

Evaluation of the J. Paul Getty Museum's
Language through Art: An ESL Curriculum

Prepared by
Museum Consultants Network

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Education

The J. Paul Getty Museum



J. Paul Getty Museum
Language Through Art:
An ESL Enrichment Curriculum
Evaluation

The J. Paul Getty Museum Education Department
Language Through Art: An ESL Enrichment Curriculum Evaluation

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Language Through Art: An ESL Enrichment Curriculum Evaluation

EXECUTIVE SUMMARY

The English as a Second Language (ESL) curriculum, *Language Through Art*, provides important and valuable resources for teachers working on language acquisition to a very diverse audience. During this research project, 160 teachers provided insight into the implementation and modification of both the beginning and intermediate/advanced levels of the curriculum. Overall, the program was very highly regarded by teachers who appreciated the opportunity to engage their students in a unique and engaging learning environment. Many teachers felt that they did not have the experience or confidence to implement arts-based units on their own and appreciated the background and preparation provided by the workshop and/or curriculum. The majority of teachers who attended ESL Collaboration Workshops implemented the curriculum and participated in a self-guided museum visit. The curriculum was modified most frequently by reducing the vocabulary level and incorporating additional visual aids to encourage oral expression and comprehension. This is especially true for teachers working with the beginning level, with the recommendation to divide the curriculum into beginning-low and beginning-high portions.

INTRODUCTION

As museums have moved into the twenty-first century, it has become apparent that active and relevant engagement with multiple audiences is the true hallmark of success. The American Association of Museums recognized this necessity when it launched its *Museums and Community Initiative* in 1998. After numerous forums throughout the country, the critical conclusion was that “every museum has a unique and essential civic role and a responsibility to contribute to the health and vitality of its community.”¹ Today, museum professionals are challenged to engage communities that are increasingly diverse and immigrant-based.

The J. Paul Getty Museum’s innovative English as a Second Language (ESL) curriculum, *Language Through Art: An ESL Enrichment Curriculum*, provides important resources to formal educators while engaging adult learners and impacting nontraditional audiences. The project has the capability to expand the museum’s audience base while contributing to the informal education field by addressing how museums can best serve demographically changing audiences. As we move further into the twenty-first century, it becomes increasingly important for museums to become engaging community centers and develop new, broader audiences.

To be true to this public service role, a museum must understand its programmatic impact and outcome. A commitment to this understanding through thoughtful, ongoing evaluation is a crucial element to successful implementation. This research project is designed to evaluate the effectiveness of both the beginning and intermediate/advanced levels of the *Language Through Art* curriculum.

Language Through Art: An ESL Enrichment Curriculum Goals:

- To encourage instructors of adult ESL courses to use the Getty collection for the purpose of English language acquisition, oral presentations, discussion, and writing assignments.
- To collaborate with adult ESL teachers to enrich ESL programs through use of the beginning and intermediate/advanced ESL curricula.
- To encourage continued use of the Getty ESL program and Museum resources.
- To bring awareness of the Getty Museum and its programs to new audiences.

¹ *Museum and Community Initiative* (Washington, DC: American Association of Museums, 1998).

- › To broaden the scope of the ESL program through workshops and in-service programs offered both at adult schools and at the Getty.

Language Through Art: An ESL Enrichment Curriculum Objectives:

- › Educate ESL professionals about the resources available at the Museum.
- › Offer ESL curriculum enrichment through object-based language teaching and learning techniques.
- › Offer in-depth museum experiences for adult education professionals.
- › Personalize the Museum for communities that do not already visit museums.
- › Assist with transportation needs to visit the Museum.

Working closely with the museum's evaluation goals, Museum Consultants Network collaborated with museum staff and ESL teachers to investigate the following questions:

Research Questions:

- › How is the current curriculum being implemented in the classroom?
- › What modifications are being developed?
- › Does participation in the ESL Collaboration Workshops and self-guided visits impact and influence curriculum implementation?

METHODOLOGY

One of the main goals of this project was to determine how both the beginning and intermediate/advanced levels of the *Language Through Art: An ESL Enrichment Curriculum* are being used by ESL teachers. Dialogue with a significant number of teachers yielded insightful data. In conjunction with this broader evaluation, in-depth conversations with teachers gathered specific examples of curriculum modification and implementation.

To begin the data collection process, Museum Consultants Network worked closely with museum staff to develop a database of past and current program participants. Using a short open-ended survey, administered largely electronically, teachers were asked to provide information about their experience using the curriculum. Participants were also asked about past participation in ESL Collaboration Workshops and self-guided tours. Selected participants were then culled from this group for further investigation via short telephone interviews.

Concurrently, participants in the spring ESL Collaboration Workshop were contacted for participation in an ongoing conversation about their current implementation. Short pre- and post-workshop surveys were administered to gauge workshop impact and outcomes. The evaluation project was reviewed at this point in the project to determine the direction of additional data collection instruments.

The last data set was gathered from a focus group comprised of teachers who have made efforts to modify the curriculum. The focus group, consisting of seven teachers, gathered at the Getty Center in October 2008 to discuss specific strategies and feedback. In accordance with focus group dynamics, this was a group interview session minimally facilitated by the researcher. The facilitator did not impose a structure on the group, but instead asked questions relevant to the research project and allowed participants to answer freely. The session was recorded, with participant permission, for analysis. Questions developed by the museum staff and Museum Consultants Network focused on curriculum expectations, content, past participation, lesson plan modification, and other topics that guided and facilitated conversation.

EVALUATION RESULTS

The data in this report is both quantitative and qualitative. For the quantitative data, tables and graphs display information (percentages within tables may not always equal 100 due to rounding and multiple answer possibilities). All dialogue-based data was analyzed for qualitative data. Verbal data is presented in narrative. After employing the use of an external, nonbiased transcription service, meaningful patterns and trends were grouped. Each trend and pattern is illustrated with participants' verbatim remarks (edited, if necessary, for clarity). Further data detail is presented in the appendices.

Five different instruments were employed in this study:

- › ESL Collaboration Workshop: Pre-Workshop Survey
- › ESL Collaboration Workshop: Post-Workshop Survey
- › Online Survey
- › Telephone Interviews
- › Focus Group

1. Pre-Workshop Surveys

Throughout the project, a number of surveys were administered to ESL teachers to gauge curriculum expectations and past experience. During the spring and summer of 2008, two different instruments were used to evaluate the curriculum workshops. A pre-workshop survey was given to teachers before the workshop to measure expectations and past experience with the curriculum (see appendix A.1). This small group yielded 24 responses that provided a general overview.

Basic findings:

- › The majority of participants (75%) were attending the workshop for the first time.
- › Motivation for attending ranged widely. The largest percentage of teachers (29%) said they were attending to learn how to integrate art into their curriculum, but there was not a clear majority response.
- › Participants reported that the curriculum overview (75%) and activity modeling (71%) were the most important parts of the workshop.
- › A large majority (88%) said they would be requesting a self-guided museum visit. Those that indicated they would not request visits felt that students had very limited schedules or that the museum was too far.

2. Post-Workshop Surveys

In an effort to further understand teacher motivation and participation, a post-workshop survey was administered to a larger group of teachers (see appendix B.1). This instrument yielded 55 responses. The workshop was very well received, with 100% of teachers reporting that it met their expectations. 96% of respondents said the workshop was "very useful." Furthermore, only 11% offered suggestions for improvement. 100% of participants said they would be implementing the techniques and ideas from the workshop into their classrooms. Once again, the curriculum overview was reported as being the most valuable aspect of the workshop (93%). 49% requested additional time for the gallery activities modeling and tour.

Lastly, the post-workshop surveys invited respondents to provide an e-mail address for possible participation in a more in-depth online survey. 80% of participants agreed to assist further with the overall project evaluation.

3. Online Surveys

- 90% of respondents attended a curriculum workshop; 88.5 % implemented the curriculum in the classroom; and 73.7% participated in a self-guided museum visit.
- 40% of teachers surveyed used the beginning level, 30% used the intermediate/advanced level, and 30% used both levels of the curriculum.
- Transparency images (90.4%), lesson plans (80.8%), and vocabulary lists (73.1%) were reported as being most useful curriculum components.
- The first lesson of each theme in the beginning level curriculum was the most frequently implemented (50% average).
- Each of the themes for the intermediate/advanced level was used at similar rates, with the first lesson plans of each theme used most often (56% average).
- 29% of teachers reported modifying the lesson plans.
- 73.7% had participated in a museum visit.
- 47% of respondents submitted comments or suggestions.

A total of 66 online surveys were completed (see appendix C.1). Respondents included recent workshop teachers who had agreed to participate, past workshop participants, and unsolicited individuals who completed the survey from a link on the museum website. A total of 168 teachers were contacted. After removing the unsolicited responses from the data, the survey yielded a response rate of 35%. Obtaining significant response rates for web-based surveys can frequently be an issue.² Data on online survey response rates reports an average return rate of 30%. A recent study of nonprofit research and evaluation reported a response rate that ranged from 15% to 45%.³

For this project, it should be noted that the survey was implemented during the summer months and may have been impacted by teachers' summer schedules. Additionally, the large database compiled by museum staff consisted of past workshop participants and may have targeted teachers no longer using the curriculum or working in the field.

As with the workshop surveys, the vast majority of online survey respondents reported satisfaction with a workshop and the overall curriculum.

Online Survey question 4: *Did the workshop(s) meet your expectations? Please explain* (see appendix C.2).

"The workshop exceeded my expectations."

"It was extremely professional and addressed all pertinent questions."

"The workshop (gave) me a lot of ideas to make ESL learning more meaningful and interesting."

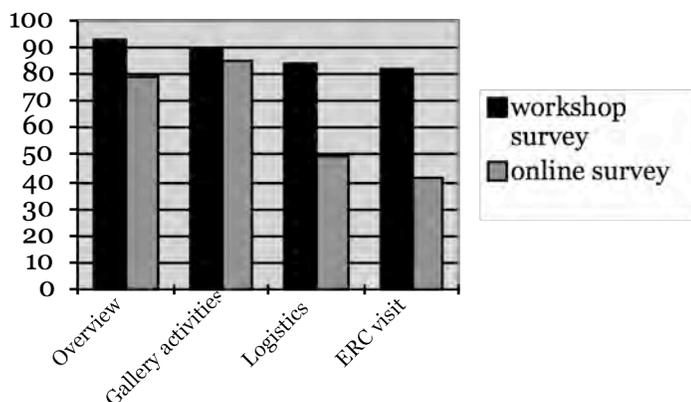
Workshop survey respondents reported a higher level of overall satisfaction with each of the workshop components, but in a similar trend line as online survey respondents (see table 1.1). For each group, the curriculum overview and gallery activity modeling were ranked the highest

² Dorine Andrews, Blair Nonnecke and Jennifer Preece, "Electronic Survey Methodology: A Case Study in Reaching Hard to Involve Internet Users," *International Journal of Human-Computer Interaction* 16, no. 2 (2003): 185–210.

³ *The 2008 eNonprofit Benchmarks Study* (New York, NY: M+R Strategic Services and Nonprofit Technology Network (NTEN), 2008).

as most valuable, with the logistics review and Educational Research Center (ERC) visit as slightly less valuable.

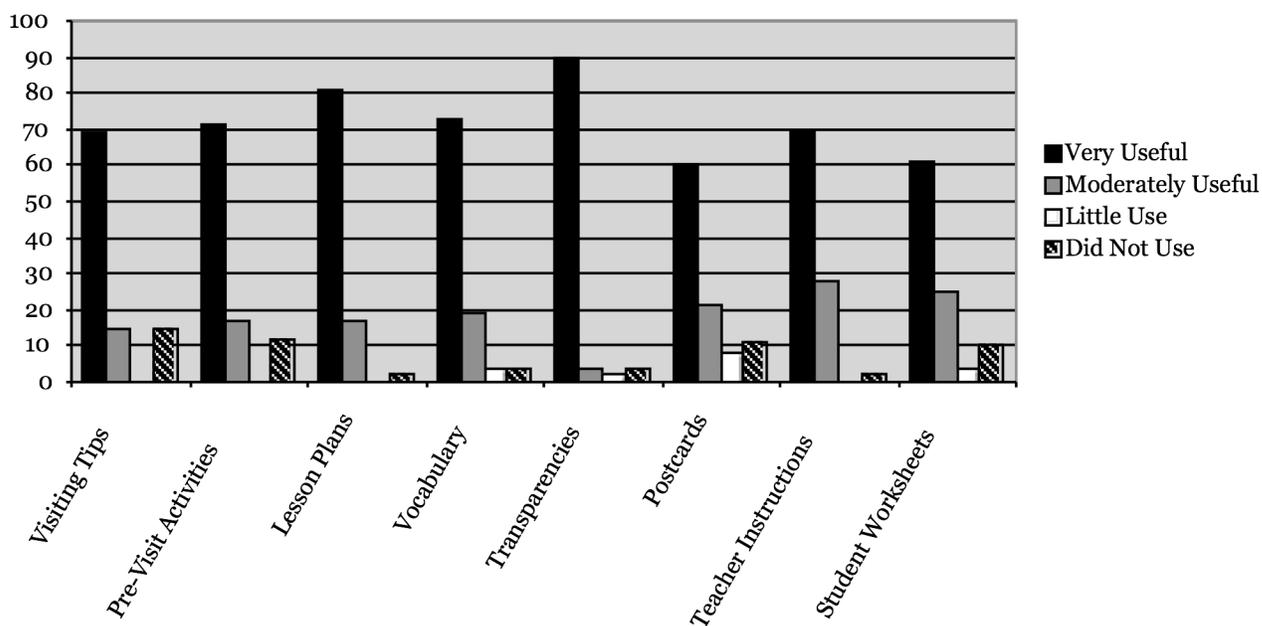
Table 1.1 Post-Workshop Survey vs. Online Survey—
Which following area of the workshop was most valuable for you?



Since the online survey is administered post-workshop, it provided more detailed information about how teachers were implementing and modifying the curriculum. 89% of online survey respondents reported they had implemented the curriculum, while the remaining 11% said they planned to use it at a later date.

There was a fairly even spread among the online respondents as to which level of the curriculum they used: 40% used the beginning level of *Language Through Art*, 30% used the intermediate/advanced level of *Language Through Art*, and 30% used both levels of the curriculum. Furthermore, various elements of both levels of the curriculum were ranked by respondents.

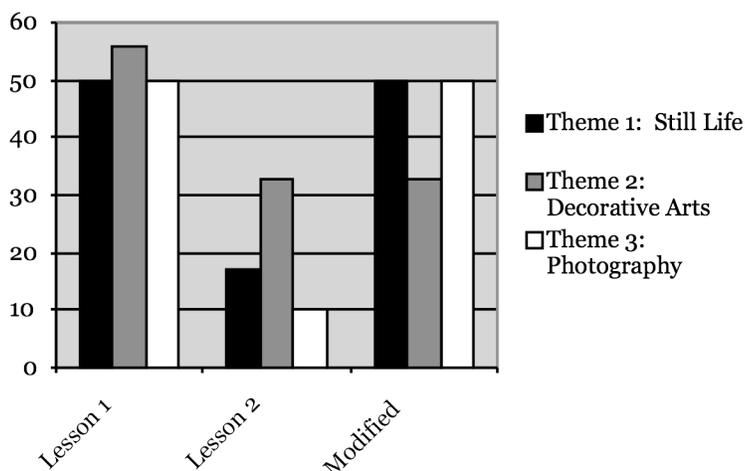
Table 1.2 Online Survey—What elements of the curriculum have you used and how helpful were the various sections?



The majority of curriculum sections were ranked as “very useful” by the online survey respondents. Transparency images, lesson plans, and vocabulary lists had the highest response rate as “very useful.” Although postcards and worksheets were ranked as being “less useful” than other components, they were still used by over half of the respondents.

The online survey further asked teachers what curriculum themes and related lesson plans they had used and modified (see tables 1.3 and 1.4). Though the majority of survey respondents (89%) reported that they had implemented the curriculum, only about 20% of respondents answered this particular question. With the data collected in the survey, however, it cannot be concluded that only 20% of overall respondents modified the materials. There was no information collected as to why teachers chose to skip this question.

Table 1.3 Online Survey—Which beginning level lesson plan did you use or modify?



In the beginning level of the curriculum, the first lesson of each theme was the most often used (50% average). More teachers reported using lesson 2 of the Decorative Arts theme (33.3%) than lesson 2 for the other themes (16.7% for Still Life and 10% for Photography). Teachers provided a variety of modification examples:

Online Survey question 9: Which beginning level lesson plans did you use or modify? In what ways did you modify the lesson plan?

“(I) didn’t go into quite as much depth.”

“Mixed up different plans.”

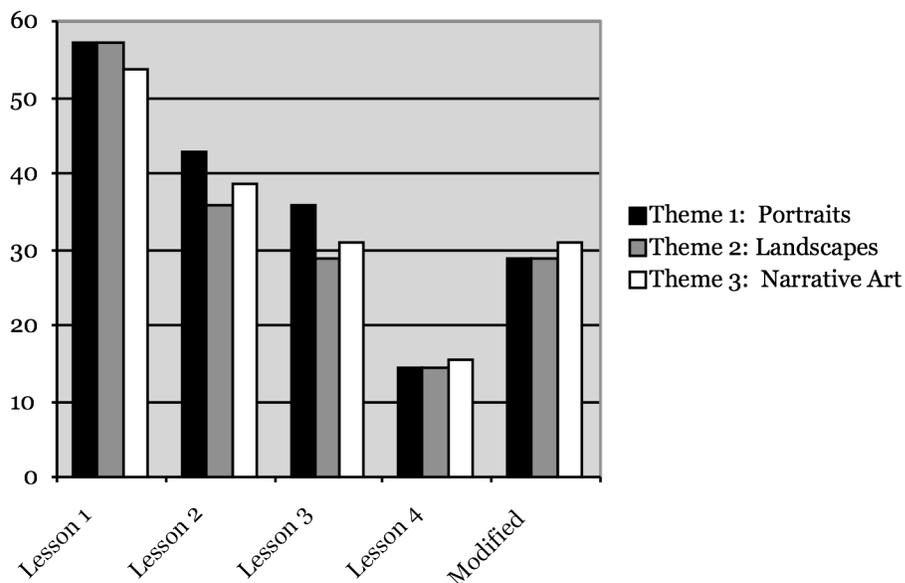
“Your beginning level is not really a beginning. I taught literacy for 5 years and beginning-low for a long time and there’s a huge difference between beginning-low and beginning-high. Everything at the beginning level has got to be in present tense. I just modify so they can understand.”

“I added more still lifes from the website, put the students in groups and had them present after we had all done one together.”

“When you put together the program, you put the beginning levels together (ESL beginning low and high). There’s a lot of difference between the two. I simplify the English.”

The intermediate/advanced level of the curriculum contains four lessons for each of the three themes—Theme 1: Looking at Portraits, Theme 2: Looking at Landscapes, and Theme 3: Looking at Narrative Art. Each of the themes were used at similar rates, with the first lesson plans of each theme used most often (56% on average) and each subsequent lesson plan used less: lesson 2 (39%), lesson 3 (32%), and lesson 4 (15%). An average of 29% of the teachers responding to this online survey question reported modifying the lesson plans.

Table 1.4 Online Survey—Which intermediate/advanced level lesson plans did you use or modify?



Online Survey question 10: Which intermediate/advanced level lesson plans did you use or modify? In what ways did you modify the lesson plan?

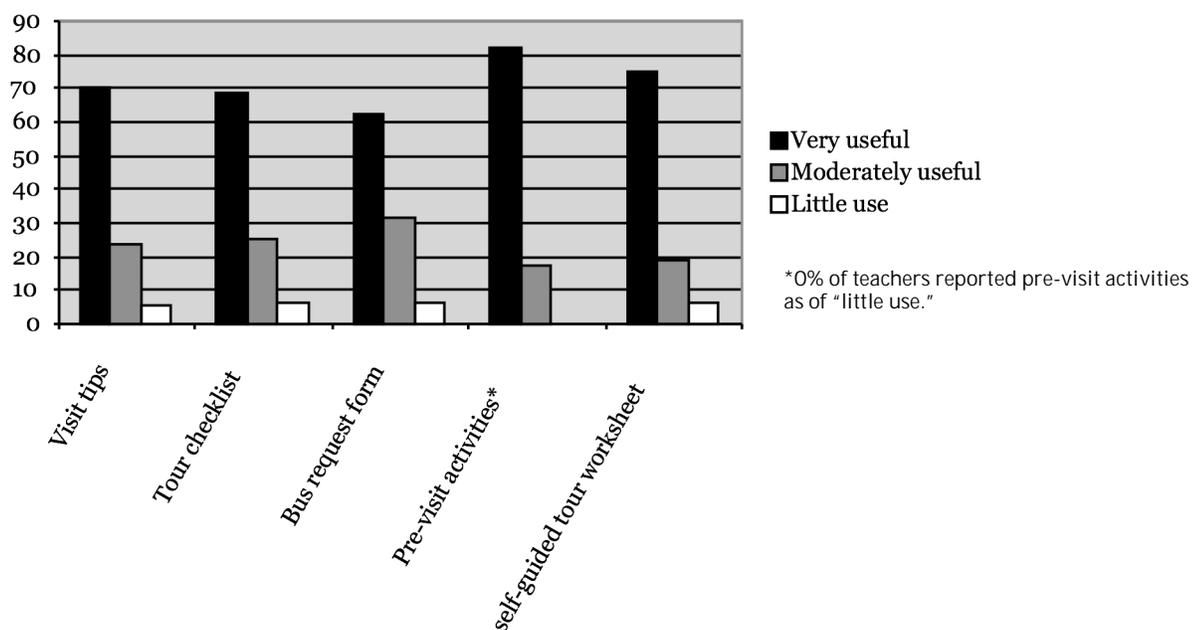
"We use all of your lessons, but I might expand them. We loved the postcards, but I supplemented with different postcards I've collected for years."

"I've used various aspects of all the lessons posted."

"I'm less familiar with this one (intermediate/advanced curriculum), but it has some similar projects. I just broke it up and used the materials in a different way."

Teachers were also asked about their self-guided visit and how the curriculum impacted the quality of their visit, if at all (see table 1.5). Overall, 73.7% of the online survey teachers reported that they had participated in a museum visit. Those that did not provided a few different reasons: not enough classroom time (54.5%), students' schedules (54.5%), didn't know about it (27.3%), museum too far (9.1%). To gauge teacher confidence and curriculum/workshop success, this question also asked if teachers chose not to visit the museum because they were "not comfortable with content." None of these teachers chose this as an answer, but stated logistical reasons instead.

Table 1.5 Online Survey—Please rate the following self-guided museum visit resources provided with the curriculum and workshop.



The last section of the online survey invited teachers to provide any additional comments about the *ESL Language Through Arts* curriculum, program elements, or how to better serve classroom needs. 47% of the overall survey respondents submitted a comment or suggestions (see appendix C.2). Of these narrative responses, 53% were complimentary of the overall program, 29% were suggestions that had not been previously provided, and 18% were general comments. Some of the program suggestions included:

- › "Please consider developing a program like this for the Villa."
- › "I heard the museum staff used (to) come out to the classrooms. Is it possible to request that?"
- › "I know from friends that the Getty sends a teacher out to elementary schools. I realize this is very expensive, but it would be appreciated if we could have the same opportunity."
- › "My only suggestion on the transportation issue is that it would have been nice to have been told that the bus driver expected a large tip—he told me \$1 to \$2 per person. I could have organized this with my students, but he didn't tell me until we were getting off the bus at the end of the day."
- › "I ended up writing my own materials about the history of the Getty and basic information about it. I got the information from the website. In addition to art materials, it would be good for our students to have some background to the Getty Museum itself and its importance in the art and architecture world."
- › "A little more emphasis and time should be spent in the museum to give us more options on how to use the materials given to us."
- › "Every few years, it would be nice to add a few different pictures to the guides."
- › "The vocabulary lists that come with the lesson plans in the intermediate/advanced materials seem a little sparse, especially the one for narrative art."
- › "It is interesting that of the three overheads included in the narrative art section, two show unclad women. Our program has a fair number of Arab male students, and this can

sometimes be a problem. (Most of them are fine with it, but now and then . . . It would be nice to have another choice that doesn't offend anyone."

- "Actually, the curriculum is fine. The time allotted creates a bit of a problem. Many of my students cannot take a weekend tour and we would like to go at a time the class meets (evening) but there is not enough time allowed."
- "Need to provide teacher badges prior to visit. We were not reminded about badges and had some trouble with some of the guards. One of the guards threatened to have us removed from the gallery. Not a great experience for the students."

4. Telephone Interviews

- 50% of interviewed teachers are using the intermediate/advanced level of the curriculum
- 63% have modified lesson plans.
- Adding additional vocabulary and reducing lesson plan size were most frequent changes to curriculum.

The next phase of the evaluation was to gather more detailed narrative responses. 81% of online survey respondents expressed willingness to participate further in brief telephone interviews. Of these 39 individuals, 8 were successfully contacted and interviewed. The interview questions were based on the online survey, but allowed teachers to provide additional comments and insights (see appendix D.1).

Overall, the telephone interview findings further informed the online survey data (see appendix D.2). Though the small data set does not provide statistically significant information representative of the larger audience, it does help further identify how teachers are using the curriculum, thus addressing the larger research questions. Most of the teachers interviewed were using the intermediate/advanced level of the curriculum (50%), with 38% using both that and the beginning level version. Most have been using the curriculum for 3–4 years (50%) and have modified the lesson plans (63%). In comparison, most online respondents had taken a workshop more than a year ago and 50% reported modifying lesson plans.

Usage of various curriculum elements fell into three trends. Half of the teachers interviewed said they had used the overhead images/transparencies. A quarter (25%) said they had used the lesson plans, vocabulary, and discussion questions. A smaller percentage (12%) reported using the curriculum for its maps and enrichment opportunities, or adapting it for use in other museums. Most curriculum modifications involved adding more vocabulary and using only sections of lesson plans.

When asked what aspects of the ESL curriculum program could be improved, 38% said nothing, with a smaller percentage (12%) suggesting additional teaching aids, lowering the teaching level, adding information on the garden and architecture, and adding video. Telephone interviewees reported that the best aspects of the program were "all aspects" and "increased museum accessibility." A smaller percentage said the free admission, workshops, overheads, and ability to implement the curriculum without a background in art were appreciated. 63% of the teachers commented that they would make no changes to the program.

5. Focus Group

- 57% of teachers are using both curriculum levels.
- Most implemented pre-visit activities prior to museum visit.
- Student worksheets and vocabulary too advanced for beginning level students.
- Many of the lesson plans are modified to encourage additional oral expression and activity.
- Additional materials (Getty website, art history books) are used to supplement classroom implementation.

The last portion of the evaluation project was to convene a group of teachers who could engage in an interactive dialogue about how they use and modify either level of the curriculum. It was anticipated that an informal conversation between the facilitator and the participants could prompt further suggestions and ideas (see appendix E.1).

The seven teachers who attended the focus group had all participated in the online survey and a few in the telephone interviews. They were familiar with the project and understood that the museum wanted to learn more about how they implement the curriculum. With written consent, the session was video recorded for later transcription and narrative analysis.

Classroom Implementation

Curriculum used: 29% Beginning; 14% Intermediate/advanced; 57% Both

Teacher 1: Pre-visit preparation begins four weeks before museum visit. This teacher spends 30 minutes during each session reviewing three to four image transparencies and accompanying questions/discussion points. While at the museum, she hopes that students are able to implement similar interpretation skills and recognize ten paintings from the classroom work. The teacher does not always use the student worksheet for the museum visit.

Teacher 2: Teacher is in between semesters and has not begun to implement curriculum. She is working with a team of colleagues to develop an overall strategy.

Teacher 3: Teacher prepares students for eight weeks prior to museum visit (“The more they see before they come to the Getty, the more valuable the experience will be.”). Teacher utilizes multiple components of curriculum, including vocabulary, transparencies, and student worksheets. Teacher also incorporates other elements from museum website to supplement curriculum (did not elaborate on specific items used).

Teacher 4: Classroom consists of mostly working students who attend night school. Students cannot do any work outside of the classroom and have not yet visited the museum. The teacher’s principal has mandated that the majority of classroom time be spent on standards, allowing the remaining half hour of instruction to be used for “anything creative.” Teacher uses the vocabulary lists, transparencies, and worksheets. Also used various art books to supplement curriculum.

Teacher 5: This teacher focuses on preparing students for the museum trip by using most of the pre-visit tips (“We do the paper activity so they remember not to touch stuff.”). The vocabulary lists are used only sparingly and the student worksheets are too advanced (“I find the worksheet is really hard for the lower level.”).

Teacher 6: Teacher reported implementing most aspects of the curriculum.

Teacher 7: This teacher's students are more advanced. She has implemented most aspects of advanced level curriculum successfully ("The more we did the more enthusiasm they [students] had.").

Lesson Plan Modification

Teacher 1: After reviewing 8–10 images and identifying objects in paintings (beginning curriculum, lesson 1), teacher gives each student one image, which they then describe to a partner (without showing it to them). Partner then has to go through the transparencies and find the image that the first student has described.

Teacher 2: Uses the lesson plans to develop oral expression.

Teacher 3: Expands upon the lesson plan in the first theme in the intermediate/advanced level (Theme 1: Looking at Portraits). Teacher prints additional images from Getty website, removes any label information, and organizes them by subject (garden, architecture, collection area). Students work in groups to analyze image, "read" it together, and describe to another group. After group work, teacher then "quizzes" entire class on what they heard from other groups.

Teacher 4: Duplicates transparencies, breaks students into groups, and has them engage in a comparison/contrast discussion of images.

Teacher 5: Utilizes an activity that she has seen elsewhere. Gives student three index cards, each with an image of a happy face, heart, or house. The images are placed around the room and students decide individually which image makes them happy (happy face), which image they like or really connect to (heart), and which image reminds them of their home (house). Activity is particularly effective because it works for different levels of students and gets them talking to each other and sharing opinions.

Teacher 7: Uses the portrait theme in the intermediate/advanced level (Theme 1: Looking at Portraits) to encourage vocabulary use and oral expression. Teacher had students write about which portrait was their favorite (using the accompanying vocabulary) and then deliver an oral presentation to class.

Recommendations:

Teacher 3: More activities that implement comparison and contrasting skills

Teacher 4: Vocabulary is too sophisticated.

Teacher 5: Offer more lesson plans that focus on reading and writing.

CONCLUSIONS & RECOMMENDATIONS

The J. Paul Getty Museum mission statement, in part, “seeks to further knowledge of the visual arts and to nurture critical seeing by collecting, preserving, exhibiting and interpreting works of art of the highest quality.”⁴ To fulfill its mission, the museum’s mandate also states it continue to develop “. . . educational programs developed for a wide range of audiences.” The English as a Second Language (ESL) curriculum, *Language Through Art*, not only provides important and valuable resources for teachers working on language acquisition for a very diverse audience, but also directly impacts the museum’s local audiences by addressing a growing need for community partnerships that impact an ever-increasing and diverse population.

Research Questions:

- How is the current curriculum being implemented in the classroom?
- What modifications are being developed?
- Does participation in the ESL Collaboration Workshops and self-guided visits impact and influence curriculum implementation?

Summary of Findings

- Workshops are very highly regarded with almost all participants reporting a high degree of satisfaction. They provide a quality introduction to the overall curriculum and detailed overviews of the lesson plans.
- Many teachers felt that did not have the background or confidence to implement arts-based units on their own. The workshops and curriculum format effectively impacted teacher skill acquisition and implementation.
- A large majority of teachers who attended a curriculum workshop later participated in a self-guided museum visit.
- Overall, the beginning level of the curriculum was too advanced for lower level ESL students. It was recommended that this level be broken into two units: (1) Beginning Low and (2) Beginning High.
- A high percentage of teachers attending workshops implemented the curriculum.
- Elements of the curriculum ranked most effective, in descending order: (1) transparencies, (2) lesson plans, (3) vocabulary, (4) pre-visit activities, (5) teacher instructions, (6) visiting tips, (7) student worksheets, and (8) postcards.
- The lesson plans used most often were those that teachers felt they did not need to modify (thus increasing usage): Beginning level, Theme 2: Decorative Arts, and Intermediate/advanced level, Theme 1: Portraits.
- The first lesson plan of each theme in both levels of the curriculum was used most often.

Project Recommendations:

Based on the overall findings of this project and data collection from 160 teachers the following recommendations are proposed:

- With 88.5% of workshop participants implementing the curriculum in their classroom and the high rate of subsequent museum visits (73.7%), continue offering teacher workshops and focus on areas reported as most valuable: gallery activity modeling (86.5%) and curriculum overview (78%).
- Based on qualitative comments from online survey comments and teacher interviews, reorganize beginning level of curriculum into two levels.

⁴ J. Paul Getty Museum mission statement.

- ▶ Since teachers report using the first lesson plan of each theme at a higher rate (50% for the beginning level and 56% for the intermediate/advanced), review the lesson plan order to ensure that lesson plans with higher degrees of importance/content goals are used.
- ▶ With a majority of teachers reporting that they attended a curriculum workshop to address their lack of experience and discomfort implementing an arts-based curriculum (57%), consider adding teacher training elements to online curriculum, such as video with activity modeling, to improve teacher implementation and confidence for those teachers who cannot attend a workshop.

APPENDICES

Appendix A.1: Pre-Workshop Survey



The J. Paul Getty Museum

ESL Collaboration Workshop: Pre-Workshop Survey

1. Have you previously attended a Getty Museum ESL Workshop?
 - No, this is my first ESL curriculum workshop.
 - Yes, beginning level *Language Through Art* curriculum workshop.
 - Yes, intermediate/advanced level *Language Through Art* curriculum workshop.

2. Why are you attending the workshop today?

3. Which of the following areas of the workshop do you anticipate being most valuable?
 - Modeling of gallery activities
 - Curriculum overview
 - Logistics—How to get to the Getty Center
 - Visit to the Education Resource Center (ERC)
 - Other: (please specify)

4. Have you used a Getty Museum ESL curriculum in the past? If so, which one?
 - I haven't used the curriculum yet.
 - Beginning level *Language Through Art* curriculum.
 - Intermediate/advanced level *Language Through Art* curriculum.

5. Do you plan to bring your class on a self-guided museum visit? If not, why?
 - Yes

 - No: check all that apply
 - Don't have enough classroom time
 - Students' schedules
 - Museum too far
 - Not interested
 - Not comfortable with content
 - Other: (please specify)

Appendix A.2: Pre-Workshop Survey Results

Have you previously attended a Getty Museum ESL Workshop?	75% 13% 4% 8%	No Yes: Beginning level Yes: Intermediate/advanced level Both beginning and int/advanced
Why are you attending the workshop today?	29% 21% 17% 17% 17% 8% 4% 4%	To learn to integrate art Improve teaching/ESL training Student enrichment Receive bus trip Used curriculum previously Professional development hours/credit Recommendation No answer
Which of the following areas of the workshop do you anticipate being most valuable?	71% 75% 17% 42% 8%	Modeling of gallery activities Curriculum overview Logistics—How to get to Getty Center Visit to the Education Resource Center Other (see appendix A.3)
Have you used a Getty Museum ESL curriculum in the past? If so, which one?	79% 17% 13%	I haven't used the curriculum yet. Beginning level <i>Language Through Art</i> Intermediate/advanced level <i>Language Through Art</i>
Do you plan to bring your class on a self-guided museum visit?	88% 4%	Yes Maybe
If not, why?	4% 8% 8% 4% 4%	Don't have enough classroom time Students' schedules Museum too far Not interested Other (see appendix A.4)

Appendix A.3: Pre-Workshop Survey Narrative Results

Which of the following areas of the workshop do you anticipate being most valuable? "Other" responses:

"To instruct students on how to look at art, what to look for, etc."

"Classroom resources."

Appendix A.4: Pre-Workshop Survey Narrative Results

Do you plan to bring your class on a self-guided museum visit? If not, why?

"Students seem to only want classroom instruction!"

Appendix B.1: Post-Workshop Evaluation

ESL COLLABORATION WORKSHOP EVALUATION

▶ Please tell us why you came to the workshop.

▶ Did the workshop meet your expectations? Please explain:

▶ Please rate the following areas of the workshop as the most valuable for you.

	Very useful (5)	Moderately useful (3)	Little use (1)
Modeling of gallery activities/tour			
Curriculum overview			
Logistics—How to visit the Getty Center			
Visit to the ERC			
Overall rating of the workshop			

▶ What areas of the workshop do you feel you would like to have spent more time doing and why? (circle one)

Modeling of gallery activities/tour Logistics

Curriculum overview Visit to ERC

Please explain:

Please see reverse

- ▶ Please tell us how you learned about this workshop:
(Circle all that apply.)

Referred by a workshop
participant

Flyer

Word of mouth

Other

- ▶ Do you plan on using what you learned in the workshop in your classroom?
Please explain how.

- ▶ Do you have any constructive suggestions for improving the content or
structure of the workshop? Please explain.

- ▶ May we contact you via e-mail to ask about your experience with the curriculum,
your classroom implementation, and any modifications? (All information will
remain confidential and your address will not be used for any other purpose). If
so, please provide your e-mail address below:

E-mail Address: _____

Additional comments are welcomed. Thank you!

Appendix B.2: Post-Workshop Survey Responses

Please tell us why you came to the workshop.

53%	Information/skills
27%	Museum access/field trip
11%	Student enrichment
5%	Professional development/salary point
4%	Recommended

Did the workshop meet your expectations?

100%	Yes
-	No

Please rate the following areas of the workshop as the most valuable to you.

	Very useful (5)	Moderately useful (3)	Little use (1)
Modeling of gallery activities/tour	89%	11%	
Curriculum overview	93%	7%	
Logistics—How to visit the Getty Center	84%	13%	2%
Visit to the ERC	82%	11%	
Overall rating of the workshop	96%	4%	

What areas of the workshop do you feel you would like to have spent more time doing and why?

49%	Modeling of gallery activities/tour
9%	Curriculum overview
7%	Visit to ERC
4%	Logistics

Please tell us how you learned about this workshop. (Circle all that apply.)

53%	Flyer
22%	Referred by a workshop participant
18%	Other <u>[See appendix B.3.]</u>
15%	Word of mouth

Do you plan on using what you learned in the workshop in your classroom?
Please explain how.

100%	Yes <u>[See appendix B.4.]</u>
-	No

Do you have any constructive suggestions for improving the content or structure of the workshop?
Please explain.

11%	Yes <u>[See appendix B.5.]</u>
89%	No

Appendix B.3: Post-Workshop Survey Narrative Responses

Please tell us how you learned about this workshop. "Other" responses:

- "E-mail from Scott Winterrowd." 3/1/08
- "Bulletin board at work (UCI)." 3/1/08
- "I was here before with Scott." 3/1/08
- "Previous workshop several years ago." 3/1/08
- "Last workshop." 5/16/08
- "E-mail." 5/16/08
- "Been twice before." 5/16/08
- "Came to the last workshop." 5/16/08
- "Through EL Civics program." 5/16/08

Appendix B.4: Post-Workshop Survey Narrative Responses

Do you plan on using what you learned in the workshop in your classroom? Please explain how.

- "Yes, absolutely—as writing activities and pre-activities leading up to a visit to the museum." 2/15/08
- "I will use the transparencies, worksheets, and teacher information about the art—to 'pre-teach' the works of art." 2/15/08
- "To develop vocabulary, speaking skills, etc." 2/15/08
- "Yes. I plan on using the curriculum, including the overheads, and follow it closely." 2/15/08
- "Preparation for a trip and follow-up class after the trip." 2/15/08
- "Conduct a class lesson and give a general overview of museum." 2/15/08
- "Yes, I plan to incorporate the activities once a week due to time limits. I teach in a class that consists of three hours and we have programs that are required and I have limited liberties." 2/15/08
- "Definitely. Pre-visit activities, on-site activities, post-visit activities." 3/1/08
- "Absolutely. We will use the overheads and the postcards in the classroom and then intend to bring class group to museum." 3/1/08
- "Describe the pictures using adjectives, nouns, verb tenses." 3/1/08
- "As pre-activities." 3/1/08
- "Transparencies of art have so many different applications. Also the activities are relevant and can also be easily manipulated to be made more relevant for particular groups." 3/1/08
- "Yes—vocabulary, the different approaches to a painting." 3/1/08
- "Yes, by learning art concepts and activities today." 3/1/08
- "I plan to take my students to the galleries and practice talking about a few pictures using vocabulary and different verb tenses." 3/1/08
- "Yes, I'll use the handouts you've given with pictures or overheads of paintings suggested, but I'll also adapt the handouts to be used with other paintings." 3/1/08
- "All of the material will immediately help/continue to build my lessons on grammar and writing." 3/1/08
- "I really liked the suggestions using art to stimulate conversation." 3/1/08
- "Website for teaching." 3/1/08
- "I'd like to organize a field trip to the Getty—and also use some of the individual exercises in class." 3/1/08
- "I teach reading and writing at a LED level. Using examples of art as topics will be a great launch point." 3/1/08
- "I plan on (1) using the ESL enrichment curriculum as part of my writing practice, and (2) using all lesson plans as part of the writing practices in my classes." 3/1/08

"Possibility, it depends on if my students are interested. If so, I'll use the lessons you provided, probably tweak them a little for my students." 3/1/08

"I'm no art scholar, but feel confident I can use the information and materials received to present some interesting and informative classes." 3/1/08

"Yes. I teach a writing and speaking class, so I can incorporate many of the activities directly into the curriculum." 3/1/08

"I will use the guide, worksheets (with modifications for my students), and learning experiences to celebrate art in my classroom." 4/25/08

"I'm going to start with transparencies to teach vocabulary after providing some background in art." 4/25/08

"As was demonstrated—vocabulary, label." 4/25/08

"I will use materials to plan for and follow up on class trip, art reproductions, and some lesson materials will also be recycled into visual teaching, grammar, vocabulary, and critical thinking." 4/25/08

"I will use a couple of transparencies on/off to write about what they see in the painting or photograph." 4/25/08

"Yes, implement transparencies, use vocabulary to build sentences and conversations through art." 4/25/08

"I hope to bring the students. I will try to adapt the materials. I teach a literacy class, so some of it will be too difficult." 4/25/08

"I can have students write about the paintings and sculptures." 4/25/08

"Yes, with my beginning level and intermediate class, especially using the overheads and the great vocabulary. My students are more visual." 4/25/08

"Yes—talk about the art, artists. Elicit feelings, life stories, emotions—adjectives, as well as nouns." 4/25/08

"Yes, on-site visit with handouts." 4/25/08

"I hope to develop an itinerary for a summer tour for our students with prep lessons and follow-up speaking and writing activities." 4/25/08

"Show overheads. Do describer/writer activity with postcards. Develop itinerary for my visit." 5/16/08

"Annual visits." 5/16/08

"Yes. I show the overheads, go over the vocabulary, and show the students how to use a map. We converse." 5/16/08

"Yes. In preparing our students for a visit. Also to enrich our culture program." 5/16/08

"We will use some of the curriculum materials in class, then follow up with a tour to start." 5/16/08

"Yes, every day is a learning process. Whatever I learn I can always share not only with my students, but with other people too." 5/16/08

"Weekly lessons on different aspects of art for the advanced level using reading, writing, and research skills." 5/16/08

"Yes. I plan to initiate a field trip with my school." 5/16/08

"Absolutely! I'll be visiting narrative paintings FOREVER thanks to today's workshop!" 5/16/08

"Arrange a bus tour for students, use materials in conjunction with teaching, writing, speaking, and grammar." 5/16/08

"Yes. For build up to a field trip." 5/16/08

"Yes—with foreign students a real learning and cultural experience." 5/16/08

Appendix B.5: Post-Workshop Survey Narrative Responses

Do you have any constructive suggestions for improving the content or structure of the workshop? Please explain.

"If you could provide the questions onto the overhead [transparency] so that the students could answer and model writing/asking—practice for oral skills, listening skills." 2/15/08

"More lesson planning stuff." 3/1/08

"Only a personal note: I have a hearing problem and found it difficult to understand the speaker. A cordless mike would be great for people with my problem." 3/1/08

"Did I miss where it said that lunch was included? I would love some very basic materials for true beginners." 4/25/08

"Suggestion—a number of schools have no "docucamera" (technology) and do not use overhead transparencies." 4/25/08

"Perhaps also offer these workshops at the Villa in Malibu as well in the future." 5/16/08

"I would have loved a copy of the year time frames for each building, along with what is on what floor." 5/16/08

"I could have used more concrete suggestions (e.g. lesson plans) on how to guide students through the museum." 5/16/08

Appendix C.1: Online Survey

Survey Introduction

Dear Teacher:

In an effort to continue to provide relevant classroom materials, we are currently seeking feedback from teachers who have attended ESL Collaboration Workshops and have used the Language Through Art ESL Curricula. We liked to learn how you, as a professional, use the curricula and perhaps modify it for your purposes.

Your participation is very much appreciated. The survey contains fifteen brief questions and should take approximately 5 minutes to complete.
Thank you for your time.

This survey is being administered by a research firm contracted by the J. Paul Getty Museum. All information will remain anonymous and confidential.

For more information, please contact survey@museumconsultants.net

1. Which Getty Museum ESL Collaboration Workshop(s) have you attended?

- Beginning level Language Through Art curriculum workshop
- Intermediate/Advanced level Language Through Art curriculum workshop
- I did not attend a workshop

Other workshop: (please specify)

2. When did you attend the workshop(s)?

	0-3 months ago	4-6 months ago	7-12 months ago	More than a year ago
Beginning level workshop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intermediate/Advanced level workshop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other workshop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Curriculum Workshop

3. Why did you attend the workshop(s)?

4. Did the workshop(s) meet your expectations? Please explain.

5. Which following areas of the workshop were most valuable for you?

	Very Useful (5)	Moderately Useful (3)	Little Use (1)
Modeling of gallery activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum Overview	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Logistics - How to get to the Getty Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visit to the Education Resource Center (ERC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other: (please specify)

Curriculum Implementation

6. Have you implemented the curriculum in your classroom?

- Yes
 No

7. What elements of the curriculum have you used and how helpful were the various sections?

	Very Useful (5)	Moderately Useful (3)	Little Use (1)	Did Not Use
Tips for Planning a Visit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pre-Visit Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson Plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocabulary Lists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Images/Transparencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Images/Postcards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher Instructions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Worksheets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Which curriculum did you use?

- Beginning Language Through Art
 Intermediate/Advanced Language Through Art
 Both

Lesson Plan Implementation or Modification

We are interested in which lesson plans you've used and if you modified or adapted any of the materials to better suit your needs.

9. Which Beginning Level lesson plans did you use or modify?

	Lesson 1	Lesson 2	Modified
Theme 1: Looking at Still Life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Theme 2: Looking at Decorative Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Theme 3: Looking at Photography	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In what ways did you modify a lesson plan?

10. Which Intermediate/Advanced level lesson plans did you use or modify?

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Modified
Theme 1: Looking at Portraits	<input type="checkbox"/>				
Theme 2: Looking at Landscapes	<input type="checkbox"/>				
Theme 3: Looking at Narrative Art	<input type="checkbox"/>				

In what ways did you modify a lesson plan?

Curriculum Not Implemented

We'd like to know why you haven't used the curriculum and if there are any changes we can make to this resource to better serve your needs.

11. Why have you not used the curriculum?

- Content not useful
- Content not applicable
- Students not interested
- Lesson plans not appropriate
- Plan to use later

Other (please specify)

Self-Guided Museum Visit

12. Have you taken your class on a self-guided museum visit?

- Yes
- No
- Plan to in the future

13. Please rate the following self-guided museum visit resources provided with the curriculum and workshop:

	Very Useful (5)	Moderately Useful (3)	Little Use (1)
Tips for Museum Visit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tour Checklist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bus Request Form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pre-Visit Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-Guided Tour Worksheet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify)

14. Reasons you have not participated with your class in a self-guided museum visit (check all that apply):

- Didn't know about it
- Don't have enough classroom time
- Students' schedule
- Museum too far
- Not interested
- Not comfortable with content

Other (please specify)

15. Please add any additional comments about the ESL Language through Arts curricula, program elements, or how we can better serve your classroom needs.

16. Contact Information (optional):

Name:

School:

Address:

Address 2:

City/Town:

State:

ZIP/Postal Code:

Email Address:

Phone Number:

17. May we contact you to participate in a follow up telephone interview and/or focus group?

- Yes
- No

Appendix C.2: Online Survey Results
Language Through Art ESL Curricula Evaluation

1. Which Getty Museum ESL Collaboration Workshop(s) have you attended?		Response Percent	Response Count
Beginning level Language Through Art curriculum workshop		57.1%	36
Intermediate/Advanced level Language Through Art curriculum workshop		57.1%	36
I did not attend a workshop		12.7%	8
Other workshop: (please specify)			1
<i>answered question</i>			63
<i>skipped question</i>			3

2. When did you attend the workshop(s)?	0-3 months ago	4-6 months ago	7-12 months ago	More than a year ago	Response Count
Beginning level workshop	13.5% (5)	18.9% (7)	13.5% (5)	54.1% (20)	37
Intermediate/Advanced level workshop	18.9% (7)	8.1% (3)	13.5% (5)	59.5% (22)	37
Other workshop	33.3% (1)	0.0% (0)	33.3% (1)	33.3% (1)	3
<i>answered question</i>					59
<i>skipped question</i>					7

3. Why did you attend the workshop(s)?	Response Count
	51
<i>answered question</i>	51
<i>skipped question</i>	15

Question 3: Qualitative Responses

Why did you attend the workshop(s)?

1. I hoped to get some new ideas for using art.
2. I had never been to the Getty Center. I wanted an introduction to the museum and some teaching instruction to prepare me to bring my adult ESL students.
3. To learn how to successfully integrate art education and appreciation into ESL lessons.
4. I attended in the past and was overwhelmed. Wanted to try again and possibly plan a class trip with my students.
5. I wanted to expose my class to the Getty and art.
6. I wanted to bring my class to the Getty.
7. My supervisor encouraged me to attend.
8. To learn how to integrate art into the curriculum.
9. Possibly to integrate art into my ESL curriculum.
10. Many of our ESL students have never been exposed to fine art and cultural activities. The workshop guided me into ways to help them understand how art enriches their lives.
11. I teach elementary school and I love the arts.
12. To gain knowledge of artists, their works, and how to present this to my students.
13. Wanted to expose my adult students to the arts.
14. To learn new techniques for teaching.
15. To be able to find ways and means to enrich my class activities.
16. To better augment my lessons in art history.
17. To familiarize myself with the layout of the center and its rules, and also to get some idea of what is available.
18. I wanted to learn about how I can best help my students experience the Getty Museum.
19. So my students could attend with your generous donation of buses and learn to appreciate art . . . get them out of the barrio and see beautiful and educational art . . . etc.
20. Because the students and I love the Getty.
21. I wanted to learn how to engage and excite my students in art appreciation.
22. To bring more art to my students.
23. I find them informative and can share the information with my students to expose them to what they call "a whole other world."
24. (1) To find out how I could incorporate art into ESL lessons, (2) to get the free bus to take classes to the Getty, and (3) also gives salary points for advancement.
25. To learn ways I can bring my ESL class to the museum.
26. To get a bus for my students to visit the museum .
27. Expose senior citizens to art.
28. Wanted to learn how I could prepare my students for a field trip to the Getty.
29. The first one—because it sounded interesting; the second one—because all of our teachers attended as a school in-service.
30. A friend of mine suggested it.
31. To learn how to prepare students for any museum visit—whether it be at the Getty or another of L.A.'s great museums. Many of my ESL adult students had NEVER been to ANY museum in their lives.
32. Love art, ESL and combination of both. Great teaching ideas.
33. To learn how to use the Getty teaching materials effectively in the classroom both before/after a field trip to the Getty with students.
34. Was interested in the workshop.
35. I do take classes to the Getty and I like the materials. Beyond being a better guide for my class, I use the materials (especially photographs and portraits) in class to teach vocabulary, etc.

36. Art is a powerful teacher.
37. I am teaching ESL at UCI and we have a field trip to the Getty for our level 5 class. I attended a workshop with a group of instructors from UCI as our in-service.
38. I am always trying to improve my ESL teaching.
39. It was offered as a professional development activity for our program (UCI Extension ESL).
40. Learn methods for using art in the ESL classroom.
41. Wanted to take my students on a field trip to Getty.
42. I was interested in how to use art to motivate ESL students to learn English.
43. I wanted to incorporate art into my language curricula.
44. Staff development and teaching skill enhancement.
45. I love the Getty and I thought the students would love it too.
46. It seemed interesting: a special day at the Getty related to ESL teaching.
47. To find ways to introduce my ESL students to fine art.
48. Wanted to expose adult ESL students and their children to the Getty collections.
49. Field Trip/ Interest.

4. Did the workshop(s) meet your expectations? Please explain.	
	Response Count
	51
<i>answered question</i>	51
<i>skipped question</i>	15

Question 4: Qualitative Responses

Did the workshop(s) meet your expectations? Please explain.

1. Yes! It was wonderfully comprehensive and just plain enjoyable. The curriculum pack is especially useful.
2. It exceeded them.
3. The workshop exceeded my expectations. The presentation was informative and entertaining. We got a nice overview of the galleries. The teaching materials are beautiful and useful. (I have never used the lesson plans for trips to museums!)
4. Absolutely! We were shown how to lead an ESL tour through the Getty, and we were provided with excellent pre- and post-tour materials in order to maximize the effectiveness of the tour itself.
5. Yes, and more. This 2nd workshop I attended (May 2006) was excellent. There were fewer participants, and that was a great help for a number of reasons: ample time for questions; the ability to stand near the art objects during explanations and to see the art and hear the instructor; an educational, great day; terrific food.
6. Yes, the workshop filled all of my expectations.
7. Yes. I love it. It brought art alive for me.
8. More than met my expectation.
9. Yes . . . it was extremely professional and addressed all pertinent questions.
10. It was more than enough to start.

11. Absolutely. I loved it & would like to attend another. The workshop helps me articulate what I see in art & why I like certain pieces.
12. It was targeted for adults but I implemented it for my second graders.
13. Yes, definitely. It was excellent and got me excited about using art in my classroom.
14. Yes. Very well organized. The coordinator did an exceptional job.
15. Yes.
16. Very much. The workshop had given me a lot of ideas to make ESL learning more meaningful and interesting.
17. Very much so. They greatly enriched our lessons, especially when paired with a field trip to the Getty.
18. Yes, it did. I felt confident of organizing my students in trips to the Center.
19. Yes! Veronica Alvarez is an excellent presenter, and the information that she gave was clear and complete. All of the teachers felt like the Getty was really taking care of us. What a treat for people in public education to see the effort that the Getty put into helping us.
20. Yes. My students love going to the Getty.
21. Yes, it was fantastic.
22. Yes, very much so. I appreciated the materials I was given, and the demonstrations, and the delicious lunch as well.
23. Yes, very much.
24. Yes. I learned some new things I did not know before. Very interesting.
25. Very much so.
26. Yes and more. I was given samples, lesson plans, overheads, etc. And I was fed! (Thank you!)
27. I enjoyed the workshop.
28. I enjoyed the workshop.
29. Yes, it did. My senior students absolutely loved the place and the art.
30. Yes. Very informative. I have recommended it to other teachers.
31. Yes, and more.
32. Yes, it did for the most part.
33. Very helpful and informative. I learned how to help students look at and appreciate different art forms. Your presenter also shared stories to bring the art to life and give us context for the various works.
34. It was well done. Meeting other teachers and sharing experiences terrific.
35. Yes, most definitely! We bring our students to the Getty each quarter from UCI Extension ESL to work on a project for classes as well as experience the Getty.
36. Yes. It was informative and provided several examples of how to tie art into an ESL lesson plan.
37. They always exceed my expectations. First-class presentations, fun activities and great materials.
38. Yes, it was wonderful!
39. I use the materials extensively every time I teach the course. I like the spiral-bound activity books with the transparencies. I have also used several of the lessons posted online.
40. It more than met my expectations.
41. It was very informative and gave good ideas for using art in ESL classes.
42. Yes. Methods for incorporation of art in the ESL classroom were well presented.
43. Yes, it was great, very good teaching, by Scott!
44. Yes, definitely. The experience will make English language more lively/useful to the students. There is nothing better than "hands-on-learning."
45. It certainly did.
46. Yes, very thorough, clear instruction, good materials, and the walk around part tied it together.
47. It exceeded my expectations. I love the projects and materials and it really helped to go through the museum with somebody modeling the exercises.

48. Yes. See above. Also, the staff did an excellent job and there were many good ideas.

49. Yes.

50. Yes.

51. YES, YES, YES.

5. Which following areas of the workshop were most valuable for you?				
	Very Useful (5)	Moderately Useful (3)	Little Use (1)	Response Count
Modeling of gallery activities	85.2% (46)	11.1% (6)	3.7% (2)	54
Curriculum Overview	78.8% (41)	17.3% (9)	3.8% (2)	52
Logistics - How to get to the Getty Center	50.0% (25)	36.0% (18)	14.0% (7)	50
Visit to the Education Resource Center (ERC)	42.3% (22)	46.2% (24)	11.5% (6)	52
			Other: (please specify)	10
			<i>answered question</i>	54
			<i>skipped question</i>	12

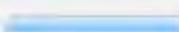
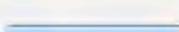
Question 5: Qualitative Responses

Which following areas of the workshop were most valuable to you? "Other" responses:

1. This was one of the best teacher workshops I have ever attended. Completely useful!
2. The album with samples of art.
3. Visiting ERC made me feel close to the Center.
4. Student activities.
5. Teacher lesson plans given to teachers.
6. The handouts and transparencies are VERY useful.
7. In-class prep materials.
8. The presentations, especially of Louis the 14.
9. Materials—I use the color overheads in other exercises.
10. Exercises during museum walk were very interesting and useful.

6. Have you implemented the curriculum in your classroom?			
		Response Percent	Response Count
Yes		88.9%	48
No		11.1%	6
answered question			54
skipped question			12

7. What elements of the curriculum have you used and how helpful were the various sections?					
	Very Useful (5)	Moderately Useful (3)	Little Use (1)	Did Not Use	Response Count
Tips for Planning a Visit	69.2% (36)	15.4% (8)	0.0% (0)	15.4% (8)	52
Pre-Visit Activities	71.2% (37)	17.3% (9)	0.0% (0)	11.5% (6)	52
Lesson Plans	80.8% (42)	17.3% (9)	0.0% (0)	1.9% (1)	52
Vocabulary Lists	73.1% (38)	19.2% (10)	3.8% (2)	3.8% (2)	52
Images/Transparencies	90.4% (47)	3.8% (2)	1.9% (1)	3.8% (2)	52
Images/Postcards	59.6% (31)	21.2% (11)	7.7% (4)	11.5% (6)	52
Teacher Instructions	69.8% (37)	28.3% (15)	0.0% (0)	1.9% (1)	53
Student Worksheets	61.5% (32)	25.0% (13)	3.8% (2)	9.6% (5)	52
answered question					55
skipped question					11

8. Which curriculum did you use?			
		Response Percent	Response Count
Beginning Language Through Art		39.6%	21
Intermediate/Advanced Language Through Art		30.2%	16
Both		30.2%	16
answered question			53
skipped question			13

9. Which Beginning Level lesson plans did you use or modify?				
	Lesson 1	Lesson 2	Modified	Response Count
Theme 1: Looking at Still Life	50.0% (6)	16.7% (2)	50.0% (6)	12
Theme 2: Looking at Decorative Arts	55.6% (5)	33.3% (3)	33.3% (3)	9
Theme 3: Looking at Photography	50.0% (5)	10.0% (1)	50.0% (5)	10
			In what ways did you modify a lesson plan?	7
			answered question	13
			skipped question	53

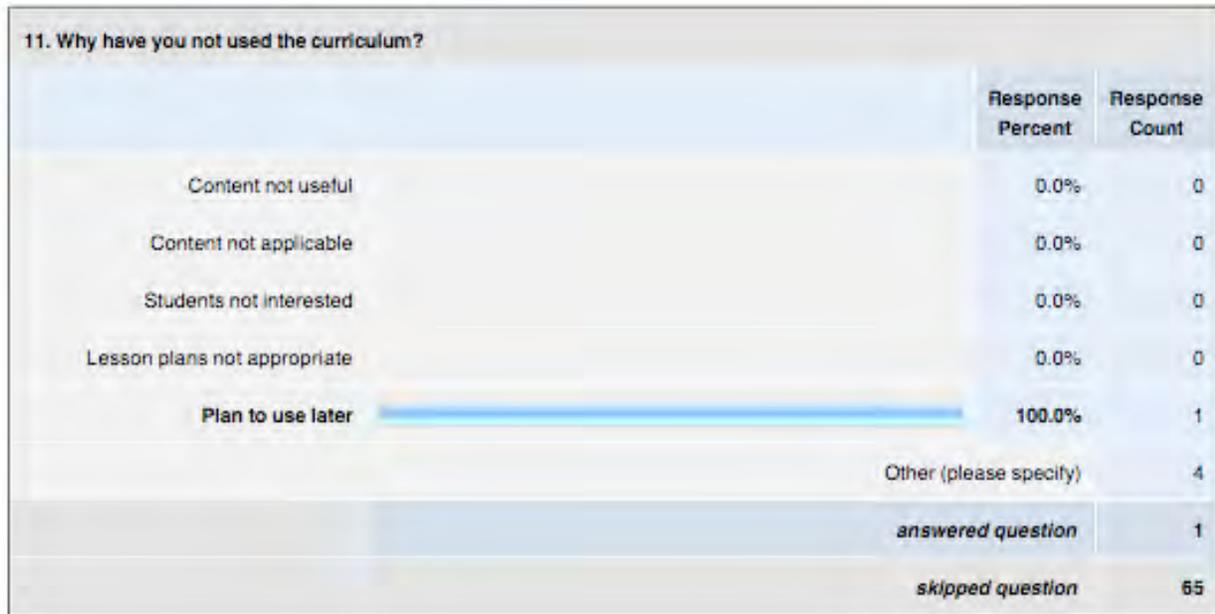
Question 9: Which beginning level lesson plans did you use or modify?
In what ways did you modify the lesson plan?

1. Didn't go into quite as much depth.
2. I regularly use the lesson plans on looking at PORTRAITS.
3. Mixed up different plans. Vocabulary, shapes, shadows, working on really LOOKING carefully. Good for paragraph writing to explain.
4. Your beginning level is not really a beginning. I taught literacy for 5 years and beginning low for a long time and there's a huge leap between beginning low and high. Everything at the beginning level has got to be in present tense. I just modify so they can understand.
5. I added more still lifes from the website, put the students in groups and had them present after we had all done one together.
6. Added my own images and vocabulary, sometime the Getty vocab. might be a bit high for the students.
7. When you put together the program, you put the beginning levels together (ESL beginning low and high). There's a lot of difference between the two. I simplify the English.

10. Which Intermediate/Advanced level lesson plans did you use or modify?						
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Modified	Response Count
Theme 1: Looking at Portraits	57.1% (8)	42.9% (6)	35.7% (5)	14.3% (2)	28.6% (4)	14
Theme 2: Looking at Landscapes	57.1% (8)	35.7% (5)	28.6% (4)	14.3% (2)	28.6% (4)	14
Theme 3: Looking at Narrative Art	53.8% (7)	38.5% (5)	30.8% (4)	15.4% (2)	30.8% (4)	13
					In what ways did you modify a lesson plan?	5
					answered question	14
					skipped question	52

Question 10: Which intermediate/advanced level plans did you use or modify? In what ways did you modify a lesson plan?

1. We use all of your lessons, but I might expand them. We loved the postcards, but I supplemented with different postcards I've collected for years.
2. I've used various aspects of all the lessons posted.
3. I'm less familiar with this one, but it has some similar projects. I just broke it up and used the materials in a different way.



Question 11: Why have you not used the curriculum?

1. Our semester had just ended, and I am not teaching again until fall 2008. I will use the wonderful materials then.
2. I felt the curriculum was more useful for some of the ideas it presents, which I used (some ideas). Also, I am now a substitute teacher, so would not be able to introduce the curriculum and follow through with it properly.
3. Changing enrollment, plus my serious medial problems.
4. Just discovered this site.



13. Please rate the following self-guided museum visit resources provided with the curriculum and workshop:

	Very Useful (5)	Moderately Useful (3)	Little Use (1)	Response Count
Tips for Museum Visit	70.6% (12)	23.5% (4)	5.9% (1)	17
Tour Checklist	68.8% (11)	25.0% (4)	6.3% (1)	16
Bus Request Form	62.5% (10)	31.3% (5)	6.3% (1)	16
Pre-Visit Activities	82.4% (14)	17.6% (3)	0.0% (0)	17
Self-Guided Tour Worksheet	75.0% (12)	18.8% (3)	6.3% (1)	16
			Other (please specify)	4
			answered question	18
			skipped question	48

Question 13: Please rate the following self-guided museum visit resources provided with the curriculum and workshop. "Other" responses:

1. Out of area and school hesitant to arrange a visit. New personnel at this time may be encouraging.
2. Need to provide teacher badges prior to visit. We were not reminded about the badges and had some trouble with some of the guards. One of the guards threatened to have us removed from the gallery. Not a great experience for the students.
3. Did not visit, so did not use . . . however, the resources seemed necessary and useful.

14. Reasons you have not participated with your class in a self-guided museum visit (check all that apply):

	Response Percent	Response Count
Didn't know about it	27.3%	3
Don't have enough classroom time	54.5%	6
Students' schedule	54.5%	6
Museum too far	9.1%	1
Not interested	0.0%	0
Not comfortable with content	0.0%	0
	Other (please specify)	17
	answered question	11
	skipped question	55

Question 14: Reasons you have not participated with your class in a self-guided museum visit. "Other" responses:

1. The class meets in the evening after the museum is closed.
2. We will be traveling to the Getty on August 5, 2008.
3. I HAVE gone, a couple times and we loved it!!
4. N/A . . . we go to the museum every semester. It is an extremely positive and culturally enriching experience, especially for the students who have never been to an art museum.
5. We DID participate, and had a wonderful time!
6. I have participated in a self-guided tour with my students.
7. I did one self-guided visit. My students enjoyed it very much.
8. One of the ESL classes I teach is at a senior center. The logistics of going on a field trip to the Getty are very complicated. The other class I teach is at an adult school and other teachers have taken their classes to the Getty on field trips.
9. I have participated. We have attended the museum as a school.
10. Administration hesitant. More teachers have now taken part in your program. Perhaps in the future. We all loved the program.
11. Class ended already on the 23rd of June. Yet, I am sending an e-mail to Veronica Alvarez right after this survey so that I may arrange a Sept. 2008 field trip for my students and for the rest of the students at my satellite.
12. Made attempts to contact Getty. Have left messages. No return call has been received.
13. I'm participating in a self-guided museum visit once every new trimester. Students love it very much. When I plan the next self-guided visit, those students who took it w/me last time take it again the next time available. Thank you.
14. I am a substitute teacher and would love to take a class for a visit. However, as a substitute, it's really not an option for me.
15. Have taken my class three times. Thanks. They loved it and so did I.

15. Please add any additional comments about the ESL Language through Arts curricula, program elements, or how we can better serve your classroom needs.	
	Response Count
	31
answered question	31
skipped question	35

Question 15: Please add any additional comments about the ESL *Language through Arts* curriculum, program elements, or how we can better serve your classroom needs.

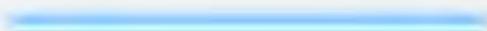
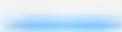
1. I live in the Chicagoland area. The Art Institute of Chicago has a tour, "Art and Creative Writing," that I take my 7th and 8th grade ELL students to each year.
2. Please consider developing a program like this for the Villa! Your program for the Center is wonderful!
3. This was so excellent. I am sorry that I was not able to complete this survey in a timelier manner, but was out of the country. The person who taught the workshop, Veronica Alvarez, was thorough and professional and did an outstanding job of teaching us what we needed to know.

4. My students have received this instruction with enthusiasm. They have learned the vocabulary and are using it as we finish up the last lessons.
5. Keep it up. It's wonderful for the students!!
6. The training and information I received can be (and has been) applied to other museum venues I have visited with my students including The Huntington and Norton Simon Museums.
7. I heard the museum staff used come out to the classrooms. Is it possible to request for that?
8. I know from friends that the Getty sends a teacher out to elementary schools to teach the teachers. I realize this is very expensive, but it would be appreciated if we could have the same opportunity.
9. What a wonderful opportunity the Getty affords school districts and students who otherwise would not have a chance to visit the museum.
10. The free transportation to and from the museum was wonderful. My students couldn't believe that they could ride in such a fancy bus for free. My only suggestion on the transportation issue is that it would have been nice to have been told that the bus driver expected a large tip—he told me \$1–\$2 a person. I could have organized this with my students, but he didn't tell me until we were getting off the bus at the end of the day. Also, I ended up writing my own materials about the history of the Getty and basic information about it. I got the information from the website. In addition to the art materials, it would be good for our students to have some background to the Getty Museum itself and its importance in the art and architecture world. If you'd like, I'd be happy to share those materials with you. Thank you!
11. You are wonderful, thank you so much for caring for our students. It's a godsend, our community benefits tremendously from your generosity.
12. A top-notch program. Thank you.
13. Please continue the program.
14. I am retired since 2005. I attended the workshop as an administrator of my school and encouraged my ESL staff to participate in this activity. Those who did were very satisfied and reported that their classes who really enjoyed it.
15. I hope to take my senior adult beginning ESL class in the near future.
16. Thank you for continuing to send me announcements of upcoming workshops. I encourage other teachers to take advantage of this wonderful opportunity.
17. We love this resource and have incorporated a trip into the curriculum of one of our class levels. It's become something the students and teachers look forward to.
18. A little more emphasis and time should be spent in the museum to give us more options on how to use the materials given to us
19. Veronica Alvarez is very helpful and I also miss Scott Winterrowd. Your staff is usually friendly and accommodating.
20. Unfortunately, I have been laid off with classroom cuts. I enjoyed the program and used parts in my classroom instruction. When I gave a very brief drawing lesson, one student (a celery picker) had never done any drawing—you would not believe how good he was. The class was amazed. What a thrill. Thank you to the Getty for reminding me to use art in education. Are you looking for part-time educators in the Ventura County area??? I would love to be involved with the Getty.
21. Our teachers/program truly appreciate all of the very valuable services the Getty offers to our students—the training and materials you provided, your willingness to provide busses each quarter and your working with us each quarter to make this invaluable experience available to our students.
22. Every few years, it would be nice to add a few different pictures to the guides. The Getty collection is so deep; it would be great to mix up our presentations with new materials. I know it's an added expense and you've already provided a ton of stuff. I just mention it . . . pie in the sky, best of all worlds scenario. Thanks!
23. My favorite moment was when we went to the actual narrative painting and you had three groups doing three separate things: past tense, present continuous and future. WOW! More activities like that would be extremely helpful. I've already done the activity to a rousing class response and would love any extra activity like that.

24. My classes always love the Getty visit. I teach adults from all over the world and the Getty has something to please everyone. I have found that the more art they preview in class or online before the visit, the more they enjoy the visit. When they see the paintings in the real they are surprised or already feel they have a relationship with the work. The art curriculum is a wonderful vehicle for communication.
25. The vocabulary lists that come with the lesson plans in the intermediate/advanced materials seem a little sparse, especially the one for narrative art. I do like the lists, though. It's interesting that of the three overheads included in the narrative art section, two show unclad women. Our program has a fair number of Arab male students, and this can sometimes be a problem. (Most of them are fine with it, but now and then . . . It would be nice to have another choice that doesn't offend anyone.
26. The materials have been very helpful to me prior to our visits to the museum.
27. Well, so far I think everything is more than perfect. Everybody enjoys the guided visit very much. Thank you for allowing it for us.
28. Actually the curricula are fine. The time allotted creates a bit of a problem. Many of my students cannot take a weekend tour and we would like to go at a time the class meets (evening) but there is not enough time allowed.
29. I think it's a fantastic program. I also appreciate how accessible you've made it for everybody. I've taken at least three classes to the Getty. The students love it too.
30. I think it's a good program for teachers. I enjoyed it and got many good ideas from it that have helped me.

16. Contact Information (optional):

	Response Percent	Response Count
Name:	95.5%	42
School:	88.6%	39
Address:	79.5%	35
Address 2:	9.1%	4
City/Town:	79.5%	35
State:	88.6%	39
ZIP/Postal Code:	75.0%	33
Email Address:	90.9%	40
Phone Number:	77.3%	34
answered question		44
skipped question		22

17. May we contact you to participate in a follow up telephone interview and/or focus group?			
		Response Percent	Response Count
Yes		81.6%	40
No		18.4%	9
<i>answered question</i>			49
<i>skipped question</i>			17

Appendix D.1: Teacher Interview Questionnaire

Language Through Art: ESL Curriculum Evaluation Teacher Phone Interviews

"I am calling from a research firm contracted by the J. Paul Getty Museum to spend some time with teachers discussing the museum's ESL curriculum, how it's being used, and how the museum can best serve teachers. All comments and conversations will remain confidential and will be reported anonymously. Thank you for your time."

Interview Questions:

1. Which level of the curriculum have you used? Beginner and/or intermediate/advanced?
2. How long have you used the curriculum?
3. How have you used the curriculum in your classroom?
3. Did you modify any of the lesson plans? Why/Why not?
4. What is the best aspect of the Getty's ESL curriculum program?
5. What area do you think needs to be improved the most?
6. What other changes to the program would you suggest?
7. Is there anything else you'd like to share or comment on?

Is this teacher a candidate to participate in the focus group to be scheduled for early fall? If so, please ask if they would be interested in attending. Date TBA.

Appendix D.2: Teacher Phone Interviews Responses

Which level of the curriculum have you used?	12%	Beginning level
	50%	Intermediate/advanced level
	38%	Both beginning & int/advanced
How long have you used the curriculum?	25%	Less than 1 year
	25%	1–2 years
	50%	3–4 years
	-	5 or more years
How have you used the curriculum in your classroom?	50%	Overheads
	25%	Lesson plans
	25%	Vocabulary
	25%	Discussion questions
	12%	Maps
	12%	Enrichment
	12%	Adapted to other museums
	12%	All aspects
Did you modify any of the lessons plans?	63%	Yes
	25%	No
	12%	Haven't used yet
If yes, in what ways?		"Added more vocabulary."
		"'Dumbed' down."
		"Only used portions."
What is the best aspect of the Getty's ESL curriculum program?	25%	All aspects
	25%	Increased museum accessibility
	12%	Museum free
	12%	Workshops
	12%	Overheads
	12%	Don't need an art background
What area do you think needs to be improved the most?	38%	None
	12%	More teaching aids
	12%	Level too high
	12%	Add info on garden/architecture
	12%	Add video
	12%	Don't know yet
What other changes to the program would you suggest?	63%	None
	12%	Highlight specific art pieces
	12%	Offer more bus trips
	12%	Don't know yet
Is there anything else you'd like to share or comment on?		"Workshops are better organized now."
		"Great classroom-museum connection."

Appendix E.1: Teacher Focus Group

Language Through Art: An ESL Enrichment Curriculum Focus Group

Saturday, October 11, 2008

Questions:

1. Which level of the curriculum have you used? Beginning and/or intermediate/advanced?

2. How long have you used the curriculum?

3. What elements of the curriculum have you found most useful?
 - tips for planning a visit -images/transparencies
 - pre-visit activities -images/postcards
 - lesson plans -teacher instructions
 - vocabulary lists -student worksheets

4. How have you used the curriculum in your classroom?

5. Did you modify any of the lesson plans? Why/Why not?

6. What is the best aspect of the Getty's ESL curriculum program?

7. What area do you think needs to be improved the most?

8. What other changes to the program would you suggest?

9. Is there anything else you'd like to share or comment on?