Michigan Arts Education Instruction and Assessment (MAEIA) Project

Michigan Arts Education Program Review Tool
2013-14 Field Test Version 3.0

*A field test of the new online Program Review Tool
will be conducted during January – April of 2018.*
Please contact us at **assistant@michiganassessmentconsortium.org**
for more information.

Michigan Arts Education Instruction and Assessment (MAEIA*)
Michigan Arts Education Program Review Tool—Field Test

What is the Michigan Arts Education Program Review Tool? How can schools/districts benefit?

The Program Review Tool is a self-study tool that schools and districts can use to analyze and reflect on the status of their own arts education program. Based on the *Michigan Blueprint of a Quality Arts Education Program,* the Program Review Tool can provide useful information about the nature of an arts education program and can become the basis for enhancing arts education in the context of school improvement.

The Program Review Tool was created by the **Michigan Arts Education Instruction and Assessment (MAEIA) Project** in response to needs identified by the 2012 Michigan Youth Arts Survey. The tool consists of questions regarding important indicators of quality arts programming. It provides a way for schools and districts to assess their arts education programs, facilities and staffing to determine capacity for providing a high-quality arts education. Use of the tool empowers school and district leaders to:

- Understand the impact of their arts education programs in dance, music, theatre and visual arts;
- Describe the current level of student involvement with the arts;
- Align resources to areas of need; and
- Improve their arts education programs and participation in them.

The Program Review Tool has 7 sections:
> Section A: Student Access
> Section B: Facilities and Resources
> Section C: Policies and Accountability
> Section D: Connections
> Section E: Professional Learning and Instructional Support
> Section F: Community and Cultural Collaboration
> Section G: Program Planning, Review, and Improvement

What's the purpose of the Field Test?

MAEIA is conducting a field test of the Program Review Tool to gather data on the quality of arts education programs. The "real world" data collected from schools will be used anonymously to create descriptive categories of program quality to aide schools across Michigan in understanding strengths and improvement areas in their arts programming.

What's required in the Field Test?

The field test requires at least one educator, or a small team (a few teachers and the curriculum director are recommended) to complete the MAEIA Program Review Tool on-line and provide feedback on its quality. The data provided will be confidential and will *not* be reported publicly to anyone. After the field test is completed, each school will receive a report of the information it submits.

Who do I contact for more information?

For more information, please contact Kathy Humphrey at the Michigan Assessment Consortium, at kathyhumphrey42@gmail.com.

** MAEIA is a partnership of the Michigan Assessment Consortium (MAC), Data Recognition Corporation (DRC), and the Michigan Department of Education (MDE). The partnership was established by MDE to develop resources and tools for Michigan's schools in response to needs identified by the 2012 Michigan Youth Arts Survey. For more information on MAEIA, please visit **mi-arts.wikispaces.com.***

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Michigan Arts Education Program Review Tool

SUGGESTED PROGRAM REVIEW TOOL COMPLETION PROCESS
We suggest the following steps to make completion of the Program Review Tool easy and efficient.

- You may wish to print and review this paper version of the Program Review Tool to understand the types of information that will be gathered. Keep in mind that the online format of the questions is more user-friendly, but may different from the paper version.

- It is suggested that a team of individuals divide up the Program Review Tool questions. For example, the school's certified arts education specialists, combined with school administrators who are familiar with the school's instructional offerings, should be included on the team that completes the Program Review Tool.

- Be sure to provide information covering the full school year, including both fall and spring semesters for secondary schools, so your Program Review Tool data will include information for the entire year. Course enrollments for the second semester should be included in the totals.

- If you have questions or need assistance, please contact Kathy Humphrey, MAEIA PRT Field-Test Coordinator, at kathyhumphrey42@gmail.com.

SCHOOL AND DISTRICT INFORMATION
Whenever the term "school" appears in this Program Review Tool, it refers to a school building.
DISTRICT and SCHOOL INFORMATION will be requested in the online tool, along with RESPONDENT CONTACT INFORMATION.

SECTION A: STUDENT ACCESS

A1. Curriculum

Section C of this Program Review Tool pertains to student access to curriculum.

A2a. Total Number of Arts Educators deemed to be "Highly Qualified" as Defined by NCLB who provide instruction in each arts discipline during the school year. Count each educator only once within a discipline.

Dance	Music	Theatre	Visual Arts

A2b. Total Number of Certified Arts Educators as Primary Arts Instructor

What number of instructors indicated in A2a are *certified arts instructors* in each arts discipline (i.e., are "highly-qualified" specialist teachers with mandated Michigan arts endorsements)? This number should not exceed the number of educators indicated in A2a. Count each educator only once within a discipline.

Dance	Music	Theatre	Visual Arts

A2c. Alternative Certification for Arts Teachers

What number of instructors indicated in A2a received alternative certification as arts instructors in each arts discipline? This number should not exceed the number of educators indicated in A2a. Count each educator only once within a discipline.

Dance	Music	Theatre	Visual Arts

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A2d. Course Delivery

For each grade in the school and each arts area enter the most applicable delivery code as listed below as the primary source for instruction. Enter one code only in each box. If instruction in the arts discipline is not offered in a grade, enter "N/O" for "Not Offered."

Course Delivery Codes
CAE = Delivered by a Certified Arts Educator
NAE = Delivered by an Certified Non-Arts Educator (Includes special education teachers)
PE = Delivered by Physical Education Teacher where dance is part of a Physical Education course
ELA = English Language Arts, Theater program taught as part of English Language Arts course
VA = Visiting Artist
CTE = Delivered by a Career & Technical Education educator where media arts is part of a CTE course
N/O = Not Offered

A drop-down menu in the online questionnaire will show each of the code choices: **CAE, NAE, PE, ELA, VA, CTE, N/O.**

	K	1	2	3	4	5	6	7	8	HS
Dance										
Music:										
Band										
Chorus										
General Music										
Orchestra										
Theater										
Visual Arts										

A3. Total Number of Students Who Received Instruction in Each Arts Discipline at any time during the school year. Count each student only once *within* each discipline.

Dance	Music	Theatre	Visual Arts

A4. Differentiation for Students with Disabilities and English Language Learners

How is instruction differentiated for Students with Disabilities based on their IEPs and for English Language Learners? Enter the most applicable code as listed below. Enter one code only for each box. If instruction is not differentiated, enter "NONE."

INC = Included in regular classroom instruction provided by certified arts educator (with or without support of a resource teacher)
RES = Instruction provided in separate classes by special education or English development specialists, not certified arts educators
NONE = Differentiated instruction is not provided.

A drop-down menu in the online questionnaire will show each of the code choices: **INC, RES, NONE**

	Dance	Music	Theatre	Visual Arts
Students with Disabilities				
English Language Learners				

A5a. Total Number of Classes Offered in EACH arts discipline this school year. Do not include non-arts courses that have an arts component. Count all arts education curricular courses that meet at least 30 days per year. Count each section (i.e., grade levels and class periods) of a course as a separate class.
Examples:
- A high school introductory visual arts course might be offered during three class periods of the day; this would be 3 classes.
- A K-5 elementary school in which there are three classrooms per grade that meet separately for visual arts instruction would have [(6 grade levels) X (3 classes per grade)= 18] visual arts classes. If the school also had two chorus classes and one band class, the number of music classes would be 3.

Dance	Music	Theatre	Visual Arts

A5b. Course Enrollment & Course Offerings
For each of the following classes or courses, enter the total enrollment during this school year. If your school offers an extracurricular or after-school activity in an arts area, include the enrollment in the extracurricular box unless the activity is *required* as part of a curricular subject.
- If students participate in a course for two semesters or marking periods, these students should be <u>counted only once</u> per course. If a course or extra-curricular offering is not listed, report it under "**Other**."
- Most required elementary and middle school/junior high school course offerings will fall under the "General" categories (indicated by *).

Note: It is important to include the student enrollment in a subject/course listed below regardless of the discipline/department assigned by the school.

Subject/Course	Course Enrollment (Curricular/ Co-Curricular	Extra-Curricular	Subject/Course	Course Enrollment (Curricular/ Co-Curricular	Extra-Curricular
Dance			**Theatre**		
General Dance*			General Theatre*		
Ballet			Stage Acting		
Modern			Technical Theatre		
Jazz			Musical Theatre		
Social			Play or Script Writing		
World/Multicultural			Int'l Baccalaureate		
Int'l Baccalaureate			Other:		
Other:					
Music			**Visual Arts**		
General Music*			General Art*		
Chorus/Choir			Drawing/Painting		
Band			Ceramics		
Orchestra			Sculpture		
Music Theory/Composition			Graphic Design		
Music Technology			Printmaking		
Music History			Jewelry/Crafts		
AP Music Theory			Digital Arts		
Int'l Baccalaureate			Art History		
Other:			AP Art History		
			AP Studio Arts		
			Int'l Baccalaureate		
			Other:		

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A6a. Amount of Instruction Students Receive in Each Arts Discipline

Indicate the **number of students** who receive each amount of instruction in each arts discipline by filling in the boxes below.

NUMBER OF ELEMENTARY STUDENTS				
Minutes/Week	Dance	Music	Theatre	Visual Arts
0-29 minutes/week				
30-59 minutes/week				
60-89 minutes/week				
90-119 minutes/week				
120 or more mins/week				

NUMBER OF MIDDLE SCHOOL STUDENTS				
Class Periods/Week	Dance	Music	Theatre	Visual Arts
0 periods/week				
1 period/week				
2 or more periods/week				

NUMBER OF HIGH SCHOOL STUDENTS				
Class Periods/Week	Dance	Music	Theatre	Visual Arts
0 periods/week				
1 period/week				
2 or more periods/week				

A6b. Proficiency by High School Graduates (High School Only)

Do students have access to sufficient course offerings in each arts discipline in your school to achieve <u>proficiency</u> (i.e., to meet all of the learning expectations defined in the Michigan Merit Curriculum in at least one arts discipline) by the time of high school graduation?

☐	Yes
☐	No

A6c. Mastery by High School Graduates (High School Only)

Do students have access to sufficient course offerings in each arts discipline in your school to achieve <u>mastery</u> (i.e., to pursue post-secondary education in at least one arts discipline in order to prepare for a career in the arts) by the time of high school graduation?

☐	Yes
☐	No

A7. Community, Cultural Organizations, and Universities Providing Supplemental Arts Instruction

During this school year what percentage of students, if any, are receiving supplemental arts instruction (for credit or not for credit) from community organizations, cultural organizations, and/or universities in each arts discipline? Enter a percentage in each box, counting each student only once within a discipline.

	Dance	Music	Theatre	Visual Arts
For Credit	%	%	%	%
Not For Credit	%	%	%	%

SECTION B: FACILITIES AND RESOURCES

B1. Number of Dedicated Classrooms and Multi-Purpose Classrooms

How many dedicated or multipurpose classrooms are appropriately designed and equipped for instruction in each arts discipline? Enter a number in each box. **If none, enter zero.**

	Dance	Music	Theatre	Visual Arts
Dedicated Classrooms				
Multi-Purpose Classrooms				

B2. Use of Technology Tools

In each arts **discipline,** do your teachers and/or students use technology tools to assist in instruction/learning for the study and creation of the arts? (i.e., digital audio, digital video, digital design, digital portfolios, podcasts, Web 2.0 tools such as Wikis, nings, Google applications, Moodle, etc.) Indicate "Yes" or "No" for each discipline.

	Yes	No
Dance	☐	☐
Music	☐	☐
Theatre	☐	☐
Visual Arts	☐	☐

> If teachers use technology, please describe the tools and how they are used for instruction:
>
>
>
> If students use technology, please describe the tools and how they are used for learning:

B3. Budget Allocation for Each Arts Discipline

What is the school budget allocation **(dollar amount)** for each arts discipline and the total school arts budget for the current school year? (Do **not** include teacher salaries, capital expenses, non-district funds or one-time expenditures.)

	Dance	Music	Theatre	Visual Arts	TOTAL
Grades K-5	$	$	$	$	$
Grades 6-12	$	S	$	$	$

B4. Per-Student Basis Budget Allocation

What is the per-student school budget allocation **(dollar amount)** for each arts discipline? (Do **not** include teacher salaries, capital expenses, non-district funds or one-time expenditures.)

	Dance	Music	Theatre	Visual Arts
Grades K-5	$	$	$	$
Grades 6-12	$	S	$	$

B5. Percent of Title I and Title III Funds Used to Support Arts Education as a Strategy for At-Risk Students

What percent of your school's **Title I and Title III** funds are used to support arts education as a strategy to assist at-risk students to meet the state's academic standards? (Please enter a whole percentage, not a range. For example, enter 55%, not 50% - 60%.) If none, enter zero.

Percent of Title I Funds	%
Percent of Title III Funds	%

B6. Proportion of School Arts Education Expenses Funded by the District

What percentage of each of the following expenses are funded by the school district? (Please enter a whole percentage, not a range. For example, enter 55%, not 50% - 60%.) If none, enter zero.

Faculty salaries	%
Facilities	%
Equipment	%
Curricular activities	%

B7. School Fees Charged for the Arts

Does your school charge fees to participate in any curricular, co-curricular or extra-curricular arts education activities? Indicate "yes" or "no" for the grade levels in your school.

	K-5	6-12
Curricular activities	☐	☐
Co-Curricular activities	☐	☐
Extra-Curricular activities	☐	☐

B8a. External Support for the Arts

In the last year, did your school receive funding from a source outside of the school district to support arts education?

☐	Yes
☐	No

B8b. (If yes to B8a) Total Amount of External Funding

Indicate the total amount of external funding the school received from a source outside of the school district to support arts education.

$ _____

B8c. (If yes to B8a) Specific Sources of External Funding
Please indicate "yes" or "no for each external funding source listed below. For each source received, indicate the percentage of outside funding. Enter a percentage, not a range. For example, enter 55%, not 50%- 60%.

	Provided to School?	Percentage of Outside Funding:
A. Local district foundation	Yes No	%
B. Local business or corporation	Yes No	%
C. PTA/PTO/Parent Group	Yes No	%
D. Booster Club	Yes No	%
E. Regional/Local Arts Councils/ Agencies	Yes No	%
F. Education Association	Yes No	%
G. State or National Foundation	Yes No	%
H. Federal grants	Yes No	%
I. Michigan Arts Council	Yes No	%
J. Other:_____	Yes No	%
K. Other:_____	Yes No	%

B9a. Number of Arts Education Coordinators
Indicate the **number of Arts Education Coordinators** in your school and district. An "arts education coordinator" is a certified arts educator licensed in at least one of the arts disciplines who dedicates some portion of a FTE to arts coordination, as well as overseeing other certified arts instructors and the arts education program. If none, enter zero.

District	
School	

B9b. Arts Education Coordinator(s) Level of Employment
How many Arts Education Coordinators does your school and district have at each employment level (full time, part-time, etc.)? Enter the number of coordinators for each employment level. If none, enter zero.

	Full Time	Full-Time with other (non-arts) responsibilities	Part Time
School-Based Arts Coordinator			
District-Based Arts Coordinator			

B9c. Certification Areas of Arts Education Coordinator(s)
How many Arts Education Coordinator(s) are certified in each discipline listed below? Enter the number of coordinators for each discipline. If none, enter zero.

	Dance	Music	Theatre	Visual Arts	Other	No Arts License
School-Based Arts Coordinator						
District-Based Arts Coordinator						

SECTION C: POLICIES

C1. Local School Board of Education Policies

Does the district have school-board approved policies in any of the following areas? **Check all that apply.**

☐	Minimum arts instruction time at the elementary/secondary levels
☐	Arts course(s) required for HS graduation
☐	Arts as a core credit area
☐	Arts courses are weighted equitably with other core academic courses
☐	Minimum hiring requirements for arts teachers/specialists
☐	Use of community or cultural organizations to provide supplemental arts instruction
☐	Other arts policies (specify):

C2. Early Learning/Pre-K Arts Education Curriculum

Does the school district include the arts education disciplines of dance, music, theatre, and/or visual arts in its local written, approved curriculum for young children (pre-K)? Check "not applicable" if the school does not offer a pre-K program.

	Yes	**No**	**Not applicable**
Dance	☐	☐	☐
Music	☐	☐	☐
Theatre	☐	☐	☐
Visual Arts	☐	☐	☐

C3. Elementary and Secondary Arts Education Standards

Does the school district include the arts education disciplines of dance, music, theatre, and/or visual arts in its local written, approved curriculum at the elementary (grades K-5) and secondary (grades 6-12) levels? **Check all that apply.**

	Dance	**Music**	**Theatre**	**Visual Arts**
Elementary	☐	☐	☐	☐
Secondary	☐	☐	☐	☐

C4. Arts Education as a Requirement at the Elementary Level (Grades K-5)

In which arts disciplines, if any, is education <u>required</u> at the elementary level? Check all that apply.

☐	Dance
☐	Music
☐	Theatre
☐	Visual Arts

C5. Arts Education as a Requirement at the Middle School Level (Grades 6-8)

In which disciplines, if any, is education <u>required</u> at the middle school level? Check all that apply.

☐	Dance
☐	Music
☐	Theatre
☐	Visual Arts

Questions C6a1 to C8b are for HIGH SCHOOLS only (e.g., 9-12 or 10-12).
If you are responding for a school that is <u>not</u> a high school, <u>please go to item C9.</u>

C6a1. Arts Education for High School Graduation (High School Level Only)

Enter the **percentage** of the school's most recent graduating class that "did not meet", "met" and "exceeded" the Michigan Merit Curriculum graduation requirement of <u>at least one credit in the visual, performing, or applied arts</u>. The total percentage should add up to 100%.

Percentage of students who did NOT meet the 1 Credit Requirement	%
Percentage of students who met 1 Credit Requirement	%
Percentage of students who exceeded 1 Credit Requirement	%

C6a2. Arts Education for High School Graduation (High School Level Only)

Regarding students in the most recent graduating class who <u>met or exceeded</u> the Michigan Merit Curriculum 1 credit graduation requirement, please indicate the percentage of these students who did so through credit-bearing coursework in each discipline listed below. (The total percentage of students may *exceed* 100%, because a student may have earned 1 or more total credits through coursework in more than 1 discipline.)

Dance	%
Music	%
Theatre	%
Visual Arts	%
Other (specify):	%

If an "other" discipline was indicated above, please briefly describe it.

C6b. Local Graduation Requirements (High School Level)

What are the district's local graduation requirements for the arts (number of credits)? Select one answer.

☐	Less than 1 credit
☐	1 credit
☐	More than 1 credit

C7. Arts as a Core Subject Area with Equitable Grade Weighting (High School Level)

Are students' grades in the arts weighted equally with grades in other academic areas when calculating grade point averages (GPAs) for honor roll, class rank, etc.?

☐	Yes
☐	No

C8a. General College and Career Readiness (High School Level)

Does the district have written policies about offering courses in each arts discipline to prepare students who DO NOT plan to pursue post-secondary education in the arts or a career in the arts to be college and career ready?

	Yes	No
Dance	☐	☐
Music	☐	☐
Theatre	☐	☐
Visual Arts	☐	☐

C8b. Arts Career College and Career Readiness (High School Level)

Does the district have written policies about offering courses in each arts discipline to prepare students who DO plan to pursue post-secondary education in the arts and a career in the arts?

	Yes	No
Dance	☐	☐
Music	☐	☐
Theatre	☐	☐
Visual Arts	☐	☐

C9. Community Organizations Providing Non-Credit Arts Education Arts Instruction

Does the district have policies in place to provide <u>enrichment experiences</u> that are not replacements for arts education instruction provided by certified arts teacher specialists?

☐	Yes
☐	No

C10a. Curriculum Alignment

Does the district have a policy in place to align the arts education curriculum to state and national standards at least once every five years?

☐	Yes
☐	No

C10b. Year of Standards Alignment

In what year(s) was the district's arts education curriculum updated to align with the Michigan Arts Education Standards (SBE, 2011) and adopted by the local school board? **Check all that apply.**

☐	Not adopted
☐	2011
☐	2012
☐	2013
☐	2014

C11a. Arts Education Assessment Requirements

Are there required, annual summative and/or formative student assessments in the arts (in one or more disciplines) at one or more grade levels in your school?

☐	Yes
☐	No

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C11b. (If "yes" to C11a) Disciplines in Which Arts Education Assessment Occurs
In which arts discipline(s) and grade range(s)—if any--does <u>arts education assessment occur annually</u> in your school? **Check all that apply.**

	Grades K-2	**Grades 3-5**	**Grades 6-8**	**High School**
None	☐	☐	☐	☐
Dance	☐	☐	☐	☐
Music	☐	☐	☐	☐
Theatre	☐	☐	☐	☐
Visual Arts	☐	☐	☐	☐

C12. Minimum Licensure Requirements for Certified Arts and Non-Arts Educators Hired by the District
Please briefly describe the district's policies on the minimum licensure requirements for certified arts and non-arts educators hired by the district.

DISCIPLINE	MINIMUM LICENSURE REQUIREMENTS
Dance	
Music	
Theatre	
Visual Arts	

C13 and C14. Policies for Professional Learning in the Arts
Does your district have a policy to provide professional learning opportunities <u>in the arts</u> for all certified arts educators and/or certified non-arts educators in your school?

	Yes	No
For **all certified arts educators** in your school?	☐	☐
For **all certified non-arts educators** in your school?	☐	☐

SECTION D: CONNECTIONS

Arts Integration is an instructional approach used by teachers when they work collaboratively to teach content and processes of two or more subject areas, including one or more arts areas, to increase learning by students to identify, create and apply authentic learning connections. Based on this definition please answer the following questions.

D. Do any Certified Non-Arts Educators and Certified Arts Educators in your school collaborate on Arts Integration (the instructional approach described above)?

☐	Yes
☐	No

D1a. (If yes to D) Frequency of Joint Lesson Planning by Certified Non-Arts Educators and Certified Arts Educators
What percentage of certified non-arts educators *plan lessons* with a certified arts educator? Indicate the percentage of educators in each category. The total should add up to 100%.

Regularly (once a week or more)	%
Occasionally (less than once a week)	%
Never	%

D1b. Percent of Educators Implementing Integrated Lessons Together
What percentage of certified non-arts educators and certified arts educators *implement* integrated lessons *together*? Indicate the percentage of educators in each category. The total should add up to 100%.

Regularly (once a week or more)	%
Occasionally (less than once a week)	%
Never	%

D1c. School Schedule for Joint Planning
Does the school schedule allow for *joint planning time* between certified non-arts educators and certified arts educators?

☐	Yes
☐	No

D1d. Amount of Joint Planning Time per Week
What amount of time per week is typically provided for joint planning between certified non-arts educators and certified arts educators? Indicate the percent of educators in each category, which should add up to 100%.

None	%
1-20 minutes/week	%
21-40 minutes/week	%
41-60 minutes/week	%
61 or more minutes/week	%

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D2a. Mapping the ELA, Mathematics, Science, Social Studies (and Other Academic Areas) Connections to Arts

For which subject areas, if any, have connections between arts education and State Board of Education approved content standards been mapped? "Mapping" means that areas where arts standards can be addressed in the content areas have been formally determined and are available in written form. **Check all that apply.**

Arts Disciplines	English Language Arts	Mathematics	Science	Social Studies	Other Content Areas (Specify)
Dance	☐	☐	☐	☐	
Music	☐	☐	☐	☐	
Theatre	☐	☐	☐	☐	
Visual Arts	☐	☐	☐	☐	
Other	☐	☐	☐	☐	

D2b. (If Yes to **D2a**) **Use of Title I or Title III Funds**

Are Title I funds or Title III funds used to support arts integration to improve student achievement in tested content areas?

☐	Yes
☐	No

D3a. Interest in Use of Arts Integration

Is your school interested in introducing or increasing arts integration as a part of your curriculum, or neither?

☐	Introducing
☐	Increasing
☐	Neither

D3b. (If responded "introducing" or "increasing" to **D3a**) **Assistance Needed to Introduce/Increase Arts Integration**

What types of assistance, if any, does your school need to introduce/increase (depending on current use of arts integration, as indicated in D3a above) arts integration as an instructional strategy? Rate each type of assistance as **essential, important, or unimportant.**

	Essential	Important	Unimportant
A. Teacher professional development in arts integration	☐	☐	☐
B. Teacher release time for co-planning	☐	☐	☐
C. Professional development about arts integration research and strategies designed for administrators and other leadership audiences	☐	☐	☐
D. On-site curriculum coordination	☐	☐	☐
E. Curriculum examples	☐	☐	☐
F. Community resources to collaborate with school	☐	☐	☐
G. Arts integration resources (i.e., books, arts materials, and/or facilities	☐	☐	☐
H. Research and information in support of arts integrated learning	☐	☐	☐
I. Grant writing information and/or assistance	☐	☐	☐
J. Public communications information and assistance for staff and community	☐	☐	☐
K. Site visits to/with other schools to share productive practices	☐	☐	☐
L. Other	☐	☐	☐

SECTION E: PROFESSIONAL LEARNING AND INSTRUCTIONAL SUPPORT

E1. Support for Core Arts Instruction

Does your school use any of the following individuals/roles (with relevant arts education/experience) to support core arts instruction in the disciplines listed below? Select "yes" or "no" for each role. For roles marked "yes", indicate the number of people that are used in each arts area.

Types of Support	Yes	No	Dance	Music	Theatre	Visual Arts
Teacher Licensed in Another Arts Discipline	☐	☐				
Teacher Licensed in Another Subject Area	☐	☐				
Special Education Specialist	☐	☐				
ESL/Bilingual Teacher	☐	☐				
Para-Professional	☐	☐				
Artist-in-Residence	☐	☐				
Volunteer with Relevant Experience	☐	☐				
Other: _____	☐	☐				

E2a and E2b. Professional Learning Opportunities for Educators and Administrators

In the past year, did any educators in your school/district receive support from the district to participate in any of the following professional learning activities in the arts? "Support" can be release-time, paying for substitute teachers, and/or paying fees and expenses for participation. **Please check all that apply for each type of educator and school administrators.**

Professional Learning Activity	Certified Non-Arts Educator	Certified Non-Arts Educator with Instructional Responsibility for 1 or More Arts Area	Certified Arts Educator	School Administrators
District-wide seminars or conferences in art education	☐	☐	☐	☐
In-school seminars or conferences in arts education	☐	☐	☐	☐
Participation on school improvement planning process	☐	☐	☐	☐
Professional learning communities/ learning teams	☐	☐	☐	☐
National Board of Professional Teaching Standards certification	☐	☐	☐	☐
Off-site seminars or conferences in arts education	☐	☐	☐	☐
Partnerships with colleges or universities	☐	☐	☐	☐
State or national arts education conference	☐	☐	☐	☐
Workshops or residencies with professional artists or arts groups	☐	☐	☐	☐
Other: _____	☐	☐	☐	☐
No support was provided by the district	☐	☐	☐	☐

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E3. Professional Learning Incentives

What incentives, if any, do educators in your school/district receive for participating in professional learning activities in the arts? Check all that apply.

☐	Release time
☐	Financial compensation
☐	Continuing Education Units/Clock Hours for Re-Licensure
☐	Other (specify) _____
☐	None

E4a. District-Wide Professional Learning Opportunities

Does your school district hold district-wide meetings of the arts staff for professional learning and/or planning purposes?

☐	Yes
☐	No

E4b. (If Yes to E4a) **Frequency of Professional Learning Meetings**

During the previous school year, how often were district-wide meetings of arts staff held for professional learning?

	Never
☐	1-2 times per year
☐	3-4 times per year
☐	5 or more times per year

E4c. (If Yes to E4a) **Arts Staff Participation in District-Wide Professional Learning Meetings**

Does the arts staff from your school participate in these meeting(s)?

☐	Yes
☐	No

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SECTION F: COMMUNITY AND CULTURAL COLLABORATION

F1a. Partnerships Offering Additional Credit-Bearing Course Instruction
In addition to the school's formal arts education classes, does your school/district have:
▪ Ongoing (at least multi-year) partnerships/collaborations with colleges/universities, cultural organizations and/or artists/arts companies,
▪ That provide credit-earning opportunities to students that meet the Michigan Merit Curriculum and/or credit requirements, and are
▪ Under the direction of a certified arts education teacher/specialist?

☐	Yes
☐	No

F1b. (If yes to F1a) **Universities/Organization/Artists/Arts Companies Offering Credit-Bearing Courses**
Please list up to three of those universities/organization/artists/arts companies that offer credit-bearing courses, and describe the instructional opportunities offered to students.

Artist/Company/Organization	Course(s): Describe the instructional opportunities offered to students

F1c. (If yes to F1a) – **Primary Responsibility for Program Selection**
Who was primarily responsible for selecting the program(s) listed in F1b? **Check all that apply.**

☐	District-level staff
☐	Principal
☐	Arts Coordinator
☐	Certified Arts Educator
☐	Certified Non-Arts Educator
☐	PTA/PTO/Parent group
☐	Other:

F2a. Supplemental Arts Experiences
Which of the following supplemental arts education experiences, if any, have been provided to students in your school in the past two years? **Check all that apply.**

	Dance	Music	Theatre	Visual Arts
Field trips to attend external exhibition, performance or event	☐	☐	☐	☐
Exhibition/performance space for students in the community	☐	☐	☐	☐
Outside groups or individuals (other than an artist-in-residence) performing/exhibiting **at the school**	☐	☐	☐	☐
Artist-in-residence	☐	☐	☐	☐
Artist mentorships	☐	☐	☐	☐
Other (specify)_____	☐	☐	☐	☐

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F2b. (If any supplemental arts experiences were selected in F2a)
Pre-Post Learning Activities for Students in Supplemental Arts Activities
Do certified arts educators design and implement pre-post learning activities for students who participated in supplemental arts education experiences?

☐	Yes
☐	No

F2c. (If any supplemental arts experiences were selected in F2a)
Area(s) of Contribution
In what ways, if any, has student participation in supplemental arts education experiences affected the school, its educators and/or its students? **Check all that apply.**

☐	**Curriculum Development** – Impacted the curriculum or its development
☐	**Professional Learning** – Provided skills and knowledge about art forms or arts education through teacher in-service training
☐	**Student Knowledge** – Provided skills and knowledge about art forms to students through exhibition or instruction
☐	**Career Awareness** – Provided awareness of career opportunities in the arts
☐	**Other** _____

F2d. If one or more areas of contribution were identified in F2c, please describe the contribution.

F2e. (If <u>no</u> supplemental arts experiences were selected in F2a)
Barriers to Outside Arts Experiences
If students did not participate in any additional, external arts experiences, what were the greatest barriers to participation? **Check all that apply.**

☐	Time out of the school day
☐	Transportation costs
☐	Event/activity entry fees
☐	Lack of technology needed
☐	Limited access out-of-building
☐	Geographical limitations/remoteness
☐	No funds for substitute teachers
☐	Other: _____
☐	No barriers

F3. (If any supplemental arts experiences were selected in F2a) **Sources of Funding**
What are the sources of funding for these arts experiences? **Check all that apply.**

☐	School Budget
☐	Community/cultural organizations funds
☐	PTA/PTO/Parent group
☐	Grant funds
☐	Funds from fund-raising
☐	Student/parent fees
☐	Other:_____

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SECTION G – PROGRAM PLANNING, REVIEW AND IMPROVEMENT

G1a. Written Arts Education Plan
Does your school have a <u>written arts education plan</u> that includes goals and activities for the arts, as outlined by the seven indicators in the *Michigan Blueprint of a Quality Arts Education Program*?

☐	Yes
☐	No

G1b. (If yes to G1a) **Participation of Certified Arts Educators**
Were certified arts educators included on the team that developed the <u>written arts education plan</u>?

☐	Yes
☐	No

G1c. When was your school's arts education plan last updated?
(Drop down menu in the online version will provide choices for years as well as "not updated".)

G2a, G2b, and G2c. School Improvement Plan and School Improvement Team
Please indicate 'yes' or 'no' for each question listed below.

	Yes	No
Does your school have a written **school improvement plan (SIP)?**	☐	☐
Are arts education goals and plans included in your school improvement plan?	☐	☐
Are certified arts educators included on school improvement team(s)?	☐	☐

G3. Periodic Review of the Impact of the Arts
Is the arts education program periodically reviewed (at least once every five years) using:
- Curricular program offerings and instructional methods and materials that are aligned to the Michigan School Improvement Framework and state and national arts education standards,
- Student achievement and other outcomes, program outcomes, educator qualifications and effectiveness, and other aspects of the arts education programs, and
- With certified arts educators actively engaged in the process.

☐	Yes
☐	No

Comments

Please provide additional information that may clarify the responses in this survey. (500 words or less)

This is the end of the questionnaire.

Please submit your responses online through the link
provided to you via email.

Thank you.

References

Cirillo, P. and Morrison, R. (2012). *2011-2012 Michigan Arts Education Survey September 2012 - Research Summary and Complete Table Report.* Lansing, MI: Michigan Arts Education Survey Partners.

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MAEIA *Program Review Tool*
GLOSSARY

Arts Integration – An instructional approach used by teachers when they work collaboratively to teach content and processes of two or more subject areas, including one or more arts areas, to increase learning by students to identify, create and apply authentic learning connections.

Arts Coordinator – A person who spends at least some FTE overseeing other certified arts educators and the arts education program.

Arts Education Discipline – Used in the context of this *Program Review Tool,* this refers to Dance, Music, Theatre, and Visual Arts.

Certified Arts Educator – An educator who meets the State of Michigan certification requirements for one or more arts education disciplines.

Curricular – Refers to all activities related to the school's normal curriculum.

Co-Curricular – Refers to activities that are required in tandem to support a curricular learning experience.

Extra-Curricular – Refers to activities that fall outside the realm of the normal school curriculum.

FTE – Means full-time equivalent. FTE ranges from 0.0 (0%) to 1.0 (100%) work time.

Highly-Qualified Educator – An educator who meets the certification requirements of NCLB.

Michigan School Improvement Framework – This comprehensive framework based on current research and best practice was developed by the Michigan Department of Education in conjunction with school improvement specialists and educators across the state. This framework can be used in multiple ways to develop, support and enhance school improvement.

NCLB – Refers to the No Child Left Behind Amendments of 2001 to the 1965 Elementary and Secondary Education Act.

Performance Label – The descriptor used to describe one or more levels of performance after standard setting. These labels may be "Advanced" or "Proficient," or "Gold," "Silver," or "Bronze."

Performance Level – Sets levels of performance by students or schools, on tests or program review tools.

Program Indicator – Describes a category of performance of a school program.

Program Review Tool – A measure of the nature and quality of an instructional program.

School Improvement Plan – Since the passage of Public Act 25 in 1990, Michigan schools and districts have been required to develop 3-5 year school improvement plans. Schools and districts use these plans as a blueprint to establish goals and objectives that will guide teaching for learning, resource allocation, staff development, data management and assessment. They also use it to measure their ability to meet the goals and objectives established in the plan.

GLOSSARY (continued)

Standard Setting – A process to determine different levels of performance for students or educational programs.

- Compensatory Standard Setting Models – Models for setting standards that treat all elements equally, so low levels of performance on one set of indicators can be offset by higher levels of performance on other indicators.
- Conjunctive Standard Setting Models – Models for setting standards in which some indicators are so critical that they must be achieved for a student or program to be said to have done well.

Title I – This refers to the NCLB section that provides support to compensatory education students.

Title II – This refers to the NCLB section that identifies the criteria for highly qualified educators.

Title III – This refers to the NCLB section that provides support for English language learners.