

DIRECTIONS AND DEFINITIONS FOR
Ohio Arts Education Survey
FINAL February 22, 2010

STATEMENT OF PURPOSE

The Ohio Alliance for Arts Education (OAAE) in partnership with the Ohio Arts Council (OAC) and the Ohio Department of Education (ODE) is conducting the *2010 Ohio Arts Education Survey*. This survey builds on past studies. It will be the first time the research includes information about the status of arts education at the school level and examines the depth and breadth of student learning in the visual and performing arts—dance, drama/theatre, music and visual art.

“The arts play a significant role in our effort to develop the creative imagination of our students and foster curricular innovations across disciplines at every level of our educational system,” said Deborah Delisle, superintendent of public instruction. “This research will help us chart a future course of action and guide us in building the public will to provide high quality arts learning experiences for all young people in our state. I strongly urge principals and their staffs to participate in this important initiative.” The survey is designed to minimize the reporting burden on principals and teachers by eliminating duplication of data already being collected by the ODE.

The *2010 Ohio Arts Education Survey* is part of a broader *Arts Education in Ohio Schools Research Project*, a collaboration among the Ohio Alliance for Arts Education, the Ohio Department of Education, the Ohio Arts Council, and Quadrant Arts Education Research. This cooperative effort will provide administrators, policy makers and community leaders with an analysis of arts education while at the same time providing schools and communities with tools and resources to strengthen student learning in the arts.

The results of this survey will be previewed in the late summer of 2010 with a final report presented in the fall, 2010. These results will help the project partners and school leaders understand the impact of Ohio’s arts education programs, the level of student involvement with the arts and how to align resources to areas of need.

General Instructions

1. Principals or their designees should print and review the *Ohio Arts Education Survey* and Directions. Use the print version of the survey to gather your information. Gather all the requested information. It is recommended that the visual and performing arts staff or faculty be engaged in the process of information gathering. Your district level arts or curriculum coordinator and business administrator may also be good sources of information.
2. Enter your data. All schools must submit the completed Ohio Arts Education Survey **online**. Each school will designate the person responsible for data entry.

**The final URL for your specific school will be sent to each principal
via email on March 15, 2010**

The site will be open for data entry on March 15, 2010. Data entry may occur over multiple sessions. Once data is entered on a page the user must hit the “update” button to have the data saved. Leaving an entry page without hitting the “update” button will result in the loss of any data entered on that page during that session. Information may be corrected or changed until the user has finalized the data by hitting the “update” button. At this point the data entry screen will no longer be available.

3. Once all information has been entered you will see the **Ohio Arts Education Survey Fax Back Certification Form** page. Select the “update” button, print out the page for principal’s signature and select the “exit” button; this finalizes your data. Fax or mail the signed Certification Form to the **Ohio Alliance for Arts Education** as directed on the form. Completed forms are due to the **Ohio Alliance for Arts Education** by April 30, 2010.
4. Save your notes used to complete the data entry for your records. This will aid in any follow-up that may be needed for data verification and/or clean up.
5. If you have questions or need assistance, please call Donna Collins, Ohio Alliance for Arts Education at 614.224.1060 or Nancy Pistone, Ohio Department of Education at 614.466.7908.

Directions

Definitions for terms in *italics* are provided in the “Definitions” section of this document.

SECTION 1: Quantitative Information

Question 1A) Visual and Performing Arts Classes/Courses

1A1 - The total number of classes offered in **EACH** arts area. Do not include non-arts courses that have an arts component. Count all classes that meet at least the equivalent of 36 days during the year (an average of once per week). Count each class and section of a class as a separate course.

- For example, if there are four different 3rd grade classrooms that meet separately for art instruction or two high school choruses that meet at different times, count each as a separate course.
- A K-5 elementary school in which there are three classrooms per grade would have [(6 grade levels) x (3 classes per grade) =] 18 courses; if it also had two chorus classes and one band, the total would be 21 courses.

1A2 - The number of *classes taught* in a dedicated classroom designed for the arts area. Count only courses that use/used a dedicated room and are reported in Schedule 1A1.

- Please note that the number of *classes* must be equal to or less than the number of *classes* reported in 1A1.

- You will identify the number of *dedicated classrooms* for each arts area in Section 2, Question 2A1.

1A3 - The total number of students who received instruction and who were enrolled in a *course* in each arts area during 2009-2010. Only count courses focused on *instruction in the arts area*.

- It is suggested that schools use their class rosters or the master schedule to determine their non-duplicated count of students for each arts area.

1A4 - The total number of teachers (Full-Time Equivalent) who provide instruction in each arts area whether elective or required during 2009-2010 (This is a non-duplicated count.

Decimals may be used)

- Example - If there is 1 full time music teacher and 1 half-time music teacher you would report 1.5 music teachers

Question 1B) Course Offerings - Select an Offering Code to indicate, by grade level and arts area, whether your school requires *courses* of all students (i.e., all students receive curricular instruction), offers elective *courses*, and – when courses are required – by which type of staff they are delivered.

- If instruction in the arts field is offered at your school, but not in every grade, select N/O for the grades where instruction is not offered.
- If more than one code applies, enter the appropriate code for the required course(s).

Question 1C) Time Provided for Visual and Performing Arts Instruction – Based on your response to 1B, enter the total number of *hours per school year* arts instruction is provided to all students at each grade level during the 2009-2010 school year.

- If, for example, all 5th grade students study music 60 minutes per week with a certified music teacher, and school meets for 36 weeks per year, then students receive 36 hours per year of instruction, so enter “36” in the music row under Grade 6.
- If all 6th grade students receive 18 weeks (90 class sessions) of art instruction for 45 minutes per day, then the total is $[(90 \times 45)/60] = 67.5$ hours per year, so round up to “68” and enter that number in the music row under Grade 6.
- If students receive some of their art or music from a certified Arts specialist and some from their classroom teacher, report a total that includes both.

Question 1D) Course Enrollment/Activity Offerings - Indicate in the left column next to each description the total enrollment for the 2009-2010 school year in all *classes* in your school that fit that description. In the right column, indicate the total enrollment of students participating in *Extra Curricular Activities* or *after-school programs* that fit the course/activity description.

- Use the *courses marked with an “*”* to record enrollments in broad courses and activities in which students learn elements of several of the specific course/activity descriptions. Most required elementary and middle school Arts courses will belong in the these categories.
- For courses such as design and graphic/computer art that may also be taught by technology education staff, only count courses that are taught by art specialists and/or provide visual arts credit.

- If your school offers a course or activity that is not listed, report the course in the “Other” category within the appropriate arts area or in Question 1E and please describe the course or activity in the space provided.

Question 1E) Gifted and Talented - Use the checkbox to indicate if your school identifies students as gifted and talented in the arts. Use the columns to the right to enter the total the number of students at all levels that have been identified as gifted and talented in each arts discipline.

Section 2: FACILITIES AND RESOURCES

Question 2A1) Dedicated Visual & Performing Arts Classrooms - In the right column enter the number of *dedicated classrooms* that are devoted to and appropriately designed for the teaching of the arts area. You will report the number of arts classes taught in *dedicated classrooms* above, in Section 1, Question A2.

Question 2A2) Multi-Purpose Classrooms - In the right column enter the number of *dedicated multi-purpose classrooms* that are devoted to and appropriately designed for the teaching of the arts area.

Question 2A3) Media Arts Facilities – add instructions

Question 2B) Use of Technology - Indicate if students use technology to assist in the study and creation of the arts (i.e., MIDI keyboard labs, sequencers, digital drawing tablets, scanners, color printers, animation software programs, interactive distance exchange labs, theatre technology-light control board, etc). Select the appropriate answer for each art form.

If your answer is “yes” please indicate the number of workstations available for student use in each of the art forms. A workstation may be counted one time in EACH arts area if it serves multiple arts disciplines. Example: The technology lab has a computer outfitted for music composition and graphic arts. This computer would be counted once for music and once for visual arts. Use the comment area for each arts area to describe how technology is used.

Examples:

- Dance: Distance Learning/Interactive Exchange, Dance for the Camera
- Music: Distance Learning/Interactive Exchange, Music Software, Keyboard Lab, Recording Equipment
- Drama/Theatre: Distance Learning/Interactive Exchange, Acting for the Camera
- Visual Art: Distance Learning/Interactive Exchange, Graphic Design Software and Work Stations

Question 2C1 and 2C2) School Funding - Enter the amount budgeted for the school to use for arts education materials and programs for the current school year. DO NOT INCLUDE TEACHER SALARIES, NON-DISTRICT FUNDS OR ONE-TIME EXPENDITURES

For 2C1 Report the TOTAL amount budgeted for ALL four arts disciplines

For 2C2 Report the amount budgeted for EACH of the four disciplines listed.

- This amount may be found in the curricular support budget line items at the school or district level. Most of this information is drawn from budget preparations. The district level arts coordinator and/or business administrator may also be of assistance in supplying this information.

Question 2D) Additional Funding - Using the check boxes, indicate if your school has received funding from a source outside the school. If yes, please check the source from the list provided. Use the dialog box to list specific sources. In the columns, enter the amount of arts education funding provided from non-school sources used for curricular programs or extra curricular programs **FOR THE CURRENT YEAR ONLY.**

- This area would include funds from booster groups or PTO for curricular programs.
Example – An elementary school PTO provided funds for the school to purchase a keyboard lab for use with the general music program.
- This area would include funds from booster groups, PTO's, student fundraising or grants used to support extra curricular programs (after school art program, uniforms, etc)
Example – The school received a grant to provide an after school arts enrichment program.
Example – The Music Booster Association provided funding for the concert band trip to compete in a music festival in Cleveland
- For “earned income” – select the “other” check box and list the activity in the dialog box.

Question 2E) Arts Coordinator - Indicate if your school has an Arts Coordinator who is responsible for the implementation and evaluation of educational programs offered in the arts. A drop down menu will provide the following choices: 1- Full Time Arts Coordinator, 2 - Arts Coordinator with additional responsibilities for other subjects, 3 - Part Time Arts Coordinator who also teaches, 4 - District Level Coordinator only who serves all schools, 5 - No Arts Coordinator

Select the “yes” or “no” radio button to indicate this person is certified in one of the four arts disciplines (Dance, Music, Drama/Theatre or Visual Art)

Section 3: POLICIES

Question 3A) Grade Weighting - Select “Yes” if your high school weights Arts *courses* equally to other academic courses, (Do not include the school’s highest (i.e., honors or AP) grade weightings.) If grades are weighted equally with other subjects *except* for Honors/AP your answer would be “YES” Select “NO” if your school uses a variable or tracked weighting

system that awards fewer points for grades in Arts courses than for grades in other academic courses.

Question 3B) Standards - Select from the drop down menu the year the arts education curriculum in your school was updated to align with Ohio's Fine Arts Academic Content Standards and adopted by the local school board. Select "Not Aligned" if the curriculum has not been updated to align with the Academic Content Standards. (Drop-down menu will provide choices: years 2003 – 2009, as well as "Curriculum aligned but not adopted by the School Board" and "not adopted")

3C) Assessment - Identify how student progress in the Visual and Performing Arts is assessed in your school. Check all that apply: Choices are:

- 3C1. Assessments developed and required by the district
- 3C2. Assessments developed but not required by the district
- 3C3. Assessments not developed by the district but required
- 3C4. Assessments developed by teachers
- 3C5. No assessment

3D) Graduation Requirements - What are the local graduation requirements (credits) for the arts? (Drop down menu with unit increments) (Choices are: Less than one credit, one Credit, or More than 1 Credit). Select the option that best reflects your requirements.

3E) Graduation Requirements -For the current school year how many seniors will graduate with more than 1 year/1 credit in the arts? This is a number based on student course records.

Section 4: Instructional Support and Professional Development

Question 4A) Supplemental Visual and Performing Arts Instruction -Many schools use other individuals to supplement the instruction by certified arts specialists and classroom teachers as a part of those who provide arts instruction. Indicate which, if any, of the three listed types of staff are used to supplement instruction in your school on a systematic basis over time in each Arts area. Using the check boxes select all that apply for each area below (Choices are Curricular, Co-Curricular, Extra-Curricular, and none)

- 4A1 - Teacher certified in another subject with relevant Visual or Performing Arts training or experience
- 4A2. Artist-in-Residence
- 4A3. Volunteer with relevant Visual or Performing Arts training or experience
- 4A4. Other

Question 4B) Professional Development Activities – Indicate the professional development activities offered in the arts for each group of teachers: *ET=General Classroom Teacher, ETA=General Classroom Teacher with instructional responsibility for one or more arts area, CAS =Certified Arts Specialist.*

Questions 4C) Professional Development Incentives – Indicate which, if any, incentives are used to encourage teacher participation in professional development activities.

Question 4D1, 4D2 and 4E) – Choose the most appropriate answer.

Section 5: COMMUNITY RESOURCES

Question 5A1) - please check all that apply. For each item, provide the number of times this activity has taken place during the past three years. Include the names of the three organizations you have worked with most frequently.

Question 5A2) - If students have NOT traveled outside the building for an exhibition, performance or event, what have been the barriers? Please check all that apply.

Question 5B) - Please check all that apply. For each item, provide the number of times this activity has taken place during the past three years. Include the names of the three organizations you have worked with most frequently.

Question 5C) - If you have ongoing partnerships with artists/arts companies or cultural organizations please select “Yes” and list the top three organizations in the space provided.

Questions 5D and 5E) - Check all that apply

Question 5F) - Choose the most appropriate answer.

Section 6: Comments

This section has been provided for you to provide additional information that may clarify any of your responses in this survey or other information you wish to share with the survey team.

Ohio Arts Education Survey Fax Back Certification Form

Select the “update” button to save your work. Please print this page, have the principal sign it, and fax or email it to the Ohio Alliance for Arts Education (OAAE).
Completed forms are due to the OAAE by **April 30, 2010**.

Fax Number: 614.241.5329

Mailing Address

Attn: **Donna S. Collins**
Ohio Alliance for Arts Education
77 South High Street, 2nd floor
Columbus, Ohio 43215-6108

Definitions

Ohio Arts Education Survey

Detailed arts course definitions are available from the Ohio Department of Education's Certification and Licensure Dictionary at:

<http://bit.ly/d37yOm>

Arts: The terms “arts” and “visual and performing arts” used in this survey refer to the study of dance, drama/theatre, music and visual art. “Arts” for our survey purposes encompasses all four arts disciplines.

Artist-in-Residence: A visual, literary, or performing artist or folklorist — sometimes called “Artist-in-Education” — who works with the same group(s) of students over an extended period (multiple sessions over a period of weeks) to provide *instruction in the Arts area*, in collaboration with specialists or classroom teachers.

Arts Specialist: A teacher who holds current certification or licensure in dance, music, Drama/theatre or visual art.

Arts Supervisor: An education professional holding a supervisory license, whose duties are to oversee the arts curriculum and arts staff in the school or district.

Course: A formal, curricular class. Typically courses are offered during the school day, and are guided by a written curriculum. Arts courses are usually graded in the same way as courses in other subjects, and at the high school level offer credit toward graduation. At the elementary level, a course is one classroom that meets separately for study of an arts area, such as Mrs. Jones' 3rd grade class, regardless of how often it receives instruction.

Dance: An instructional course that helps students learn to create, perform and respond to dances from a various historical periods and diverse cultures leading to deep understanding of dance as an aesthetically based art form and means of communication. Dance instruction may be provided across a variety of disciplines – including ballet, modern, jazz, world, or vernacular dance...and includes instruction in motor skills acquisition, choreography and dance production, dance history, aesthetics and criticism.

Dedicated Classroom: Among other features, dedicated rooms designed for visual arts instruction include sinks and storage space; dedicated theatre rooms provide control of lighting and set; dedicated music rooms offer acoustical treatment and storage; dedicated dance rooms include adequate “sprung” (flexible) floor space, mirrored walls, and music listening capability. While being a dedicated Arts classroom does not preclude the room from being used for other courses or purposes, the classroom's primary function should be the teaching of the Arts area.

Drama/Theatre An instructional program that helps students learn to create, perform, and respond to dramatic works for the stage from various social, historical, and political contexts. Typically, this includes instruction in acting, vocal production and movement for the actor, scriptwriting, analysis and critique of dramatic literature, principles and practice of organizing and producing plays, and technical theatre.

Extra Curricular Activity: An offering which, in contrast to a *course*, typically lacks a written curriculum, is un-graded, offers no credit toward graduation, and is offered outside the regular school day. To be reported, an Activity should meet multiple times over a period of weeks.

General Dance/Music/Theatre/Visual Arts: A broad course for the general student, in which students study a variety of aspects of the stated art form. At the elementary and middle school levels, this tends to be the course required of all students; at the high school, it may be an introductory course that is a prerequisite for other, more specialized courses.

Instruction in the Arts area: Only count instruction that fosters learning in the Arts discipline, and not instruction that uses the art form primarily to teach other subjects. Generally, instruction in an Arts area should improve students' mastery of the understandings and skills outlined in the definition for that Arts area (see *Dance, Music, Theatre/Drama, Video/Film, and Visual Arts*).

Media Arts-- audio, television, film, photography, computer art, multi-media

Music: An instructional program that helps students learn to create, perform, and respond to music from a variety of social, historical, political and global contexts leading to deeper appreciation/understanding of music as an art form and means of communication. Music performance studies include vocal and instrumental instruction. Music classes typically foster appreciation by developing an understanding of music theory, criticism, and the historical development of music in various cultures; and may include studies in music improvisation, arrangement, and composition.

Relevant Arts Training or Experience: Individuals with substantial coursework or experience at the college or professional level. For college coursework to be considered substantial, it should include courses beyond the basic or introductory level.

Visual Arts: An instructional program that helps students learn to create and respond to visual arts from a variety of cultures and historical eras; such as drawing, painting, print-making, sculpture, installation and environmental art that lead to the understanding of visual art as a means of personal expression or communication. Crafts serving utilitarian purposes such as ceramics, jewelry or fiber art may also be including among visual arts courses. Animation, still photography, and media arts courses may be included within Visual Arts, provided they are aesthetically-based, aligned to the standards, and applied as an independent means of artistic expression.