

A Snapshot of Arts Education in Public Elementary and Secondary Schools: 2009–10

First Look

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May 2011

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First Look Summary

Introduction

This report provides selected national data on the status of arts education in public elementary and secondary schools.¹ The findings are based on information collected through a set of seven surveys. Using its Fast Response Survey System (FRSS), the National Center for Education Statistics (NCES) in the Institute of Education Sciences (IES) conducted the surveys during the 2009–10 school year. The elementary and secondary school surveys collected data on student access to arts education and the resources available for such instruction. The teacher surveys collected information on academic preparation, work environments, and instructional practices of elementary school teachers (classroom teachers, music specialists, and visual arts specialists) and secondary school music and visual arts specialists.²

This study is the third of its kind to be conducted by NCES to provide national data on arts education. The first study was conducted during the 1994–95 school year to provide baseline data on public schools' approaches to arts education. The second study, conducted during the 1999–2000 school year, included three new surveys on the educational backgrounds, professional development activities, teaching load, and instructional practices of elementary school teachers—self-contained classroom teachers, music specialists, and visual arts specialists.³ To update the information from a decade ago, Congress requested that the U.S. Department of Education's Office of Innovation and Improvement and NCES conduct a new study that would borrow from and build on the previous studies. Thus, in addition to including many of the research questions from the previous study, the current study addresses emerging issues in arts education, such as the availability of curriculum-based arts education activities outside of regular school hours. The current study also provides a more comprehensive picture of arts education instructors by including two new surveys for secondary music and visual arts specialists.

The purpose of this report is to provide a sample of the findings from the 2009–10 study on arts education in public elementary and secondary schools. Specifically, this report presents national data on the following:

- the availability of music, visual arts, dance, and drama/theatre instruction in public elementary schools, the frequency of instruction, and the availability of arts specialists to teach the subject;
- the teaching load of music and visual arts specialists in elementary schools, and the ways in which self-contained classroom teachers teach arts education as part of their instructional program;
- the availability of music, visual arts, dance, and drama/theatre instruction in public secondary schools, and the percentage of arts teachers who are specialists in the subject;⁴ and
- the teaching load of music and visual arts specialists in secondary schools.

A second report, planned for fall 2011, will present findings on a broader set of indicators on the status of arts education in 2009–10 and changes from a decade ago.

Because the purpose of this report is to introduce new NCES data through the presentation of tables containing descriptive information, only selected findings are presented. These findings have been chosen to demonstrate the range of information available from the FRSS study rather than to discuss all of the observed differences or focus on any particular issue. The findings are based on self-reported data from public school principals and teachers.

¹ Arts instruction refers to the study of creative works in music, visual arts, dance, or drama/theatre, and the process of producing such creative works.

² Classroom teachers are teachers of self-contained classrooms; these teachers could teach arts areas as separate subjects or incorporate arts areas in other subjects. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

³ For results from the 1994–95 study, see *Arts Education in Public Elementary and Secondary Schools* (NCES 95–082) at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=95082>. For results from the 1999–2000 study, see *Arts Education in Public Elementary and Secondary Schools: 1999–2000* (NCES 2002–131) at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2002131>.

⁴ Secondary schools were asked to provide information about arts education courses and staff for the 2008–09 school year since the survey was mailed in early fall 2009, when some schools might not be able to provide this information for the 2009–10 school year.

All specific statements of comparisons made in the bullets have been tested for statistical significance at the .05 level using Student's *t*-statistics from two-tailed tests to ensure that the differences are larger than those that might be expected due to sampling variation. Adjustments for multiple comparisons were not included. Many of the variables examined are related to one another, and complex interactions and relationships have not been explored. Tables of standard error estimates are provided in appendix A. Detailed information about the survey methodology and analysis variables is provided in appendix B, and the questionnaires for the 2009–10 study can be found in appendix C.

Selected Findings

Elementary Schools and Teachers

- In 2009–10, most of the nation's public elementary schools offered instruction that was designated specifically for music and visual arts (94 and 83 percent, respectively) (table 1). In comparison, 3 percent of elementary schools offered instruction that was designated specifically for dance, and 4 percent offered instruction that was designated specifically for drama/theatre.
- Of the elementary schools that offered music, 93 percent offered instruction in that subject at least once a week, and 91 percent employed arts specialists to teach the subject in 2009–10 (table 1). Of the elementary schools that offered visual arts, 85 percent offered instruction in that subject at least once a week, and 84 percent had arts specialists teaching the subject. In elementary schools that offered dance, 53 percent offered instruction in that subject at least once a week, and 57 percent employed arts specialists to teach the subject. In elementary schools that offered drama/theatre, 58 percent offered instruction in that subject at least once a week, and 42 percent had arts specialists teaching the subject.
- Music specialists and visual arts specialists in elementary schools reported their teaching load for all schools at which they taught during the most recent full week of teaching in the 2009–10 school year (table 2). On average, full-time music specialists spent 22 hours per week teaching 25 different music classes (i.e., different groups of students), with a class size of 19 students. On average, full-time visual arts specialists spent 22 hours per week teaching 24 different visual arts classes, with a class size of 22 students.
- Eighty-eight percent of classroom teachers (i.e., teachers of self-contained classrooms) in elementary schools indicated that they included arts instruction in some aspect of their classroom instructional programs in 2009–10 (table 3). Of these teachers, 6 percent taught music as a separate subject, 14 percent taught visual arts as a separate subject, 3 percent taught dance as a separate subject, and 8 percent taught drama/theatre as a separate subject. In addition, among the 88 percent of classroom teachers who included arts instruction in their classroom instructional programs, 92 percent incorporated music instruction in other subject areas, 97 percent incorporated visual arts instruction in other subject areas, 87 percent incorporated dance instruction in other subject areas, and 53 percent incorporated drama/theatre instruction in other subject areas.

Secondary Schools and Teachers

- Ninety-one percent of public secondary schools reported that they offered music in the 2008–09 school year, 89 percent offered visual arts, 12 percent offered dance, and 45 percent offered drama/theatre (table 4).
- Public secondary schools reported that arts specialists accounted for 97 percent of the teachers who taught music in the 2008–09 school year (table 4). In addition, arts specialists were reported to account for 94 percent of the teachers who taught visual arts, 69 percent of the teachers who taught dance, and 73 percent of the teachers who taught drama/theatre in 2008–09.
- Music specialists and visual arts specialists in secondary schools reported their teaching load for all schools at which they taught during the most recent full week of teaching in the 2009–10 school year (table 5). On average, full-time music specialists spent 22 hours per week teaching 8 different music classes (i.e., different groups of students), with a class size of 24 students. On average, full-time visual arts specialists spent 23 hours per week teaching 7 different visual arts classes, with a class size of 22 students.

Table 1. Percent of public elementary schools offering instruction designated specifically for various arts subjects, and of those schools, percent reporting the frequency of instruction and various instructors employed to teach the subject: School year 2009–10

Instruction offered, frequency, and instructors employed to teach the subject	Music	Visual arts	Dance	Drama/theatre
School offered instruction	94	83	3	4
Frequency of instruction¹				
At least once a week	93	85	53	58
Every day	5	2	‡	‡
3 to 4 times a week	10	6	#	‡
1 to 2 times a week	78	76	51	48
Less than once a week	7	15	47	42
Instructors employed to teach the subject¹				
Arts specialists	91	84	57	42
Classroom teachers	12	21	31	47
Other instructors of the subject.....	7	11	53	26

Rounds to zero.

‡ Reporting standards not met.

¹Based on the percent of public elementary schools offering instruction designated specifically for music (94 percent), visual arts (83 percent), dance (3 percent), and drama/theatre (4 percent).

NOTE: Percentages for the various types of instructors employed to teach an arts subject do not sum to 100 because schools could report more than one type of instructor for the subject. Elementary school principals were asked whether various types of instructors were available to teach arts subjects, including arts specialists, classroom teachers, and other instructors. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline.

Classroom teachers refer to teachers of self-contained classrooms; these teachers could teach arts areas as separate subjects or incorporate arts areas into other subjects. Other instructors of arts subjects include other faculty members, volunteers, and Artists-in-Residence (i.e., visual, literary, or performing artists or folklorists who visit the school for an extended period of time).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 2009,” FRSS 100, 2009–10.

Table 2. Teaching load indicators reported by public elementary school music and visual arts specialists for all classes taught per week by the teacher, by teaching status: School year 2009–10

Specialist and teaching load indicator	Taught the arts subject full time	Taught the arts subject part time
Music specialist		
Average number of classes taught per week ¹	25	16
Average class size ²	19	18
Average number of hours per week spent teaching classes ³	22	14
Visual arts specialist		
Average number of classes taught per week ¹	24	15
Average class size ²	22	21
Average number of hours spent per week teaching classes ³	22	13

¹ Respondents were asked to report the total number of different groups or sections taught during their most recent full week of teaching. For example, if a music teacher taught chorus to three different groups or sections of first-graders and two groups or sections of second-graders, the teacher was instructed to report five sections or classes of chorus. If the teacher taught chorus to the same group of students multiple times a week, he/she was asked to count this class only once.

² Respondents were asked to report the total number of students in the different classes taught. For example, if a music teacher taught 5 different groups or sections of chorus, each with 20 students enrolled, the teacher was instructed to report a total enrollment of 100 for chorus.

³ Respondents were asked to report the number of hours spent teaching the classes or sections they reported. This does not include time spent preparing for classes, time spent on arts-related activities (e.g., student performances and art exhibitions), and time spent on non-arts activities such as cafeteria or hall duty.

NOTE: Averages were computed across all records in the survey and based on data that were weighted to national estimates. For example, the average number of classes taught by music teachers was computed by summing the weighted number of classes taught by all music teachers and dividing by the weighted number of music teachers in the study.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Music Specialists,” FRSS 102M, 2009–10; and “Survey of Elementary School Visual Arts Specialists,” FRSS 102VA, 2009–10.

Table 3. Percent of public elementary school classroom teachers reporting that they included arts instruction into any aspect of their classroom instructional program, and of those teachers, percent who taught arts areas as separate subjects and percent who incorporated arts instruction in other subject areas: School year 2009–10

Approach to teaching arts	Percent
Included arts instruction into any aspect of classroom instructional program	88
Taught arts areas as separate subjects¹	
Music	6
Visual arts	14
Dance	3
Drama/theatre	8
Incorporated arts instruction in other subject areas¹	
Incorporated music	92
Incorporated visual arts	97
Incorporated dance	87
Incorporated drama/theatre	53

¹Based on the 88 percent of classroom teachers (i.e., teachers of self-contained classrooms) who included arts instruction into any aspect of their classroom instructional program.

NOTE: Percentages do not sum to 100 because classroom teachers could report teaching multiple arts areas as separate subjects, and they could report multiple ways of incorporating arts areas in other subjects.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Arts Survey of Elementary School Classroom Teachers,” FRSS 102C, 2009–10.

Table 4. Percent of public secondary schools offering instruction in various arts subjects, number of teachers on staff reported as arts instructors, and of those teachers, percent reported as arts specialists or other instructors of the subject: School year 2008–09

Instruction offered and instructors of the subject	Music	Visual arts	Dance	Drama/ theatre
Percent of schools that offered instruction	91	89	12	45
Number of teachers on staff reported as arts instructors ¹ ..	65,900	49,700	5,600	18,000
Percent of arts instructors who were:				
Arts specialists in the subject	97	94	69	73
Full-time arts specialists in the subject	81	86	56	64
Part-time arts specialists in the subject	15	8	13	9
All other instructors of the subject	3	6	31	27

¹Based on the percent of public secondary schools offering instruction designated specifically for music (91 percent), visual arts (89 percent), dance (12 percent), and drama/theatre (45 percent). The numbers of teachers for the various arts subjects are based on data provided by schools and weighted to national estimates. Secondary school principals were asked to report the number of teachers on the 2008–09 staff who taught the arts subjects and the number of instructors who were arts specialists.

NOTE: Detail may not sum to totals because of rounding. Arts specialists are education professionals with a teaching certificate in an arts discipline—such as music, visual arts, dance, or drama/theatre—who provide separate instruction in that discipline. Other instructors of arts subjects could include, for example, English teachers who taught drama/theatre and physical education teachers who taught dance.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Secondary School Arts Education Survey: Fall 2009,” FRSS 101, 2009–10.

Table 5. Teaching load indicators reported by public secondary school music and visual arts specialists for all classes taught per week by the teacher, by teaching status: School year 2009–10

Specialist and teaching load indicator	Taught the arts subject full time	Taught the arts subject part time
Music specialist		
Average number of classes taught per week ¹	8	4
Average class size ²	24	26
Average number of hours per week spent teaching classes ³	22	12
Visual arts specialist		
Average number of classes taught per week ¹	7	4
Average class size ²	22	19
Average number of hours per week spent teaching classes ³	23	14

¹ Respondents were asked to report the total number of different groups or sections taught during their most recent full week of teaching. For example, if a music teacher taught chorus to three different groups or sections of students, the teacher was instructed to report three sections or classes of chorus. If the teacher taught chorus to the same group of students multiple times a week, he/she was asked to count this class only once.

² Respondents were asked to report the total number of students in the different classes taught. For example, if a music teacher taught 5 different groups or sections of chorus, each with 20 students enrolled, the teacher was instructed to report a total enrollment of 100 for chorus.

³ Respondents were asked to report the number of hours spent teaching the classes or sections they reported. This does not include time spent preparing for classes, time spent on arts-related activities (e.g., student performances and art exhibitions), and time spent on non-arts activities such as cafeteria or hall duty.

NOTE: Averages were computed across all records in the survey and based on data that were weighted to national estimates. For example, the average number of classes taught by music teachers was computed by summing the weighted number of classes taught by all music teachers and dividing by the weighted number of music teachers in the study.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Secondary School Music Specialists,” FRSS 103M, 2009–10; and “Survey of Secondary School Visual Arts Specialists,” FRSS 103VA, 2009–10.

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Related Reports

Carey, N., Sikes, M., Foy, R., and Carpenter, J. (1995). *Arts Education in Public Elementary and Secondary Schools* (NCES 95-082). National Center for Education Statistics, U.S. Department of Education. Washington, DC: U.S. Government Printing Office.

Carey, N., Kleiner, B., Porch, R., and Farris, E. (2002). *Arts Education in Public Elementary and Secondary Schools: 1999-2000* (NCES 2002-131). National Center for Education Statistics, U.S. Department of Education. Washington, DC: U.S. Government Printing Office.

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Appendix A
Standard Error Tables

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Table 1a. Standard errors for the percent of public elementary schools offering instruction designated specifically for various arts subjects, and of those schools, percent reporting the frequency of instruction and various instructors employed to teach the subject: School year 2009–10

Instruction offered, frequency, and instructors employed to teach the subject	Music	Visual arts	Dance	Drama/ theatre
School offered instruction	0.9	1.3	0.7	0.5
Frequency of instruction				
At least once a week	0.8	1.3	7.7	9.8
Every day	0.6	0.5	†	†
3 to 4 times a week	1.1	1.1	†	†
1 to 2 times a week	1.3	1.7	7.7	9.8
Less than once a week	0.8	1.3	7.7	9.8
Instructors employed to teach the subject				
Arts specialists	1.0	1.5	8.0	9.9
Classroom teachers	1.2	1.7	8.3	9.2
Other instructors of the subject	1.0	1.4	9.5	7.3

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 2009,” FRSS 100, 2009–10.

Table 2a. Standard errors for the teaching load indicators reported by public elementary school music and visual arts specialists for all classes taught per week by the teacher, by teaching status: School year 2009–10

Specialist and teaching load indicator	Taught the arts subject full time	Taught the arts subject part time
Music specialist		
Average number of classes taught per week	0.4	1.0
Average class size	0.4	0.9
Average number of hours per week spent teaching classes	0.2	0.7
Visual arts specialist		
Average number of classes taught per week	0.3	0.7
Average class size	0.2	0.4
Average number of hours per week spent teaching classes	0.2	0.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Elementary School Music Specialists,” FRSS 102M, 2009–10; and “Survey of Elementary School Visual Arts Specialists,” FRSS 102VA, 2009–10.

Table 3a. Standard errors for the percent of public elementary school classroom teachers reporting that they included arts instruction into any aspect of their classroom instructional program, and of those teachers, percent who taught arts areas as separate subjects and percent who incorporated arts instruction in other subject areas: School year 2009–10

Approach to teaching arts	Percent
Included arts instruction into any aspect of classroom instructional program	1.4
Taught arts areas as separate subjects	
Music	0.9
Visual arts	1.6
Dance	0.7
Drama/theatre	1.1
Incorporated arts instruction in other subject areas	
Incorporated music	1.2
Incorporated visual arts	0.7
Incorporated dance	1.3
Incorporated drama/theatre	2.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Arts Survey of Elementary School Classroom Teachers,” FRSS 102C, 2009–10.

Table 4a. Standard errors for the percent of public secondary schools offering instruction in various arts subjects, number of teachers on staff reported as arts instructors, and of those teachers, percent reported as arts specialists or other instructors of the subject: School year 2008–09

Instruction offered and instructors of subject	Music	Visual arts	Dance	Drama/ theatre
Percent of schools that offered instruction	1.1	1.2	0.8	1.7
Number of teachers on staff reported as arts instructors ...	1,380	1,150	450	930
Percent of arts instructors who were:				
Arts specialists in the subject	0.5	1.1	4.0	3.0
Full-time arts specialists in the subject	1.0	1.4	3.4	2.8
Part-time arts specialists in the subject	0.9	0.7	2.5	1.4
All other instructors of the subject	0.5	1.1	4.0	3.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Secondary School Arts Education Survey: Fall 2009," FRSS 101, 2009–10.

Table 5a. Standard errors for the teaching load indicators reported by public secondary school music and visual arts specialists for all classes taught per week by the teacher, by teaching status: School year 2009–10

Specialist and teaching load indicator	Taught the arts subject full time	Taught the arts subject part time
Music specialist		
Average number of classes taught per week	0.2	0.3
Average class size	0.6	1.8
Average number of hours per week spent teaching classes	0.2	0.7
Visual arts specialist		
Average number of classes taught per week	0.1	0.4
Average class size	0.3	1.1
Average number of hours per week spent teaching classes	0.3	1.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Survey of Secondary School Music Specialists,” FRSS 103M, 2009–10; and “Survey of Secondary School Visual Arts Specialists,” FRSS 103VA, 2009–10.

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Appendix B
Technical Notes

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Technical Notes

Fast Response Survey System

The Fast Response Survey System (FRSS) was established in 1975 by the National Center for Education Statistics (NCES), U.S. Department of Education. FRSS is designed to collect issue-oriented data within a relatively short time frame. FRSS collects data from state education agencies, local education agencies, public and private elementary and secondary schools, public school teachers, and public libraries. To ensure minimal burden on respondents, the surveys are generally limited to three pages of questions, with a response burden of about 30 minutes per respondent. Sample sizes are relatively small (usually about 1,000 to 1,500 respondents per survey), so that data collection can be completed quickly. Data are weighted to produce national estimates of the sampled education sector. The sample size is large enough to permit estimates by one variable with two or three categories, but it is not large enough to support more detailed estimates. As the number of categories within any single analysis variable increases, the sample size within categories decreases, which results in larger sampling errors for the breakouts by classification variables.

Sample Design

This study is based on a total of seven surveys that were administered during the 2009–10 school year. At the elementary school level, the study includes a survey of school principals and three teacher-level surveys, one each for self-contained classroom teachers, music specialists, and visual arts specialists. At the secondary school level, the study includes a survey of school principals and two teacher-level surveys, one each for music specialists and visual arts specialists. Sampled schools provided lists of eligible teachers for the teacher surveys.

The sampling frames for the school surveys and teacher list collections were based on regular public schools from the 2006–07 NCES Common Core of Data (CCD) Public School Universe file, which was the most current file available at the time of sample selection. The sampling frame included 85,962 regular public schools. Of these, 52,807 were elementary schools; 31,133 were secondary schools; and 2,022 were combined schools. The frame included regular public elementary and secondary schools¹ in the 50 states and the District of Columbia and excluded special education, vocational, home, adult education, private, and alternative/other schools; schools in the outlying U.S. territories; schools operated by the Department of Defense or Bureau of Indian Education; schools lacking any grade higher than kindergarten; and schools with only ungraded students. Charter schools were eligible for inclusion because they were classified as regular schools in CCD. A school was defined as an elementary school if the lowest grade was lower than or equal to grade 6 and the highest grade was lower than or equal to grade 8. A secondary school was defined as having a lowest grade of 7 or greater and a highest grade equal to or greater than grade 7. Combined schools were defined as those having grades higher than grade 8 and lower than grade 7.

Separate stratified samples of public elementary and secondary schools were selected to receive the appropriate survey instrument for the school-level surveys and teacher list collections. Combined schools were given a chance for selection for both surveys and, if selected, were asked to complete only the survey instrument for which they were selected. The sampling frame was stratified by instructional level. Elementary and secondary schools were also stratified by school enrollment size. Within the primary strata, schools were sorted by geographic region; community type; percent combined enrollment of Black, Hispanic, Asian/Pacific

¹ Regular school is defined as a public elementary or secondary/combined school that does not focus primarily on vocational, special, or alternative education.

Islander, or American Indian/Alaska Native students; and percent eligible for free or reduced-price lunch to produce additional implicit stratification.

Samples of Elementary Schools and Teachers

A total of 1,802 public elementary schools were sampled. Of these schools, 1,201 were selected to respond to the principal school-level survey and to provide lists of eligible teachers—self-contained classroom teachers, full- or part-time music specialists, and full- or part-time visual arts specialists (table B-1). The remaining 601 schools were asked to provide only lists of full- or part-time music specialists and visual arts specialists (i.e., they were not sampled to complete the school-level survey or provide lists of classroom teachers). This sampling approach was necessary to ensure adequate sample sizes for arts specialists, since some schools do not have music or visual arts specialists on staff.

Table B-1. Overview of sample selection for school-level surveys, teacher list collections, and teacher-level surveys: School year 2009–10

Instructional level of school and type of data collection request	Sample size
Elementary schools and teachers	
Schools selected for school-level survey and/or teacher list collections	1,802
Schools selected to respond to the school-level survey and provide lists of classroom teachers, music specialists, and visual arts specialists	1,201
Schools selected to provide only lists of music specialists and visual arts specialists	601
Teachers selected for all teacher surveys	3,427
Music specialists selected for survey	1,366
Visual arts specialists selected for survey	1,095
Classroom teachers selected for survey	966
Secondary schools and teachers	
Schools selected for school-level survey and/or teacher list collections	1,602
Schools selected to respond to the school-level survey and provide lists of music specialists and visual arts specialists	1,202
Schools selected to provide only lists of music specialists and visual arts specialists	400
Teachers selected for all teacher surveys	2,656
Music specialists selected for survey	1,354
Visual arts specialists selected for survey	1,302

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 2009,” FRSS 100, 2009–10; “Survey of Elementary School Music Specialists,” FRSS 102M, 2009–10; “Survey of Elementary School Visual Arts Specialists,” FRSS 102VA, 2009–10; “Arts Survey of Elementary School Classroom Teachers,” FRSS 102C, 2009–10; “Secondary School Arts Education Survey: Fall 2009,” FRSS 101, 2009–10; “Survey of Secondary School Music Specialists,” FRSS 103M, 2009–10; and “Survey of Secondary School Visual Arts Specialists,” FRSS 103VA, 2009–10.

Overall, a total of 3,427 teachers were sampled from the eligible elementary school teacher lists. The teacher samples included 1,366 music specialists, 1,095 visual arts specialists, and 966 self-contained classroom teachers. In elementary schools that were selected to provide a list of all eligible teachers, exactly one teacher was randomly selected from each of the following groups: full-time classroom teachers, full- or part-time music specialists (if available at the school), and full- or part-time visual arts specialists (if available at the

school). On average, three teachers were sampled per school. In elementary schools that were selected to provide lists of specialists only, exactly one teacher was sampled from the following groups: full- or part-time music specialists (if available at the school) and full- or part-time visual arts specialists (if available at the school). On average, two teachers were sampled per school.

Samples of Secondary Schools and Teachers

At the secondary school level, a total of 1,602 public secondary schools were sampled. Of these, 1,202 schools were selected to respond to the principal survey and provide lists of full- or part-time music specialists and visual arts specialists. The remaining 400 schools were asked to provide lists of full- or part-time music specialists and visual arts specialists only (i.e., they were not sampled to complete the school-level survey).

A total of 2,656 teachers were sampled from the eligible secondary school teacher lists: 1,354 music specialists and 1,302 visual arts specialists. On average, two teachers were sampled per secondary school. Exactly one teacher was randomly selected from each of the following groups: full- or part-time music specialists (if available at the school) and full- or part-time visual arts specialists (if available at the school).

Data Collection and Response Rates

Elementary School Survey and List Collections

Study materials were mailed to elementary school principals in September 2009. Of the 1,802 sampled public elementary schools, 1,201 were selected to respond to the principal survey and provide lists of eligible teachers for the teacher surveys (i.e., classroom teachers, music specialists, and visual arts specialists). The study packages to these schools included a school-level questionnaire and a cover letter indicating that the survey was designed to be completed by the school principal. Respondents were given the option of completing the survey online or on paper. Also included in the package were instructions for respondents to review their complete roster of teachers, identify music specialists and visual arts specialists, and cross off teachers in the following categories: preschool teachers, teachers' aides, bilingual/ESL teachers, special education teachers, non-full-time classroom teachers, substitute teachers, administrators, counselors and advisors, library media specialists, and unpaid volunteers. The remaining 601 schools were asked to provide only lists of music specialists and visual arts specialists (i.e., they were not sampled to complete the school-level survey or provide lists of full-time classroom teachers). The study packages to these schools contained a cover letter and a form to insert the names of full- or part-time music specialists and visual arts specialists.

Telephone follow-up for those who did not respond to the initial questionnaire and list collection mailings was conducted from October 2009 through June 2010. Overall, of the 1,802 elementary schools sampled to provide teacher lists, 1,599 provided teacher lists and 54 of the responding schools were found to be out of scope for the survey. This left a total of 1,545 eligible elementary school teacher lists, including 25 partial lists (i.e., cases in which lists of classroom teachers were requested but not provided). Elementary schools were deemed out of scope for the teacher list collection and/or school survey because they had closed or lacked an elementary grade higher than kindergarten. The initial weighted response rate for the elementary school list collection for arts specialists was 88.9 percent. The initial weighted response rate for the elementary school list collection for classroom teachers was 84.9 percent.

Of the 1,201 elementary schools sampled for the school-level survey, 38 schools were found to be out of scope for the study during the teacher list collection activity. This left a total of 1,163 schools eligible for the survey. Completed questionnaires were received from 988 elementary school principals (table B-2). The initial weighted response rate was 85 percent, and the unweighted response rate was also 85 percent for the elementary school survey.

Table B-2. Number of responding public elementary schools and teachers in the study samples, and estimated number of public elementary schools and teachers the samples represent: School year 2009–10

Survey	Respondent sample (unweighted)	National estimate (weighted)
Public elementary schools	988	52,900
Public elementary teachers		
Music specialists	1,148	65,900
Visual arts specialists	918	39,300
Self-contained classroom teachers	734	953,200

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 2009,” FRSS 100, 2009–10; “Survey of Elementary School Music Specialists,” FRSS 102M, 2009–10; “Survey of Elementary School Visual Arts Specialists,” FRSS 102VA, 2009–10; and “Arts Survey of Elementary School Classroom Teachers,” FRSS 102C.

Elementary Teacher Surveys

Survey packages were mailed to the sampled elementary teachers—music specialists, visual arts specialists, and classroom teachers—in several batches from January through April 2010. The respondents were mailed one of three elementary teacher questionnaires that were tailored to each type of teaching assignment (see appendix C). Telephone follow-up for questionnaire nonresponse was conducted from February through August 2010.

Of the 3,427 elementary teachers selected for the sample, 1,366 were music specialists, 1,095 were visual arts specialists, and 966 were self-contained classroom teachers (table B-1). Of these teachers, 52 music specialists, 50 visual arts specialists, and 60 self-contained classroom teachers were out of scope for the survey. Thus, the number of eligible teachers in the samples was 1,314 for music specialists, 1,045 for visual arts specialists, and 906 for classroom teachers. Music specialists and visual arts specialists were deemed out of scope for the study mainly because they did not primarily teach music or visual arts, they were not employed at the sampled school at the time of the study, or they were sampled from more than one school at which they taught. Respondents were found to be out of scope for the classroom teacher survey because they were not self-contained classroom teachers.

Completed questionnaires were received from 1,148 music specialists, 918 visual arts specialists, and 734 self-contained classroom teachers in elementary schools (table B-2). The unweighted response rates were 87.1 percent for the music specialist survey, 87.8 percent for the visual arts specialist survey, and 81.0 percent for the classroom teacher survey. The initial weighted response rates were 86.5 percent for the music specialist survey, 87.6 percent for the visual arts specialist survey, and 81.5 percent for the classroom teacher survey.

Secondary School Surveys and List Collections

Survey and list collection materials were mailed to secondary school principals in September 2009. Of the 1,602 sampled public secondary schools, 1,202 were selected to respond to the principal survey and provide lists of music specialists and visual arts specialists (table B-1). The survey packages to these schools included a school-level questionnaire and a cover letter indicating that the survey was designed to be completed by the school principal. Respondents were given the option of completing the survey online or on paper. Also included in the packages was a form for respondents to insert the names of their full- or part-time music specialists and visual arts specialists. The remaining 400 schools were asked to provide only lists of music

specialists and visual arts specialists (i.e., they were not sampled to complete the school-level survey). The study packages to these schools contained a cover letter and a form to insert the names of full- or part-time music specialists and visual arts specialists.

Telephone follow-up for those who did not respond to the initial questionnaire and list collection mailings was conducted from October 2009 through June 2010. Overall, of the total 1,602 secondary schools sampled to provide teacher lists, 1,473 provided teacher lists and 41 were found to be out of scope for the study during the teacher list collection activity. This left a total of 1,432 eligible secondary school teacher lists. Secondary schools were deemed out of scope for the teacher list collection and/or school survey because they had closed, reconfigured, or did not include secondary grades. The initial weighted response rate for the secondary teacher list collection was 92.9 percent.

Of the 1,202 secondary schools that were sampled for the school-level survey, 32 schools were found to be out of scope for the study. This left a total of 1,170 secondary school principals eligible for the survey. Completed questionnaires were received from 1,014 secondary school principals (table B-3). The initial weighted response rate was 89 percent, and the unweighted response rate was 87 percent for the secondary school survey.

Table B-3. Number of responding public secondary schools and teachers in the study samples, and estimated number of public elementary schools and teachers the samples represent: School year 2009–10

Survey	Respondent sample (unweighted)	National estimate (weighted)
Public secondary schools	1,014	31,650
Public secondary teachers		
Music specialists	1,065	61,430
Visual arts specialists	1,046	44,260

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Secondary School Arts Education Survey: Fall 2009,” FRSS 101, 2009–10; “Survey of Secondary School Music Specialists,” FRSS 103M, 2009–10; and “Survey of Secondary School Visual Arts Specialists,” FRSS 103VA, 2009–10.

Secondary School Teacher Surveys

Questionnaires and cover letters were mailed to the sampled secondary school teachers—music specialists and visual arts specialists—in several batches from January through late April 2010. The respondents were mailed one of two secondary teacher questionnaires that were tailored to each type of teaching assignment (see appendix C). Telephone follow-up for questionnaire nonresponse was conducted from February through July 2010.

Of the 2,656 secondary teachers selected for the sample, 1,354 were music specialists and 1,302 were visual arts specialists (table B-1). Of these teachers, 39 music specialists and 88 visual arts specialists were out of scope for the survey. Thus, the number of eligible teachers in the samples was 1,315 for music specialists and 1,214 for visual arts specialists. For both the music and visual arts surveys, respondents were out of scope because they did not primarily teach music or visual arts or they were not employed at the sampled school at the time of the study.

Completed questionnaires were received from 1,065 music specialists and 1,046 visual arts specialists in secondary schools (table B-3). The unweighted response rates were 81.0 percent for the music specialist survey

and 86.2 percent for the visual arts specialist survey. The initial weighted response rates were 81.8 percent for the music specialist survey and 85.3 percent for the visual arts specialist survey.

Nonresponse Bias Analysis

NCES statistical standards and guidelines require a nonresponse bias analysis if the unit response rate at any stage of data collection is less than 85 percent. For the teacher surveys, nonresponse occurred when an eligible sampled school did not provide a teacher sampling list or an eligible sampled teacher did not complete the questionnaire. For the elementary school classroom teacher survey, response rates were less than 85 percent for both the list collection and teacher samples. The initial weighted list collection response rate for the classroom teacher survey was 84.9 percent, and the initial weighted response rate for the classroom teacher survey was 81.5 percent. At the secondary school level, the response rate was less than 85 percent for the music teacher survey. The initial weighted list collection response rate for the secondary teacher list collection was 92.9 percent, and the initial weighted response rate for the secondary music teacher survey was 81.8 percent.

Thus, a nonresponse bias analysis was conducted for the elementary school classroom teacher survey and the secondary school music teacher survey. The analysis looked for potential nonresponse biases and examined whether any additional weighting adjustments for nonresponse beyond the usual FRSS procedures should be considered. Nonresponse weighting classes were formed using school- and teacher-level variables with known values for both respondents and nonrespondents, and which were identified by the analysis as being correlated with response propensity.

The analysis included an examination of the impact of school-level nonresponse (i.e., schools that did not provide a teacher list for sampling) and the impact of teacher-level nonresponse within responding schools. For each type of nonresponse, an examination of response rates by school characteristics and a comparison of the base-weighted distributions of characteristics for the total sample versus the respondents were conducted. School characteristics where the response rates varied significantly for subgroups were identified. Next, comparisons were made of data before and after the nonresponse adjustments were made to the weights. These comparisons involved distributions of respondents by school characteristics, estimates of CCD data items, and selected survey results.

For both the elementary school classroom teachers survey and the secondary school music teachers survey, the analysis found that school response rates varied by locale; region; poverty status; the percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native students; and school enrollment size. For both surveys, teacher response rates only varied significantly by sampling batch, which is an indicator of how early or late in the data collection period the teacher sampling list was received. To compensate for the differential response rates, weight adjustments were used to derive adjusted teacher weights for analysis purposes. These adjustments were made in two stages. First, adjustments were made to the school component of the teacher weight to compensate for nonresponse during list collection. The nonresponse-adjusted school weights were used to compute the teacher weights, which were then adjusted for teacher nonresponse. In general, such weight adjustments will reduce nonresponse bias if the variables used in forming the weight adjustment classes are correlated with response propensity (the probability that a sampled school or teacher will respond to the survey) and with the characteristics obtained from the survey.

There are reasons to believe that the nonresponse-adjusted weights developed for these surveys will be reasonably effective in reducing potential biases. First, the school-level weight adjustments removed all of the significant differences between the weighted distributions of the responding schools and the distributions of the total school sample. For elementary schools, the mean absolute relative bias across the categories of variables included in the nonresponse bias analysis went from 4.8 percent before adjustment to 2.1 percent after adjustment. Similarly, for secondary schools, the mean absolute relative bias across all categories went from 3.6 percent before adjustment to 1.6 percent after adjustment. A comparison of weighted estimates of selected school-level characteristics available in the CCD files seems to bear this out. The school-level weight

adjustment procedures eliminated or reduced the difference between the nonresponse-adjusted estimate for the responding schools and the corresponding base-weighted estimate for the total sample of schools.

Similarly, the second-stage nonresponse adjustment of the teacher weights appeared to be reasonably effective in reducing any residual differences between the distributions of the responding and nonresponding teachers. A comparison of weighted teacher estimates of selected survey items before and after nonresponse adjustment indicated that there generally were no significant differences between the nonresponse-adjusted estimates and the corresponding base-weighted estimates prior to adjustment. This suggests that much of the bias reduction was likely captured in the school-level nonresponse adjustments. The absence of statistically significant differences may also suggest that the correlation between the survey responses and the variables used in the weighting adjustment (which are expected to be among the most important predictors of response propensity) is sufficiently small that any adjustment methodology involving these variables will not have an appreciable impact on the weighted estimates.

Although it is possible to conduct more in-depth analysis and possibly refine the weighting procedures, the results of this analysis suggested that any potential improvements would be modest at best. Therefore, NCES determined that no additional analysis or adjustments to the weights was needed.

Imputation for Item Nonresponse

Although item nonresponse for key items was low for the various surveys, missing data were imputed for the items with a response rate of less than 100 percent (table B-4).² The missing items included both numerical data such as the number of classes taught by elementary music specialists, as well as categorical data such as whether full-time arts teachers were available to teach various arts subjects at the school. The missing data were imputed using a “hot-deck” approach to obtain a “donor” school or teacher from which the imputed values were derived. Under the hot-deck approach, a donor school or teacher that matched selected characteristics of the school or teacher with missing data (the recipient) was identified. The matching characteristics included characteristics of the school such as categories of school enrollment size; locale; categories for percent combined enrollment of Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native students; and categories for percent of students in the school eligible for free or reduced-price lunch. In addition, relevant questionnaire items were used to form appropriate imputation groupings. Once a donor was found, it was used to obtain the imputed values for the school or teacher with missing data. For categorical items, the imputed value was simply the corresponding value from the donor school or teacher. For numerical items, an appropriate ratio (e.g., percent of part-time music teachers who are specialists) was calculated for the donor school or teacher, and this ratio was applied to available data (e.g., number of part-time music specialists) for the recipient school or teacher to obtain the corresponding imputed value. Table B-4 shows unweighted and weighted percentages for missing questionnaire items (presented in this report) for which missing data were imputed.

² Per NCES standards, all missing questionnaire data are imputed.

Table B-4. Percent of cases with imputed data for the study samples, and percent of cases with imputed data the samples represent, by survey and questionnaire item presented in this report: School year 2009–10

Survey and questionnaire item	Respondent sample (unweighted)	Respondent sample (weighted)
Survey of Elementary School Music Specialists		
Question 5: Teaching load at sampled school		
Q5ac Number of general music classes	1.05	1.05
Q5ad Total enrollment in all music classes	0.70	0.68
Q5ae Total minutes per week spent teaching all music classes	1.48	1.31
Q5bc Number of band classes	0.96	1.78
Q5bd Total enrollment in all band classes	0.96	1.51
Q5be Total minutes per week spent teaching all band classes	0.87	1.33
Q5cc Number of chorus classes	0.70	0.71
Q5cd Total enrollment in all chorus classes	0.87	0.93
Q5ce Total minutes per week spent teaching all chorus classes	0.70	0.72
Q5dc Number of strings/orchestra classes	0.44	0.84
Q5dd Total enrollment in all strings/orchestra classes	0.61	1.09
Q5de Total minutes per week spent teaching all strings/orchestra classes	0.44	0.76
Q5ec Number of other classes	0.26	0.27
Q5ed Total enrollment in all other classes	0.17	0.19
Q5ee Total minutes per week spent teaching all other classes	0.26	0.27
Question 6: Teaching load at other schools taught		
Q6a Number/music classes taught at other schools in most recent week	1.05	1.74
Q6b Total enrollment in all music classes at other schools	0.44	0.73
Q6c Total hours per week spent teaching music at other schools	1.74	2.42
Survey of Elementary School Visual Arts Specialists		
Question 5: Teaching load at sampled school		
Q5ac Number of general art classes	0.54	0.56
Q5ad Total enrollment in all general art classes	0.76	0.78
Q5ae Total minutes per week spent teaching all general art classes	0.22	0.27
Question 6: Teaching load at other schools taught		
Q6b Total enrollment in all visual arts classes at other schools	0.11	0.08
Q6c Total hours per week spent teaching visual arts at other schools	0.11	0.15
Survey of Elementary Classroom Teachers		
Question 12: Participated in activities related to arts instructional program		
Q12c Incorporating drama/theater into other subject areas	0.14	0.21
Q12d Incorporating dance into other subject areas	0.41	0.47
Q12e Teaching thematic units/integrating various subjects including arts	0.68	0.45
See notes at end of table.		

Table B-4. Percent of cases with imputed data for the study samples, and percent of cases with imputed data the samples represent, by survey and questionnaire item presented in this report: School year 2009–10—Continued

Survey and questionnaire item	Respondent sample (unweighted)	Respondent sample (weighted)
Question 13: Arts areas taught as separate subjects		
Q13aa Music as separate subject	0.14	0.11
Q13ba Visual arts as separate subject	0.14	0.11
Q13ca Dance as separate subject	0.14	0.11
Q13da Drama/theater as separate subject	0.14	0.11
Survey of Secondary Schools		
Question 5: Number of part-time teachers on 2008–09 staff who were specialists		
Q5ba Visual arts	0.10	0.06
Q5bb Music	0.10	0.06
Q5bd Drama	0.10	0.06
Survey of Secondary School Music Specialists		
Question 6: Teaching load at sampled school		
Q6ac Number of band classes	1.31	1.36
Q6ad Total enrollment in all band classes	0.94	0.97
Q6ae Total minutes per week spent teaching all band classes	0.94	1.04
Q6bc Number of chorus classes	0.56	0.79
Q6bd Total enrollment in all chorus classes	0.47	0.57
Q6be Total minutes per week spent teaching all chorus classes	0.66	0.74
Q6cc Number of strings/orchestra classes	0.28	0.36
Q6cd Total enrollment in all chorus classes	0.28	0.48
Q6ce Total minutes per week spent teaching all strings/orchestra classes	0.19	0.26
Q6dc Number of vocal chamber/small ensemble classes	0.56	0.86
Q6dd Total enrollment in all vocal chamber/small ensemble classes	0.66	0.91
Q6de Total minutes per week spent teaching all chamber/ensemble classes ...	0.38	0.67
Q6ec Number of music theory/composition classes	0.38	0.47
Q6ed Total enrollment in all music theory/composition classes	0.28	0.36
Q6ee Total minutes per week spent teaching all music theory classes	0.28	0.36
Q6fc Number of other music classes	0.75	1.01
Q6fd Total enrollment in all other music classes	0.66	0.74
Q6fe Total minutes per week spent teaching all other music classes	0.47	0.51
Question 7: Teaching load at other schools taught		
Q7a Number/music classes taught at other schools in most recent week	0.38	0.33
Q7b Total enrollment in all music classes at other schools	0.38	0.29
Q7c Total hours per week spent teaching music at other schools	0.47	0.52
See notes at end of table.		

Table B-4. Percent of cases with imputed data for the study samples, and percent of cases with imputed data the samples represent, by survey and questionnaire item presented in this report: School year 2009–10—Continued

Survey and questionnaire item	Respondent sample (unweighted)	Respondent sample (weighted)
Survey of Secondary Visual Arts Specialists		
Question 6: Teaching load at sampled school		
Q6ac	Number of general art classes	0.96 0.84
Q6ad	Total enrollment in all art classes	1.15 0.98
Q6ae	Total minutes per week spent teaching all art classes	1.24 1.05
Q6bc	Number of painting/drawing classes	0.38 0.40
Q6bd	Total enrollment in all painting/drawing classes	0.48 0.63
Q6be	Total minutes per week spent teaching all painting/drawing classes	0.38 0.43
Q6cc	Number of photography classes	0.29 0.38
Q6cd	Total enrollment in all photography classes	0.38 0.48
Q6ce	Total minutes per week spent teaching all photography classes	0.38 0.55
Q6dc	Number of graphic design classes	0.57 0.77
Q6dd	Total enrollment in all graphic design classes	0.57 0.63
Q6de	Total minutes per week spent teaching all graphic design classes	0.67 0.71
Q6ec	Number of art history classes	0.19 0.27
Q6ed	Total enrollment in all art history classes	0.29 0.36
Q6ee	Total minutes per week spent teaching all art history classes	0.29 0.44
Q6fc	Number of other arts classes	0.19 0.17
Q6fd	Total enrollment in all other arts classes	0.38 0.42
Q6fe	Total minutes per week spent teaching all other arts classes	0.19 0.22
Question 7: Teaching load at other schools taught		
Q7a	Number/vis. arts classes taught at other schools in most recent week	0.29 0.29
Q7b	Total enrollment in all classes	0.29 0.36
Q7c	Total hours per week spent teaching visual arts at other schools	0.19 0.23

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, “Elementary School Arts Education Survey: Fall 2009,” FRSS 100, 2009–10; “Survey of Elementary School Music Specialists,” FRSS 102M, 2009–10; “Survey of Elementary School Visual Arts Specialists,” FRSS 102VA, 2009–10; “Arts Survey of Elementary School Classroom Teachers,” FRSS 102C, 2009–10; “Secondary School Arts Education Survey: Fall 2009,” FRSS 101, 2009–10; “Survey of Secondary School Music Specialists,” FRSS 103M, 2009–10; and “Survey of Secondary School Visual Arts Specialists,” FRSS 103VA, 2009–10.

Data Reliability

Although the surveys on arts education in elementary and secondary schools were designed to account for sampling error and to minimize nonsampling error, estimates produced from the data collected are subject to both types of error. Sampling error occurs because the data are collected from a sample rather than a census of the population, and nonsampling errors are errors made during the collection and processing of the data.

Sampling Errors

The responses to the seven surveys were weighted to produce national estimates (see tables B-2 and B-3). The weights were designed to adjust for the variable probabilities of sample selection and differential nonresponse. The findings in this report are estimates based on the sample selected and, consequently, are subject to sampling variability. General sampling theory was used to estimate the sampling variability of the estimates and to test for statistically significant differences between estimates. The standard error is a measure of the variability of an estimate due to sampling. It indicates the variability of a sample estimate that would be obtained from all possible samples of a given design and size. Standard errors are used as a measure of the precision expected from a particular sample. If all possible samples were surveyed under similar conditions, intervals of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the true population parameter being estimated in about 95 percent of the samples. This is a 95 percent confidence interval. For example, the estimated percent of elementary schools that offered music instruction is 94.1 percent, and the standard error is 0.9 percent (table 1 and table 1a). The 95 percent confidence interval for the statistic extends from $[94.1 - (0.9 \times 1.96)]$ to $[94.1 + (0.9 \times 1.96)]$, or from 92.3 to 95.9 percent. The 1.96 is the *critical value* for a statistical test at the .05 significance level (where .05 indicates the 5 percent of all possible samples that would be outside the range of the confidence interval).

Because the data from the FRSS school and teacher surveys were collected using a complex sampling design, the variances of the estimates from this survey (e.g., estimates of proportions) are typically different from what would be expected from data collected with a simple random sample. Not taking the complex sample design into account can lead to an underestimation of the standard errors associated with such estimates. To generate accurate standard errors for the estimates in this report, standard errors were computed using a technique known as jackknife replication. As with any replication method, jackknife replication involves constructing a number of subsamples (replicates) from the full sample and computing the statistic of interest for each replicate. The mean square error of the replicate estimates around the full sample estimate provides an estimate of the variance of the statistic. To construct the replications, 50 stratified subsamples of the full sample were created and then dropped one at a time to define 50 jackknife replicates. A computer program (WesVar) was used to calculate the estimates of standard errors.

All specific statements of comparisons made in this report have been tested for statistical significance at the .05 level using Student's *t*-statistic to ensure that the differences are larger than those that might be expected due to sampling variation. Adjustments for multiple comparisons were not included. Student's *t* values were computed to test the difference between estimates with the following formula:

$$t = \frac{E_1 - E_2}{\sqrt{se_1^2 + se_2^2}}$$

where E_1 and E_2 are the estimates to be compared and se_1 and se_2 are their corresponding standard errors. Many of the variables examined are related to one another, and complex interactions and relationships have not been explored.

Nonsampling Errors

Nonsampling error is the term used to describe variations in the estimates that may be caused by population coverage limitations and data collection, processing, and reporting procedures. The sources of nonsampling errors are typically problems like unit and item nonresponse, differences in respondents' interpretations of the meaning of questions, response differences related to the particular time the survey was conducted, and mistakes made during data preparation. It is difficult to identify and estimate either the amount of nonsampling error or the bias caused by this error. To minimize the potential for nonsampling error, this study used a variety of procedures, including a pretest of the questionnaires with public elementary and secondary school principals

and teachers. The pretest provided the opportunity to check for consistency of interpretation of questions and definitions and to eliminate ambiguous items. The questionnaires and instructions were also extensively reviewed by content experts in the arts education community. In addition, manual and machine editing of the questionnaire responses was conducted to check the data for accuracy and consistency. Cases with missing or inconsistent items were recontacted by telephone to resolve problems. Data were keyed with 100 percent verification for surveys received by mail, fax, or telephone.

One potential source of nonsampling error is nonresponse bias. As described earlier under the section “Nonresponse Bias Analysis,” a nonresponse bias analysis was conducted for the elementary school classroom teacher survey and the secondary school music teacher survey. NCES statistical standards and guidelines require a nonresponse bias analysis if the unit response rate at any stage of data collection is less than 85 percent. For the teacher surveys, nonresponse occurred when an eligible sampled school did not provide a teacher sampling list or an eligible sampled teacher did not complete the questionnaire. The response rates for the elementary school classroom teacher survey were less than 85 percent for both the list collection and teacher samples. At the secondary school level, the response rate was less than 85 percent for the music teacher survey. The analyses for the elementary classroom teacher survey and the secondary music teacher survey looked for potential nonresponse biases and examined whether any additional weighting adjustments for nonresponse beyond the usual FRSS procedures should be considered.

Definitions of Terms Used in This Report

The following is the exact wording of the definitions that were included on the questionnaire.

Artist-in-Residence—A visual, literary, or performing artist or folklorist—sometimes called **Artist-in-the-School**—who visits a school for an extended period (more than 1 week) for the purposes of teaching artistic techniques and concepts, conducting inservice teacher training, and/or consulting in the development of curricula.

Arts instruction—The study of creative works in music, visual arts, dance, or drama/theatre, and the process of producing them.

Arts specialist—An education professional with a teaching certificate in an arts discipline, such as visual arts, music, dance, or drama/theatre, who provides separate instruction in that discipline.

Dance—An instructional program that prepares students to express themselves through creative movement and refine performance skills in a variety of dance styles, such as ballet, modern, jazz, world dance, and traditional dances of various cultures. Instruction includes choreography, dance history and criticism, and dance production.

Drama/theatre—An instructional program that generally describes the study and creation of dramatic works. Includes instruction in dramatic literature, dramatic styles and types, technical theatre, and the principles of organizing, producing, and performing plays.

Music—An instructional program for the purpose of helping students learn to perform, create, and respond to (appreciate) music. Performance studies include voice, choir, and instrumental studies such as guitar, piano, band, and orchestra. Creating studies include music improvisation, arranging, and composition. Music classes typically foster appreciation by developing an understanding of music theory, criticism, and the historical development of music in various cultures.

Visual arts—An instructional program for the purpose of helping students learn to create and respond to the visual arts. Students create their own artwork in a range of media and processes. Art classes typically foster appreciation by developing an understanding of art history and criticism and the roles visual arts play within various cultures, times, and places.

Contact Information

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Appendix C
Questionnaires

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U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS
WASHINGTON, D.C. 20208-5651

ELEMENTARY SCHOOL ARTS EDUCATION SURVEY: FALL 2009

FAST RESPONSE SURVEY SYSTEM

FORM APPROVED
O.M.B. NO.:1850-0867
EXPIRATION DATE: 08/31/2012

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THANK YOU. PLEASE KEEP A COPY FOR YOUR RECORDS.

PLEASE RETURN COMPLETED FORM TO:

Mail: Basmat Parsad (8599.02.06.03)
Westat
1600 Research Boulevard
Rockville, Maryland 20850-3129

Fax: 800-254-0984

IF YOU HAVE ANY QUESTIONS OR COMMENTS, CONTACT:

Basmat Parsad at Westat
800-937-8281, Ext. 8222 or 301-251-8222
E-mail: artseducation@westat.com

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DEFINITIONS FOR THIS SURVEY

Please read these definitions carefully before completing the survey.

Artist-in-Residence—A visual, literary, or performing artist or folklorist—sometimes called **Artist-in-the-School**—who visits a school for an extended period (more than 1 week) for the purposes of teaching artistic techniques and concepts, conducting inservice teacher training, and/or consulting in the development of curricula.

Arts specialist—An education professional with a teaching certificate in an arts discipline, such as visual arts, music, dance, or drama/theatre, who provides separate instruction in that discipline.

Dance—An instructional program that prepares students to express themselves through creative movement and refine performance skills in a variety of dance styles, such as ballet, modern, jazz, world dance, and traditional dances of various cultures. Instruction includes choreography, dance history and criticism, and dance production.

Drama/theatre—An instructional program that generally describes the study and creation of dramatic works. Includes instruction in dramatic literature, dramatic styles and types, technical theatre, and the principles of organizing, producing, and performing plays.

Music—An instructional program for the purpose of helping students learn to perform, create, and respond to (appreciate) music. Performance studies include voice, choir, and instrumental studies such as guitar, piano, band, and orchestra. Creating studies include music improvisation, arranging, and composition. Music classes typically foster appreciation by developing an understanding of music theory, criticism, and the historical development of music in various cultures.

School or district funds and/or grants—General school or district funds and/or grants from local, state, or federal sources.

School-sponsored activities outside of regular school hours—Arts instructional activities that are sponsored by the school before or after school, on weekends, or during the summer. These activities must be **guided by a curriculum**; thus, they do **not** include extracurricular activities.

State or local arts agencies—State arts agencies are governed by councils or commissions and receive support from the National Endowment for the Arts (NEA) for statewide grant-making and services. Local arts agencies include arts councils, departments of cultural affairs, and arts commissions. While the majority of local arts agencies are private nonprofit entities, others are public municipal, county, or regional agencies that operate in cooperation with mayors and city/county managers.

Visiting artist—A visual, literary, or performing artist or folklorist who visits a school to perform, demonstrate, or teach for a period of 1 week or less.

Visual arts—An instructional program for the purpose of helping students learn to create and respond to the visual arts. Students create their own artwork in a range of media and processes. Art classes typically foster appreciation by developing an understanding of art history and criticism and the roles visual arts play within various cultures, times, and places.

PLEASE READ THE FOLLOWING INSTRUCTIONS.

Questions 1 through 6 of this survey ask a series of questions about instruction at your school **this school year** in the following arts subjects: visual arts, music, dance, and drama/theatre. **Before answering the questions, please refer to the definitions on the definitions page.** Then answer question 1 for the first subject listed. If the answer to question 1 for an arts subject is 5 ("Not at all"), then skip questions 2 through 6 for that subject and go on to the next subject.

Question	A. Visual arts	B. Music	C. Dance	D. Drama/theatre
1. How often does a typical student in your school receive instruction designated specifically for this subject during the regular school day? (<i>Circle one.</i>) Every day 3 or 4 times a week Once or twice a week Less than once a week Not at all	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2. Approximately how many minutes is a typical class or period of instruction in the subject?	_____	_____	_____	_____
3. What is the duration of the class, i.e., does a typical student receive instruction throughout the school year or for some portion of the year? (<i>Circle one.</i>) Entire school year Half the school year One-quarter of the school year Less than one-quarter of the school year Other (<i>Describe</i>)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4. Which of the following statements best describes the space used for teaching the subject at your school this school year? (<i>Circle one.</i>) Dedicated room(s) with special equipment Dedicated room(s) with no special equipment Gymnasium, auditorium, or cafeteria Regular classrooms only Other (<i>Specify</i>)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5. What is the position of the person(s) who teach(es) the subject? (<i>Count itinerant teachers as part time.</i>) (a) Full-time arts specialist (b) Part-time arts specialist (c) Classroom teacher (d) Other faculty member (<i>Specify</i>) (e) Artist-in-Residence (f) Volunteer	Yes No Yes No Yes No Yes No Yes No Yes No			
6. Does your district have a written curriculum guide in the subject that your teachers are expected to follow?	Yes No	Yes No	Yes No	Yes No

7. Which of the following statements, if any, accurately describe the way drama/theatre and dance are being taught at your school **this school year**? (*Circle one on each line.*)

	Yes	No
a. Drama/theatre is taught as part of the English/language arts curriculum	1	2
b. Drama/theatre activities and instruction are integrated into other areas of the curriculum	1	2
c. Drama/theatre is taught as a separate subject	1	2
d. Other (<i>Specify</i>)	1	2
e. Dance is taught as part of the physical education program	1	2
f. Dance is taught as part of the music curriculum	1	2
g. Dance activities and instruction are integrated into other areas of the curriculum	1	2
h. Dance is taught as a separate subject	1	2
i. Other (<i>Specify</i>)	1	2

8. Do **arts specialists** have input in the following aspects of the arts education program? (*Circle one on each line.*)

NOTE: If there is no arts specialist at your school, check this box and skip to question 10...

	Yes	No
a. Staff hiring	1	2
b. Curriculum offered	1	2
c. Allocation of arts funds	1	2

9. Does the school principal conduct evaluations of full-time arts specialists in the same way that full-time teachers in other curriculum areas are evaluated?

NOTE: If there is no **full-time arts specialist** at your school, check this box and continue with question 10.....

Yes 1 No 2

10. Please answer the following questions concerning the arts programs and arts staff at your school **this school year**. (Circle one on each line.)

	Yes	No
a. Is arts education included in any mission statements or goals of your school (e.g., yearly goals, School Improvement Plan)?	1	2
b. Are arts specialists included on site-based management teams, school improvement teams, or leadership councils?	1	2
c. Does your school conduct any standardized or district-wide assessments of student performance and achievement in the arts?	1	2
d. Does the school principal evaluate the school's arts programs in the same way that other instructional programs are evaluated?	1	2
e. Is there a curriculum specialist or program coordinator at the district level who is responsible for the curriculum and instructional programs offered in the arts?	1	2

11. Please indicate whether the following initiatives are **currently** underway in your school. (Circle one on each line.)

	Yes	No
a. Expansion of arts curriculum/offerings	1	2
b. Integration of arts with other academic subjects (e.g., language arts, reading, social studies)	1	2
c. Integration of technology into arts instruction/learning	1	2
d. Expansion/improvement of arts facilities (e.g., rooms, dedicated space, equipment)	1	2
e. Hiring of additional specialists/instructors in the arts	1	2
f. New/expanded partnerships with community organizations/entities for support in arts instruction	1	2
g. Other (<i>Specify</i>) _____	1	2

12. Does your school **currently** provide/sponsor the following **arts instructional** activities **outside** of regular school hours? (Do **not** include extracurricular activities such as drama clubs. Consider activities held before or after school, on weekends, or during the summer, **ONLY** if these activities are **guided by a curriculum**. Circle one on each line.)

	Yes	No
a. School performances or presentations in the arts (e.g., concerts, plays, art shows).....	1	2
b. Individual or small group music lessons.....	1	2
c. Choir/band/marching band practice	1	2
d. Dance (e.g., lessons, team)	1	2
e. Arts-related field trips (e.g., school trips to concerts, plays, museums).....	1	2
f. Other (<i>Specify</i>) _____	1	2

13. How adequate are the following types of support for **arts instruction** at this school? (Circle one in each row.)

Type of support	Very adequate	Somewhat adequate	Somewhat inadequate	Very inadequate
a. Funding	1	2	3	4
b. Facilities (e.g., classroom, storage, display)	1	2	3	4
c. Materials, equipment, tools, and instruments.....	1	2	3	4
d. Instructional time for the arts.....	1	2	3	4
e. Number of arts specialists.....	1	2	3	4
f. Arts professional development for teachers/specialists.....	1	2	3	4
g. Student interest or demand.....	1	2	3	4
h. Parent or community support.....	1	2	3	4

14. Provide the following information about **student arts events** (e.g., concerts, plays, art shows) in the **2008–09** school year. (If none, enter 0.)

- a. Approximately, how many student arts events occurred in the 2008–09 school year? _____
- b. Of these events, how many did the school principal attend? _____

15. What percent of your school's students are eligible for the federally funded free or reduced-price lunch program? _____%

16. In the **past 12 months**, did your school/district offer the following **arts** professional development activities for teachers?

Aspect of arts program	Visual arts		Music		Dance		Drama/theatre	
	Yes	No	Yes	No	Yes	No	Yes	No
a. Workshops with professional artists or arts groups.....	1	2	1	2	1	2	1	2
b. In-school seminars or conferences	1	2	1	2	1	2	1	2
c. Off-site seminars or conferences	1	2	1	2	1	2	1	2
d. Other (<i>Specify</i>) _____	1	2	1	2	1	2	1	2

17. During the **2008–09** school year, which of the following types of music instruction or classes were offered at your school during the regular school day? For each type, indicate for which grades instruction was offered and the approximate percent of the students in those grades who participated.

Type of instruction	Offered		Grades taught	Percent of students who participated in these grades
	Yes	No		
a. General music	1	2	_____	_____
b. Chorus	1	2	_____	_____
c. Band	1	2	_____	_____
d. Strings/orchestra	1	2	_____	_____
e. Other (<i>Specify</i>) _____	1	2	_____	_____

18. For each program or activity related to **arts education** listed below:

In section A, indicate if your school sponsored each program or activity listed during the **2008–09** school year.

In section B, indicate all of the sources that were used to fund the program or activity.

Arts education program /activity	A. Sponsored		B. Funding source							
			School or district funds and/or grants		State or local arts agency		Parent groups (e.g., PTA)		Other private source (e.g., local business, groups, individuals)	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
a. Artist-in-Residence/Artist-in-the-School	1	2	1	2	1	2	1	2	1	2
b. Visiting artist(s).....	1	2	1	2	1	2	1	2	1	2
c. Field trips to art galleries or museums	1	2	1	2	1	2	1	2	1	2
d. Field trips to arts performances.....	1	2	1	2	1	2	1	2	1	2
e. School performances or presentations	1	2	1	2	1	2	1	2	1	2

19. In the **2008–09** school year, did your school have partnerships or collaborations with the following artists or entities to help meet your school's arts education goals? (*Circle one in each row.*)

	Yes	No
a. Individual artists and craftspeople	1	2
b. Cultural or community organizations (e.g., community theatre, arts councils).....	1	2
c. Museums/galleries	1	2
d. Performing arts centers (e.g., concert halls)	1	2
e. Community school of the arts.....	1	2
f. Colleges and universities	1	2
g. Other (<i>Specify</i>) _____	1	2

20. In the **2008–09** school year, did your school receive the following **types of monetary and non-monetary support** from **OUTSIDE** sources, including (but not limited to) parent groups and local businesses, for the subject's **education** program?

Do not include district support and do not consider extracurricular activities such as drama clubs. Consider programs held during regular school hours and school-sponsored instructional activities before or after school, on weekends, or during the summer, ONLY if those activities are guided by a curriculum.

Type of support	Visual arts		Music		Dance		Drama/theatre	
	Yes	No	Yes	No	Yes	No	Yes	No
a. Curricular or instructional support.....	1	2	1	2	1	2	1	2
b. Materials (e.g., arts equipment, instruments).....	1	2	1	2	1	2	1	2
c. Facilities for arts events (e.g., concerts, art shows).....	1	2	1	2	1	2	1	2
d. Undesignated funds (i.e., to be used for any related activity)..	1	2	1	2	1	2	1	2
e. Other monetary or non-monetary support (<i>Describe</i>) _____	1	2	1	2	1	2	1	2

21. Which of the following grades are taught at your school? (*Circle all that apply.*)

PK K 1 2 3 4 5 6 7 8 9 10 11 12 Ungraded

SURVEY OF ELEMENTARY SCHOOL MUSIC SPECIALISTS

FAST RESPONSE SURVEY SYSTEM

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Arts instruction—The study of creative works in music, visual arts, dance, or drama/theatre, and the process of producing them.

Arts specialist—An education professional with a teaching certificate in an arts discipline, such as music, visual arts, dance, or drama/theatre, who provides separate instruction in that discipline.

Curriculum-based or co-curricular classes or sectionals held outside of regular school hours—School-sponsored music programs that are held outside of regular school hours; these classes reflect the school's **curriculum** for music classes held during regular school hours. They do not include extracurricular music activities such as music clubs.

Block schedule—A type of academic scheduling in which each student has fewer classes per day for a longer period of time. Instead of traditional 40- to 50-minute periods, block scheduling allows for periods of an hour or more so that teachers can accomplish more in a session.

Types of teaching certificates/licenses:

- Regular or standard—State certificate/license or advanced professional certificate;
- Probationary—Certificate/license issued after satisfying all requirements except the completion of a probationary period; and
- Provisional, temporary, or emergency—Certificate/license that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained, and certificate issued to persons who must complete a certification program in order to continue teaching.

Virtual field trips—Using technology for students to view performances (e.g., concerts and musicals) without leaving the school.

IF THE ABOVE INFORMATION IS INCORRECT, PLEASE MAKE CORRECTIONS DIRECTLY ON THE LABEL.

Name of person completing this form: _____

Title/position: _____

Telephone: _____ E-mail: _____

Best days and times to reach you (in case of questions): _____

THANK YOU. PLEASE KEEP A COPY OF THIS QUESTIONNAIRE FOR YOUR RECORDS.

PLEASE RETURN COMPLETED FORM TO:

Mail: Basmat Parsad (8599.02.08.03)
Westat
1600 Research Boulevard
Rockville, Maryland 20850-3129
Fax: 800-254-0984

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DIRECTIONS: This questionnaire is intended for teachers who primarily teach *music in elementary schools*. If you currently have some other primary teaching assignment, do not continue. Check this box , complete the respondent section on the front of the questionnaire, and return it to Westat.

- Are you a full-time teacher? Yes.....1 No.....2
- How do you classify your current teaching arrangement? (*Circle only one number.*)
Teach music full time.....1 Teach music part time.....2 Other (Specify)_____ 3
- At how many schools do you teach music? _____
- To what grades do you teach music at your currently assigned school(s)? (*Circle all that apply.*)
PK K 1 2 3 4 5 6 7 8 9 10 11 12

- Please report the music subjects offered by **THIS** school (i.e., the school named on the cover of this questionnaire) in the 2009–2010 school year and your music teaching load during regular school hours for your most recent full **WEEK** of teaching.
 - Counting sections or classes:** If you taught chorus to 3 different groups or sections of first graders and 2 groups or sections of second graders, you should report 5 sections or classes of chorus. If you taught chorus to the same group of students multiple times a week, count this class only once. Do **not** include music classes held outside of regular school hours.
 - Counting enrollment:** If you taught 5 sections of chorus, each with 20 students enrolled, report a total enrollment of 100 for chorus.

Subject	A. Does THIS school offer any courses in the subject for the 2009–2010 school year?		B. If Yes, did YOU teach the subject during regular school hours in your most recent full WEEK of teaching at this school?		If you taught the subject, please write in:		
	Yes	No	Yes	No	C. Number of sections or classes of students taught	D. Total enrollment in all sections or classes reported in column C	E. Total minutes per week spent teaching all sections or classes reported in column C
a. General music/music appreciation.....	1	2		2			
b. Band (e.g., marching, concert, jazz).....	1	2	1	2			
c. Chorus.....	1	2	1	2			
d. Strings/orchestra.....	1	2	1	2			
e. Other (<i>Specify</i>) _____	1	2	1	2			

- Use the instructions in question 5 to report your music teaching load at **OTHER** schools during regular school hours for your most recent full week of teaching. *If you did not teach at any other K–12 school, check this box and continue with question 7.*
 - Number of music **sections or classes** taught at other school(s) during your most recent full **WEEK** of teaching: _____
 - Total **enrollment** in all sections or classes reported in question 6a: _____
 - Total **hours per week** spent teaching all sections or classes reported in question 6a: _____
- Did you teach music on a **block** schedule at any K–12 school during your most recent full week of teaching?
Yes (*Specify*) _____ 1
No2
- Did you teach any **curriculum-based or co-curricular** music classes **outside** of regular school hours during your most recent full week of teaching? (*These classes should reflect the school's curriculum. Include all schools in which you teach.*)
Yes (*Specify*) _____ 1
No2
- During regular school hours (i.e., while students are in attendance), how many **hours** do you have designated as planning or preparation time during a typical **WEEK** of school? (*Include all schools in which you teach.*) _____
- Including this school year, how many years have you taught music in K–12 public and private schools? (*Include years spent teaching both full and part time. Exclude time spent student teaching or as a teacher's aide.*) _____
- Please provide the following information for the degree(s) you hold.

Degree	Hold degree?		If yes, write in:		
	Yes	No	Year	Major field of study	Minor field of study
a. Bachelor's	1	2			
b. Master's	1	2			
c. Doctorate	1	2			
d. Other (<i>Specify</i>) _____	1	2			

12. Please provide the following information for the teaching certificate(s) or license(s) you hold.

Teaching certificate or license	Hold certificate?		If yes, teaching certificate is:		
	Yes	No	Regular, standard, or professional	Probationary	Provisional, temporary, or emergency
a. General education.....	1	2	1	2	3
b. Music education.....	1	2	1	2	3
c. Other (<i>Specify</i>).....	1	2	1	2	3

13. Provide the following information about professional/staff development activities in the **last 12 months**, excluding training received as a student teacher. In **Column A**, indicate how many total hours, if any, you spent in professional development activities in which the content areas were a major focus. In **Column B**, for any content area in which you **had** professional development activities, indicate to what extent you believe it has improved your classroom teaching.

Content area of professional/staff development	A. Total hours			B. Improved my teaching				
	None	1-8	More than 8	Not at all	Small extent	Moderate extent	Great extent	
Activities designed for music teachers								
a. Applied study in performing music.....	1	2	3	1	2	3	4	
b. Applied study in improvising, arranging, or composing music.....	1	2	3	1	2	3	4	
c. Developing knowledge about music (e.g., historical, cultural, analytical).....	1	2	3	1	2	3	4	
d. Connecting music learning with other subject areas.....	1	2	3	1	2	3	4	
e. Research on arts and student learning (e.g., arts and cognition)..	1	2	3	1	2	3	4	
f. Integrating educational technologies into music instruction.....	1	2	3	1	2	3	4	
Activities designed for all teachers								
g. Incorporating state or district standards into instruction.....	1	2	3	1	2	3	4	
h. Student assessment.....	1	2	3	1	2	3	4	
i. A subject area that is unrelated to music (<i>Specify</i>).....	1	2	3	1	2	3	4	

Answer questions 14 through 19 for **THIS** school (i.e., the school named on the cover of this questionnaire).

14. In the last 12 months, how frequently have you participated in the following activities related to your teaching at **this** school? (*Circle one on each line.*)

	Never	A few times a year	Once a month	2 to 3 times a month	At least once a week
a. Common planning period with regular classroom teachers.....	1	2	3	4	5
b. Common planning period with other arts specialists at this school.....	1	2	3	4	5
c. Consulting with classroom teachers to help them integrate music into a lesson or unit of study that they teach.....	1	2	3	4	5
d. Consulting with other teachers to integrate another subject into a music lesson or unit of study that you teach.....	1	2	3	4	5
e. Collaborating with other teachers on designing and teaching an interdisciplinary lesson or unit of study that includes music.....	1	2	3	4	5
f. Sharing ideas about teaching with other teachers outside your assigned school(s).....	1	2	3	4	5
g. Visiting classrooms of colleagues who teach music.....	1	2	3	4	5
h. Participating in site-based management or school improvement teams or leadership councils.....	1	2	3	4	5
i. Providing input in the preparation of Individual Education Plans (IEPs) for students with special needs.....	1	2	3	4	5
j. Teaching music through virtual field trips using technology.....	1	2	3	4	5

15. Which of the following statements describe **your** instructional program in music at **this** school? (*Circle one on each line.*)

	Yes	No	Don't know
a. It is based on a written, sequential, local (or district) curriculum guide.....	1	2	3
b. It is aligned with your state's standards or the National Standards for Arts Education.....	1	2	3
c. It is integrated with other arts subjects.....	1	2	3
d. It is integrated with other academic subjects.....	1	2	3

16. Do you agree or disagree with the following statements about music instruction at **this** school? (*Circle one on each line.*)

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
a. Parents support me in my efforts to educate their children.....	1	2	3	4
b. The administration supports me in my work.....	1	2	3	4
c. Students are motivated to do well in music class.....	1	2	3	4
d. Community organizations/groups support my efforts to educate students.....	1	2	3	4

17. How adequate is the support for teaching music at **this** school in each of the following areas? (Circle one on each line.)

	Not at all adequate	Minimally adequate	Moderately adequate	Completely adequate
a. Instructional time with students.....	1	2	3	4
b. Time for individual or collaborative planning.....	1	2	3	4
c. Dedicated room or space for music instruction.....	1	2	3	4
d. Dedicated space for performance.....	1	2	3	4
e. Dedicated space for storage.....	1	2	3	4
f. Instructional resources —Materials/supplies for music instruction (e.g., sheet music, subscriptions, CDs/CD-ROMs, textbooks, DVDs, software).....	1	2	3	4
g. Classroom instruments —Instruments typically used by students in the music classroom (e.g., rhythm band sets, recorders, autoharps, Orff instruments, drums and ethnic percussion, guitar/ukulele).....	1	2	3	4
h. Classroom equipment —Equipment typically used by teachers in the music classroom (e.g., piano/digital keyboard, stereo system with a CD player, mp3 player and sound dock, LCD projector).....	1	2	3	4
i. Technologies —Electronic equipment used in the study or creation of music (e.g., SMART Boards, computers, MIDI keyboards, sequencers).....	1	2	3	4
j. Orchestra and band instruments —Instruments available for students wishing to participate in the school string/orchestra or band program. If your school has no band or strings program, check this box <input type="checkbox"/> and continue with question 18.....	1	2	3	4

18. In general, how much emphasis do **you** give to the following goals or objectives of **student learning** at **this** school? (Circle one on each line.)

	No emphasis	Minor emphasis	Moderate emphasis	Major emphasis
a. Singing a varied repertoire of music.....	1	2	3	4
b. Performing a varied repertoire of music on a range of instruments.....	1	2	3	4
c. Improvising melodies, variations, and accompaniments.....	1	2	3	4
d. Composing and arranging music within specified guidelines.....	1	2	3	4
e. Reading and notating music.....	1	2	3	4
f. Listening to, analyzing, and describing music.....	1	2	3	4
g. Evaluating music and music performances.....	1	2	3	4
h. Learning about the expressive possibilities of music (i.e., conveying feelings, ideas, and meaning).....	1	2	3	4
i. Making connections among music, the other arts, and disciplines outside the arts.....	1	2	3	4
j. Understanding music in relation to history and cultures.....	1	2	3	4
k. Using technology to gain knowledge and skills in music.....	1	2	3	4

19. To what extent, if any, do you use the following types of assessment to determine student progress and achievement in music at **this** school? (Circle one on each line.) If you do not conduct a formal assessment in music, check this box and continue with question 20.

	Not at all	Small extent	Moderate extent	Great extent
a. Observation.....	1	2	3	4
b. Selected-response assessments (i.e., multiple choice, matching).....	1	2	3	4
c. Assessments requiring short written answers or essays.....	1	2	3	4
d. Performance tasks or projects.....	1	2	3	4
e. Portfolio collection of student work.....	1	2	3	4
f. Developed rubrics.....	1	2	3	4
g. Other (Specify).....	1	2	3	4

20. **Outside of your school duties**, to what extent, if any, do you participate in each of the following activities related to music at this time? (Circle one on each line.)

	Not at all	Small extent	Moderate extent	Great extent
a. Provide instruction in a musical instrument or voice.....	1	2	3	4
b. Perform as a soloist or member of an ensemble.....	1	2	3	4
c. Compose or arrange music.....	1	2	3	4
d. Conduct community or other ensembles.....	1	2	3	4
e. Attend live musical performances.....	1	2	3	4
f. Study, critique, or write about music.....	1	2	3	4
g. Provide arts leadership in your community or state.....	1	2	3	4
h. Attend workshops with professional artists or arts groups.....	1	2	3	4
i. Attend performances directed by colleagues.....	1	2	3	4

U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS
WASHINGTON, D.C. 20208-5651

FORM APPROVED
O.M.B. NO.: 1850-0867
EXPIRATION DATE: 08/31/2012

SURVEY OF ELEMENTARY SCHOOL VISUAL ARTS SPECIALISTS

FAST RESPONSE SURVEY SYSTEM

This survey is authorized by law (P.L. 103-382). While participation in this survey is voluntary, your cooperation is critical to make the results of this survey comprehensive, accurate, and timely. Your answers may be used for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose unless otherwise compelled by law (Public Law 107-279, Education Sciences Reform Act, Section 183).

Arts instruction—The study of creative works in music, visual arts, dance, or drama/theatre, and the process of producing them.

Arts specialist—An education professional with a teaching certificate in an arts discipline, such as music, visual arts, dance, or drama/theatre, who provides separate instruction in that discipline.

Block schedule—A type of academic scheduling in which each student has fewer classes per day for a longer period of time. Instead of traditional 40- to 50-minute periods, block scheduling allows for periods of an hour or more so that teachers can accomplish more in a session.

Types of teaching certificates/licenses:

- Regular or standard—State certificate/license or advanced professional certificate;
- Probationary—Certificate/license issued after satisfying all requirements except the completion of a probationary period; and
- Provisional, temporary, or emergency—Certificate/license that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained, and certificate issued to persons who must complete a certification program in order to continue teaching.

Virtual field trips—Using technology for students to visit places (e.g., museums and art galleries) without leaving the school.

IF THE ABOVE INFORMATION IS INCORRECT, PLEASE MAKE CORRECTIONS DIRECTLY ON THE LABEL.

Name of person completing this form: _____

Title/position: _____

Telephone: _____ E-mail: _____

Best days and times to reach you (in case of questions): _____

THANK YOU. PLEASE KEEP A COPY OF THIS QUESTIONNAIRE FOR YOUR RECORDS.

PLEASE RETURN COMPLETED FORM TO:

Mail: Basmat Parsad (8599.02.08.03)
Westat
1600 Research Boulevard
Rockville, Maryland 20850-3129
Fax: 800-254-0984

IF YOU HAVE ANY QUESTIONS, CONTACT:

Basmat Parsad at Westat
800-937-8281, Ext. 8222 or 301-251-8222
E-mail: artseducation@westat.com

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0867. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collected. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006.

DIRECTIONS: This questionnaire is intended for teachers who primarily teach *visual arts in elementary schools*. If you currently have some other primary teaching assignment, do not continue. Check this box , complete the respondent section on the front of the questionnaire, and return it to Westat.

1. Are you a full-time teacher? Yes.....1 No.....2
2. How do you classify your current teaching arrangement? (Circle only one number.)
Teach visual arts full time.....1 Teach visual arts part time.....2 Other (Specify)_____ 3
3. At how many schools do you teach visual arts? _____
4. To what grades do you teach visual arts at your currently assigned school(s)? (Circle all that apply.)
PK K 1 2 3 4 5 6 7 8 9 10 11 12

5. Please report the visual arts subjects offered by **THIS** school (i.e., the school named on the cover of this questionnaire) in the 2009–2010 school year and your visual arts teaching load during regular school hours for your most recent full **WEEK** of teaching.
 - **Counting sections or classes:** If you taught general art to 3 different groups or sections of first graders and 2 groups or sections of second graders, you should report 5 sections or classes of general art. If you taught general art to the same group of students multiple times a week, count this class only once. Do **not** include classes held outside of regular school hours.
 - **Counting enrollment:** If you taught 5 sections of general art, each with 20 students enrolled, report a total enrollment of 100 for general art.

Subject	A. Does THIS school offer any courses in the subject for the 2009–2010 school year?		B. If Yes, did YOU teach the subject during regular school hours in your most recent full WEEK of teaching at this school?		If you taught the subject, please write in:		
	Yes	No	Yes	No	C. Number of sections or classes of students taught	D. Total enrollment in all sections or classes reported in column C	E. Total minutes per week spent teaching all sections or classes reported in column C
a. General art.....	1	2	1	2			
b. Other arts subjects (e.g., separate courses in ceramics or sculpture) (Specify) _____	1	2	1	2			

6. Use the instructions in question 5 to report your visual arts teaching load at **OTHER** schools during regular school hours for your most recent full week of teaching. *If you did not teach at any other K–12 school, check this box and continue with question 7.*
 - a. Number of visual arts **sections or classes** taught at other school(s) during your most recent full **WEEK** of teaching: _____
 - b. Total **enrollment** in all sections or classes reported in question 6a: _____
 - c. Total **hours per week** spent teaching all sections or classes reported in question 6a: _____
7. Did you teach visual arts on a **block** schedule at any K–12 school during your most recent full week of teaching?
Yes (Specify) _____ 1
No 2
8. During regular school hours (i.e., while students are in attendance), how many **hours** do you have designated as planning or preparation time during a typical **WEEK** of school? (Include all schools in which you teach.) _____

9. Please provide the following information for the degree(s) you hold.

Degree	Hold degree?		If yes, write in:		
	Yes	No	Year	Major field of study	Minor field of study
a. Bachelor's	1	2			
b. Master's	1	2			
c. Doctorate	1	2			
d. Other (Specify) _____	1	2			

10. Please provide the following information for the teaching certificate(s) or license(s) you hold.

Teaching certificate or license	Hold certificate?		If yes, teaching certificate is:		
	Yes	No	Regular, standard, or professional	Probationary	Provisional, temporary, or emergency
a. General education.....	1	2	1	2	3
b. Art education.....	1	2	1	2	3
c. Other (Specify) _____	1	2	1	2	3

11. Including this school year, how many years have you taught visual arts in K-12 public and private schools? (Include years spent teaching both full and part time. Exclude time spent student teaching or as a teacher's aide.) _____
12. Provide the following information about professional/staff development activities in the **last 12 months**, excluding training received as a student teacher. In **Column A**, indicate how many total hours, if any, you spent in professional development activities in which the content areas were a major focus. In **Column B**, for any content area in which you **had** professional development activities, indicate to what extent you believe it has improved your classroom teaching.

Content area of professional/staff development	A. Total hours			B. Improved my teaching			
	None	1-8	More than 8	Not at all	Small extent	Moderate extent	Great extent
Activities designed for visual arts teachers							
a. Applied study in art studio (e.g., painting, photography)	1	2	3	1	2	3	4
b. Developing knowledge about visual arts (e.g., historical, cultural, analytical)	1	2	3	1	2	3	4
c. Connecting visual arts learning with other subject areas	1	2	3	1	2	3	4
d. Research on arts and student learning (e.g., arts and cognition)	1	2	3	1	2	3	4
e. Integrating educational technologies into visual arts instruction.....	1	2	3	1	2	3	4
Activities designed for all teachers							
f. Incorporating state or district standards into instruction	1	2	3	1	2	3	4
g. Student assessment.....	1	2	3	1	2	3	4
h. A subject area that is unrelated to visual arts (Specify) _____	1	2	3	1	2	3	4

Answer questions 13 through 18 for **THIS** school (i.e., the school named on the cover of this questionnaire).

13. In the last 12 months, how frequently have you participated in the following activities related to your teaching at **this** school? (Circle one on each line.)

	Never	A few times a year	Once a month	2 to 3 times a month	At least once a week
a. Common planning period with regular classroom teachers	1	2	3	4	5
b. Common planning period with other arts specialists at this school	1	2	3	4	5
c. Consulting with classroom teachers to help them integrate visual arts into a lesson or unit of study that they teach	1	2	3	4	5
d. Consulting with other teachers to integrate another subject into a visual arts lesson or unit of study that you teach	1	2	3	4	5
e. Collaborating with other teachers on designing and teaching an interdisciplinary lesson or unit of study that includes visual arts	1	2	3	4	5
f. Sharing ideas about teaching with other teachers outside your assigned school(s).....	1	2	3	4	5
g. Visiting classrooms of colleagues who teach visual arts.....	1	2	3	4	5
h. Participating in site-based management or school improvement teams or leadership councils	1	2	3	4	5
i. Providing input in the preparation of Individual Education Plans (IEPs) for students with special needs	1	2	3	4	5
j. Teaching visual arts through virtual field trips using technology.....	1	2	3	4	5

14. Which of the following statements describe **your** instructional program in visual arts at **this** school? (Circle one on each line.)

	Yes	No	Don't know
a. It is based on a written, sequential, local (or district) curriculum guide	1	2	3
b. It is aligned with your state's standards or the National Standards for Arts Education	1	2	3
c. It is integrated with other arts subjects	1	2	3
d. It is integrated with other academic subjects	1	2	3

15. Do you agree or disagree with each of the following statements about visual arts instruction at **this** school? (Circle one on each line.)

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
a. Parents support me in my efforts to educate their children.....	1	2	3	4
b. The administration supports me in my work.....	1	2	3	4
c. Students are motivated to do well in visual arts class.....	1	2	3	4
d. Community organizations/groups support my efforts to educate students.....	1	2	3	4

16. How adequate is the support for teaching visual arts at **this** school in each of the following areas? (Circle one on each line.)

	Not at all adequate	Minimally adequate	Moderately adequate	Completely adequate
a. Instructional time with students.....	1	2	3	4
b. Time for individual or collaborative planning.....	1	2	3	4
c. Dedicated room or space for visual arts instruction.....	1	2	3	4
d. Dedicated space for exhibition.....	1	2	3	4
e. Dedicated space for storage.....	1	2	3	4
f. Instructional resources —Reusable resources used for instruction in visual arts (e.g., art prints, slides, textbooks, videotapes, art periodicals, projectors).....	1	2	3	4
g. Art materials —Expendable resources (e.g., paint, ink, clay, paper, cardboard, film, wood, plastic films).....	1	2	3	4
h. Art tools —Equipment used to create and learn about visual arts (e.g., brushes, scissors, brayers, clay tools).....	1	2	3	4
i. Classroom equipment —Equipment used to create and learn about visual arts (e.g., cameras, kilns, display cases and display boards, easels).....	1	2	3	4
j. Technologies —Electronic equipment used in the study and creation of art (e.g., SMART Boards, computers, computer software, scanners, printers, video equipment).....	1	2	3	4

17. In general, how much emphasis do **you** give to each of the following goals or objectives of **student learning** at **this** school? (Circle one on each line.)

	No emphasis	Minor emphasis	Moderate emphasis	Major emphasis
a. Creating works in a broad range of art, including the fine arts, communication and design arts, folk arts, and crafts.....	1	2	3	4
b. Understanding and applying various media, techniques, and processes ..	1	2	3	4
c. Using knowledge of elements, functions, and principles of art	1	2	3	4
d. Choosing and evaluating a range of subject matter, symbols, and ideas ..	1	2	3	4
e. Learning about the expressive possibilities of visual arts (i.e., conveying feelings, ideas, and meaning).....	1	2	3	4
f. Reflecting upon and assessing the characteristics and merits of their work and the work of others.....	1	2	3	4
g. Making connections among visual arts, the other arts, and disciplines outside the arts.....	1	2	3	4
h. Understanding the visual arts in relation to history and cultures.....	1	2	3	4
i. Using technology to gain knowledge and skills in visual arts.....	1	2	3	4

18. To what extent, if any, do you use the following types of assessment to determine student progress and achievement in visual arts at **this** school? (Circle one on each line.) If you do not conduct a formal assessment in visual arts, check this box and continue with question 19.

	Not at all	Small extent	Moderate extent	Great extent
a. Observation.....	1	2	3	4
b. Selected-response assessments (i.e., multiple choice, matching).....	1	2	3	4
c. Assessments requiring short written answers or essays.....	1	2	3	4
d. Performance tasks or projects.....	1	2	3	4
e. Portfolio collection of student work.....	1	2	3	4
f. Developed rubrics.....	1	2	3	4
g. Other (Specify) _____	1	2	3	4

19. **Outside of your school duties**, to what extent, if any, do you participate in each of the following activities related to visual arts at this time? (Circle one on each line.)

	Not at all	Small extent	Moderate extent	Great extent
a. Teach art at a studio or gallery.....	1	2	3	4
b. Create works of art.....	1	2	3	4
c. Exhibit works of art.....	1	2	3	4
d. View and respond to original works of art at museums or galleries	1	2	3	4
e. Study, critique, or write about art.....	1	2	3	4
f. Provide arts leadership in your community or state.....	1	2	3	4
g. Attend workshops with professional artists or arts groups	1	2	3	4

U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS
WASHINGTON, D.C. 20208-5651

FORM APPROVED
O.M.B. NO.: 1850-0867
EXPIRATION DATE: 08/31/2012

ARTS SURVEY OF ELEMENTARY SCHOOL CLASSROOM TEACHERS

FAST RESPONSE SURVEY SYSTEM

This survey is authorized by law (P.L. 103-382). While participation in this survey is voluntary, your cooperation is critical to make the results of this survey comprehensive, accurate, and timely. Your answers may be used for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose unless otherwise compelled by law (Public Law 107-279, Education Sciences Reform Act, Section 183).

Arts instruction—The study of creative works in music, visual arts, dance, or drama/theatre, and the process of producing them.

Arts specialist—An education professional with a teaching certificate in an arts discipline, such as music, visual arts, dance, or drama/theatre, who provides separate instruction in that discipline.

Types of teaching certificates/licenses:

- Regular or standard—State certificate/license or advanced professional certificate;
- Probationary—Certificate/license issued after satisfying all requirements except the completion of a probationary period; and
- Provisional, temporary, or emergency—Certificate/license that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained, and certificate issued to persons who must complete a certification program in order to continue teaching.

Virtual field trips—Using technology for students to visit places (e.g., museums and art galleries) or view performances (e.g., concerts and musicals) without leaving the school.

IF THE ABOVE INFORMATION IS INCORRECT, PLEASE MAKE CORRECTIONS DIRECTLY ON THE LABEL.

Name of person completing this form: _____

Title/position: _____

Telephone: _____ E-mail: _____

Best days and times to reach you (in case of questions): _____

THANK YOU. PLEASE KEEP A COPY OF THIS QUESTIONNAIRE FOR YOUR RECORDS.

PLEASE RETURN COMPLETED FORM TO:

Mail: Basmat Parsad (8599.02.08.03)
Westat
1600 Research Boulevard
Rockville, Maryland 20850-3129
Fax: 800-254-0984

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DIRECTIONS: You should complete this questionnaire if you are a teacher of a *self-contained classroom in an elementary school* (i.e., you teach all or most academic subjects to the same group of students all or most of the day). If you currently have some other teaching assignment, do not continue. Check this box , complete the respondent section on the front of the questionnaire, and return it to Westat.

1. What grades do you currently teach at this school? (Circle all that apply.)

PK K 1 2 3 4 5 6 7 8 9 10 11 12

2. Please provide the following information for the degree(s) you hold.

Degree	Hold degree?		If yes, write in:		
	Yes	No	Year	Major field of study	Minor field of study
a. Bachelor's	1	2			
b. Master's	1	2			
c. Doctorate	1	2			
d. Other (Specify) _____	1	2			

3. Please provide the following information for the teaching certificate(s) or license(s) you hold.

Teaching certificate or license	Hold certificate?		If yes, teaching certificate is:		
	Yes	No	Regular, standard, or professional	Probationary	Provisional, temporary, or emergency
a. General or elementary education	1	2	1	2	3
b. Other (Specify) _____	1	2	1	2	3

4. Including this school year, how many years have you been employed as a teacher in K-12 public and private schools? (Include years spent teaching both full and part time. Exclude time spent student teaching or as a teacher's aide.)

5. How many students are currently enrolled in your self-contained class? _____

6. Provide the following information about professional/staff development activities in the **last 12 months**, excluding training received as a student teacher.

- In **Column A**, indicate how many total hours, if any, you spent in professional development activities in which the following content areas were a major focus.
- In **Column B**, for any content area in which you **had** professional development activities, indicate to what extent you believe it has improved your classroom teaching.

Content area of professional/staff development	A. Total hours			B. Improved my teaching			
	None	1-8	More than 8	Not at all	Small extent	Moderate extent	Great extent
Activities focusing on arts instruction							
a. Applied study in one of the arts or arts education	1	2	3	1	2	3	4
b. Developing knowledge about the arts (e.g., historical, cultural, analytical)	1	2	3	1	2	3	4
c. Connecting arts learning with other subject areas.....	1	2	3	1	2	3	4
d. Research on the arts and student learning (e.g., arts and cognition)	1	2	3	1	2	3	4
Activities designed for all teachers							
e. Incorporating state or district standards into instruction	1	2	3	1	2	3	4
f. Student assessment.....	1	2	3	1	2	3	4
g. Integrating educational technologies into instruction.....	1	2	3	1	2	3	4

7. During regular school hours (i.e., while students are in attendance), how many **hours** do you have designated as planning or preparation time during a typical **WEEK** of school? *If you have no designated planning time, check this box and skip to question 9.* _____

8. How are your students occupied during your designated planning or preparation time (i.e., while students are in attendance)? *(Circle one for each program/activity.)*

	Yes	No
a. In music class	1	2
b. In visual arts class.....	1	2
c. In physical education/health class.....	1	2
d. In library/media center	1	2
e. In computer lab	1	2
f. Other (<i>Specify</i>) _____	1	2

9. In the last 12 months, how frequently have you participated in the following activities related to your teaching? *(Circle one on each line.) If there is neither a visual arts nor a music specialist at this school, check this box and continue with question 9e.*

	Never	A few times a year	Once a month	2 to 3 times a month	At least once a week
Activities involving arts specialists					
a. Common planning period with the arts specialist(s) at this school.....	1	2	3	4	5
b. Seeking help from the arts specialist(s) about how to integrate the arts into a lesson or unit of study that you teach.....	1	2	3	4	5
c. Collaborating with the arts specialist(s) on designing and teaching an interdisciplinary lesson or unit of study that includes the arts	1	2	3	4	5
d. Attending/observing classes that the arts specialist(s) teach(es) to your students	1	2	3	4	5
Other collaborative or leadership activities					
e. Common planning period with other classroom teachers	1	2	3	4	5
f. Sharing ideas about teaching with other teachers outside this school.....	1	2	3	4	5
g. Participating in site-based management or school improvement teams or leadership councils	1	2	3	4	5
h. Providing input in the preparation of Individual Education Plans (IEPs) for students with special needs.....	1	2	3	4	5

10. Do you agree or disagree with each of the following statements about **arts instruction** at this school (i.e., the school named on the cover of this questionnaire)? *(Circle one on each line.)*

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
a. I consider instruction in the arts an important part of the school's curriculum	1	2	3	4
b. Students look forward to instruction or activities that involve the arts	1	2	3	4
c. Arts specialists should be responsible for arts instruction.....	1	2	3	4

11. Do you include **arts** instruction in **any** aspect of your **classroom** instructional program?

Yes..... 1 (*Continue with question 12.*) No 2 (*Skip to question 15.*)

12. In the last 12 months, how frequently have **you** participated in each of the following activities related to the **arts instructional program** in your classroom? (Circle one on each line.)

	Never	A few times a year	Once a month	2 to 3 times a month	At least once a week
a. Incorporating music into instruction in other subject areas	1	2	3	4	5
b. Incorporating visual arts into instruction in other subject areas	1	2	3	4	5
c. Incorporating drama/theatre into instruction in other subject areas	1	2	3	4	5
d. Incorporating dance into instruction in other subject areas.....	1	2	3	4	5
e. Teaching thematic units that integrate various subjects, including the arts	1	2	3	4	5
f. Using prepackaged curriculum materials or textbooks to teach the arts.....	1	2	3	4	5
g. Teaching arts education through virtual field trips using technology.....	1	2	3	4	5

13. Please report the following information about the arts areas that you teach as **separate subjects** to your students. Do **not** include arts areas that you incorporate as instructional units into your classroom (e.g., do not include the use of music or visual arts to teach math or social studies).

Arts area	Do YOU teach as a separate subject in your classroom?		If Yes, is the arts curriculum:					
			Based on a written, sequential, local (or district) curriculum guide?			Aligned with your state's standards or the National Standards for Arts Education?		
	Yes	No	Yes	No	Don't know	Yes	No	Don't know
a. Music	1	2	1	2	3	1	2	3
b. Visual arts	1	2	1	2	3	1	2	3
c. Dance	1	2	1	2	3	1	2	3
d. Drama/theatre	1	2	1	2	3	1	2	3

14. To what extent, if any, do you use the following types of assessment to determine student progress and achievement in the arts in your classroom? (Circle one on each line.) If you do not conduct a formal assessment in the arts, check this box and continue with question 15.

	Not at all	Small extent	Moderate extent	Great extent
a. Observation	1	2	3	4
b. Selected-response assessments (i.e., multiple choice, matching).....	1	2	3	4
c. Assessments requiring short written answers or essays	1	2	3	4
d. Performance tasks or projects	1	2	3	4
e. Portfolio collection of student work	1	2	3	4
f. Developed rubrics.....	1	2	3	4
g. Other (Specify) _____	1	2	3	4

15. **Outside of your school duties**, to what extent, if any, do you participate in each of the following activities related to the arts at this time? (Circle one on each line.)

	Not at all	Small extent	Moderate extent	Great extent
a. Create or perform works of art.....	1	2	3	4
b. Teach one of the arts	1	2	3	4
c. View works of art (e.g., attend museums, galleries, musical or theatrical performances, etc.)	1	2	3	4
d. Study, critique, or write about the arts.....	1	2	3	4
e. Provide arts leadership in your community or state	1	2	3	4
f. Attend workshops with professional artists or art groups.....	1	2	3	4

U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS
WASHINGTON, D.C. 20208-5651

SECONDARY SCHOOL ARTS EDUCATION SURVEY: FALL 2009

FAST RESPONSE SURVEY SYSTEM

FORM APPROVED
O.M.B. NO.:1850-0867
EXPIRATION DATE: 08/31/2012

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IF THE ABOVE INFORMATION IS INCORRECT, PLEASE MAKE CORRECTIONS DIRECTLY ON THE LABEL.

Name of person completing form: _____ Telephone: _____

Title/position: _____

Best days and times to reach you (in case of questions): _____

E-mail: _____

Low grade at your school _____ High grade at your school _____

THANK YOU. PLEASE KEEP A COPY FOR YOUR RECORDS.

PLEASE RETURN COMPLETED FORM TO:

Mail: Basmat Parsad (8599.02.07.03)
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Rockville, Maryland 20850-3129
Fax: 800-254-0984

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DEFINITIONS FOR THIS SURVEY

Please read these definitions carefully before completing the survey.

Artist-in-Residence—A visual, literary, or performing artist or folklorist—sometimes called **Artist-in-the-School**—who visits a school for an extended period (more than 1 week) for the purposes of teaching artistic techniques and concepts, conducting inservice teacher training, and/or consulting in the development of curricula.

Arts specialist—An education professional with a teaching certificate in an arts discipline, such as visual arts, music, dance, or drama/theatre, who provides separate instruction in that discipline.

Creative writing—An instructional program that describes the process and techniques of original composition in various literary forms, such as short stories, plays, and poetry.

Dance—An instructional program that prepares students to express themselves through creative movement and refine performance skills in a variety of dance styles, such as ballet, modern, jazz, world dance, and traditional dances of various cultures. Instruction includes choreography, dance history and criticism, and dance production.

Drama/theatre—An instructional program that generally describes the study and creation of dramatic works. Includes instruction in dramatic literature, dramatic styles and types, technical theatre, and the principles of organizing, producing, and performing plays.

Music—An instructional program for the purpose of helping students learn to perform, create, and respond to (appreciate) music. Performance studies include voice, choir, and instrumental studies such as guitar, piano, band, and orchestra. Creating studies include music improvisation, arranging, and composition. Music classes typically foster appreciation by developing an understanding of music theory, criticism, and the historical development of music in various cultures.

School or district funds and/or grants—General school or district funds and/or grants from local, state, or federal sources.

School-sponsored activities outside of regular school hours—Arts instructional activities that are sponsored by the school before or after school, on weekends, or during the summer. These activities must be **guided by a curriculum**; thus, they do **not** include extracurricular activities.

State or local arts agencies—State arts agencies are governed by councils or commissions and receive support from the National Endowment for the Arts (NEA) for statewide grant-making and services. Local arts agencies include arts councils, departments of cultural affairs, and arts commissions. While the majority of local arts agencies are private nonprofit entities, others are public municipal, county, or regional agencies that operate in cooperation with mayors and city/county managers.

Visiting artist—A visual, literary, or performing artist or folklorist who visits a school to perform, demonstrate, or teach for a period of 1 week or less.

Visual arts—An instructional program for the purpose of helping students learn to create and respond to the visual arts. Students create their own artwork in a range of media and processes. Art classes typically foster appreciation by developing an understanding of art history and criticism and the roles visual arts play within various cultures, times, and places.

PLEASE READ THE FOLLOWING INSTRUCTIONS.

Questions 1 through 5 of this survey ask a series of questions about instruction at your school in the following arts subjects: visual arts, music, dance, and drama/theatre. **Before answering the questions, please refer to the definitions on the definitions page.** Then answer question 1 for the first subject listed. If the answer to question 1 for an arts subject is “No,” then skip questions 2 through 5 for that subject and go on to the next subject.

Question	A. Visual arts	B. Music	C. Dance	D. Drama/theatre
1. In the 2008–09 school year, was this arts subject taught at your school during the regular school day?	Yes No	Yes No	Yes No	Yes No
2. How many different courses did your school offer in this subject during the 2008–09 school year? (<i>Count different sections of the same course as one course.</i>)	_____	_____	_____	_____
3. Approximately how many students at your school were enrolled in courses in the subject during the 2008–09 school year? (<i>A student who is enrolled in multiple courses in the subject should be counted more than once.</i>)	_____	_____	_____	_____
4a. How many full-time teachers on your 2008–09 school staff taught courses in the subject?.....	_____	_____	_____	_____
4b. Of the full-time teachers reported in question 4a , how many were specialists in the subject?.....	_____	_____	_____	_____
4c. Of the full-time teachers reported in question 4a , how many taught the subject on a part-time basis? (<i>For example, include full-time English teachers who taught drama/theatre on a part-time basis.</i>).....	_____	_____	_____	_____
5a. How many part-time teachers on your 2008–09 school staff taught courses in the subject? (<i>Count itinerant teachers as part time.</i>).....	_____	_____	_____	_____
5b. Of the part-time teachers reported in question 5a , how many were specialists in the subject?.....	_____	_____	_____	_____

Please provide the following information about arts education at your school **THIS** school year. If your answer to question 6 is “Not applicable,” then skip question 7 for that subject.

	A. Visual arts	B. Music	C. Dance	D. Drama/theatre
6. Does your district currently have a written curriculum guide in the subject that your teachers are expected to follow? (<i>NA = Not applicable; school does not offer the subject.</i>)	Yes No NA	Yes No NA	Yes No NA	Yes No NA
7. Which of the following statements best describes the space used for teaching the subject at your school this school year ? (<i>Circle one.</i>)				
Dedicated room(s) with special equipment.....	1	1	1	1
Dedicated room(s) with no special equipment	2	2	2	2
Gymnasium, auditorium, or cafeteria.....	3	3	3	3
Other (<i>Specify</i>)	4	4	4	4

8. Which of the following statements, if any, accurately describe the way creative writing is taught at your school **this school year**? (*Circle one in each row.*)

	Yes	No
a. Separate courses in creative writing, as defined on the definitions page, are taught at this school	1	2
b. Processes and techniques in creative writing are taught in courses offered by the English department	1	2
c. Creative writing activities and instruction are integrated into other areas of the curriculum	1	2
d. Other (<i>Specify</i>)	1	2

9. Please answer the following questions concerning the arts programs and arts staff at your school **this school year**. (*Circle one in each row.*)

	Yes	No
a. Is arts education included in any mission statements or goals of your school (e.g., yearly goals, School Improvement Plan)?	1	2
b. Are arts teachers included on site-based management teams, school improvement teams, or leadership councils?	1	2
c. Does your school conduct any standardized or district-wide assessments of student performance and achievement in the arts?	1	2
d. Does the school principal evaluate your school’s arts programs in the same way that other instructional programs are evaluated?	1	2
e. Is there a curriculum specialist or program coordinator at the district level who is responsible for the curriculum and instructional programs offered in the arts?.....	1	2

10. Do **arts specialists** have input in the following aspects of the arts education program? (Circle one on each line.)
 NOTE: If there is no arts specialist at your school, check this box and skip to question 12...

	Yes	No
d. Staff hiring	1	2
e. Curriculum offered.....	1	2
f. Allocation of arts funds.....	1	2

11. Does the school principal conduct evaluations of full-time arts specialists in the same way that full-time teachers in other curriculum areas are evaluated? NOTE: If there is no **full-time** arts specialist at your school, check this box and continue with question 12.....

Yes..... 1 No..... 2

12. Please indicate whether the following initiatives are **currently** underway in your school. (Circle one in each row.)

	Yes	No
h. Expansion of arts curriculum/offerings	1	2
i. Integration of arts with other academic subjects (e.g., language arts, reading, social studies).....	1	2
j. Integration of technology into arts instruction/learning.....	1	2
k. Expansion/improvement of arts facilities (e.g., rooms, dedicated space, equipment).....	1	2
l. Hiring of additional specialists/instructors in the arts.....	1	2
m. New/expanded partnerships with community organizations/entities for support in arts instruction....	1	2
n. Other (Specify) _____	1	2

13. Does your school **currently** provide/sponsor the following **arts instructional** activities **outside** of regular school hours? (Do **not** include extracurricular activities such as drama clubs. Consider activities held before or after school, on weekends, or during the summer, **ONLY** if these activities are **guided by a curriculum**. Circle one on each line.)

	Yes	No
g. School performances or presentations in the arts (e.g., concerts, plays, art shows)	1	2
h. Individual or small group music lessons	1	2
i. Choir/band/marching band practice.....	1	2
j. Dance (e.g., lessons, team).....	1	2
k. Arts-related field trips (e.g., school trips to concerts, plays, museums).....	1	2
l. Other (Specify) _____	1	2

15. Provide the following information about **student arts events** (e.g., concerts, art shows) in the **2008–09** school year. (If none, enter 0.)

c. Approximately, how many student arts events occurred in the 2008–09 school year? _____
 d. Of these events, how many did the school principal attend? _____

15. Is coursework in the arts a *specific* requirement for graduation in your district **this school year**?

Yes..... 1 (Continue with question 16.) No..... 2 (Skip to question 17.)

16. If coursework in the arts is a specific requirement for graduation, how many credits are required? _____

17. Are grades in arts classes included in the calculation of students' GPA **this school year**?

Yes..... 1 (Continue with question 18.) No..... 2 (Skip to question 19.)

18. Do these grades receive the same weight in the calculation as grades in other academic subjects?

Yes..... 1 No..... 2

19. During the **2008–09** school year, did any students at your school take arts classes that were taught at another location but were offered during the regular school day and were considered part of your school's educational program?

Yes..... 1 (Continue with question 20.) No..... 2 (Skip to question 22.)

20. How many students took arts classes at another location during the regular school day? _____

21. In which of the following locations were these classes offered? (Circle one in each row.)

	Yes	No
a. Other schools	1	2
b. Performing arts studios or stages.....	1	2
c. Museums or galleries	1	2
d. Local arts centers	1	2
e. Other (Specify) _____	1	2

22. In the **past 12 months**, did your school/district offer the following **arts** professional development activities for teachers?

Aspect of arts program	Visual arts		Music		Dance		Drama/theatre	
	Yes	No	Yes	No	Yes	No	Yes	No
a. Workshops with professional artists or arts groups.....	1	2	1	2	1	2	1	2
b. In-school seminars or conferences	1	2	1	2	1	2	1	2
c. Off-site seminars or conferences	1	2	1	2	1	2	1	2
d. Other (<i>Specify</i>).....	1	2	1	2	1	2	1	2

23. How adequate are the following types of support for **arts instruction** at this school? (*Circle one in each row.*)

Type of support	Very adequate	Somewhat adequate	Somewhat inadequate	Very inadequate
a. Funding	1	2	3	4
b. Facilities (e.g., classroom, storage, display)	1	2	3	4
c. Materials, equipment, tools, and instruments.....	1	2	3	4
d. Instructional time for the arts.....	1	2	3	4
e. Number of arts specialists.....	1	2	3	4
f. Arts professional development for teachers/specialists ...	1	2	3	4
g. Student interest or demand.....	1	2	3	4
h. Parent or community support.....	1	2	3	4

24. For each program or activity related to **arts education** listed below:

In section A, indicate if your school sponsored each program or activity listed during the **2008–09** school year.

In section B, indicate all of the sources that were used to fund the program or activity.

Arts education program /activity	A. Sponsored		B. Funding source							
			School or district funds and/or grants		State or local arts agency		Parent groups (e.g., PTA)		Other private source (e.g., local business, groups, individuals)	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
a. Artist-in-Residence/Artist-in-the-School	1	2	1	2	1	2	1	2	1	2
b. Visiting artist(s).....	1	2	1	2	1	2	1	2	1	2
c. Field trips to art galleries or museums	1	2	1	2	1	2	1	2	1	2
d. Field trips to arts performances.....	1	2	1	2	1	2	1	2	1	2
e. School performances or presentations	1	2	1	2	1	2	1	2	1	2

25. In the **2008–09** school year, did your school have partnerships or collaborations with the following artists or entities to help meet your school's arts education goals? (*Circle one in each row.*)

	Yes	No
a. Individual artists and craftspeople.....	1	2
b. Cultural or community organizations (e.g., community theatre, arts councils).....	1	2
c. Museums/galleries	1	2
d. Performing arts centers (e.g., concert halls).....	1	2
e. Community school of the arts.....	1	2
f. Colleges and universities	1	2
g. Other (<i>Specify</i>).....	1	2

26. In the **2008–09** school year, did your school receive the following **types of monetary and non-monetary support** from **OUTSIDE** sources, including (but not limited to) parent groups and local businesses, for the subject's **education** program?

Do not include district support and do not consider extracurricular activities such as drama clubs. Consider programs held during regular school hours and school-sponsored instructional activities before or after school, on weekends, or during the summer, ONLY if those activities are guided by a curriculum.

Type of support	Visual arts		Music		Dance		Drama/theatre	
	Yes	No	Yes	No	Yes	No	Yes	No
a. Curricular or instructional support.....	1	2	1	2	1	2	1	2
b. Materials (e.g., arts equipment, instruments).....	1	2	1	2	1	2	1	2
c. Facilities for arts events (e.g., concerts, art shows).....	1	2	1	2	1	2	1	2
d. Undesignated funds (i.e., to be used for any related activity)..	1	2	1	2	1	2	1	2
e. Other monetary or non-monetary support (<i>Describe</i>).....	1	2	1	2	1	2	1	2

27. What percent of your school's students are eligible for the federally funded free or reduced-price lunch program? _____%

28. Which of the following grades are taught at your school? (*Circle all that apply.*)

PK K 1 2 3 4 5 6 7 8 9 10 11 12 Ungraded

U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS
WASHINGTON, D.C. 20208-5651

FORM APPROVED
O.M.B. NO.: 1850-0867
EXPIRATION DATE: 08/31/2012

SURVEY OF SECONDARY SCHOOL MUSIC SPECIALISTS

FAST RESPONSE SURVEY SYSTEM

This survey is authorized by law (P.L. 103-382). While participation in this survey is voluntary, your cooperation is critical to make the results of this survey comprehensive, accurate, and timely. Your answers may be used for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose unless otherwise compelled by law (Public Law 107-279, Education Sciences Reform Act, Section 183).

Arts instruction—The study of creative works in music, visual arts, dance, or drama/theatre, and the process of producing them.

Arts specialist—An education professional with a teaching certificate in an arts discipline, such as music, visual arts, dance, or drama/theatre, who provides separate instruction in that discipline.

Curriculum-based or co-curricular classes or sectionals held outside of regular school hours—School-sponsored music programs held outside of regular school hours. These classes must reflect school's **curriculum**. Students may be required to participate in the classes and they may receive partial credit for participation. These classes do **not** refer to extracurricular activities such as music clubs.

Block schedule—A type of academic scheduling in which each student has fewer classes per day for a longer period of time. Instead of traditional 40- to 50-minute periods, block scheduling allows for periods of an hour or more so that teachers can accomplish more in a session.

International Baccalaureate (IB)—Offers three programs of international education for students in a worldwide community of schools in 135 countries.

Types of teaching certificates/licenses:

- Regular or standard—State certificate/license or advanced professional certificate;
- Probationary—Certificate/license issued after satisfying all requirements except the completion of a probationary period; and
- Provisional, temporary, or emergency—Certificate/license that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained, and certificate issued to persons who must complete a certification program in order to continue teaching.

Virtual field trips—Using technology for students to view performances (e.g., concerts and musicals) without leaving the school.

IF THE ABOVE INFORMATION IS INCORRECT, PLEASE MAKE CORRECTIONS DIRECTLY ON THE LABEL.

Name of person completing this form: _____

Title/position: _____

Telephone: _____ E-mail: _____

Best days and times to reach you (in case of questions): _____

THANK YOU. PLEASE KEEP A COPY OF THIS QUESTIONNAIRE FOR YOUR RECORDS.

PLEASE RETURN COMPLETED FORM TO:

Mail: Basmat Parsad (8599.02.09.03)
Westat
1600 Research Boulevard
Rockville, Maryland 20850-3129

Fax: 800-254-0984

IF YOU HAVE ANY QUESTIONS, CONTACT:

Basmat Parsad at Westat
800-937-8281, Ext. 8222 or 301-251-8222
E-mail: artseducation@westat.com

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0867. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collected. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006.

DIRECTIONS: This questionnaire is intended for teachers who primarily teach *music in secondary schools*. If you currently have some other primary teaching assignment, do not continue. Check this box , complete the respondent section on the front of the questionnaire, and return it to Westat.

- Are you a full-time teacher? Yes.....1 No.....2
- How do you classify your current teaching arrangement? (*Circle only one number.*)
Teach music full time.....1 Teach music part time.....2 Other (Specify)_____ 3
- At how many schools do you teach music? _____
- To what grades do you teach music at your currently assigned school(s)? (*Circle all that apply.*)
PK K 1 2 3 4 5 6 7 8 9 10 11 12
- Did **THIS** school (i.e., the school named on the cover of this questionnaire) offer any Advanced Placement (AP) or International Baccalaureate (IB) classes in music during **regular school hours** in the 2009-2010 school year?
Yes (*Specify*) _____ 1
No 2
- Please report the music subjects offered by **THIS** school (i.e., the school named on the cover of this questionnaire) in the 2009–2010 school year and your music teaching load during regular school hours for your most recent full **WEEK** of teaching.
 - Counting sections or classes:** If you taught chorus to 3 different groups or sections of students, you should report 3 chorus classes. If you taught chorus to the same group of students multiple times a week, count this class only once. Do **not** include music classes held outside of regular school hours.
 - Counting enrollment:** If you taught 3 sections of chorus, each with 20 students enrolled, report a total enrollment of 60 for chorus.

Subject	A. Does THIS school offer any courses in the subject for the 2009–2010 school year?		B. If Yes, did YOU teach the subject during regular school hours in your most recent full WEEK of teaching at this school?		If you taught the subject, please write in:		
	Yes	No	Yes	No	C. Number of sections or classes of students taught	D. Total enrollment in all sections or classes reported in column C	E. Total minutes per week spent teaching all sections or classes reported in column C
a. Band (e.g., marching, concert, jazz).....	1	2	1	2			
b. Chorus	1	2	1	2			
c. Strings/orchestra.....	1	2	1	2			
d. Vocal chamber/small ensemble	1	2	1	2			
e. Music theory/composition/songwriting...	1	2	1	2			
f. Other (<i>Specify</i>) _____	1	2	1	2			

- Use the instructions in question 6 to report your music teaching load at **OTHER** schools during regular school hours for your most recent full week of teaching. *If you did not teach at any other K–12 school, check this box and continue with question 8.*
 - Number of music **sections or classes** taught at other school(s) during your most recent full **WEEK** of teaching: _____
 - Total **enrollment** in all sections or classes reported in question 7a: _____
 - Total **hours per week** spent teaching all sections or classes reported in question 7a: _____
- Did you teach music on a **block** schedule at any K–12 school during your most recent full week of teaching?
Yes (*Specify*) _____ 1
No 2
- Did you teach any **curriculum-based or co-curricular** music classes **outside** of regular school hours during your most recent full week of teaching? (*These classes should reflect the school's curriculum. Include all schools in which you teach.*)
Yes (*Specify*) _____ 1
No 2

10. Please provide the following information for the degree(s) you hold.

Degree	Hold degree?		If yes, write in:		
	Yes	No	Year	Major field of study	Minor field of study
a. Bachelor's	1	2			
b. Master's	1	2			
c. Doctorate	1	2			
d. Other (<i>Specify</i>) _____	1	2			

11. Please provide the following information for the teaching certificate(s) or license(s) you hold.

Teaching certificate or license	Hold certificate?		If yes, teaching certificate is:		
	Yes	No	Regular, standard, or professional	Probationary	Provisional, temporary, or emergency
a. General education.....	1	2	1	2	3
b. Music education.....	1	2	1	2	3
c. Other (Specify).....	1	2	1	2	3

12. During regular school hours (i.e., while students are in attendance), how many **hours** do you have designated as planning or preparation time during a typical **WEEK** of school? (Include all schools in which you teach.) _____

13. Including this school year, how many years have you taught music in K-12 public and private schools? (Include years spent teaching both full and part time. Exclude time spent student teaching or as a teacher's aide.) _____

14. Provide the following information about professional/staff development activities in the **last 12 months**, excluding training received as a student teacher. In **Column A**, indicate how many total hours, if any, you spent in activities in which the content areas were a major focus. In **Column B**, for any content area in which you **had** professional development activities, indicate to what extent you believe it has improved your classroom teaching.

Content area of professional/staff development	A. Total hours			B. Improved my teaching			
	None	1-8	More than 8	Not at all	Small extent	Moderate extent	Great extent
Activities designed for music teachers							
a. Applied study in performing music.....	1	2	3	1	2	3	4
b. Applied study in improvising, arranging, or composing music.....	1	2	3	1	2	3	4
c. Developing knowledge about music (e.g., historical, cultural, analytical).....	1	2	3	1	2	3	4
d. Connecting music learning with other subject areas.....	1	2	3	1	2	3	4
e. Research on arts and student learning (e.g., arts and cognition).....	1	2	3	1	2	3	4
f. Integrating educational technologies into music instruction.....	1	2	3	1	2	3	4
Activities designed for all teachers							
g. Incorporating state or district standards into instruction.....	1	2	3	1	2	3	4
h. Student assessment.....	1	2	3	1	2	3	4
i. A subject area that is unrelated to music (Specify).....	1	2	3	1	2	3	4

Answer questions 15 through 20 for **THIS** school (i.e., the school named on the cover of this questionnaire).

15. In the last 12 months, how frequently have you participated in the following activities related to your teaching at **this** school? (Circle one on each line.)

	Never	A few times a year	Once a month	2 to 3 times a month	At least once a week
a. Common planning period with other arts specialists at this school.....	1	2	3	4	5
b. Consulting with other teachers to help them integrate music into a lesson or unit of study that they teach.....	1	2	3	4	5
c. Consulting with other teachers to incorporate units of study from other subject areas into the music curriculum.....	1	2	3	4	5
d. Sharing ideas about teaching with teachers outside your assigned school(s).....	1	2	3	4	5
e. Visiting classrooms of colleagues who teach music.....	1	2	3	4	5
f. Participating in site-based management or school improvement teams or leadership councils.....	1	2	3	4	5
g. Providing input in the preparation of Individual Education Plans (IEPs) for students with special needs.....	1	2	3	4	5
h. Teaching music through virtual field trips using technology.....	1	2	3	4	5

16. Which of the following statements describe **your** instructional program in music at **this** school? (Circle one on each line.)

	Yes	No	Don't know
a. It is based on a written, sequential, local (or district) curriculum guide.....	1	2	3
b. It is aligned with your state's standards or the National Standards for Arts Education.....	1	2	3
c. It is integrated with other arts subjects.....	1	2	3
d. It is integrated with other academic subjects.....	1	2	3

17. Do you agree or disagree with the following statements about music instruction at **this** school? (Circle one on each line.)

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
a. Parents support me in my efforts to educate their children.....	1	2	3	4
b. The administration supports me in my work.....	1	2	3	4
c. Students are motivated to do well in music class.....	1	2	3	4
d. Community organizations/groups support my efforts to educate students.....	1	2	3	4

18. How adequate is the support for teaching music at **this** school in each of the following areas? (Circle one on each line.)

	Not at all adequate	Minimally adequate	Moderately adequate	Completely adequate
a. Instructional time with students.....	1	2	3	4
b. Time for individual or collaborative planning.....	1	2	3	4
c. Dedicated room or space for music instruction.....	1	2	3	4
d. Dedicated space for performance.....	1	2	3	4
e. Dedicated space for storage.....	1	2	3	4
f. Instructional resources —Materials/supplies for music instruction (e.g., sheet music, subscriptions, CDs/CD-ROMs, textbooks, DVDs, software).....	1	2	3	4
g. Classroom instruments —Instruments typically used by students in the music classroom (e.g., auxiliary percussion, drums and ethnic percussion, keyboards, acoustic guitars).....	1	2	3	4
h. Classroom equipment —Equipment typically used by teachers in the music classroom (e.g., piano/digital keyboard, stereo system ipod or mp3 player, digital recorder, microphones/sound system, guitar, digital tuners)....	1	2	3	4
i. Technologies —Electronic equipment used in the study or creation of music (e.g., interactive white boards, computers, MIDI keyboards).....	1	2	3	4
j. Orchestra and band instruments —Instruments available for students wishing to participate in the school string/orchestra or band program. If your school has no band or strings program, check this box <input type="checkbox"/> and continue with question 19.....	1	2	3	4

19. In general, how much emphasis do **you** give to the following goals or objectives of **student learning** at **this** school? (Circle one on each line.)

	No emphasis	Minor emphasis	Moderate emphasis	Major emphasis
a. Singing a varied repertoire of music.....	1	2	3	4
b. Performing a varied repertoire of music on a range of instruments.....	1	2	3	4
c. Improvising melodies, variations, and accompaniments.....	1	2	3	4
d. Composing and arranging music within specified guidelines.....	1	2	3	4
e. Reading and notating music.....	1	2	3	4
f. Listening to, analyzing, and describing music.....	1	2	3	4
g. Evaluating music and music performances.....	1	2	3	4
h. Learning about the expressive possibilities of music (i.e., conveying feelings, ideas, and meaning).....	1	2	3	4
i. Making connections among music, the other arts, and disciplines outside the arts.....	1	2	3	4
j. Understanding music in relation to history and cultures.....	1	2	3	4
k. Using technology to gain knowledge and skills in music.....	1	2	3	4

20. To what extent, if any, do you use the following types of assessment to determine student progress and achievement in music at **this** school? (Circle one on each line.) *If you do not conduct a formal assessment in music, check this box and continue with question 21.*

	Not at all	Small extent	Moderate extent	Great extent
a. Observation.....	1	2	3	4
b. Selected-response assessments (i.e., multiple choice, matching).....	1	2	3	4
c. Assessments requiring short written answers or essays.....	1	2	3	4
d. Performance tasks or projects.....	1	2	3	4
e. Portfolio collection of student work.....	1	2	3	4
f. Developed rubrics.....	1	2	3	4
g. Other (Specify).....	1	2	3	4

21. **Outside of your school duties**, to what extent, if any, do you participate in each of the following activities related to music at this time? (Circle one on each line.)

	Not at all	Small extent	Moderate extent	Great extent
a. Provide instruction in a musical instrument or voice.....	1	2	3	4
b. Perform as a soloist or member of an ensemble.....	1	2	3	4
c. Compose or arrange music.....	1	2	3	4
d. Conduct community or other ensembles.....	1	2	3	4
e. Attend live musical performances.....	1	2	3	4
f. Study, critique, or write about music.....	1	2	3	4
g. Provide arts leadership in your community or state.....	1	2	3	4
h. Attend workshops with professional artists or arts groups.....	1	2	3	4
i. Attend performances directed by colleagues.....	1	2	3	4

U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS
WASHINGTON, D.C. 20208-5651

SURVEY OF SECONDARY SCHOOL VISUAL ARTS SPECIALISTS
FAST RESPONSE SURVEY SYSTEM

FORM APPROVED
O.M.B. NO.: 1850-0867
EXPIRATION DATE: 08/31/2012

This survey is authorized by law (P.L. 103-382). While participation in this survey is voluntary, your cooperation is critical to make the results of this survey comprehensive, accurate, and timely. Your answers may be used for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose unless otherwise compelled by law (Public Law 107-279, Education Sciences Reform Act, Section 183).

Arts instruction—The study of creative works in music, visual arts, dance, or drama/theatre, and the process of producing them.

Arts specialist—An education professional with a teaching certificate in an arts discipline, such as music, visual arts, dance, or drama/theatre, who provides separate instruction in that discipline.

Curriculum-based or co-curricular classes held outside of regular school hours—School-sponsored visual arts programs held outside of regular school hours. These classes must reflect school's **curriculum**. Students may be required to participate in the classes and they may receive partial credit for participation. These classes do **not** refer to extracurricular activities such as art clubs.

Block schedule—A type of academic scheduling in which each student has fewer classes per day for a longer period of time. Instead of traditional 40- to 50-minute periods, block scheduling allows for periods of an hour or more so that teachers can accomplish more in a session.

International Baccalaureate (IB)—Offers three programs of international education for students in a worldwide community of schools in 135 countries.

Types of teaching certificates/licenses:

- Regular or standard—State certificate/license or advanced professional certificate;
- Probationary—Certificate/license issued after satisfying all requirements except the completion of a probationary period; and
- Provisional, temporary, or emergency—Certificate/license that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained, and certificate issued to persons who must complete a certification program in order to continue teaching.

Virtual field trips—Using technology for students to visit places (e.g., museums and art galleries) without leaving the school.

IF THE ABOVE INFORMATION IS INCORRECT, PLEASE MAKE CORRECTIONS DIRECTLY ON THE LABEL.

Name of person completing this form: _____

Title/position: _____

Telephone: _____ E-mail: _____

Best days and times to reach you (in case of questions): _____

THANK YOU. PLEASE KEEP A COPY OF THIS QUESTIONNAIRE FOR YOUR RECORDS.

PLEASE RETURN COMPLETED FORM TO:

Mail: Basmat Parsad (8599.02.09.03)
Westat
1600 Research Boulevard
Rockville, Maryland 20850-3129

Fax: 800-254-0984

IF YOU HAVE ANY QUESTIONS, CONTACT:

Basmat Parsad at Westat
800-937-8281, Ext. 8222 or 301-251-8222
E-mail: artseducation@westat.com

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0867. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collected. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006.

DIRECTIONS: This questionnaire is intended for teachers who primarily teach *visual arts in secondary schools*. If you currently have some other primary teaching assignment, do not continue. Check this box , complete the respondent section on the front of the questionnaire, and return it to Westat.

1. Are you a full-time teacher? Yes.....1 No.....2
2. How do you classify your current teaching arrangement? (Circle only one number.)
Teach visual arts full time.....1 Teach visual arts part time.....2 Other (Specify)_____ 3
3. At how many schools do you teach visual arts? _____
4. To what grades do you teach visual arts at your currently assigned school(s)? (Circle all that apply.)
PK K 1 2 3 4 5 6 7 8 9 10 11 12
5. Does **THIS** school (i.e., the school named on the cover of this questionnaire) offer any Advanced Placement (AP) or International Baccalaureate (IB) classes in visual arts during **regular school hours** in the 2009-2010 school year?
Yes (Specify) _____ 1
No 2
6. Please report the visual arts subjects offered by **THIS** school (i.e., the school named on the cover of this questionnaire) in the 2009–2010 school year and your visual arts teaching load during regular school hours for your most recent full **WEEK** of teaching.
 - **Counting sections or classes:** If you taught graphic design as a separate course to 3 different sections or groups of students, you should report 3 graphic design sections or classes. If you taught graphic design to the same group of students multiple times a week, count this class only once. Do **not** include visual arts classes held outside of regular school hours.
 - **Counting enrollment:** If you taught 3 different sections of graphic design, each with 20 students enrolled, report a total enrollment of 60 for graphic design.

Course	A. Does THIS school offer any courses in the subject for the 2009–2010 school year?		B. If yes, did YOU teach the subject during regular school hours in your most recent full WEEK of teaching at this school?		If you taught the subject, please write in:		
	Yes	No	Yes	No	C. Number of sections or classes of students taught	D. Total enrollment in all sections or classes reported in column C	E. Total minutes per week spent teaching all sections or classes reported in column C
a. General art (e.g., Art I, Art II, Art III).....	1	2	1	2			
b. Separate course(s) in painting/ drawing	1	2	1	2			
c. Separate course(s) in photography.....	1	2	1	2			
d. Separate course(s) in graphic design....	1	2	1	2			
e. Separate course(s) in art history.....	1	2	1	2			
f. Other (Specify) _____	1	2	1	2			

7. Use the instructions in question 6 to report your visual arts teaching load at **OTHER** schools during regular school hours for your most recent full week of teaching. *If you did not teach at any other K–12 school, check this box and continue with question 8.*
 - a. Number of visual arts **sections or classes** taught at other school(s) during your most recent full **WEEK** of teaching: _____
 - b. Total **enrollment** in all sections or classes reported in question 7a: _____
 - c. Total **hours per week** spent teaching all sections or classes reported in question 7a: _____
8. Did you teach visual arts on a **block** schedule at any K–12 school during your most recent full week of teaching?
Yes (Specify) _____ 1
No 2
9. Did you teach any **curriculum-based or co-curricular** visual arts classes **outside** of regular school hours during your most recent full week of teaching? (These classes should reflect the school's curriculum. Include all schools in which you teach.)
Yes (Specify) _____ 1
No 2

10. Please provide the following information for the teaching certificate(s) or license(s) you hold.

Teaching certificate or license	Hold certificate?		If yes, teaching certificate is:		
	Yes	No	Regular, standard, or professional	Probationary	Provisional, temporary, or emergency
a. General education.....	1	2	1	2	3
b. Art education.....	1	2	1	2	3
c. Other (Specify) _____	1	2	1	2	3

11. Please provide the following information for the degree(s) you hold.

Degree	Hold degree?		If yes, write in:		
	Yes	No	Year	Major field of study	Minor field of study
a. Bachelor's	1	2			
b. Master's	1	2			
c. Doctorate	1	2			
d. Other (<i>Specify</i>)	1	2			

12. During regular school hours (i.e., while students are in attendance), how many **hours** do you have designated as planning or preparation time during a typical **WEEK** of school? (*Include all schools in which you teach.*) _____

13. Including this school year, how many years have you taught visual arts in K-12 public and private schools? (*Include years spent teaching both full and part time. Exclude time spent student teaching or as a teacher's aide.*) _____

14. Provide the following information about professional/staff development activities in the **last 12 months**, excluding training received as a student teacher. In **Column A**, indicate how many total hours, if any, you spent in professional development activities in which the content areas were a major focus. In **Column B**, for any content area in which you had professional development activities, indicate to what extent you believe it has improved your classroom teaching.

Content area	A. Total hours			B. Improved my teaching			
	None	1-8	More than 8	Not at all	Small extent	Moderate extent	Great extent
Activities designed for visual arts teachers							
a. Applied study in art studio (e.g., painting, photography)	1	2	3	1	2	3	4
b. Developing knowledge about visual arts (e.g., historical, cultural, analytical)	1	2	3	1	2	3	4
c. Connecting visual arts learning with other subject areas	1	2	3	1	2	3	4
d. Research on arts and student learning (e.g., arts and cognition) ..	1	2	3	1	2	3	4
e. Integrating educational technologies into visual arts instruction ..	1	2	3	1	2	3	4
Activities designed for all teachers							
f. Incorporating state or district standards into instruction	1	2	3	1	2	3	4
g. Student assessment	1	2	3	1	2	3	4
h. A subject area that is unrelated to visual arts (<i>Specify</i>)	1	2	3	1	2	3	4

Answer questions 15 through 20 for THIS school (i.e., the school named on the cover of this questionnaire).

15. In the last 12 months, how frequently have you participated in the following activities related to your teaching at **this** school? (*Circle one on each line.*)

	Never	A few times a year	Once a month	2 to 3 times a month	At least once a week
a. Common planning period with other arts specialists at this school	1	2	3	4	5
b. Consulting with classroom teachers to help them integrate visual arts into a lesson or unit of study that they teach	1	2	3	4	5
c. Consulting with other teachers to incorporate units of study from other subject areas into the visual arts curriculum	1	2	3	4	5
d. Sharing ideas about teaching with other teachers outside your assigned school(s)	1	2	3	4	5
e. Visiting classrooms of colleagues who teach visual arts	1	2	3	4	5
f. Participating in site-based management or school improvement teams or leadership councils	1	2	3	4	5
g. Teaching visual arts through virtual field trips using technology	1	2	3	4	5

16. Which of the following statements describe **your** instructional program in visual arts at **this** school? (*Circle one on each line.*)

	Yes	No	Don't know
a. It is based on a written, sequential, local (or district) curriculum guide	1	2	3
b. It is aligned with your state's standards or the National Standards for Arts Education	1	2	3
c. It is integrated with other arts subjects	1	2	3
d. It is integrated with other academic subjects	1	2	3

17. Do you agree or disagree with the following statements about visual arts instruction at **this** school? (*Circle one on each line.*)

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
a. Parents support me in my efforts to educate their children	1	2	3	4
b. The administration supports me in my work	1	2	3	4
c. Students are motivated to do well in visual arts class	1	2	3	4
d. Community organizations/groups support my efforts to educate students ..	1	2	3	4

18. How adequate is the support for teaching visual arts at **this** school in each of the following areas? (Circle one on each line.)

	Not at all adequate	Minimally adequate	Moderately adequate	Completely adequate
a. Instructional time with students.....	1	2	3	4
b. Time for individual or collaborative planning.....	1	2	3	4
c. Dedicated room or space for visual arts instruction	1	2	3	4
d. Dedicated space for exhibition.....	1	2	3	4
e. Dedicated space for storage.....	1	2	3	4
f. Instructional resources —Reusable resources used for instruction in visual arts (e.g. art prints, slides, textbooks, videotapes, projectors).....	1	2	3	4
g. Art materials —Expendable resources (e.g., paint, ink, clay, paper, cardboard, film, wood, plastic films).....	1	2	3	4
h. Art tools —Equipment used to create and learn about visual arts (e.g., brushes, scissors, brayers, clay tools).....	1	2	3	4
i. Classroom equipment —Equipment used to create and learn about visual arts (e.g., cameras, kilns, display cases and boards, easels).....	1	2	3	4
j. Technologies —Electronic equipment used in the study and creation of art (e.g., SMART Boards, computers, printers, video equipment)	1	2	3	4

19. In general, how much emphasis do **you** give to each of the following goals or objectives of **student learning** at **this** school? (Circle one on each line.)

	No emphasis	Minor emphasis	Moderate emphasis	Major emphasis
a. Creating works in a broad range of art, including the fine arts, communication and design arts, folk arts, and crafts.....	1	2	3	4
b. Understanding and applying various media, techniques, and processes ..	1	2	3	4
c. Using knowledge of elements, functions, and principles of art	1	2	3	4
d. Choosing and evaluating a range of subject matter, symbols, and ideas ..	1	2	3	4
e. Learning about the expressive possibilities of visual arts (i.e., conveying feelings, ideas, and meaning).....	1	2	3	4
f. Reflecting upon and assessing the characteristics and merits of their work and the work of others.....	1	2	3	4
g. Making connections between visual arts, the other arts, and disciplines outside the arts	1	2	3	4
h. Understanding the visual arts in relation to history and cultures.....	1	2	3	4
i. Using technology to gain knowledge and skills in visual arts.....	1	2	3	4

20. To what extent, if any, do you use the following types of assessment to determine student progress and achievement in visual arts at **this** school? (Circle one on each line.) If you do not conduct a formal assessment in visual arts, check this box and continue with question 21.

	Not at all	Small extent	Moderate extent	Great extent
a. Observation	1	2	3	4
b. Selected-response assessments (i.e., multiple choice, matching).....	1	2	3	4
c. Assessments requiring short written answers or essays	1	2	3	4
d. Performance tasks or projects.....	1	2	3	4
e. Portfolio collection of student work	1	2	3	4
f. Developed rubrics.....	1	2	3	4
g. Other (Specify).....	1	2	3	4

21. **Outside of your school duties**, to what extent, if any, do you participate in each of the following activities related to visual arts at this time? (Circle one on each line.)

	Not at all	Small extent	Moderate extent	Great extent
a. Teach art at a studio or gallery	1	2	3	4
b. Create works of art	1	2	3	4
c. Exhibit works of art	1	2	3	4
d. View and respond to original works of art at museums or galleries	1	2	3	4
e. Study, critique, or write about art	1	2	3	4
f. Provide arts leadership in your community or state	1	2	3	4
g. Attend workshops with professional artists or arts groups	1	2	3	4