learn about what went well—or not so well—with this project.

**Only you and other individuals who responded to the first survey are eligible to participate in this follow-up survey and have the chance to win one of the following prizes provided by the Symphony:**

**First prize—a \$250 Best Buy gift certificate**

**Second prize—a \$100 Best Buy gift certificate**

**Third prize—a \$50 Best Buy gift certificate**

The prizes are for personal use, and each is accompanied by a **gift certificate for two WVSO concert tickets**. Winners will be selected in a random drawing of follow-up survey respondents.

The survey contains a variety of sections and may take up to 20 minutes to complete. We urge you to watch for this invitation and to take a few minutes to respond as soon as you receive the message. Your honest impressions, whether favorable or unfavorable, will be greatly appreciated.

If you have questions about this survey, you may contact me at the WVDE Office of Research at 304.558.2546 or [phammer@access.k12.wv.us](mailto:phammer@access.k12.wv.us). If you have questions about Project SCALE you may contact Jack Deskins, Coordinator at the WVDE Office of Instruction, at 304.558.5325 or [jdeskins@access.k12.wv.us](mailto:jdeskins@access.k12.wv.us).

Best regards,

**Pat Hammer**

Patricia Cahape Hammer

Coordinator

Office of Research

**West Virginia Department of Education**

Building 6, Room 722

1900 Kanawha Boulevard East

Charleston, WV 25305

## FIRST REQUEST

Subject Line: Project SCALE—A Survey Request from the WVDE Office of Research

Dear Project SCALE Participant,

The West Virginia Symphony Orchestra and the WVDE Office of Instruction have asked us to study the implementation of Project SCALE at your school and the other participating schools. As a part of that study, we would like to learn more about your current instructional practices and your perceptions of everyday activities in your school. The results of this [survey](#) will be used to help the Symphony and the Department understand what is going well—or not so well—with this innovative project.

The [survey](#) contains a variety of sections and may take up to 20 minutes to complete. We urge you to respond as soon as you can by visiting the following website: <https://www.surveymonkey.com/s/ProjectScaleSchoolSurvey>. Your honest impressions, whether favorable or unfavorable, will be greatly appreciated.

**Only you and other individuals who responded to the first survey (last fall) are eligible to participate in this follow-up survey and have the chance to win one of the following prizes provided by the Symphony:**

**First prize—a \$250 Best Buy gift certificate**

**Second prize—a \$100 Best Buy gift certificate**

**Third prize—a \$50 Best Buy gift certificate**

The prizes are for personal use, and each is accompanied by **a gift certificate for two WVSO concert tickets**. Winners will be selected in a random drawing of follow-up survey respondents. To qualify, **be sure to type in the following Respondent ID where it is called for in the survey form: [RID]**. This ID is used only so we can identify you if you win one of the prizes.

Your responses to the [survey](#) are confidential and will only be reported in the aggregate. The survey is voluntary, and there are no consequences should you decide not to participate. However, we strongly encourage your participation so that we can learn more about your experience with the project.

If you have questions about this [survey](#), you may contact Pat Hammer, Coordinator, at the WVDE Office of Research at 304.558.2546 or [phammer@access.k12.wv.us](mailto:phammer@access.k12.wv.us). If you have questions about Project SCALE you may contact Jack Deskins, Coordinator at the WVDE Office of Instruction, at 304.558.5325 or [jdeskins@access.k12.wv.us](mailto:jdeskins@access.k12.wv.us).

Best regards,

**Pat Hammer**

Patricia Cahape Hammer  
Coordinator  
Office of Research  
**West Virginia Department of Education**  
Building 6, Room 722  
1900 Kanawha Boulevard East  
Charleston, WV 25305

## SECOND REQUEST

Subject Line: Project SCALE—Second Request from the WVDE Office of Research

Dear Project SCALE Participant,

A few days ago, we contacted you about a survey we are conducting for the West Virginia Symphony Orchestra and the WVDE Office of Instruction, to learn about the implementation of Project SCALE at your school. We would like to know about your current instructional practices and your perceptions of everyday activities in your school, as a part of an evaluation study.

The survey contains a variety of sections and may take up to 20 minutes to complete. We urge you to respond as soon as you can by going to the following website: [SurveyLink]. Your honest impressions, whether favorable or unfavorable, will be greatly appreciated.

**Only you and other individuals who responded to the first survey (last fall) are eligible to participate in this follow-up survey and have the chance to win one of the following prizes provided by the Symphony:**

**First prize—a \$250 Best Buy gift certificate**

**Second prize—a \$100 Best Buy gift certificate**

**Third prize—a \$50 Best Buy gift certificate**

**The prizes are for personal use, and each is accompanied by a gift certificate for two WWSO concert tickets.** Winners will be selected in a random drawing of follow-up survey respondents. To qualify, **be sure to type in the following Respondent ID where it is called for in the survey form:** [CustomData]. This ID is used only so we can identify you if you win one of the prizes.

Your responses to the survey are confidential and will be reported only in the aggregate. The survey is voluntary, and there are no consequences should you decide not to participate. However, we strongly encourage your participation so that we can learn more about your experience with the project.

If you have questions about this survey, you may me at the WVDE Office of Research at 304.558.2546 or [phammer@access.k12.wv.us](mailto:phammer@access.k12.wv.us). If you have questions about Project SCALE you may contact Jack Deskins, Coordinator at the WVDE Office of Instruction, at 304.558.5325 or [jdeskins@access.k12.wv.us](mailto:jdeskins@access.k12.wv.us).

Best regards,

**Pat Hammer**

Patricia Cahape Hammer

Coordinator

Office of Research

**West Virginia Department of Education**

Building 6, Room 722

1900 Kanawha Boulevard East

Charleston, WV 25305

THIRD REQUEST

Subject Line: Project SCALE—Your Response Urgently Requested from the WVDE Office of Research

Dear Project SCALE Participant,

Once again, we are contacting you about a survey we are conducting for the West Virginia Symphony Orchestra and the WVDE Office of Instruction, to learn about the implementation of Project SCALE at your school. We would like to know about your current instructional practices and your perceptions of everyday activities in your school, as a part of an evaluation study.

The survey contains a variety of sections and may take up to 20 minutes to complete. We urge you to respond as soon as you can by visiting the following website: [SurveyLink]. Your honest impressions, whether favorable or unfavorable, will be greatly appreciated.

**Only you and other individuals who responded to the first survey (last fall) are eligible to participate in this follow-up survey and have the chance to win one of the following prizes provided by the Symphony:**

**First prize—a \$250 Best Buy gift certificate**

**Second prize—a \$100 Best Buy gift certificate**

**Third prize—a \$50 Best Buy gift certificate**

The prizes are for personal use, and each is accompanied by a **gift certificate for two WVSO concert tickets**. Winners will be selected in a random drawing of follow-up survey respondents. To qualify, **be sure to type in the following Respondent ID where it is called for in the survey form:** [CustomData]. This ID is used only to allow us to identify you if you win one of the prizes.

Your responses to the survey are confidential and will only be reported in the aggregate. The survey is voluntary, and there are no consequences should you decide not to participate. However, we strongly encourage your participation so that we can learn more about your experience with the project.

If you have questions about this survey, you may contact me at 304.558.2546 or [phammer@access.k12.wv.us](mailto:phammer@access.k12.wv.us). If you have questions about Project SCALE you may contact Jack Deskins, Coordinator at the WVDE Office of Instruction, at 304.558.5325 or [jdeskins@access.k12.wv.us](mailto:jdeskins@access.k12.wv.us).

Best regards,

**Pat Hammer**

Patricia Cahape Hammer

Coordinator

Office of Research

**West Virginia Department of Education**

Building 6, Room 722

1900 Kanawha Boulevard East

Charleston, WV 25305

#### FOURTH REQUEST

Subject Line: Project SCALE—There is still time! WVDE Office of Research

Dear Project SCALE Participant,

Once again, we are contacting you about a follow-up survey we are conducting for the West Virginia Symphony Orchestra and the WVDE Office of Instruction, to learn about the implementation of Project SCALE at your school. We would like to know about your current instructional practices and your perceptions of everyday activities in your school, as a part of an evaluation study.

The survey contains a variety of sections and may take up to 20 minutes to complete. We urge you to respond as soon as you can by visiting the following website: [SurveyLink]. Your honest impressions, whether favorable or unfavorable, will be greatly appreciated.

**Only you and other individuals who responded to the first survey (last fall) are eligible to participate in this follow-up survey and have the chance to win one of the following prizes provided by the Symphony:**

**First prize—a \$250 Best Buy gift certificate**

**Second prize—a \$100 Best Buy gift certificate**

**Third prize—a \$50 Best Buy gift certificate**

The prizes are for personal use, and each is accompanied by a **gift certificate for two WWSO concert tickets**. Winners will be selected in a random drawing of follow-up survey respondents. To qualify, **be sure to type in the following Respondent ID where it is called for in the survey form:** [CustomData]. This ID is used only to allow us to identify you if you win one of the prizes.

Your responses to the survey are confidential and will only be reported in the aggregate. The survey is voluntary, and there are no consequences should you decide not to participate. However, we strongly encourage your participation so that we can learn more about your experience with the project.

If you have questions about this survey, you may contact Pat Hammer, Coordinator, at the WVDE Office of Research at 304.558.2546 or [phammer@access.k12.wv.us](mailto:phammer@access.k12.wv.us). If you have questions about Project SCALE you may contact Jack Deskins, Coordinator at the WVDE Office of Instruction, at 304.558.5325 or [jdeskins@access.k12.wv.us](mailto:jdeskins@access.k12.wv.us).

Best regards,

**Pat Hammer**

Patricia Cahape Hammer

Coordinator

Office of Research

**West Virginia Department of Education**

Building 6, Room 722

1900 Kanawha Boulevard East

Charleston, WV 25305

## Appendix D. Data Tables

**Table A 1. Status of SCALE Schools: Title I, Federal NCLB School Improvement Requirements**

SCALE project school	County	Title I (SW)	NCLB school improvement requirements					SIG school	SCALE project involvement	
			SC	SES	CA	R1	R2		New	Previous
Ansted Elementary	Fayette	Y	Y						Y	
Brookview	Boone	Y	Y	Y						Y
Burch Elementary	Mingo	Y							Y	
Culloden Elementary	Cabell								Y	
Dingess Elementary	Mingo	Y								Y
Doddridge County Elementary	Doddridge	Y	Y	Y	Y	Y	Y	Y	Y	
Geary Elementary/Middle	Roane	Y	Y	Y				Y		Y
Guyandotte Elementary	Cabell	Y	Y						Y	
Lizemore Elementary	Clay	Y							Y	
Poca Elementary	Putnam	Y								Y
Reedy Elementary	Roane	Y								Y
Romney Elementary	Hampshire	Y	Y	Y	Y			Y	Y	
Smoot Elementary	Greenbrier	Y							Y	
Spencer Elementary	Roane	Y	Y	Y				Y		Y
Watts Elementary	Kanawha	Y	Y	Y	Y			Y		Y
Weimer Elementary	Kanawha	Y								Y

SW = school-wide, SC = school choice, SES = supplemental educational services, CA = corrective action, R1 = restructuring plan for alternative governance, R2 = restructuring implement alternative governance, SIG = School Improvement Grant participant

Information in this table based primarily on the following West Virginia Department of Education online resources: 2012-2013 Title I Schools (retrieved from [http://wvde.state.wv.us/titlei/titlei\\_schools.html](http://wvde.state.wv.us/titlei/titlei_schools.html)) and Title I 2012-2013 Sanctions: Identified for Title I School Improvement (retrieved from [http://wvde.state.wv.us/titlei/lea\\_timeline.html](http://wvde.state.wv.us/titlei/lea_timeline.html)). Other information was supplied by the WVSO.

**Table A 2. Quality, Relevance, and Usefulness of SCALE Project Professional Development**

	<i>n</i>	Percent
<b>Which of the following statements best describes the usefulness of the PD you received as part of Project SCALE?</b>		
Total	28	100.0
It was a good start.	6	21.4
It was a good start, but I have a lot of questions.	1	3.6
It was a good start, and I look forward to using what I learned in my classroom (or work setting).	16	57.1
It provided everything I need to use what I learned in my classroom (or work setting).	5	17.9
I don't think these ideas will work in my classroom (or work setting).	0	0
It's too early to tell.	0	0
<b>Indicate the extent to which the PD you received as part of Project SCALE met your professional needs.</b>		
Total	28	100.0
It addressed my professional learning needs completely.	7	25.0
It addressed some of my professional learning needs.	21	75.0
It did not address my professional learning needs.	0	0
This professional development did not help much because I already know what I need to know about this topic.	0	0
<b>Which of the following statements best describes the likelihood that you will apply what you learned in this PD in your classroom (or work setting)?</b>		
Total	28	100.0
I already practice/apply the knowledge/skills this training provided in my classroom (or work setting), and it seems to work well.	13	46.4
I have already practiced/applied the knowledge/skills this training provided in my classroom (or work setting), but it is not appropriate for my students.	0	0
I look forward to practicing/applying the knowledge/skills in my classroom (or work setting) during the upcoming school year.	13	46.4
I don't think what I learned here will work for my students so I don't envision applying the knowledge/skills.	0	0
No response	2	7.1
<b>To what extent was the PD/training aligned with your school's/program's goals for improving instruction?</b>		
Total	28	100.0
The PD was VERY CLOSELY aligned with school's/program's goal for instructional improvement.	16	57.1
The PD was SOMEWHAT aligned with school's/program's goals for instructional improvement.	10	35.7
The PD was NOT ALIGNED with school's/program's goals for instructional improvement.	2	7.1
The PD was INCONSISTENT with school's/program's goals for instructional improvement.	0	0
I don't know.	0	0
<b>Which of the following statements best describes how the Project SCALE PD opportunity you attended compares with other PD opportunities in which you have participated in the last three years?</b>		
Total	28	100.0
This professional development was MORE USEFUL than other professional development I have participated in.	18	64.3
This professional development was ABOUT THE SAME AS other professional development I have participated in.	8	28.6
This professional development was less USEFUL than other professional development I have participated in.	0	0
I don't have an opinion.	2	7.1
I haven't participated in any other professional development in the last three years.	0	0



**Table A 3. Ability of Students to Engage in Supported Behaviors as a Result of SCALE Project, by School**

School	Connect content among multiple disciplines	Represent complex ideas	Share created products with others	Participate fully as individuals	Collaborate meaningfully with each other	Participate in higher-order learning conversations	Engage meaningfully in the arts	Work collaboratively with the WVSO	Mean score
Mean Scores	3.4	3.2	3.5	3.5	3.3	3.1	3.5	3.1	
Doddridge	4	4	4	4	4	4	4	4	4.0
Guyandotte	4	4	4	4	4	4	4	4	4.0
Poca	4	4	4	4	4	4	4	4	4.0
Spencer	4	4	4	4	4	4	4	4	4.0
Burch	4	4	4	4	4	4	4	3	3.9
Dingess	4	4	4	4	4	3	4	4	3.9
Weimer	4	4	4	4	4	3	4	4	3.9
Culloden	4	4	3	4	3	3	4	4	3.6
Lizemore	4	3	4	4	4	3	3	3	3.5
Romney	4	3	4	4	3	3	4	3	3.5
Brookview	3	3	4	4	3	3	4	1	3.1
Ansted	3	3	3	3	3	2	3	3	2.9
Geary	2	2	3	3	3	3	4	3	2.9
Reedy	3	3	4	3	3	2	3	2	2.9
Watts	3	2	3	3	3	2	3	3	2.8

NOTE: Numbers represent level of agreement that students were able to engage in the behaviors described, using the following scale: 1 (*strongly disagree*), 2 (*disagree*), 3 (*agree*), or 4 (*strongly agree*).

**Table A 4. Groups Involved in the SCALE Project by School**

School	Music teacher	Art teacher	Phys Ed teacher	Title I teacher	Gen Ed teacher	Spec Ed teacher	Admins	Com- munity	Parents	WVSO	Percent by school
Percent by role group	86.7	80.0	53.3	73.3	100.0	86.7	93.3	20.0	38.5	80.0	
Poca	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	100.0
Weimer	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	100.0
Burch	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	90.0
Ansted	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	*	No	88.9
Culloden	Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes	Yes	80.0
Doddridge	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	80.0
Geary	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	80.0
Spencer	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	80.0
Guyandotte	Yes	Yes	No	Yes	Yes	Yes	Yes	No	No	Yes	70.0
Romney	Yes	Yes	No	Yes	Yes	Yes	Yes	No	No	Yes	70.0
Dingess	Yes	Yes	No	No	Yes	Yes	Yes	No	*	Yes	66.7
Lizemore	No	No	No	Yes	Yes	Yes	Yes	No	Yes	Yes	60.0
Brookview	Yes	No	No	Yes	Yes	No	Yes	No	No	No	40.0
Reedy	No	No	No	No	Yes	Yes	Yes	No	No	Yes	40.0
Watts	Yes	Yes	No	No	Yes	No	No	No	No	No	30.0

**Table A 5. Arts Content Areas Integrated in the Scale Project by School**

School	Other	Dance/ movement	Music	Drama	Visual art	Creative writing	Percent by school
Percent by content area	13.3	85.7	100.0	100.0	100.0	100.0	
Doddridge	Yes	Yes	Yes	Yes	Yes	Yes	100.0
Spencer	Yes	Yes	Yes	Yes	Yes	Yes	100.0
Ansted	No	Yes	Yes	Yes	Yes	Yes	83.3
Culloden	No	Yes	Yes	Yes	Yes	Yes	83.3
Dingess	No	Yes	Yes	Yes	Yes	Yes	83.3
Guyandotte	No	Yes	Yes	Yes	Yes	Yes	83.3
Lizemore	No	Yes	Yes	Yes	Yes	Yes	83.3
Poca	No	Yes	Yes	Yes	Yes	Yes	83.3
Romney	No	Yes	Yes	Yes	Yes	Yes	83.3
Watts	No	Yes	Yes	Yes	Yes	Yes	83.3
Weimer	No	Yes	Yes	Yes	Yes	Yes	83.3
Brookview	No	Yes	Yes	Yes	Yes	*	80.0
Burch	No	*	Yes	Yes	Yes	Yes	80.0
Geary	No	No	Yes	Yes	Yes	Yes	66.7
Reedy	No	No	Yes	Yes	Yes	Yes	66.7

**Table A 6. Project SCALE Component Implemented by School**

School	Percent by component	Ansted	Culloden	Dingess	Doddridge	Guyandotte	Poca	Romney	Spencer	Weimer	Geary	Lizemore	Burch	Reedy	Brookview	Watts
Percent by school		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	88.9	88.9	77.8	44.4	33.3	22.2
Team leader identified	100.0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Team identified	80.0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	N
Team includes different content area	78.6	Y	Y	Y	*	Y	Y	Y	Y	Y	Y	Y	Y	N	N	N
Team includes arts teachers	80.0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	N
Team met regularly	64.3	Y	Y	Y	*	Y	Y	Y	Y	Y	N	Y	N	N	N	N
Arts integration PD offered for all staff	78.6	Y	Y	Y	*	Y	Y	Y	Y	Y	Y	Y	Y	N	N	N
All classes participated	86.7	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y
Timely communication about school project	86.7	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N
Support materials shared with all	93.3	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N



## Appendix E. Descriptions of SCALE School Projects

---

### Poca Elementary

**Implementation Score, 98%**

*Project Description:* The project was announced at a whole school assembly, inviting students to be as creative as they liked. They were provided a number of resources to do so. The primary grades read aloud with Reader's Theater, created cutouts of costumes they created, and took Little Red around the world to every continent and discussed the weather and transportation there. They also covered stranger danger. Other students compared and contrasted Red with other fairy tale characters. Third grade students created a puppet theater and acted various scenes from Red. Students wrote across the curriculum. They created a grocery list for Red's basket, budgeted the amounts, and visited a grocery to purchase the items. Fifth grade put Little Red on trial, each student choosing a part, and chose managers for group, such as manager of actors. They also choreographed and performed a dance for the play. One class compared the skeleton of the wolf to that of a dog and studied the habitat of the wolf. Students created a quilt piece depicting a picture of the story.

### Weimer Elementary

**Implementation Score, 96.1%**

*Project Description:* Every teacher and student in each grade, K-5, participated in creating and delivering arts integrated activities across content areas. A team of three teachers met regularly, with the support of the principal, to direct and support the school-wide activities. Content areas included mathematics, language arts, history (an election for President of the Woods, art, music, and performing arts. Each classroom contributed to a school mural depicting the Little Red Riding Hood story and students from each classroom participated in a culminating celebration, performed for parents and guests, on November 9, 2012.

### Spencer Elementary

**Implementation Score, 92.2%**

*Project Description:* Third and fourth graders had previously participated in Rumpelstilzkin with the WVSO, so getting whole school involved for Little Red was an easy sell. Some teachers did activities for two weeks; some for three or four weeks. The counselor was also involved in addition to related arts teachers. There were vertical connections made as 4th graders worked with kindergartners. As students entered the Clay Center on concert day, they were so impressed with the building, the sculpture, and their favorite word was "AWESOME!" Focus was on integrating the Arts to ELA. Music teacher did activities that carried back to ELA. Art teacher was other team member that attended SCALE training. PE was heavily involved with movement activities.

### Doddridge Elementary

**Implementation Score, 91.6%**

*Project Description:* All grade levels PK through Grade 5 participated; Both horizontal and vertical teaming took place; lots of collaboration between general classroom and special education team. Big Bad Wolf captured the imagination of students. Teachers found the subject matter to be very interactive. Students owned much of the project and will own even more next year. Lots of engagement by students and teachers! SCALE project was easily a great followup to school project called Camp Yes I Can. Teachers were able to incorporate elements into SCALE and take them farther. SCALE project "freed" teachers to collaborate. Assistant Principal Amy Spurlock was team leader who attended SCALE trainings in Charleston with one other team member. Title 1 and special education teachers were especially pleased to be involved. They felt like many "barriers" were broken down. Across the board, there was an overwhelming sense of student pride in artifacts they created. Also a

SIG school, teachers overwhelmingly thought this project was great and by the end, not "just one more thing on their plates."

### **Guyandotte Elementary**

**Implementation Score, 88.2%**

*Project Description:* 80% of school is on free and reduced lunch. Most of these students would never get to go on a trip to hear the symphony. Family support is lacking, and the community is hungry for these kinds of experiences. Music teacher was totally invested in this experience, and the teams members who attended training managed the PD and gave purpose and enthusiasm to the entire staff.

### **Burch Elementary**

**Implementation Score, 87.8%**

*Project Description:* The school's project was designed to integrate the arts in multiple content areas and improve student engagement. The project targeted ONLY the 3rd grade.

### **Culloden Elementary**

**Implementation Score, 86.3%**

*Project Description:* Each classroom, pre-school through grade 5, participated in the project in a variety of ways. Some painted the Red characters and then cut them out and made puppets to reenact the play with their classmates. Others incorporated Language Arts and math by comparing versions of Red and creating Venn diagrams. Third and fourth graders danced the "Cupid Shuffle" to help them remember the rules of rounding. Fifth grade wrote and performed a play based on Red. Art teachers incorporated science, discussing trees and insects of the woods and created artworks based on the theme. PE teachers taught foreshadowing using music from the provided CD for dance, walking and pacing. Music teachers reviewed high and low sounds made by the Red characters and acted out the play by using high and low voices.

### **Dingess Elementary**

**Implementation Score, 85.9%**

*Project Description:* Music Teacher Alan Rifle led the charge for Dingess Elementary's project. Working closely with team members Barbara Baisden and Andrea Brinegar, the group built upon lessons learned in previous year's SCALE project. In first grade, students wrote stories individually which teachers then took and morphed into bigger drama productions using as many elements from the individual stories as possible. Students worked in groups to mesh/mash their story elements together. Using regular events such as Halloween, when costumes would already be worn, students performed their plays for other classes. Fourth graders created a math forest in a vacant classroom which was left up for a month after its creation. Students wrote reflectively about the creative process; teachers documented the process with photographs. When Maestro Cooper visited in December, fourth graders guided Maestro Cooper through the math forest, taking pride in describing all the measuring they had to do to create the forest.

### **Romney Elementary**

**Implementation Score, 83.3%**

*Project Description:* Project was spearheaded by music and art teachers who got everyone else on board. All grades and subjects participated. Further encouragement was given by Transformation Specialist who works with the school.

### **Lizemore Elementary**

**Implementation Score, 83.2%**

*Project Description:* All grades were included in Lizemore's SCALE project. Their Title I coordinator took the lead in planning but involved all the classroom and special education teachers. There were major visual art and theatre components (every class did an original play), as well as some music and dance as well. Their primary goals were focused around student engagement.

**Ansted Elementary**

**Implementation Score, 82.4%**

*Project Description:* Teachers worked to integrate all subjects into the work surrounding the arts and the story of Little Red Riding Hood. Evidence of student work was displayed throughout the school. Teachers wanted to expose students to rich learning opportunities in order to engage their population in learning. It was expressed that their county leadership requires a focus on skills to the exclusion of other subjects.

**Geary Elementary**

**Implementation Score, 73.7%**

*Project Description:* The project's main goals were increased student engagement, as well as deeper understandings in the arts and other subjects.

**Reedy Elementary**

**Implementation Score, 58.6%**

*Project Description:* The main goal of the school's project was improving student engagement through the arts. The project was planned by the entire staff, though one teacher and the principal took the lead. All content areas and all grades were included, with some arts integration throughout.

**Brookview Elementary**

**Implementation Score, 53.7%**

*Project Description:* Music teacher and one other staff member attended the summer training. Music teacher was first year teacher and new to the school. Music teacher, Title 1 and general classroom teachers in grades 2, 4, 5 were involved.

**Watts Elementary**

**Implementation Score, 50.8%**

*Project Description:* The school's goals were to enhance the literacy experience of their students by exposing them to rich literature and creating concepts which would expand their knowledge and vocabulary. Some classrooms used drama and the visual arts. Others used music. The music teacher worked with the symphonic music to prepare students. Collectively, students read and composed writing in response to Little Red Riding Hood. Some classes used mathematics to further understanding.







