

THINKING THROUGH ART

ISABELLA
STEWART GARDNER
MUSEUM

IMPACT STUDY
RESEARCH
INSTRUMENTS

**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

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THINKING THROUGH ART: A TRANSFORMATIVE MUSEUM- SCHOOL PARTNERSHIP

IMPACT STUDY RESEARCH INSTRUMENTS

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Student Response

Pre / Post

Audio
Y / N

Scribe
Y / N

Name:

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, continue on the back of this sheet.





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Name: _____

TTA Impact Study

Student Survey • PRE / POST



DIRECTIONS:
USE YOUR PENCIL TO CIRCLE ONE STAR FOR EACH QUESTION.

How I Learn

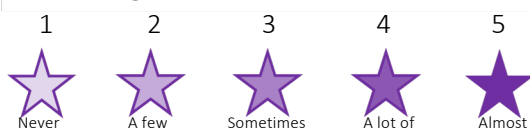
If at first I don't understand something, someday I can figure it out.



There are some things I just cannot learn.



If I need to work hard to understand something that means I'm bad at it.



What I Think about Myself

I have the confidence to speak up in class discussions.



I can figure things out.

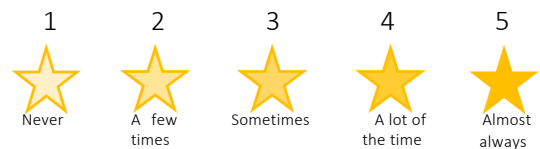


I feel relaxed in this classroom.



My Classroom

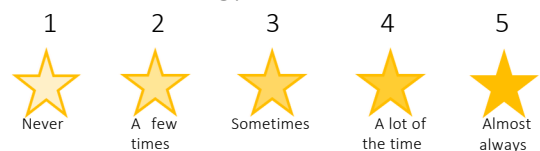
There are people in my classroom who respect me.



There are people in my classroom who understand me.



I am full of energy in this class.



THINKING THROUGH ART IMPACT STUDY • Teacher Survey

* Required

1. How familiar are you with the Gardner Museum? *

Mark only one oval.

	1	2	3	4	5	6	7	
Not at all familiar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very familiar

2. How comfortable are you in talking to your students about works of art? *

Mark only one oval.

	1	2	3	4	5	6	7	
Not at all comfortable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very comfortable

3. How important is art in your life? *

Mark only one oval.

	1	2	3	4	5	6	7	
Not at all important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

4. How often do you use works of art as part of instruction? *

Mark only one oval.

	1	2	3	4	5	6	7	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very often - at least once every few days

5. How important is critical thinking skill development in your curriculum? *

Mark only one oval.

	1	2	3	4	5	6	7	
Not at all important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very important

6. How comfortable are you when facilitating an open-ended group discussion with your students? *

Mark only one oval.

	1	2	3	4	5	6	7	
Not at all comfortable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very comfortable

7. How much of your classroom time is designed for open-ended group discussions where students actively contribute their ideas? *

Mark only one oval.

		1	2	3	4	5	6	7	
Not very much time - less than once every few weeks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Lots of time - at least once per day

8. To what extent do your students bring their life experiences into the classroom? *

Mark only one oval.

	1	2	3	4	5	6	7	
Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	All the time

9. How much does being in a community of learners contribute to improving your practice as a teacher? *

Mark only one oval.

		1	2	3	4	5	6	7	
It does not really contribute	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	It greatly improves my practice as a teacher

10. How comfortable are you thinking about your learning and reflecting on your work? *

Mark only one oval.

	1	2	3	4	5	6	7	
Not at all comfortable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very comfortable

Tell Us
More...

In this short-answer section, please tell us more about your thinking and teaching.

11. In just a sentence or two, how would you describe your approach to teaching? *

12. Is community something you discuss with your students? How do you approach community building in your classroom? *

13. Are communication and listening skills something you teach, or feel that you need to teach? What does this look and sound like in your classroom? *
