



# OPPORTUNITIES TO LEARN IN THE ARTS IN MAINE

FOR THE MAINE ALLIANCE FOR ARTS EDUCATION

NOVEMBER 2009





## FUNDERS

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This project was made possible by the generous support of:

- **The Betterment Fund**
- **The John F. Kennedy Center for the Arts**
- **The Maine Arts Commission**



## THE DESIGN TEAM

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The design team collaborated on designing, piloting research tool and working to engage teachers throughout the state. We would also especially like to thank the teachers who took the time to complete the survey and the organizations that urged their members to respond: the Maine Art Education Association, Maine Music Educators Association, Dance Education in Maine Schools, and Maine Drama Council. These efforts will help build the case for arts education in Maine.



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Pianist: Bay Chamber Concerts



## EXECUTIVE SUMMARY



Photo credit: Bay Chamber Concerts



## FOUNDATIONS, CHALLENGES AND NEXT STEPS: THE MAINE CENSUS OF ARTS EDUCATION OPPORTUNITIES

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Often thought of as the home to fishing, lumber and farming, and cabins and one-room schoolhouses, Maine is re-inventing its traditional economies and forms of education by:

- Updating traditional resources like forests, water, wind, and fisheries by investing in innovative forms of industry and green technology and by preparing young people to take charge of those investments;
- Developing strategies that support pre-schoolers through seniors in life-long learning that can benefit families, communities, and the state as a whole
- Ensuring that learning has a strong and sustained emphasis on creativity and innovation; and
- Harnessing both formal and informal learning.

### A STRONG FOUNDATION

At the center of this effort is building a public education system that will allow young people throughout the state to become part of a creative workforce and active contributors to quality of life in their communities. In fact, throughout the last decade, Maine has invested in policies designed to help young people acquire the skills and values of thinkers and innovators. These include:

- The original Maine Learning Results that stress interdisciplinary competencies
- The visual and performing arts standards
- The updated Parameters for Essential Instruction, and
- Maine’s membership in the national partnership for 21st Century Skills: a consortium of states that all are seeking to educate a contemporary workforce.

### THE CRITICAL ROLE OF ARTS EDUCATION

Arts education can galvanize this effort. Long invested in young people’s creativity, arts educators can take a lead role in:



- Articulating the role of creativity in learning
- Demonstrating how to build partnerships designed to maximize students' access to creative learning; across schools, cultural organizations, and community organizations
- Taking stock of and celebrating the opportunities that currently exist in Maine schools and communities, and
- Building a case for what more needs to happen.

## WHAT DO WE KNOW?

To begin this work, the Maine Arts Commission, the State Department of Education, and the Maine Alliance for Arts Education jointly sponsored a statewide census of arts learning opportunities and conditions, with funding provided by The Betterment Fund, the John F. Kennedy Center, and the Maine Arts Commission. Over a third of the arts teachers in Maine, at 44% of the schools, responded to a survey about their programs and their working lives as educators. According to the teachers at participating schools<sup>1</sup>, Maine has much to be proud of:

- The arts are taught by certified arts teachers (80% at elementary, approximately 75% at secondary).
- Most schools have dedicated arts facilities along with curriculum guides that are aligned to state standards.
- Nearly all elementary students are enrolled in visual arts classes (98%), with over three quarters of students participating in music classes (76%).
- Even in secondary schools, where the arts become electives, over one-third (37%) of students enroll in visual arts and one fifth (20%) take music classes.
- Teachers put their “heart and soul” into programs: teaching approximately 300 elementary pupils and as many as 600 secondary students in 19 to 23 periods a week, while also counseling individual students, fund-raising, and supporting after-school activities.

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<sup>1</sup> The current version of the Census was voluntary and collected data from individual arts teachers. As a result all data refer only to those teachers and schools who participated. Further, it did not capture information about other forms of arts learning such as English teachers who also teach theater; PE teachers who include dance in their curricula, etc.



The data also yielded powerful maps of where young people have the greatest access to arts learning opportunities. These maps show that:

- Larger towns and cities frequently make a serious investment in arts programs.
- There are a number of small and rural communities where the arts offerings are extensive. Often these communities also host colleges and universities, arts schools, or festivals, suggesting the powerful synergies between community values and schools.
- Still other programs appear to be the result of dedicated teachers and community advocates who have demonstrated what it takes to build and sustain arts learning with modest funding and fewer community partners.

## THE CHALLENGES

However, the survey also documents some sobering facts about Maine students' access to arts learning:

- **Inequitable distribution:** The maps show that schools able to support the most arts education opportunities are largely clustered in southern and coastal regions of the state. These extensive arts programs are highly correlated with community wealth and resources. This means that students' opportunities to engage in the creative activities characteristic of the arts are tied to where they happen to live – not to their interests, gifts, or efforts.
- **Sharply falling engagement:** Enrollment in the arts drops off sharply at middle school and again at high school, as the arts become electives. Low enrollments translate to fewer positions for arts teachers and a narrower range of courses that can be offered.
- **Lack of support for arts teachers:** As mentioned, arts teachers work hard in their schools and regions. Yet they lack time to plan with arts colleagues in or across schools to build their programs. Similarly, they have little time to collaborate with academic teachers in order to build the enriched interdisciplinary curriculum necessary for 21st century learners. Many teachers lack student materials aligned to the state's visual and performing arts standards. One in five teachers reports contributing to support their programs out of their own pockets. This means that what arts teachers can effect is sharply limited by the conditions under which they teach.





- **Broken paths for arts learning:** Many Maine communities struggle to ensure consistent pathways for arts learning. A developed program at elementary may not feed into an equally developed set of opportunities at middle or high school. A well-developed high school program may not have strong feeder programs in middle and elementary schools. Without sequential learning opportunities it is hard for arts programs to make their full contribution to a next generation of imaginative and thoughtful citizens.
- **Limited access to all arts disciplines:** While visual arts and music programs are provided by a number of Maine schools, dance and drama/theatre offerings are rarely offered. This further limits opportunities for students to participate in creative activities.
- **A serious need for partnerships:** If Maine students are going to be inventing the state’s future, they need intensive and sustained opportunities to learn the skills and strategies that fuel creation and innovation. Strong and equitable arts education is one powerful motor – but it requires partners.
  - What is the role for high-quality arts integration and rigorous cross-disciplinary courses that feature the arts in partnership with other subjects? How can student learning in the arts be complemented by course work in areas like science, social science, or technology that emphasize creative problem-finding and solutions? Without these kinds of partnerships Maine’s young people may be receiving thin preparation in the innovation skills critical to individual and community success in the 21st century.
  - How could community resources be used to expand what schools alone are able to offer? (For instance, imagine that a school had a rotating “zero-th” period, before the official day began, when student could come to work on their art projects, practice their singing, instruments, scenes, or dances.)

## IMMEDIATE NEXT STEPS

Building on these findings, a team of Maine arts educators has developed a set of bold recommendations for moving this work forward. In the next year these actions include:

- **Sharing the results of the census widely:** In the next month the team will be sharing the major results of the census with policy makers, funders, and leaders in the field. On October 9th the findings will be shared with arts teachers in a session at the statewide arts education conference. The full report will be available on the Maine Alliance’s website.



- **Identifying and publicizing “imagination-intensive” communities:** Using data from the census, combined with a self-nomination process, Maine educators will identify a range of communities where combined school- and community-based programs support young people’s access to arts, imagination, and innovation across the arts and other disciplines (e.g., science, technology, career education, etc.). The Kennedy Center has pledged a grant of over \$18,000 to fund this effort. The Maine Alliance for Arts Education, along with its partners, is seeking local matching funds. The result will be profiles of imaginative-intensive communities and a set of tools that would allow other communities to take stock of the opportunities that they offer and could build.
- **Joining forces with similar initiatives:** Given the current interest in developing the creative economy and in 21st century education in Maine, a number of groups and individuals around the state are beginning to explore how to join forces to discuss what a statewide initiative in creative learning could look like. For instance, the Maine Commission hosted an initial conversation on September 17 in Augusta.

## THE LONGER TERM

In a 2006 report, *Charting Maine’s Future*, researchers from the Brookings Institution wrote:

*As the search for quality places grows in importance, Maine possesses a globally known ‘brand’ built on the image of livable communities, stunning scenery, and great recreational opportunities.*

Building on this foundation, Maine’s brand could also expand to include workshops, studios, theaters, and laboratories. But realizing this new quality of place will require concerted effort across sectors. It will also require both public and private support for longer-term actions including:

- **Measuring the fulfillment of Maine statutes on arts education and other forms of innovative learning:** Using a short list of indicators developed through the census, it is vital that the Maine Department of Education regularly measure the extent to which young people throughout the state have the creative learning opportunities that are already in statute (e.g., the creative learning opportunities outlined in the Learning Results and the arts education opportunities established in the standards).
- **Building robust regional paths for creative learning in multiple disciplines:** Few Maine communities can afford K – 12, not to mention K – 16, pathways in all four arts disciplines (visual arts, music, dance, and theatre) as well as access to learning the fundamentals of innovation in other disciplines. But by identifying



regional networks of opportunities across schools, colleges, universities, and nonprofits, it would be possible to map, publicize, and create scholarship support for young people who want to pursue their talents in and beyond school, through local courses, internships, after-school opportunities, during the school year, and throughout the summer months.

- **Mounting a statewide initiative for 21st century learning:** Maine could easily become a leader in equitable and excellent opportunities to learn the skills that yield innovation and creation. It especially could provide a model for other states seeking to re-energize rural and traditional economies that currently narrow young peoples' opportunities to contribute. This initiative could be distinctive for the bold way in which it harnesses in- and out-of-school time, as well as formal and informal learning.

There is little question – the coming years could be a critical moment for arts education in Maine. Teachers and advocates across the state could become clear voices for ensuring that the arts are a cornerstone in this significant statewide effort to build a new creative economy, fueled by young people who have had the sustained opportunity to think and act creatively.



## BACKGROUND





## THE NATIONAL CONTEXT

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The arts are basic because they bestow meaning on the world through movement, sound, color, and gesture – nonverbal systems of communication essential to understanding. We as human beings shape our world by transforming the activities of the physical body into meaning that defines human experience.

The arts are also basic in a purely educational sense. They are essential to education reform because they can give meaning and motivation to learning. They are an important vehicle for learning the skills so prized by reformers in both the education and business communities – problem solving, higher-order thinking, flexibility, persistence, and cooperation. The arts make schools better places to be, places where acceptance and encouragement foster growth. Students who learn to value the discipline of the arts equip themselves for challenges in work and in life.

However, to value the arts solely as instrumental is to sell them short. Through music, dance, theatre, and visual arts, students become part of the human heritage of creativity. Through the arts, we touch transcendence and go beyond the mundane and the practical to the eternal and ideal. Participation itself expands the boundaries of the arts, so that every student – every person – who produces, performs, or responds is adding to the body of artistic wealth. This is the power of the arts: a sense of contributing to an eternal conversation reaching backward and forward beyond time.

*No child in an American school should be deprived of the opportunity to see, hear, touch, and understand the accumulated wisdom of our artistic heritage, and to make his or her own contributions through productions and performances. Education can no longer be defined without the arts.*

*--NAEP 2008 ARTS FRAMEWORK, page 2*

*My husband and I believe strongly that arts education is essential for building innovative thinkers who will be our nation's leaders for tomorrow. It's our hope that we can all work together to expose, enrich and empower Americans of all ages through the arts.*

*--First Lady Michelle Obama*



## **THE CONTEXT FOR ARTS EDUCATION IN MAINE**

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Maine has a rich history of invention and imagination, whether it takes the form of the ceremonial dress of native peoples, folk music from the pine camps, elegant wooden boats, quilts, bold outdoor paintings, or the reflections of writers as diverse as Sarah Orne Jewett and Stephen King. That heritage is absolutely worth passing down to the next generations. But if young people are to keep that heritage alive, they need a set of robust and sustained opportunities to learn the necessary focus, skills, and creativity. There is no more equitable way to pass on these possibilities than to ensure that Maine’s public institutions – most notably its schools – introduce students to what can happen in theaters, studios and workshops.

Maine is currently undergoing significant changes in its education system: 1) a major consolidation of its school districts; 2) changes to graduation requirements as the state continues to develop a standards-based system; and 3) a focus on the Partnership for 21<sup>st</sup> Century Skills. All have stimulated considerable discussion about how communities can provide equitable opportunities for young people.

### **CREATION OF SCHOOL ADMINISTRATIVE UNITS**

In 2007, Maine (with little more than 200,000 students total) had more than 200 school administrative units. The goal of the current consolidation effort is to reduce the number of these units by merging central office functions in order to realize economies of scale with savings that will allow the state to increase supports and learning opportunities for students. The process has stimulated many communities to think about how they will maintain or grow their valued arts programs as they merge.

### **AN EVOLVING STANDARDS-BASED SYSTEM**

Like many states, Maine is engaged in the process of changing from a credit-based educational system to a standards-based system. Though its state standards have been in use for 20 years, Maine has spent the last year debating how to move forward in developing a fully standards-based system, including graduation requirements. Even as this discussion continues, there is widespread agreement that the arts will be included, and a bill has just been passed that requires schools to provide opportunities for learning and demonstrating achievement in “multiple pathways.” Many arts educators have concerns about how program quality levels will be maintained in these alternate pathways. MAAE will provide leadership in this area by helping communities to combine robust in-school and out-of-school learning to create stronger pathways.



## PARTNERSHIP FOR 21ST CENTURY SKILLS

Maine’s Department of Education is an active member of the Partnership for 21st Century Skills ([www.21stcenturyskills.org](http://www.21stcenturyskills.org)), a national effort to position 21st Century skills at the center of K-12 education by building collaborative partnerships among education, business, community, and government leaders. The arts teach many of the critical 21<sup>st</sup> Century skills:

- Information and communication skills (information and media literacy skills; communication skills)
- Thinking and problem-solving (critical thinking and systems thinking; problem identification, formulation and solution; creativity and intellectual curiosity)
- Interpersonal and self-direction skills (interpersonal and collaborative skills; self-direction; accountability and adaptability; social responsibility)
- Global awareness
- Entrepreneurial skills.

Particularly given the financial strains that Maine communities are experiencing, it is increasingly clear that ensuring these skills for all students will require connecting the many existing “natural resources” of Maine communities (e.g., schools used as community centers, the skills of many citizens, the cross-generational sharing of traditional crafts, etc.) as well as building on new communication technologies that could facilitate on-line and distance learning.



## RESEARCH DESIGN



*Anything Goes*  
Medomak Valley High School, Waldoboro





## RESEARCH FOUNDATION

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The current document builds on MAAE’s Arts Education Census work of the past two years. In designing this census the team drew on the Elementary School Arts Education Survey (Fall 1999) Fast Response Survey System of the National Center for Education Statistics, the recent studies of arts education in California funded by the Hewlett Foundation (*An Unfinished Canvas*, 2007), as well as the New Jersey Arts Education Census (2007). The team consulted with arts educators in Maine and with Dr. David Silvernail, Co-Director of the Maine Education Policy Research Institute.<sup>2</sup>

## THE CHOICE OF TEACHERS AS RESPONDENTS

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Many surveys of arts education (such as the recent NAEP sampling of arts education at 8<sup>th</sup> grade) turn to principals as respondents on the grounds that they have an overview of entire programs.

In this census, teachers were asked to respond, based on the Design Team’s consensus that 1) teachers are closer to the on-the-ground details of arts programs; 2) the Alliance and other participating organizations could mobilize teachers to respond; and 3) potentially, the process of responding and discussing results could help to galvanize teachers as advocates for their own and state-wide programs in the arts. (Note: While this choice has these advantages, it also brings some limitations. See page 26 of this report for a discussion of these limits.)

## THE FOCUS ON ARTS EDUCATION OPPORTUNITIES

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This census is focused exclusively on the arts education opportunities currently available to students in Maine. This refers to factors such as the amount of instructional time, the number and range of courses offered, the presence of certified teachers, standards based curricula and materials, dedicated facilities, additional dollars (beyond salaries) spent on the

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<sup>2</sup> Woodworth, K. R., Gallagher, H. A., & Guha, R. (2007) *An unfinished canvas. Arts education in California: Taking stock of policies and practices. Summary Report*. Menlo Park, CA: SRI International and New Jersey Arts Education Census Project (2007) *Within Our Power: The Progress, Plight, and Promise of Arts Education for Every Child*, <http://artsednj.org/survey.asp>.



arts, etc. These data provide a much-needed baseline measure of the current state of these opportunities overall and their relative distribution across schools where teachers elected to participate.

*It is important to be very clear: opportunities to learn are not the same as quality.* A school might only be able to provide a single arts teacher and a few courses, but offer its students a remarkable arts learning experience. The inverse could also be true: a school could be rich in resources, but offer only basic instruction in the arts.

To look at the quality of arts education in Maine would require a very different set of measures that would include, at a minimum: observations of teaching and learning, close examination of students' work and performances, along with interviews with students and teachers. This is a complementary investigation that Maine arts educators might consider undertaking, building on work done in other states like California and Vermont.

## **THE CENSUS TOOLS SURVEY AND OPPORTUNITY MAPS**

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This focus on opportunity to learn is reflected in the two major tools developed for the census: 1) the survey instrument that went out to the identified teachers and 2) the development of an aggregate opportunity score that was then used to map the distribution of different levels of arts learning opportunities throughout the state.

### **THE SURVEY TOOL**

An email invitation to participate in this web-based survey was initially sent by the Maine Alliance for Arts Education April 4, 2008. It was accompanied by a letter from the Maine Department of Education urging teachers to participate. Letters also went out from the Commissioner of Education to all Maine school administrators. In addition, several reminder notices were also sent via e-newsletters and other regular communications. The deadline for responding to the survey was April 30, 2008.

A second invitation was extended in fall of 2008 to those who had not yet participated, with personal invitations and assistance in completing the survey. The Fall 2008 version, which was closed on May 30, 2009, was a revised version of the initial survey to provide fuller and more reliable responses to a number of the questions. In the analyses that follow, the data from the two surveys are combined when the questions were unchanged. When the questions were altered, the responses from the two surveys are presented separately.

To participate in the survey, teachers went to the Maine Alliance for Arts Education web site and clicked on a button. In addition, prior to taking the survey, they were asked to review the survey protocol so that they could gather any necessary information before going on-line to take the survey. The protocol (which is provided in Appendix D to this



report) provided definitions for the teachers to keep in mind when responding to questions in the survey.

One survey was designed for elementary teachers and another for secondary teachers. The questions varied slightly between the two surveys. Teachers self-selected which of the surveys they took. Responses to both surveys are presented in this report, with separate charts for elementary versus secondary results.

## TEACHERS

Invitations to participate were sent to a total of 1,195 arts teachers. There were 423 respondents, or 35% of those invited (including 215 elementary teachers and 208 secondary teachers). Of these respondents, 256 responded to the first survey and 167 responded to the second.

The Maine Department of Education database (Maine Education Data Management System, or MEDMS) was used to identify the arts teachers to whom the survey was sent. The list was developed by selecting teachers by classes taught. The following is the list of classes used to develop this list:

AR99 - Art - General Education  
AR11 - Art History  
AR10 - Art History and Theory  
AR20 - Art Studio  
AR12 - Art Theory  
IA15 - Arts and Crafts  
MU60 - Band  
IA10 - Ceramics  
HM10 - Clothing and Textiles  
TI21 - Commercial Art Occupations  
AR25 - Commercial Design  
TI27 - Commercial Photography Occupations  
AR30 - Crafts  
CC40 - Dance  
EL34 - Drama  
EL60 - Dramatic arts  
AR50 - Drawing  
IA41 - Graphic Arts  
TI58 - Graphic Arts Occupations  
AR13 - Humanities/Art  
MU75 - Instrumental Instruction  
MU55 - Instrumental Music  
TI92 - Leather Working  
IA12 - Leathercraft



TI81 - Media Production  
IA20 - Mechanical Drawing  
CC96 - Music Co-curricular Activities  
MU10 - Music General Education  
MU15 - Music Literature or History  
MU20 - Music Theory  
VP10 - Music/Theater/Dance  
MU65 - Orchestra With Strings  
AR60 - Painting  
AR70 - Photography & Related Media  
AR31 - Pottery and Ceramics  
AR80 - Printmaking  
MU80 - Rhythm and Body Movement  
AR90 - Sculpture  
VP11 - Visual Arts  
MU45 - Vocal Instruction  
MU35 - Vocal Music  
EL58 - Film

Subsequent attempts to replicate this list to determine numbers of teachers in each category were unsuccessful, so no data on that is available. There are also no other lists of arts teachers for the State of Maine, so there is no way to determine whether this listing represents the entire universe of arts teachers. However, it undoubtedly includes the majority of such teachers.

## SCHOOLS

*Respondents were asked to provide the name of the school that they would be describing in the survey. If a teacher works at more than one school, they were asked to list the particular school they selected as most typical and that they had in mind when answering the survey questions.*

There were 351 schools represented by the 423 respondents. This represents 44% of the total 799 elementary and secondary schools in the State of Maine.

The table on the following page indicates the types of schools that are found in Maine. This information is from the Maine Department of Education School System Contact Directories on the Department's web site.



<b>Maine Schools by Type*</b>	
Indian Education	3
Magnet	1
Nontraditional Limited Purpose	7
Private Non-sectarian	45
Private Sectarian	28
Private Special Purpose	34
Private/60% Publicly Funded	12
Public	628
Public Special Education	2
Special Purpose Private Exempt	2
State Operated	4
Technology Center	19
Technology Regional	8
Unorganized Territory	6
<b>Total</b>	<b>799</b>
*Due to redistricting, the number of schools in Maine changed slightly between 2008 and 2009. In order to keep data consistent across years, the 2008 numbers were used for this analysis.	

The table on the following page provides a breakdown of schools included in the survey, comparing it with statewide data.



<b>Respondent Schools by Type</b>					
	<i>Elem.</i>	<i>Second.</i>	<i>Total*</i>	<i>State of Maine†</i>	<i>Respondent schools as % of total</i>
Indian Education	2	0	2	3	67%
Private Non-sectarian	2	3	5	45	11%
Private Sectarian	1	2	3	28	11%
Private/60% Publicly Funded	0	9	9	12	75%
Public	183	143	326	628	52%
State Operated	1	2	3	4	75%
Technology Regional	0	2	2	8	25%
Unorganized Territory	1	0	1	6	17%
Other	0	0	0	65	0%
<b>Total</b>	<b>190</b>	<b>161</b>	<b>351</b>	<b>799</b>	<b>44%</b>

\*This is the number of schools represented by respondents, not the number of total respondents.  
 †Due to redistricting, the number of schools in Maine changed slightly between 2008 and 2009. In order to keep data consistent across years, the 2008 numbers were used for this analysis.

In taking the survey, teachers self-identified whether the school they were reporting about was an elementary school or a secondary school. Middle school teachers selected either elementary or secondary depending on whether they were part of a K-8 system (elementary) or not (secondary). Information provided on the Maine Department of Education web site indicates the following breakdown, but because of overlap, a comparison with schools included in the survey must be considered only an estimate. However, the following information is provided:

<b>School breakdown by grade</b>			
	<i>Maine total schools*</i>	<i>Respondent schools</i>	<i>% of total</i>
Elementary	649	190	29%
Secondary	217	161	74%
<b>Total</b>	<b>866†</b>	<b>351</b>	<b>NA*</b>

\*Due to redistricting, the number of schools in Maine changed slightly between 2008 and 2009. In order to keep data consistent across years, the 2008 numbers were used for this analysis.  
 †There are 67 schools on the Maine state list in which elementary grades (K-8) and secondary grades (9-12) overlap.

It is important to keep in mind that teachers were asked to respond to the survey with only one school in mind, even if they teach at several. This means that the percentage of elementary schools represented in this survey (29%) is actually less than those at which



respondents actually teach (since some teachers teach at two or three or more schools). Out of concern for overloading teachers, the survey did not request teachers to reply for each school at which they teach.

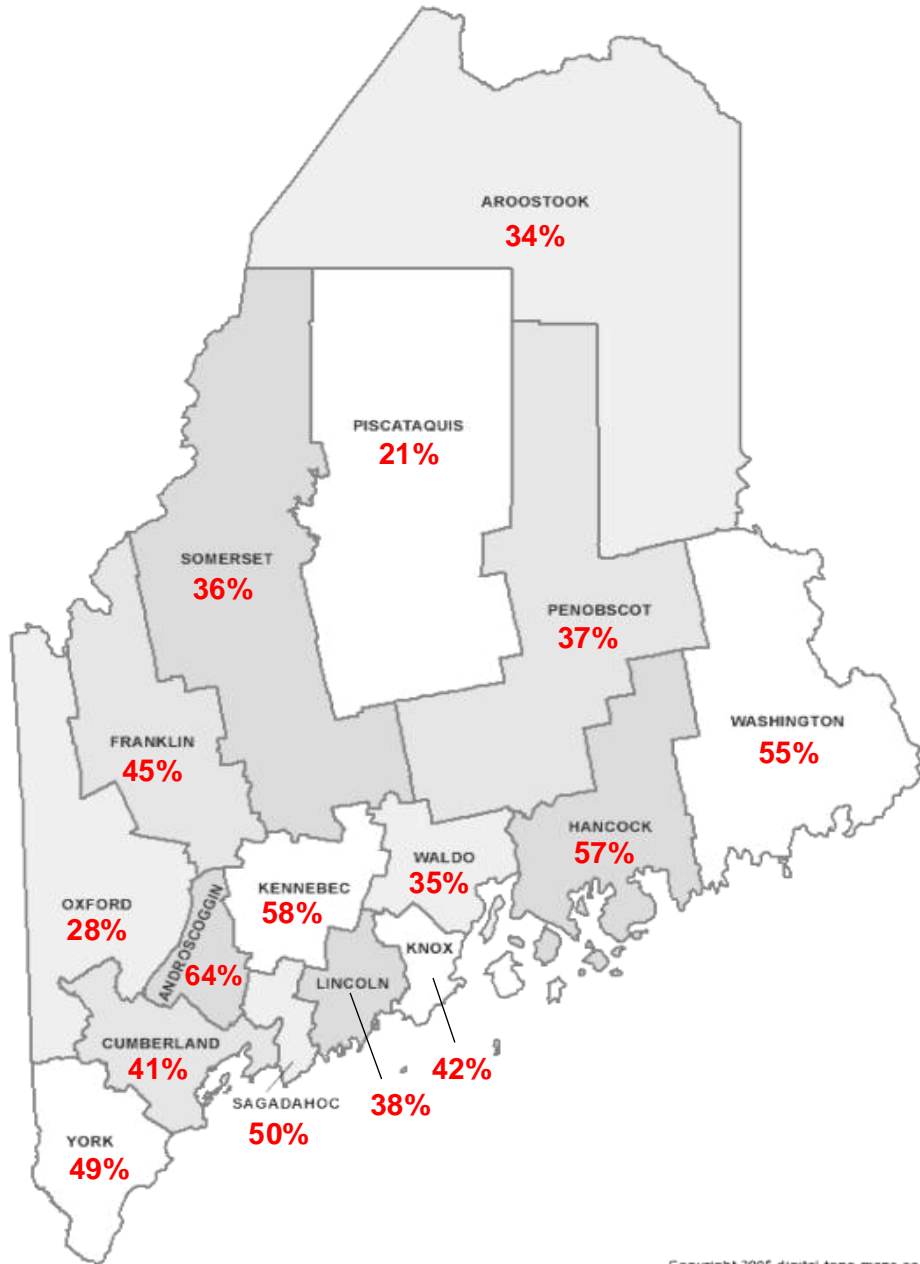
The table below shows the same 351 schools included in this survey by county. It also shows the percent of total schools per county represented by those included in the survey. Because the data for all schools in Maine does not distinguish elementary from secondary, the percentages reported are for all schools. The data from this table are also presented in a map on the following page.

<b>Percent of Schools in Each County Represented in Survey</b>					
<i>County</i>	<i># Elementary Schools Represented</i>	<i># Secondary Schools Represented</i>	<i>Total # Schools Represented</i>	<i>Total # Maine Schools per County</i>	<i>Represented Schools as % of Total in Cty</i>
Androscoggin	13	17	30	47	64%
Aroostook	10	10	20	59	34%
Cumberland	31	24	55	134	41%
Franklin	3	6	9	20	45%
Hancock	16	8	24	42	57%
Kennebec	24	14	37	64	58%
Knox	7	6	13	31	42%
Lincoln	6	4	10	26	38%
Oxford	7	5	12	43	28%
Penobscot	20	16	36	97	37%
Piscataquis	2	1	3	14	21%
Sagadahoc	8	3	11	22	50%
Somerset	4	12	16	45	36%
Waldo	3	8	11	31	35%
Washington	15	7	22	40	55%
York	21	20	41	84	49%
<b>Total</b>	<b>190</b>	<b>161</b>	<b>351</b>	<b>799</b>	<b>44%</b>

These data show that in five counties, widely dispersed across the state, teachers provided data for half or more of the schools. In fourteen of the sixteen counties, teachers from over a third of the schools responded to the survey. On average, teachers from 44% of schools across the state responded. (It is important to note that the response rate is significantly higher in the eastern and southern portions of the state.)



Figure 1: Percent of Schools in Each County Represented in Survey



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## THE MAPPING TOOL: THE DISTRIBUTION OF OPPORTUNITIES

In order to provide some measure of comparison between schools based on data from this survey), the researchers and the Design Team developed a system of scoring that was based on responses to key questions in the survey. The following table provides a summary of the resulting weighted index:

<b>Staffing and Learning Opportunities</b>	<b>12 points total</b>
Staffing	4 points
After School Clubs and Electives	4 points
Courses	4 points
<b>Infrastructure</b>	<b>10 points total</b>
Facilities	2 points
Curriculum Guide	6 points
Student Materials	2 points

Each school with complete survey data was assigned a score, based on responses to questions in the indicated areas, that was used to assess overall availability of opportunity in each of the four disciplines. Standard deviations were used to identify the three levels of provision, as follows:

- **Extensive Provision:** Those schools with scores greater than those within a standard deviation of the mean (average) score.
- **Moderate Provision:** Those schools with scores falling within a standard deviation of the mean score.
- **Basic Provision:** Those schools with scores less than those within a standard deviation of the mean score.

The resulting scores were mapped, using GIS technology, onto the locations of the participating schools anonymously to provide a statewide map of the distribution of arts learning opportunities.

*When considering these scores, it is important to keep in mind that these scores do not in any way reflect measures of quality. Rather, they simply indicate extent of opportunity available to students in each school*

Details on the weighting methodology and the resulting maps are provided in Appendix C to this report.



## CAUTIONS REGARDING THIS DATA

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This census is a beginning. While the Commissioner endorsed the survey and sent out a letter to all superintendents, participation was not mandatory. The budget allowed only for an on-line survey of teachers, supplemented by personal calls and emails, urging teachers to participate. As a result, this census reports data from a convenient sample of 35% of teachers across the state representing 44% of schools, chiefly from southern and coastal districts. Teachers from rural, suburban, and urban areas responded to this survey.

The collection of statistically representative data across types of districts and geographic locations, using the current field-tested questions, is a future goal, both to expand knowledge specific to Maine and to allow this data to be directly comparable to data collected in other states (e.g., California, New Jersey, etc.).

When reviewing these data, it is important to keep in mind a number of caveats:

- While every effort was made to encourage participation in this survey, the responses are in fact a self-selected population (i.e., participation was not required). In such surveys, those who respond tend to be those who are the most engaged and/or the most enthusiastic about the topic.
- As a corollary to the voluntary participation, there are areas of the state that have higher reporting rates, while others have lower reporting rates.
- As a second corollary to the voluntary participation, it is important to keep in mind that lack of programs in a particular discipline may simply be a reflection of a teacher not participating in the survey.
- As noted above, there is a higher rate of participation on the part of secondary schools than there is from elementary schools. As the data is presented separately, this does not skew the results. However, it is important to keep in mind the relatively low response rate regarding elementary schools.
- Teachers are the respondents, and it is important to keep this in mind when looking at percent of respondents. Those who teach at more than one school were asked to choose one school to describe when responding, and were then asked how the other schools differed from the one they described in the survey. This means that some schools had more than one teacher responding.
- This survey provides information about opportunities available at schools throughout the State of Maine. It does *not* measure quality of what is offered. Judgments about quality require different measures such as classroom observations, interviews with students and teachers, and careful examination of student work and performances.



## THE DELIVERY OF FUNDAMENTAL OPPORTUNITIES



Mattanawcook Junior High School



The first section of the survey addressed the most basic aspects of arts education opportunities. These are the fundamentals of the delivery system: school size, disciplines offered, length of periods, etc.

For detailed charts presenting the data for these (and all questions) asked on the survey, see Appendix E.

## GRADES TAUGHT

*Teachers were asked to report what grades are taught in the school where they teach.<sup>3</sup>*

The data indicate that Maine schools vary widely in their grade configurations.

- Elementary schools vary in whether they include Pre-K and kindergarten; some end at fifth grade, while others stop at eighth grade.
- Roughly a third of secondary schools include middle grades.

This means that Maine arts teachers, particularly if they move across districts, need to be able to teach a span of anywhere between 10 grades at elementary (from pre-K through 8), and seven grades at the secondary level (from 6<sup>th</sup> – 12<sup>th</sup> grades).

## SCHOOL ENROLLMENT

*Teachers were asked to report total school enrollment in 2007-2008 (first version) and 2008-2009 (second version).*

These data underscore what many educators in Maine know: schools in the state range from tiny (27 elementary school students) to very large (2,600 students in a high school). The typical Maine elementary school serves approximately 300 students, while the typical secondary school serves approximately 600 students. Consequently, Maine arts educators are faced with developing standards and a delivery structure for arts education that is highly flexible and can be realized in communities of widely varying size and resources.

Given these school sizes, there is the possibility, even with modest fiscal and human resources, to put together programs where students consistently learn the fundamentals in the arts, if arts teachers, classroom teachers, and communities work together to ensure this result.

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<sup>3</sup> Note that that some teachers interpreted this question to mean what grades do they personally teach, rather than what grades are taught at their school. This explains why the range is from one to ten grades. Recommendations about an improved protocol are provided in Appendix D to this report.



### SCHOOL DIFFERENCES

In the survey, teachers described the differences across multiple schools in which they teach in order to provide a sense of the variation within districts. These data suggest that by and large these within-district differences are modest. It is the district-to-district differences that are sizable.

### DISCIPLINES TAUGHT

*Teachers were asked to report which discipline(s) they teach.*

At both elementary and secondary levels, visual arts teachers responded most frequently to the survey, followed by music teachers. Only seven teachers responded with information about dance programs. Twenty six drama teachers supplied data. These modest participation levels are a likely indication of the low number of schools that offer dance and drama programs.

What discipline(s) do you teach?				
	Elementary		Secondary	
	# responses	% of total	# responses	% of total
Visual arts	127	59%	112	54%
Music	84	39%	74	36%
Dance	2	1%	5	2%
Drama/theatre	6	3%	20	10%
<i>Total=215</i> Note: # of responses totals more than respondents (215 respondents, 219 disciplines) because four music teachers also teach drama.			<i>Total=208</i> Note: # totals more than respondents (208 respondents, 211 disciplines) because one visual arts teacher also teaches drama and another visual arts teacher also teaches music and dance.	

Note that because there were so few teachers in dance and drama/theatre, their responses were not analyzed. However, some information that was provided by those respondents is presented in Appendix B to this report.

### LENGTH OF CLASSES

*Approximately how many minutes long is a typical visual arts/ music class or period of instruction?*

At elementary almost a third of visual arts class (31%) and three quarters of music classes (75%) are shorter than 45 minutes. At high school over four fifths of classes (86% and 82%) are longer than 45 minutes.



In the second version of the survey, more detailed responses were requested. This more detailed data suggests that:

- At the elementary level, visual arts classes generally run 45-54 minutes long. However, music classes are generally less than 45 minutes long.
- At the secondary level, both visual arts and music classes generally are between 55 and 89 minutes long.

## NUMBER OF PERIODS PER WEEK

*For how many periods a week does a typical student in your school receive instruction specifically for visual arts/ music during the regular school day?*

- Elementary students generally have visual arts and music classes one period per week.
- At the secondary level, classes are more frequent, ranging from 3-5 periods per week.

## DURATION OF CLASSES

*What is the duration of most visual arts/ music classes, i.e., does a typical student receive instruction throughout the school year or for some portion of the year?*

- At the elementary level, nearly all visual arts and music classes are for the entire school year.
- At the secondary level, there is greater variation in duration of classes, although for both visual arts and music, most classes are either year-long (61% for visual arts classes and 88% for music classes) or semester-long (53% for visual arts and 54% for music).

## GRADES RECEIVING INSTRUCTION

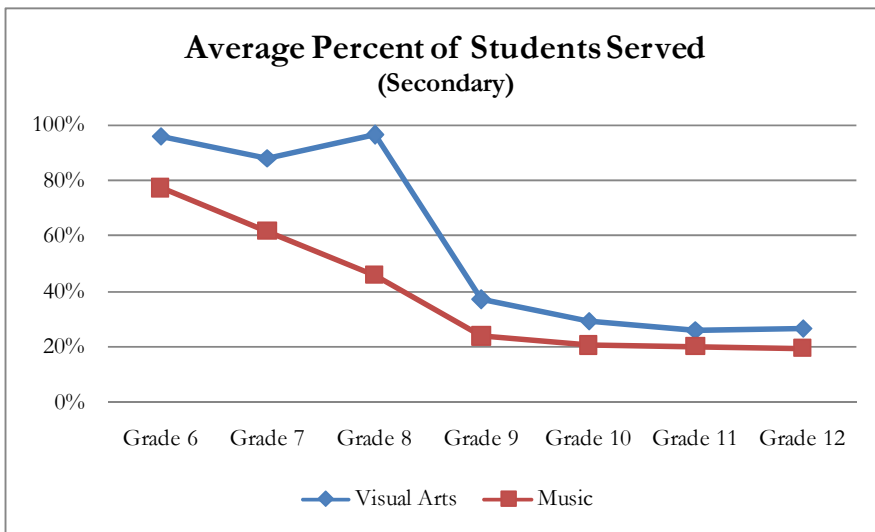
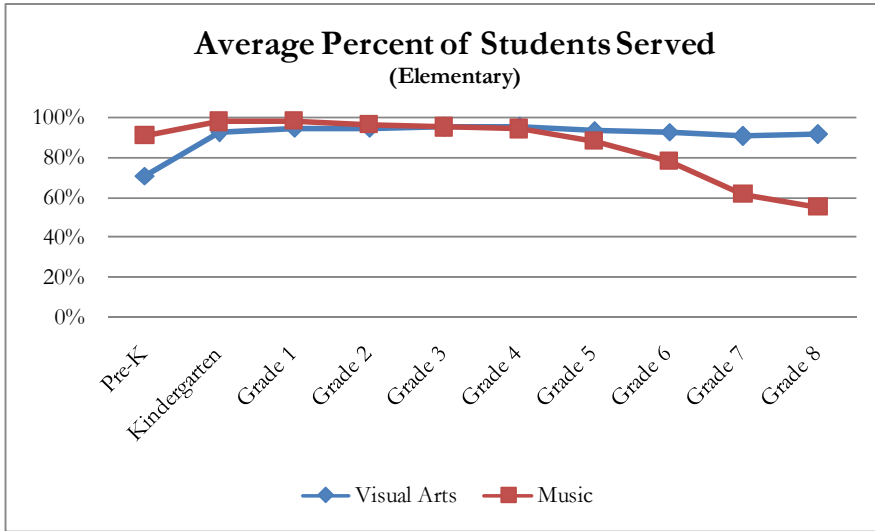
*Which grades receive instruction in visual arts/ music and for those grades, approximately what percent of students participate?*

- At the elementary level, at the schools where the respondents teach, nearly all of the students receive instruction (95% for visual arts and 95-98% for music), although Pre-K students participate less in visual arts classes (71%) and grades 6-8 have a somewhat lower participation rate in music classes (55-62%).
- At the secondary level, high school students (grades 9-12) have a much lower participation rate than at elementary (although a slightly higher percentage of



students receive instruction in visual arts than in music). This overall pattern is a likely reflection of these classes becoming electives in the high school years.

- There is a sharp drop in the number of high school students who enroll in arts classes. This may be a reflection of the fact that such classes become electives at that point and students have many other demands to meet for graduation.



### NUMBER OF COURSES OFFERED (SECONDARY ONLY)

*How many different visual arts/music courses did your school offer this year?*



- Secondary visual arts teachers report that the majority of schools where they teach (66%) offer 4 or more courses (although nearly 1 in 5 report only a single course being offered).
- Secondary music teachers report that nearly one third (32%) of the schools where they teach offer 2 or fewer courses, although nearly half list 5 -9 courses (44%), suggesting considerable variety.

## NUMBERS OF STUDENTS ENROLLED

*What is the total number of students per year (on average) enrolled in visual arts/music classes at your school?*

- Nearly all elementary students are enrolled in visual arts classes (98%). Participation in music classes is somewhat more limited (76%).
- Over one-third (37%) of secondary school students are enrolled in visual arts classes. Only one fifth (20%) take music classes.

## NUMBER ENROLLED IN MORE THAN ONE CLASS

*How many students are enrolled in more than one visual arts/music class per year (on average) at your school?*

- At the elementary level visual arts, very few students enroll in more than one class per year (only 25% of teachers reported 1 or more students enrolled in more than one class).
- In contrast, at the elementary level, 84% reported students enroll in more than one music class per year.
- At the secondary level, there is a greater number of students enrolled in multiple classes (79% reported one or more such students in visual arts and 96% reported one or more such students in music classes).

## TYPES OF INSTRUCTION IN SCHOOL DAY (MUSIC ONLY)

*Which of the following types of music instruction, or classes, are offered at your school during the regular school day?*

- At the elementary level, general music, chorus, and band are the most common types of music instruction.
- At the secondary level, chorus and band are the most common types of music instruction.





## DISCUSSION

Taken together, these data raise several questions about Maine students' opportunities to learn in the arts:

1. At what point is the dosage (duration x frequency) of arts instruction so modest that it constitutes “arts exposure” rather than “arts education?” What strategies are there for supporting schools and districts in fulfilling what is promised in national standards and Maine statutes?
2. What is the role for high-quality arts integration and rigorous cross-disciplinary courses that feature the arts in partnership with other subjects? How can student learning in the arts be complemented by course work in areas like science, social science, or technology that emphasize creative problem-finding and solutions? Without these kinds of partnerships Maine's young people may be receiving thin preparation in the innovation skills critical to individual and community success in the 21st century.
3. How could community resources be used to expand what schools alone are able to offer? (For instance, imagine that a school had a rotating “zero-th” period, before the official day began, when student could come to work on their art projects, practice their singing, instruments, scenes, or dances?)



## FINDINGS ON HUMAN RESOURCES: THE WORKING LIVES OF TEACHERS



Barb Packales, Chorus teacher  
Gardiner School district



A second series of questions in the survey sought to develop a picture of the working lives of Maine arts teachers. For detailed charts presenting the data for these (and all questions) asked on the survey, see Appendix E.

## NUMBER OF FULL-TIME CERTIFIED TEACHERS

*How many full-time certified visual arts/music teachers are there at your school?*

- The majority of both elementary and secondary schools have one or more full-time certified teachers in visual arts and music.
- However, at the elementary level, a significant portion (one third for visual arts and one quarter for music) of respondents indicates that the school where they teach does not have a full-time certified teacher in their discipline.
- In contrast, at the secondary level, nearly all (97% for visual arts and 94% for music) reported having at least one certified teacher in their discipline.

## NUMBER OF PART-TIME CERTIFIED TEACHERS

*How many part-time certified visual arts/music teachers are there at your school?*

- Except for elementary schools offering music, the majority of all schools at both elementary and secondary levels do not have part-time certified teachers.

## NUMBER OF NON-CERTIFIED TEACHERS

*How many noncertified visual arts/music teachers are there at your school?*

- At all levels and for both visual arts and music, very few schools have non-certified teachers. However, use of non-certified teachers is slightly more prevalent at the secondary level.

## FULL-TIME EQUIVALENT FOR ARTS TEACHERS

*What is the full-time equivalent of visual arts/music teachers at your school? (Full-time means teaching for a full school day, 5 days a week.)*

- At the elementary level, most schools have one or less full-time equivalent visual arts or music teachers (88% for visual arts and 80% for music.) Given an average school population, this means that the typical elementary music teacher is serving approximately 300 students.
- At the secondary level, most schools have between one and 3 full-time equivalent visual arts and music teachers (84% for visual arts and 80% for music). These teachers serve a typical high school population of approximately 600 students.



## OTHER TEACHERS

*Who other than certified visual arts/music teachers teaches visual arts/music at your school?*

- At most schools, no one other than certified teachers teaches visual arts or music. At most, in 11% of elementary schools, classroom teachers are doing instruction in visual arts.

## TEACHING LOAD - STUDENTS

*Which statement best describes the teaching load of a visual arts/music teacher in your school?*

- As noted earlier, many arts teachers serve high numbers of students, particularly at the elementary level. In general, secondary school visual arts and music teachers teach fewer students per week than do elementary school visual arts and music teachers.
- At the elementary level, 60% of visual arts teachers and 57% of music teachers teach 201-500 students in a week.
- At the secondary level, 82% of visual arts teachers and 74% of music teachers teach 50-200 students in a week.

## TEACHING LOAD - CLASSES

*Which statement best describes the teaching load of a visual arts/music teacher in your school?*

- At both elementary and secondary levels, visual arts teachers tend to serve multiple classes at one school (63% for elementary and 94% for secondary).
- In music, however, there is a higher level of teachers serving multiple schools (46% at elementary and 35% at secondary), although the majority serve only at one school.

## NUMBER OF CLASSES PER WEEK

*How many classes does a full-time visual arts/music teacher teach in a typical week at your school?<sup>4</sup>*

- Teachers in Maine teach 19-23 classes per week.
- At the elementary level, music teachers teach more classes per week (23) than do visual arts teachers (19).

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<sup>4</sup> Because data in the first survey required cleaning prior to use, the survey was changed to drop down options for the second round of data collection. In order to calculate an average, the mid-point in each range was the assumed value.



- At the secondary level, this is reversed, with visual arts teachers teaching more classes per week (21) than do music teachers (19).

## RANGE OF ACTIVITIES FOR VISUAL ARTS/MUSIC TEACHERS

*Which statement best describes the range of activities of a visual arts/music teacher in your school?*

- Nearly all teachers, at both elementary and secondary levels, teach multiple arts classes.
- Teachers at the secondary level generally have a wider range of activities than do teachers at the elementary level (higher percentages report participating in activities beyond teaching multiple arts classes, including teaching after-school arts classes or advising clubs or informal work with interested students before and after school).
- 2009 data reveals that many visual arts and music teachers help organize student shows and special projects and write grants in addition to teaching. Informal work with students before and after school and committee work are also part of what arts teachers contribute to their schools.

## DISCUSSION

What emerges from these data is a clear portrait of hard-working educators, teaching full schedules and carrying out additional activities that include teaching after-school classes and clubs, counseling individual students, and fund-raising. While these numbers are comparable to those of many public schools, this level of demand can stretch teachers thin, leaving little time and energy for new projects, interdisciplinary work with colleagues, or sustaining forms of professional development.

Given the financial condition of the cities and towns in Maine, it is hard to foresee funding for additional positions in the near future. This raises important questions:

- What opportunities are there for sharing additional positions across schools or districts (i.e., could a dance teacher teach a 6-week unit as part of physical education or health, in each of three schools? Could the state sponsor a summer institute that would train English teachers to include a drama unit in their annual curriculum?
- What partnerships and supports could Maine colleges and universities offer arts teachers?
- What community-based partnerships could provide arts teachers with time for planning and collaboration?



## SUPPORTS FOR ARTS OPPORTUNITIES



Carmel Collins, Dance teacher  
Lake Region High School



A third series of questions in the survey sought to develop a clearer sense for the supports for arts teaching in Maine schools.

For detailed charts presenting the data for these (and all questions) asked on the survey, see Appendix E.

## SPACE USED FOR INSTRUCTION

*Which statement best describes the space used for teaching visual arts/music at your school?*

- At the elementary level, three quarters of teachers (76% for visual arts and 71% for music) report that they have a dedicated room with either all or some of the equipment needed.
- At the secondary level, 9 out of 10 teachers (93% for visual arts and 89% for music) report that they have a dedicated room with either all of some of the equipment needed.

This suggests that many Maine districts have invested in the physical infrastructure that supports arts instruction.

## SCHOOL SPENDING

*What does your school spend each year on visual arts/music in addition to salaries (i.e., total dollars spent on materials, equipment, special events, etc.)?*

- The reported level of additional school spending ranges widely, from \$0 to \$250,000.
- Average secondary school spending is significantly higher than that at the elementary level.
- While the average secondary school spending on visual arts is remarkably high, it is important to note that the mode (the most frequently reported level of spending) is the same for elementary visual arts, secondary visual arts, and secondary music.

## SOURCES OF OUTSIDE FUNDING

*Does your school typically receive funds from any outside sources to fund its education programs in visual arts/music?*

- Parent groups play a significant role in providing funding for visual arts and music and both elementary and secondary schools.
- Parent groups and local businesses provide funding in elementary schools more often than in secondary schools.



- Teachers make significant contributions to arts program funding as well, with as many as 32% of visual arts teachers and 16% of music teachers at the elementary level paying out of pocket to supplement other sources.
- It is sobering to see that between 46% and 23% of teachers report no additional sources of funding at all.

## USES OF OUTSIDE FUNDING

*What does this outside funding support?*

- Outside funding is not used for teacher salaries at most of the schools in this survey.
- Outside funding is used to support special events (most commonly mentioned purpose), supplies, and at the secondary level in music, for equipment.
- Expenditures like supplies and equipment are being paid for at a school, rather than a district level.

## WRITTEN CURRICULUM GUIDE

*Does your school have a written curriculum guide in visual arts/music that your teachers are expected to follow?*

- Most teachers (66% to 88%) report that there is a written curriculum guide for their discipline.
- Such materials are most common at the secondary level in visual arts.

## USE OF CURRICULUM GUIDE

To clarify how existing curriculum guides may (or may not) be used, the following question was added in the second version of the survey.

*Teachers use this curriculum guide...*

- The majority of visual arts teachers (58% for elementary and 60% for secondary) use this curriculum as a guide to be followed.
- In contrast, the majority of music teachers (57% for elementary and 60% for secondary) use this curriculum as an optional framework.





## ALIGNMENT OF CURRICULUM GUIDE

*Is your school's curriculum guide aligned with your state's standards or the National Standards for Arts Education?*

- The majority of 2008 respondents reported that the curriculum guide was aligned with state or national standards.
- The 2009 data revealed, however, that the alignment is more with state standards (70-77% report such alignment) than with national standards (39-54% report such alignment). However, the level of uncertainty with respect to national standards is higher (3-19%) than with respect to state standards (0-10%).

## CREATION/UPDATES OF CURRICULUM GUIDE

*Has the curriculum guide been updated within the last year to reflect the new state standards? (2009 only)*

- Secondary music teachers reported the highest rate (86%) of updated curriculum guides to reflect new state standards. Secondary visual arts teachers reported the lowest rate (50%).
- In general, at least half of those responding reported updated curriculum guides within the last year.

*Was your school's curriculum guide created or has it been updated in the last five years?*

- Over four-fifths of all teachers reported that curriculum guides have been created or updated within the last five years (73% to 88%).

## STUDENT MATERIALS

*Are the student materials at your school aligned with the state's standards for visual arts/music?*

- With the exception of elementary visual arts teachers, the majority of teachers (57-75%) reported that there are student materials aligned with state standards. However, for all elementary teachers and secondary teachers of music, over one-third (34-46%) report no such materials.

## AFTER-SCHOOL ACTIVITIES

*What kinds of school-sponsored after-school activities occur in visual arts/music?*



- After-school activities in visual arts and music are more common at the secondary level than at the elementary level (58% and 31% of elementary teachers reported no such activities in contrast to 26% and 8% of secondary teachers).
- At the elementary level, the most frequent after-school activity is in the area of music – plays/festivals/concerts were reported by 45% of respondents to the 2009 survey.
- At the secondary level, arts shows/exhibits (56%), jazz band (58%), and plays/festivals/concerts (73%) were the most frequent activities.

## DISCUSSION

Across the state, teachers report that they enjoy dedicated facilities. Many report having a written curriculum guide that is aligned with state standards and that has been recently revised. These data suggest that the state, in partnership with teachers, has done an effective job of getting the new arts standards into the hands of Maine teachers. However, for all elementary teachers and secondary teachers of music, over one-third (34-46%) report that their students do not have materials aligned to the new state standards, raising questions about whether teachers can translate the new expectations into daily practice.

The picture of financial supports is also sobering. Funding for items such as materials, equipment, and special events varies widely with teachers from some schools reporting a zero budget, whereas in other similar-sized schools in different communities, music or art teachers may have as much as \$18,000 to spend. It is clear that the cost of some items like supplies and equipment, usually borne by districts, has shifted to individual schools. In fact, between 15% and 32% of teachers report spending their own dollars on items like supplies.

These inequities compound the earlier inequities in staffing and pathways. This raises questions about what relatively low-cost and feasible strategies could make a difference, even though times are “tight”:

- Could the state DOE, or Maine professional organizations, host a website with standards-based lessons and student work, collected and vetted by arts teachers around the state?
- Can the state DOE, in partnership with the Maine Commission for the Arts, develop a website that matches arts education projects with donors, modeled on the national Donors Choose that matches worthy projects and willing donors?
- Can the DOE or the Commission host a portal that would list regional and state-wide programs that allow students to supplement their arts learning during out of school time (vacations, summer, etc.)?



- How can Maine communities access additional streams of funding (public health, juvenile justice, after-school, etc.) to create additional programming that would both support creative learning and offer additional salaried hours for interested arts professionals?



## SCHOOL-WIDE SUPPORTS FOR ARTS EDUCATION OPPORTUNITIES



Photo credit: Bay Chamber Concerts



This section of survey questions inquired into the school-wide role of arts education in Maine schools.

In contrast to the previous questions, these questions were asked of all teachers, regardless of discipline. Accordingly, the analyses do not reflect the different disciplines.

For detailed charts presenting the data for these (and all questions) asked on the survey, see Appendix E.

## PRESENCE OF ARTS EDUCATION IN SCHOOL MISSION

*Is arts education included in any mission statements or goals of your school?*

- Arts education is generally not included in school mission statements or goals, with the difference being most dramatic at the elementary level (61% reporting no).

## INVOLVEMENT OF CERTIFIED ARTS TEACHERS

*In what areas do certified arts teachers have input at your school?*

- At the elementary level, certified arts teachers are most likely to be involved in curriculum development (75%) and allocation of funds (60%).
- At the secondary level, it appears that certified arts teachers are generally more involved, with curriculum development (85%), onsite management teams (70%), and allocation of funds (67%).

## TYPES OF STUDENT ASSESSMENT

*Which of the following regular assessments of student performance and achievement in the arts occur at your school?*

- At both elementary and secondary levels, teacher-made tests are by far the most common form of assessment (80% for elementary and 88% for secondary).

## STUDENT RECOGNITION

*In what sort of contests, programs, etc. does your school participate?*

- Student recognition of this kind is generally more practiced at the secondary level than at the elementary level (35% of elementary teachers reported “none of the above” while only 21% of secondary teachers did the same).



- Festivals are the most common form of student recognition (39% at elementary level at 56% at secondary level).

## PRINCIPAL VISITS TO ARTS CLASSROOMS

*Does your school principal visit and observe in arts classrooms?*

- In the majority of schools, principals visit and observe in classrooms (70% at elementary level and 68% at secondary level).
- It appears that this is somewhat more likely to occur at the elementary level than at the secondary level (19% of elementary teachers reported “no” while 24% of secondary teachers reported “no”).

## PROGRAM EVALUATION BY PRINCIPAL

*Does your school principal evaluate the school’s arts programs in the same way that other instructional programs are evaluated?*

- While the majority of teachers (59% and 65%) report that the school principal evaluates the school’s arts programs in the same way that other instructional programs are evaluated, a quarter (27% and 25%) reported that this is not the case.

## CURRICULUM SPECIALISTS

*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?*

- Most teachers report that there is not a curriculum specialist or program coordinator at the district level who is responsible for programs in the arts (55% and 57% responded “no” in answer to this question). Only one third (33% and 34%) report the existence of such a position.

## PLANNING WITHIN DISCIPLINES AT THE DISTRICT LEVEL

*Do arts teachers in your district have scheduled meeting times for planning within their discipline?*

- The majority of teachers report that there is no meeting at the district level for planning within their discipline (52% for both levels). Only slightly more than one third (37% and 39%) responded positively to this question.
- General comment re planning – Based on the responses to this and the next two questions, teachers report that there is less time allocated for planning in the arts at the elementary level than there is at the secondary level.



## PLANNING WITHIN DISCIPLINES AT THE SCHOOL LEVEL

*Do arts teachers in your school have scheduled meeting times for planning within their discipline?*

- While the majority of elementary teachers (59%) reported that arts teachers in their school do not have scheduled meeting times for planning within their discipline, the majority of secondary teachers (58%) reported that there are such meetings.

## PLANNING WITH OTHER ARTS TEACHERS

*Do art teachers in your school have scheduled meeting times for planning with other arts teachers?*

- The majority of elementary teachers reported that they also do not have scheduled planning meetings with other arts teachers (62%). At the secondary level, there were equal numbers who reported that they had such meetings as there were who said they did not have such meetings (46% for each).

## TEACHER COLLABORATION

*In what ways do arts teachers collaborate in your school?*

- Teacher collaboration is more prevalent at the secondary level than at the elementary level. Part of this is because there are more teachers at the elementary level who are the only arts teacher (27% versus 22%). However, in generally there was a higher level of collaboration reported at the secondary level (40-71%) than at the elementary level (17-55%).
- At the elementary level, informal sharing was the most common activity (55%).
- At the secondary level, informal sharing was also the most common activity (71%), but more than half also reported collaboration on curriculum planning (55%) and supporting individual students (58%).

## CONSIDERATION OF THE ARTS AS ESSENTIAL

*In general, to what extent do you think that students, administrators, teaching staff, and parents at your school consider the arts an essential part of a high-quality education?*

- Both elementary and secondary teachers report that students consider the arts as essential to the highest degree (average rating of 3.5 and 3.3). Teachers gave administrators the next highest ranking (3.3 and 3.1).
- However, the arts are considered more important in elementary than in high school by all four groups.



## SCHOOL IMPROVEMENT INITIATIVES IN THE ARTS

*Are there any school improvement initiatives related to arts education or the integration of the arts with other academic subjects currently underway at your school? (2008 only)*

- Three quarters of respondents (75% and 74%) reported in 2008 that there were no school improvement initiatives related to arts education or arts integration.

## ARTS INTEGRATION

*What is currently happening in your school with respect to arts integration? (2009 only)*

- In 2009, the majority of respondents reported that there is no formal arts integration, but it is done informally (64% at elementary level and 51% at secondary level).

*Are there any other school improvement initiatives related to arts education currently underway at your school? (2009 only)*

- While some elementary teachers reported facilities improvements (13%), the largest number (38%) reported that they did not know if any such initiatives were underway.
- Secondary teachers did not have as many who did not know (only 19%), and one quarter (24%) reported additional electives focused on arts.
- In general, there were few such activities reported (ranging from 4% to 13% for elementary and 1% to 24% for secondary).

## SPECIAL PROGRAMS DURING ACADEMIC YEAR 2007-2008

### Types of Special Offerings

*Did your school sponsor any artist in residence programs, visual arts field trips, or performing arts field trips for the 2007-2008 school year?*

- The most commonly reported special offering was performing arts field trips at the elementary level (59% of respondents).
- In general, special offerings were more common at the elementary level (ranging from 40-59%) than at the secondary level (33-48%).

### Number of Special Offerings

*If yes, how many?*

- For those who reported such special offerings, 2 per year was the average number.





### **Length of Offering – Residencies Only**

*On average, how long was each residency?*

- For those offering them, residencies were most commonly 1 day (35% at elementary level and 32% at secondary level), although a number at the elementary level reports 3-5 days (30%).

### **Sources of Funding for Special Offerings**

*If yes, what was the source of funding for these programs?*

- Funding for special activities most generally came from general school or district funds (33-70% of respondents), especially for visual arts and performing arts field trips. Residencies generally had a more diverse array of funding sources, with parent group funds at the elementary level being most important.

### **COURSEWORK IN THE ARTS AS PART OF GRADUATION REQUIREMENTS AND GPA (SECONDARY ONLY)**

- The majority of secondary respondents reported that coursework in the arts is required for graduation (86%), grades in arts classes are included in the calculation of students' GPA (89%), and art course grades receive the same weight as grades in other academic areas (79%).

### **STUDYING ARTS OFF-CAMPUS (SECONDARY ONLY)**

*During the 2007-2008 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?*

- Sixteen percent of teachers reported that they have students that take arts classes at another location during the regular school day. A total of 235 students were reported to do this (an average of 7 per teacher).
- The most common locations for these off-site courses were community college/universities (36%), other schools (30%), and arts centers (30%).



## DISCUSSION

On the one hand, these data suggest that arts teachers and arts activities are important elements of school life. For instance, arts teachers play a role in many critical school activities such as curriculum development, budgeting, and committee work.

However, the arts do not appear in school missions even though the Learning Results speak directly about students becoming creative problem solvers and skilled collaborators. Moreover, many arts teachers report a lack of supervision, planning time, and formal collaboration – exactly those supports that make excellent work over a sustained amount of time possible.

These data point out that high quality arts education is actually composed of more than the courses offered. For those offerings to be powerful, the adults who design and deliver them need professional working conditions that include planning time and discussion with colleagues. Thus, it becomes important to ask:

- What have other states done to increase principals' capacity and interest in observing and commenting on the arts education occurring in their schools?
- How have other states used the capacity and expertise at local colleges and universities to support arts educators?
- How could a state-wide initiative on imagination and innovation bring arts teachers together with other educators to develop the expertise to support creative learning across the curriculum?
- How could arts teachers take a lead role in such initiatives within their schools?



## CHANGES OVER TIME



Photo Credit: Dennie Wolf

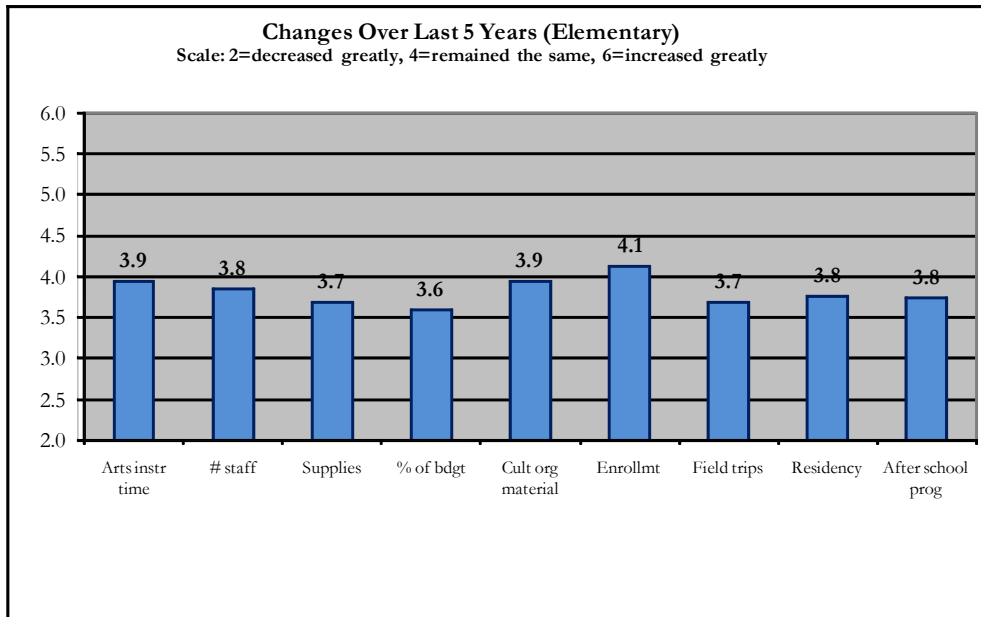


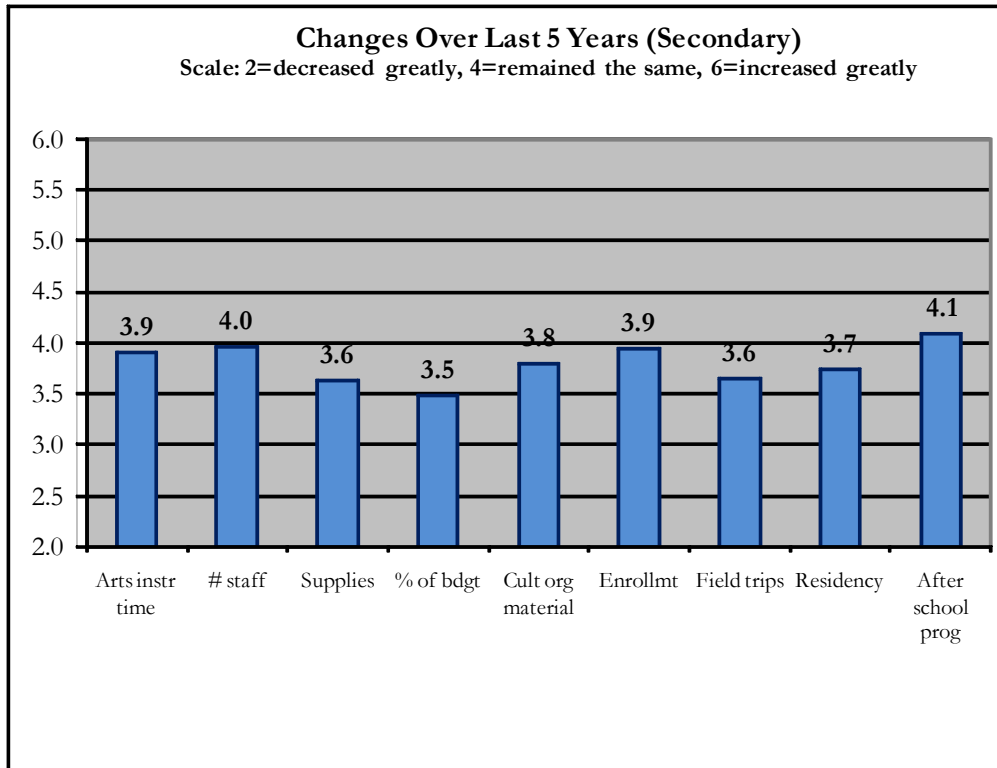
This section of the survey focused on the kinds of changes that teachers have witnessed over the last five years in the area of arts education. In nearly all categories, respondents reported that there have been decreases over this time period. At best, these areas have remained unchanged. There were no areas where teachers indicated any increased support for arts education programs.

For detailed charts presenting the data for these (and all questions) asked on the survey, see Appendix E.

*Compared to five years ago, please indicate whether or not each of the following aspects of your school's arts education program has changed.*

- In general, teachers report that all of the options have decreased in comparison to five years ago (a rating of less than 4 would mean decreased), with the exception of enrollment in arts electives (4.1 for elementary), numbers of arts staff (4.0 for secondary), and after school programs (4.1 for secondary).
- The areas with the greatest average decrease are percent of school budget for arts (3.6 for elementary), availability of arts supplies (3.6 for secondary), and arts-related field trips (3.6 for secondary).
- For elementary school teachers, the topic most mentioned as not available either time was after school programs (21%). For secondary teachers, it was arts-related residencies (17%).







## RATING ASPECTS OF ARTS EDUCATION PROGRAMS



Photo credit: Argy Nestor

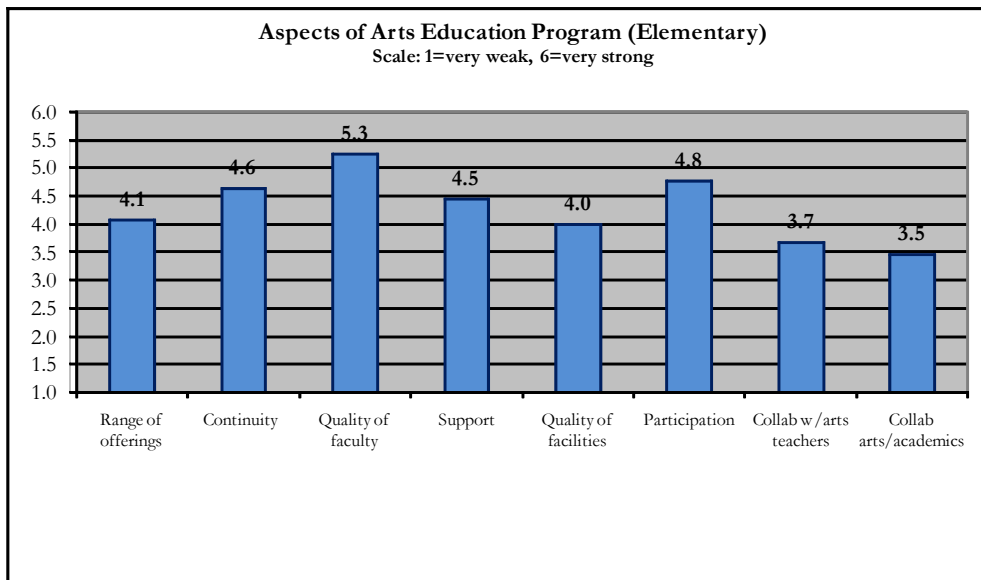


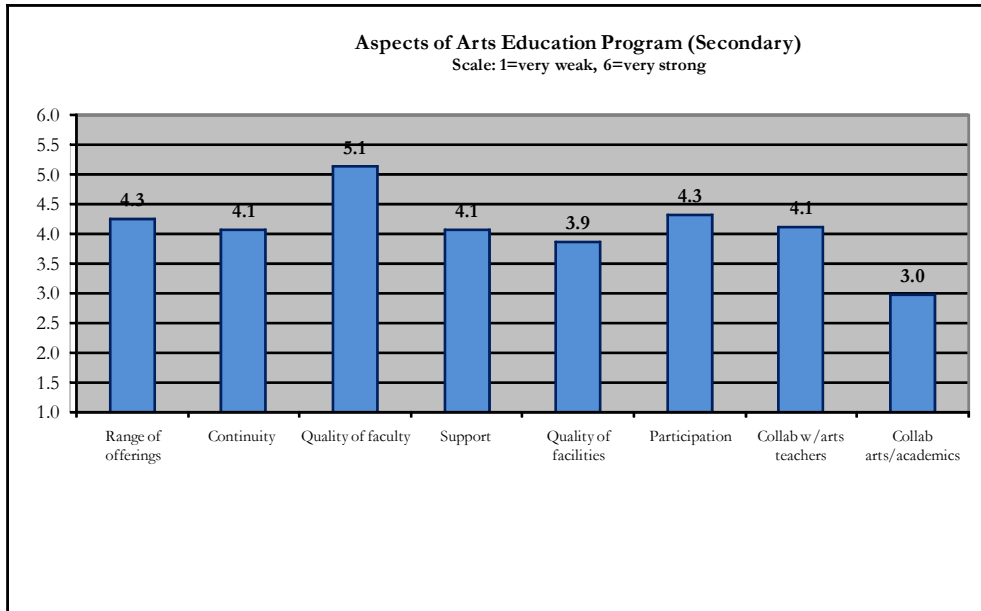
In this final section of the survey, teachers were asked to rate the quality of various aspects of their school’s arts education programs. The strongest area, for both elementary and secondary teachers, was quality of faculty, while the weakest area was that of teacher collaboration.

For detailed charts presenting the data for these (and all questions) asked on the survey, see Appendix E.

*Please rate the quality of the following aspects of your school’s arts education programs, with 1=very weak and 6=very strong.*

- In general, teachers report that most of these aspects of their school’s arts education are at least somewhat strong (an average rating of 3.5 would be the midpoint between very weak and very strong).
- The strongest area for both elementary and secondary teachers is “quality of faculty” (rated 5.3 by both).
- The weakest area for both elementary and secondary teachers is “collaboration arts and academic teachers (rated 3.5 and 3.2).









## THE DISTRIBUTION OF LEARNING OPPORTUNITIES



*The Seussification of Romeo & Juliet*  
Photo credit: Briget Ganske  
Children's Museum & Theatre of Maine



As described earlier in this report (see page 25), survey responses were used to compute a total score for the level at which participating schools currently offer arts learning opportunities. Using standard deviations, resulting scores were used to identify three levels of schools:

- **Extensive Provision:** Those schools with scores greater than those within a standard deviation of the mean (average) score.
- **Moderate Provision:** Those schools with scores falling within a standard deviation of the mean score.
- **Basic Provision:** Those schools with scores less than those within a standard deviation of the mean score.

The resulting scores were mapped, using GIS technology, onto the locations of the participating schools anonymously to provide a statewide map of arts learning opportunities. Thirteen maps in all were generated:

- 3 maps of provision in visual arts (elementary, middle and high school)
- 3 maps of provision in music (elementary, middle and high school)
- 3 maps of provision in dance (elementary, middle and high school)
- 3 maps of provision in drama (elementary, middle and high school)
- 1 map showing the locations of all instances of Extensive Provision (all disciplines, all levels of schooling)

The resulting maps and details on the scoring system are presented in Appendix C to this report. They can be read and compared by level (e.g. elementary school for all four disciplines) or by disciplines (e.g., music at all three levels of schooling).

Looking across the entire set of maps, several broad findings are clear:

- **A statewide pattern of inequitable opportunities:** Overall, the distribution of opportunity is highest in southern, eastern, and coastal regions. This is particularly marked in music and visual arts, since those programs are the most plentiful.
- **But strong provision in a range of communities:** But location isn't destiny. For instance, there is a significant clustering of higher levels of provision in the southern interior (for visual arts and music) in smaller towns in a largely rural region. In fact, several rural systems stand out. Two illustrative examples (among several) are:
  - **The Presque Isle district** (RSU 79/SAD01) is interesting in that it is very remote with a population of less than 10,000. But in visual arts the district provision is basic on the elementary level, extensive on the middle school level, and moderate on the high school level. And in drama, where there are



reports of provision from only 21 districts, Presque Isle has moderate provision on the high school level.

- **Fort Kent** (AOS 95) is even more remote and smaller in population (less than 2,000) but it has a high school music program that provides extensive opportunities.
- **Little continuity of K – 12 paths:** Overall, there appears to be little continuity of moderate or extensive provision within districts for K -12 arts education in any discipline, regardless of the relative wealth or size of the district. For example, in visual arts, on the elementary level, there is a significant cluster of 5 extensive-, 5 moderate- and 3 basic-provision schools on the central coast but that diminishes to one extensive- and one basic provision site on the middle school level and four moderate- and two basic-provision schools on the high school level.

In other words, strong elementary school programs do not necessarily lead into equally strong middle or high school programs – even though they have laid a strong foundation for that possibility. For example, of the 10 districts offering the highest level of elementary music, six have no programs reported on either the middle school or high school levels. Of the other four schools, one drops to a moderate level in middle school and a basic level in high school. Of the four middle schools with extensive music programs, one drops to a moderate level in high school and the other three have no reported programs at the high school level. (While incomplete pathways are clearly an issue, it is important to keep in mind that lack of reported programs could simply be because teachers at the middle and/or high school level did not respond to the survey. Maine educators will be working with colleagues to verify whether what appear to broken paths are actually incomplete or whether they reflect missing data from teachers and schools that did not respond to the survey.)

This means that children who get excited and engaged with the arts in their elementary schools may lose interest when faced with narrower opportunities at the secondary level. Conversely, strong secondary programs frequently are not receiving students who have had robust opportunities to learn in grades pre-K - 8. This may lead to situations in which young people who have had the privilege of outside lessons, camps, or home experiences are better positioned to take advantage of what their high schools offer. (For example, a student who has had private lessons or been part of a very strong choir is ready to compete for a place in a select ensemble or to be nominated for a place in all-state band.) This is in direct conflict with the purpose of public arts education – where the vision is that interest, gift, and hard work, rather than the accidents of address and social class, should determine who has opportunities for achievement and recognition.

- **Little opportunity to learn dance and drama:** There is simply very little opportunity to learn dance or drama at any level of schooling throughout the state.



In dance, there is no pathway within a district of dance education from elementary to middle to high school. On the other hand, Lake Region High School in Naples (and, to a lesser degree, Mt. Desert High School) have high scores, demonstrating that where there is a will, there is a way. This raises the question about whether regional cooperation across districts could help to create such pathways (e.g., a group of middle and high schools coming together to hire a drama staff, to outfit a theater, to sponsor one act play contests, and cross-school touring of performances).

- **Regional clusters of provision:** There is some evidence for clusters of relatively high levels of provision. For example, on the elementary level, there is a significant cluster of 5 extensive-, 5 moderate- and 3 basic-provision schools in the Portland area (the Portland, South Portland, Westbrook, Cape Elizabeth, and Falmouth districts). It would be worthwhile to find out whether and how these schools support one another in achieving that level of commitment and quality. If so, they may have important lessons about collaboration to share statewide.

For a complete presentation of maps developed through this methodology, see Appendix C.



## MOVING FORWARD: RECOMMENDATIONS AND ACTION STEPS



Photo credit: Kittery School District



## **FOUNDATIONS, CHALLENGES AND NEXT STEPS: THE MAINE CENSUS OF ARTS EDUCATION OPPORTUNITIES**

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Maine is re-inventing its traditional economies and forms of education by:

- Updating traditional resources like forests, water, wind, and fisheries by investing in innovative forms of industry and green technology and by preparing young people to take charge of those investments
- Developing strategies that support pre-schoolers through seniors in life-long learning that can benefit families, communities, and the state as a whole
- Ensuring that learning has a strong and sustained emphasis on creativity and innovation, and
- Harnessing both formal and informal learning.

### **A STRONG FOUNDATION**

At the center of this effort is building a public education system that will allow young people throughout the state to become part of a creative workforce and active contributors to quality of life in their communities. In fact, based on work over the last decade, Maine educators have invested in policies designed to help young people acquire the skills and values of thinkers and innovators. These include:

- The original Maine Learning Results that stress interdisciplinary competencies
- The visual and performing arts standards
- The updated Parameters for Essential Instruction, and
- Maine’s membership in the national partnership for 21st Century Skills: a consortium of states that all are seeking to educate a contemporary workforce.

### **THE CRITICAL ROLE OF ARTS EDUCATION**

Arts education can help to galvanize this effort. Long invested in young people’s creativity, arts educators can take a lead role in:



- Articulating the role of creativity in learning
- Demonstrating how to build partnerships designed to maximize students' access to creative learning; across schools, cultural organizations, and community organizations
- Taking stock of and celebrating the opportunities that currently exist in Maine schools and communities, and
- Building a case for what more needs to happen.

### WHAT IS THERE TO BE PROUD OF?

First of all, over a third of the arts teachers in Maine, at 44% of the schools, responded to a survey about their programs and their working lives as educators. With this level of response, it is clear that Maine has much to be proud of:

- The arts are taught by certified arts teachers (80% at elementary, approximately 75% at secondary).
- Most schools have dedicated arts facilities along with curriculum guides that are aligned to state standards.
- Nearly all elementary students are enrolled in visual arts classes (98%), with over three quarters of students participating in music classes (76%).
- Even in secondary schools, where the arts become electives, over one-third (37%) of students enroll in visual arts and one fifth (20%) take music classes.
- Teachers put their “heart and soul” into programs: teaching approximately 300 elementary pupils and as many as 600 secondary students in 19 to 23 periods a week, while also counseling individual students, fund-raising, and supporting after-school activities.

The data also yielded powerful maps of where young people have the greatest access to arts learning opportunities. These maps show that:

- Larger towns and cities frequently make a serious investment in arts programs.
- There are a number of small and rural communities where the arts offerings are extensive. Often these communities also host colleges and universities, arts schools,



or festivals, suggesting the powerful synergies between community values and schools.

- Still other programs appear to be the result of dedicated teachers and community advocates who have demonstrated what it takes to build and sustain arts learning with modest funding and fewer community partners.

## WHERE DO WE NEED TO GO TO WORK?

The survey data document some sobering facts about Maine students' access to arts learning. Each of these findings is really a call to action:

- **Inequitable distribution:** The maps show that schools able to support the most arts education opportunities are largely clustered in southern and coastal regions of the state. These extensive arts programs are highly correlated with community wealth and resources. This means that students' opportunities to engage in the creative activities characteristic of the arts are tied to where they happen to live – not to their interests, gifts, or efforts.
- **Sharply falling engagement:** Enrollment in the arts drops off sharply at middle school and again at high school, as the arts become electives. Low enrollments translate to fewer positions for arts teachers and a narrower range of courses that can be offered.
- **Lack of support for arts teachers:** As mentioned, arts teachers work hard in their schools and regions. Yet they lack time to plan with arts colleagues in or across schools to build their programs. Similarly, they have little time to collaborate with academic teachers in order to build the enriched interdisciplinary curriculum necessary for 21st century learners. Many teachers lack student materials aligned to the state's visual and performing arts standards. One in five teachers reports contributing to support their programs out of their own pockets. This means that what arts teachers can effect is sharply limited by the conditions under which they teach.
- **Broken paths for arts learning:** Many Maine communities struggle to ensure consistent pathways for arts learning. A developed program at elementary may not feed into an equally developed set of opportunities at middle or high school. A well-developed high school program may not have strong feeder programs in middle and elementary schools. Without sequential learning opportunities it is hard for arts programs to make their full contribution to a next generation of imaginative and thoughtful citizens.





- **Limited access to all arts disciplines:** While visual arts and music programs are provided by a number of Maine schools, dance and drama/theatre are rarely offered. This further limits opportunities for students to participate in creative activities.
- **A serious need for partnerships:** If Maine students are going to be inventing the state’s future, they need intensive and sustained opportunities to learn the skills and strategies that fuel creation and innovation. Strong and equitable arts education is one powerful motor – but it requires partners.
  - What is the role for high-quality arts integration and rigorous cross-disciplinary courses that feature the arts in partnership with other subjects? How can student learning in the arts be complemented by course work in areas like science, social science, or technology that emphasize creative problem-finding and solutions? Without these kinds of partnerships Maine’s young people may be receiving thin preparation in the innovation skills critical to individual and community success in the 21st century.
  - How could community resources be used to expand what schools alone are able to offer? (For instance, imagine that a school had a rotating “zero-th” period, before the official day began, when student could come to work on their art projects, practice their singing, instruments, scenes, or dances.)

## IMMEDIATE NEXT STEPS

Building on these findings, a team of Maine arts educators has developed a set of bold recommendations for moving this work forward. In the next year these actions include:

- **Sharing the results of the census widely:** In the next month the team will be sharing the major results of the census with policy makers, funders, and leaders in the field. On October 9th the findings will be shared with arts teachers in a session at the statewide arts education conference. The full report will be available on the Maine Alliance’s website.
- **Identifying, learning from and publicizing “imagination-intensive” communities:** Using data from the census, combined with a self-nomination process, Maine educators will identify a range of communities where combined school- and community-based programs support young people’s access to arts, imagination, and innovation across the arts and other disciplines (e.g., science, technology, career education, etc.). The Kennedy Center has pledged a grant of over \$18,000 to fund this effort. The Maine Alliance for Arts Education, along with its partners, is seeking local matching funds. The result will be profiles of



imaginative-intensive communities and a set of tools that would allow other communities to take stock of the opportunities that they offer and could build.

- **Joining forces with similar initiatives:** Given the current interest in developing the creative economy and in 21st century education in Maine, a number of groups and individuals around the state are beginning to explore how to join forces to discuss what a statewide initiative in creative learning could look like. For instance, the Maine Commission hosted an initial conversation on September 17 in Augusta.

## KEEPING THE MOMENTUM GOING

In a 2006 report, *Charting Maine's Future*, researchers from the Brookings Institution wrote:

*As the search for quality places grows in importance, Maine possesses a globally known 'brand' built on the image of livable communities, stunning scenery, and great recreational opportunities.*

Building on this foundation, Maine's brand could also expand to include workshops, studios, theaters, and laboratories. But realizing this new quality of place will require concerted effort across sectors. It will also require both public and private support for longer-term actions including:

- **Regularly measuring the fulfillment of Maine statutes on arts education and other forms of innovative learning:** Using a short list of indicators developed through the census, it is vital that the Maine Department of Education regularly measure the extent to which young people throughout the state have the creative learning opportunities that are already in statute (e.g., the creative learning opportunities outlined in the Learning Results and the arts education opportunities established in the standards).
- **Building robust regional paths for creative learning in multiple disciplines:** Few Maine communities can afford K – 12, not to mention K – 16, pathways in all four arts disciplines (visual arts, music, dance, and theatre) as well as access to learning the fundamentals of innovation in other disciplines. But by identifying regional networks of opportunities across schools, colleges, universities, and nonprofits, it would be possible to map, publicize, and create scholarship support for young people who want to pursue their talents in and beyond school, through local courses, internships, after-school opportunities, during the school year, and throughout the summer months.



- **Mounting a statewide initiative for 21st century learning:** Maine could easily become a leader in equitable and excellent opportunities to learn the skills that yield innovation and creation. It especially could provide a model for other states seeking to re-energize rural and traditional economies that currently narrow young peoples' opportunities to contribute. This initiative could be distinctive for the bold way in which it harnesses in- and out-of-school time, as well as formal and informal learning.

There is little question – the coming years could be a critical moment for arts education in Maine. Teachers and advocates across the state could become clear voices for ensuring that the arts are a cornerstone in this significant statewide effort to build a new creative economy, fueled by young people who have had the sustained opportunity to think and act creatively.

While these implications may strike some as far-reaching, their purpose is to stir discussion and action so that in five, ten, and twenty years what is now a vision of Maine students as thoughtful, creative adults contributing to their communities is a fact of life.

# APPENDIX A

## LIST OF SCHOOLS

This Appendix provides a list of all of the schools that participant teachers described in their responses to the survey. Because teachers were the respondents, some schools had more than one teacher reporting. (There were 423 respondents from 351 schools).

School Name	School Type	County
A.D. Gray Middle School	Public	Lincoln
Acton Elementary School	Public	York
Albion Elementary School	Public	Kennebec
Alexander Elementary School	Public	Washington
Appleton Village School	Public	Knox
Auburn Middle School	Public	Androscoggin
Bangor High School	Public	Penobscot
Beals Elementary school	Public	Washington
Belfast Area High School	Public	Waldo
Belgrade Central School	Public	Kennebec
Berwick Academy	Private Non-Sectarian	York
Biddeford High School	Public	York
Bloomfield Elementary School	Public	Hancock
Blue Hill Consolidated School	Public	Cumberland
Blue Point School	Public	Cumberland
Bonny Eagle High School	Public	Cumberland
Bonny Eagle Middle School	Public	York
Boothbay Region Elementary School	Public	Lincoln
Boothbay Region High School	Public	Lincoln
Bowdoinham Community School	Public	Sagadahoc
Brewer High School	Public	Penobscot
Brewer Middle School	Public	Penobscot
Brooklin School	Public	Hancock
Brunswick High School	Public	Cumberland
Brunswick Junior High School	Public	Cumberland
Bucksport High School	Public	Hancock
Bucksport Middle School	Public	Hancock
Bucksport Middle School	Public	Hancock
C.K. Burns School	Public	York
Calais Elementary	Public	Washington
Calais Middle/High School	Public	Washington



School Name	School Type	County
Camden Hills Regional High School	Public	Knox
Camden-Rockport Middle School	Public	Knox
Camden-Rockport Middle School	Public	Knox
Canaan Elementary School	Public	Somerset
Cape Elizabeth High School	Public	Cumberland
Cape Elizabeth Middle School	Public	Cumberland
Captain Albert W. Stevens School	Public	Waldo
Caribou High School	Public	Aroostook
Caribou Middle School	Public	Aroostook
Carrabec Community School	Public	Somerset
Carrabec Community School	Public	Somerset
Carrabec High School	Public	Somerset
Carrie Ricker Middle School	Public	Kennebec
Catherine McAuley High School	Private Sectarian	Cumberland
Charles C. Knowlton School	Public	Kennebec
Chelsea Elementary School	Public	Kennebec
Cherryfield Elementary	Public	Washington
Cheverus High School	Private Sectarian	Cumberland
China Primary School*	Public	Kennebec
Coffin School	Public	Cumberland
Community School*	Private Non-Sectarian	Knox
Congin School	Public	Cumberland
Crooked River Elementary	Public	Cumberland
Dayton Consolidated School	Public	York
Deer Isle-Stonington Elementary School	Public	Hancock
Deer Isle-Stonington High School	Public	Hancock
Deering High School	Public	Cumberland
Dexter Primary School	Public	Penobscot
Dexter Regional High School	Public	Penobscot
Dirigo High School	Public	Oxford
Dr. Lewis S. Libby School	Public	Penobscot
Durham Elementary School	Public	Androscoggin
East Grand School	Public	Washington
East Grand School	Public	Washington
Eastport Elementary School	Public	Washington
Eddington School	Public	Penobscot
Edmunds Consolidated School	Unorganized Terr.	Washington
Edward Little High School	Public	Androscoggin
Eliot Elementary School	Public	York
Ella R. Hodgkins School	Public	Kennebec
Ella R. Hodgkins School	Public	Kennebec
Eric L. Knowlton School	Public	York



School Name	School Type	County
	Private/60% Publicly	
Erskine Academy	Funded	Kennebec
Eva Hoyt Zippel School	Public	Aroostook
Fairmount School	Public	Penobscot
Fairview School	Public	Androscoggin
Falmouth High School	Public	Cumberland
Fisher-Mitchell School	Public	Sagadahoc
Fort Fairfield Elementary School	Public	Aroostook
Fort Kent Community High School	Public	Aroostook
Fort Kent Elementary School	Public	Aroostook
Fort O'Brien School	Public	Washington
Fourteenth Street School	Public	Penobscot
	Private/60% Publicly	
Foxcroft Academy	Funded	Piscataquis
Frank I. Brown Elementary School	Public	Cumberland
Frank Jewett School	Public	York
Freeport Middle School	Public	Cumberland
Friends School of Portland	Private	Cumberland
Fruit Street School	Public	Penobscot
	Private/60% Publicly	
Fryeburg Academy	Funded	Oxford
Gardiner Area High School	Public	Kennebec
Gardiner Regional Middle School	Public	Kennebec
Gardiner Regional Middle School	Public	Kennebec
George E. Jack Elementary School	Public	Cumberland
George J. Mitchell School	Public	Kennebec
	Private/60% Publicly	
George Stevens Academy	Funded	Hancock
Georges Valley High School	Public	Knox
Glenburn Elementary School	Public	Penobscot
Gorham Middle School	Public	Cumberland
Governor Baxter School for the Deaf	State Operated	Cumberland
Granite Street School	Public	Penobscot
Gray-New Gloucester High School	Public	Cumberland
Gray-New Gloucester Middle School	Public	Cumberland
Great Salt Bay Community School*	Public	Lincoln
Greenville School*	Public	Piscataquis
Hall-Dale Elementary School*	Public	Kennebec
Hall-Dale High School	Public	Kennebec
Hancock Grammar School	Public	Hancock
Harrington Elementary School	Public	Washington
Hartford-Sumner Elementary School	Public	Oxford
Helena Dyer Elementary School	Public	Cumberland



School Name	School Type	County
Henry L. Cottrell School	Public	Kennebec
Hermon High School	Public	Penobscot
Hilltop Elementary School	Public	Aroostook
Hollis School	Public	York
Houlton Jr/Sr High School	Public	Aroostook
Howard C. Reiche Elementary	Public	Cumberland
Indian Island School	Indian Education	Penobscot
Indian Township School	Indian Education	Penobscot
Jameson Elementary School	Public	York
Jay Elementary School	Public	Franklin
Jay Middle School	Public	Franklin
Jefferson Village School	Public	Lincoln
Jonesport Elementary School	Public	Washington
Jonesport-Beals High School	Public	Washington
Jordan Acres School	Public	Cumberland
Jordan-Small Middle School	Public	Cumberland
Katahdin Middle/High School	Public	Penobscot
Kennebunk Elementary School	Public	York
Kennebunk High School	Public	York
Lake Region High School	Public	Cumberland
Lawrence High School	Public	Somerset
Lawrence Junior High School	Public	Somerset
Leavitt Area High School	Public	Androscoggin
Lee Academy	Private/60% Publicly Funded	Penobscot
Lewiston High School	Public	Androscoggin
Lewiston Middle School	Public	Androscoggin
Libby-Tozier School	Public	Kennebec
Lincoln Academy	Private/60% Publicly Funded	Lincoln
Lincoln Middle School	Public	Cumberland
Lincoln School	Public	Kennebec
Lisbon Community School	Public	Androscoggin
Lisbon High School	Public	Androscoggin
Livermore Falls Middle School	Public	Androscoggin
Livermore Falls Middle School	Public	Androscoggin
Lubec Conslidated School	Public	Washington
Lura Libby School	Public	Knox
Lyman Elementary School	Public	York
Lyman Moore Middle School	Public	Cumberland
Machias Memorial High School	Public	Washington
Madison Area Memorial High School	Public	Somerset



School Name	School Type	County
	Private/60% Publicly Funded	Somerset
Maine Central Institute	Funded	Somerset
Manchester Elementary School	Public	Kennebec
Maranacook Community High School	Public	Kennebec
Maranacook Community Middle School	Public	Kennebec
Marcia Buker School	Public	Sagadahoc
Margaret Chase Smith School*	Public	York
Marshwood High School	Public	York
Massabesic High School	Public	York
Massabesic Middle School	Public	Kennebec
Mast Landing School	Public	Cumberland
Mattanawcook Academy	Public	Penobscot
Mattanawcook Junior High School	Public	Penobscot
Medomak Valley High School	Public	Lincoln
Memorial School	Public	Cumberland
Meroby Elementary	Public	Oxford
Messalonskee High School	Public	Kennebec
Messalonskee Middle School	Public	Kennebec
Mildred L. Day School	Public	York
Mill Pond School	Public	Aroostook
Miller School	Public	Lincoln
Molly Ockett Middle School	Public	Oxford
Molly Ockett Middle School	Public	Oxford
Montello School	Public	Androscoggin
Morse High School	Public	Sagadahoc
Mountain View School	Public	Hancock
Mountain View Youth Dev. Ctr	State Operated	Penobscot
Mt. Abram Regional High School	Public	Franklin
Mt. Ararat High School	Public	Sagadahoc
Mt. Ararat Middle School	Public	Sagadahoc
Mt. Blue Middle School	Public	Franklin
Mt. Blue Middle School	Public	Franklin
Mt. Desert Elementary School	Public	Hancock
Mt. Desert Island High School	Public	Hancock
Mt. View High School	Public	Waldo
Mt. View Junior High	Public	Waldo
Narraguagus High School	Public	Washington
Nathan Clifford School	Public	Cumberland
New Suncook School	Public	Oxford
Newport Elementary School	Public	Penobscot
Noble Middle School	Public	York
Nobleboro Central School	Public	Lincoln





School Name	School Type	County
Nokomis Regional High School	Public	Penobscot
North Yarmouth Academy	Private Non-Sectarian	Cumberland
North Yarmouth Memorial School	Public	Cumberland
Oak Hill High School	Public	Androscoggin
Old Orchard Beach High School	Public	York
Old Town Elementary School	Public	Penobscot
Old Town High School	Public	Penobscot
Orono High School	Public	Penobscot
Oxford Elementary	Public	Oxford
Oxford-Cumberland Canal School	Public	Cumberland
Paris Elementary School	Public	Oxford
Peak's Island School	Public	Cumberland
Pemetic Elementary School	Public	Hancock
Peninsula CSD School	Public	Hancock
Pettingill Elementary School	Public	Androscoggin
Philip W. Sugg Middle School	Public	Androscoggin
Piscataquis Community Middle School	Public	Piscataquis
Plummer-Motz School	Public	Cumberland
Poland Regional High School	Public	Androscoggin
Pond Cove Elementary	Public	Cumberland
Portland High School	Public	Cumberland
Presque Isle High School	Public	Aroostook
Presque Isle Middle School	Public	Aroostook
Presumpscot School	Public	Cumberland
Princeton Elementary School	Public	Washington
Raymond Elementary School	Public	Cumberland
Readfield Elementary School	Public	Kennebec
Robert W. Traip Academy	Public	York
Rockland District High School	Public	Knox
Rockport Elementary School	Public	Knox
Roosevelt School	Private	Cumberland
Rose M. Gaffney School	Public	Washington
Rumford Elementary School	Public	Oxford
Sabattus Central School	Public	Androscoggin
Sabattus Central School	Public	Androscoggin
Saco Middle School	Public	York
Sacopee Valley Middle School	Public	Oxford
Sanford High School	Public	York
Sanford Junior High School	Public	York
Scarborough High School	Public	Cumberland
Sea Road School	Public	York
Searsport District High School	Public	Waldo



School Name	School Type	County
Searsport District Middle School	Public	Waldo
Sebasticook Valley Middle School	Public	Penobscot
Shapleigh Middle School	Public	York
Sherwood Heights Elementary School	Public	Androscoggin
Silvio J. Gilbert Elementary School	Public	Kennebec
Skowhegan Area High School	Public	Somerset
Skowhegan Area Middle School	Public	Somerset
South Bristol Elementary School	Public	Lincoln
South Portland High School	Public	Cumberland
St. Brigid School	Private Sectarian	Cumberland
State Street School	Public	Penobscot
Stearns High School	Public	Penobscot
Steep Falls Elementary School	Public	Cumberland
Stratton Elementary School	Public	Franklin
Sumner Memorial High School	Public	Hancock
Swan's Island Elementary School	Public	Hancock
Telstar High School	Public	Oxford
Teresa C. Hamlin School	Public	Kennebec
Thomas J. McMahon Elementary School	Public	Androscoggin
Thornton Academy	Private/60% Publicly Funded	York
Tremont Consolidated School	Public	Hancock
Trenton Elementary School	Public	Hancock
Tripp Middle School	Public	Androscoggin
Turner Elementary School	Public	Androscoggin
Union Elementary	Public	Knox
Veazie Community School	Public	Penobscot
Village Elementary School	Public	York
Vine Street School	Public	Penobscot
Waldo County Technical Center	Technology Regional	Waldo
Walker Memorial School	Public	Waldo
Walton School	Public	Androscoggin
Warren Community School	Public	Knox
Warsaw Middle School	Public	Somerset
Warsaw Middle School	Public	Somerset
Washburn District Elementary School	Public	Aroostook
Washburn High School	Public	Aroostook
Washington Academy	Private/60% Publicly Funded	Washington
Washington Street School	Public	Penobscot
Waterville Senior High School	Public	Kennebec
Wells Elementary School	Public	York



School Name	School Type	County
Wells Junior High School	Public	York
Wentworth Intermediate School	Public	Cumberland
Wesley Elementary School	Public	Washington
Westbrook High School	Public	Cumberland
White Rock School	Public	Cumberland
Willard School	Public	York
Williams-Cone School	Public	Sagadahoc
Windham High School	Public	Cumberland
Windham Primary School	Public	Cumberland
Windsor Elementary School	Public	Kennebec
Winthrop Grade School	Public	Kennebec
Winthrop Middle School	Public	Kennebec
Woodland Elementary School	Public	Washington
Woodland Junior Senior High School	Public	Washington
Woolwich Central School	Public	Sagadahoc
Yarmouth Elementary School	Public	Cumberland
Yarmouth High School	Public	Cumberland
York High School	Public	York
York Middle School	Public	York
Young School	Public	York
*Due to insufficient data provided, these schools were not included in the weightings. Note: Ten respondents did not provide the names of their schools.		

# APPENDIX B

## DANCE AND DRAMA RESPONDENTS

While there were not sufficient responses from dance and drama teachers to result in data that are “stable” or representative enough to consider in the full report, this Appendix provides results for the questions that were included in the weighting indexes.

### DANCE

#### Who Responded

- There were two elementary teachers who responded that they teach dance, both of whom responded to the first survey in 2008.
- There were five secondary teachers who responded that they teach dance, four of whom responded to the first survey in 2008 and one of whom responded to the survey in 2009.

#### Staffing

- **Elementary:** Each reported teaching was done by non-certified teachers (one said there was one such teacher; the other said two). The second said that dance was incorporated into other curriculum areas, including French and art.
- **Secondary:**

<b>Dance Teachers (Secondary)</b>		
	#	
	<i>respondents</i>	<i>% of total</i>
# of full-time certified drama teachers	4	80%
# of part-time certified drama teachers	0	0%
# of non-certified drama teachers	1	20%
	5	100%



### Clubs and Electives

- **Elementary:** Neither reported clubs or electives, although the second said there were a couple of special events that included dance.
- **Secondary:**

<b>School-sponsored after-school activities (Secondary)</b>		
	<i># respondents</i>	<i>% of total</i>
Drama clubs	2	40%
Drama classes	1	20%
Free-choice drama activities as part of after-school programs	1	20%
None are offered	1	20%
Other (please specify)	2	40%
*Total=5		

### Courses

- **Elementary:** One reported class lengths of 45-89 minutes; the other said less than 45 minutes. One reported classes were once a week; the other said “sporadic.”
- **Secondary:**

<b>Length of typical class (Secondary)</b>		
	<i># respondents</i>	<i>% of total</i>
90 minutes or more	0	0%
55-89 minutes	4	80%
45-54 minutes	0	0%
Less than 45 minutes	1	20%
	5	100%



<b>No. of periods per week for classes (Secondary)</b>		
	<i>#</i>	<i>% of</i>
	<i>respondents</i>	<i>total</i>
5 periods per week (every day)	1	20%
4 periods per week	0	0%
3 periods per week	1	20%
2 periods per week	0	0%
1 period per week	0	0%
1 period per week for a portion of the school year	0	0%
More than one period per week for a portion of the school year	0	0%
None	0	0%
Other (please specify)	3	60%
	<b>5</b>	<b>100%</b>

*Other comments:*

- Students see me every day for one quarter, then rotate to another exploratory
- We try to do one production each year, with up to 25 students participating for up to 12 weeks, after school.
- Every other day (6-day/rotating schedule)

**Facilities**

- **Elementary:** Both reported using all purpose rooms such as gymnasiums.
- **Secondary:**

<b>Space used</b>		
	<i>#</i>	<i>% of</i>
	<i>respondents</i>	<i>total</i>
Dedicated room(s) with much or all of the equipment needed	2	40%
All purpose function room(s): gymnasium, auditorium, or cafeteria	3	60%
	<b>5</b>	<b>100%</b>



### Curriculum Guide

- **Elementary:** One reported the existence of a written curriculum guide; the other said none.
- **Secondary:**

Curriculum Guide		
	<i># respondents</i>	<i>% of total</i>
No written curriculum guide	1	20%
Written curriculum guide that teachers are expected to follow	4	80%
Written curriculum guide that is aligned with state and/or national standards	4	80%
*Total=5		

### Student Materials

- **Elementary:** One said they did not know if student materials aligned with state standards existed; the other did not answer that question.
- **Secondary:**

Existence of student materials aligned with state standards		
	<i># respondents</i>	<i>% of total</i>
Yes	2	40%
No	3	60%
Don't know	0	0%
	5	100%



## DRAMA

### Who Responded

- **Elementary:** There were a total of 6 elementary respondents when 2008 (2 respondents) and 2009 (4 respondents) are combined. While this is a relatively small sample and is therefore considered “unstable,” responses to the key questions (data points used for weighting) are provided below.
- **Secondary:** There were a total of 20 respondents when 2008 (15 respondents) and 2009 (5 respondents) are combined. While this is a relatively small sample and is therefore considered “unstable,” responses to key questions (data points used for weighting) are provided below.

### Staffing

Drama Teachers				
	Elementary		Secondary	
	# responses*	% of total	# responses	% of total
# of full-time certified drama teachers	1	20%	12	60%
# of part-time certified drama teachers	0	0%	5	25%
# of non-certified drama teachers	4	80%	3	15%
	5	100%	20	100%
*One respondent did not complete this question.				

### Clubs and Electives

School-sponsored after-school activities				
	Elementary		Secondary	
	# responses	% of total	# responses	% of total
Drama clubs	3	50%	16	80%
Drama classes	1	17%	7	35%
Free-choice drama activities as part of after-school programs	0	0%	9	45%
None are offered	3	50%	0	0%
Other (please specify)	1	17%	2	10%
	*Total=6		*Total=20	

Other (please specify) (Elementary)





- Talented and gifted

Other (please specify) (Secondary)

- Spring, fall, and student directed plays
- Artist connections, community/school joint venture

**Courses**

Length of typical class				
	Elementary		Secondary	
	# <i>respondents</i>	% of <i>total</i>	# <i>respondents</i>	% of <i>total</i>
90 minutes or more	2	33%	0	0%
55-89 minutes	0	0%	18	90%
45-54 minutes	2	33%	0	0%
Less than 45 minutes	2	33%	2	10%
	6	100%	20	100%

No. of periods per week for classes				
	Elementary		Secondary	
	# <i>responses*</i>	% of <i>total</i>	# <i>responses*</i>	% of <i>total</i>
5 periods per week (every day)	0	0%	4	21%
4 periods per week	0	0%	1	5%
3 periods per week	0	0%	6	32%
2 periods per week	1	20%	0	0%
1 period per week	0	0%	2	11%
1 period per week for a portion of the school year	0	0%	0	0%
More than one period per week for a portion of the school year	0	0%	0	0%
None	2	40%	0	0%
Other (please specify)	2	40%	6	32%
	5	100%	19	100
	* One respondent did not answer this question.		* One respondent did not answer this question.	

Other (please specify) (Elementary)

- Students see me every day for one quarter, then rotate to another exploratory
- We try to do one production each year, with up to 25 students participating for up to 12 weeks, after school.



Other (please specify) (Secondary)

- 2-3 periods a week
- 2-3 pds a week for those who choose that elective
- taken as an elective
- every other day one semester
- on average 3-4 times week

### Facilities

Space used	Elementary		Secondary	
	# <i>responses</i>	% of <i>total</i>	# <i>responses</i>	% of <i>total</i>
Dedicated room(s) with much or all of the equipment needed	0	0%	4	20%
Dedicated room(s) with only some of the equipment needed	1	17%	2	10%
Dedicated room(s) with no special equipment	0	0%	2	10%
All purpose function room(s): gymnasium, auditorium, or cafeteria	2	33%	7	35%
Room(s) shared with other arts classes (2009 only)	1	17%	1	5%
Regular classrooms only	1	17%	4	20%
Other, please specify	1	17%	0	0%
	6	100%	20	100%

Other (please specify) (Elementary)

- None



### Curriculum Guide

Curriculum Guide				
	Elementary		Secondary	
	<i># responses</i>	<i>% of total</i>	<i># responses</i>	<i>% of total</i>
No written curriculum guide	4	67%	12	60%
Written curriculum guide that teachers are expected to follow	1	17%	8	40%
Written curriculum guide that is aligned with state and/or national standards	2	33%	10	50%
	*Total=6		*Total=20	

### Student Materials

Existence of student materials aligned with state standards				
	Elementary		Secondary	
	<i># responses</i>	<i>% of total</i>	<i># responses</i>	<i>% of total</i>
Yes	1	17%	11	55%
No	4	67%	5	25%
Don't know	1	17%	4	20%
	6	100%	20	100%

# APPENDIX C

## WEIGHTING INDEX AND MAPPING

This Appendix provides further information about the process by which scores were developed for each school and maps were created to show graphically the distribution of opportunity for arts learning across schools in Maine.

The first part outlines the methodology used to develop the scores. The second part presents the resulting maps and accompanying scatter plots, which visually show the distribution.

### The Mapping Tool: The Distribution of Opportunities

In order to provide some measure of comparison between schools based on data from this survey (which is a teacher-based survey), a system of scoring was developed based on responses to key questions in the survey. The following table provides a summary of the resulting weighted index:

<b>Staffing and Learning Opportunities</b>	<b>12 points total</b>
Staffing	4 points
After School Clubs and Electives	4 points
Courses	4 points
<b>Infrastructure</b>	<b>10 points total</b>
Facilities	2 points
Curriculum Guide	6 points
Student Materials	2 points

Each school with complete survey data was accordingly assigned a score, based on responses to questions in the indicated areas, that was used to assess overall availability of opportunity in each of the four disciplines. Standard deviations were used to identify the three levels of provision, as follows:

- Extensive Provision: Those schools with scores greater than those within a standard deviation of the mean (average) score.
- Moderate Provision: Those schools with scores falling within a standard deviation of the mean score.
- Basic Provision: Those schools with scores less than those within a standard deviation of the mean score.

Elementary, middle, and high schools were scored separately.



The resulting scores were mapped, using GIS technology, onto the locations of the participating schools anonymously to provide a statewide map of arts learning opportunities.

When considering these scores, it is important to keep in mind that these scores do not in any way reflect measures of quality. Rather, they simply indicate extent of opportunity available to students in each school.

## Details Regarding Scoring

The following outlines the detailed methodology used to develop scores for each school.

### **Staffing and Learning Opportunities = total of 12 possible points**

#### **Staffing**

In each discipline (visual arts/music/dance/theater) per school:

Score 0 if there are **no** certified teachers

Score 0.5 if there is a **part-time** certified teacher

Score 1.0 if there is at least one **full-time** certified teacher

**Maximum of 4 points per school (i.e., 1 point total possible for each of the four disciplines)**

#### **After School Activities**

In each discipline per school:

Score 0 if there are **no** after school activities

Score 0.5 if there is **one** after school activities

Score 1.0 for **more than one** after school activities

**Maximum of 4 points per school (i.e., 1 point total possible for each of the four disciplines)**

#### **Courses**

##### Elementary schools

Number of minutes per class period in each discipline per school:

Score 0.125 for less than 45 minutes per period

Score 0.25 for 46 to 89 minutes per period

Score 0.5 for 90 minutes plus per period

**Maximum of 2 points per school (i.e., 0.5 points total possible for each of the four disciplines)**

Number of periods per week in each discipline per school:

Score 0.125 for one

Score 0.25 for two to three

Score 0.5 for four or more

**Maximum of 2 points per school (i.e., 0.5 points total possible for each of the four disciplines)**



Secondary schools

Number of minutes per class period in each discipline per school:

Score 0.0625 for less than 45 minutes per period

Score 0.125 for 46 to 89 minutes per period

Score 0.25 for 90 minutes plus per period

**Maximum of 1 point per school (i.e., 0.25 points total possible for each of the four disciplines)**

Number of periods per week in each discipline per school:

Score 0.0625 for one

Score 0.125 for two to three

Score 0.25 for four or more

**Maximum of 1 point per school (i.e., 0.25 points total possible for each of the four disciplines)**

Number of courses in each discipline offered per year at each school:

Score 0.0625 for 1-9

Score 0.125 for 10-19

Score 0.25 for 20 or more

**Maximum of 1 point per school (i.e., 0.25 points total possible for each of the four disciplines)**

Number of students enrolled in more than one course in each discipline per school:

Score 0.0625 for 1-49

Score 0.125 for 50-99

Score 0.25 for 100 or more

**Maximum of 1 point per school (i.e., 0.25 points total possible for each of the four disciplines)**

**Infrastructure/Supports = total of 10 possible points**

**Facilities**

In each discipline:

Score 0 for a **shared room** (i.e., rooms shared with other music classes; all purpose rooms such as a gymnasium; regular classrooms)

Score 0.25 for a **dedicated teaching room with no special equipment**

Score 0.5 for a **dedicated teaching room with some or all of the equipment needed**

**Maximum of 2 points possible per school (i.e., 0.5 point total possible for each of the four disciplines)**

**Curriculum Guide**

In each discipline:

Score 0 for **no written curriculum guide**

Score 1.0 for a **written curriculum guide** that teachers are expected to follow



Score 1.5 for a **written curriculum that is aligned with state standards or the National Standards for Arts Education**

**Maximum of 6 points possible per school (i.e., 1.5 point total possible for each of the four disciplines)**

### **Student Materials**

In each discipline:

Score 0.25 for **no materials** (books, assessments, etc.) aligned with state standards

Score 0.5 for **student materials aligned to the state's standards**

**Maximum of 2 points possible per school (i.e., 0.5 points total possible for each of the four disciplines)**

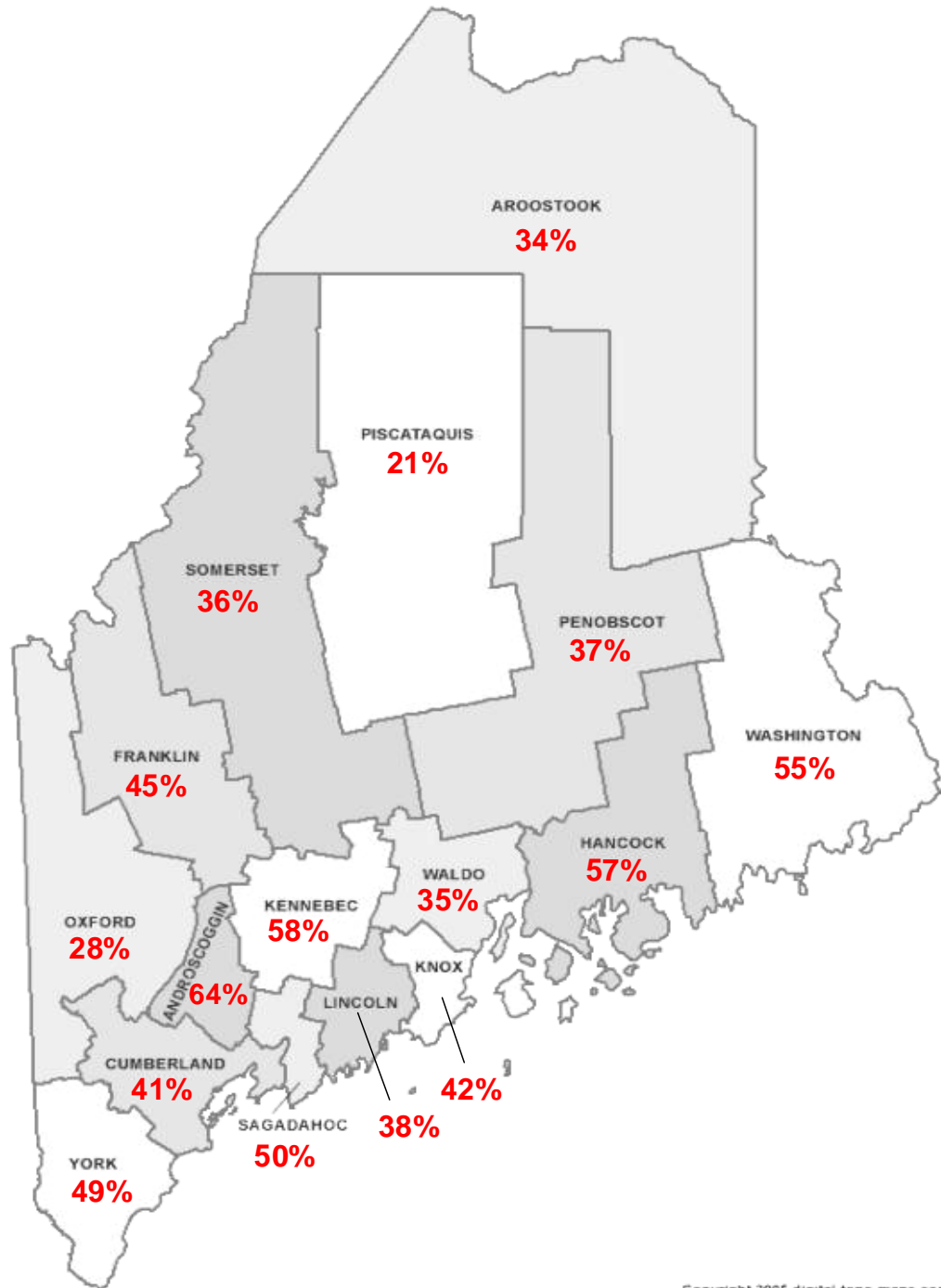
### **Notes**

Maps represent total participation across the two years of the survey. Due to redistricting that occurred during 2008-2009, some schools shown on the maps are no longer in operation.

The maps represent elementary schools, middle schools, and high schools. In the case of combined middle schools/high schools, the school is listed as a high school.



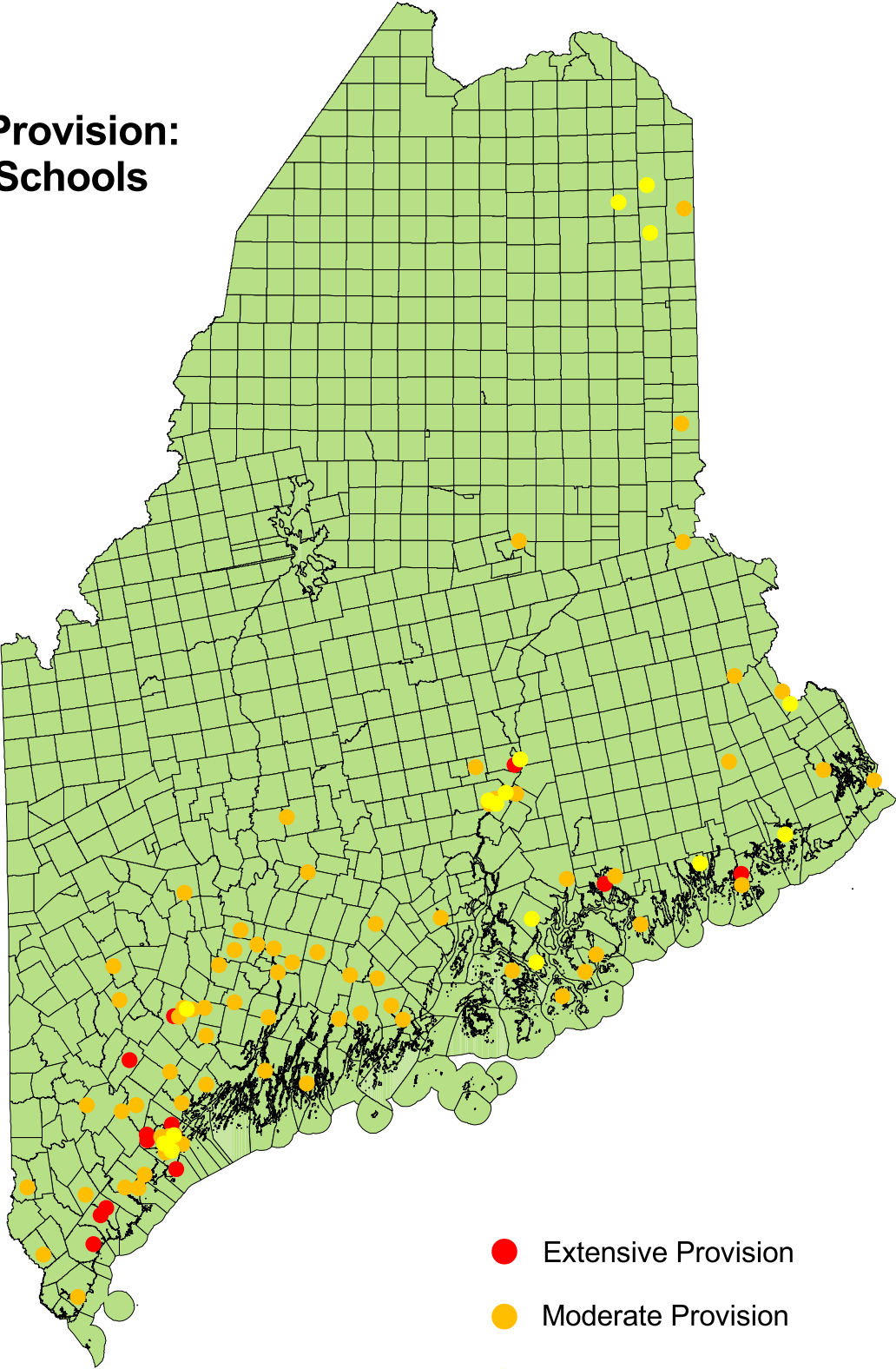
Percent of Schools in Each County Represented in Survey



Copyright 2005 digital-topo-maps.com

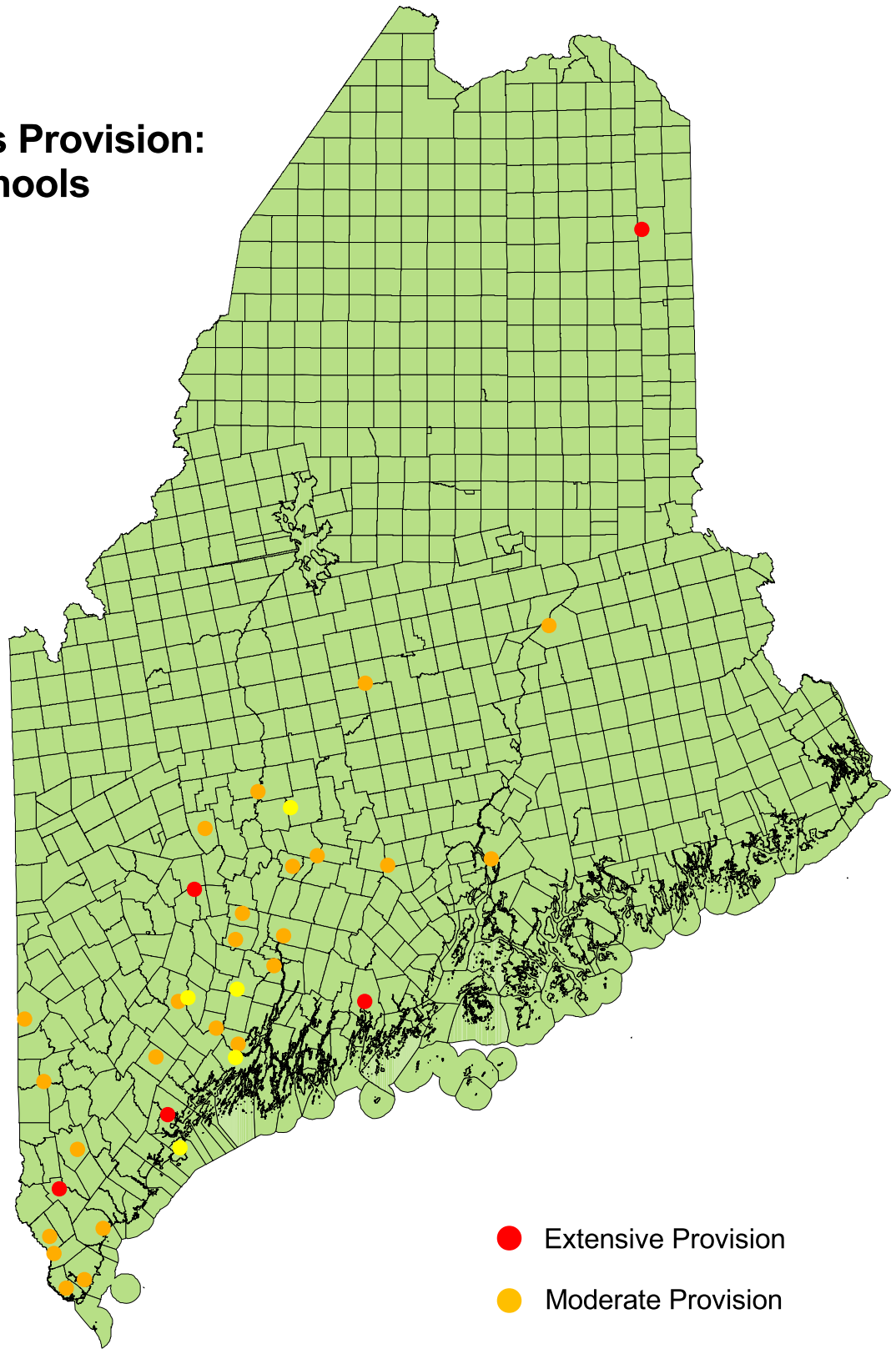


# Visual Arts Provision: Elementary Schools in Maine



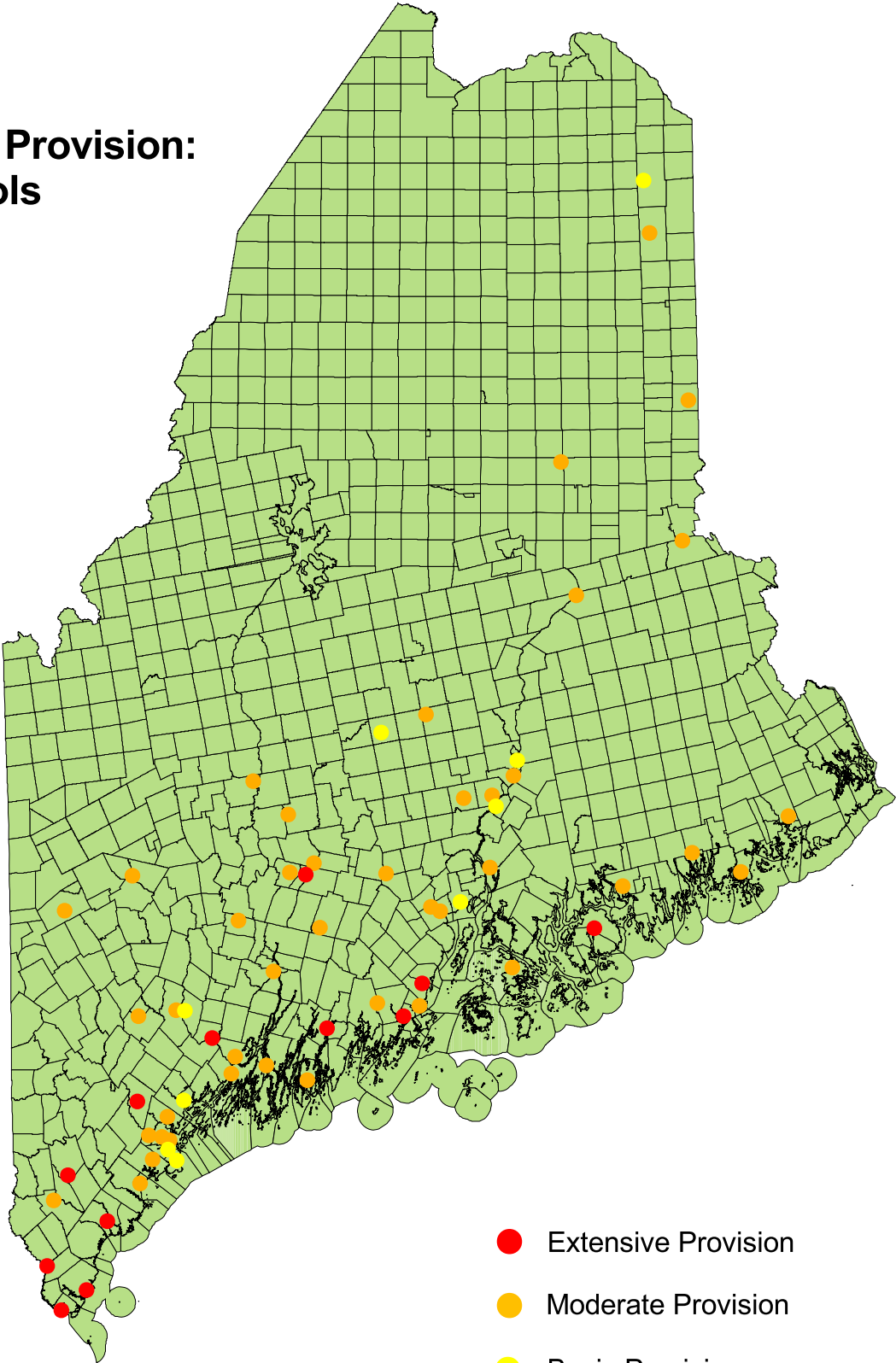
- Extensive Provision
- Moderate Provision
- Basic Provision
- School Districts

# Visual Arts Provision: Middle Schools in Maine



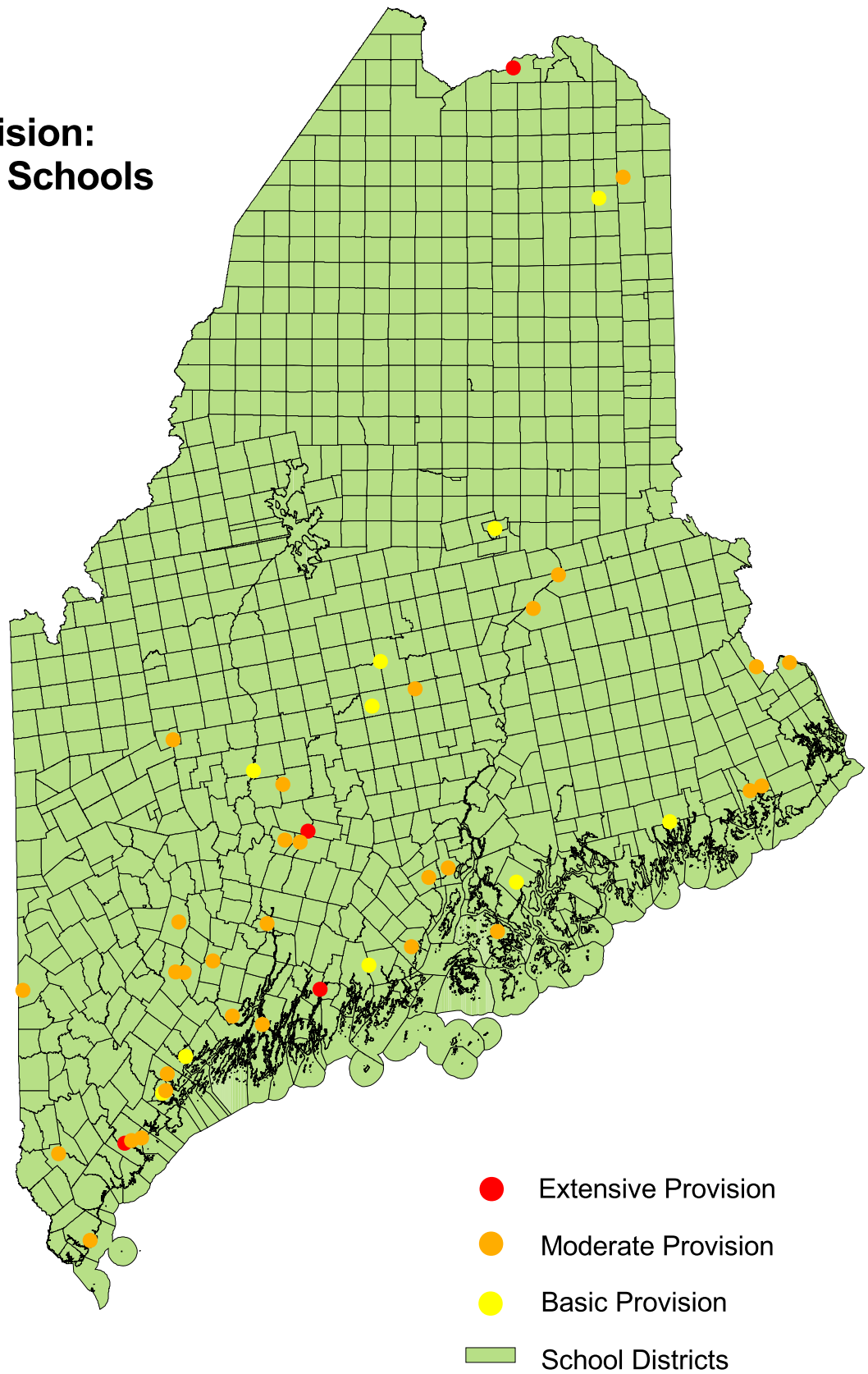
- Extensive Provision
- Moderate Provision
- Basic Provision
- School Districts

# Visual Arts Provision: High Schools in Maine

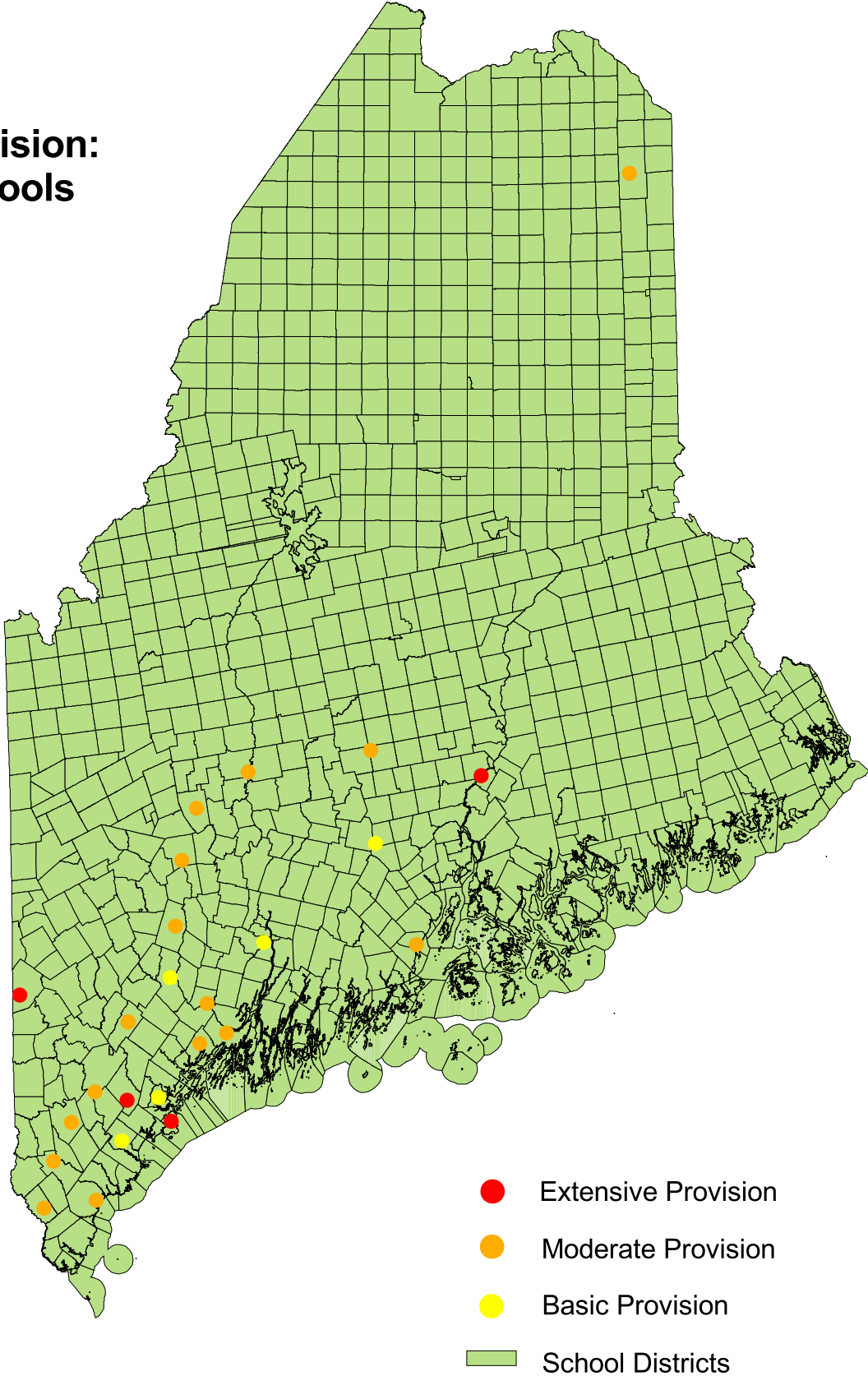


- Extensive Provision
- Moderate Provision
- Basic Provision
- School Districts

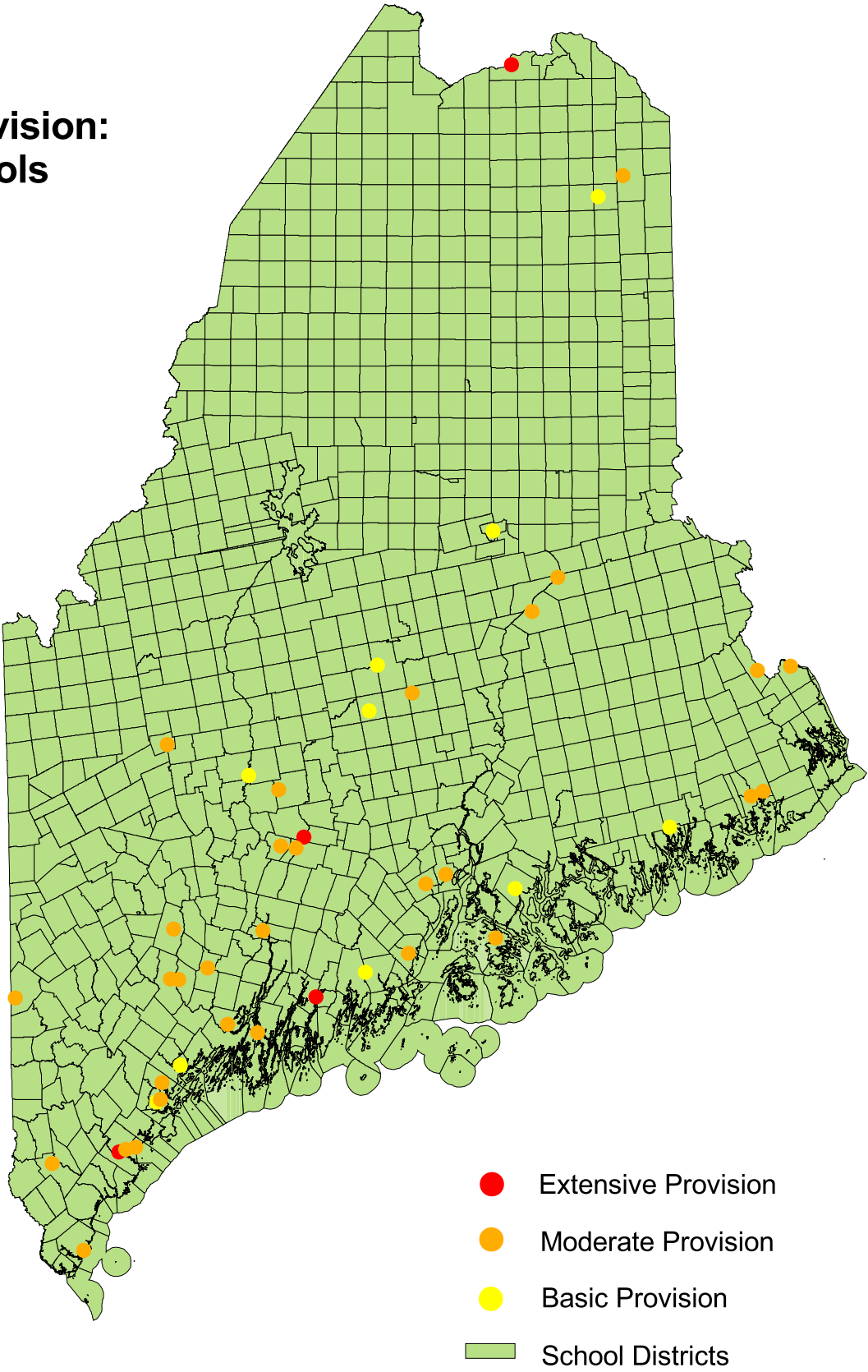
# Music Provision: Elementary Schools in Maine



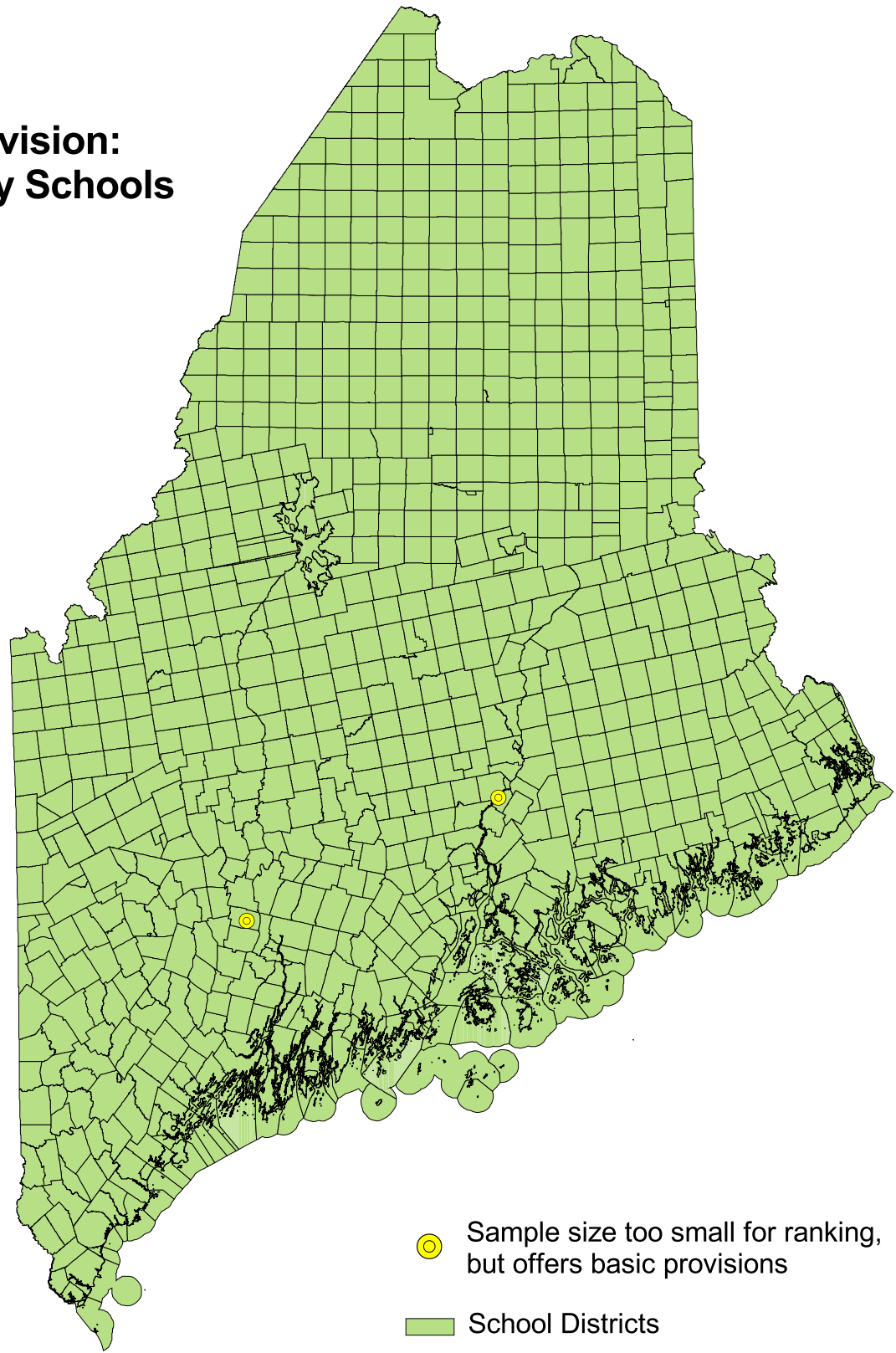
# Music Provision: Middle Schools in Maine



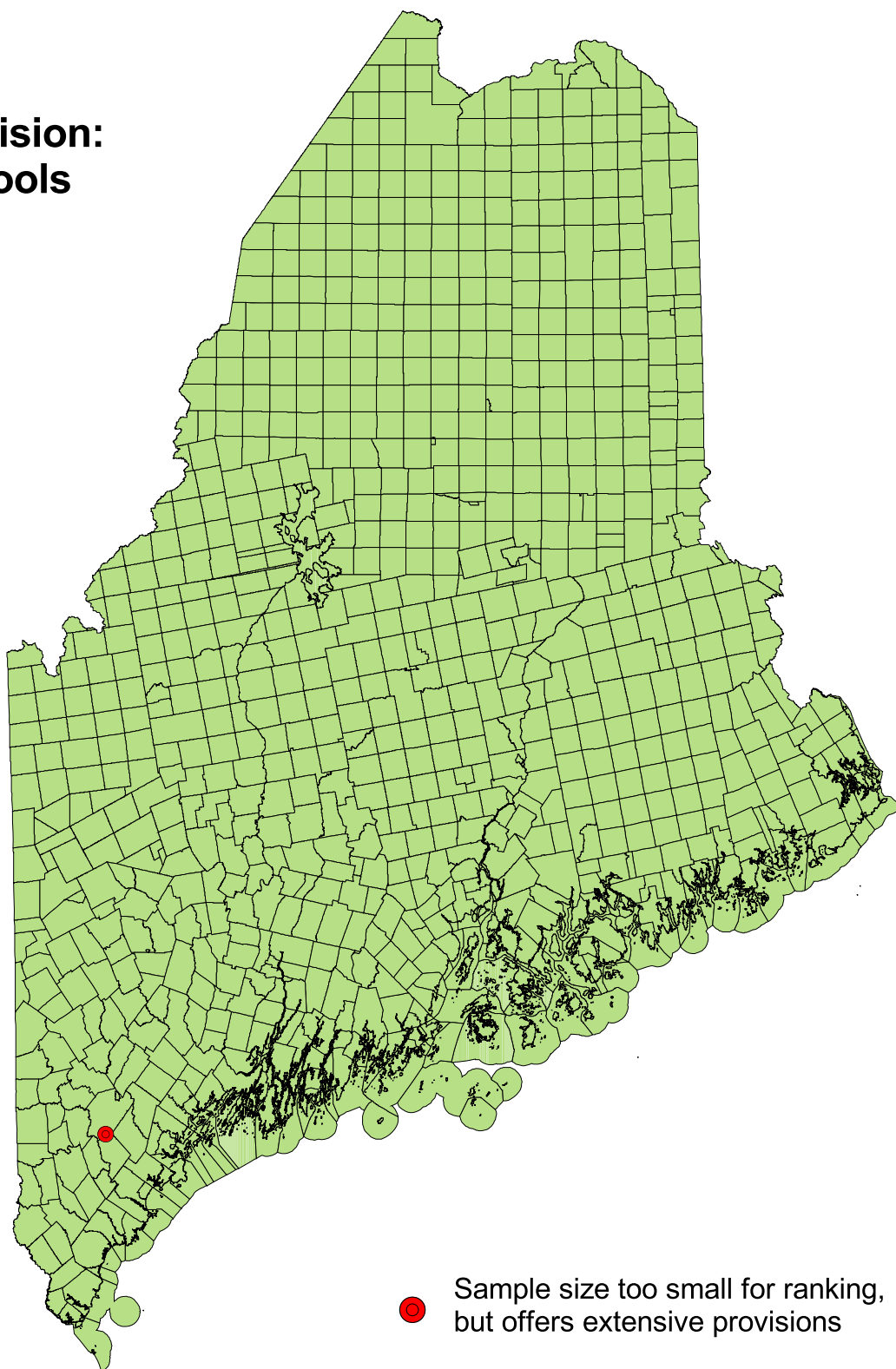
# Music Provision: High Schools in Maine



# Dance Provision: Elementary Schools in Maine

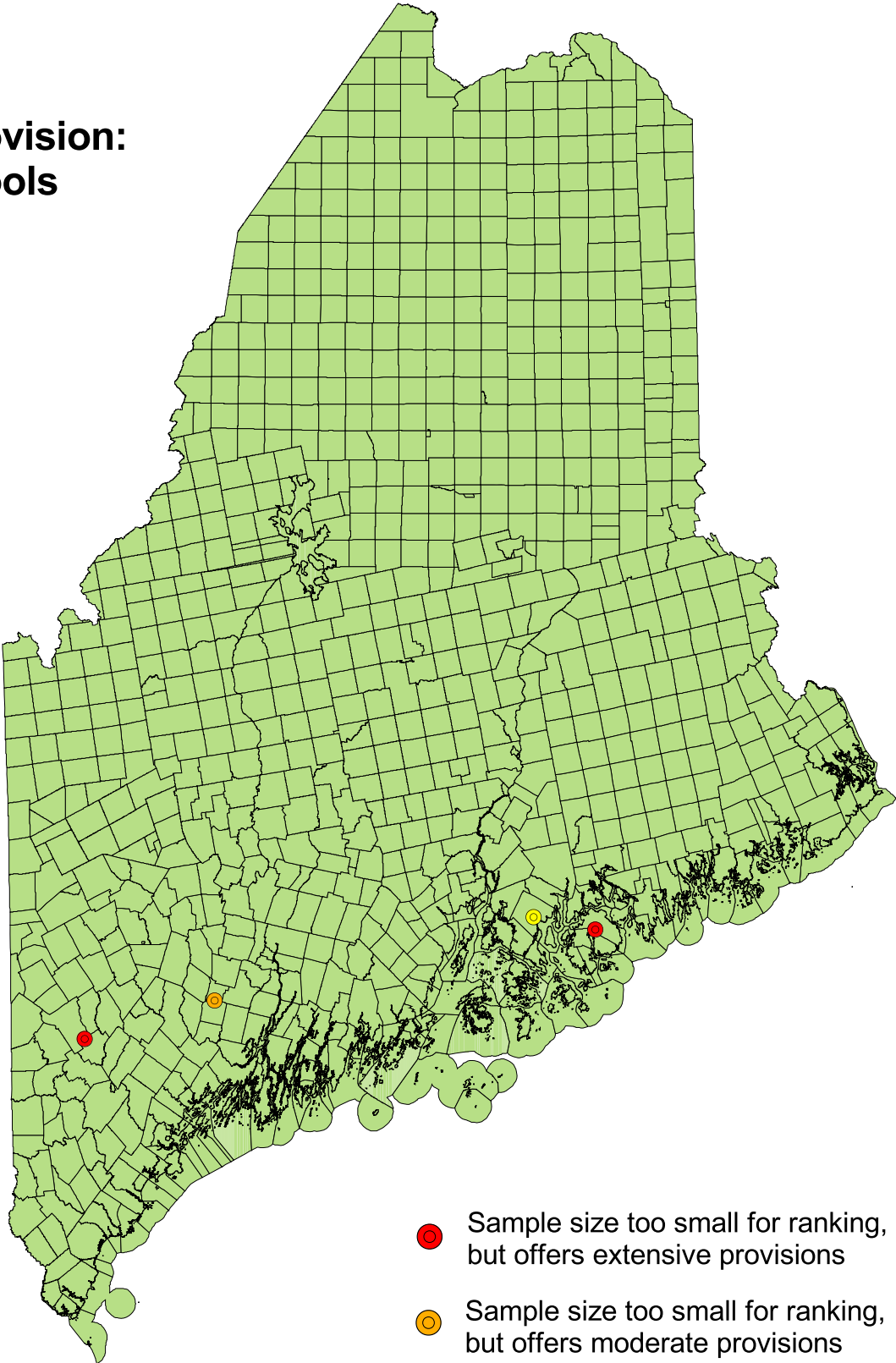


# Dance Provision: Middle Schools in Maine





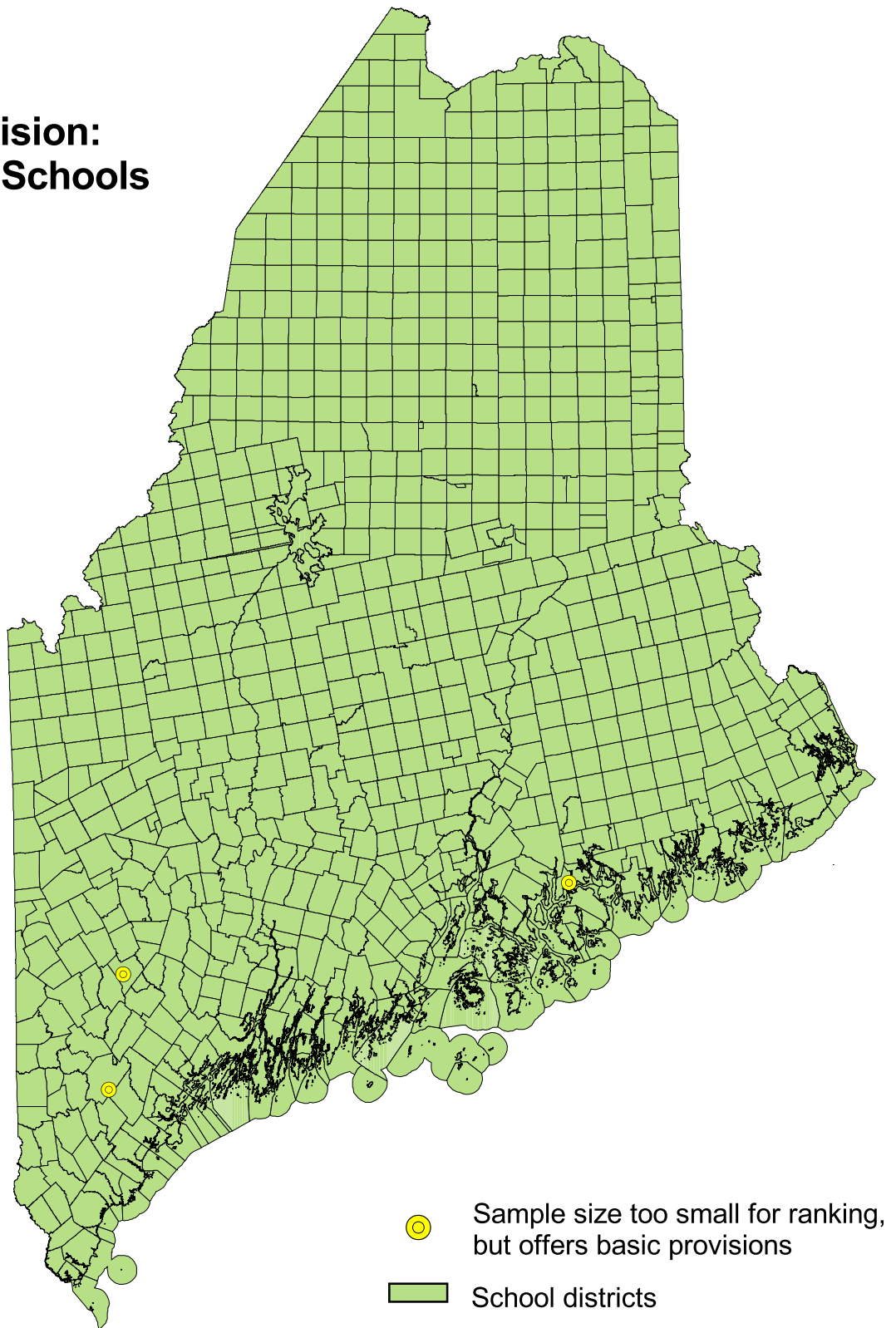
# Dance Provision: High Schools in Maine



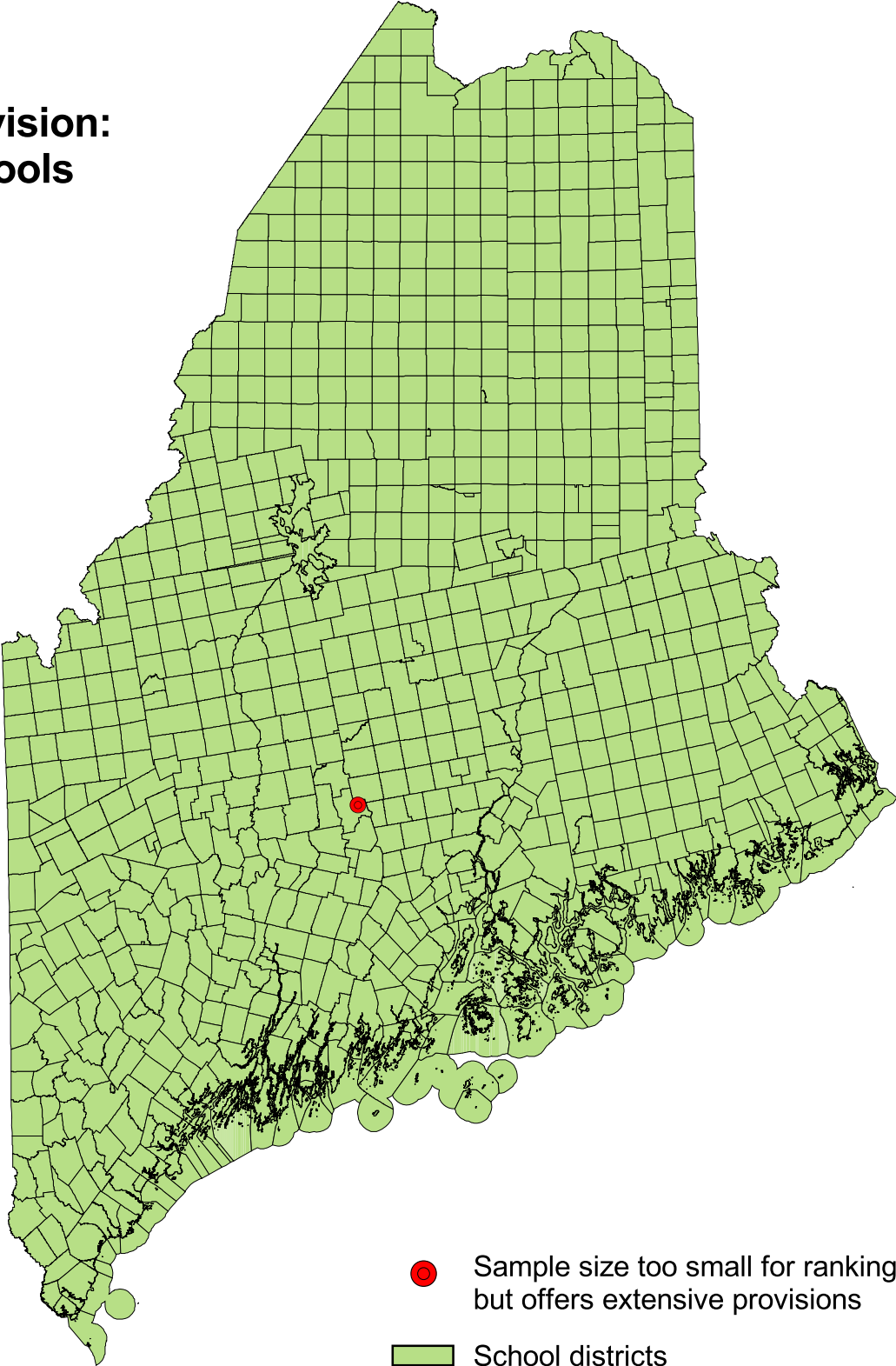
- Sample size too small for ranking, but offers extensive provisions
- Sample size too small for ranking, but offers moderate provisions
- Sample size too small for ranking, but offers basic provisions

■ School Districts

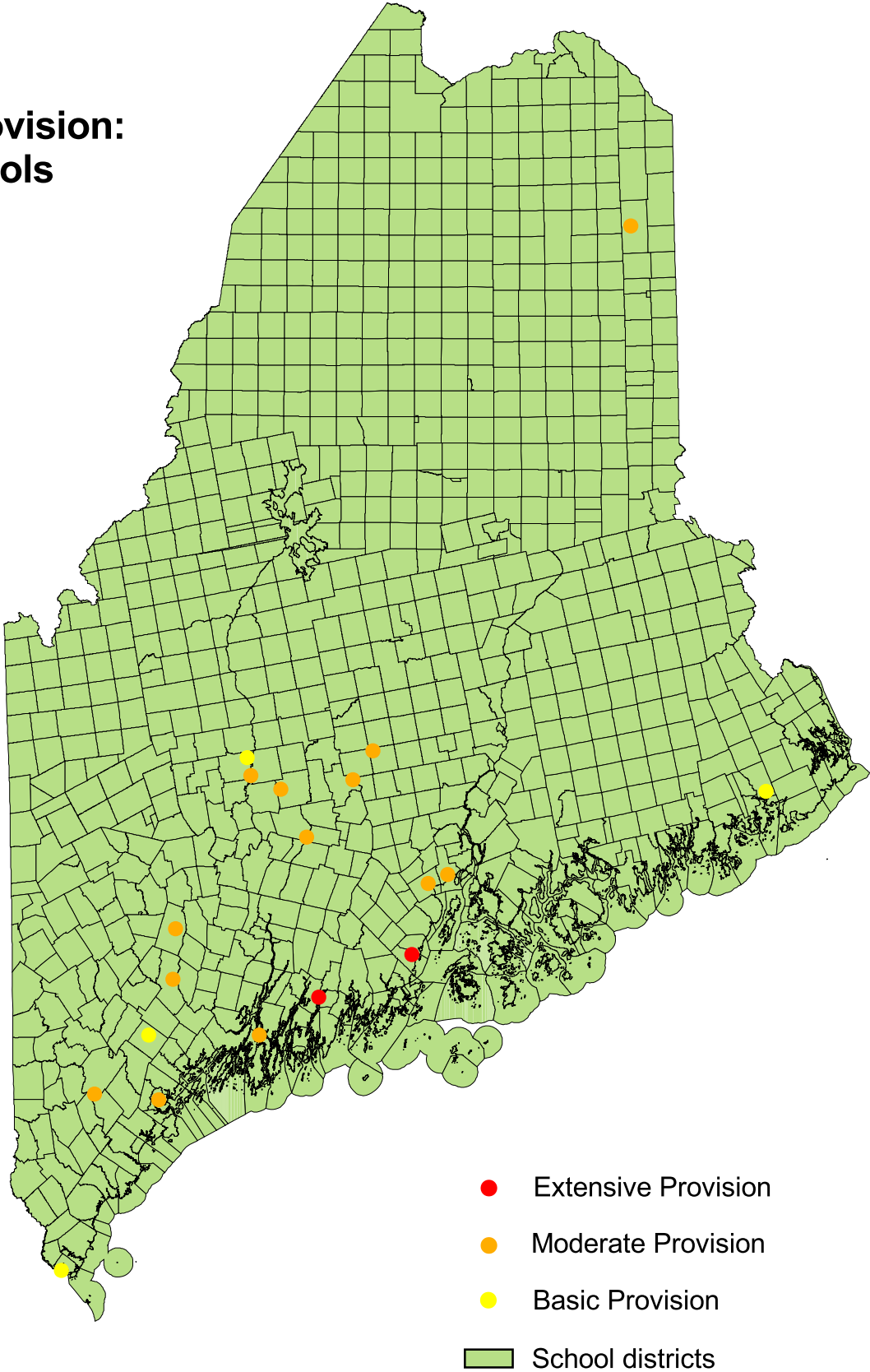
# Drama Provision: Elementary Schools in Maine



# Drama Provision: Middle Schools in Maine



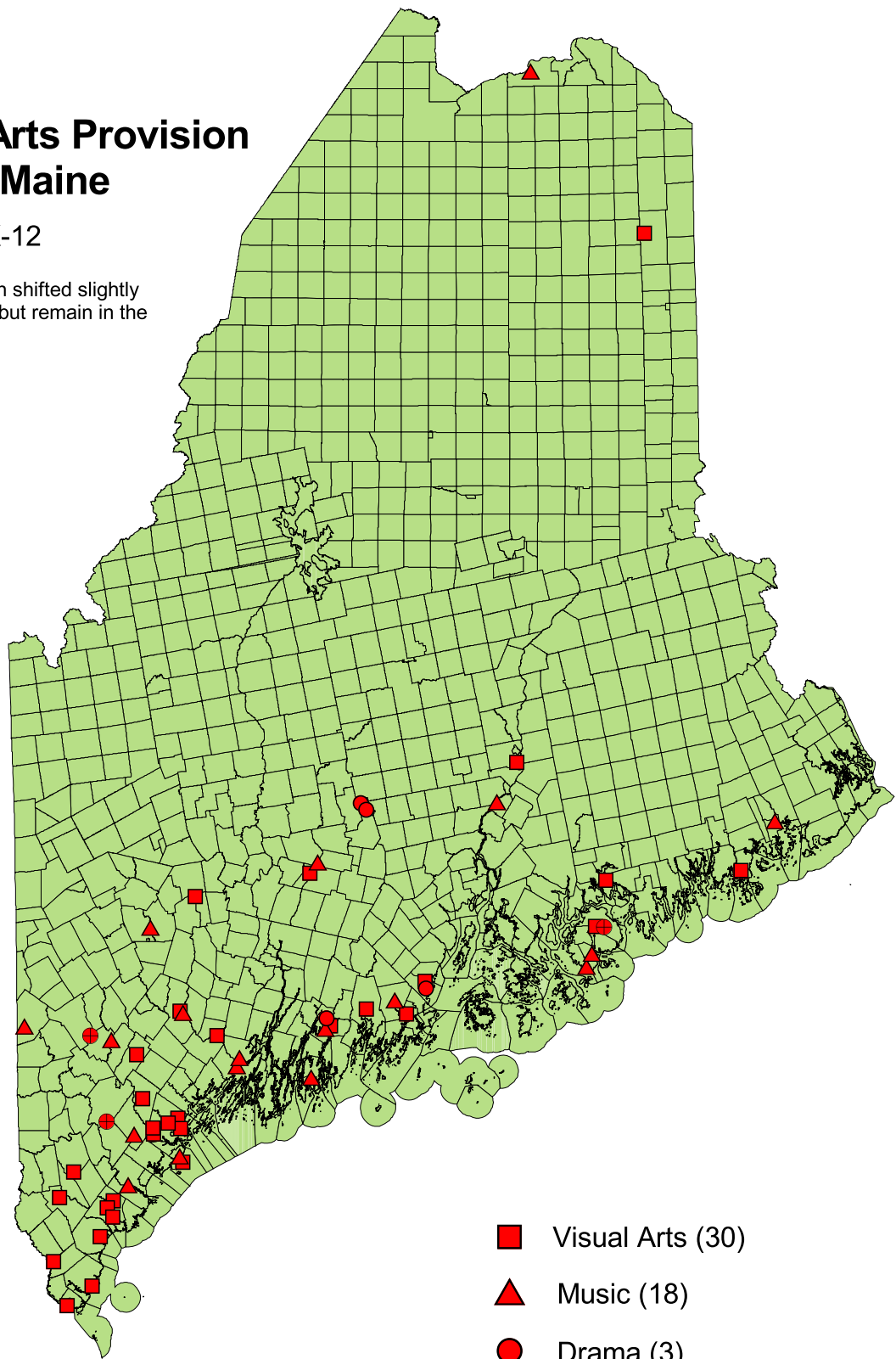
# Drama Provision: High Schools in Maine



# Extensive Arts Provision Schools in Maine

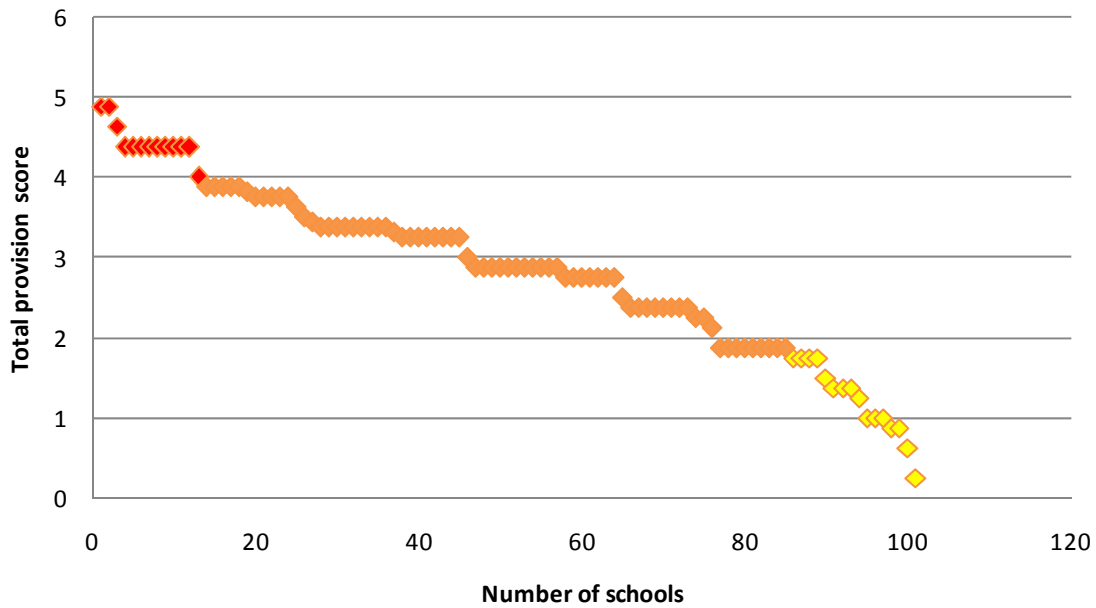
All Disciplines, K-12

(A few points have been shifted slightly  
to increase readability, but remain in the  
appropriate district)

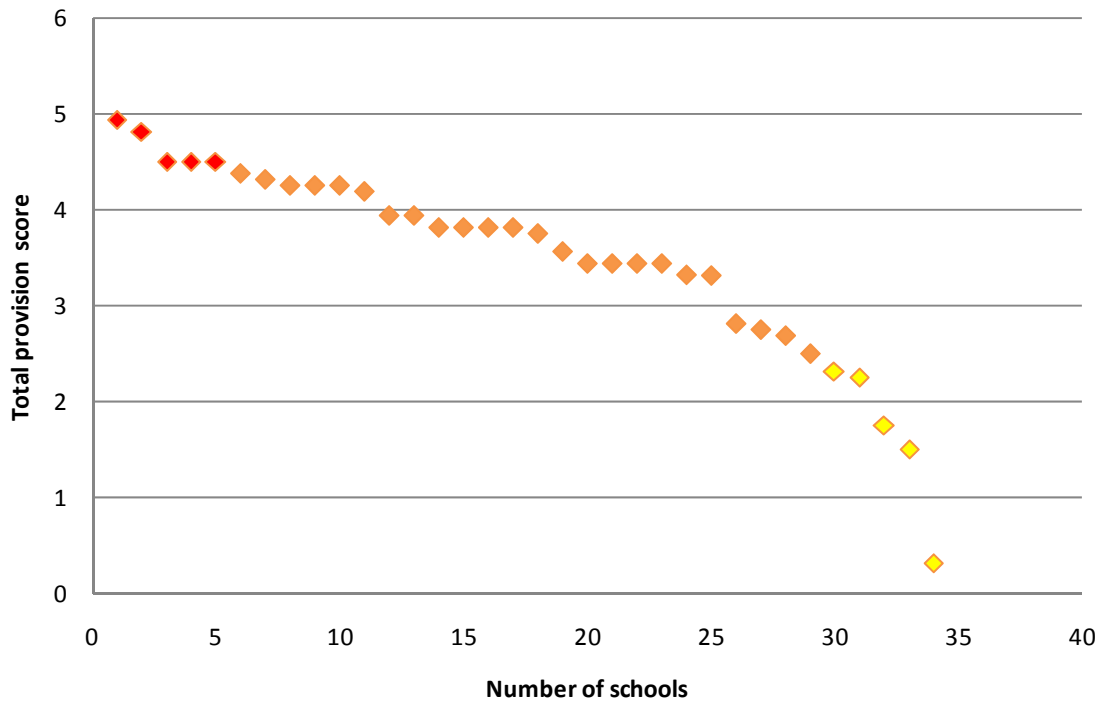


- Visual Arts (30)
- ▲ Music (18)
- Drama (3)
- ⊕ Dance (3)
- School Districts

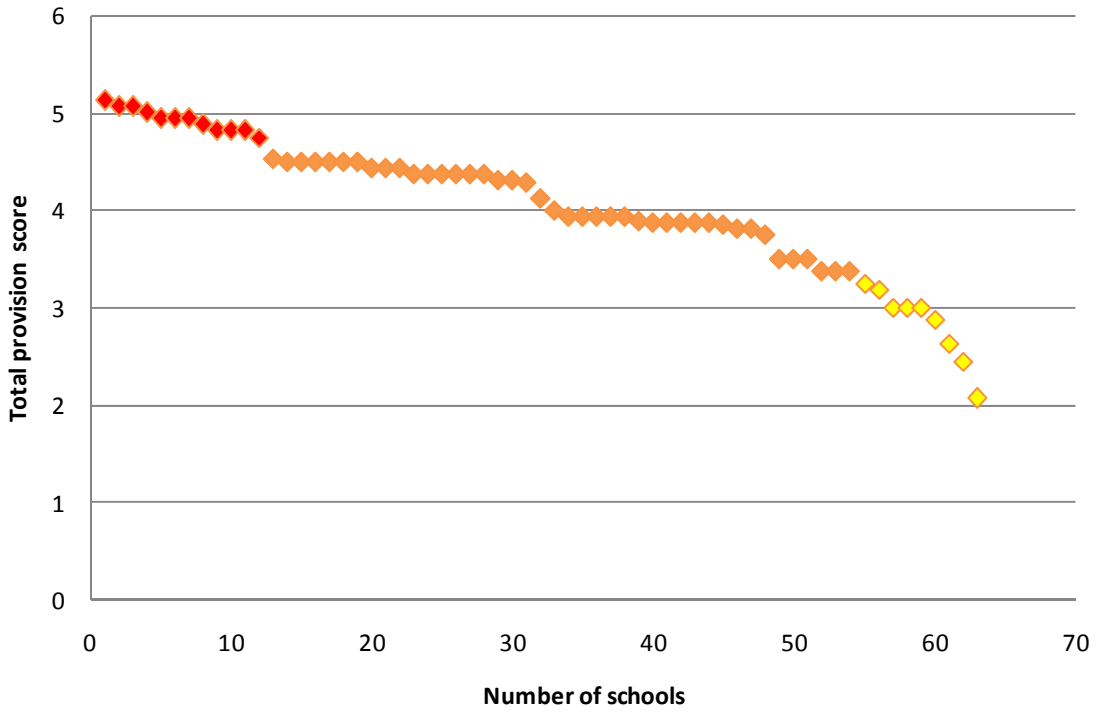
## Provision of Opportunity in Visual Arts, Elementary



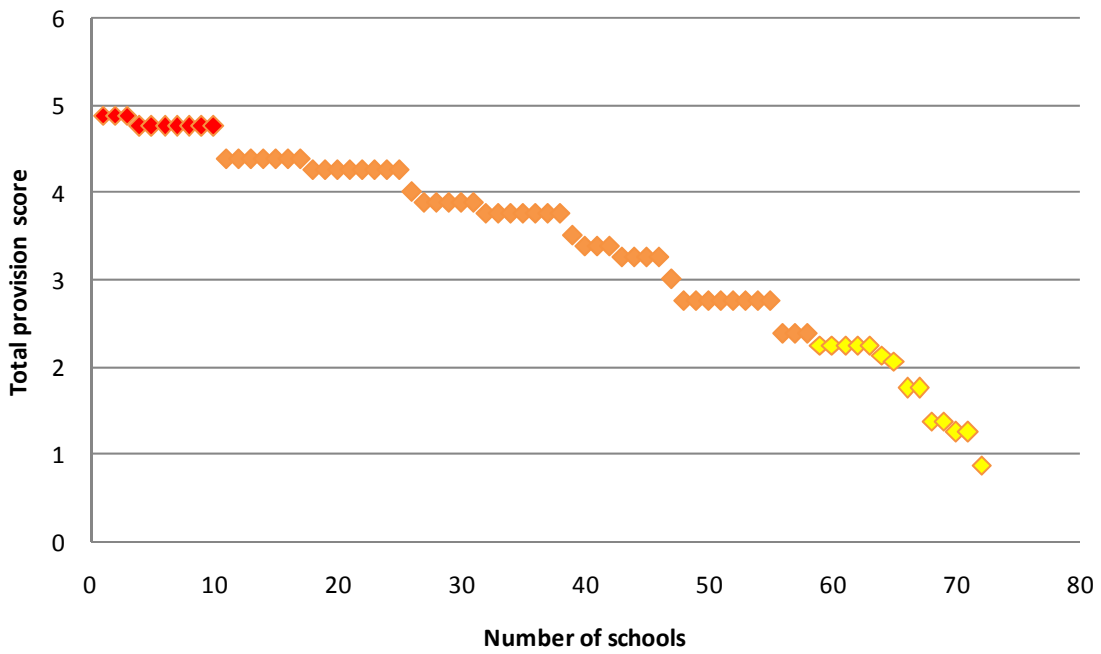
## Provision of Opportunity in Visual Arts, MS



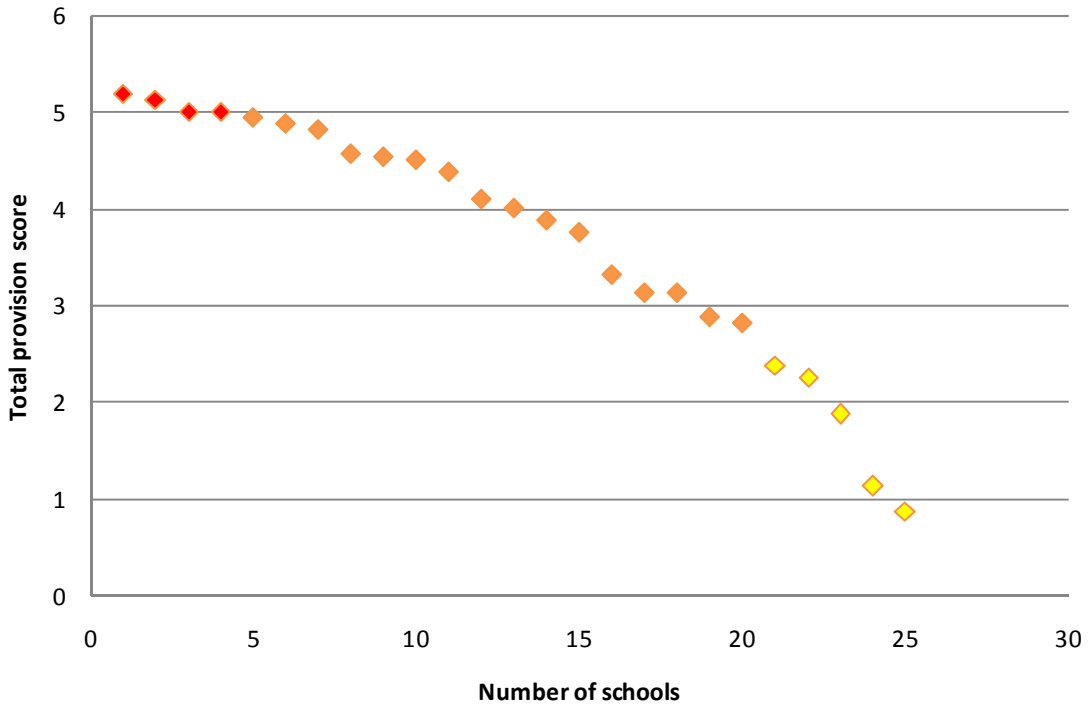
### Provision of Opportunity in Visual Arts, HS



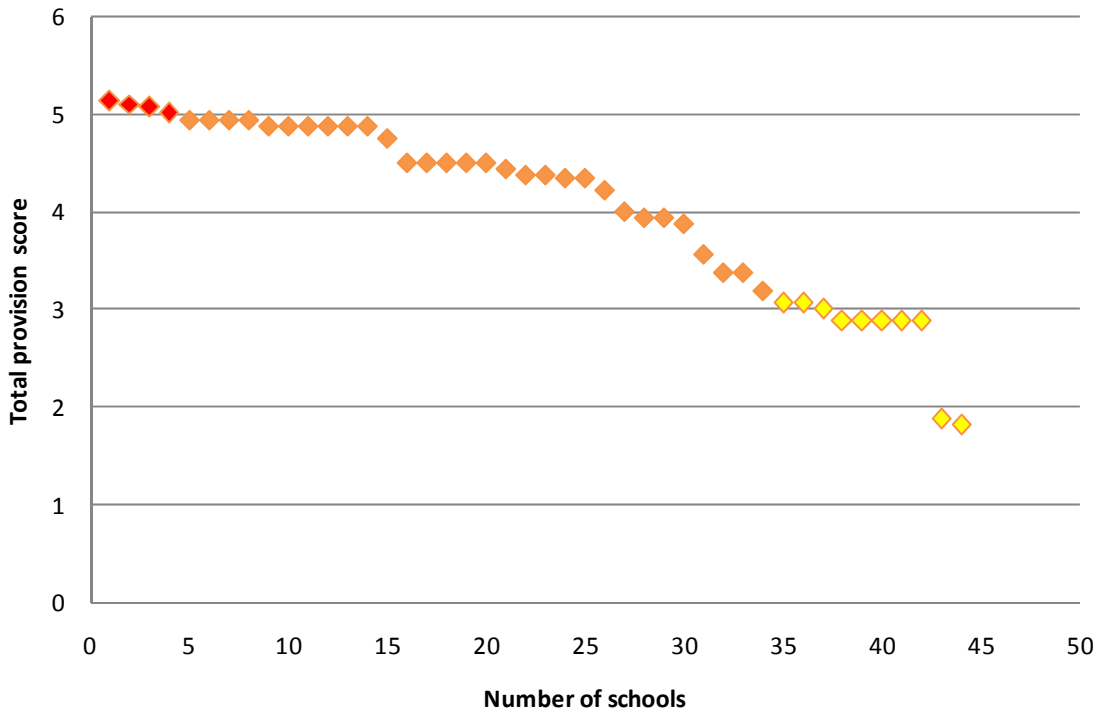
### Provision of Opportunity in Music, Elementary



### Provision of Opportunity in Music, MS

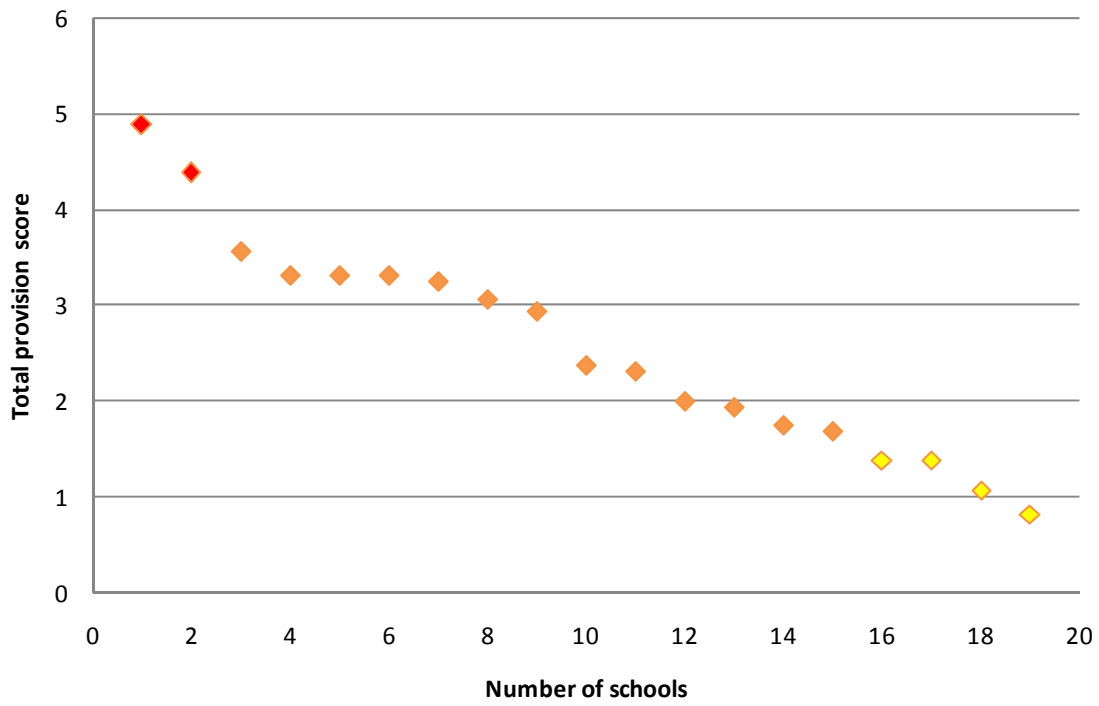


### Provision of Opportunity in Music, HS





## Provision of Opportunity in Drama, HS



# APPENDIX D

## SURVEY PROTOCOLS

This Appendix provides further information about the survey protocols used for this research. The first part outlines recommended changes for future implementation of the survey. The second part presents the survey protocols that were used in the 2009 round of research.

### RECOMMENDED CHANGES

It is strongly recommended that future data collection be done at the school level, with teachers collaborating with principals. Also, a short version should become a part of mandatory reporting on teaching and learning.

The following suggestions are proposed should this protocol be used for research in future years.

#### **Context for Teaching**

*Question 2 (both surveys):* This question currently requests teachers to report grades taught at this school, with a dropdown of possible grade levels. While this question is a good reinforcement to the teacher that they are in fact taking the right survey (i.e., selecting correctly between elementary and secondary), it was not clearly worded. Some respondents replied with the number of grades that they themselves teach, and others replied regarding the entire school (as intended). In future surveys, this question should be more clearly worded to clarify that what is requested in grades provided at the school that is described in this survey. Alternatively, data regarding grades taught at each school could be provided by the State Department of Education and appended to the survey data.

#### **Discipline-based Questions/Questions about [discipline] at your school**

*Question 6 (elementary survey) and Question 7 (secondary):* This question asks how many students are enrolled in more than one visual arts class per year. The current version offers a drop-down list of potential numbers of students. A better question would be what percent of the students taught by the respondent are enrolled in more than one visual arts/music class at a time. This would allow for a sense of the proportion of students who are taking full advantage of available offerings.

*Question 7 (elementary) and Question 8 (secondary) – Music only:* This question asked about specific offerings that are available – general music, chorus, band, etc. A similar question should be added for the other disciplines.

#### **Discipline-based Questions/[Discipline] facilities and teachers**



*Question 1 (both surveys):* This question about facilities might be more appropriately placed under the section on Teaching Load and Support, since facilities are a form of support for arts offerings.

*Question 5 (both surveys):* This question asks about the number of full-time equivalents for arts teachers. The drop-down responses to this question would be better if listed as single numbers rather than ranges, at least for the lower levels. (Few respondents chose anything higher than 5 in response to this question.)

### **Discipline-based Questions/[Discipline] teaching load and support**

Question 2 (both surveys): Using a drop-down range for responses to this question results in less than fully accurate results when mid-range numbers are used to compute an average. An open-ended question that requires a numeric response would provide a more accurate response.

### **General Arts Education Questions**

This section of questions would more appropriately follow the subsequent section on Questions about the 2007-2008 School Year.

*Questions 3 and 4 (both surveys):* These two questions ask about assessment of student performance and students participation in festivals, award programs, etc. They would be more appropriate in the discipline-based questions section on curriculum.

### **Identification Data**

In future surveys, it would be helpful for teachers to provide the address of the school they are describing (as a required response), as well as some identification of the type of community served from a drop-down list (rural, suburb, urban area).

### **Target Participant**

This survey protocol is designed to be taken by teachers. The advantage of this is that it is the teachers who are most familiar with the details about the programs that they teach, what their supports are, and who is participating. The disadvantage of this is that the complete offerings of a particular school, across disciplines, may or may not be reflected in the data depending on who responds to the survey. Future surveys might be more effectively targeted to principals, to be completed in consultation with arts teachers, to ensure a complete picture of what is offered in each school.

# Maine elementary survey

## Maine Arts Education Survey - Elementary Schools

Maine Arts Education Survey – Elementary Schools



This project is supported by the John F. Kennedy Center for the Performing Arts, the Betterment Fund, and the Maine Department of Education.



This project is sponsored by the Maine Alliance for Arts Education, a statewide nonprofit that works to strengthen education in all of the arts for all Maine students.

### The Design Team

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- University of Southern Maine students in art education: Adam Corriveau, Nick D'Alfonso III, Laura Damon, Crystal Douglas, Donald Martin, Marc McCourt, Sara Tardif, Christina Thibault

All of the Maine arts educators who complete this survey are creating the state-wide data. Many thanks.

# Maine elementary survey

## Introduction

Over the next several years, Maine arts educators will have an important opportunity to take stock of what they have been able to achieve and what goals they want to set for themselves and their communities in the coming years.

This census is the first step. When you complete it you are contributing to a state-wide picture of current arts learning opportunities for Maine students. The census will provide baseline data for future planning and development of arts education.

In parallel with the census, volunteer arts teachers throughout the state will be interviewing students about their arts engagement and its effects on their lives to create a picture of the importance of arts education.

Provided we have funding, in the second phase of the project we will profile a range of Maine communities to find out how they are sustaining arts learning opportunities for young people under the new consolidation plans. In the third phase of our work, we will be developing profiles of these "creative communities," creating a website and exploring new ways to strengthen arts education for all Maine students.

This project brings together many partners: - Maine Alliance for Arts Education

- Maine Department of Education
- Maine Arts Commission
- The Kennedy Center
- The Maine Betterment Fund

And you -- arts teachers throughout the state of Maine. We appreciate your time and thought. Completing this survey will help us to build the case for arts education in Maine.

# Maine elementary survey

## Definitions

Before completing this survey, please read this list of definitions and keep them in mind when answering the questions. Press "next" when you are done reading these to move on to the survey.

**Certified (credentialed) arts teacher or educator:** A visual arts, music, dance, or theatre teacher who is certified to teach one of the arts disciplines, or with a degree from an accredited arts education program.

**Dance:** An instructional program that prepares students to express themselves through movement in the performance of one or more of the dance disciplines, including ballet, modern, jazz, ethnic, and folk dance, and that describes dance as a cultural phenomenon. Includes instruction in choreography, dance history and criticism, and dance production.

**Drama/theatre:** An instructional program that generally describes the study of dramatic works and their performance. Includes instruction in dramatic literature, dramatic styles and types, and the principles of organizing and producing 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.

**Visiting artist/artist-in-residence:** A visual or performing artist or folklorist who visits a school to perform, demonstrate, or teach for a short or extended period of time.

**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.

# Maine elementary survey

## Instructions

### DIRECTIONS – READ AHEAD OF TIME

The following series of questions are about instruction at your school this year in the following arts subjects: visual arts, music, dance, and drama/theatre.

Download this survey ahead of time, using the document that was sent with your email invitation. Collect your answers to questions ahead of time and then enter them on-line. This on-line survey program does NOT allow you to stop and return to a session. Also, please review the definitions included in the document. If you have not reviewed the survey document, exit this on-line survey and do so before continuing.

Fill out the questions ONLY for the arts discipline that you teach. When you chose the answer, "I teach another discipline..." you will automatically skip to the next discipline.

We recognize that teachers may teach in multiple schools. For the purpose of this survey, please select the most typical school and answer for it. Be sure to provide the name of that school where requested at the opening of the survey. Use the open-ended question that appears later in the survey to describe how your other schools are different.

# Maine elementary survey

## The context for your teaching

- \* 1. Name of school (*If you work at more than one school, list the particular school you have selected as most typical and that you will have in mind when you answer the questions in the survey.*)

2. Grades taught at this school (*Select all that apply.*)

Pre-K

Grade 3

Grade 7

Kindergarten

Grade 4

Grade 8

Grade 1

Grade 5

Grade 2

Grade 6

3. Total school enrollment in 2008-2009 (*requires a numerical response*):



# Maine elementary survey

## Visual arts

1. I teach... (*Select one.*)

Visual arts

Another discipline (*This selection will take you to the next arts discipline.*)

# Maine elementary survey

## Questions about visual arts at your school

1. On average, how many minutes long is a typical visual arts class? (*Choose one.*)

- 90 minutes or more
- 55-89 minutes
- 45-54 minutes
- Less than 45 minutes

2. How many periods a week do most students have visual arts classes? (*Choose one.*)

- 5 periods per week (every day)
- 4 periods per week
- 3 periods per week
- 2 periods per week
- 1 period per week
- 1 period per week for a portion of the school year
- More than 1 period per week for a portion of the school year
- None
- Other (please specify)

3. What is the duration of most visual arts classes, i.e., does a typical student receive instruction throughout the school year or for some portion of the year? (*Choose one.*)

- Entire school year
- Half the school year
- One-quarter of the school year
- Less than a quarter of the school year
- Other (please describe)

## Maine elementary survey

4. For those grades that receive instruction in visual arts, approximately what percent of students participate? (*Complete for all that apply. Please note that responses must be whole numbers between 1 and 100.*)

Pre-K

Kindergarten

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

5. What is the total number of students per year (on average) enrolled in visual arts classes at your school? (*Please note that responses must be whole numbers.*)

6. How many students are enrolled in more than one visual arts class per year (on average) at your school? (*Choose one*)

None

25-49

1-9

50-99

10-24

100 or more

# Maine elementary survey

## Visual arts facilities and teachers

1. Which of the following statements best describes the space used for teaching visual arts at your school this year? (*Choose one*)

- Dedicated room(s) with much or all of the equipment needed
- Dedicated room(s) with only some of the equipment needed
- Dedicated room(s) with no special equipment
- Room(s) shared with other arts classes (music, etc.)
- All purpose function room(s): gymnasium, auditorium, or cafeteria
- Regular classrooms only
- Other (please specify)

2. How many full-time certified visual arts teachers are there at your school? (*Choose one*)

- 0
- 1
- 2
- 3
- 4
- 5
- 6-10
- more than 10

3. How many part-time certified visual arts teachers are there at your school? (*Choose one*)

- 0
- 1
- 2
- 3
- 4
- 5
- 6-10
- more than 10

4. How many non-certified visual arts teachers are there at your school? (*Choose one*)

- 0
- 1
- 2
- 3
- 4
- 5
- 6-10
- more than 10

## Maine elementary survey

5. What is the total full-time equivalent for visual arts teachers at your school? (*Full-time means teaching for a full school day, 5 days a week. Full-time equivalent means if you add up all of the teachers, how many full-time teachers would it equal?*)

Less than 1

4-5

1

5-9

2-3

10 or more

6. Who other than certified visual arts teachers regularly teaches visual arts at your school? (*Choose all that apply.*)

No one

Classroom teacher

Artist-in-Residence or teaching artist

Volunteer

Other faculty member (please specify)

# Maine elementary survey

## Visual arts teaching load and support

1. Which statement best describes the teaching load of a visual arts teacher in your school? (*Choose one.*)

- Serves one building, multiple classes
- Serves multiple buildings, multiple classes

2. How many classes does a visual arts teacher teach in a typical week? (*Count one 40-50 minute period as 1 class, so a 90 minute block=2 classes.*)

- 5 or fewer
- 6-10
- 11-15
- 16-20
- Other (please specify)

3. Which statement best describes the teaching load of a visual arts teacher in your school? (*Choose one from the list provided.*)

- Serves fewer than 50 students in a week
- Serves 50-100 students in a week
- Serves 101-200 students in a week
- Serves 201-300 students in a week
- Serves 301-500 students in a week
- Serves more than 500 students in a week

## Maine elementary survey

4. Which statement best describes the range of activities of a visual arts teacher in your school? (*Select all that apply.*)

- Teaches multiple types of visual arts classes (e.g., drawing, ceramics)
- Teaches after-school visual arts classes or advises clubs
- Informal work with interested students before and after school
- Grant writing
- Other (please specify)
- Organizes fund-raising events to support arts in the school
- Organizes student art shows/exhibits
- Committee work
- Special projects (school-wide, community-wide)

5. Excluding funding for salaries, how much does your school spend each year on visual arts (i.e., total dollars spent on materials, equipment, special events)? Include all sources such as school dollars, donations, and grants. (*Requires a whole number response*)

6. Does your school typically receive funds, such as grants or donations, from any outside sources, including (but not limited to) parents groups or local businesses, to fund its education program in the visual arts? (*Select all that apply.*)

- Parent groups
- Local businesses
- Teacher contribution
- Community arts council
- Other (please specify)
- Maine Arts Commission
- Alumni
- None of the above

7. What does this money support? (*Select all that apply.*)

- Supplies
- Equipment
- Special events (i.e., performances, artist residencies, field trips, special projects, etc.)
- Teacher salaries
- Other (please specify)

# Maine elementary survey

## Visual arts curriculum

1. Does your school have a written curriculum guide, syllabi and/or course of study in visual arts that your teachers are expected to follow? *(If no, skip to question 7 below.)*

Yes

No

2. Teachers use this curriculum guide... *(Select one.)*

As a guide to be followed

As an optional framework

Not at all

3. Is the curriculum guide aligned with your state's standards?

Yes

Partially

No

Don't know

4. Is the curriculum guide aligned with the National Standards for Arts Education?

Yes

Partially

No

Don't know

5. Has the curriculum guide been updated within the last year to reflect the new state standards?

Yes

No

Don't know



## Maine elementary survey

6. Was the curriculum guide created or updated in the last 5 years?

Yes

No

Don't know

7. Do you have student materials (books, assessments, etc.) aligned to the state's standards for visual arts?

Yes

No

Don't know

8. What kinds of school-sponsored after-school activities are currently offered in the visual arts? (*Select all that apply.*)

Art clubs

Art classes

Free-choice arts activities (e.g., sketching, pottery, etc.) as part of after-school programs

None are offered

Other (please specify)

9. If you teach visual arts in more than one school, what are the most important differences between the school you have described above and the others where you teach? (*Select all that apply.*)

Class length

Class size

Facilities/equipment/classrooms

Budget size

No differences

Other (please specify)

# Maine elementary survey

## Music

1. I teach... (*Select one.*)

Music

Another discipline (*This selection will take you to the next arts discipline.*)

# Maine elementary survey

## Questions about music at your school

1. On average, how many minutes long is a typical music class? (*Select one.*)

- 90 minutes or more
- 55-89 minutes
- 45-54 minutes
- Less than 45 minutes

2. How many periods a week do most students have music classes? (*Choose one*)

- 5 periods per week (every day)
- 4 periods per week
- 3 periods per week
- 2 periods per week
- 1 period per week
- 1 period per week for a portion of the school year
- More than 1 period per week for a portion of the school year
- None
- Other (please specify)

3. What is the duration of most music classes, i.e., does a typical student receive instruction throughout the school year or for some portion of the year? (*Choose one*)

- Entire school year
- Half the school year
- One-quarter of the school year
- Less than a quarter of the school year
- Other (please specify)

## Maine elementary survey

4. For those grades that receive instruction in music, approximately what percent of students participate? *(Complete for all that apply. Please note that responses must be whole numbers between 1 and 100.)*

Pre-K

Kindergarten

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

5. What is the total number of students per year (on average) enrolled in music classes at your school? *(Please note that responses must be whole numbers.)*

6. How many students are enrolled in more than one music class per year (on average) at your school? *(Choose one)*

None

1-9

10-24

25-49

50-99

100 or more

7. Which of the following types of music instruction, or classes, are offered at your school during the regular school day? *(Select all that apply.)*

General music

Chorus

Band

Strings/orchestra

Other (please specify)

# Maine elementary survey

## Music facilities and teachers

1. Which of the following statements best describes the space used for teaching music at your school this year? (*Choose one*)

- Dedicated room(s) with much or all of the equipment needed
- Dedicated room(s) with only some of the equipment needed
- Dedicated room(s) with no special equipment
- Room(s) shared with other arts classes (visual arts, etc.)
- All purpose function room(s): gymnasium, auditorium, or cafeteria
- Regular classrooms only
- Other (please specify)

2. How many full-time certified music teachers are there at your school? ()

- 0
- 1
- 2
- 3
- 4
- 5
- 6-10
- more than 10

3. How many part-time certified music teachers are there at your school? (*Choose one*)

- 0
- 1
- 2
- 3
- 4
- 5
- 6-10
- more than 10

4. How many non-certified music teachers are there at your school? ()

- 0
- 1
- 2
- 3
- 4
- 5
- 6-10
- more than 10

## Maine elementary survey

5. What is the total full-time equivalent for music teachers at your school? (*Full-time means teaching for a full school day, 5 days a week. Full-time equivalent means if you add up all of the teachers, how many full-time teachers would it equal?*)

Less than 1

4-5

1

5-9

2-3

10 or more

6. Who other than certified music teachers regularly teaches music at your school? (*Choose all that apply.*)

No one

Classroom teacher

Artist-in-Residence or teaching artist

Volunteer

Other faculty member (please specify)

# Maine elementary survey

## Music teaching load and support

1. Which statement best describes the teaching load of a music teacher in your school? (*Choose one.*)

- Serves one building, multiple classes
- Serves multiple buildings, multiple classes

2. How many classes does a music teacher teach in a typical week? (*Count one 40-50 minute period as 1 class, so a 90-minute period=2 classes.*)

- 5 or fewer
- 6-10
- 11-15
- 16-20
- Other (please specify)

3. Which statement best describes the teaching load of a music teacher in your school? (*Choose one from the list provided.*)

- Serves fewer than 50 students in a week
- Serves 50-100 students in a week
- Serves 101-200 students in a week
- Serves 201-300 students in a week
- Serves 301-500 students in a week
- Serves more than 500 students in a week

4. Which statement best describes the range of activities of a music teacher in your school? (*Select all that apply.*)

- |  |  |
|--|--|
| <input type="checkbox"/> Teaches multiple types of music classes (e.g., choral, instrumental, general music) | <input type="checkbox"/> Organizes fund-raising events to support arts in the school |
| <input type="checkbox"/> Teaches after-school music classes or advises clubs                                 | <input type="checkbox"/> Organizes student concerts/shows/plays                      |
| <input type="checkbox"/> Informal work with interested students before and after school                      | <input type="checkbox"/> Committee work  |
| <input type="checkbox"/> Grant writing   | <input type="checkbox"/> Special projects (school-wide, community-wide)              |
| <input type="checkbox"/> Other (please specify)  |  |

## Maine elementary survey

5. Excluding funding for salaries, how much does your school spend each year on music (i.e., total dollars spent on materials, equipment, special events)? Include all sources such as school dollars, donations, and grants. *(Requires a whole number response)*

6. Does your school typically receive funds, such as grants or donations, from any outside sources, including (but not limited to) parents groups or local businesses, to fund its education program in music? *(Select all that apply.)*

- Parent groups
- Local businesses
- Teacher contribution
- Community arts council
- Other (please specify)
- Maine Arts Commission
- Alumni
- None of the above

7. What does this money support? *(Select all that apply.)*

- Supplies
- Equipment
- Special events (e.g., performances, artist residencies, concerts, field trips, etc.)
- Teacher salaries
- Other (please specify)



# Maine elementary survey

## Music curriculum

1. Does your school have a written curriculum guide, syllabi and/or course of study in music? *(If no, skip to question 7 below.)*

Yes

No

2. Teachers use this curriculum guide... *(Select one.)*

As a guide to be followed

As an optional framework

Not at all

3. Is the curriculum guide aligned with your state's standards?

Yes

Partially

No

Don't know

4. Is the curriculum guide aligned with the National Standards for Arts Education?

Yes

Partially

No

Don't know

5. Has the curriculum guide been updated within the last year to reflect the new state standards?

Yes

No

Don't know

6. Was the curriculum guide created or updated in the last 5 years?

Yes

No

Don't know

## Maine elementary survey

7. Do you have student materials (books, assessments, etc.) aligned to the state's standards for music?

Yes

No

Don't know

8. What kinds of school-sponsored after-school activities are currently offered in music? (*Select all that apply.*)

Private lessons

General music/instrument clubs

Chorus

Band

Strings/orchestra

Plays/festivals/concerts

None of the above

Other (please specify)

9. If you teach music in more than one school, what are the most important differences between the school you have described above and the others where you teach? (*Select all that apply.*)

Class length

Class size

Facilities/equipment/classrooms

Budget size

No differences

Other (please specify)

# Maine elementary survey

## Dance

1. I teach... (*Select one.*)

Dance

Another discipline (*This selection will take you to the next arts discipline.*)

# Maine elementary survey

## Questions about dance at your school

1. On average, how many minutes long is a typical dance class? (*Choose one.*)

- 90 minutes or more
- 55-89 minutes
- 45-54 minutes
- Less than 45 minutes

2. How many periods a week do most students have dance classes? (*Choose one*)

- 5 periods per week (every day)
- 4 periods per week
- 3 periods per week
- 2 periods per week
- 1 period per week
- 1 period per week for a portion of the school year
- More than 1 period per week for a portion of the school year
- None
- Other (please specify)

3. What is the duration of most dance classes, i.e., does a typical student receive instruction throughout the school year or for some portion of the year? (*Choose one*)

- Entire school year
- Half the school year
- One-quarter of the school year
- Less than a quarter of the school year
- Other (please describe)

## Maine elementary survey

4. For those grades that receive instruction in dance, approximately what percent of students participate? *(Complete for all that apply. Please note that responses must be whole numbers between 1 and 100.)*

Pre-K

Kindergarten

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

5. What is the total number of students per year (on average) enrolled in dance classes at your school? *(Please note that responses must be whole numbers.)*

6. How many students are enrolled in more than one dance class per year (on average) at your school? *(Choose one)*

None

25-49

1-9

50-99

10-24

100 or more

# Maine elementary survey

## Dance facilities and teachers

1. Which of the following statements best describes the space used for teaching dance at your school this year? (*Choose one*)

- Dedicated room(s) with much or all of the equipment needed
- Dedicated room(s) with only some of the equipment needed
- Dedicated room(s) with no special equipment
- Room(s) shared with other arts classes (visual arts, etc.)
- All purpose function room(s): gymnasium, auditorium, or cafeteria
- Regular classrooms only
- Other (please specify)

2. How many full-time certified dance teachers are there at your school? (*Choose one*)

- 0
- 1
- 2
- 3
- 4
- 5
- 6-10
- more than 10

3. How many part-time certified dance teachers are there at your school? (*Choose one*)

- 0
- 1
- 2
- 3
- 4
- 5
- 6-10
- more than 10

4. How many non-certified dance teachers are there at your school? (*Choose one*)

- 0
- 1
- 2
- 3
- 4
- 5
- 6-10
- more than 10

## Maine elementary survey

5. What is the total full-time equivalent for dance teachers at your school?  
(*Full-time means teaching for a full school day, 5 days a week. Full-time equivalent means if you add up all of the teachers, how many full-time teachers would it equal?*)

Less than 1

4-5

1

5-9

2-3

10 or more

6. Who other than certified dance teachers regularly teaches dance at your school?

No one

Classroom teacher

Artist-in-Residence or teaching artist

Volunteer

Other faculty member (please specify)

# Maine elementary survey

## Dance teaching load and support

1. Which statement best describes the teaching load of a dance teacher in your school? (*Choose one.*)

- Serves one building, multiple classes
- Serves multiple buildings, multiple classes

2. How many classes does a dance teacher teach in a typical week? (*Count one 40-50 minute period as 1 class, so a 90-minute block=2 classes.*)

- 5 or fewer
- 6-10
- 11-15
- 16-20
- Other (please specify)

3. Which statement best describes the teaching load of a dance teacher in your school? (*Choose one from the list provided.*)

- Serves fewer than 50 students in a week
- Serves 50-100 students in a week
- Serves 101-200 students in a week
- Serves 201-300 students in a week
- Serves 301-500 students in a week
- Serves more than 500 students in a week

4. Which statement best describes the range of activities of a dance teacher in your school? (*Select all that apply.*)

- |  |  |
|--|--|
| <input type="checkbox"/> Teaches multiple types of dance classes (e.g., ballet, modern, jazz, tap) | <input type="checkbox"/> Organizes fund-raising events to support arts in the school |
| <input type="checkbox"/> Teaches after-school dance classes or advises clubs                       | <input type="checkbox"/> Organizes student dance concerts                            |
| <input type="checkbox"/> Informal work with interested students before and after school            | <input type="checkbox"/> Committee work  |
| <input type="checkbox"/> Grant writing   | <input type="checkbox"/> Special projects (school-wide, community-wide)              |
| <input type="checkbox"/> Other (please specify)  |  |



## Maine elementary survey

5. Excluding funding for salaries, how much does your school spend each year on dance (i.e., total dollars spent on materials, equipment, special events)? Include all sources such as school dollars, donations, and grants. *(Requires a whole number response)*

6. Does your school typically receive funds, such as grants or donations, from any outside sources, including (but not limited to) parents groups or local businesses, to fund its education program in dance? *(Select all that apply.)*

- Parent groups
- Local businesses
- Teacher contribution
- Community arts council
- Other (please specify)
- Maine Arts Commission
- Alumni
- None of the above

7. What does this money support? *(Select all that apply.)*

- Supplies
- Equipment
- Special events (e.g., performances, artist residencies, etc.)
- Teacher salaries
- Other (please specify)

# Maine elementary survey

## Dance curriculum

1. Does your school have a written curriculum guide, syllabi and/or course of study in dance that your teachers are expected to follow? (*If no, skip to question 7 below.*)

Yes

No

2. Teachers use this curriculum guide... (*Select one.*)

As a guide to be followed

As an optional framework

Not at all

3. Is the curriculum guide aligned with your state's standards?

Yes

Partially

No

Don't know

4. Is the curriculum guide aligned with the National Standards for Arts Education?

Yes

Partially

No

Don't know

5. Has the curriculum guide been updated within the last year to reflect the new state standards?

Yes

No

Don't know

## Maine elementary survey

6. Was the curriculum guide created or updated in the last 5 years?

Yes

No

Don't know

7. Do you have student materials (books, assessments, etc.) aligned to the state's standards for dance?

Yes

No

Don't know

8. What kinds of school-sponsored after-school activities are currently offered in dance? (*Select all that apply.*)

Dance clubs

Dance classes

Free-choice dance activities (DDR, hip hop, etc.) as part of after-school programs

None are offered

Other (please specify)

9. Which of the following statements, if any, accurately describe the way dance/creative movement is being taught at your school this year? (*Select all that apply.*)

Dance/creative movement is taught as a separate arts course.

Dance/creative movement is taught in after-school programs.

Dance/creative movement is taught as part of the physical education program.

Dance/creative movement is taught as part of the music curriculum.

Dance/creative movement activities and instruction are integrated into other areas of the curriculum.

Other (please specify)

## Maine elementary survey

10. If you teach dance in more than one school, what are the most important differences between the school you have described above and the others where you teach? (*Select all that apply.*)

- Class length
- Class size
- Facilities/equipment/classrooms
- Budget size
- No differences
- Other (please specify)

# Maine elementary survey

## Drama/theatre

1. I teach... (*Select one.*)

Drama/theatre

Another discipline (*This selection will take you to the next part of the survey.*)

# Maine elementary survey

## Questions about drama/theatre at your school

1. On average, how many minutes long is a typical drama/theatre class?  
(Choose one.)

90 minutes or more

55-89 minutes

45-54 minutes

Less than 45 minutes

2. How many periods a week do most students have drama/theatre classes? (Choose one)

5 periods per week (every day)

4 periods per week

3 periods per week

2 periods per week

1 period per week

1 period per week for a portion of the school year

More than 1 period per week for a portion of the school year

None

Other (please specify)

3. What is the duration of most drama/theatre classes, i.e., does a typical student receive instruction throughout the school year or for some portion of the year? (Choose one)

Entire school year

Half the school year

One-quarter of the school year

Less than a quarter of the school year

Other (please specify)

## Maine elementary survey

4. Which grades receive instruction in drama/theatre and for those grades, approximately what percent of students participate? (*Complete for all that apply. Please note that responses must be whole numbers between 1 and 100.*)

Pre-K	<input type="text"/>
Kindergarten	<input type="text"/>
Grade 1	<input type="text"/>
Grade 2	<input type="text"/>
Grade 3	<input type="text"/>
Grade 4	<input type="text"/>
Grade 5	<input type="text"/>
Grade 6	<input type="text"/>
Grade 7	<input type="text"/>
Grade 8	<input type="text"/>

5. What is the total number of students per year (on average) enrolled in drama/theatre classes at your school? (*Please note that responses must be whole numbers.*)

6. How many students are enrolled in more than one drama/theatre class per year (on average) at your school? (*Choose one*)

None

25-49

1-9

50-99

10-24

100 or more

# Maine elementary survey

## Drama/theatre facilities and teachers

1. Which of the following statements best describes the space used for teaching drama/theatre at your school this year? (*Choose one*)

Dedicated room(s) with much or all of the equipment needed

Dedicated room(s) with only some of the equipment needed

Dedicated room(s) with no special equipment

Room(s) shared with other arts classes (visual arts, etc.)

All purpose function room(s): gymnasium, auditorium, or cafeteria

Regular classrooms only

Other (please specify)

2. How many full-time certified drama/theatre teachers are there at your school? (*Choose one*)

0

3

6-10

1

4

more than 10

2

5

3. How many part-time certified drama/theatre teachers are there at your school? (*Choose one*)

0

3

6-10

1

4

more than 10

2

5

4. How many non-certified drama/theatre teachers are there at your school? (*Choose one*)

0

3

6-10

1

4

more than 10

2

5



## Maine elementary survey

5. What is the total full-time equivalent for drama/theatre teachers at your school? (*Full-time means teaching for a full school day, five days a week. Full-time equivalent means if you add up all of the teachers, how many full-time teachers would it equal?*)

Less than 1

4-5

1

5-9

2-3

10 or more

6. Who other than certified drama teachers regularly teaches drama/theatre at your school? (*Choose all that apply.*)

No one

Classroom teacher

Artist-in-Residence or teaching artist

Volunteer

Other faculty member, please specify

# Maine elementary survey

## Drama/theatre teaching load and support

1. Which statement best describes the teaching load of a drama/theatre teacher in your school? (*Choose one.*)

- Serves one building, multiple classes
- Serves multiple buildings, multiple classes

2. How many classes does a drama/theatre teacher teach in a typical week? (*Count one 40-50 minute period as 1 class, so a 90 minute block=2 classes.*)

- Five or fewer
- 6-10
- 11-15
- 16-20
- Other (please specify)

3. Which statement best describes the teaching load of a drama/theatre teacher in your school? (*Choose one from the list provided.*)

- Serves fewer than 50 students in a week
- Serves 50-100 students in a week
- Serves 101-200 students in a week
- Serves 201-300 students in a week
- Serves 301-500 students in a week
- Serves more than 500 students in a week

## Maine elementary survey

4. Which statement best describes the range of activities of a drama/theatre teacher in your school? (*Select all that apply.*)

- Teaches multiple types of drama/theatre classes (e.g., improvisation, musical theatre, drama, stagecraft)
- Organizes fund-raising events to support arts in the school
- Teaches after-school drama/theatre classes or advises clubs
- Organizes student shows/plays
- Informal work with interested students before and after school
- Committee work
- Grant writing
- Special projects (school-wide, community-wide)
- Other (please specify)

5. Excluding funding for salaries, how much does your school spend each year on drama/theatre (i.e., total dollars spent on materials, equipment, special events)? Include all sources such as school dollars, donations, and grants. (*Requires a whole number response*)

6. Does your school typically receive funds, such as grants or donations, from any outside sources, including (but not limited to) parents groups or local businesses, to fund its education program in drama/theatre? (*Select all that apply.*)

- Parent groups
- Maine Arts Commission
- Local businesses
- Alumni
- Teacher contribution
- None of the above
- Community arts council
- Other (please specify)

7. What does this money support? (*Select all that apply.*)

- Supplies
- Equipment
- Special events (e.g., performances, artist residencies, etc.)
- Teacher salaries
- Other (please specify)

# Maine elementary survey

## Drama/theatre curriculum

1. Does your school have a written curriculum guide, syllabi and/or course of study in drama/theatre that your teachers are expected to follow? (*If no, skip to question 7 below.*)

Yes

No

2. Teachers use this curriculum guide... (*Select one.*)

As a guide to be followed

As an optional framework

Not at all

3. Is the curriculum guide aligned with your state's standards?

Yes

Partially

No

Don't know

4. Is the curriculum guide aligned with the National Standards for Arts Education?

Yes

Partially

No

Don't know

5. Has the curriculum guide been updated within the last year to reflect the new state standards?

Yes

No

Don't know

## Maine elementary survey

6. Was the curriculum guide created or updated in the last 5 years?

Yes

No

Don't know

7. Do you have student materials (books, assessments, etc.) aligned to the state's standards for drama/theatre?

Yes

No

Don't know

8. What kinds of school-sponsored after-school activities are currently offered in drama/theatre? (*Select all that apply.*)

Drama clubs

Drama classes

Free-choice drama activities as part of after-school programs

None are offered

Other (please specify)

9. Which of the following statements, if any, accurately describe the way drama/theatre is being taught at your school this year? (*Select all that apply.*)

Drama/theatre is taught as a separate arts course.

Drama/theatre is taught in after-school programs.

Drama/theatre is taught as part of the English/language arts curriculum.

Drama/theatre activities and instruction are integrated into other areas of the curriculum.

Other (please specify)

## Maine elementary survey

10. If you teach drama/theatre in more than one school, what are the most important differences between the school you have described above and the others where you teach? (*Select all that apply.*)

- Class length
- Class size
- Facilities/equipment/classrooms
- Budget size
- No differences
- Other (please specify)

# Maine elementary survey

## General Arts Education Questions

Please answer the following questions concerning the arts programs and arts staff at your school this year.

1. Is arts education included in any mission statements or goals of your school (e.g., yearly goals, School Improvement Plan)?

Yes

No

2. Which of the following statements are true for your school this year? (*Select all that apply.*)

Certified arts teachers are included on site-based management teams, school improvement teams, or leadership councils.

Certified arts teachers have input in staff hiring for the arts education program.

Certified arts teachers have input in curriculum offered through the arts education program.

Certified arts teachers have input in the allocation of arts funds.

None of the above

3. Which of the following regular assessments of student performance and achievement in the arts occur at your school? (*Select all that apply.*)

Teacher-made tests or assignments

School-wide assessments

District-level assessments

National assessments

None of the above

I don't know

Other (please specify)

## Maine elementary survey

4. Do your students regularly participate in... (*Select all that apply.*)

- National contests
- Award programs
- Festivals
- Competitive applications for programs and/or scholarships to programs
- None of the above

5. Does your school principal visit and observe in arts classrooms?

Yes

No

6. Does your school principal evaluate the school's arts programs in the same way that other instructional programs are evaluated?

Yes

No

7. 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?

Yes

No

8. Do arts teachers in your district have scheduled meeting times for planning within their discipline?

Yes

No

9. Do arts teachers in your school have scheduled meeting times for planning within their discipline?

Yes

No

10. Do arts teachers in your school have scheduled meeting times for planning with other arts teachers?

Yes

No



# Maine elementary survey

11. In which ways do arts teachers collaborate in your school? (*Select as many as apply.*)

- Curriculum planning
- Purchase of supplies and equipment
- Supporting individual students
- Planning and selecting supplementary arts events for the school
- Designing assessments
- Informal sharing of ideas and information
- N/A - I am the only arts teacher
- Other (please specify)

12. In general, to what extent do you think the following individuals at your school consider the arts an essential part of a high-quality education? (Use a scale of 1 to 4, with 1=Not at all and 4=Great extent)

	1 Not at all	2 Small extent	3 Moderate extent	4 Great extent	Cannot judge
Students	jn	jn	jn	jn	jn
The administrators at the school	jn	jn	jn	jn	jn
The teaching staff (excluding certified arts teachers)	jn	jn	jn	jn	jn
The parents	jn	jn	jn	jn	jn

13. What is currently happening in your school with respect to arts integration? (*Choose all that apply*)

- Arts are already integrated in a systematic way
- Arts integration is planned but not yet underway
- There is no formal arts integration but it is done informally
- There is no arts integration
- Don't know
- Other (please describe)

## Maine elementary survey

14. Are there any other school improvement initiatives related to arts education currently underway at your school? (*Select all that apply.*)

- Increasing funding for arts teachers
- Facilities improvements
- Ensuring arts instruction is part of after-school programs
- Additional electives focused on arts
- Don't know
- Other (please specify)

# Maine elementary survey

## Questions about the 2007-2008 school year

Please answer the following questions for the 2007-2008 school year. Note that these questions are about last year.

1. Did your school sponsor any Artist-in Residence/Artist-in-the School programs?

Yes

No (*skip to question 4 below*)

If yes, how many? (*Requires whole number response*)

2. On average, how long was each residency? (*Choose one.*)

Less than 1 day

3-5 days

1 day

6-9 days

2-3 days

10 days or more

3. If yes, what was the source of funding for these programs? (*Select all that apply.*)

State or local arts agency

State or federal education grant

General school or district funds

Parent group funds

Other (please specify)

4. Did your school sponsor any field trips to art galleries or museums?

Yes

No (*skip to question 6 below*)

If yes, how many? (*Count each destination once. Requires whole number reply.*)

## Maine elementary survey

5. If yes, what was the source of funding for these programs? (*Select all that apply.*)

- State or local arts agency
- State or federal education grant
- General school or district funds
- Parent group funds
- Other (please specify)

6. Did your school sponsor any field trips to arts performances?

Yes

No (*skip to question 8 below*)

If yes, how many? (*Count each destination once. Requires whole number response*)

7. If yes, what was the source of funding for these programs? (*Select all that apply.*)

- State or local arts agency
- State or federal education grant
- General school or district funds
- Parent group funds
- Museum donated admission
- Other (please specify)

# Maine elementary survey

8. Compared to five years ago, please indicate whether or not each of the following aspects of your school's arts education program has changed.

*NOTE: If you are unable to provide this information because either the school did not exist 5 years ago or you were not at the school at that time, check the NA box. Use the scale 1=not available either time and 6=increased greatly.*

	1 Not available either time	2 Decreased greatly	3 Decreased slightly	4 Remained the same	5 Increased slightly	6 Increased greatly	N/A
Arts instruction time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of arts staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of arts supplies and materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Percent of school budget designated for arts programs and activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of instructional materials produced by cultural institutions, such as museums, galleries, or orchestras	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enrollment in arts electives, such as band	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Field trips to sites relevant to arts education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of arts-related residencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After-school programs/clubs in the arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Why have these changes occurred? (*Select all that apply*)

- Funding/budget increases
- Funding/budget decreases
- Changes in administrative and/or parental support for the arts
- Changes in enrollment
- More focus on testable subjects
- Change in administration
- Staffing changes
- Other (please specify)

## Maine elementary survey

10. Please rate the quality of the following aspects of your school's arts education programs, with 1=very weak and 6=very strong.

	1 Very weak	2	3	4	5	6 Very strong	Don't know
Range and number of different arts offerings	jq	jq	jq	jq	jq	jq	jq
Continuity of arts learning across grades for students	jq	jq	jq	jq	jq	jq	jq
Quality of arts faculty	jq	jq	jq	jq	jq	jq	jq
Family and community support for arts programs	jq	jq	jq	jq	jq	jq	jq
Quality of arts facilities and equipment	jq	jq	jq	jq	jq	jq	jq
Wide participation across different student groups	jq	jq	jq	jq	jq	jq	jq
Collaboration among arts teachers	jq	jq	jq	jq	jq	jq	jq
Collaboration among arts and academic teachers	jq	jq	jq	jq	jq	jq	jq

# Maine elementary survey

## Thank you

Thank you for participating in this survey. Please complete the following information to help us in case we have questions about your responses.

### 1. Contact information:

Name of person completing the survey:

Title/Position:

Email:

City/Town:

# Maine elementary survey

## THANK YOU

Thank you so much for participating in this survey. Your assistance is helping to build the case for arts education in Maine.



# Maine secondary survey

## Maine Arts Education Survey - Secondary Schools

Maine Arts Education Survey – Secondary Schools



This project is supported by the John F. Kennedy Center for the Performing Arts, the Betterment Fund, and the Maine Department of Education.



This project is sponsored by the Maine Alliance for Arts Education, a statewide nonprofit that works to strengthen education in all of the arts for all Maine students.

### The Design Team

- Commissioner Susan Gendron of the Maine Department of Education
- Dennie Wolf, Senior Scholar, Annenberg Institute for School Reform and Principal Researcher at WolfBrown
- Carol Trimble, Executive Director, Maine Alliance for Arts Education
- Argy Nestor, Visual and Performing Arts Specialist, Maine Department of Education
- Dr. Trudy Wilson, Professor of Art Education, University of Southern Maine
- Jennifer Oxman Ryan, Art Education Consultant
- Peter Barnard, Graphic Designer
- Joan Hamann, Maine Music Educator
- University of Southern Maine students in art education: Adam Corriveau, Nick D'Alfonso III, Laura Damon, Crystal Douglas, Donald Martin, Marc McCourt, Sara Tardif, Christina Thibault

All of the Maine arts educators who complete this survey are creating the state-wide data. Many thanks.

# Maine secondary survey

## Introduction

Over the next several years, Maine arts educators will have an important opportunity to take stock of what they have been able to achieve and what goals they want to set for themselves and their communities in the coming years.

This census is the first step. When you complete it you are contributing to a state-wide picture of current arts learning opportunities for Maine students. The census will provide baseline data for future planning and development of arts education.

In parallel with the census, volunteer arts teachers throughout the state will be interviewing students about their arts engagement and its effects on their lives to create a picture of the importance of arts education.

Provided we have funding, in the second phase of the project we will profile a range of Maine communities to find out how they are sustaining arts learning opportunities for young people under the new consolidation plans. In the third phase of our work, we will be developing profiles of these "creative communities," creating a website and exploring new ways to strengthen arts education for all Maine students.

This project brings together many partners:

- Maine Alliance for Arts Education
- Maine Department of Education
- Maine Arts Commission
- The Kennedy Center
- The Maine Betterment Fund

And you -- arts teachers throughout the state of Maine. We appreciate your time and thought. Completing this survey will help us to build the case for arts education in Maine.

# Maine secondary survey

## Definitions

Before completing this survey, please read this list of definitions and keep them in mind when answering the questions. Press "next" when you are done reading these to move on to the survey.

**Certified (credentialed) arts teacher or educator:** A visual arts, music, dance, or theatre teacher who is certified to teach one of the arts disciplines, or with a degree from an accredited arts education program.

**Dance:** An instructional program that prepares students to express themselves through movement in the performance of one or more of the dance disciplines, including ballet, modern, jazz, ethnic, and folk dance, and that describes dance as a cultural phenomenon. Includes instruction in choreography, dance history and criticism, and dance production.

**Drama/theatre:** An instructional program that generally describes the study of dramatic works and their performance. Includes instruction in dramatic literature, dramatic styles and types, and the principles of organizing and producing 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.

**Visiting artist/artist-in-residence:** A visual or performing artist or folklorist who visits a school to perform, demonstrate, or teach for a short or extended period of time.

**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.

# Maine secondary survey

## Instructions

### DIRECTIONS – READ AHEAD OF TIME

The following series of questions are about instruction at your school this year in the following arts subjects: visual arts, music, dance, and drama/theatre.

Download this survey ahead of time, using the document that was sent with your email invitation. Collect your answers to questions ahead of time and then enter them on-line. This on-line survey program does NOT allow you to stop and return to a session. Also, please review the definitions included in the document. If you have not reviewed the survey document, exit this on-line survey and do so before continuing.

Fill out the questions ONLY for the arts discipline that you teach. When you chose the answer, "I teach another discipline..." you will automatically skip to the next discipline.

We recognize that teachers may teach in multiple schools. For the purpose of this survey, please select the most typical school and answer for it. Be sure to provide the name of that school where requested at the opening of the survey. Use the open-ended question that appears later in the survey to describe how your other schools are different.

In reviewing the survey document prior to going on-line, you may find there are some questions that you need to ask your principal ahead of time, including such questions as: -Total school enrollment ETC. Jen to provide list.

# Maine secondary survey

## The context for your teaching

- \* 1. Name of school (*If you work at more than one school, list the particular school you have selected as most typical and that you will have in mind when you answer the questions in the survey.*)

2. Grades taught at this school (*Select all that apply.*)

- Grade 6
- Grade 7
- Grade 8
- Grade 9
- Grade 10
- Grade 11
- Grade 12

3. Total school enrollment in 2008-2009 (*requires a numerical response*):

# Maine secondary survey

## Visual arts

1. I teach... (*Select one.*)

Visual arts

Another discipline (*This selection will take you to the next arts discipline.*)

# Maine secondary survey

## Questions about visual arts at your school

1. On average, how many minutes long is a typical visual arts class? (*Choose one.*)

- 90 minutes or more
- 55-89 minutes
- 45-54 minutes
- Less than 45 minutes

2. How many periods a week do most students have visual arts classes? (*Choose one.*)

- 5 periods per week (every day)
  - 4 periods per week
  - 3 periods per week
  - 2 periods per week
  - 1 period per week
  - Other (please specify)
- 
- 1 period per week for a portion of the school year
  - More than 1 period per week for a portion of the school year
  - Every other day (6-day/rotating schedule)
  - None

3. How many of the visual arts classes that you teach are... (*Requires a whole number response.*)

- Year-long?
- Semester-long?
- Trimester- or quarter-long?
- Less than a trimester or quarter?

4. For those grades that receive instruction in visual arts, approximately what percent of students participate? (*Complete for all that apply. Please note that responses must be whole numbers between 1 and 100.*)

- Grade 6
- Grade 7
- Grade 8
- Grade 9
- Grade 10
- Grade 11
- Grade 12

## Maine secondary survey

5. How many different visual arts courses did your school offer this year?  
(Count different sections of the same course as one course.)

0

3

10-14

1

4

15-19

2

5-9

20 or more

6. What is the total number of students per year (on average) enrolled in visual arts classes at your school? (Please note that responses must be whole numbers.)

7. How many students are enrolled in more than one visual arts class per year (on average) at your school? (Choose one)

None

25-49

1-9

50-99

10-24

100 or more



# Maine secondary survey

## Visual arts facilities and teachers

1. Which of the following statements best describes the space used for teaching visual arts at your school this year? (*Choose one*)

- Dedicated room(s) with much or all of the equipment needed
- Dedicated room(s) with only some of the equipment needed
- Dedicated room(s) with no special equipment
- Room(s) shared with other arts classes (music, etc.)
- All purpose function room(s): gymnasium, auditorium, or cafeteria
- Regular classrooms only
- Other (please specify)

2. How many full-time certified visual arts teachers are there at your school? (*Choose one*)

- 0
- 1
- 2
- 3
- 4
- 5
- 6-10
- more than 10

3. How many part-time certified visual arts teachers are there at your school? (*Choose one*)

- 0
- 1
- 2
- 3
- 4
- 5
- 6-10
- more than 10

4. How many non-certified visual arts teachers are there at your school? (*Choose one*)

- 0
- 1
- 2
- 3
- 4
- 5
- 6-10
- more than 10

## Maine secondary survey

5. What is the total full-time equivalent for visual arts teachers at your school? (*Full-time means teaching 5 or 6 periods a day, 5 days a week. Count part-time teachers as a fraction depending on the number of periods they teach. Full-time equivalent means if you add up all of the teachers, how many full-time teachers would it equal?*)

Less than 1

4-5

1

5-9

2-3

10 or more

6. Who other than certified visual arts teachers regularly teaches visual arts at your school? (*Choose all that apply.*)

No one

Classroom teacher

Artist-in-Residence or teaching artist

Volunteer

Other faculty member (please specify)

# Maine secondary survey

## Visual arts teaching load and support

1. Which statement best describes the teaching load of a visual arts teacher in your school? (*Choose one.*)

- Serves one building, multiple classes
- Serves multiple buildings, multiple classes

2. How many classes does a visual arts teacher teach in a typical week? (*Count one 40-50 minute period as 1 class, so a 90 minute block=2 classes.*)

- 5 or fewer
- 6-10
- 11-15
- 16-20
- Other (please specify)

3. Which statement best describes the teaching load of a visual arts teacher in your school? (*Choose one from the list provided.*)

- Serves fewer than 50 students in a week
- Serves 50-100 students in a week
- Serves 101-200 students in a week
- Serves 201-300 students in a week
- Serves 301-500 students in a week
- Serves more than 500 students in a week

## Maine secondary survey

4. Which statement best describes the range of activities of a visual arts teacher in your school? (*Select all that apply.*)

- Teaches multiple types of visual arts classes (e.g., drawing, ceramics)
- Organizes fund-raising events to support arts in the school
- Teaches after-school visual arts classes or advises clubs
- Organizes student art shows/exhibits
- Informal work with interested students before and after school
- Committee work
- Grant writing
- Special projects (school-wide, community-wide)
- Other (please specify)

5. Excluding funding for salaries, how much does your school spend each year on visual arts (i.e., total dollars spent on materials, equipment, special events)? Include all sources such as school dollars, donations, and grants. (*Requires a whole number response*)

6. Does your school typically receive funds, such as grants or donations, from any outside sources, including (but not limited to) parents groups or local businesses, to fund its education program in the visual arts? (*Select all that apply.*)

- Parent groups
- Maine Arts Commission
- Local businesses
- Alumni
- Teacher contribution
- None of the above
- Community arts council
- Other (please specify)

7. What does this money support? (*Select all that apply.*)

- Supplies
- Equipment
- Special events (i.e., performances, artist residencies, field trips, special projects, etc.)
- Teacher salaries
- Other (please specify)

# Maine secondary survey

## Visual arts curriculum

1. Does your school have a written curriculum guide, syllabi and/or course of study in visual arts that your teachers are expected to follow? *(If no, skip to question 7 below.)*

Yes

No

2. Teachers use this curriculum guide... *(Select one.)*

As a guide to be followed

As an optional framework

Not at all

3. Is the curriculum guide aligned with your state's standards?

Yes

Partially

No

Don't know

4. Is the curriculum guide aligned with the National Standards for Arts Education?

Yes

Partially

No

Don't know

5. Has the curriculum guide been updated within the last year to reflect the new state standards?

Yes

No

Don't know

## Maine secondary survey

6. Was the curriculum guide created or updated in the last 5 years?

Yes

No

Don't know

7. Do you have student materials (books, assessments, etc.) aligned to the state's standards for visual arts?

Yes

No

Don't know

8. What kinds of school-sponsored after-school activities are currently offered in the visual arts? (*Select all that apply.*)

Art clubs

Art classes

Art shows/exhibits

Free-choice arts activities (e.g., sketching, pottery, etc.) as part of after-school programs

None are offered

Other (please specify)

9. If you teach visual arts in more than one school, what are the most important differences between the school you have described above and the others where you teach? (*Select all that apply.*)

Class length

Class size

Facilities/equipment/classrooms

Budget size

No differences

Other (please specify)

# Maine secondary survey

## Music

1. I teach... (*Select one.*)

Music

Another discipline (*This selection will take you to the next arts discipline.*)

# Maine secondary survey

## Questions about music at your school

1. On average, how many minutes long is a typical music class? (*Select one.*)

- 90 minutes or more
- 55-89 minutes
- 45-54 minutes
- Less than 45 minutes

2. How many periods a week do most students have music classes? (*Choose one*)

- 5 periods per week (every day)
  - 4 periods per week
  - 3 periods per week
  - 2 periods per week
  - 1 period per week
  - Other (please specify)
- 
- 1 period per week for a portion of the school year
  - More than 1 period per week for a portion of the school year
  - Every other day (6-day/rotating schedule)
  - None

3. How many of the music classes that you teach are... (*Requires a whole number response.*)

- Year-long?
- Semester-long?
- Trimester- or quarter-long?
- Less than a trimester or quarter?

4. For those grades that receive instruction in music, approximately what percent of students participate? (*Complete for all that apply. Please note that responses must be whole numbers between 1 and 100.*)

- Grade 6
- Grade 7
- Grade 8
- Grade 9
- Grade 10
- Grade 11
- Grade 12



## Maine secondary survey

5. How many different music courses did your school offer this year? (*Count different sections of the same course as one course.*)

0

3

10-14

1

4

15-19

2

5-9

20 or more

6. What is the total number of students per year (on average) enrolled in music classes at your school? (*Please note that responses must be whole numbers.*)

7. How many students are enrolled in more than one music class per year (on average) at your school? (*Choose one*)

None

25-49

1-9

50-99

10-24

100 or more

8. Which of the following types of music instruction, or classes, are offered at your school during the regular school day? (*Select all that apply.*)

General music

Chorus

Band

Strings/orchestra

Other (please specify)

# Maine secondary survey

## Music facilities and teachers

1. Which of the following statements best describes the space used for teaching music at your school this year? (*Choose one*)

- Dedicated room(s) with much or all of the equipment needed
- Dedicated room(s) with only some of the equipment needed
- Dedicated room(s) with no special equipment
- Room(s) shared with other arts classes (visual arts, etc.)
- All purpose function room(s): gymnasium, auditorium, or cafeteria
- Regular classrooms only
- Other (please specify)

2. How many full-time certified music teachers are there at your school? (*Choose one*)

- 0
- 1
- 2
- 3
- 4
- 5
- 6-10
- more than 10

3. How many part-time certified music teachers are there at your school? (*Choose one*)

- 0
- 1
- 2
- 3
- 4
- 5
- 6-10
- more than 10

4. How many non-certified music teachers are there at your school? (*Choose one*)

- 0
- 1
- 2
- 3
- 4
- 5
- 6-10
- more than 10

## Maine secondary survey

5. What is the total full-time equivalent for music teachers at your school? *(Full-time means teaching 5 or 6 periods a day, 5 days a week. Count part-time teachers as a fraction depending on the number of periods they teach. Full-time equivalent means if you add up all of the teachers, how many full-time teachers would it equal?)*

Less than 1

4-5

1

5-9

2-3

10 or more

6. Who other than certified music teachers regularly teaches music at your school? *(Choose all that apply.)*

No one

Classroom teacher

Artist-in-Residence or teaching artist

Volunteer

Other faculty member (please specify)

# Maine secondary survey

## Music teaching load and support

1. Which statement best describes the teaching load of a music teacher in your school? (*Choose one.*)

- Serves one building, multiple classes
- Serves multiple buildings, multiple classes

2. How many classes does a music teacher teach in a typical week? (*Count one 40-50 minute period as 1 class, so a 90-minute period=2 classes.*)

- 5 or fewer
- 6-10
- 11-15
- 16-20
- Other (please specify)

3. Which statement best describes the teaching load of a music teacher in your school? (*Choose one from the list provided.*)

- Serves fewer than 50 students in a week
- Serves 50-100 students in a week
- Serves 101-200 students in a week
- Serves 201-300 students in a week
- Serves 301-500 students in a week
- Serves more than 500 students in a week

4. Which statement best describes the range of activities of a music teacher in your school? (*Select all that apply.*)

- |  |  |
|--|--|
| <input type="checkbox"/> Teaches multiple types of music classes (e.g., choral, instrumental, general music) | <input type="checkbox"/> Organizes fund-raising events to support arts in the school |
| <input type="checkbox"/> Teaches after-school music classes or advises clubs                                 | <input type="checkbox"/> Organizes student concerts/shows/plays                      |
| <input type="checkbox"/> Informal work with interested students before and after school                      | <input type="checkbox"/> Committee work  |
| <input type="checkbox"/> Grant writing   | <input type="checkbox"/> Special projects (school-wide, community-wide)              |
| <input type="checkbox"/> Other (please specify)  |  |

## Maine secondary survey

5. Excluding funding for salaries, how much does your school spend each year on music (i.e., total dollars spent on materials, equipment, special events)? Include all sources such as school dollars, donations, and grants. *(Requires a whole number response)*

6. Does your school typically receive funds, such as grants or donations, from any outside sources, including (but not limited to) parents groups or local businesses, to fund its education program in music? *(Select all that apply.)*

- Parent groups
- Local businesses
- Teacher contribution
- Community arts council
- Other (please specify)
- Maine Arts Commission
- Alumni
- None of the above

7. What does this money support? *(Select all that apply.)*

- Supplies
- Equipment
- Special events (e.g., performances, artist residencies, concerts, field trips, etc.)
- Teacher salaries
- Other (please specify)

# Maine secondary survey

## Music curriculum

1. Does your school have a written curriculum guide, syllabi and/or course of study in music that your teachers are expected to follow? (*If no, skip to question 7 below.*)

Yes

No

2. Teachers use this curriculum guide... (*Select one.*)

As a guide to be followed

As an optional framework

Not at all

3. Is the curriculum guide aligned with your state's standards?

Yes

Partially

No

Don't know

4. Is the curriculum guide aligned with the National Standards for Arts Education?

Yes

Partially

No

Don't know

5. Has the curriculum guide been updated within the last year to reflect the new state standards?

Yes

No

Don't know

## Maine secondary survey

6. Was the curriculum guide created or updated in the last 5 years?

Yes

No

Don't know

7. Do you have student materials (books, assessments, etc.) aligned to the state's standards for music?

Yes

No

Don't know

8. What kinds of school-sponsored after-school activities are currently offered in music? (*Select all that apply.*)

Private lessons

Jazz band

General music/instrument clubs

Strings/orchestra

Chorus

Plays/festivals/concerts

Band

None of the above

Other (please specify)

9. If you teach music in more than one school, what are the most important differences between the school you have described above and the others where you teach? (*Select all that apply.*)

Class length

Class size

Facilities/equipment/classrooms

Budget size

No differences

Other (please specify)

# Maine secondary survey

## Dance

1. I teach... (*Select one.*)

Dance

Another discipline (*This selection will take you to the next arts discipline.*)



# Maine secondary survey

## Questions about dance at your school

1. On average, how many minutes long is a typical dance class? (*Choose one.*)

- 90 minutes or more
- 55-89 minutes
- 45-54 minutes
- Less than 45 minutes

2. How many periods a week do most students have dance classes? (*Choose one*)

- 5 periods per week (every day)
  - 4 periods per week
  - 3 periods per week
  - 2 periods per week
  - 1 period per week
  - Other (please specify)
- 
- 1 period per week for a portion of the school year
  - More than 1 period per week for a portion of the school year
  - Every other day (6-day/rotating schedule)
  - None

3. How many of the dance classes that you teach are... (*Requires a whole number response.*)

- Year-long?
- Semester-long?
- Trimester- or quarter-long?
- Less than a trimester or quarter?

4. For those grades that receive instruction in dance, approximately what percent of students participate? (*Complete for all that apply. Please note that responses must be whole numbers between 1 and 100.*)

- Grade 6
- Grade 7
- Grade 8
- Grade 9
- Grade 10
- Grade 11
- Grade 12

## Maine secondary survey

5. How many different dance courses did your school offer this year?  
(Count different sections of the same course as one course.)

0

3

10-14

1

4

15-19

2

5-9

20 or more

6. What is the total number of students per year (on average) enrolled in dance classes at your school? (Please note that responses must be whole numbers.)

7. How many students are enrolled in more than one dance class per year (on average) at your school? (Choose one)

None

25-49

1-9

50-99

10-24

100 or more

# Maine secondary survey

## Dance facilities and teachers

1. Which of the following statements best describes the space used for teaching dance at your school this year? (*Choose one*)

- Dedicated room(s) with much or all of the equipment needed
- Dedicated room(s) with only some of the equipment needed
- Dedicated room(s) with no special equipment
- Room(s) shared with other arts classes (visual arts, etc.)
- All purpose function room(s): gymnasium, auditorium, or cafeteria
- Regular classrooms only
- Other (please specify)

2. How many full-time certified dance teachers are there at your school? (*Choose one*)

- 0
- 1
- 2
- 3
- 4
- 5
- 6-10
- more than 10

3. How many part-time certified dance teachers are there at your school? (*Choose one*)

- 0
- 1
- 2
- 3
- 4
- 5
- 6-10
- more than 10

4. How many non-certified dance teachers are there at your school? (*Choose one*)

- 0
- 1
- 2
- 3
- 4
- 5
- 6-10
- more than 10

## Maine secondary survey

5. What is the total full-time equivalent for dance teachers at your school?  
(*Full-time means teaching 5 or 6 periods a day, 5 days a week. Count part-time teachers as a fraction depending on the number of periods they teach. Full-time equivalent means if you add up all of the teachers, how many full-time teachers would it equal?*)

Less than 1

4-5

1

5-9

2-3

10 or more

6. Who other than certified dance teachers regularly teaches dance at your school?

No one

Classroom teacher

Artist-in-Residence or teaching artist

Volunteer

Other faculty member (please specify)

# Maine secondary survey

## Dance teaching load and support

1. Which statement best describes the teaching load of a dance teacher in your school? (*Choose one.*)

- Serves one building, multiple classes
- Serves multiple buildings, multiple classes

2. How many classes does a dance teacher teach in a typical week? (*Count one 40-50 minute period as 1 class, so a 90-minute block=2 classes.*)

- 5 or fewer
- 6-10
- 11-15
- 16-20
- Other (please specify)

3. Which statement best describes the teaching load of a dance teacher in your school? (*Choose one from the list provided.*)

- Serves fewer than 50 students in a week
- Serves 50-100 students in a week
- Serves 101-200 students in a week
- Serves 201-300 students in a week
- Serves 301-500 students in a week
- Serves more than 500 students in a week

4. Which statement best describes the range of activities of a dance teacher in your school? (*Select all that apply.*)

- Teaches multiple types of dance classes (e.g., ballet, modern, jazz, tap)
- Organizes fund-raising events to support arts in the school
- Teaches after-school dance classes or advises clubs
- Organizes student dance concerts
- Informal work with interested students before and after school
- Committee work
- Grant writing
- Special projects (school-wide, community-wide)
- Other (please specify)

## Maine secondary survey

5. Excluding funding for salaries, how much does your school spend each year on dance (i.e., total dollars spent on materials, equipment, special events)? Include all sources such as school dollars, donations, and grants. *(Requires a whole number response)*

6. Does your school typically receive funds, such as grants or donations, from any outside sources, including (but not limited to) parents groups or local businesses, to fund its education program in dance? *(Select all that apply.)*

- Parent groups
- Local businesses
- Teacher contribution
- Community arts council
- Other (please specify)
- Maine Arts Commission
- Alumni
- None of the above

7. What does this money support? *(Select all that apply.)*

- Supplies
- Equipment
- Special events (e.g., performances, artist residencies, etc.)
- Teacher salaries
- Other (please specify)

# Maine secondary survey

## Dance curriculum

1. Does your school have a written curriculum guide, syllabi and/or course of study in dance that your teachers are expected to follow? (*If no, skip to question 7 below.*)

Yes

No

2. Teachers use this curriculum guide... (*Select one.*)

As a guide to be followed

As an optional framework

Not at all

3. Is the curriculum guide aligned with your state's standards?

Yes

Partially

No

Don't know

4. Is the curriculum guide aligned with the National Standards for Arts Education?

Yes

Partially

No

Don't know

5. Has the curriculum guide been updated within the last year to reflect the new state standards?

Yes

No

Don't know

## Maine secondary survey

6. Was the curriculum guide created or updated in the last 5 years?

Yes

No

Don't know

7. Do you have student materials (books, assessments, etc.) aligned to the state's standards for dance?

Yes

No

Don't know

8. What kinds of school-sponsored after-school activities are currently offered in dance? (*Select all that apply.*)

Dance clubs

Dance classes

Free-choice dance activities (DDR, hip hop, etc.) as part of after-school programs

None are offered

Other (please specify)

9. Which of the following statements, if any, accurately describe the way dance/creative movement is being taught at your school this year? (*Select all that apply.*)

Dance/creative movement is taught as a separate arts course.

Dance/creative movement is taught in after-school programs.

Dance/creative movement is taught as part of the physical education program.

Dance/creative movement is taught as part of the music curriculum.

Dance/creative movement activities and instruction are integrated into other areas of the curriculum.

Other (please specify)



## Maine secondary survey

10. If you teach dance in more than one school, what are the most important differences between the school you have described above and the others where you teach? (*Select all that apply.*)

- Class length
- Class size
- Facilities/equipment/classrooms
- Budget size
- No differences
- Other (please specify)

# Maine secondary survey

## Drama/theatre

1. I teach... (*Select one.*)

Drama/theatre

Another discipline (*This selection will take you to the next part of the survey.*)

# Maine secondary survey

## Questions about drama/theatre at your school

1. On average, how many minutes long is a typical drama/theatre class?  
(Choose one.)

90 minutes or more

55-89 minutes

45-54 minutes

Less than 45 minutes

2. How many periods a week do most students have drama/theatre classes? (Choose one)

5 periods per week (every day)

4 periods per week

3 periods per week

2 periods per week

1 period per week

Other (please specify)

1 period per week for a portion of the school year

More than 1 period per week for a portion of the school year

Every other day (6-day/rotating schedule)

None

3. How many of the drama/theatre classes that you teach are... (Requires a whole number response.)

Year-long?

Semester-long?

Trimester- or quarter-long?

Less than a trimester or quarter?

4. Which grades receive instruction in drama/theatre and for those grades, approximately what percent of students participate? (Complete for all that apply. Please note that responses must be whole numbers between 1 and 100.)

Grade 6

Grade 7

Grade 8

Grade 9

Grade 10

Grade 11

Grade 12

## Maine secondary survey

5. How many different drama/theatre courses did your school offer this year? (*Count different sections of the same course as one course.*)

0

3

10-14

1

4

15-19

2

5-9

20 or more

6. What is the total number of students per year (on average) enrolled in drama/theatre classes at your school? (*Please note that responses must be whole numbers.*)

7. How many students are enrolled in more than one drama/theatre class per year (on average) at your school? (*Choose one*)

None

25-49

1-9

50-99

10-24

100 or more

# Maine secondary survey

## Drama/theatre facilities and teachers

1. Which of the following statements best describes the space used for teaching drama/theatre at your school this year? (*Choose one*)

- Dedicated room(s) with much or all of the equipment needed
- Dedicated room(s) with only some of the equipment needed
- Dedicated room(s) with no special equipment
- Room(s) shared with other arts classes (visual arts, etc.)
- All purpose function room(s): gymnasium, auditorium, or cafeteria
- Regular classrooms only
- Other (please specify)

2. How many full-time certified drama/theatre teachers are there at your school? (*Choose one*)

- 0
- 1
- 2
- 3
- 4
- 5
- 6-10
- more than 10

3. How many part-time certified drama/theatre teachers are there at your school? (*Choose one*)

- 0
- 1
- 2
- 3
- 4
- 5
- 6-10
- more than 10

4. How many non-certified drama/theatre teachers are there at your school? (*Choose one*)

- 0
- 1
- 2
- 3
- 4
- 5
- 6-10
- more than 10

## Maine secondary survey

5. What is the total full-time equivalent for drama/theatre teachers at your school? (*Full-time means teaching 5 or 6 periods a day, 5 days a week. Count part-time teachers as a fraction depending on the number of periods they teach. Full-time equivalent means if you add up all of the teachers, how many full-time teachers would it equal?*)

Less than 1

4-5

1

5-9

2-3

10 or more

6. Who other than certified drama teachers regularly teaches drama/theatre at your school? (*Choose all that apply.*)

No one

Classroom teacher

Artist-in-Residence or teaching artist

Volunteer

Other faculty member, please specify

# Maine secondary survey

## Drama/theatre teaching load and support

1. Which statement best describes the teaching load of a drama/theatre teacher in your school? (*Choose one.*)

- Serves one building, multiple classes
- Serves multiple buildings, multiple classes

2. How many classes does a drama/theatre teacher teach in a typical week? (*Count one 40-50 minute period as 1 class, so a 90 minute block=2 classes.*)

- 5 or fewer
- 6-10
- 11-15
- 16-20
- Other (please specify)

3. Which statement best describes the teaching load of a drama/theatre teacher in your school? (*Choose one from the list provided.*)

- Serves fewer than 50 students in a week
- Serves 50-100 students in a week
- Serves 101-200 students in a week
- Serves 201-300 students in a week
- Serves 301-500 students in a week
- Serves more than 500 students in a week

## Maine secondary survey

4. Which statement best describes the range of activities of a drama/theatre teacher in your school? (*Select all that apply.*)

- Teaches multiple types of drama/theatre classes (e.g., improvisation, musical theatre, drama, stagecraft)
- Organizes fund-raising events to support arts in the school
- Teaches after-school drama/theatre classes or advises clubs
- Organizes student shows/plays
- Informal work with interested students before and after school
- Committee work
- Grant writing
- Special projects (school-wide, community-wide)
- Other (please specify)

5. Excluding funding for salaries, how much does your school spend each year on drama/theatre (i.e., total dollars spent on materials, equipment, special events)? Include all sources such as school dollars, donations, and grants. (*Requires a whole number response*)

6. Does your school typically receive funds, such as grants or donations, from any outside sources, including (but not limited to) parents groups or local businesses, to fund its education program in drama/theatre? (*Select all that apply.*)

- Parent groups
- Maine Arts Commission
- Local businesses
- Alumni
- Teacher contribution
- None of the above
- Community arts council
- Other (please specify)

7. What does this money support? (*Select all that apply.*)

- Supplies
- Equipment
- Special events (e.g., performances, artist residencies, etc.)
- Teacher salaries
- Other (please specify)



# Maine secondary survey

## Drama/theatre curriculum

1. Does your school have a written curriculum guide, syllabi and/or course of study in drama/theatre that your teachers are expected to follow? (*If no, skip to question 7 below.*)

Yes

No

2. Teachers use this curriculum guide... (*Select one.*)

As a guide to be followed

As an optional framework

Not at all

3. Is the curriculum guide aligned with your state's standards?

Yes

Partially

No

Don't know

4. Is the curriculum guide aligned with the National Standards for Arts Education?

Yes

Partially

No

Don't know

5. Has the curriculum guide been updated within the last year to reflect the new state standards?

Yes

No

Don't know

## Maine secondary survey

6. Was the curriculum guide created or updated in the last 5 years?

Yes

No

Don't know

7. Do you have student materials (books, assessments, etc.) aligned to the state's standards for drama/theatre?

Yes

No

Don't know

8. What kinds of school-sponsored after-school activities are currently offered in drama/theatre? (*Select all that apply.*)

Drama clubs

Drama classes

Free-choice drama activities as part of after-school programs

None are offered

Other (please specify)

9. Which of the following statements, if any, accurately describe the way drama/theatre is being taught at your school this year? (*Select all that apply.*)

Drama/theatre is taught as a separate arts course.

Drama/theatre is taught in after-school programs.

Drama/theatre is taught as part of the English/language arts curriculum.

Drama/theatre activities and instruction are integrated into other areas of the curriculum.

Other (please specify)

## Maine secondary survey

10. If you teach drama/theatre in more than one school, what are the most important differences between the school you have described above and the others where you teach? (*Select all that apply.*)

- Class length
- Class size
- Facilities/equipment/classrooms
- Budget size
- No differences
- Other (please specify)

# Maine secondary survey

## General Arts Education Questions

Please answer the following questions concerning the arts programs and arts staff at your school this year.

1. Is arts education included in any mission statements or goals of your school (e.g., yearly goals, School Improvement Plan)?

Yes

No

2. Which of the following statements are true for your school this year? (*Select all that apply.*)

Certified arts teachers are included on site-based management teams, school improvement teams, or leadership councils.

Certified arts teachers have input in staff hiring for the arts education program.

Certified arts teachers have input in curriculum offered through the arts education program.

Certified arts teachers have input in the allocation of arts funds.

None of the above

3. Which of the following regular assessments of student performance and achievement in the arts occur at your school? (*Select all that apply.*)

Teacher-made tests or assignments

School-wide assessments

District-level assessments

National assessments

None of the above

I don't know

Other (please specify)

## Maine secondary survey

4. Do your students regularly participate in... (*Select all that apply.*)

- National contests
- Award programs
- Festivals
- Competitive applications for programs and/or scholarships to programs
- None of the above

5. Does your school principal visit and observe in arts classrooms?

- Yes
- No

6. Does your school principal evaluate the school's arts programs in the same way that other instructional programs are evaluated?

- Yes
- No

7. 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?

- Yes
- No

8. Do arts teachers in your district have scheduled meeting times for planning within their discipline?

- Yes
- No

9. Do arts teachers in your school have scheduled meeting times for planning within their discipline?

- Yes
- No

10. Do arts teachers in your school have scheduled meeting times for planning with other arts teachers?

- Yes
- No

# Maine secondary survey

11. In which ways do arts teachers collaborate in your school? (*Select as many as apply.*)

- Curriculum planning
- Purchase of supplies and equipment
- Supporting individual students
- Planning and selecting supplementary arts events for the school
- Designing assessments
- Informal sharing of ideas and information
- N/A - I am the only arts teacher
- Other (please specify)

12. In general, to what extent do you think the following individuals at your school consider the arts an essential part of a high-quality education? (Use a scale of 1 to 4, with 1=Not at all and 4=Great extent)

	1 Not at all	2 Small extent	3 Moderate extent	4 Great extent	Cannot judge
Students	jn	jn	jn	jn	jn
The administrators at the school	jn	jn	jn	jn	jn
The teaching staff (excluding certified arts teachers)	jn	jn	jn	jn	jn
The parents	jn	jn	jn	jn	jn

13. What is currently happening in your school with respect to arts integration? (*Choose all that apply*)

- Arts are already integrated in a systematic way
- Arts integration is planned but not yet underway
- There is no formal arts integration but it is done informally
- There is no arts integration
- Don't know
- Other (please describe)

## Maine secondary survey

14. Are there any other school improvement initiatives related to arts education currently underway at your school? (*Select all that apply.*)

- Increasing funding for arts teachers
- Facilities improvements
- Ensuring arts instruction is part of after-school programs
- Additional electives focused on arts
- Don't know
- Other (please specify)

# Maine secondary survey

## Questions about the 2007-2008 school year

Please answer the following questions for the 2007-2008 school year. Note that these questions are about last year.

1. Did your school sponsor any Artist-in Residence/Artist-in-the School programs?

Yes

No (skip to question 4 below)

If yes, how many? (Requires whole number response)

2. On average, how long was each residency? (Choose one.)

Less than 1 day

3-5 days

1 day

6-9 days

2-3 days

10 days or more

3. If yes, what was the source of funding for these programs? (Select all that apply.)

State or local arts agency

State or federal education grant

General school or district funds

Parent group funds

Other (please specify)

4. Did your school sponsor any field trips to art galleries or museums?

Yes

No (skip to question 6 below)

If yes, how many? (Count each destination once. Requires whole number response.)



## Maine secondary survey

5. If yes, what was the source of funding for these programs? (*Select all that apply.*)

- State or local arts agency
- State or federal education grant
- General school or district funds
- Parent group funds
- Other (please specify)

6. Did your school sponsor any field trips to arts performances?

- Yes
- No (*skip to question 8 below*)

If yes, how many? (*Count each destination once. Requires whole number response*)

7. If yes, what was the source of funding for these programs? (*Select all that apply.*)

- State or local arts agency
- State or federal education grant
- General school or district funds
- Parent group funds
- Museum donated admission
- Other (please specify)

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

- Yes
- No

9. If yes, how many credits are required? (*Requires whole number response*)

## Maine secondary survey

10. Are grades in arts classes included in the calculation of students' GPA?

Yes

No

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

Yes

No

12. During the 2007-2008 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? *(If no, skip the next two questions.)*

Yes

No

13. If yes, how many students did so? *(Requires whole number response)*

14. If yes, in which of the following locations were these classes offered? *(Select all that apply.)*

Other schools (other high schools, regional vocational center)

Performing arts studios, theatres

Museums, galleries, studios

Local or regional arts centers

Local community colleges, colleges, or universities

Other (please specify)

## Maine secondary survey

15. Compared to five years ago, please indicate whether or not each of the following aspects of your school's arts education program has changed.

*NOTE: If you are unable to provide this information because either the school did not exist 5 years ago or you were not at the school at that time, check the NA box. Use the scale 1=not available either time and 6=increased greatly.*

	1 Not available either time	2 Decreased greatly	3 Decreased slightly	4 Remained the same	5 Increased slightly	6 Increased greatly	N/A
Arts instruction time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of arts staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of arts supplies and materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Percent of school budget designated for arts programs and activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of instructional materials produced by cultural institutions, such as museums, galleries, or orchestras	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enrollment in arts electives, such as band	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Field trips to sites relevant to arts education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of arts-related residencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After-school programs/clubs in the arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Why have these changes occurred? (*Select all that apply*)

- Funding/budget increases
- Funding/budget decreases
- Changes in administrative and/or parental support for the arts
- Changes in enrollment
- Other (please specify)
- More focus on testable subjects
- Change in administration
- Staffing changes

## Maine secondary survey

17. Please rate the quality of the following aspects of your school's arts education programs, with 1=very weak and 6=very strong.

	1 Very weak	2	3	4	5	6 Very strong	Don't know
Range and number of different arts offerings	jñ	jñ	jñ	jñ	jñ	jñ	jñ
Continuity of arts learning across grades for students	jñ	jñ	jñ	jñ	jñ	jñ	jñ
Quality of arts faculty	jñ	jñ	jñ	jñ	jñ	jñ	jñ
Family and community support for arts programs	jñ	jñ	jñ	jñ	jñ	jñ	jñ
Quality of arts facilities and equipment	jñ	jñ	jñ	jñ	jñ	jñ	jñ
Wide participation across different student groups	jñ	jñ	jñ	jñ	jñ	jñ	jñ
Collaboration among arts teachers	jñ	jñ	jñ	jñ	jñ	jñ	jñ
Collaboration among arts and academic teachers	jñ	jñ	jñ	jñ	jñ	jñ	jñ

# Maine secondary survey

## Thank you

Thank you for participating in this survey. Please complete the following information to help us in case we have questions about your responses.

### 1. Contact information:

Name of person completing the survey:

Title/Position:

Email:

City/Town:

# Maine secondary survey

## THANK YOU

Thank you so much for participating in this survey. Your assistance is helping to build the case for arts education in Maine.



# APPENDIX E

## DETAILED FINDINGS

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## THE DELIVERY OF FUNDAMENTAL OPPORTUNITIES



Mattanawcook Junior High School





The first section of the survey addressed the most basic aspects of arts education opportunities. These are the fundamentals of the delivery system: school size, disciplines offered, length of periods, etc.

The analyses that follow present results for elementary and secondary schools, with data regarding secondary schools in shaded tables. The initial analyses offer data on the grades and disciplines taught by respondents as well as average school enrollment. Subsequent analyses provide detail on visual arts and music offerings. While data was requested on dance and drama as well, there were too few respondents in these disciplines to provide meaningful data.

The following analyses are from the two rounds of data collection. Unless indicated otherwise, the tables include the combined data.

### GRADES TAUGHT

*Teachers were asked to report what grades are taught in the school where they teach.<sup>1</sup>*

The data shown below indicate that Maine schools vary widely in their grade configurations. Elementary schools vary in whether they include Pre-K and kindergarten; some end at fifth grade, while others stop at eighth grade. Roughly a third of secondary schools include middle grades. This means that Maine arts teachers, particularly if they move across districts, need to be able to teach a span of anywhere between 10 grades at elementary, and seven grades at the secondary level.

Grades taught (Elementary)		
	# responses	# of total*
Pre-K	38	18%
Kindergarten	159	74%
Grade 1	166	77%
Grade 2	168	78%
Grade 3	173	80%
Grade 4	162	75%
Grade 5	161	75%
Grade 6	119	55%
Grade 7	85	40%
Grade 8	86	40%

\* Total=215  
Note: Number of grades taught at one school ranged from one to ten.

<sup>1</sup> Note that that some teachers interpreted this question to mean what grades do they personally teach, rather than what grades are taught at their school. This explains why the range is from one to ten grades. Recommendations about an improved protocol are provided in Appendix D to this report.



Grades taught (Secondary)		
	# responses	# of total*
Grade 6	43	21%
Grade 7	60	29%
Grade 8	62	30%
Grade 9	150	72%
Grade 10	156	75%
Grade 11	156	75%
Grade 12	156	75%

\*Total=208  
Note: Number of grades taught at one school ranged from one to seven.

### SCHOOL ENROLLMENT

Teachers were asked to report total school enrollment in 2007-2008 (first version) and 2008-2009 (second version). The average enrollment indicated here combines the responses from the two years.

These data underscore what many educators in Maine know: schools in the state range from tiny (27 elementary school students) to very large (2,600 students in a high school). Consequently, Maine arts educators are faced with developing standards and a delivery structure for arts education that is highly flexible and can be realized in communities of widely varying size and resources.

At the same time, the typical Maine elementary school serves approximately 300 students, while the typical secondary school serves approximately 600 students.

Given these sizes, there is the possibility, even with modest fiscal and human resources, to put together programs where students consistently learn the fundamentals in the arts, if arts teachers, classroom teachers, and communities work together to ensure this result.

Total average enrollment		
	Elementary	Secondary
Average school size	299	598
Median	292	550
Mode	300	600
Range	27-800	71-2,600



### SCHOOL DIFFERENCES

In the survey, teachers described the differences across multiple schools in which they teach in order to provide a sense of the variation within districts. These data, show below, suggest that by and large these differences are modest.

*If you teach (name of arts discipline) at more than one school, what are the most important differences between the school you describe in this survey and the others where you teach? (2009 only)*

<b>Differences between schools (2009 data only) (Elementary)</b>				
	<i>Visual arts</i>		<i>Music</i>	
	<i># responses</i>	<i>% of total</i>	<i># responses</i>	<i>% of total</i>
Class length	11	19%	6	16%
Class size	12	20%	8	21%
Facilities/equipment/classrooms	17	29%	10	26%
Budget size	11	19%	6	16%
No difference	5	8%	5	13%
Other (please specify)	12	20%	2	5%
Total=59			Total=38	

<b>Differences between schools (2009 data only) (Secondary)</b>				
	<i>Visual arts</i>		<i>Music</i>	
	<i># responses</i>	<i>% of total</i>	<i># responses</i>	<i>% of total</i>
Class length	0	0%	7	27%
Class size	1	3%	3	12%
Facilities/equipment/classrooms	2	6%	4	15%
Budget size	1	3%	2	8%
No difference	1	3%	1	4%
Other (please specify)	2	6%	1	4%
Total=36			Total=26	



### DISCIPLINES TAUGHT

*Teachers were asked to report which discipline(s) they teach.*

At both elementary and secondary levels, visual arts teachers responded most frequently to the survey, followed by music teachers. Only seven teachers responded with information about dance programs. Twenty six drama teachers supplied data. These modest participation levels are a likely indication of the low number of schools that offer these disciplines.

What discipline(s) do you teach?				
	Elementary		Secondary	
	# responses	% of total	# responses	% of total
Visual arts	127	59%	112	54%
Music	84	39%	74	36%
Dance	2	1%	5	2%
Drama/theatre	6	3%	20	10%
<i>Total=215</i> Note: # of responses totals more than respondents (215 respondents, 219 disciplines) because four music teachers also teach drama.			<i>Total=208</i> Note: # totals more than respondents (208 respondents, 211 disciplines) because one visual arts teacher also teaches drama and another visual arts teacher also teaches music and dance.	

Note that because there were so few teachers in dance and drama/theatre, their responses were not analyzed in the tables that follow. However, some information that was provided by those respondents is presented in Appendix B to this report.



### LENGTH OF CLASSES

*Approximately how many minutes long is a typical visual arts/music class or period of instruction?*

As mentioned above, this survey was first administered in 2008, with a second effort to garner greater participation in 2009. In the second survey, this question was revised to provide more detailed responses. Data from the earlier version is presented in the first set charts below. Data from the second version follows.

At elementary almost a third of visual arts class (31%) and three quarters of music classes (75%) are shorter than 45 minutes. At high school over four fifths of classes (86% and 82%) are longer than 45 minutes.

<b>Length of typical class (2008 and 2009 combined) (Elementary)</b>				
	<i>Visual Arts</i>		<i>Music</i>	
	<i># responses</i>	<i>% of total</i>	<i># responses</i>	<i>% of total</i>
90 minutes or more	2	2%	0	0%
45-89 minutes	86	68%	21	25%
Less than 45 minutes	39	31%	63	75%
	127	100%	84	100%

<b>Length of typical class (2008 and 2009 combined) (Secondary)</b>				
	<i>Visual Arts</i>		<i>Music</i>	
	<i># responses</i>	<i>% of total</i>	<i># responses</i>	<i>% of total</i>
90 minutes or more	10	9%	1	1%
45-89 minutes	86	77%	59	81%
Less than 45 minutes	15	14%	13	18%
Total	111	100%	73	100%

In the second version of the survey, more detailed responses were requested. This more detailed data suggests that:

- At the elementary level, visual arts classes generally run 45-54 minutes long. However, music classes are generally less than 45 minutes long.
- At the secondary level, both visual arts and music classes generally are between 55 and 89 minutes long.



<b>Length of typical class (2009 only) (Elementary)</b>					
	<i>Visual Arts</i>		<i>Music</i>		
	<i># responses</i>	<i>% of total</i>	<i># responses</i>	<i>% of total</i>	
90 minutes or more	2	3%	0	0%	
55-89 minutes	10	17%	1	3%	
45-54 minutes	28	47%	11	29%	
Less than 45 minutes	19	32%	26	68%	
	59	100%	38	100%	

<b>Length of typical class (2009 only) (Secondary)</b>					
	<i>Visual Arts</i>		<i>Music</i>		
	<i># responses</i>	<i>% of total</i>	<i># responses</i>	<i>% of total</i>	
90 minutes or more	2	6%	0	0%	
55-89 minutes	21	60%	15	60%	
45-89 minutes	10	29%	9	36%	
Less than 45 minutes	2	6%	1	4%	
	35	100%	25	100%	



**NUMBER OF PERIODS PER WEEK**

*For how many periods a week does a typical student in your school receive instruction specifically for visual arts/ music during the regular school day?*

- Elementary students generally have visual arts and music classes one period per week.
- At the secondary level, classes are more frequent, ranging from 3-5 periods per week.

<b>No. of periods per week for classes (2008 and 2009 combined) (Elementary)</b>				
	<i>Visual Arts</i>		<i>Music</i>	
	<i># responses</i>	<i>% of total</i>	<i># responses</i>	<i>% of total</i>
5 periods per week (every day)	3	2%	0	0%
4 periods per week	0	0%	0	0%
3 periods per week	4	3%	1	1%
2 periods per week	12	10%	15	18%
1 period per week	86	69%	58	69%
None	0	0%	0	0%
Other, please specify	20	16%	10	12%
	125	100%	84	100%

<b>No. of periods per week for classes (2008 and 2009 combined) (Secondary)</b>				
	<i>Visual Arts</i>		<i>Music</i>	
	<i># responses</i>	<i>% of total</i>	<i># responses</i>	<i>% of total</i>
5 periods per week (every day)	23	21%	11	15%
4 periods per week	11	10%	9	13%
3 periods per week	14	13%	12	17%
2 periods per week	4	4%	4	6%
1 period per week	3	3%	2	3%
None	0	0%	5	7%
Other, please specify	56	50%	28	39%
Total	111	100%	71	100%



In the second version of the survey, more detailed responses were requested.

<b>No. of periods per week for classes (2009 only) (Elementary)</b>				
	<i>Visual Arts</i>		<i>Music</i>	
	<i># responses</i>	<i>% of total</i>	<i># responses</i>	<i>% of total</i>
5 periods per week (every day)	3	5%	0	0%
4 periods per week	0	0%	0	0%
3 periods per week	4	7%	0	0%
2 periods per week	8	14%	9	24%
1 period per week	34	58%	24	63%
<i>1 period per week for a portion of the school year</i>	1	2%	0	0%
<i>More than one period per week for a portion of the school year</i>	2	3%	2	5%
None	0	0%	0	0%
Other (please specify)	7	12%	3	8%
	59	100%	38	100%

<b>No. of periods per week for classes (2009 only) (Secondary)</b>				
	<i>Visual Arts</i>		<i>Music</i>	
	<i># responses</i>	<i>% of total</i>	<i># responses</i>	<i>% of total</i>
5 periods per week (every day)	8	23%	3	13%
4 periods per week	3	9%	3	13%
3 periods per week	6	17%	3	13%
2 periods per week	0	0%	0	0%
1 period per week	0	0%	1	4%
<i>1 period per week for a portion of the school year</i>	0	0%	0	0%
<i>More than 1 period per week for a portion of the school year</i>	1	3%	2	8%
<i>Every other day (6-day rotating schedule)</i>	6	17%	0	0%
None	0	0%	5	21%
Other, please specify	11	31%	7	29%
	35	100%	24	100%

Taken together, the data from the last two survey items raises two questions:

1. At what point is the dosage (duration x frequency) of arts instruction so modest that it constitutes “arts exposure” rather than “arts education?”
2. How could community resources be used to expand what schools alone are able to offer? (For instance, imagine that a school had a rotating “zero-th” period, before





the official day began, when student could come to work on their art projects, practice their singing, instruments, scenes, or dances?)

**DURATION OF CLASSES**

*What is the duration of most visual arts/music classes, i.e., does a typical student receive instruction throughout the school year or for some portion of the year?* (Elementary version of question, used both years)

- At the elementary level, nearly all visual arts and music classes are for the entire school year.
- At the secondary level, there is greater variation in duration of classes, although for both visual arts and music, most classes are either year-long or semester-long.

<b>Duration of classes (2008 and 2009) (Elementary)</b>				
	<i>Visual Arts</i>		<i>Music</i>	
	<i># responses</i>	<i>% of total</i>	<i># responses</i>	<i>% of total</i>
Entire school year	113	90%	78	94%
Half the school year	2	2%	1	1%
One-quarter of the school year	2	2%	1	1%
Less than a quarter of the school year	0	0%	0	0%
Other, please describe	9	7%	3	4%
	126	100%	83	100%

*How many of the visual arts/music classes that you teach are...* In the second version of the secondary survey, this question was revised to help teachers provide more consistent responses. Accordingly, only 2009 data is provided.

<b>Duration of classes (2009 only) (Secondary)</b>						
	<i>Visual Arts</i>			<i>Music</i>		
	<i># responses</i>	<i>% of total</i>	<i>Avg # of classes</i>	<i># responses</i>	<i>% of total</i>	<i>Avg # of classes</i>
Year-long	22	61%	3.9	23	88%	3.0
Semester-long	19	53%	10.1	14	54%	2.3
Trimester- or quarter-long	12	33%	11.6	10	38%	2.5
Less than a trimester or quarter	6	17%	1.0	5	19%	5.0
	*Total=36			*Total=26		



### GRADES RECEIVING INSTRUCTION

*Which grades receive instruction in visual arts/music and for those grades, approximately what percent of students participate?*

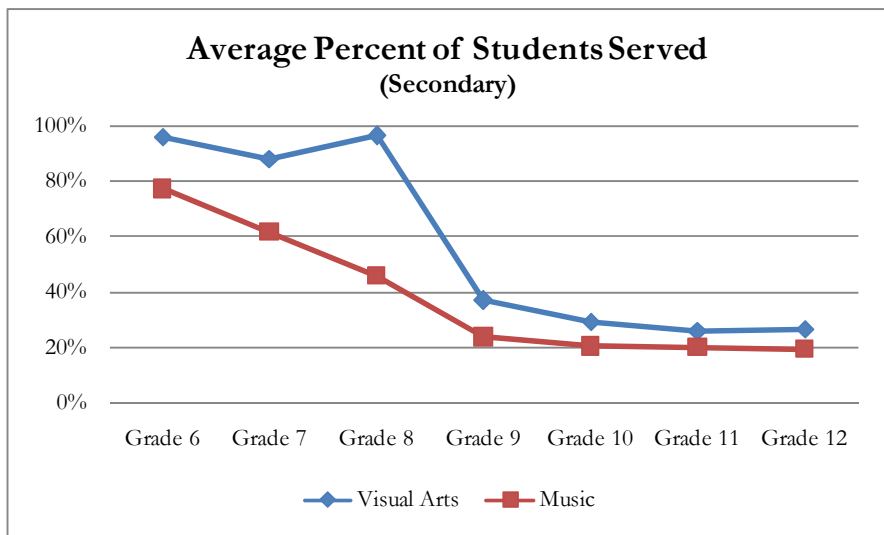
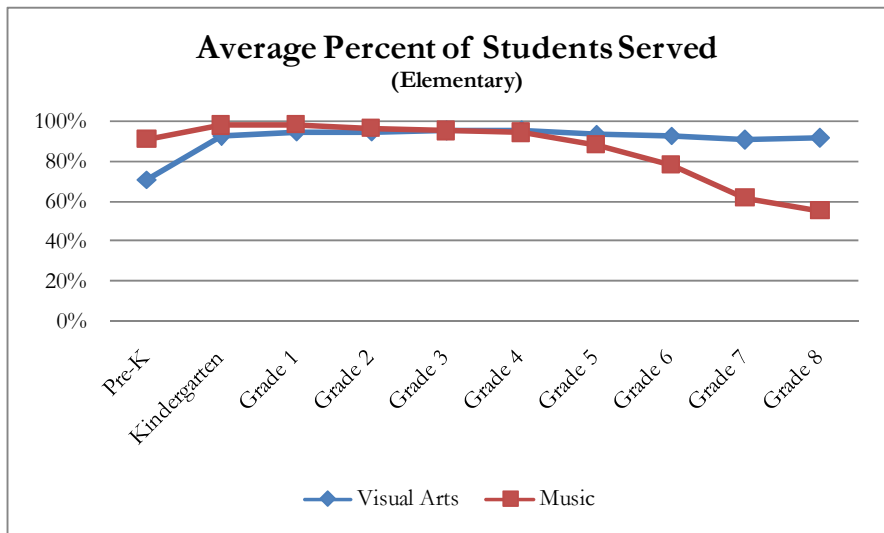
- At the elementary level, at the schools where the respondents teach, nearly all of the students receive instruction, although Pre-K students participate less in visual arts classes and grades 6-8 have a somewhat lower participation rate in music classes.
- At the secondary level, high school students (grades 9-12) have a much lower participation rate than at elementary (although a slightly higher percentage of students receive instruction in visual arts than in music). This overall pattern is a likely reflection of these classes becoming electives in the high school years.
- There is a sharp drop in the number of high school students who enroll in arts classes. This may be a reflection of the fact that such classes become electives at that point and students have many other demands to meet for graduation.

One of the consequences is that unless this lack of arts training is complemented by course work in areas like science, social science or technology that emphasize creative problem-finding and solutions, Maine’s young people may be receiving thin preparation in the innovation skills critical to individual and community success in the twenty-first century.

<b>Which grades receive instruction? (Elementary)</b>				
	<i>Visual Arts</i>		<i>Music</i>	
	<i># responses</i>	<i>Avg % of students served</i>	<i># responses</i>	<i>Avg % of students served</i>
Pre-K	23	71%	11	91%
Kindergarten	101	93%	57	98%
Grade 1	102	95%	60	98%
Grade 2	103	95%	60	97%
Grade 3	106	95%	63	95%
Grade 4	95	95%	61	94%
Grade 5	93	94%	65	88%
Grade 6	72	93%	44	78%
Grade 7	56	91%	31	62%
Grade 8	55	91%	31	55%



Which grades receive instruction? (Secondary)				
	<i>Visual Arts</i>		<i>Music</i>	
	<i># responses</i>	<i>Avg % of students served</i>	<i># responses</i>	<i>Avg % of students served</i>
Grade 6	24	96%	24	77%
Grade 7	32	88%	31	61%
Grade 8	31	96%	31	46%
Grade 9	63	37%	50	24%
Grade 10	65	29%	51	20%
Grade 11	65	26%	51	20%
Grade 12	65	27%	51	20%





### NUMBER OF COURSES OFFERED (SECONDARY ONLY)

*How many different visual arts/ music courses did your school offer this year?* The way in which this question was presented was revised in the second survey to allow for more consistent responses. Because the resulting data could not be combined, both versions are provided below.

- Secondary visual arts teachers report that the majority of schools where they teach (66%) offer 4 or more courses (although nearly 1 in 5 report only a single course being offered).
- Secondary music teachers report that nearly one third (32%) of the schools where they teach offer 2 or fewer courses, although nearly half list 5 -9 courses (44%), suggesting considerable variety.

Number of courses offered (2008 only) (Secondary)				
	<i>Visual Arts</i>		<i>Music</i>	
	<i># responses</i>	<i>avg # of courses</i>	<i># responses</i>	<i>avg # of courses</i>
Number offered	75	7	49	6

Number of courses offered (2009 only) (Secondary)				
	<i>Visual Arts</i>		<i>Music</i>	
	<i># responses</i>	<i>% of total</i>	<i># responses</i>	<i>% of total</i>
None	0	0%	0	0%
1	6	18%	1	4%
2	2	6%	7	28%
3	3	9%	1	4%
4	6	18%	3	12%
5-9	6	18%	11	44%
10-14	8	24%	2	8%
15-19	1	3%	0	0%
20 or more	1	3%	0	0%
	33	100%	25	100%
Average*	7		5	

\*Average is calculated using middle value of range



## NUMBERS OF STUDENTS ENROLLED

What is the total number of students per year (on average) enrolled in visual arts/music classes at your school? This question was re-worded in the second survey because it was clear that in the first survey, teachers had not understood the question. Accordingly, only 2009 responses are provided.

- Nearly all elementary students are enrolled in visual arts classes (98%). Participation in music classes is somewhat more limited (76%).
- Over one-third (37%) of secondary school students are enrolled in visual arts classes. Only one fifth (20%) take music classes.

Average # enrolled in arts classes (2009 only)				
	Elementary		Secondary	
	Visual Arts <i>n</i> =57	Music <i>n</i> =38	Visual Arts <i>n</i> =34	Music <i>n</i> =25
Average # enrolled in arts per school	293	228	223	122
Average # enrolled per school*	299	299	598	598
% enrolled in arts (average)	98%	76%	37%	20%
Median # enrolled in arts per school	273	235	220	100
Median # enrolled per school	292		550	
Mode # enrolled in arts per school	300	250	285	150
Mode # enrolled per school	300		600	
Range (# enrolled in arts per school)	25-800	25-650	20-640	6-450
*Data taken from table above on page 27.				

## NUMBER ENROLLED IN MORE THAN ONE CLASS

How many students are enrolled in more than one visual arts/music class per year (on average) at your school? As with the prior question, this question was revised in the second round of data collection because the responses in the first round indicated confusion regarding the question. Accordingly, this chart presents 2009 data only.<sup>2</sup>

- At the elementary level visual arts, very students few enroll in more than one class per year (only 25% of teachers reported 1 or more students enrolled in more than one class).
- In contrast, at the elementary level, 84% reported students enroll in more than one music class per year.

<sup>2</sup> This data would best be presented as a percent of students enrolled in a school or percent of students enrolled in arts classes at a school. See Appendix D for suggestions for an improved protocol.



- At the secondary level, there is a greater number of students enrolled in multiple classes (79% reported one or more such students in visual arts and 96% reported one or more such students in music classes).

<b>Total # (of students) enrolled in more than one arts class per year (2009 only) (Elementary)</b>				
	<i>Visual Arts</i>		<i>Music</i>	
	<i># responses</i>	<i>% of total</i>	<i># responses</i>	<i>% of total</i>
None	44	75%	6	16%
1-9	7	12%	5	13%
10-24	5	8%	7	18%
25-49	2	3%	7	18%
50-99	0	0%	8	21%
100 or more	1	2%	5	13%
	59	100%	38	100%

<b>Total number of students enrolled in more than one class (2009 only) (Secondary)</b>				
	<i>Visual Arts</i>		<i>Music</i>	
	<i># responses</i>	<i>% of total</i>	<i># responses</i>	<i>% of total</i>
None	7	21%	1	4%
1-9	12	35%	6	24%
10-24	5	15%	12	48%
25-49	6	18%	3	12%
50-99	1	3%	0	0%
100 or more	3	9%	3	12%
	34	100%	25	100%



### TYPES OF INSTRUCTION IN SCHOOL DAY (MUSIC ONLY)

*Which of the following types of music instruction, or classes, are offered at your school during the regular school day?*

- At the elementary level, general music, chorus, and band are the most common types of music instruction.
- At the secondary level, chorus and band are the most common types of music instruction.

Types of music instruction				
	Elementary		Secondary	
	# responses	% of total*	# responses	% of total*
General music	77	92%	41	55%
Chorus	50	60%	68	92%
Band	62	74%	73	99%
Strings/orchestra	15	18%	13	18%
Other, please specify	19	23%	37	50%
	*Total=84		*Total = 74	



## FINDINGS ON HUMAN RESOURCES: THE WORKING LIVES OF TEACHERS



Barb Packales, Chorus teacher,  
Gardiner School district





A second series of questions in the survey sought to develop a picture of the working lives of Maine arts teachers. What emerges clearly is a portrait of hard-working educators, the large majority of whom are certified, who are often the single professional in their discipline at elementary school, or a member of a small (2 to 3) person department at a larger high school. Maine arts teachers serve high numbers of students (between 200 and 500), teach a full schedule of 19 to 23 periods a week, and may serve multiple campuses (especially at the elementary level.) In addition, many teachers report a full-schedule of additional activities that include teaching after-school classes and clubs, counseling individual students, and fund-raising.

While these numbers are comparable to those of many public schools, this level of demand can stretch teachers thin, leaving little time and energy for new projects, interdisciplinary work with colleagues, or sustaining forms of professional development. Given the financial condition of the cities and towns in Maine, it is hard to foresee funding for additional positions. This raises important questions about what partnerships and supports could sustain the working lives of Maine’s arts teachers.

As in the previous section, analyses that follow present results for elementary and secondary schools, with data regarding secondary schools in shaded tables. These analyses focus on music and visual arts. While data was requested on dance and drama as well, there were too few respondents in these disciplines to provide meaningful data.

The following analyses are from the two rounds of data collection. Unless indicated otherwise, the tables include the combined data.



## NUMBER OF FULL-TIME CERTIFIED TEACHERS

*How many full-time certified visual arts/music teachers are there at your school?*

- The majority of both elementary and secondary schools have one or more full-time certified teachers in visual arts and music.
- However, at the elementary level, a significant portion (one third for visual arts and one quarter for music) of respondents indicates that the school where they teach does not have a full-time certified teacher in their discipline.
- In contrast, at the secondary level, nearly all (97% for visual arts and 94% for music) reported having at least one certified teacher in their discipline.

<b>Number of full-time certified teachers (2008 and 2009) (Elementary)</b>				
	<i>Visual Arts</i>		<i>Music</i>	
	<i># responses</i>	<i>% of total</i>	<i># responses</i>	<i>% of total</i>
None	40	32%	21	26%
One or more	85	68%	60	74%
Total	125	100%	81	100%
Average (for those with 1 or more)	1.07		1.22	
Average overall	0.73		0.90	

<b>Number of full-time certified teachers (2008 and 2009) (Secondary)</b>				
	<i>Visual Arts</i>		<i>Music</i>	
	<i># responses</i>	<i>% of total</i>	<i># responses</i>	<i>% of total</i>
None	3	3%	4	6%
One or more	106	97%	68	94%
Total	109	100%	72	100%
Average (for those with 1 or more)	1.97		1.70	
Average overall	1.91		1.60	



In the second survey, more detail was requested in response to this question. The resulting data is presented below.

<b>Number of full-time certified teachers (2009 only) (Elementary)</b>				
	<i>Visual Arts</i>		<i>Music</i>	
	<i># responses</i>	<i>% of total</i>	<i># responses</i>	<i>% of total</i>
None	14	24%	12	33%
1	41	69%	19	53%
2	4	7%	2	6%
3	0	0%	3	8%
4	0	0%	0	0%
5	0	0%	0	0%
6-10	0	0%	0	0%
More than 10	0	0%	0	0%
	59	100%	36	100%

<b>Number of full-time certified teachers (2009 only) (Secondary)</b>				
	<i>Visual Arts</i>		<i>Music</i>	
	<i># responses</i>	<i>% of total</i>	<i># responses</i>	<i>% of total</i>
None	2	6%	4	16%
1	17	52%	11	44%
2	5	15%	5	20%
3	9	27%	4	16%
4	0	0%	0	0%
5	0	0%	1	4%
6-10	0	0%	0	0%
More than 10	0	0%	0	0%
	33	100%	25	100%



## NUMBER OF PART-TIME CERTIFIED TEACHERS

*How many part-time certified visual arts/ music teachers are there at your school?*

- Except for elementary schools offering music, the majority of all schools at both elementary and secondary levels do not have part-time certified teachers.

<b>Number of part-time certified teachers (2008 and 2009) (Elementary)</b>				
	<i>Visual Arts</i>		<i>Music</i>	
	<i># responses</i>	<i>% of total</i>	<i># responses</i>	<i>% of total</i>
None	85	68%	39	49%
One or more	40	32%	41	51%
	125	100%	80	100%
Average (for those with 1 or more)	1.15		1.49	
Average overall	0.37		0.76	

<b>Number of part-time certified teachers (2008 and 2009) (Secondary)</b>				
	<i>Visual Arts</i>		<i>Music</i>	
	<i># responses</i>	<i>% of total</i>	<i># responses</i>	<i>% of total</i>
None	83	79%	46	68%
One or more	22	21%	22	32%
Total	105	100%	68	100%
Average (for those with 1 or more)	1.02		1.36	
Average overall	0.21		0.44	



In the second survey, more detail was requested in response to this question. The resulting data is presented below.

<b>Number of part-time certified teachers (2009 only) (Elementary)</b>				
	<i>Visual Arts</i>		<i>Music</i>	
	<i># responses</i>	<i>% of total</i>	<i># responses</i>	<i>% of total</i>
None	46	79%	19	53%
1	11	19%	11	31%
2	1	2%	3	8%
3	0	0%	2	6%
4	0	0%	1	3%
5	0	0%	0	0%
6-10	0	0%	0	0%
More than 10	0	0%	0	0%
	58	100%	36	100%

<b>Number of part-time certified teachers (2009 only) (Secondary)</b>				
	<i>Visual Arts</i>		<i>Music</i>	
	<i># responses</i>	<i>% of total</i>	<i># responses</i>	<i>% of total</i>
None	25	78%	16	64%
1	7	22%	4	16%
2	0	0%	5	20%
3	0	0%	0	0%
4	0	0%	0	0%
5	0	0%	0	0%
6-10	0	0%	0	0%
More than 10	0	0%	0	0%
	32	100%	25	100%



## NUMBER OF NON-CERTIFIED TEACHERS

*How many noncertified visual arts/music teachers are there at your school?*

- At all levels and for both visual arts and music, very few schools have non-certified teachers. However, use of non-certified teachers is slightly more prevalent at the secondary level.

<b>Number of non-certified visual arts teachers (2008 and 2009) (Elementary)</b>				
	<i>Visual Arts</i>		<i>Music</i>	
	<i># responses</i>	<i>% of total</i>	<i># responses</i>	<i>% of total</i>
None	116	94%	72	92%
One or more	7	6%	6	8%
Total	123	100%	78	100%
Average (for those with 1 or more)	1.00		1.00	
Average overall	0.06		0.08	

<b>Number of non-certified visual arts teachers (2008 and 2009) (Secondary)</b>				
	<i>Visual Arts</i>		<i>Music</i>	
	<i># responses</i>	<i>% of total</i>	<i># responses</i>	<i>% of total</i>
None	93	88%	63	89%
One or more	13	12%	8	11%
Total	106	100%	71	100%
Average (for those with 1 or more)	1.77		1.50	
Average overall	0.22		0.17	



In the second survey, more detail was requested in response to this question. The resulting data is presented below.

<b>Number of non-certified teachers (2009 only) (Elementary)</b>				
	<i>Visual Arts</i>		<i>Music</i>	
	<i># responses</i>	<i>% of total</i>	<i># responses</i>	<i>% of total</i>
None	54	93%	31	91%
1	4	7%	3	9%
2	0	0%	0	0%
3	0	0%	0	0%
4	0	0%	0	0%
5	0	0%	0	0%
6-10	0	0%	0	0%
More than 10	0	0%	0	0%
	58	100%	34	100%

<b>Number of non-certified teachers (2009 only) (Secondary)</b>				
	<i>Visual Arts</i>		<i>Music</i>	
	<i># responses</i>	<i>% of total</i>	<i># responses</i>	<i>% of total</i>
None	29	88%	22	85%
1	3	9%	2	8%
2	0	0%	0	0%
3	1	3%	2	8%
4	0	0%	0	0%
5	0	0%	0	0%
6-10	0	0%	0	0%
More than 10	0	0%	0	0%
	33	100%	26	100%



## FULL-TIME EQUIVALENT FOR ARTS TEACHERS

*What is the full-time equivalent of visual arts/music teachers at your school? (Full-time means teaching for a full school day, 5 days a week.)* This question was re-worded for the 2009 survey because the responses to the previous version indicated that the question was unclear to respondents. Accordingly, only 2009 data is presented.<sup>3</sup>

- At the elementary level, most schools have one or less full-time equivalent visual arts or music teachers (88% for visual arts and 80% for music.) Given an average school population, this means that the typical elementary music teacher is serving approximately 300 students.
- At the secondary level, most schools have between one and 3 full-time equivalent visual arts and music teachers (84% for visual arts and 80% for music). These teachers serve a typical high school population of approximately 600 students.

<b>Full-time equivalent for arts teachers (2009 only) (Elementary)</b>					
	<i>Visual arts</i>		<i>Music</i>		
	<i># of respondents</i>	<i>% of total</i>	<i># of respondents</i>	<i>% of total</i>	
Less than one	17	29%	16	46%	
1	35	59%	12	34%	
2-3	6	10%	6	17%	
4-5	1	2%	0	0%	
5-9	0	0%	0	0%	
10 or more	0	0%	1	3%	
	59	100%	35	100%	

<b>Full-time equivalent for arts teachers (2009 only) (Secondary)</b>					
	<i>Visual arts</i>		<i>Music</i>		
	<i># of respondents</i>	<i>% of total</i>	<i># of respondents</i>	<i>% of total</i>	
Less than one	3	9%	5	20%	
1	14	42%	9	36%	
2-3	14	42%	11	44%	
4-5	2	6%	0	0%	
5-9	0	0%	0	0%	
10 or more	0	0%	0	0%	
	33	100%	25	100%	

<sup>3</sup> This question would be most useful if correlated with size of school and/or entire teaching staff. See Appendix D for further suggestions for an improved protocol.





### OTHER TEACHERS

*Who other than certified visual arts/music teachers teaches visual arts/music at your school?*

- At most schools, no one other than certified teachers teaches visual arts or music. At most, in 11% of elementary schools, classroom teachers are doing instruction in visual arts.

<b>Who teaches other than certified teachers? (Elementary)</b>				
	<i>Visual Arts</i>		<i>Music</i>	
	<i># responses</i>	<i>% of total*</i>	<i># responses</i>	<i>% of total**</i>
No one	102	80%	67	80%
Classroom teacher	14	11%	1	1%
Artist-in-residence of teaching artist	10	8%	7	8%
Volunteer	3	2%	3	4%
Other faculty member (specify)	8	6%	7	8%
*Total=127			**Total = 84	

<b>Who teaches other than certified teachers? (Secondary)</b>				
	<i>Visual Arts</i>		<i>Music</i>	
	<i># responses</i>	<i>% of total</i>	<i># responses</i>	<i>% of total</i>
No one	83	74%	57	77%
Classroom teacher	6	5%	2	3%
Artist-in-residence of teaching artist	1	1%	7	9%
Volunteer	1	1%	7	9%
Other faculty member (specify)	20	18%	4	5%
Total=112			Total=74	



## TEACHING LOAD - STUDENTS

*Which statement best describes the teaching load of a visual arts/music teacher in your school?*

- As noted earlier, many arts teachers serve high numbers of students, particularly at the elementary level. In general, secondary school visual arts and music teachers teach fewer students per week than do elementary school visual arts and music teachers.
- At the elementary level, 60% of visual arts teachers and 57% of music teachers teach 201-500 students in a week.
- At the secondary level, 82% of visual arts teachers and 74% of music teachers teach 50-200 students in a week.

<b>Number of students served per week (Elementary)</b>				
	<i>Visual Arts</i>		<i>Music</i>	
	<i># responses</i>	<i>% of total</i>	<i># responses</i>	<i>% of total</i>
Serves fewer than 50 students in a week	8	6%	5	6%
Serves 50-100 students in a week	12	10%	5	6%
Serves 101-200 students in a week	20	16%	13	16%
Serves 201-300 students in a week	27	21%	19	24%
Serves 301-500 students in a week	49	39%	26	33%
Serves more than 500 students in a week	10	8%	12	15%
Total	126	100%	80	100%

<b>Number of students served per week (Secondary)</b>				
	<i>Visual Arts</i>		<i>Music</i>	
	<i># responses</i>	<i>% of total</i>	<i># responses</i>	<i>% of total</i>
Serves fewer than 50 students in a week	9	8%	8	11%
Serves 50-100 students in a week	54	50%	26	36%
Serves 101-200 students in a week	35	32%	27	38%
Serves 201-300 students in a week	3	3%	5	7%
Serves 301-500 students in a week	7	6%	4	6%
Serves more than 500 students in a week	1	1%	2	3%
Total	109	100%	72	100%



### TEACHING LOAD - CLASSES

*Which statement best describes the teaching load of a visual arts/music teacher in your school?*

- At both elementary and secondary levels, visual arts teachers tend to serve multiple classes at one school (63% for elementary and 94% for secondary).
- In music, however, there is a higher level of teachers serving multiple schools (46% at elementary and 35% at secondary), although the majority serve only at one school.

<b>Teaching load of an arts teacher (Elementary)</b>				
	<i>Visual Arts</i>		<i>Music</i>	
	<i># responses</i>	<i>% of total</i>	<i># responses</i>	<i>% of total</i>
Serves one school, multiple classes	79	63%	43	54%
Serves multiple schools, multiple classes	46	37%	37	46%
	125	100%	80	100%

<b>Teaching load of an arts teacher (Secondary)</b>				
	<i>Visual Arts</i>		<i>Music</i>	
	<i># responses</i>	<i>% of total</i>	<i># responses</i>	<i>% of total</i>
Serves one building, multiple classes	103	94%	47	65%
Serves multiple buildings, multiple classes	6	6%	25	35%
	109	100%	72	100%



## NUMBER OF CLASSES PER WEEK

*How many classes does a full-time visual arts/music teacher teach in a typical week at your school?<sup>4</sup>*

- Teachers in Maine teach 19-23 classes per week.
- At the elementary level, music teachers teach more classes per week (23) than do visual arts teachers (19).
- At the secondary level, this is reversed, with visual arts teachers teaching more classes per week (21) than do music teachers (19).

Number of classes per week				
	Elementary		Secondary	
	<i>Visual Arts</i>	<i>Music</i>	<i>Visual Arts</i>	<i>Music</i>
Avg. number of classes/week	19	23	21	19

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<sup>4</sup> Because data in the first survey required cleaning prior to use, the survey was changed to drop down options for the second round of data collection. In order to calculate an average, the mid-point in each range was the assumed value.



### RANGE OF ACTIVITIES FOR VISUAL ARTS/MUSIC TEACHERS

*Which statement best describes the range of activities of a visual arts/music teacher in your school?* For the second version of the survey, an analysis of the open-ended response on the first survey was conducted to allow for better quantifying the responses. The first set of tables presents the combined results of the questions asked in both surveys. The second set of tables provides the full results for the 2009 survey.

- Nearly all teachers, at both elementary and secondary levels, teach multiple arts classes.
- Teachers at the secondary level generally have a wider range of activities than do teachers at the elementary level (higher percentages report participating in activities beyond teaching multiple arts classes, including teaching after-school arts classes or advising clubs or informal work with interested students before and after school).
- 2009 data reveals that many visual arts and music teachers help organize student shows and special projects and write grants in addition to teaching. Informal work with students before and after school and committee work are also part of what arts teachers contribute to their schools.

<b>Range of activities of an arts teacher (2008 and 2009) (Elementary)</b>				
	<i>Visual Arts</i>		<i>Music</i>	
	<i># responses</i>	<i>% of total*</i>	<i># responses</i>	<i>% of total**</i>
Teaches multiple arts classes	119	94%	76	90%
Teaches after-school arts classes or advises clubs	31	24%	39	46%
Informal work with interested students before and after school	38	30%	42	50%
Organizes fund-raising events to support arts in the school	27	21%	24	29%
Other, please specify	33	26%	18	21%
	*Total=127		**Total=84	



<b>Range of activities of an arts teacher (2008 and 2009) (Secondary)</b>				
	<i>Visual Arts</i>		<i>Music</i>	
	<i># responses</i>	<i>% of total</i>	<i># responses</i>	<i>% of total</i>
Teaches multiple arts classes	105	94%	67	91%
Teachers after-school arts classes or advises clubs	54	48%	52	70%
Informal work with interested students before and after school	63	56%	54	73%
Organizes fund-raising events to support arts in the school	30	27%	44	59%
Other, please specify*	89	79%	75	101%
Total=112			Total=74	
*Note: "Other" includes all 2009 new responses as well as "Other" from each year.				

<b>Range of activities of an arts teacher (2009 only) (Elementary)</b>				
	<i>Visual arts</i>		<i>Music</i>	
	<i># responses</i>	<i>% of total*</i>	<i># responses</i>	<i>% of total</i>
Teaches multiple arts classes	52	88%	30	79%
Teachers after-school arts classes or advises clubs	13	22%	26	68%
Informal work with interested students before and after school	24	41%	12	32%
Organizes fund-raising events to support arts in the school	10	17%	3	8%
Other, please specify	12	20%	19	50%
<i>Organizes student art shows/ concerts</i>	52	88%	13	34%
<i>Special projects (school-wide, community-wide)</i>	38	64%	19	50%
<i>Committee work</i>	28	47%	5	13%
<i>Grant writing</i>	13	22%	13	34%
Total=59			Total=38	



<b>Range of activities of an arts teacher (2009 only) (Secondary)</b>				
	<i>Visual arts</i>		<i>Music</i>	
	<i># of respondents</i>	<i>% of total</i>	<i># of respondents</i>	<i>% of total</i>
Teaches multiple visual arts classes	31	86%	21	81%
Teachers after-school visual arts classes or advises clubs	16	44%	18	69%
Informal work with interested students before and after school	23	64%	19	73%
Organizes fund-raising events to support arts in the school	9	25%	17	65%
Other, please specify	0	0%	3	12%
<i>Organizes student art shows/exhibits</i>	27	75%	20	77%
<i>Special projects (school-wide, community-wide)</i>	17	47%	15	58%
<i>Committee work</i>	24	67%	15	58%
<i>Grant writing</i>	8	22%	8	31%
	*Total=36		*Total=26	



## SUPPORTS FOR ARTS OPPORTUNITIES



Carmel Collins, Dance teacher,  
Lake Region High School





A third series of questions in the survey sought to develop a clearer sense for the supports for arts teaching in Maine schools. Across the state, teachers report that they enjoy dedicated facilities. Many report having a written curriculum guide that is aligned with state standards and that has been recently revised. These data suggest that the state, in partnership with teachers, has done an effective job of getting the new arts standards into the hands of Maine teachers. However, for all elementary teachers and secondary teachers of music, over one-third (34-46%) report that their students do not have materials aligned to the new state standards, raising questions about whether teachers can translate the new expectations into daily practice.

The picture of financial supports is also sobering. Funding for items such as materials, equipment, and special events varies widely with teachers from some schools reporting a zero budget, whereas in other similar-sized schools in different communities, music or art teachers may have as much as \$18,000 to spend. It is clear that the cost of some items like supplies and equipment, usually borne by districts, has shifted to individual schools. In fact, between 15% and 32% of teachers report spending their own dollars on items like supplies.

As in the previous sections, analyses that follow present results for elementary and secondary schools, with data regarding secondary schools in shaded tables. These analyses focus on music and visual arts. While data was requested on dance and drama as well, there were too few respondents in these disciplines to provide meaningful data. In addition, the following analyses are from the two rounds of data collection. Unless indicated otherwise, the tables include the combined data.



### SPACE USED FOR INSTRUCTION

*Which statement best describes the space used for teaching visual arts/music at your school?*

- At the elementary level, three quarters of teachers (76% for visual arts and 71% for music) report that they have a dedicated room with either all or some of the equipment needed.
- At the secondary level, 9 out of 10 teachers (93% for visual arts and 89% for music) report that they have a dedicated room with either all of some of the equipment needed.

This suggests that many Maine districts have invested in the physical infrastructure that supports arts instruction.

Space used (Elementary)				
	<i>Visual Arts</i>		<i>Music</i>	
	<i># responses</i>	<i>% of total</i>	<i># responses</i>	<i>% of total</i>
Dedicated room(s) with much or all of the equipment needed	73	57%	41	50%
Dedicated room(s) with only some of the equipment needed	24	19%	17	21%
Dedicated room(s) with no special equipment	7	6%	2	2%
All purpose function room(s): gymnasium, auditorium, or cafeteria	5	4%	3	4%
Regular classrooms only	6	5%	4	5%
Other, please specify <sup>5</sup>	12	9%	15	18%
Total	127	100%	82	100%

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<sup>5</sup> In the revised survey, an option was added to the responses for “Rooms shared with other arts classes.” Only one respondent (a music teacher) selected this option, so this response was included under “Other, please specify” when data for the two years was combined.



<b>Space used (Secondary)</b>				
	<i>Visual Arts</i>		<i>Music</i>	
	<i># responses</i>	<i>% of total</i>	<i># responses</i>	<i>% of total</i>
Dedicated room(s) with much or all of the equipment needed	71	65%	45	62%
Dedicated room(s) with only some of the equipment needed	30	28%	20	27%
Dedicated room(s) with no special equipment	2	2%	0	0%
All purpose function room(s): gymnasium, auditorium, or cafeteria	1	1%	2	3%
Regular classrooms only	1	1%	1	1%
Other, please specify	4	4%	5	7%
<b>Total</b>	<b>109</b>	<b>100%</b>	<b>73</b>	<b>100%</b>

### SCHOOL SPENDING

*What does your school spend each year on visual arts/music in addition to salaries (i.e., total dollars spent on materials, equipment, special events, etc.)?*

- The reported level of additional school spending ranges widely, from \$0 to \$250,000.
- Average secondary school spending is significantly higher than that at the elementary level.
- While the average secondary school spending on visual arts is remarkably high, it is important to note that the mode (the most frequently reported level of spending) is the same for elementary visual arts, secondary visual arts, and secondary music.

<b>School spending in addition to salaries (Elementary)</b>					
	<i># responses</i>	<i>Avg expenditure</i>	<i>Range</i>	<i>Median</i>	<i>Mode</i>
Visual arts	121	\$3,978	\$5-\$68,000	\$2,000	\$3,000
Music	76	\$2,191	\$3-\$32,000	\$1,000	\$500

<b>School spending in addition to salaries (Secondary)</b>					
	<i># responses</i>	<i>Avg expenditure</i>	<i>Range</i>	<i>Median</i>	<i>Mode</i>
Visual arts	99	\$20,710	\$0-\$250,000	\$7,000	\$3,000
Music	66	\$9,276	\$53-\$50,000	\$6,250	\$3,000



## SOURCES OF OUTSIDE FUNDING

*Does your school typically receive funds from any outside sources to fund its education programs in visual arts/music?*

For the second version of the survey, an analysis of the open-ended response on the first survey was conducted to allow for better quantifying the responses. The first set of tables presents the combined results of the questions asked in both surveys. The second set of tables provides the full results for the 2009 survey. All new categories for the 2009 survey are rolled into “Other” for the first chart.

- Parent groups play a significant role in providing funding for visual arts and music and both elementary and secondary schools.
- Parent groups and local businesses provide funding in elementary schools more often than in secondary schools.
- Teachers make significant contributions to arts program funding as well, with as many as 32% of visual arts teachers and 16% of music teachers at the elementary level paying out of pocket to supplement other sources.
- It is sobering to see that between 46% and 23% of teachers report no additional sources of funding at all.

<b>Sources of outside funding (2008 and 2009) (Elementary)</b>				
	<i>Visual Arts</i>		<i>Music</i>	
	<i># responses</i>	<i>% of total*</i>	<i># responses</i>	<i>% of total**</i>
Parent groups	55	43%	41	49%
Local businesses	14	11%	4	5%
Community arts council	5	4%	8	10%
Maine Arts Commission	9	7%	0	0%
Alumni	1	1%	1	1%
None of the above	50	39%	30	36%
Other, please specify	34	27%	14	17%
	*Total=127		**Total=84	



<b>Sources of outside funding (2008 and 2009) (Secondary)</b>				
	<i>Visual Arts</i>		<i>Music</i>	
	<i># responses</i>	<i>% of total</i>	<i># responses</i>	<i>% of total</i>
Parent groups	18	16%	32	43%
Local businesses	17	15%	16	22%
Community arts council	7	6%	5	7%
Maine Arts Commission	9	8%	2	3%
Alumni	4	4%	7	9%
None of the above	51	46%	20	27%
Other, please specify	35	31%	23	31%
	Total=112		Total=74	

<b>Sources of outside funding (2009 responses only) (Elementary)</b>				
	<i>Visual arts</i>		<i>Music</i>	
	<i># responses</i>	<i>% of total*</i>	<i># responses</i>	<i>% of total**</i>
Parent groups	21	36%	18	47%
Local businesses	9	15%	2	5%
<i>Teacher contributions</i>	19	32%	6	16%
Community arts council	3	5%	1	3%
Maine Arts Commission	3	5%	0	0%
Alumni	1	2%	0	0%
None of the above	23	39%	13	34%
Other, please specify	14	24%	2	5%
	*Total=59		**Total=38	

<b>Sources of outside funding (2009 responses only) (Secondary)</b>				
	<i>Visual arts</i>		<i>Music</i>	
	<i># of respondents</i>	<i>% of total</i>	<i># of respondents</i>	<i>% of total</i>
Parent groups	5	14%	11	42%
Local businesses	5	14%	8	31%
<i>Teacher contributions</i>	10	28%	4	15%
Community arts council	0	0%	3	12%
Maine Arts Commission	2	6%	1	4%
Alumni	2	6%	3	12%
None of the above	12	33%	6	23%
Other, please specify	9	25%	5	19%
	Total=36		Total=26	



## USES OF OUTSIDE FUNDING

*What does this outside funding support?*

- Outside funding is not used for teacher salaries at most of the schools in this survey.
- Outside funding is used to support special events (most commonly mentioned purpose), supplies, and at the secondary level in music, for equipment.
- Expenditures like supplies and equipment are being paid for at a school, rather than a district level.

<b>Uses of funding (Elementary)</b>				
	<i>Visual Arts</i>		<i>Music</i>	
	<i># responses</i>	<i>% of total*</i>	<i># responses</i>	<i>% of total**</i>
Supplies	62	49%	23	27%
Equipment	31	24%	35	42%
Special events	64	50%	44	52%
Teacher salaries	2	2%	2	2%
Other, please specify	14	11%	6	7%
*Total=127			**Total=84	

<b>Uses of outside funding (Secondary)</b>				
	<i>Visual Arts</i>		<i>Music</i>	
	<i># responses</i>	<i>% of total</i>	<i># responses</i>	<i>% of total</i>
Supplies	43	38%	26	35%
Equipment	38	34%	40	54%
Special events	41	37%	46	62%
Teacher salaries	1	1%	2	3%
Other, please specify	16	14%	6	8%
Total=112			Total=74	



### WRITTEN CURRICULUM GUIDE

*Does your school have a written curriculum guide in visual arts/music that your teachers are expected to follow?*

- Most teachers (66% to 88%) report that there is a written curriculum guide for their discipline.
- Such materials are most common at the secondary level in visual arts.

Existence of written curriculum guide								
	Elementary				Secondary			
	<i>Visual Arts</i>		<i>Music</i>		<i>Visual Arts</i>		<i>Music</i>	
	# <i>responses</i>	% of <i>total</i>	# <i>responses</i>	% of <i>total</i>	# <i>responses</i>	% of <i>total</i>	# <i>responses</i>	% of <i>total</i>
Yes	83	66%	63	81%	91	88%	54	77%
No	42	34%	15	19%	13	13%	16	23%
	125	100%	78	100%	104	100%	70	100%



### USE OF CURRICULUM GUIDE

To clarify how existing curriculum guides may (or may not) be used, the following question was added in the second version of the survey.

*Teachers use this curriculum guide...*

- The majority of visual arts teachers (58% for elementary and 60% for secondary) use this curriculum as a guide to be followed.
- In contrast, the majority of music teachers (57% for elementary and 60% for secondary) use this curriculum as an optional framework.

<b>Teachers use this curriculum guide... (2009 data only) (Elementary)</b>				
	<i>Visual arts</i>		<i>Music</i>	
	<i># responses</i>	<i>% of total</i>	<i># responses</i>	<i>% of total</i>
As a guide to be followed	23	58%	11	39%
As an optional framework	15	38%	16	57%
Not at all	2	5%	1	4%
	40	100%	28	100%

<b>Teachers use this curriculum guide... (2009 data only) (Secondary)</b>				
	<i>Visual arts</i>		<i>Music</i>	
	<i># responses</i>	<i>% of total</i>	<i># responses</i>	<i>% of total</i>
As a guide to be followed	18	60%	7	35%
As an optional framework	12	40%	12	60%
Not at all	0	0%	1	5%
Total	30	100%	20	100%





## ALIGNMENT OF CURRICULUM GUIDE

*Is your school's curriculum guide aligned with your state's standards or the National Standards for Arts Education?*

To provide further clarity on the responses to this question, in the second version of the survey this was broken into two separate questions. The second and third tables provide the responses for the 2009 survey.

- The majority of 2008 respondents reported that the curriculum guide was aligned with state or national standards.
- The 2009 data revealed, however, that the alignment is more with state standards (70-77% report such alignment) than with national standards (39-54% report such alignment). However, the level of uncertainty with respect to national standards is higher (3-19%) than with respect to state standards (0-10%).

<b>Alignment of guide with state or national standards (2008 only)</b>									
	<b>Elementary</b>				<b>Secondary</b>				
	<i>Visual Arts</i>		<i>Music</i>		<i>Visual Arts</i>		<i>Music</i>		
	<i>#</i>	<i>% of</i>	<i>#</i>	<i>% of</i>	<i>#</i>	<i>% of</i>	<i>#</i>	<i>% of</i>	
	<i>responses</i>	<i>total</i>	<i>responses</i>	<i>total</i>	<i>responses</i>	<i>total</i>	<i>responses</i>	<i>total</i>	
Yes	43	81%	34	97%	56	88%	36	97%	
No	5	9%	1	3%	7	11%	0	0%	
Don't know	5	9%	0	0%	1	2%	1	3%	
	53	100%	35	100%	64	100%	37	100%	

*Is the curriculum guide aligned with your state's standards? (2009 only)*

<b>Alignment of guide with state standards (2009 only)</b>									
	<b>Elementary</b>				<b>Secondary</b>				
	<i>Visual arts</i>		<i>Music</i>		<i>Visual arts</i>		<i>Music</i>		
	<i>#</i>	<i>% of</i>	<i>#</i>	<i>% of</i>	<i>#</i>	<i>% of</i>	<i>#</i>	<i>% of</i>	
	<i>responses</i>	<i>total</i>	<i>responses</i>	<i>total</i>	<i>responses</i>	<i>total</i>	<i>responses</i>	<i>total</i>	
Yes	30	77%	20	71%	21	70%	14	70%	
Partially	9	23%	7	25%	9	30%	4	20%	
No	0	0%	1	4%	0	0%	0	0%	
Don't know	0	0%	0	0%	0	0%	2	10%	
	39	100%	28	100%	30	100%	20	100%	



*Is the curriculum guide aligned with the National Standards for Arts Education? (2009 only)*

<b>Alignment of guide with national standards (2009 data)</b>								
	<b>Elementary</b>				<b>Secondary</b>			
	<i>Visual arts</i>		<i>Music</i>		<i>Visual arts</i>		<i>Music</i>	
	<i>#</i>	<i>% of</i>	<i>#</i>	<i>% of</i>	<i>#</i>	<i>% of</i>	<i>#</i>	<i>% of</i>
	<i>responses</i>	<i>total</i>	<i>responses</i>	<i>total</i>	<i>responses</i>	<i>total</i>	<i>responses</i>	<i>total</i>
Yes	15	39%	15	54%	15	50%	10	48%
Partially	12	32%	8	29%	13	43%	6	29%
No	6	16%	2	7%	1	3%	1	5%
Don't know	5	13%	3	11%	1	3%	4	19%
	38	100%	28	100%	30	100%	21	100%

**CREATION/UPDATES OF CURRICULUM GUIDE**

*Has the curriculum guide been updated within the last year to reflect the new state standards? (2009 only)*

- Secondary music teachers reported the highest rate (86%) of updated curriculum guides to reflect new state standards. Secondary visual arts teachers reported the lowest rate (50%).
- In general, at least half of those responding reported updated curriculum guides within the last year.

<b>Guide updated to reflect new state standards (2009 data)</b>								
	<b>Elementary</b>				<b>Secondary</b>			
	<i>Visual Arts</i>		<i>Music</i>		<i>Visual Arts</i>		<i>Music</i>	
	<i>#</i>	<i>% of</i>	<i>#</i>	<i>% of</i>	<i>#</i>	<i>% of</i>	<i>#</i>	<i>% of</i>
	<i>responses</i>	<i>total</i>	<i>responses</i>	<i>total</i>	<i>responses</i>	<i>total</i>	<i>responses</i>	<i>total</i>
Yes	23	59%	16	57%	15	50%	18	86%
No	15	38%	12	43%	15	50%	2	10%
Don't know	1	3%	0	0%	0	0%	1	5%
	39	100%	28	100%	30	100%	21	100%



*Was your school's curriculum guide created or has it been updated in the last five years?*

- Over four-fifths of all teachers reported that curriculum guides have been created or updated within the last five years (73% to 88%).

Guide created or updated within last five years (2008 and 2009)								
	Elementary				Secondary			
	<i>Visual Arts</i>		<i>Music</i>		<i>Visual Arts</i>		<i>Music</i>	
	# <i>responses</i>	% of <i>total</i>	# <i>responses</i>	% of <i>total</i>	# <i>responses</i>	% of <i>total</i>	# <i>responses</i>	% of <i>total</i>
Yes	66	73%	50	88%	81	87%	47	81%
No	17	19%	11	12%	11	12%	7	12%
Don't know	7	8%	1	0%	1	1%	4	7%
	90	100%	62	100%	93	100%	58	100%

## STUDENT MATERIALS

*Are the student materials at your school aligned with the state's standards for visual arts/music?*

- With the exception of elementary visual arts teachers, the majority of teachers (57-75%) reported that there are student materials aligned with state standards. However, for all elementary teachers and secondary teachers of music, over one-third (34-46%) report no such materials.

Existence of student materials aligned with state standards								
	Elementary				Secondary			
	<i>Visual Arts</i>		<i>Music</i>		<i>Visual Arts</i>		<i>Music</i>	
	# <i>responses</i>	% of <i>total</i>	# <i>responses</i>	% of <i>total</i>	# <i>responses</i>	% of <i>total</i>	# <i>responses</i>	% of <i>total</i>
Yes	54	44%	44	57%	79	75%	41	59%
No	56	46%	29	38%	16	15%	24	34%
Don't know	12	10%	4	5%	11	10%	5	7%
	122	100%	77	100%	106	100%	70	100%



## OPPORTUNITIES BEYOND THE SCHOOL DAY





Another line of inquiry in the survey was regarding after school programs available to students in the arts. Teachers at the secondary level reported more availability of such programs in both visual arts and dance than at the elementary level.

### AFTER-SCHOOL ACTIVITIES

*What kinds of school-sponsored after-school activities occur in visual arts/music?*

- After-school activities in visual arts and music are more common at the secondary level than at the elementary level (58% and 31% of elementary teachers reported no such activities in contrast to 26% and 8% of secondary teachers).
- At the elementary level, the most frequent after-school activity is in the area of music – plays/festivals/concerts were reported by 45% of respondents to the 2009 survey.
- At the secondary level, arts shows/exhibits (56%), jazz band (58%), and plays/festivals/concerts (73%) were the most frequent activities.

<b>School-sponsored after-school activities (2008 and 2009) (Elementary)</b>		
<i>Visual Arts (n=127)</i>	<i># responses</i>	<i>% of total</i>
Art clubs	19	15%
Art classes	6	5%
Free-choice arts activities in after-school programs	11	9%
None are offered	74	58%
Other, please specify	20	16%
<i>Music (n=84)</i>	<i># responses</i>	<i>% of total</i>
Private lessons	16	19%
General music	4	5%
Chorus	21	25%
Band	18	21%
Strings/orchestra	5	6%
None of the above	26	31%
Other, please specify	18	21%



<b>School-sponsored after-school activities (2008 and 2009) (Secondary)</b>		
<i>Visual Arts (n=112)</i>	<i># responses</i>	<i>% of total</i>
Art clubs	47	42%
Art classes	5	4%
Free-choice arts activities in after-school programs	19	17%
None are offered	29	26%
Other, please specify	37	33%
<i>Music (n=74)</i>	<i># responses</i>	<i>% of total</i>
Private lessons	30	41%
General music	2	3%
Chorus	15	20%
Band	17	23%
Strings/orchestra	4	5%
None of the above	6	8%
Other, please specify*	77	104%
*Note: "Other" includes all 2009 new responses as well as "Other" from each year.		



In the second survey, additional options were provided for music teachers and visual arts teachers (for secondary schools only). The following tables show the results of this revised list of options.

<b>School-sponsored after-school activities (2009 only) (Elementary)</b>		
<i>Music (2009 only) (n=38)</i>	<i># responses</i>	<i>% of total</i>
Private lessons	9	24%
General music	3	8%
Chorus	8	21%
Band	5	13%
Strings/orchestra	2	5%
<i>Plays/festivals/concerts</i>	17	45%
None of the above	11	29%
Other, please specify	4	11%

<b>School-sponsored after-school activities (2009 only) (Secondary)</b>		
<i>Visual Arts (n=36)</i>	<i># responses</i>	<i>% of total</i>
Art clubs	10	28%
Art classes	0	0%
<i>Art shows/exhibits</i>	20	56%
Free-choice arts activities in after-school programs	6	17%
None are offered	7	19%
Other, please specify	3	8%
<i>Music (n=26)</i>	<i># responses</i>	<i>% of total</i>
Private lessons	12	46%
General music	2	8%
Chorus	5	19%
Band	4	15%
<i>Jazz band</i>	15	58%
Strings/orchestra	1	4%
<i>Plays/festivals/concerts</i>	19	73%
None of the above	1	4%
Other, please specify	9	35%



## SCHOOL-WIDE SUPPORTS FOR ARTS EDUCATION OPPORTUNITIES



Photo credit: Bay Chamber Concerts





This next section of survey questions inquired into the school-wide role of arts education in Maine schools. On the one hand, these data suggest that arts teachers and arts activities are important elements of school life. For instance, arts teachers play a role in many critical school activities such as curriculum development, budgeting, and committee work. However, the arts do not appear in school missions even though the Learning Results speak directly about students becoming creative problem solvers. Moreover, many arts teachers report a lack of supervision, planning time, and formal collaboration – exactly those supports that make excellent work over a sustained amount of time possible.

As in the previous sections, analyses that follow present results for elementary and secondary schools, with data regarding secondary schools in shaded tables. Also as with the others, the following analyses are from the two rounds of data collection. Unless indicated otherwise, the tables include the combined data. However, in contrast to the previous questions, these questions were asked of all teachers, regardless of discipline. Accordingly, the analyses do not reflect the different disciplines.

### PRESENCE OF ARTS EDUCATION IN SCHOOL MISSION

*Is arts education included in any mission statements or goals of your school?*

- Arts education is generally not included in school mission statements or goals, with the difference being most dramatic at the elementary level (61% reporting no).

Presence of arts education in mission/goals				
	Elementary		Secondary	
	# responses	% of total	# responses	% of total
Yes	57	27%	92	44%
No	132	61%	100	48%
No answer	26	12%	16	8%
Total	215	100%	208	100%



## INVOLVEMENT OF CERTIFIED ARTS TEACHERS

*In what areas do certified arts teachers have input at your school?*

- At the elementary level, certified arts teachers are most likely to be involved in curriculum development (75%) and allocation of funds (60%).
- At the secondary level, it appears that certified arts teachers are generally more involved, with curriculum development (85%), onsite management teams (70%), and allocation of funds (67%).

Involvement of certified arts teachers				
	Elementary		Secondary	
	# responses	% of total*	# responses	% of total*
Included onsite-based management teams	84	39%	145	70%
Input in staff hiring for arts	77	36%	121	58%
Input in curriculum offered	162	75%	177	85%
Input in allocation of funds	128	60%	140	67%
None of the above	15	7%	7	3%
*Total=215			*Total=208	

## TYPES OF STUDENT ASSESSMENT

*Which of the following regular assessments of student performance and achievement in the arts occur at your school?*

- At both elementary and secondary levels, teacher-made tests are by far the most common form of assessment (80% for elementary and 88% for secondary).

Types of assessment				
	Elementary		Secondary	
	# of responses	% of total*	# of responses	% of total*
Teacher-made tests	171	80%	184	88%
School-wide assignments	18	8%	28	13%
District-level assignments	22	10%	21	10%
National assessments	6	3%	16	8%
None of the above	14	7%	5	2%
Other, please specify	6	3%	8	4%
*Total=215			*Total=208	



## STUDENT RECOGNITION

*In what sort of contests, programs, etc. does your school participate?*

- Student recognition of this kind is generally more practiced at the secondary level than at the elementary level (35% of elementary teachers reported “none of the above” while only 21% of secondary teachers did the same).
- Festivals are the most common form of student recognition (39% at elementary level at 56% at secondary level).

Student recognition				
	Elementary		Secondary	
	# of responses	% of total*	# of responses	% of total*
National contests	24	11%	48	23%
Award programs	43	20%	71	34%
Festivals	84	39%	116	56%
Competitive programs/scholarships	12	6%	77	37%
None of the above	76	35%	43	21%
*Total=215			*Total=208	

## PRINCIPAL VISITS TO ARTS CLASSROOMS

*Does your school principal visit and observe in arts classrooms?*

- In the majority of schools, principals visit and observe in classrooms (70% at elementary level and 68% at secondary level).
- It appears that this is somewhat more likely to occur at the elementary level than at the secondary level (19% of elementary teachers reported “no” while 24% of secondary teachers reported “no”).

Principal visit/observation in classrooms				
	Elementary		Secondary	
	# of responses	% of total	# of responses	% of total
Yes	151	70%	142	68%
No	41	19%	50	24%
No answer	23	11%	16	8%
Total	215	100%	208	100%



### PROGRAM EVALUATION BY PRINCIPAL

*Does your school principal evaluate the school’s arts programs in the same way that other instructional programs are evaluated?*

- While the majority of teachers (59% and 65%) report that the school principal evaluates the school’s arts programs in the same way that other instructional programs are evaluated, a quarter (27% and 25%) reported that this is not the case.

Program evaluation by principal				
	Elementary		Secondary	
	# of responses	% of total	# of responses	% of total
Yes	126	59%	136	65%
No	59	27%	52	25%
No answer	30	14%	20	10%
Total	215	100%	208	100%

### CURRICULUM SPECIALISTS

*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?*

- Most teachers report that there is not a curriculum specialist or program coordinator at the district level who is responsible for programs in the arts (55% and 57% responded “no” in answer to this question). Only one third (33% and 34%) report the existence of such a position.

Curriculum specialist for the arts				
	Elementary		Secondary	
	# of responses	% of total	# of responses	% of total
Yes	70	33%	71	34%
No	118	55%	119	57%
No answer	27	13%	18	9%
Total	215	100%	208	100%



### PLANNING WITHIN DISCIPLINES AT THE DISTRICT LEVEL

*Do arts teachers in your district have scheduled meeting times for planning within their discipline?*

- The majority of teachers report that there is no meeting at the district level for planning within their discipline (52% for both levels). Only slightly more than one third (37% and 39%) responded positively to this question.
- General comment re planning – Based on the responses to this and the next two questions, teachers report that there is less time allocated for planning in the arts at the elementary level than there is at the secondary level.

District meetings for planning within discipline				
	Elementary		Secondary	
	# of responses	% of total	# of responses	% of total
Yes	80	37%	81	39%
No	111	52%	108	52%
No answer	24	11%	19	9%
Total	215	100%	208	100%

### PLANNING WITHIN DISCIPLINES AT THE SCHOOL LEVEL

*Do arts teachers in your school have scheduled meeting times for planning within their discipline?*

- While the majority of elementary teachers (59%) reported that arts teachers in their school do not have scheduled meeting times for planning within their discipline, the majority of secondary teachers (58%) reported that there are such meetings.

School meetings for planning within discipline				
	Elementary		Secondary	
	# of responses	% of total	# of responses	% of total
Yes	62	29%	121	58%
No	126	59%	68	33%
No answer	27	13%	19	9%
Total	215	100%	208	100%



## PLANNING WITH OTHER ARTS TEACHERS

*Do art teachers in your school have scheduled meeting times for planning with other arts teachers?*

- The majority of elementary teachers reported that they also do not have scheduled planning meetings with other arts teachers (62%). At the secondary level, there were equal numbers who reported that they had such meetings as there were who said they did not have such meetings (46% for each).

School meetings for planning with other arts teachers					
	Elementary		Secondary		
	<i># of responses</i>	<i>% of total</i>	<i># of responses</i>	<i>% of total</i>	
Yes	55	26%	95	46%	
No	134	62%	95	46%	
No answer	26	12%	18	9%	
Total	215	100%	208	100%	



## TEACHER COLLABORATION

*In what ways do arts teachers collaborate in your school?*

- Teacher collaboration is more prevalent at the secondary level than at the elementary level. Part of this is because there are more teachers at the elementary level who are the only arts teacher (27% versus 22%). However, in generally there was a higher level of collaboration reported at the secondary level (40-71%) than at the elementary level (17-55%).
- At the elementary level, informal sharing was the most common activity (55%).
- At the secondary level, informal sharing was also the most common activity (71%), but more than half also reported collaboration on curriculum planning (55%) and supporting individual students (58%).

<b>Teacher collaboration (Elementary)</b>		
	<i># of responses</i>	<i>% of total*</i>
Curriculum planning	58	27%
Purchase of supplies and equipment	37	17%
Supporting individual students	66	31%
Planning and selecting arts events	60	28%
Designing assessments	39	18%
Informal sharing	119	55%
Other, please specify	25	12%
<i>*Total=215</i>		
Note: In 2009, 27 teachers (27% of 2009 respondents) selected a new option, "N/A - I am the only arts teacher."		

<b>Teacher collaboration (Secondary)</b>		
	<i># of responses</i>	<i>% of total*</i>
Curriculum planning	115	55%
Purchase of supplies and equipment	85	41%
Supporting individual students	121	58%
Planning and selecting arts events	94	45%
Designing assessments	83	40%
Informal sharing	147	71%
Other, please specify	23	11%
<i>*Total=208</i>		
Note: In 2009, 15 teachers (22% of 2009 respondents) selected a new option, "N/A-I am the only arts teacher."		



## CONSIDERATION OF THE ARTS AS ESSENTIAL

*In general, to what extent do you think that students, administrators, teaching staff, and parents at your school consider the arts an essential part of a high-quality education?*

- Both elementary and secondary teachers report that students consider the arts as essential to the highest degree (average rating of 3.5 and 3.3). Teachers gave administrators the next highest ranking (3.3 and 3.1).
- However, the arts are considered more important in elementary than in high school by all four groups.

<b>Extent individuals consider the arts as essential (Elementary)</b>								
<i>1=Not at all, 4=Great extent, 5=Cannot judge</i>								
	<i>Students</i>		<i>Administrators</i>		<i>Teaching staff</i>		<i>Parents</i>	
	<i># of responses</i>	<i>% of total</i>	<i># of responses</i>	<i>% of total</i>	<i># of responses</i>	<i>% of total</i>	<i># of responses</i>	<i>% of total</i>
Not at all	2	1%	8	4%	3	2%	1	1%
Small extent	9	5%	20	10%	30	16%	28	15%
Moderate extent	66	34%	63	33%	86	45%	95	50%
Great extent	111	58%	97	51%	68	35%	60	31%
Cannot judge	4	2%	3	2%	5	3%	7	4%
Total	192	100%	191	100%	192	100%	191	100%
Avg*	3.5		3.3		3.2		3.2	
* Does not include "Cannot judge" responses								

<b>Extent individuals consider the arts as essential (Secondary)</b>								
<i>1=Not at all, 4=Great extent, 5=Cannot judge</i>								
	<i>Students</i>		<i>Administrators</i>		<i>Teaching staff</i>		<i>Parents</i>	
	<i># responses</i>	<i>% of total</i>	<i># responses</i>	<i>% of total</i>	<i># responses</i>	<i>% of total</i>	<i># responses</i>	<i>% of total</i>
Not at all	0	0%	12	6%	4	2%	2	1%
Small extent	31	16%	23	12%	42	22%	42	22%
Moderate extent	90	47%	92	49%	103	54%	86	45%
Great extent	70	37%	60	32%	41	21%	47	25%
Cannot judge	0	0%	2	1%	1	1%	14	7%
Total	191	100%	189	100%	191	100%	191	100%
Avg*	3.3		3.1		3.0		2.9	
* Does not include "Cannot judge" responses								





## SCHOOL IMPROVEMENT INITIATIVES IN THE ARTS

*Are there any school improvement initiatives related to arts education or the integration of the arts with other academic subjects currently underway at your school? (2008 only)*

- Three quarters of respondents (75% and 74%) reported in 2008 that there were no school improvement initiatives related to arts education or arts integration.

<b>Presence of school improvement initiatives (2008 only)</b>				
	<b>Elementary</b>		<b>Secondary</b>	
	<i># of responses</i>	<i>% of total</i>	<i># of responses</i>	<i>% of total</i>
Yes	27	21%	32	23%
No	95	75%	103	74%
No answer	4	3%	5	4%
Total	126	100%	140	100%

## ARTS INTEGRATION

*What is currently happening in your school with respect to arts integration? (2009 only)*

- In 2009, the majority of respondents reported that there is no formal arts integration, but it is done informally (64% at elementary level and 51% at secondary level).

<b>Current level of arts integration (2009 only)</b>				
	<b>Elementary</b>		<b>Secondary</b>	
	<i># responses</i>	<i>% of total</i>	<i># responses</i>	<i>% of total</i>
Arts are already integrated in a systematic way	14	18%	5	7%
Arts integration is planned but not yet underway	2	3%	1	1%
There is no formal arts integration but it is done informally	49	64%	35	51%
There is no arts integration	10	13%	10	15%
Don't know	3	4%	5	7%
Other (please describe)	2	3%	2	3%
Total=77			Total=68	



*Are there any other school improvement initiatives related to arts education currently underway at your school? (2009 only)*

- While some elementary teachers reported facilities improvements (13%), the largest number (38%) reported that they did not know if any such initiatives were underway.
- Secondary teachers did not have as many who did not know (only 19%), and one quarter (24%) reported additional electives focused on arts.
- In general, there were few such activities reported (ranging from 4% to 13% for elementary and 1% to 24% for secondary).

<b>Other school improvement initiatives (2009 only)</b>				
	<b>Elementary</b>		<b>Secondary</b>	
	<i># responses</i>	<i>% of total</i>	<i># of responses</i>	<i>% of total</i>
<i>n=77</i>				
Increasing funding for arts teachers	3	4%	1	1%
Facilities improvements	10	13%	6	9%
Ensuring arts instruction is part of after-school programs	3	4%	2	3%
Additional electives focused on arts	4	5%	16	24%
Don't know	29	38%	13	19%
Other (please describe)	16	21%	6	9%
	Total=77		Total=68	



## SPECIAL PROGRAMS DURING ACADEMIC YEAR 2007-2008

### Types of Special Offerings

*Did your school sponsor any artist in residence programs, visual arts field trips, or performing arts field trips for the 2007-2008 school year?*

- The most commonly reported special offering was performing arts field trips at the elementary level (59% of respondents).
- In general, special offerings were more common at the elementary level (ranging from 40-59%) than at the secondary level (33-48%).

<b>2007-2008 special offerings (Elementary)</b>						
	<i>Artist in Residence</i>		<i>Visual arts field trips</i>		<i>Performing arts field trips</i>	
	<i># of responses</i>	<i>% of total</i>	<i># of responses</i>	<i>% of total</i>	<i># of responses</i>	<i>% of total</i>
Yes	87	40%	92	43%	127	59%
No	106	49%	93	43%	59	27%
No answer	22	10%	30	14%	29	13%
Total	215	100%	215	100%	215	100%

<b>2007-2008 special offerings (Secondary)</b>						
	<i>Artist in Residence</i>		<i>Visual arts field trips</i>		<i>Performing arts field trips</i>	
	<i># of responses</i>	<i>% of total</i>	<i># of responses</i>	<i>% of total</i>	<i># of responses</i>	<i>% of total</i>
Yes	69	33%	100	48%	91	44%
No	125	60%	85	41%	92	44%
No answer	14	7%	23	11%	25	12%
Total	208	100%	208	100%	208	100%



### Number of Special Offerings

*If yes, how many?*

- For those who reported such special offerings, 2 per year was the average number.

Number of such offerings in 2007-2008 (Elementary)						
	<i>Artist in Residence</i>		<i>Visual arts field trips</i>		<i>Performing arts field trips</i>	
	<i># of responses</i>	<i>Avg #</i>	<i># of responses</i>	<i>Avg #</i>	<i># of responses</i>	<i>Avg #</i>
Avg # of such offerings	87	2	92	1	127	2

Number of such offerings in 2007-2008 (Secondary)						
	<i>Artist in Residence</i>		<i>Visual arts field trips</i>		<i>Performing arts field trips</i>	
	<i># of responses</i>	<i>Avg #</i>	<i># of responses</i>	<i>Avg #</i>	<i># of responses</i>	<i>Avg #</i>
Avg # of such offerings	69	2	100	2	91	2

### Length of Offering – Residencies Only

*On average, how long was each residency?*

- For those offering them, residencies were most commonly 1 day (35% at elementary level and 32% at secondary level), although a number at the elementary level reports 3-5 days (30%).

Length of residency				
	Elementary		Secondary	
	<i># of responses</i>	<i>% of total</i>	<i># of responses</i>	<i>% of total</i>
Less than 1 day	11	13%	20	27%
1 day	30	35%	24	32%
2-3 days	15	17%	16	22%
3-5 days	26	30%	8	11%
6-9 days	3	3%	1	1%
10 days or more	1	1%	5	7%
	86	100%	74	100%



**Sources of Funding for Special Offerings**

*If yes, what was the source of funding for these programs?*

- Funding for special activities most generally came from general school or district funds (33-70% of respondents), especially for visual arts and performing arts field trips. Residencies generally had a more diverse array of funding sources, with parent group funds at the elementary level being most important.

<b>Source of funding (Elementary)</b>						
	<i>Artist in Residence</i>		<i>Visual arts field trips</i>		<i>Performing arts field trips</i>	
	<i># of responses</i>	<i>% of total</i>	<i># of responses</i>	<i>% of total</i>	<i># of responses</i>	<i>% of total</i>
State or local arts agency	20	24%	6	7%	4	4%
State or federal education grant	18	21%	2	2%	1	1%
General school or district funds	28	33%	63	70%	43	39%
Parent group funds	37	44%	23	26%	16	14%
Other, please specify	23	27%	26	29%	20	18%
	n=85		n=90		n=111	

<b>Source of funding (Secondary)</b>						
	<i>Artist in Residence</i>		<i>Visual arts field trips</i>		<i>Performing arts field trips</i>	
	<i># of responses</i>	<i>% of total*</i>	<i># of responses</i>	<i>% of total*</i>	<i># of responses</i>	<i>% of total*</i>
State or local arts agency	13	19%	4	4%	1	1%
State or federal education grant	10	14%	5	5%	2	2%
General school or district funds	30	43%	63	63%	51	56%
Parent group funds	15	22%	9	9%	15	16%
Other, please specify	25	36%	36	36%	46	51%
	Total=69		Total=100		Total=91	



### COURSEWORK IN THE ARTS AS PART OF GRADUATION REQUIREMENTS (SECONDARY ONLY)

- The majority of secondary respondents reported that coursework in the arts is required for graduation (86%), grades in arts classes are included in the calculation of students' GPA (89%), and art course grades receive the same weight as grades in other academic areas (79%).

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

<b>Coursework in the arts required for graduation</b>		
	<i># of responses</i>	<i>% of total</i>
Yes	179	86%
No	12	6%
No answer	17	8%
Total	208	100%

*If yes, how many credits are required?*

<b>Number of required credits in the arts</b>		
	<i># of respondents</i>	<i>Arg # of credits</i>
No. of credits	167	1

### ARTS GRADES INCLUSION IN GPA (SECONDARY ONLY)

*Are grades in arts classes included in the calculation of students' GPA?*

<b>Arts class grades included in GPA</b>		
	<i># of responses</i>	<i>% of total</i>
Yes	185	89%
No	6	3%
No answer	17	8%
Total	208	100%



### WEIGHTING OF ARTS COURSE GRADES (SECONDARY ONLY)

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

Arts grades weighted as academic subjects		
	<i># of responses</i>	<i>% of total</i>
Yes	164	79%
No	24	12%
No answer	20	10%
Total	208	100%

### STUDYING ARTS OFF-CAMPUS (SECONDARY ONLY)

*During the 2007-2008 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?*

- Sixteen percent of teachers reported that they have students that take arts classes at another location during the regular school day. A total of 235 students were reported to do this (an average of 7 per teacher).
- The most common locations for these off-site courses were community college/universities (36%), other schools (30%), and arts centers (30%).

Arts classes off-site during school day		
	<i># of responses</i>	<i>% of total</i>
Yes	33	16%
No	151	73%
No answer	24	12%
Total	208	100%

*If yes, how many students did so?*

Number of students studying off-site			
	<i># of responses</i>	<i># of students reported</i>	<i>Avg # of students</i>
No. of students studying off-site	33	235	7



*If yes, in which of the following locations were these classes offered?*

<b>Off-site locations for arts study</b>		
	<i># of responses</i>	<i>% of total*</i>
Other schools	10	30%
Performing arts spaces	6	18%
Museums/galleries	5	15%
Arts centers	10	30%
Community colleges, universities	12	36%
Other, please specify	5	15%
*Total=33		





## CHANGES OVER TIME





This section of the survey focused on the kinds of changes that teachers have witnessed over the last five years in the area of arts education. In nearly all categories, respondents reported that there have been decreases over this time period. At best, these areas have remained unchanged. There were no areas where teachers indicated any increases.

*Compared to five years ago, please indicate whether or not each of the following aspects of your school's arts education program has changed.*

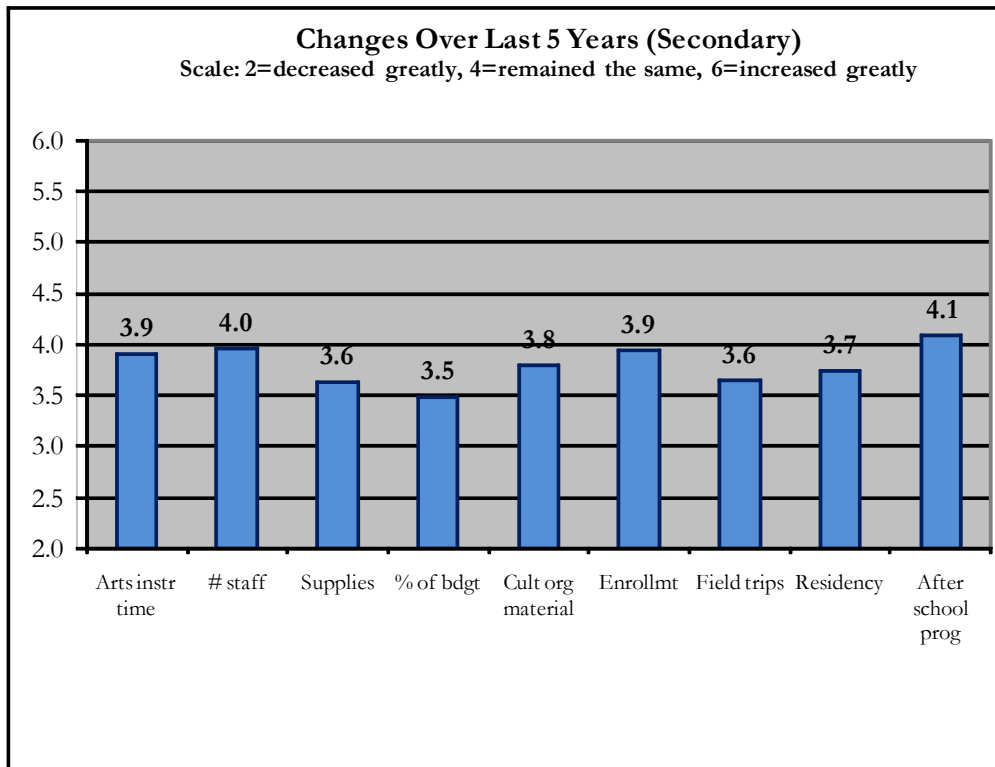
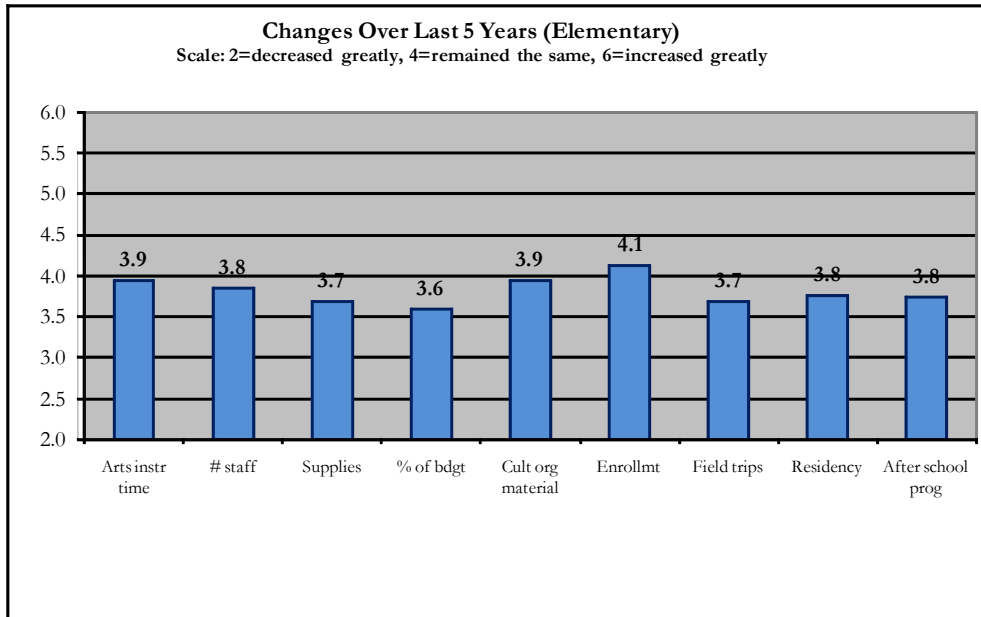
- In general, teachers report that all of the options have decreased in comparison to five years ago (a rating of less than 4 would mean decreased), with the exception of enrollment in arts electives (4.1 for elementary), numbers of arts staff (4.0 for secondary), and after school programs (4.1 for secondary).
- The areas with the greatest average decrease are percent of school budget for arts (3.6 for elementary), availability of arts supplies (3.6 for secondary), and arts-related field trips (3.6 for secondary).
- For elementary school teachers, the topic most mentioned as not available either time was after school programs (21%). For secondary teachers, it was arts-related residencies (17%).

<b>Changes over last five years</b>		
<i>1=Not available either time, 2=decreased greatly, 4=remained the same, 6=increased greatly</i>		
	<b>Elementary</b>	<b>Secondary</b>
	<i>Average rating</i>	<i>Average rating</i>
Arts instruction time	3.9	3.9
Number of arts staff	3.8	4.0
Availability of arts supplies	3.7	3.6
% of school budget for arts	3.6	3.5
Use of materials from cultural institutions	3.9	3.8
Enrollment in arts electives	4.1	3.9
Arts-related field trips	3.7	3.6
Arts-related residencies	3.8	3.7
After school programs/clubs in the arts (2009 only)	3.8	4.1
*Average excludes ratings of 1 (not available either time) and N/A (unable to provide the information)		



<b>Changes over last five years (Elementary)</b>				
	<i># not available either time</i>	<i>% total</i>	<i># N/A</i>	<i>% total</i>
Arts instruction time	2	1%	36	19%
Number of arts staff	4	2%	33	17%
Availability of arts supplies	2	1%	39	20%
% of school budget for arts	4	2%	41	21%
Use of materials from cultural institutions	17	9%	61	32%
Enrollment in arts electives	4	2%	78	41%
Arts-related field trips	15	8%	46	24%
Arts-related residencies	20	10%	63	33%
After school programs/clubs in the arts (2009 only)	16	21%	25	32%

<b>Changes over last five years (Secondary)</b>				
	<i># not available either time</i>	<i>% total</i>	<i># N/A</i>	<i>% total</i>
Arts instruction time	1	1%	35	19%
Number of arts staff	2	1%	32	17%
Availability of arts supplies	0	0%	33	18%
% of school budget for arts	0	0%	44	23%
Use of materials from cultural institutions	16	9%	53	28%
Enrollment in arts electives	3	2%	43	23%
Arts-related field trips	11	6%	42	22%
Arts-related residencies	32	17%	68	36%
After school programs/clubs in the arts (2009 only)	4	8%	15	29%





## RATING ASPECTS OF ARTS EDUCATION PROGRAMS



Photo credit: Argy Nestor



In this final section of the survey, teachers were asked to rate the quality of various aspects of their school’s arts education programs. The strongest area, for both elementary and secondary teachers, was quality of faculty, while the weakest area was that of teacher collaboration.

*Please rate the quality of the following aspects of your school’s arts education programs, with 1=very weak and 6=very strong.*

- In general, teachers report that most of these aspects of their school’s arts education are at least somewhat strong (an average rating of 3.5 would be the midpoint between very weak and very strong).
- The strongest area for both elementary and secondary teachers is “quality of faculty” (rated 5.3 by both).
- The weakest area for both elementary and secondary teachers is “collaboration arts and academic teachers (rated 3.5 and 3.2).

<b>Rating of aspects of school’s arts education</b>		
<i>Use a scale of 1=Very weak, 6=very strong</i>		
	<b>Elementary</b>	<b>Secondary</b>
	<i>Avg rating</i>	<i>Avg rating</i>
Range and number of offerings	4.1	4.5
Continuity of arts learning	4.6	4.3
Quality of faculty	5.3	5.3
Family and community support	4.5	4.3
Quality of facilities	4.0	3.9
Wide participation	4.8	4.5
Collaboration w/arts teachers	3.7	4.3
Collaboration arts/academics	3.5	3.2

