

# THINKING THROUGH ART

ISABELLA  
STEWART GARDNER  
MUSEUM

## IMPACT STUDY DATA COLLECTION & MANAGEMENT PROTOCOLS



**THINKING THROUGH ART:  
A TRANSFORMATIVE MUSEUM-SCHOOL PARTNERSHIP**

**IMPACT STUDY MATERIALS AVAILABLE AT  
[GARDNERMUSEUM.ORG/ORGANIZATION/EDUCATION/RESEARCH](https://gardnermuseum.org/organization/education/research)**

THINKING THROUGH ART: A TRANSFORMATIVE MUSEUM-SCHOOL PARTNERSHIP (REPORT)

EXECUTIVE SUMMARY

TECHNICAL SUPPLEMENT

DATA COLLECTION & MANAGEMENT PROTOCOLS

RESEARCH INSTRUMENTS

DATA CODING & RATING MANUALS

INFORMATIONAL VIDEOS

**Contact us: [education@isgm.org](mailto:education@isgm.org)**

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# THINKING THROUGH ART: A TRANSFORMATIVE MUSEUM- SCHOOL PARTNERSHIP

## IMPACT STUDY DATA COLLECTION & MANAGEMENT PROTOCOLS

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# DATA COLLECTION DAY PROTOCOLS FOR RESEARCH ASSISTANTS

## ONE WEEK BEFORE CLASS VISIT

Email to teacher (cc Research Assistant (RA) partner, RA in charge of scheduling, Project Manager).

Email teacher again if no response within 2 days.

## ONE DAY BEFORE CLASS VISIT

Send final confirmation email to teacher (cc RA partner, RA in charge of scheduling, Project Manager).

## TWO HOURS BEFORE CLASS VISIT

Arrive at the Gardner Museum no less than ONE HOUR BEFORE the class visit to pick up Data Collection Day materials.

- Data Collection Day materials are located in the last filing cabinet on the right wall in the Education Office.
- Put all paper materials into a green folder and close it with bulldog clips, then put all paper and video recording materials into a Gardner Museum tote bag.
- Sign out all recording devices on the [sign in/sign out sheet](#).
- Double check that you have all materials on the checklist.

Travel to the school site for data collection. Be sure to arrive 30 minutes before the class begins to set up the equipment.

## DATA COLLECTION DAY MATERIALS:

- Materials Checklist (printed copy of this list)
  
- Video recording Materials
  - Cameras (2)
  - Microphones (2)
  - Tripods (2)
  - Extra SD memory cards (2)
  - Video Identification Clapperboards (2)
  
- Student Data Collection Materials
  - 3 printed copies of Data Collection Scripts
  - Student Survey forms (\_\_\_# copies in all necessary languages)
  - Student Response forms (\_\_\_# copies in all necessary languages)
  - Audio recorders (1 per Research Assistant)
  
- Student Identification Materials
  - Printed copy of Class List (names redacted)
  - Brightly colored stickers to mark students w/o consent to participate
  
- Data Management Materials for the Teacher
  - Instructions for preparing Student Data Materials for mailing to the Gardner Museum
  - Labels with the Student ID#s for the teachers to use to redact names and anonymize data before submitting it to the Gardner Museum
  - Printed checklist class list with all student ID#s (no names)
  - Letter size envelope addressed to the Gardner Museum with the teacher's school return address label for the teacher to mail student surveys and student responses to the Gardner Museum

## 30 MINUTES BEFORE CLASS VISIT

### ARRIVAL & CHECK IN AT SCHOOL

Arrive at the school and check in with the front office. Ideally, the classroom teacher will meet you here, or will send someone to bring you to the classroom from the office.

Check in with the teacher. Find out if there are other ways to support the teacher and/or the students prior to the lesson.

- Make sure the teacher has a printed copy or an accessible copy of the “TEACHER Version” of the Class List available to assist in marking students who do not have consent to participate with sticky dots before filming.
- Collect the completed Consent Forms from the teacher to bring back to the Gardner Museum.

## DATA COLLECTION SESSION

### RESEARCH ASSISTANT (RA) INTRODUCTIONS

Both RAs introduce themselves to classroom students (refer to [Data Collection Scripts](#)).

### ADMINISTER STUDENT SURVEY

- The teacher will administer the student survey (refer to Data Collection Scripts). Students will have 10 minutes to complete the survey, and can raise their hands when they have finished. If a student tries to turn in an unfinished survey before 10 minutes have elapsed, encourage the student to try to complete all the questions. Assist students as needed (read aloud, scribe, discuss, etc.).
- NOTE: Survey administration can alternatively take place at the same time as the Student Response activity for K-2 students who need assistance (audio recording or scribe).
- While the students complete the survey, the teacher will put bright sticky dots on the shoulders/upper arm sleeve of students that indicate non-consent for filming. If needed, assist the teacher. **Be sure that stickers are placed visibly on students and/or on both sides of their person.**

## VIDEO RECORDING SET-UP

- Set up Camera 1, Tripod and microphone attachment to the camera (static throughout the duration of the lesson). **Make sure to turn on the microphone.**
  - Find an angle where the teacher and the image for discussion are in frame.
- Set up Camera 2, Tripod and microphone attachment to the camera. **Make sure to turn on the microphone.**
  - Find an angle that captures all students in frame in the beginning of the recording.
- Complete a sound check in different parts of the room.
  - Stand by the closest and farthest desk in the room, hit **Record** and say: "Isabella Stewart Gardner Museum".
  - **Stop** the recording and play the video.
  - Check for the clarity of the sound.
- Fill out the clapperboards for Camera 1 and Camera 2. Keep these close by – you'll hold up Camera 1/Camera 2 clapperboard in front of the corresponding camera lens as soon as you begin filming.

## WHOLE CLASS DISCUSSION

- Once all the consent indicating dots have been placed and the teacher is ready to begin the discussion, you may begin filming. **Make sure to hit record!**
- Hold the clapperboard up in front of the camera lens. If you're using Camera 1, use the clapperboard for Camera 1. If you're using Camera 2, use the clapperboard for Camera 2.
- Students might be goofy! Consider the following script to control for camera jitters.
  - *"We're here to do research and we need this to be as normal as possible. We know it's hard to ignore us, but try not to behave differently for the cameras."*
- Record the lesson.
- **Stop the recording.**

## ADMINISTER THE STUDENT RESPONSE

- The teacher will administer the student response (refer to Data Collection Scripts). Students will have 15 minutes to complete the response, and can raise their hands when they have finished. If a student tries to turn in an unfinished survey before 15 minutes have elapsed, encourage the student to try to complete all the questions. Assist students as needed (read aloud, scribe, discuss, etc.).
- SCRIBE or AUDIO RECORDING PROTOCOL: Have teacher tell us student's ID#, or label students with extra ID# label sticker so the RA can say the 4-digit number before and after student speaks: *"Start Student #1234 response... End Student #1234 response"*.
  - Be sure to hold microphone close to the student's mouth as they talk.

## WRAP UP

- Thank the teacher and students: "You all were so awesome today! Thank you so much!"
- Pack up equipment.
- Travel back to the Isabella Stewart Gardner Museum.

## EQUIPMENT CHECK-IN & DATA ENTRY

- Sign in the video taping equipment to the Isabella Stewart Gardner Museum.
- Remove the memory card from the camera and plug it into the USB adaptor. Insert the USB adaptor into the Gardner Museum Chromebook. An icon for the USB adaptor will pop up. Click it to retrieve the video files.
- Follow Data Management Protocols to upload, name, and organize files.
- Once videos have been labeled and uploaded to the secure drive at the Museum, wipe the memory card.
- Plug camcorders and microphones into their chargers and/or note what battery "percentage" it's on (on the check-in sheet) so the next RA is prepared to switch batteries.
- File the teacher folder (do not remove clapperboards, consent forms, etc.) in the filing cabinet. If there are unused student survey or response forms, please file those as well, so another class can use them.



## DAY AFTER CLASS VISIT

Send teacher follow-up email. One of the filming RAs will do this - *please discuss amongst the group who will take on this responsibility*.

## WHEN STUDENT DATA ARE RECIEVED AT THE MUSEUM

- Follow Data Management Protocols for scanning, uploading, and tracking Student Survey and Student Response forms.
- Send data receipt email to teacher.

# DATA MANAGEMENT PROTOCOLS

## CREATING CLASS LIST SPREADSHEETS

- Use templates to make a Class List spreadsheet for each teacher.
  - **CONTROL GROUP CLASS LISTS**
    - Control Class List ID#s + Tracking Template
      - Name the file: TEACHER LAST NAME-control-classlist (e.g. *TRATNYEK-control-classlist*).
      - Save the file in the “Control Group Class Lists” folder.
      - Copy the link to the URL for this new Class List spreadsheet.
  - **TREATMENT GROUP CLASS LISTS**
    - Treatment Class List ID#s + Tracking Template
      - Name the file: TEACHER LAST NAME-treatment-classlist (e.g. *TRATNYEK-treatment-classlist*).
      - Save the file in the “Treatment Group Class Lists” folder.
      - Copy the link to the URL for this new Class List spreadsheet.
- Go to the Data Collection Tracking Master Spreadsheet. In the first tab called “Teacher List (Links to Class List),” find the row with the teacher’s name in the ‘Treatment Group’ or ‘Control Group’ column. Add the link to the teacher’s spreadsheet into Column F for Treatment, or Column M for Control.
- In the Data Collection Tracking Master Spreadsheet, find the range of 4-digit ID#s for the class in Column G for Treatment, or Column N for Control. Go into the Class List spreadsheet and fill these numbers into each row of Column E (“Unique 4-digit ID#”).
- In the first tab (*SHARE Version*) of the Class List spreadsheet that was shared by the teacher, find the information about their students’ consent, gender, ethnicity, ELD level, and Disability Category. Copy this information from the file shared by the teacher into the Class List ID#s + Tracking spreadsheet.
- Once the Student ID#s with Metadata are complete (see next section), copy the student ID#s from Column L of the Class List spreadsheet first tab (*SHARE Version*) into Column B of the second tab (*Individual Student Tracking*).
- **Each time student data is collected**, check off whether data from each individual student has been provided in the second tab (*Individual Student Tracking*) in the Class List spreadsheet.

# CREATING STUDENT IDENTIFICATION NUMBERS WITH METADATA

<b>STUDENT IDENTIFICATION NUMBER SYSTEM</b> Example Student ID#: ABE-1-MYQH-0001					
School	Teacher	Grade band	Student Demographics (gender, race/ethnicity)	Student Subgroup Designations (see below)	Student unique ID#
<b>2 letters</b>  (at least 325 combinations - plenty for BPS)	<b>1 letter</b>  (up to 26 teachers per school)	<b>1 number</b>  1 = pre-K-2 2 = 3-5 3 = 6-8 4 = 9-12	<b>2 letters</b> <b>M</b> = Male <b>F</b> = Female <b>N</b> = Nonbinary <b>O</b> = Other + <b>Z-T</b> ethnicity designations above	<b>2 letters</b>  Using the 2-axis ELD level and disability categories matrix below	<b>4 digits, continuous</b>  1001-9999
<b>AB</b>	<b>E</b>	<b>1</b>	<b>MY</b>	<b>QH</b>	<b>0001</b>

**Metadata included in Student Identification Numbers:** School, Teacher, Grade band, Student Demographic Data, Student Subgroup Designation, Unique 4-digit ID#

- Student **demographic data**:
  - **Gender.** Use one letter to denote the student's gender in their ID#.
    - M = Male
    - F = Female
    - N = Nonbinary
    - O = Other
  - **Race/ethnicity.** Use one letter to denote the student's race/ethnicity in their ID#.
    - Z = African American and/or Black
    - Y = Asian American
    - X = Native American / Indigenous American
    - W = Native Hawaiian /Pacific Islander
    - V = Hispanic
    - U = Multiple Races, Non-Hispanic
    - T = White

- **Student subgroup designations.** Use 2 letters from the matrix below to identify from English Language Development (ELD) level and disability categories.
  - **The student's ELD level** (1 or 2, 3 or 4, 5,6, or FLEP)
  - **The student's disability category** (see below)
- **Unique 4-digit number:** 1001 - 4999 for Treatment; 5001 - 9999 for Control

MATRIX FOR STUDENT SUBGROUP DESIGNATIONS				
	English Language Development Levels (See page 19 in the 2012 WIDA ELD Standards document)			
Disability Categories	ELD 1-2 (P)	ELD 3-4 (Q)	ELD 5, 6, FLEP (R)	No ELD (S)
Autism	PA	QA	RA	SA
Communication impairment	PB	QB	RB	SB
Developmental Delay	PC	QC	RC	SC
Emotional impairment	PD	QD	RD	SD
Health impairment	PE	QE	RE	SE
Intellectual impairment	PF	QF	RF	SF
Neurological impairment	PG	QG	RG	SG
Physical impairment	PH	QH	RH	SH
Sensory impairment (Hearing, Vision, Deaf-Blind)	PI	QI	RI	SI
Specific Learning disability (Learning Disability, Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder, Dyslexia, Dyscalculia, Written Expression disorder)	PJ	QJ	RJ	SJ
Multiple Disabilities	PK	QK	RK	SK
No Disability	PL	QL	RL	SL

Directions for using the matrix to code student subgroup designations:

- Start with the student's English Language Development (ELD) level by moving horizontally to choose the appropriate column to match the student's ELD level. The first letter in the 2-Letter code will correspond to the student's ELD level.
- Next, find the student's Disability Categories by moving vertically down through the rows to find the appropriate category for the student, per their IEP. The second letter in the 2-Letter code will correspond to the student's disability category.

- Examples of student subgroup codes:
  - A student with an ELD level of 4 and a Specific Learning disability (Dyslexia) is coded “**QJ**”.
  - A student with FLEP status and No Disability is coded “**RL**”.
  - A student who is a native English speaker (never had an ELD level) with autism is coded “**SA**”.
  - A student who is a newcomer to the US with an ELD level of 1 and No Disability is coded “**PL**”.
  - A student with an ELD level of 5, who has Autism and ADHD (multiple disabilities) is coded “**RK**”.
  - Students with No ELD level and No Disability is coded “**SL**”.

## CREATING LABELS FOR STUDENT WORK

Create a spreadsheet to produce labels, used for hard copies of student work to redact names and attach Student ID#s. Digital labels files should be saved in each teacher’s folder along with the label spreadsheet. Example [HERE](#).

- TO FILL IN THE SPREADSHEETS:
  - Using the ‘Teacher List’ tab of the [Data Collection Tracking Master Spreadsheet](#), copy the Teacher ID code (School Code + letter ID + Grade Band Code) and add it to the label spreadsheet, populating 30 rows in Column A.
  - Using the ‘Teacher List’ tab of the [Data Collection Tracking Master Spreadsheet](#), copy student number range and add EACH NUMBER to the label spreadsheet, populating 30 rows in Column B.
- TO MAKE THE LABELS:
  - Use a label template for “File Folder Labels” to create a printable label document.
  - Combine Columns A and B so that each student label is formatted like this example label:  
**ABC-2-1001-ABBOTT**

## ORGANIZING VIDEO RECORDED CLASSROOM LESSONS

- Remove the memory card from the camera and plug it into the USB adaptor. Insert the USB adaptor into the Gardner computer and retrieve the video files.
- Check the [Data Collection Tracking Master Spreadsheet](#) for the the Teacher ID Code, then name the file(s) using nomenclature guidelines outlined below.

<b>CLASSROOM LESSON VIDEO FILE NAMING SYSTEM</b> Example Video File Name: TRATNYEK-ABE-1-FA22-VIDEO-A-1						
School	Teacher	Grade band	Timing	Data Type	Camera (A, B, C, D)	Sequential Number (if multiples)
<b>2 letters</b>	<b>1 letter</b>  (up to 26 teachers per school)	<b>1 number</b>  1 = pre-K-2 2 = 3-5 3 = 6-8 4 = 9-12	Beginning of Year = <b>FA22</b>  End of Year = <b>SP23</b>	<b>VIDEO</b>	<b>1 letter</b>  A = Camera A B = Camera B C = Camera C D = Camera D	<b>1 number</b>
<b>AB</b>	<b>E</b>	<b>1</b>	<b>FA22</b>	<b>VIDEO</b>	<b>A</b>	<b>1</b>

- Log into the secure drive.
- Move the files into the correct folder in the secure drive using the following file path: *Impact Study DATA* -> **either FA22 (BOY) DATA or SP23 (EOY) DATA** -> *Classroom Lesson Recording* -> **either Control Group VIDEO or Treatment Group VIDEO**.
  - Copy the link(s) to the data to add to the trackers in the next step.
- Track the addition of the student response data at the **class level**
  - Track the **class level** data: Go to the second tab (*Data Tracking*) of the [Data Collection Tracking Master Spreadsheet](#). Scroll down to find the correct teacher. Scroll to the right to find the columns for 'Classroom Lesson Video Recording.' Once you have located the correct row and columns, fill in the following information:
    - Date the data is being added to the drive
    - The number of students with consent
    - A link to the data
- Once videos have been labeled and uploaded to the secure drive, wipe the memory card.



## ORGANIZING AND TRANSCRIBING AUDIO RECORDINGS

- Listen to each audio file and label following these naming conventions:
  - **Individual student responses:** "4 digit StudentID#-response"
    - Example: 2517-response.mp3
  - **Whole class discussions:** "TEACHERLASTNAME\_FA22\_WC-audio"
    - Example: SELF\_FA22\_WC-audio.mp3
- Move audio files into the teacher folder. For individual student responses, use file path: *Impact Study DATA* -> **either** *FA22 (BOY) DATA* **or** *SP23 (EOY) DATA* -> *Student Response (FA22)* -> **either** *Control Group* **or** *Treatment Group*.
- Make a copy of the Student-Response-Audio-Transcriptions document. Change its name to "TEACHER LAST NAME-FA22-Student-Response-Audio-Transcriptions". Move this new document into the correct teacher folder.
- Listen to each audio file and transcribe the student's response into the audio transcriptions document. Be sure to label the transcription with the student ID#, teacher last name, and the date the response was recorded (you can find this information in the scheduling tab of the Data Collection Tracking Master Spreadsheet), as well as the date you transcribed the audio file.
- Copy the link from each student response audio file and paste it in the audio transcriptions document.

## ORGANIZING HARD COPIES OF STUDENT DATA: STUDENT RESPONSE FORMS AND SURVEY

### ORGANIZE STUDENT RESPONSE FORMS

- Put sheets in order by student ID # before scanning.
  - You might want to make a note of which students have provided data by keeping track of the last 4 digits of their ID#s. You will need to track individual student data and provide a total number of students whose data was provided.
- Scan student responses black & white, portrait, letter size paper, double sided, to PDF, 300 dpi
  - Scan 15 papers at a time to avoid having file sizes too large; you may add a dash and a sequential number for data sets with more than 15 papers.

- Check the [Data Collection Tracking Master Spreadsheet](#) for the the Teacher ID Code, then name the file(s) using nomenclature guidelines outlined below:

STUDENT RESPONSE & SURVEY FILE NAMING SYSTEM						
Example File Name: TRATNYEK-ABC-1-PRE-SR-A-1						
School	Teacher	Grade band	Timing	Data Type	Image Type	Sequential Number (if multiples)
<b>2 letters</b>	<b>1 letter</b>  (up to 26 teachers per school)	<b>1 number</b>  1 = pre-K-2 2 = 3-5 3 = 6-8 4 = 9-12	Beginning of Year = <b>PRE</b>  End of Year = <b>POST</b>	Student Response = <b>SR</b>  Student Survey = <b>SS</b>	<b>1 letter</b>  A = art image  N = narrative image	<b>1 number</b>
<b>AB</b>	<b>C</b>	<b>1</b>	<b>PRE</b>	<b>SR</b>	<b>A</b>	<b>1</b>

- Move the Student Response files into the correct folder in the secure drive using the following file path: *Impact Study DATA -> either FA22 (BOY) DATA or SP23 (EOY) DATA -> Student Response -> either Control Group RESPONSE or Treatment Group RESPONSE*
  - Copy the link(s) to the data to add to the trackers in the next step
- Track the **class level** data: Go to the second tab (*Data Tracking*) of the [Data Collection Tracking Master Spreadsheet](#). Scroll down to find the correct teacher. Scroll to the right to find the columns for 'Student Response'. Once you have located the correct row and columns, fill in the following information:
  - Date the data is being added to the drive
  - The number of student responses collected
  - A link to the data
- Track the **student level** data: Go into the Class List spreadsheet (linked in the first tab of the [Data Collection Tracking Master Spreadsheet](#)). In the Class List Spreadsheet, select the second tab, 'Individual Student Tracking.' Scroll right to find the columns for 'Student Response.'
  - For each student who provided data, select the checkbox *RESPONSE-A* (art) or *RESPONSE-N* (narrative image)
  - If a student did not provide data, do nothing.

## ORGANIZE STUDENT SURVEYS

- Put sheets in order by student ID # before scanning.
  - You might want to make a note of which students have provided data by keeping track of the last 4 digits of their ID#s. You will need to track individual student data and provide a total number of students whose data was provided.
- Scan surveys in color, portrait, letter size paper, double sided, to PDF, 300 dpi.
  - Only 15 papers per scan or file size will be too big.
- Check the Data Collection Tracking Master Spreadsheet for the the Teacher ID Code, then name the file(s) using nomenclature guidelines outlined above.
- Move the Student Survey files into the correct folder in the secure drive using the following file path: *Impact Study DATA -> **either** FA22 (BOY) DATA **or** SP23 (EOY) DATA -> Student Survey -> **either** Control Group SURVEY **or** Treatment Group SURVEY.*
  - Copy the link(s) to the data to add to the trackers in the next step.
- Track the **class level** data: Go to the second tab (Data Tracking) of the Data Collection Tracking Master Spreadsheet. Scroll down to find the correct teacher. Scroll to the right to find the columns for 'Student Survey'. Once you have located the correct row and columns, fill in the following information:
  - Date the data is being added to the drive
  - The number of student surveys collected
  - A link to the data
- Track the **student level** data: Go into the Class List spreadsheet (linked in the first tab of the Data Collection Tracking Master Spreadsheet). In the Class List Spreadsheet, select the second tab, 'Individual Student Tracking.' Scroll right to find the columns for 'Student Survey.'
  - For each student who provided data, select the checkbox.
  - If a student did not provide data, do nothing.

# EMAIL TEMPLATES FOR COMMUNICATING WITH STUDY TEACHERS

## CONTROL TEACHER RECRUITING EMAIL

EMAIL SUBJECT: Opportunity to be a Gardner Museum Control Group Teacher

Dear [TEACHER NAME],

My name is [YOUR NAME] and I am [YOUR TITLE] on an impact study in the education department at the Isabella Stewart Gardner Museum. Your colleague [NAME OF REFERRING TEACHER] has referred you to our team as a possible control group teacher for our Thinking Through Art impact study this school year.

We are conducting a research project to determine how using art in the classroom can contribute to critical thinking and social emotional development. Boston Public Schools has approved this study because it aligns with the district's interest in equitable literacy and culturally responsive instruction. The study will have a treatment group of teachers in the Museum's Thinking Through Art program, and a control group of wonderful teachers who are not participating in the Museum's school programs. **We would love to have you and one of your classes be in our control group.**

### **Being in the study's control group requires selecting one of your classes and completing the following:**

- Participate in a virtual orientation meeting in fall 2022
- Complete a short teacher survey at the beginning and end of the year
- Collect parent/guardian/student consent from the students in the selected class
- Allow Research Assistants to come to your selected class twice, for one class period at the beginning of the year and one class period end of the year, to support your administration of the following activities:
  - student survey (10 minutes)
  - video-recorded lesson led by you, the classroom teacher, using a visual art or narrative image provided by the Gardner Museum to lead a group discussion (8-12 minutes)
  - written or scribed student response to the image discussed (15 minutes)

### **Benefits for you and your students:**

- Free field trip, including buses, to the Gardner Museum after end of year data collection
- Free family admission passes to the Museum after end of year data collection, good through summer 2023
- Half-off Thinking Through Art materials fee and priority admission for the 2023-24 school year
- Access to research findings, invitations to study presentations, and acknowledgement in study materials
- 10 Professional Development Points upon completion of the above required components

### **Here are the next steps for joining the Control Group:**

- Fill out this brief survey with your information to confirm your participation in the control group
- Sign the attached Memo of Understanding (MOU) and have your principal sign it, then return it to Claire Tratnyek at [thinkart@isgm.org](mailto:thinkart@isgm.org).
- Save the date for a welcoming event for control group teachers on Thursday September 29 at the Gardner Museum

Control teachers and students are absolutely essential to this study. We sincerely appreciate your consideration. Please feel free to reach out to our Lead Research Associate Claire Tratnyek, who is included on this email, with any questions about the study or your participation.

Thank you for considering and enjoy your summer!  
[YOUR NAME]

## SCHEDULING DATA COLLECTION DAY REQUEST - FALL TREATMENT GROUP

EMAIL SUBJECT: Thinking Through Art Impact Study: Scheduling a Data Collection Session!

Dear [TEACHER NAME],

The Research Team at the Isabella Stewart Gardner Museum is so excited that you and your students will be a part of the Thinking Through Art Impact Study this year! Now that the TTA Summer Institute is over, it is time for us to schedule a date and time for your Fall 2022 Data Collection Day.

[IF TEACHER HAS NOT SUBMITTED DATES IN THEIR IMPLEMENTATION PLAN]: In your Level 1 Thinking Through Art 2022-23 Implementation Plan, we asked you to share three possible dates and times between September 9th and October 31 when the TTA Research Team can come into your classroom for one hour to administer a Survey, film a TTA lesson, and administer the Student Response activity. If you have not already submitted your Implementation Plan, please do so ASAP, and we will get in touch with you to select a date and time for data collection.

[IF TEACHER HAS SUBMITTED DATES]: In your Level 1 Thinking Through Art 2022-23 Implementation Plan, you indicated that [DAY, DATE at TIME] would be a good option for your class for data collection. Does this still work for you? If so, let me know ASAP and we will put you on the calendar and send a confirmation email. If not, please let me know what dates/times might work better.

We have you at the [School] teaching [subject/grade] to [x# students]. Is this information still correct? Please let us know!

Please be aware that we are coordinating with about 70 teachers to schedule data collection days, and time slots are already filling up fast! We will do our very best to accommodate your schedule.

Thank you again!

[YOUR NAME]

## SCHEDULING DATA COLLECTION DAY REQUEST - FALL CONTROL GROUP

EMAIL SUBJECT: Thinking Through Art Impact Study: Scheduling a Data Collection Session!

Dear [TEACHER NAME],

The Research Team at the Isabella Stewart Gardner Museum is so excited that you and your students will be a part of the Thinking Through Art Impact Study this year as a Control Group! In the Teacher Survey we sent you, you indicated that [DAY, DATE at TIME] would be a good option for your class for data collection. Does this still work for you? If so, let me know ASAP and we will put you on the calendar and send a confirmation email. If not, please let me know what dates/times might work better.

Please be aware that we are coordinating with about 70 teachers to schedule data collection days, and time slots are already filling up fast! We will do our very best to accommodate your schedule.

Thank you again!

[YOUR NAME]

# SCHEDULING DATA COLLECTION DAY REQUEST - SPRING TREATMENT GROUP

EMAIL SUBJECT: Thinking Through Art Impact Study: Scheduling a Data Collection Session!

Dear [TEACHER NAME],

The Research Team at the Isabella Stewart Gardner Museum is so excited to visit you and your students again this Spring for the Thinking Through Art Impact Study!

Please reply to this email and share three possible dates and times between March 27, 2023 and June 16, 2023 when the TTA Research Team can come into your classroom for one hour to administer a Survey, film a TTA lesson, and administer the Student Response activity. We will get in touch with you ASAP to select a date and time for data collection.

Please be aware that we are coordinating with about 70 teachers to schedule data collection days, and time slots are already filling up fast! We will do our very best to accommodate your schedule.

Thank you again!  
[YOUR NAME]

# SCHEDULING DATA COLLECTION DAY REQUEST - SPRING CONTROL GROUP

EMAIL SUBJECT: Thinking Through Art Impact Study: Scheduling a Data Collection Session!

Dear [TEACHER NAME],

Hello amazing control group teachers!

I hope your winter term has been going smoothly, and that you all had a wonderful February break! The Thinking Through Art impact study research team has been having a blast reading and listening to your students' responses to the images we shared with you in the fall, and watching all the amazing ways you discussed these images as a group. You're all a hugely talented group of educators, and we couldn't be more honored that you've agreed to work with us for this research project!

**Now that it's nearly March, we would love to get the ball rolling on scheduling Spring data collection days** for each of you, and then setting dates for your **free class field trip to the Gardner Museum** after we have collected data.

I was a BPS classroom teacher for years, and I know how crazy and hectic this time of year gets, with MCAS and other testing, end-of-year events, and vacations! We will be as flexible as possible in scheduling these spring data collection sessions with all of you.

Just like in the fall, we will need to visit your classroom for 45-60 minutes to collect three types of data from you and your students: a brief student survey, video recording of a 12-15 minute student-centered whole group discussion led by you about an image, and either audio recorded or written responses to the image from each student.

**Please reply to this email with THREE possible dates and times that our team could visit your classroom between March 13, 2023 and May 12, 2023.**



Kindly be aware that we are coordinating with many teachers to schedule data collection days, but that we will do our very best to accommodate your schedule.

For teachers at the Blackstone, Holmes, PJ Kennedy, Otis, Mattahunt, New Mission HS, Winship, and Young Achievers - there are multiple control and/or TTA teachers at your school - please discuss possible data collection dates with everyone involved with this research project so that we can, if possible, send one team to collect data from everyone on the same date.

Please feel free to reach out to me with any questions about the study or with scheduling. Thank you in advance!

Best,  
Claire

## INITIAL SCHEDULING CONFIRMATION EMAIL

EMAIL SUBJECT: Data Collection Day - SCHEDULED [DAY, DATE at TIME]

Dear [TEACHER NAME],

Thank you for setting a data collection session for the TTA Impact Study! **Your Spring 2023 Data Collection Day is scheduled for [DAY, DATE] at [TIME].** Data Collection will take approximately 45-60 minutes. The RAs will arrive approximately 30 minutes before your scheduled time.

About a week ahead of the data collection day, the RAs who will be visiting your class will get in touch to confirm everything, and to find out what supports you and your students need to ensure the smoothest and most productive data collection session possible.

As a reminder, before the data collection day, you'll need to send us your class list with students' information filled in, students' names redacted, and indications of consent/no consent for all students.

The RAs will bring all the data collection materials needed, but will need you to have your **class list** ready to help mark students who do not have video recording consent.

The RAs will leave you with everything you need to label student work and redact their names, which you'll mail back to the museum 48 hours after the data collection day. If you have all your consent forms ready, the RAs can take those with them back to the museum, or you could mail them to the museum along with your student work.

You can find more detailed information about the data collection process in the [Teacher's Guide to the Impact Study](#).

If you have any questions or concerns, or need to reschedule your data collection day, please don't hesitate to reach out!

Thank you - our team is so excited to visit your classroom soon!  
[YOUR NAME]

# DATA COLLECTION DAY CONFIRMATION EMAIL (1 WEEK BEFORE)

EMAIL SUBJECT: Upcoming ISGM Data Collection Day

Dear [TEACHER NAME],

We are excited about our upcoming visit to your classroom for Data Collection! **[RA NAME and RA NAME] will visit your class on [DAY, DATE] at [TIME].** Please read the following email carefully, and get back to us as soon as you can with answers to the questions below.

Data Collection will take approximately 45-60 minutes. The RAs will arrive approximately 30 minutes before your scheduled time to check in with you and to set up the recording equipment.

## **Before the RAs arrive, please have ready:**

- Your Class List Spreadsheet - we will need to know which students have and do not have video recording consent, so that we can mark students who do not have consent with stickers prior to filming.
- The Classroom Lesson Image Set slide deck
  - Open this slide deck: [Impact Study Image Slides](#). The RAs will let you know which of the two images you should use for the class discussion and the Student Response prompt.

It is very important to us that the research team members visiting your class are prepared to support you and your students during the data collection process. **Please let us know the following information before we visit:**

- **How many forms in each language do your students need?**
  - Arabic
  - Chinese
  - English
  - French
  - Haitian Creole
  - Cape Verdean Creole
  - Portuguese
  - Somali
  - Spanish
  - Vietnamese
- **Will you or your students need any of the following supports or accommodations?** If so, please let us know how many students you expect will need each one.
  - Option to SCRIBE for students
  - Option to AUDIO RECORD student responses
  - Other supports (please explain)
- **Is there a particular procedure for visitors entering the school that we should know about (parking, front office check-in, etc.)?** Please also let us know your room number, and describe your classroom's location in the school building so that we can find you, or plan to meet us (or have another adult meet us) at the front office when we arrive.
- **Is there anything else about your students, classroom, or school that we should know before visiting that will help us ensure a smooth data collection day?**

If you need to get in touch with us before your data collection day, here is the contact info for the RAs who will be visiting your classroom:

- [RA names, cell phone numbers, and email addresses]

If you would like to share your contact information with our team, please do - also let us know how you would prefer to be contacted (text, call, email, etc.).

For more information about the Data Collection Day, please read through Section IV of the [Teacher's Guide to the Impact Study](#). If you have any questions, please reach out to Claire Tratnyek at [thinkart@isgm.org](mailto:thinkart@isgm.org).

Again, THANK YOU for being a part of this Impact Study! We look forward to seeing you and your students in action on **[DAY, DATE]**.

[YOUR NAME]

## FINAL DATA COLLECTION DAY CONFIRMATION EMAIL (1 DAY BEFORE)

EMAIL SUBJECT: Data Collection Day TOMORROW

Dear [TEACHER NAME],

Tomorrow is your Data Collection Day! This email is a confirmation that **[RA NAME and RA NAME]** will visit your class on **[DAY, DATE]** at **[TIME]**.

Data Collection will take approximately 45-60 minutes. The RAs will arrive approximately 30 minutes before your scheduled time to check in with you and to set up the recording equipment.

### **Before the RAs arrive, please have ready:**

- Your **Class List Spreadsheet** - we will need to know which students have and do not have video recording consent, so that we can mark students who do not have consent with stickers prior to filming
- [Impact Study Image Slides](#)

If you need to get in touch with us before your data collection day, here is the contact info for the RAs who will be visiting your classroom:

- [RA names, cell phone numbers, and email addresses]

For more information about the Data Collection Day, please read through Section IV of the [Teacher's Guide to the Impact Study](#). If you have any questions, please reach out to Claire Tratnyek at [thinkart@isgm.org](mailto:thinkart@isgm.org).

Again, THANK YOU for being a part of this Impact Study! We look forward to seeing you and your students tomorrow at **[TIME]**.

[YOUR NAME]

## POST - DATA COLLECTION DAY EMAIL (1 DAY AFTER)

EMAIL SUBJECT: Thank you for participating!

Dear [TEACHER NAME],

Thank you SO MUCH for welcoming us into your classroom yesterday - it was amazing to see you and your students, and we look forward to seeing you in the museum later this year!

Now that our team has visited your classroom and administered the Impact Study Instruments, **IF WE DID NOT TAKE STUDENT DATA FORMS WITH US** we need you to **label student work** with the Student ID# labels we gave you yesterday, and then **mail all student data** back to the museum so that we can enter and analyze it. If we labeled and took with us the student surveys and response forms, and did NOT leave a postage paid envelope for you, you DO NOT have to mail anything back! Please follow the instructions below (also available in the **Teacher's Guide to the Impact Study**):

#### To-Do After the Data Collection Day

##### 1. Apply Student ID# Labels to Student Work

- a. In your packet of materials provided by the Research Team, you will find a printed copy of your class list (with student names redacted), labels with your students' ID#s, and a stamped envelope addressed to the Gardner Museum for you to use to send student work samples from the data collection day back to the museum.
- b. **Before you send student work back to the museum, you will need to REDACT students' names from their work on the student survey and the student response form.** You will be doing this by covering students' names on the forms with labels that contain each student's unique ID#. We recommend that you complete this task on the same day as data collection to ensure that each student's work gets labeled correctly. It is imperative that each student's work is labeled with their unique ID# and that their name does not appear elsewhere on their paper before the research team receives it.
- c. **Open (or print) the "FINAL Version" of your class list spreadsheet** that contains ALL the identification data for your students (including their names and their student ID#). You will use this to correctly place labels on your student work.
- d. Make a note of which students have provided consent to participate in the Impact Study. **ONLY label and send in student work samples for students who have consent to participate.** Please do NOT send in student work for students who have not provided consent.
- e. Double checking each student's name and ID# as you go, **place student ID# labels OVER the students' names on their Student Survey forms.** You may want to put all your students' papers in order beforehand to help simplify this process.
- f. Put all Student Survey forms in numerical order, with the smallest number on the top. Paper clip these forms together, and place them in the envelope to mail back to the Gardner Museum.
- g. Double checking each student's name and ID# as you go, **place student ID# labels OVER the students' names on their Student Response forms.** You may want to put all your students' papers in order beforehand to help simplify this process.
- h. Put all Student Response forms in numerical order, with the smallest number on the top. Paper clip these forms together, and place them in the envelope to mail back to the Gardner Museum.

##### 2. Mail the Student Data to the Gardner Museum

**NO MORE THAN 48 HOURS** after the data collection day, mail all your students' Student Survey forms and Student Response forms to the Gardner Museum. The postage on the envelope has already been paid, so you can drop the envelope off at the Post Office, or leave it with your secretary to send out with the school mail. Upon receipt of your materials, someone from the Research Team will send you an email to let you know that your data collection session is complete.

Again, we really appreciate your participation in the Thinking Through Art Impact Study! For more information on the study, refer to the **Teacher's Guide to the Impact Study**, or reach out to [thinkart@isgm.org](mailto:thinkart@isgm.org).

Thanks again,  
[YOUR NAME]

## DATA RECEIPT EMAIL (FALL)

EMAIL SUBJECT: TTA Impact Study: Your Fall 2022 Data has been received!

Dear [TEACHER NAME],

Thank you again for your participation in the TTA Impact Study Fall 2022 Data Collection! This email is to let you know that all of your student data has been received at the Gardner Museum.

**[To TTA Teachers:]** Now that we have collected Beginning-of-Year data from your class, you may begin implementing the Thinking Through Art Curriculum with your students. Please find all the materials you'll need this year in the Thinking Through Art 2022-23 Google Classroom, and feel free to reach out with any questions or concerns to [thinkart@isgm.org](mailto:thinkart@isgm.org). If you haven't yet set up your museum field trips, you can do that by emailing [thinkart@isgm.org](mailto:thinkart@isgm.org) as well!

**[To Control Teachers:]** Now that we have collected Beginning-of-Year data from your class, you don't need to think about the Gardner Museum or the Impact Study until Spring 2023, when we'll get back in touch with you to schedule your End-of-Year data collection day.

Again, we really appreciate your participation in the Thinking Through Art Impact Study! For more information on the study, refer to the **Teacher's Guide to the Impact Study**, or reach out to [thinkart@isgm.org](mailto:thinkart@isgm.org).

Thanks again,  
[YOUR NAME]

## DATA RECEIPT EMAIL (SPRING)

EMAIL SUBJECT: TTA Impact Study: Your Spring 2023 Data has been received!

Dear [TEACHER NAME],

Thank you again for your participation in the TTA Impact Study Spring 2023 Data Collection! This email is to let you know that all of your student data has been received at the Gardner Museum.

**[To TTA Teachers:]** Thank you so much for your participation in the Thinking Through Art Program this year! If you have not already done so, please complete the following:

- Please fill out this End-of-Year TTA Teacher Survey to give us some information about your teaching this year, and about how you used the TTA program and curriculum with your students.
- We would LOVE to work with you again next year in Thinking Through Art Level 2! Please check out the application to join TTA Level 2, if you're interested: Thinking Through Art Application 2023-24

**To Control Teachers:** Thank you so much for your participation in the Thinking Through Art Impact Study this year! Now that we have collected End-of-Year data from your students, please complete the following:

- First, fill out this End-of-Year Teacher Survey to give us some more information about your teaching.
- Next, please download and print the certificate for 10 Professional Development Points, which you have earned through your work with us on the Impact Study.
- Please email [thinkart@isgm.org](mailto:thinkart@isgm.org) to schedule your free field trip to the Isabella Stewart Gardner Museum!
- Finally, please consider joining the Thinking Through Art Program for the 2023-24 school year! As a Control Group teacher, you'll

receive half-off Thinking Through Art materials fee and priority admission for the 2023-24 school year - apply at Thinking Through Art Application 2023-24!

Again, we really appreciate your participation in the Thinking Through Art Impact Study! For more information on the study, refer to the **Teacher's Guide to the Impact Study**, or reach out to [thinkart@isgm.org](mailto:thinkart@isgm.org).

Thanks again,  
[YOUR NAME]



# DATA COLLECTION & MANAGEMENT TEMPLATES

## CLASS LISTS

### For Teachers:

#### Class List Spreadsheet

<https://docs.google.com/spreadsheets/d/1A0OBmvLfxG-AYJB9hHq6DULTS1E6MeBo1bq3vfgqdh0/copy>

### For Researchers:

#### Student ID# Labels

<https://docs.google.com/spreadsheets/d/1977GG-972fLERLq2vxD6Lvgm4RLfb7VVz2kKquzOpK4/copy>

#### Control Class List ID#s + Tracking

[https://docs.google.com/spreadsheets/d/1snQRGcmC-UKFbnXTl6YsfGpo6J1mGMytVz\\_3nRy4wy4/copy](https://docs.google.com/spreadsheets/d/1snQRGcmC-UKFbnXTl6YsfGpo6J1mGMytVz_3nRy4wy4/copy)

#### Treatment Class List ID#s + Tracking

<https://docs.google.com/spreadsheets/d/1nOylelSEUQq3lxb-yZCHFNS-1lHfy3vYfYyiHud2SUK/copy>

#### Data Collection Tracking Master Spreadsheet

[https://docs.google.com/spreadsheets/d/124H5TRAnpE7AE3OWI6076at\\_B5ZaiSD-CinKXfki-S8/copy](https://docs.google.com/spreadsheets/d/124H5TRAnpE7AE3OWI6076at_B5ZaiSD-CinKXfki-S8/copy)

## DATA COLLECTION MATERIALS

#### Data Collection Day Equipment Sign In/Out Sheet

<https://docs.google.com/document/d/17Jzao8mX0vrsiaask7INFi1qjc6aBQMsWEMYQalYux0/copy>

#### Video Recording Clapperboard

[https://drive.google.com/file/d/1zRTkMH80zklw3aDXWYlU\\_NWQnvCzu-R/view](https://drive.google.com/file/d/1zRTkMH80zklw3aDXWYlU_NWQnvCzu-R/view)

#### Impact Study Image Slides

<https://docs.google.com/presentation/d/1iMnUXCi6t2nxxADauREaojktgpC69HVUBsfzeat05jA/view>

## CODING & NOTE-TAKING WORKSHEETS

### Culturally Responsive Instruction Notes Worksheet

<https://docs.google.com/document/d/1wqYRqAzNv6nVGqKi04MTAiQG23LiksYfbjlbyMLMI90/copy>

### Social-Emotional Learning Notes Worksheet

<https://docs.google.com/document/d/1sPNN-vVD8nYe4EXiSz17e2D7WGu7o7IKQJ7ly-3jcrE/copy>

### Student Response: Critical Thinking Coding Work

<https://docs.google.com/document/d/12l5cQ2DGFjMRCZPQigyY2mvomZgBtbnQ7T38lvSUwJQ/copy>

## DATA CAPTURE SYSTEMS

### Student Response Audio Transcriptions

<https://docs.google.com/document/d/16xHyjDsvR6008sS-U0gxn4mMWFpc31EhXo58Zmp1vpg/copy>

### Social-Emotional Learning Coding Results

[https://docs.google.com/spreadsheets/d/1qyPW6GrextI5\\_OBASYrBcXWYHBa46f85Zv2soZrwtc/copy](https://docs.google.com/spreadsheets/d/1qyPW6GrextI5_OBASYrBcXWYHBa46f85Zv2soZrwtc/copy)

### Teacher Practice: Culturally Responsive Instruction and Facilitations Skills Ratings Results

[https://docs.google.com/spreadsheets/d/19bhrQSauaYnAi3tMgKkJmnU2pB5sr\\_61-2kpR1b4at8/copy](https://docs.google.com/spreadsheets/d/19bhrQSauaYnAi3tMgKkJmnU2pB5sr_61-2kpR1b4at8/copy)

### Critical Thinking Coding Results

<https://docs.google.com/spreadsheets/d/1sUTafIKpxkSmquTiFsoNLcONGIYmDf2FIYdGOhLn90k/copy>

# THINKING THROUGH ART

ISABELLA  
STEWART GARDNER  
MUSEUM

## TEACHER'S GUIDE TO THE IMPACT STUDY

# THINKING THROUGH ART: A TRANSFORMATIVE MUSEUM- SCHOOL PARTNERSHIP

## TEACHER'S GUIDE TO THE THINKING THROUGH ART IMPACT STUDY

**Thank you for participating in the Thinking Through Art Impact Study at the Isabella Stewart Gardner Museum during the 2022-23 school year!** This document is your guide to the Impact Study and contains materials both for teachers who are participating in Thinking Through Art, as well as Control Group teachers.

### RESEARCH TEAM CONTACT INFORMATION

Sara Egan  
Associate Curator of Education  
Isabella Stewart Gardner Museum  
[segan@isgm.org](mailto:segan@isgm.org)  
617-278-5162

Claire Tratnyek  
Lead Research Associate  
Isabella Stewart Gardner Museum

Thinking Through Art general questions and Museum Visit scheduling: [ThinkArt@isgm.org](mailto:ThinkArt@isgm.org)

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## SECTION I: IMPACT STUDY TIMELINE

### AUGUST 2022

- **TTA Teacher To-Do's:**

- **Summer Institute Day 1:** Experience the Impact Study instruments as a learner through a mock data collection day. You will take the Teacher Survey, participate in a video-recorded VTS discussion, and complete a student response, as well as practice anonymizing student data.
- **Summer Institute Day 2:** We will walk through the steps in Section III of this document to learn how to create an anonymized class list with information about your students - we need you to provide us with student demographic and subgroup information but NOT with student names.
- **By Day 5 of the Summer Institute:** Create a plan for obtaining consent from parents for student participation in the Impact Study. We strongly recommend sending the consent forms home on the first day of school in your "back to school" packet with all the other mandatory forms from BPS and your school to maximize the number returned.

- **Control Teacher To-Do's:**

- **Sign up to join the study as a control teacher.**

### SEPTEMBER - DECEMBER 2022

- **TTA Teacher To-Do's:**

- **ASAP:** Collect signed consent forms from your students so that their voices can be heard in the Impact Study! **Students can participate in all TTA activities regardless of whether they and their families provide consent** because you are including these activities as a regular part of your classroom instruction, but we will not be able to use any written, audio, video, or other data from students if they did not give consent.
- **By September 16, 2022:** Make and share your student ID list with the Research Team.
- **By October 31, 2022:** Schedule a date and time for the beginning of the year data collection for the Impact Study. A team of two Research Assistants will visit your classroom for a 45-60 minute period to collect the following types of data:



- Student survey
  - A video recording of a 10-15 minute VTS discussion, led by you, about an image
  - Student response (written or other) to an art image or narrative image
- **After collecting the above data:** Lead 6 TTA lessons - about once per month - and write lesson reflections after each one. In these reflections, think about how your facilitation affected your students' discussion - what went well, and why? In what ways do you want to improve? The Museum Teachers will read your reflections each month and give you feedback to help you improve your VTS practice! The first lesson reflection is due on October 31st on Google Classroom. Lesson 2 is due November 30, 2022, and Lesson 3 is due December 31, 2022.
  - **Attend the Thinking Through Art Fall Workshop**
- **Control Teacher To-Do's:**
    - **October 11, 2022: Attend Virtual Orientation in Fall 2022:** Learn all about what the Impact Study will look like for Control Teachers. We will walk through the steps in Part III of this document to learn how to create an anonymized class list with information about your students - we need you to provide us with student demographic and subgroup information but NOT with student names.
    - **ASAP:** Collect signed consent forms from your students so that their voices can be heard in the Impact Study! **Students can participate in all TTA activities regardless of whether they and their families provide consent** because you are including these activities as a regular part of your classroom instruction, but we will not be able to use any written, audio, video, or other data from students if they did not give consent.
    - **By November 1, 2022:**
      - Take the teacher survey (Google Form sent via email).
      - Complete the Memo of Understanding and secure your principal's signature (sent via email).
      - Make and share your student ID list with the Research Team.
    - **By November 18, 2022:** Schedule a date and time for the beginning of the year data collection for the Impact Study. A team of two Research Assistants will visit your classroom for 45-60 minutes between to collect the following types of data:
      - Student survey
      - A video recording of a brief (10-15 minute) student-centered discussion, led by you, about an image
      - Student response (written or other) to an art image or narrative image

## JANUARY - MARCH 2023

- **TTA Teacher To-Do's:**

- **ASAP:** If you haven't already scheduled one or both of your Museum Visits, email ThinkArt@isgm.org to set them up.
- **Monthly:** Keep leading the TTA lessons and write lesson reflections so that the Museum Teachers can give you regular feedback and help you improve your practice. Lesson 4 is due January 31, 2023, Lesson 5 is due February 28, 2023, and Lesson 6 is due March 31, 2023.
- **Attend the Thinking Through Art Spring Workshop.**

- **Control Teacher To-Do's:**

- **Once you have had your Fall Data Collection Day, you're done until the spring!**

## APRIL - JUNE 2023

- **TTA Teacher To-Do's:**

- **ASAP:** Email ThinkArt@isgm.org to set up your two Museum Visits. The end of the year can get really busy for field trips, so don't wait!
- **Monthly:** Finish teaching the 6 required TTA lessons and writing the reflections for each lesson.
- **By May 24, 2023, or when you have completed 6 Thinking Through Art lessons and 2 Museum Visits:** Schedule a date and time for end of year data collection. A team of two Research Assistants will come to your classroom for 45-60 minutes to collect the following data:
  - Student survey
  - A video recording of a brief (10-15 minute) VTS discussion, led by you, of the same image discussed in the fall
  - Student response (written or other) to the image

- **By June 1, 2023:**
  - Take the Teacher Survey (Google Form on Google Classroom).
  - Submit your Thinking Through Art final paper. Receive PDP certificate or graduate credits from the Gardner Museum.
- **Save the date - May 25, 2023:** Attend a Thinking Through Art Impact Study Year-End Celebration at the Isabella Stewart Gardner Museum.
- **Control Teacher To-Do's:**
  - **By May 24, 2023:** Schedule a date and time for end of year data collection. A team of two Research Assistants will come to your classroom for 45-60 minutes to collect the following data:
    - Student survey
    - A video recording of a brief (10-15 minute) VTS discussion, led by you, of the same image discussed in the fall
    - Student response (written or other) to the image
  - **After collecting the above data:**
    - Enjoy your free field trip to the Gardner Museum. Schedule your visit at least three weeks in advance by emailing [ThinkArt@isgm.org](mailto:ThinkArt@isgm.org) - the end of the year can get really busy for field trips, so don't wait!
    - Distribute the Gardner Museum family admission pass promo code to students. This promo code gets up to 4 adults in for free, and students are always free. The code is valid until September 10, 2023.
  - **By June 1, 2023:** Take the Teacher Survey (Google Form sent via email).
  - **Once the above are complete:** Receive certificate for 10 PDPs from the Gardner Museum.
  - **By July 1, 2023:** Sign up for Thinking Through Art 2023-24, enjoying 50% off materials fee.
  - **Save the date - May 25, 2023:** Attend a Thinking Through Art Impact Study Year-End Celebration at the Isabella Stewart Gardner Museum.

## **SECTION II: STUDY DESIGN AND INSTRUMENTS**

### **TEACHER SURVEY**

We will use a Google Form survey to collect information from you about your classroom and teaching practice at the beginning and the end of the school year.

### **STUDENT SURVEY**

In the paper student survey, we will collect information about how students see themselves as learners and as members of the classroom community. Research Assistants will visit your classroom on a data collection day (see Section IV below) to help you administer the survey, which should take about 10 minutes for your students to complete. Your students will take this survey at the beginning of the school year and again at the end of the school year.

### **VIDEO RECORDED CLASSROOM DISCUSSION**

In this recorded discussion, we will collect data about students' social emotional learning and critical thinking, as well as culturally responsive teaching. Research Assistants will visit your classroom on a data collection day to record a video of you facilitating a brief (10-15 minute) discussion with your students about an art or a narrative image at the beginning of the school year, and again at the end of the school year. (See Section IV below for details).

### **STUDENT RESPONSE TO AN IMAGE**

In this individual student written or verbal response to an art or narrative image, we will collect data about students' critical thinking. Students will complete this activity (both at the beginning of the school year and the end of the school year) immediately after participating in the video recorded discussion about the same image that you will facilitate. Research Assistants will visit your classroom on the data collection days (see Section IV below) to help you administer this student response, which should take about 15 minutes for your students to complete. Research Assistants can support students by scribing or audio recording their responses.

## SECTION III: HOW TO CREATE AN ANONYMIZED STUDENT LIST

This procedure for generating unique student ID #s is an essential step to protect student privacy throughout the Thinking Through Art Impact Study. Please read through all the following steps carefully. In order to protect student privacy, it is essential that the classroom teacher provide complete and accurate information on students and omit some identifying information according to the protocol outlined here. Please do not hesitate to contact the research team with any questions about how to correctly provide student information for this impact study.

### What we need from teachers:

- **Numbered list of all students in class that indicates for each student:**
  - Whether or not the student has provided **consent to participate** in the study
  - Whether or not the students has provided **consent to be video recorded** for the study
  - The student's **demographics**:
    - The student's **gender** (Male, Female, Nonbinary, or Other)
    - The student's **race/ethnicity** (African American, Asian American, Native American, Native Hawaiian/Pacific Islander, Hispanic, Multiple Races, Non-Hispanic, White)
  - The student's **subgroup designations**:
    - The student's **English Language Development (ELD) level**:
      - ELD 1 or 2
      - ELD 3 or 4
      - ELD 5 or 6 or FLEP
      - No ELD level
    - The student's **disability category**:

<ul style="list-style-type: none"><li>• Autism</li><li>• Communication impairment</li><li>• Developmental Delay</li><li>• Emotional impairment</li><li>• Health impairment</li><li>• Intellectual impairment</li><li>• Neurological impairment</li></ul>	<ul style="list-style-type: none"><li>• Physical impairment</li><li>• Sensory impairment</li><li>• Specific Learning disability</li><li>• Multiple Disabilities</li><li>• No Disability</li></ul>
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## CREATE CLASS LIST FOR STUDENT ID# CODES

**STEP 1: Creating the Class List:** Make a numbered class list of all students in your selected class, whether or not they have given consent to participate in the TTA Impact Study.

- Click this link: [Class List Template](#).
- Select “make a copy” and save it to your drive.
- Rename the new document with your Last Name and Grade (i.e. *Tratnyek-5 Class List*) and bookmark it so that you can access it easily throughout the school year. **For you, this document is THE MOST IMPORTANT part of the Impact Study, and you are the only person who will ever have a complete version of it.**

**STEP 2: Navigating the Class List Spreadsheet:** Your class list spreadsheet should look like the example below. The spreadsheet has three tabs, or ‘sheets’ at the bottom of the screen. The “*TEACHER Version*” tab is blank for now - this is where you will enter information about your students in Step 3, below. If you click on either of the “*Example*” sheets’ tabs, you can see what a final version of the class list spreadsheet will look like. The “*Example: SHARE with Research Team*” sheet is a model for the sheet you will make in Step 5, below, without students’ names, to share with the Research Team. The “*Example: FINAL Teacher List*” sheet is a model of what your TEACHER version will look like once you input the unique Student ID #that the Research Team provides for each student.

Here is the blank “*TEACHER Version*” tab of the spreadsheet:

	A	B	C	D	E	F	G	H	I	J
1	#	Grade Level	STUDENT NAME	CONSENT TO PARTICIPATE	CONSENT TO BE VIDEO RECORDED	STUDENT GENDER	STUDENT ETHNICITY	STUDENT ELD LEVEL	STUDENT DISABILITY CATEGORY	UNIQUE 4 DIGIT ID#
2			record for teacher use, redact for research use	provide to researchers	provide to researchers	provide to researchers	provide to researchers	provide to researchers	provide to researchers	will be provided by researchers
3	1									
4	2									
5	3									
6	4									
7	5									
8	6									
9	7									
10	8									
11	9									
12	10									
13	11									
14	12									
15	13									

**STEP 3: Adding Students' Names to the List:** As soon as you are able to add student names to the TEACHER Version sheet please do! Having your list ready for when students bring back their signed consent forms will be very helpful. **Please include all students' first and last names in Column B next to the numbers in Column A.**

- NOTE: DO NOT CHANGE THE ORDER of the students on this list - Columns A and B should stay connected throughout the entire school year (so if "Braden Veracruz" is student 19 on day one, he should be student 19 on day 90, day 120, and day 180, too). Please strikethrough or black out students who leave your class midyear. Please add any new students to the **end** of the class list.
- NOTE: **You will need to keep a copy of this list with students' names; the copy of the list you provide to the researchers will have students' names redacted.**

**STEP 4: Recording Student Information:** The research team will need some important information about each of your students, which you can pull from ASPEN and in students' IEPs,. In the "*TEACHER Version*" sheet, label each student to indicate the following information:

- Whether or not the student has provided **consent to participate** in the study
  - Column C: For each student, indicate "Given" "Denied" or "No Response"
- Whether or not the students has provided **consent to be video recorded** for the study
  - Column D: For each student, indicate "Given" "Denied" or "No Response"
- The student's **demographics**:
  - Column E: For each student, indicate their **gender** (Male, Female, Nonbinary, or Other) using the drop-down menu
  - Column F: For each student, indicate their **race/ethnicity** (African American, Asian American, Native American, Native Hawaiian/Pacific Islander, Hispanic, Multiple Races Non-Hispanic, White) using the drop-down menu
- The student's **subgroup designations**:
  - Column G: For each student, indicate their **English Language Development (ELD) level** (ELD 1-2, ELD 3-4, ELD 5-6-FLEP, No ELD) using the drop-down menu
  - Column H: For each student, indicate their **disability category** (Autism, Communication impairment, Developmental Delay, Emotional impairment, Health impairment, Intellectual impairment, Neurological impairment, Physical impairment, Sensory impairment, Specific Learning disability, Multiple Disabilities, No Disability) using the drop-down menu



When you have completed Step 4, the “TEACHER Version” sheet should look like this:

	A	B	C	D	E	F	G	H	I	J
1	#	Grade Level	STUDENT NAME	CONSENT TO PARTICIPATE	CONSENT TO BE VIDEO RECORDED	STUDENT GENDER	STUDENT ETHNICITY	STUDENT ELD LEVEL	STUDENT DISABILITY CATEGORY	UNIQUE 4 DIGIT ID#
2			record for teacher use, redact for research use	provide to researchers	provide to researchers	provide to researchers	provide to researchers	provide to researchers	provide to researchers	will be provided by researchers
3	1	5	Antoientte, Marie	Given	Given	Female	African America	ELD 5-6-FLE	No Disability	
4	2	5	Austen, Jane	Given	Given	Female	African America	ELD 3-4	Autism	
5	3	5	Cesar, Julius	Given	Given	Male	Hispanic	ELD 5-6-FLE	No Disability	
6	4	5	Corelone, Vito	Given	Given	Male	Asian American	No ELD	No Disability	
7	5	5	Curie, Marie	Given	Given	Female	Hispanic	ELD 1-2	Multiple Disabilit	
8	6	5	DaVinci, Leonardo	Given	Denied	Male	Hispanic	No ELD	Physical impairm	
9	7	5	Gentileschi, Artemisia	No Response	No Response	Female	Hispanic	ELD 5-6-FLE	No Disability	
10	8	5	Goodall, Jane	Given	Given	Female	Hispanic	No ELD	No Disability	
11	9	5	Granger, Hermione	Given	Given	Female	African America	No ELD	Multiple Disabilit	
12	10	5	Groening, Matt	Given	Given	Male	White	ELD 3-4	Specific Learning	
13	11	5	Jackson, John	Denied	Denied	Nonbinary	Hispanic	ELD 5-6-FLE	No Disability	
14	12	5	Johnson, Jack	No Response	No Response	Male	White	ELD 5-6-FLE	No Disability	
15	13	5	Lagerfeld, Karl	Given	Denied	Male	Asian American	ELD 1-2	No Disability	
16	14	5	Morison, Toni	Given	Given	Female	African America	ELD 3-4	No Disability	
17	15	5	O'Brien, Conan	Given	Given	Male	Multiple Races/I	ELD 3-4	Specific Learning	
18	16	5	Oakley, Annie	Given	Given	Female	African America	ELD 3-4	No Disability	
19	17	5	Poppins, Mary	No Response	No Response	Female	Hispanic	No ELD	Specific Learning	
20	18	5	Shirley, Anne	Given	Given	Female	White	ELD 5-6-FLE	No Disability	
21	19	5	Sotomayor, Sonia	Given	Given	Female	White	ELD 5-6-FLE	No Disability	
22	20	5	Twain, Mark	Denied	Denied	Male	Multiple Races/I	ELD 1-2	No Disability	
23	21	5	Vonnegut, Kurt	Given	Given	Male	Hispanic	ELD 5-6-FLE	Multiple Disabilit	
24	22	5	Yousafzai, Malala	Given	Given	Female	Hispanic	No ELD	No Disability	

### STEP 5: Preparing a SHARE Copy of the Class List:

- First, make a copy of the “TEACHER Version” sheet that contains the numbered class list with each student’s designations. To do this, click on the arrow where it says “TEACHER Version” at the bottom of the screen to bring up the sheet menu for the “TEACHER Version” tab, and select “Duplicate”. A new sheet should be added to the bottom of the screen called “Copy of TEACHER Version”. Click on the sheet menu for this copy and select “Rename”. Rename the sheet “SHARE Version”.
- Next, in the “SHARE Version” sheet, highlight Column C (“Student Name”) by clicking on the letter “C” at the top of the column. When Column C is highlighted, click delete to remove all student names. With Column C still highlighted, click the spilling paint icon in the menu at the top of the screen and select black to fill column C. The “SHARE Version” sheet should now look like the example in “Example: Share with Research Team” template sheet, shown below.



When you have completed Step 5, the “SHARE Version” sheet should look like this:

	A	B	C	D	E	F	G	H	I	J
	#	Grade Level		CONSENT TO PARTICIPATE	CONSENT TO BE VIDEO RECORDED	STUDENT GENDER	STUDENT ETHNICITY	STUDENT ELD LEVEL	STUDENT DISABILITY CATEGORY	UNIQUE 4 DIGIT ID#
2				provide to researchers	provide to researchers	provide to researchers	provide to researchers	provide to researchers	provide to researchers	will be provided by researchers
3	1	5		Given	Given	Female	African Ame	ELD 5-6-FLE	No Disability	1001
4	2	5		Given	Given	Female	African Ame	ELD 3-4	Autism	1002
5	3	5		Given	Given	Male	Hispanic	ELD 5-6-FLE	No Disability	1003
6	4	5		Given	Given	Male	Asian Ameri	No ELD	No Disability	1004
7	5	5		Given	Given	Female	Hispanic	ELD 1-2	Multiple Disabilities	1005
8	6	5		Given	Denied	Male	Hispanic	No ELD	Physical Impairment	1006
9	7	5		No Response	No Response	Female	Hispanic	ELD 5-6-FLE	No Disability	1007
10	8	5		Given	Given	Female	Hispanic	No ELD	No Disability	1008
11	9	5		Given	Given	Female	African Ame	No ELD	Multiple Disabilities	1009
12	10	5		Given	Given	Male	White	ELD 3-4	Specific Learning Disability	1010
13	11	5		Denied	Denied	Nonbinary	Hispanic	ELD 5-6-FLE	No Disability	1011
14	12	5		No Response	No Response	Male	White	ELD 5-6-FLE	No Disability	1012
15	13	5		Given	Denied	Male	Asian Ameri	ELD 1-2	No Disability	1013
16	14	5		Given	Given	Female	African Ame	ELD 3-4	No Disability	1014
17	15	5		Given	Given	Male	Multiple Rac	ELD 3-4	Specific Learning Disability	1015
18	16	5		Given	Given	Female	African Ame	ELD 3-4	No Disability	1016
19	17	5		No Response	No Response	Female	Hispanic	No ELD	Specific Learning Disability	1017
20	18	5		Given	Given	Female	White	ELD 5-6-FLE	No Disability	1018
21	19	5		Given	Given	Female	White	ELD 5-6-FLE	No Disability	1019
22	20	5		Denied	Denied	Male	Multiple Rac	ELD 1-2	No Disability	1020
23	21	5		Given	Given	Male	Hispanic	ELD 5-6-FLE	Multiple Disabilities	1021
24	22	5		Given	Given	Female	Hispanic	No ELD	No Disability	1022

**STEP 6: Creating a “SHARE” Version of the Class List Document:** Now that your document has a “SHARE Version” sheet, you will need to make a second copy of the entire document that you will to send to the Research Team at the Gardner. This is to ensure that the Research Team does not ever have documentation connecting students’ names to their ID #s, for student privacy.

- First, click on the ‘File’ menu and select “Make a copy”. Update the name of the copy of this document by adding the word “SHARE” before your name (ie *SHARE Tratnyek-5 Class List*). This “SHARE” version of the Class List Spreadsheet will live in your Google Drive, along with the original version.
- In the “SHARE” version of the document, go to the tabs for each sheet at the bottom of the screen. Click on the sheet menu for the “TEACHER Version” and select “Delete”. Now, the “SHARE” version of the list should ONLY have a “SHARE Version” sheet, and the two example tabs. In this version of the list, all the student consent, demographic, and subgroup information should remain, while all student names are redacted. **PLEASE VERIFY THAT THIS DOCUMENT CONTAINS NO STUDENT NAMES.**

**STEP 7: Sharing the “SHARE” Version of the Class List Document with the Research Team:** Once you have verified that the “SHARE” version of the class list contains all student information EXCEPT their names, you can share this spreadsheet with the Research Team. To do this, click the green “Share” button at the top right side of the screen. Where it says “Add people and groups” type thinkart@isgm.org, then click the “done” button. A member of the Research Team will email you to verify we have received your class list.

**STEP 8: Receiving Student ID#s:** Once the Research Team gets your students consent, demographic, and subgroup information from your “SHARE” Version (*SHARE Tratnyek-5 Class List*), they will create unique 4-digit student ID#s for each of your students and share this spreadsheet with you via email.

- NOTE: These ID#s will be based on the order of students in the list you share, and are NOT be attached to student names. This is why It is very important that you **do not change the order** of the students on this list - Columns A, B, and J should stay connected throughout the entire school year, so that the ID# the Research Team creates for the student who is number 7 in Column A will be attached to that student for both beginning of year and end of year data.

**STEP 9: Creating the “FINAL” Version of the Class List Spreadsheet:** This is the list you will reference to organize student data. This final version of the list will never be shared with the Research Team.

- First, open your original Class List Spreadsheet document that contains student names (*Tratnyek-5 Class List*).
- Next, open the spreadsheet with the student ID#s from the Research Team. Highlight all the ID#s in column ‘J’ and copy them. Next, open your Class List Spreadsheet (*Tratnyek-5 Class List*) and paste the ID#s into column ‘J’. This is the final version of the Class List, which the teacher alone will have access to.
- We recommend you print this list for easy reference during data collection days (see Section IV below).
- NOTE: The final, complete list containing students’ names, subgroup designations, and unique ID#s should NOT be shared with the ISGM research team, and if printed must be kept in a secure, locked space within the teacher’s classroom.

## SECTION IV: GUIDE TO THE DATA COLLECTION DAYS

All of the information below pertains both to beginning of the school year data collection (September - November 2022) as well as end of school year data collection (April - June 2023).

### PREPARING FOR DATA COLLECTION

#### One week before the Data Collection Day:

- The Research Team will reach out to you via email to confirm the date and time of your data collection day, as well as your school address and classroom number/location. You will learn the names of the Research Assistants (RAs) who will be visiting your classroom, and will be given their contact information for day-of communication. **Please be sure to communicate in which languages you need materials for your students.** If you have any questions about Data Collection Day, please ask!

#### One day before the Data Collection Day:

- Be sure that you have your class list spreadsheet complete and easily accessible for data collection day - you will need it to check who has consent for video recording. **We recommend you print your class list spreadsheet ahead of time because you will be using your computer to project the image for the class discussion and student response.** We suggest you also review the list and which students do not have consent to participate and/or be video recorded.
- Make sure your projector is working, and find the image:
  - **TTA Teachers:** Go into the Google Classroom for Thinking Through Art and open up your grade's classroom image set slide deck (in "Classwork" -> "Classroom Lesson Image Sets"). You'll start with the slide that says "Student Response Images." The RAs will let you know which of the two images you should use for the class discussion and the Student Response prompt.
  - **Control Teachers:** Open [Impact Study Image Slides](#)
- The **class list spreadsheet, the projected image, and student writing implements (pencil or pen)** are the only materials you will need to have ready for Data Collection Day. **The RAs will bring ALL other materials.**

# DATA COLLECTION DAY

- Get out the **class list spreadsheet**. Set up your **projector** and cue the **image** that you will discuss.
- The RAs will arrive **30 minutes** before the scheduled Data Collection time. They will set up video recording equipment and make sure you know how to administer the Student Survey and Student Response prompt, and how to lead the discussion about an image. If you know that certain students will need supports such as scribes or audio recording instead of writing their response, please let the RAs know how best to help. The RAs will also check in with you to make sure that you feel prepared to redact your students' names from their work and label papers with students' ID# codes.
- The RAs will bring the following materials:
  - Student Survey papers
  - Two cameras, with tripods and external microphones
  - Student Response forms
  - Brightly colored stickers to place on students who do not have consent to be recorded
  - Data collection scripts (also found on pages 42-44 below)
  - A printed copy of your class list with student names redacted
  - Labels with student ID#s for Survey and Student Response forms
  - Stamped envelope addressed to the Gardner Museum
- After checking in with you, the RAs will introduce themselves to your students and explain what they are going to be doing during Data Collection Day. Once the RAs have introduced themselves, you can start administering the three research instruments:
  - **Student Survey.** First, you will administer the Student Survey. During this 10-minute period, you and the RAs can put stickers on students **without consent for video recording**. Put a sticker on the front and back of the shoulders/upper sleeve of students that indicated non-consent for filming. **Be sure that stickers are placed visibly on students and on both sides of their person.**
  - **Class Discussion.** Second, you will lead a discussion about an image while the RAs video record. Your RAs will let you know which image to use for the discussion. This discussion will take 10-15 minutes, and your RA will let you know when you have been discussing the image for 12 minutes, leaving you with 3 minutes to wrap up the discussion.
  - **Student Response.** Third, you will administer the Student Response prompt. During this 15 minute period, the RAs can help students who need scribes, audio recording, or other supports to express their richest possible responses to the images.

# DATA COLLECTION SCRIPTS

## INTRODUCTIONS

When the class begins, the Research Assistants (RAs) will introduce themselves and what they are doing in the classroom:

**RESEARCH ASSISTANTS:** *"Our names are (names). We're here from the ISGM to do research on what people think about art. **This research is for our eyes only — nobody else will see these recordings or the papers you are working on while we're here.** We know it's a little different to see cameras and microphones in your classroom, but we need this to be as normal as possible. We also know it's hard to ignore us, but try not to behave differently for the cameras. You're really helping the museum by participating in these activities today, and we're really grateful for your help!"*

## STUDENT SURVEY ADMINISTRATION

Teacher passes out Student Survey face down to students.

**TEACHER:** *"The Gardner Museum team wants to learn more about you as learners. The paper I have just given you is a survey with nine questions about how you learn and how you see yourself as a student in this class. Please turn the paper over and put your name in the box on the top of the page, where it says 'name.'"*

Check to see that your students have put their names on their papers correctly.

When they're ready to continue, say:

**TEACHER:** *"Follow along with me as I read the directions for the survey: 'Directions: use your pencil to circle one star for each question.' For each question, you will answer how often you agree with the statement - '5' means you almost always agree, and '1' means you never agree with the statement. Does anyone have questions about the directions for this survey?"*

Check for understanding.

When your students are ready to begin, say:

**TEACHER:** *"Please read each question carefully, and answer it honestly for yourself. You will have ten minutes to complete this survey. I will give you a time check when you have two minutes left to finish the survey. When you are done with the survey, be sure to check your work, and make sure that you answered all nine of the questions. When you're ready to turn in your survey, please raise your hand. You may begin."*

You may choose to read through each question on the survey and have your students answer the questions at the same time, one at a time. If you need extra support for any students during this activity, please talk with the RAs about how they can help.

During this 10-minute period, you and the RAs can **put stickers on students without consent for video recording**. Put a sticker on the front and back of the shoulders/upper arm sleeve of students that indicated non-consent for filming. **Be sure that stickers are placed visibly on students and on both sides of their person.**

## WHOLE CLASS DISCUSSION ABOUT AN IMAGE

Once all the surveys have been collected, transition your students to wherever they will sit or stand to look at a projected image for a student-centered, teacher-facilitated discussion about an image. Say:

**TEACHER:** *"Now we are going to spend a minute looking silently together at an image. After we take some time to look closely at the image, we will talk about it together. After we talk about the image for a while, you'll go back to your seats and write about what you saw in the image. Does anyone have any questions about what we are going to do now?"*

Check for understanding.

Teacher begins the discussion about the image:

- **Thinking Through Art teachers:** Start the VTS lesson by asking students to look silently at the projected image. Let them look quietly for about one minute, then begin the discussion with the question, *"what's going on in this picture?"*
- **Control teachers:** you may lead this student-centered, open-ended discussion however you would like! You may use the VTS questions: *"what's going on in this picture?"* *"what do you see that makes you say that?"* and *"what more can we find?"*

Your discussion should run for 10-15 minutes. When you have reached the 12 minute mark, the RAs will signal to you that you have 3 minutes left to wrap up the discussion.

**NOTE: Students without video recording consent can still participate normally.** The Research Team will try to keep them out of the frame during recording, and will not code any of their responses. None of the videos from your classroom will ever be seen by anyone other than the Research Team.

## STUDENT RESPONSE ADMINISTRATION

Pass out the Student Response Form to students. Say:

**TEACHER:** *"The Gardner Museum team wants to learn more about what you see going on in the picture we just discussed. The paper I have just given you is for you to use to answer the question, "what is going on in this picture?" Please put your name in the box on the top of the page, where it says 'name.'"*

Check to see that your students have put their names on their papers correctly.

When they're ready to continue, say:

**TEACHER:** *"Follow along with me as I read the directions: 'Look at the picture closely. Think back to your class discussion about the picture. In the space below, answer the question: "what's going on in this picture?" If you need more space to write, you may continue onto the back of the page. If you need more space than the front and back of this paper, you may raise your hand and I'll give you more paper. You may write in whatever language is most comfortable for you. Does anyone have questions about the directions for this activity?"*

Check for understanding.

When your students are ready to begin, say:

**TEACHER:** *"Please think back to our discussion, and look closely again at the picture as you answer the question. You will have fifteen minutes to complete this activity. I will give you a time check when you have two minutes left to finish writing. You may begin."*

Students may dictate their answers to a scribe (you, other teachers and support staff, or the RAs can all scribe for students who need it), they may speak their answers into an audio recorder, or they may draw their answer. If an answer is being scribed, please be sure to circle "Y" in the box on the top of the page.

## TO-DO AFTER THE DATA COLLECTION DAY

### APPLY STUDENT ID# LABELS TO STUDENT WORK

- In your packet of materials provided by the Research Team, you will find a printed copy of your class list (with student names redacted), labels with your students' ID#s, and a stamped envelope addressed to the Gardner Museum for you to use to send student work samples from the data collection day back to the museum.
- **Before you send student work back to the museum, you will need to REDACT students' names from their work on the Student Survey and the Student Response form.** You will be doing this by covering students' names on the forms with labels that contain each student's unique ID#. We recommend that you complete this task on the same day as data collection to ensure that each student's work gets labeled correctly. *It is imperative that each student's work is labeled with their unique ID# and that their name does not appear elsewhere on their paper before the research team receives it.*
  - **Open (or print) the "FINAL Version" of your class list spreadsheet** that contains ALL the identification data for your students (including their names and their student ID#). You will use this to correctly place labels on your student work.
  - Make a note of which students have provided consent to participate in the Impact Study. **ONLY label and send in student work for students who have consent to participate.** Please do NOT send in student work for students who have not provided consent.
  - Put all Student Surveys in numerical order. Double checking each student's name and ID# as you go, **place student ID# labels OVER the students' names on their Student Survey forms.** Pull out student work for students who have not provided consent.
  - Put all Student Response Forms in numerical order. Double checking each student's name and ID# as you go, **place student ID# labels OVER the students' names on their Student Response forms.** Discard student work for students who have not provided consent.
- Paper the Student Surveys together, and place them in the envelope to mail back to the Gardner Museum. Only include student surveys for students who have consent to participate.
- Paper clip the Student Response forms together, and place them in the envelope to mail back to the Gardner Museum. Only include student surveys for students who have consent to participate.



## **MAIL THE STUDENT DATA TO THE GARDNER MUSEUM**

- NO MORE THAN 48 HOURS after the data collection day, mail all your students' Student Survey forms and Student Response forms to the Gardner Museum. The postage on the envelope has already been paid, so you can drop the envelope off at the Post Office, or leave it with your secretary to send out with the school mail. Upon receipt of your materials, someone from the Research Team will send you an email to let you know that your data collection session is complete.

## SECTION V: RESEARCH TEAM DOSSIER

- Sara Egan, Principal Investigator, Isabella Stewart Gardner Museum (ISGM)
- Mary Ellen Munley, Research Advisor, MEM & Associates
- Claire Tratnyek, Project Manager & Lead Researcher, ISGM
- Jared Bellot, Research Assistant, ISGM
- Chianna Calafiore, Research Assistant, ISGM
- Marcie Campbell, Research Assistant & Museum Teacher, ISGM
- Amy Dang, Research Assistant, ISGM
- Melissa Frost, Research Assistant & Museum Teacher, ISGM
- Alicia Gray, Research Assistant, ISGM
- Michelle Grohe, Research Assistant & former RA and former Esther Stiles Eastman Curator of Education, ISGM
- Francine Healey, Research Assistant & Museum Teacher, ISGM
- Alicia Holden, Statistical Analyst
- Sayyara Huseynli, Research Assistant & former Visitor Services Associate, ISGM
- Isabella Ilievski, Research Assistant, ISGM
- Sarah Lieberman, Research Assistant, ISGM
- Kate Milazzo, Research Assistant & former School Programs Educator, ISGM
- Vicki Myers, Research Assistant & Museum Teacher, ISGM
- Sydney Resendez, Research Assistant & Museum Teacher, ISGM
- Donna Wayne, Research Assistant & Museum Teacher, ISGM

## SECTION VI: FREQUENTLY ASKED QUESTIONS

- **How many times will the research team need to visit my classroom?**
  - The Research Team will visit each classroom (TTA and Control teachers) two times, for data collection days at the beginning and end of the school year.
- **How long will the data collection take?**
  - Each data collection day will take one class period of 45-60 minutes to support your administration of the following activities:
    - student survey (10 minutes)
    - video-recorded lesson led by you, the classroom teacher, using a visual art or narrative image provided by the Gardner Museum to lead a group discussion (12-15 minutes)
    - written or scribed student response to the image discussed (15 minutes)
- **What if I need to reschedule a data collection day?**
  - We understand schedules change. Please give us as much advance notice as possible! Email the Research Team at [thinkart@isgm.org](mailto:thinkart@isgm.org), and if you've already been in touch with the Research Assistants who are scheduled to visit your classroom please let them know they will need to reschedule.
- **What happens if students do not bring back their consent forms?**
  - All students can participate in Thinking Through Art and the research activities described in this document, which will be implemented as part of the teachers' regular classroom activities. The Research Team will not code the data from any student who has not returned a signed consent form. The more students' voices we can hear and use, the better we can make our programs for all BPS students and teachers!
- **How will the researchers know which students have given consent to be video recorded?**
  - Teachers will identify students who do not have consent for study participation and/or video recording, and use stickers placed on the front and back of those students' shoulders to ensure that they are identified in the video recording.