

2019 Summer Institute for Educators: Identity, Belonging and Sense of Place with Ping Chong Company

PART ONE: INFORMATION AND LOGISTICS

Thank you for taking our summer institute survey! Your feedback is invaluable and helps us support you during the upcoming school year. It also helps us imagine and create future institutes. Please refer to your institute agenda and binder, as needed.

As we often say, this information is vitally important to our funders who invest in and support our teacher professional development activities. The survey should only take 15-20 minutes to complete. We look forward to hearing your thoughts.

1. Days Attended the Institute

Please check all that apply, assuming at least a half day of participation.

- ☐ Monday
- ☐ Tuesday
- ☐ Wednesday
- ☐ Thursday

2. Information and Logistics

Please rate your agreement with each of these statements using a scale of 1 to 6 (1=strongly disagree, 6=strongly agree). Rate N/A if you did not attend.

| | 1 strongly disagree | 2 disagree | 3 somewhat disagree | 4 somewhat agree | 5 agree | 6 strongly agree | N/A |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Before the institute, Muse provided the information I needed to feel prepared. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| During the institute, Muse staff members were readily available to answer my questions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The sessions were about the right length (e.g., neither too brief nor too long). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The lunch period provided sufficient time to connect with others. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I was able to take breaks as needed. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <i>If this is your first time at a Muse summer institute: I felt welcomed into the institute.</i> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <i>If you are a returning Muse teacher: I was able to get to know more advisors in the Muse community.</i> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Overall, I enjoyed my experience at the institute. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

3. Were there any aspects of the institute setting and/or logistics that contributed to or interfered with your learning? Please provide details.

4. Overall, was the institute what you expected, based on the publicity and communications with and from Muse?

- ☐ Matched my expectations.
- ☐ Matched my expectations with some surprises.
- ☐ Exceeded my expectations.

Not what I expected. (Please explain.)

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PART TWO: GENERAL IMPRESSIONS, LEARNING EXPECTATIONS AND DAILY GOALS

5. General Impressions

Please rate your agreement with each of these statements using a scale of 1 to 6 (1=strongly disagree, 6=strongly agree). Rate N/A if you did not attend.

| | 1 strongly disagree | 2 disagree | 3 somewhat disagree | 4 somewhat agree | 5 agree | 6 strongly agree | N/A |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| The Ping Chong + Company (PC + C) teaching-artists (Scott Austin, Eric Aviles, Ryan Conarro, Moana Niumeitolu) were exceptional educators. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The teaching-artists modeled experiential learning practices throughout the institute. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The opening and closing circles with the teaching-artists fostered a sense of community. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The opening and closing circles sparked ideas for fostering an ensemble spirit in my school or classroom. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I found many of the institute's experiences deeply artistic and collaborative. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

2019 Summer Institute for Educators: Identity, Belonging and Sense of Place with Ping Chong + Company

The Monday Sessions

Learning Goal: Participants will understand... the work, mission and aesthetics of Ping Chong + Company; an approach to establishing shared community agreements in order to cultivate safety and bravery for sharing personal stories and creating artistic work from those stories; kinesthetic, arts-based approaches to student engagement; definitions for social justice and fundamental arts terminology; and foundations of visual art for community-building and place-making.

6. Learning Goal(s)

Please rate your agreement with each of these statements using a scale of 1 to 6 (1=strongly disagree, 6=strongly agree). Rate N/A if you did not attend.

| | 1 strongly disagree | 2 disagree | 3 somewhat disagree | 4 somewhat agree | 5 agree | 6 strongly agree | N/A |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Overall, the primary learning goal stated above was realized. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The teaching-artists made clear connections between institute content and a wide range of curricular content. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <i>All Islands Connect Underground: Artist Talk with Ping Chong</i> allowed me to better understand the evolution of the company's work. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <i>Meet Your Artists:</i> The interdisciplinary introductions accelerated the process of getting to know the teaching artists. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <i>Meet Attendees:</i> The interdisciplinary introductions were a creative way to get to know my fellow teachers. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Community agreements helped guide our work during the institute. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I plan to use the community agreement process in my school or classroom. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I felt a strong personal connection to today's content. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I felt a strong professional connection to today's content. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

7. Visual Art Salon I: Mural-making as Community-building, Place-making, and Artistic Skills-building

Please rate your agreement with each of these statements using a scale of 1 to 6 (1=strongly disagree, 6=strongly agree). Rate N/A if you did not attend.

| | 1 strongly disagree | 2 disagree | 3 somewhat disagree | 4 somewhat agree | 5 agree | 6 strongly agree | N/A |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| The teaching-artists were knowledgeable and professional. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The first salon prepared me for the subsequent salons. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| This experience was valuable to me as a teacher. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I plan to replicate a part of this experience in my school or classroom. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

8. Breakout Sessions: *Secret Histories* Prelude

Please rate your agreement with each of these statements using a scale of 1 to 6 (1=strongly disagree, 6=strongly agree). Rate N/A if you did not attend.

| | 1 strongly disagree | 2 disagree | 3 somewhat disagree | 4 somewhat agree | 5 agree | 6 strongly agree | N/A |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| As a result of working with Ryan Conarro, I understand the fundamentals of the <i>Secret Histories</i> arts education program. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| As a result of working with Scott Austin, I understand the fundamentals of the <i>Secret Histories</i> arts education program. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| As a result of working with Eric Aviles, I understand the fundamentals of the <i>Secret Histories</i> arts education program. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| As a result of working with Moana Niumeitolu, I understand the fundamentals of the <i>Secret Histories</i> arts education program. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

9. Assignments

| | Yes | No |
|--|-----------------------|-----------------------|
| I will use the research-my-name-activity in my school or classroom. | <input type="radio"/> | <input type="radio"/> |
| I will use the research-my-birth/beginning-activity in my school or classroom. | <input type="radio"/> | <input type="radio"/> |

10. Tell us about two important ideas that have stayed with you from this first day.

| | |
|--------|----------------------|
| Idea 1 | <input type="text"/> |
| Idea 2 | <input type="text"/> |

2019 Summer Institute for Educators: Identity, Belonging and Sense of Place with Ping Chong Company

The Tuesday Sessions

Learning Goal: Participants will understand... elements and principles of staging (space, time and image); fundamental skills for peer interviewing in order to invite sharing of personal stories; approaches to writing from personal storytelling; the essential practice of consent in story-sharing work; and further foundations of visual art for community-building and place-making.

Learning Goal: Participants will be able to... name and use components of space, time and image for creating performance work; lead/facilitate a peer interview process; lead/facilitate a process for students to establish consent; guide student writing for performance; and activate tools for visual art mural-making.

11. Learning Goal(s)

Please rate your agreement with each of these statements using a scale of 1 to 6 (1=strongly disagree, 6=strongly agree). Rate N/A if you did not attend.

| | 1 strongly disagree | 2 disagree | 3 somewhat disagree | 4 somewhat agree | 5 agree | 6 strongly agree | N/A |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Overall, the primary learning goals stated above were realized. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The teaching-artists made clear connections between the institute's content and a wide range of curricular content. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I felt a strong personal connection to today's content. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I felt a strong professional connection to today's content. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

12. Asking Questions, Creating Images: Interviewing Skills and Staging Strategies

Please rate your agreement with each of these statements using a scale of 1 to 6 (1=strongly disagree, 6=strongly agree). Rate N/A if you did not attend.

| | 1 strongly disagree | 2 disagree | 3 somewhat disagree | 4 somewhat agree | 5 agree | 6 strongly agree | N/A |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I understand the elements of staging (space, time and image) with my students. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have ideas for how to use the elements of staging (space, time and image) in my work with my students. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have the fundamental skills needed for peer interviewing in order to invite the sharing of personal stories. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel prepared to facilitate a consent-process in story-sharing work. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

13. Breakout Session: Experiencing *Secret Histories* Part 2

Please rate your agreement with each of these statements using a scale of 1 to 6 (1=strongly disagree, 6=strongly agree). Rate N/A if you did not attend.

| | 1 strongly disagree | 2 disagree | 3 somewhat disagree | 4 somewhat agree | 5 agree | 6 strongly agree | N/A |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| As a result of working with Ryan Conarro, I have begun to apply the fundamentals of the <i>Secret Histories</i> arts education program. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| As a result of working with Scott Austin, I have begun to apply the fundamentals of the <i>Secret Histories</i> arts education program. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| As a result of working with Eric Aviles, I have begun to apply the fundamentals of the <i>Secret Histories</i> arts education program. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| As a result of working with Moana Niumeitolu, I have begun to apply the fundamentals of the <i>Secret Histories</i> arts education program. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

14. Lesson Burst: Science & Story Lesson

| | Yes | No |
|--|-----------------------|-----------------------|
| I plan to use this Science & Story Lesson in my classroom. | <input type="radio"/> | <input type="radio"/> |
| I have plans for how to adapt this lesson in my classroom. | <input type="radio"/> | <input type="radio"/> |

15. Visual Art Salon 2: Mural-making as Community-building, Place-making, and Artistic Skills-building

Please rate your agreement with each of these statements using a scale of 1 to 6 (1=strongly disagree, 6=strongly agree). Rate N/A if you did not attend.

| | 1 strongly disagree | 2 disagree | 3 somewhat disagree | 4 somewhat agree | 5 agree | 6 strongly agree | N/A |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| The teaching-artists were knowledgeable and professional. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| As a result of this salon, I deepened my understanding of the elements and principles of design. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I understand the role that visual art can play in a community-building process. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| This experience was valuable to me as a teacher. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I plan to replicate a part of this experience in my school or classroom. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

16. Tell us about two important ideas that have stayed with you from today's sessions.

Idea 1

Idea 2

2019 Summer Institute for Educators: Identity, Belonging and Sense of Place with Ping Chong Company

The Wednesday Sessions

Learning Goal: Participants will understand... The River Story structure for writing, crafting and performing personal stories; applications of PC + C performance work to their specific school/classroom contexts; and further foundations of visual art for community-building and place-making.

Learning Goal: Participants will be able to... lead/facilitate a River Story process for student writing, crafting and performing personal stories; begin to articulate applications of this work to their specific school/classroom contexts; and activate tools for completing and reflecting on visual art mural-making.

17. Learning Goal(s)

Please rate your agreement with each of these statements using a scale of 1 to 6 (1=strongly disagree, 6=strongly agree). Rate N/A if you did not attend.

| | 1 strongly disagree | 2 disagree | 3 somewhat disagree | 4 somewhat agree | 5 agree | 6 strongly agree | N/A |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Overall, the primary learning goals stated above were realized. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I understand how to lead/facilitate a River Story process for student writing, crafting and performing personal stories. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I will lead/facilitate a River Story process for student writing, crafting and performing personal stories. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The teaching-artists made clear connections between the institute's content and a wide range of curricular content. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I felt a strong personal connection to today's content. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I felt a strong professional connection to today's content. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

18. Breakout Session: Experiencing *Secret Histories* Part 3

Please rate your agreement with each of these statements using a scale of 1 to 6 (1=strongly disagree, 6=strongly agree). Rate N/A if you did not attend.

| | 1 strongly disagree | 2 disagree | 3 somewhat disagree | 4 somewhat agree | 5 agree | 6 strongly agree | N/A |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| As a result of working with Ryan Conarro, I am writing a script based on the <i>Secret Histories</i> arts education program. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| As a result of working with Scott Austin, I am writing a script based on the <i>Secret Histories</i> arts education program. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| As a result of working with Eric Aviles, I am writing a script based on the <i>Secret Histories</i> arts education program. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| As a result of working with Moana Niumeitolu, I am writing a script based on the <i>Secret Histories</i> arts education program. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

19. Breakout Session: Experiencing *Secret Histories* Part 4

Please rate your agreement with each of these statements using a scale of 1 to 6 (1=strongly disagree, 6=strongly agree). Rate N/A if you did not attend.

| | 1 strongly disagree | 2 disagree | 3 somewhat disagree | 4 somewhat agree | 5 agree | 6 strongly agree | N/A |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| As a result of working with Ryan Conarro, I am prepared for my group's performance based on the <i>Secret Histories</i> arts education program. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| As a result of working with Scott Austin, I am prepared for my group's performance based on the <i>Secret Histories</i> arts education program. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| As a result of working with Eric Aviles, I am prepared for my group's performance based on the <i>Secret Histories</i> arts education program. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| As a result of working with Moana Niumeitolu, I am prepared for my group's performance based on the <i>Secret Histories</i> arts education program. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

20. Lesson Burst: Arts, Science and Research Lesson

| | Yes | No |
|--|-----------------------|-----------------------|
| I plan to use this Science & Story Lesson in my school or classroom. | <input type="radio"/> | <input type="radio"/> |
| I have plans for how to adapt this lesson in my school or classroom. | <input type="radio"/> | <input type="radio"/> |

21. Lesson Planning

Please select all that apply.

- | | |
|--|--|
| <input type="checkbox"/> I have several ideas for a lesson(s). | <input type="checkbox"/> I have conceptualized a curriculum unit using institute concepts. |
| <input type="checkbox"/> I am enhancing an existing lesson using institute concepts. | <input type="checkbox"/> I have begun drafting a curricular unit using institute concepts. |
| <input type="checkbox"/> I am drafting a new lesson using institute concepts. | |

The Thursday Sessions

Learning Goal: Participants will understand... further concepts of space, time and image for creating performance work; sharing from personal stories; structures for guided reflection on artistic process and academic integration; and further applications of PC + C's work to their specific school/classroom contexts.

Learning Goal: Participants will be able to... name and use further components of space, time and image for creating performance work; lead/facilitate the creation of a performance sharing from personal stories; facilitate reflections on artistic process and academic integration; and articulate applications of this work to their specific school/classroom contexts.

22. Learning Goal(s)

Please rate your agreement with each of these statements using a scale of 1 to 6 (1=strongly disagree, 6=strongly agree). Rate N/A if you did not attend.

| | 1 strongly disagree | 2 disagree | 3 somewhat disagree | 4 somewhat agree | 5 agree | 6 strongly agree | N/A |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Overall, the primary learning goals stated above were realized. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The teaching-artists made clear connections between the institute's content and a wide range of curricular content. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I felt a strong personal connection to today's content. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I felt a strong professional connection to today's content. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

23. Binder Walk Through

Please rate your agreement with each of these statements using a scale of 1 to 6 (1=strongly disagree, 6=strongly agree). Rate N/A if you did not attend.

| | 1 strongly disagree | 2 disagree | 3 somewhat disagree | 4 somewhat agree | 5 agree | 6 strongly agree | N/A |
|--|------------------------|-----------------------|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I am excited to use the PC + C teaching resources in my school or classroom. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I will use the <i>Secret Histories</i> College and Career and Ohio Learning Standards Resource document in creating my lesson and/or unit. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I will use the Dayton Metro Library suggested reading lists (i.e., grades: 3-5, middle school and high school) in my teaching and/or work. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I plan to share these resources with other educators. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

24. Sharing *Secret Histories* Stories and Performance Elements

Please rate your agreement with each of these statements using a scale of 1 to 6 (1=strongly disagree, 6=strongly agree). Rate N/A if you did not attend.

| | 1 strongly disagree | 2 disagree | 3 somewhat disagree | 4 somewhat agree | 5 agree | 6 strongly agree | N/A |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Each performance reflected a strong understanding of the <i>Secret Histories</i> arts education program. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The elements and principles of staging were reflected at a high level in each performance. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Each performance reflected personal expectation and bravery in storytelling. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I was enriched by the collaborative nature of writing and sharing my group's stories. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I will facilitate a similar process in my school or classroom. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

2019 Summer Institute for Educators: Identity, Belonging and Sense of Place with Ping Chong Company

PART 4: TELL US ABOUT YOURSELF (OPTIONAL)

25. What is your gender?

- ☐ Male
☐ Female
☐ Rather not say
☐ Other

26. What is your age?

- | | |
|--------------------------------|-----------------------------|
| <input type="radio"/> Under 25 | <input type="radio"/> 55-64 |
| <input type="radio"/> 25-34 | <input type="radio"/> 65+ |
| <input type="radio"/> 35-44 | |

27. Which of the following best describes your ethnic background or race?

- | | |
|--|---|
| <input type="radio"/> American Indian or Alaska Native | <input type="radio"/> Native Hawaiian or other Pacific Islander |
| <input type="radio"/> Black or African American | <input type="radio"/> White or Caucasian |
| <input type="radio"/> Hispanic or Latino | <input type="radio"/> Multi-Racial |

28. Which of the following descriptors best describes your primary role as an educator?

- | | |
|---|---|
| <input type="radio"/> Educator, Preschool and Elementary School | <input type="radio"/> Arts (art, music, dance, drama/theatre) Educator, Middle School |
| <input type="radio"/> Educator, Middle School | <input type="radio"/> Arts (art, music, dance, drama/theatre) Educator, High School |
| <input type="radio"/> Educator, High School | <input type="radio"/> School Administrator |
| <input type="radio"/> Arts (art, music, dance, drama/theatre) Educator, Preschool and Elementary School | |
| <input type="radio"/> Other (please specify) | |

29. Which of the following descriptors best fits your school?

- | | |
|---|--|
| <input type="radio"/> Magnet Public School | <input type="radio"/> Nonpublic Charter School |
| <input type="radio"/> Traditional Public School | <input type="radio"/> Private, Parochial School (religious-related nonpublic school) |
| <input type="radio"/> Public Community School | <input type="radio"/> Private, Independent School (private nonprofit school) |
| <input type="radio"/> Public Charter School | <input type="radio"/> Private, Proprietary School (private school run for profit) |
| <input type="radio"/> Other (please specify) | |

30. Do you work with a Title I school wherein 40-60% of students are eligible to receive free or reduced-price lunches?

- ☐ Yes
- ☐ No

31. Would you be willing to participate in a brief telephone interview with the Muse Machine's outside evaluator (to be scheduled at a time convenient for you)?

☐ Yes

☐ No

32. If you responded yes to the previous question, please provide your name and contact information.

Name

Best Phone Number to
Use

Best Email Address to Use

Best Time to Reach You

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Thank you so much for your time and participation in this survey. Your feedback is critical to our organizational learning, planning and funding.