

**DIRECTIONS AND DEFINITIONS FOR  
Marin County Visual and Performing Arts Education Survey 2016**

Dear School Leader,

The inclusion and integration of the arts in a well-rounded education is essential. Yet there is tremendous disparity in the types, amounts, and sources of arts education offered in Marin County schools. The Marin Community Foundation and the Marin County Office of Education are partnering to assess what is currently being provided so that we can address this disparity and design ways to strengthen the presence of arts programs for all Marin students.

The Marin County Visual and Performing Arts Education Survey, conducted by Quadrant Research and including arts education offered by school faculty as well as community based arts and cultural organizations, will yield an interactive, publicly-accessible map of arts education offerings at County, District, and school level in TK-12 public school classrooms. ***This assessment effort will help State and County agencies, districts, schools, and communities understand the presence of arts education in Marin County schools, the level of student involvement with the arts, and how to align resources to areas of need.***

Results of this survey will be shared in the fall of 2016.

If you have any questions while filling out the survey, please contact Bob Morrison at [bob@artsedresearch.org](mailto:bob@artsedresearch.org) or 908-542-9396.

Thank you for your participation!

*Marin County Office of Education   Marin Community Foundation/Buck Family Fund*

## General Instructions

### The Marin County Office of Education suggests the following steps to make survey completion easy and efficient.

1. Print and review the Survey and these Instructions, and begin to gather data. We have found it is easier to use the print version of the survey to gather your information. Gathering all the requested information may require assistance and preparation before entering the data online. It is recommended that your arts teachers be engaged in the process of information gathering. Your school's or district's business manager or business administrator may also be good sources of information.
2. All schools are required to submit a completed survey **online**. On May 5, 2016, each school will be sent an e-mail message with a link to the online survey. To enter the survey data into the online system you will need to know your 14-digit COUNTY, DISTRICT, SCHOOL (CDS) IDENTIFICATION NUMBER assigned by the state. If you are a principal who has responsibility for multiple schools that have different CDS identification numbers, you must enter information for each school separately.

Each school should designate one person responsible for data entry. The online survey will be open for data entry May 5, 2016, – May 27, 2016. Data entry may occur over multiple sessions. Once data is entered on a page, **the data will be saved ONLY once you push the “arrow” to move to the next page. Leaving an entry page without hitting the “arrow” button will result in the loss of any data entered on that page during that session.** Note that data may be corrected or changed until the user has finalized the data and hit the “SUBMIT” button. Once finalized, the data entry screen will no longer be available.

3. Please finalize data entry by **May 27, 2016**. Once all information has been entered, select the “SUBMIT” button to complete your survey and submit the data.
4. Save the notes you used to complete the data entry for your records. This will aid in data verification and/or clean up.
5. If you have questions or need assistance, please call Bob Morrison at 908-542-9396 or email bob@artsedresearch.org.

### Directions

Definitions for *italicized* terms in these Directions are provided in the “**Definitions**” section at the end of this document. This section includes additional instruction for questions where further elaboration seemed necessary.

#### **SECTION 1: Quantitative Data (for School Year 2015-2016)**

##### Question 1A) Arts Disciplines Offered

Indicate the arts disciplines\* offered *during the school day* as a class/course for credit or grade. This means arts disciplines where discrete instruction in an art form is provided by a school-employed faculty member.

Question 1B) Time Provided for Discrete Arts Instruction – Enter the **AVERAGE** number of **minutes per week** during which discrete arts instruction is *provided* for all students, by grade and subject. Use a “0” to indicate a grade or grades that do not receive instruction. By discrete arts instruction, we mean instruction in the knowledge, skills, and techniques of the art form itself.

- If, for example, all 5<sup>th</sup> grade students study music 60 minutes per week, enter 60 minutes under grade 5 for Music.
- If all 4<sup>th</sup> grade students receive visual art instruction for 45 minutes per day, then the total is 45. Enter this in the Visual Art row under Grade 4. If visual art instruction is an *elective* in 4<sup>th</sup> grade, and only some students study visual arts, do not count those hours. Enter a “0” in the data cell for Visual Art/Grade 4.
- If students receive some of their art or music instruction from a certified Arts Specialist and some from their classroom teacher, report total instructional minutes that include both instructors.

**1C) Staffing:** List the credentialed arts education faculty at your school and indicate whether each teacher is full time or part time. Enter each instructor’s full name, discipline, and status as full- or part-time. Note that this detail on staffing is to capture credentialed arts education faculty only.

**1D) Course Offerings:** Please select all of the classes/courses below for the arts disciplines taught during the 2015-2016 School Year. If a course is not listed, please check **Other**. Most required elementary and middle school offerings will fall under the general categories (indicated by \*). Once you identify the course offerings, a new screen will allow for the input of enrollment information. If no students were enrolled in a particular course for a particular grade level, indicate 0 (zero).

This will repeat for each arts discipline offered at the school.

**1E) Unduplicated enrollment/Unique student enrollment:** Enter the total number of students enrolled in one or more arts classes across all grade levels. *Example:* A student enrolled in both music and art would be counted as **one student**. If ‘Mary’ is enrolled in both an art class and music class, **only count her once**. This is intended to capture a count of anyone enrolled in at least one arts course.

**1G) Arts Integration:** Arts Integration is an APPROACH to TEACHING in which students construct and demonstrate UNDERSTANDING through an ART FORM. Students engage in a CREATIVE PROCESS which CONNECTS an art form and another subject area and meets EVOLVING OBJECTIVES in both. When arts integration relates to one or more STEM subjects it is commonly referred to as STEAM. Answer each question in this section based on this definition.

If your answer to 3G1 is “yes”, please complete the additional questions presented.

## **Section 2: PROFESSIONAL DEVELOPMENT AND POLICIES**

Question 2B) Grade Weighting: Select “yes” if your high school weights Arts *courses* equally to other academic courses. Select “no” if your high school uses a variable or tracked weighting system that awards fewer points for grades in Arts courses than for grades in other academic courses of equal rigor.

## **Section 3: FACILITIES AND RESOURCES**

Question 3B1) School Funding: Enter the amount budgeted by the school for arts education materials and programs for the current school year, **EXCLUDING TEACHER SALARIES, CAPITAL EXPENSES, NON-DISTRICT FUNDS OR ONE-TIME EXPENDITURES**.

3C1) Report the TOTAL amount budgeted for ALL arts disciplines (music, dance, visual arts, theater, and new media/digital arts), EXCLUDING teacher salaries, capital expenses, non-district funds or one-time expenditures. This amount may be found by adding together several amounts found in the curricular support budget line items at the school or district level. Most of this information is drawn from budget worksheets. The district or school business administrator may be of assistance in accessing this information.

NOTE: Suggested budget lines for review (but not limited to) are:

- Supplies
- Transportation

- Instructional Equipment
- Maintenance
- Professional Development
- Text Books

**Please don't use punctuation or symbols in your response,** and round to the nearest dollar.

For example, for \$5,108 type 5108.

Question 3C2) Additional Funding: If your answer to 3D is yes, please select the source of additional funding from the list provided; where possible, include the total amount of funds provided for each category.

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

#### **Section 4: Instructional Support and Professional Development**

**4A1) Cultural Organization Partnerships:** In this section, identify any relationships with community-based organizations that provide direct arts education services, programming, and/or resources to the school. (Exclude any program/activity listed previously for credit/grade or in the section describing grants/funding organizations.) If your school does not currently engage in this type of partnership, enter “no” here.

If the answer to this question is “yes,” you will be presented with a list of all cultural organizations in Marin County providing arts education programs. Please select all of the organizations with which your school has partnered during the school year.

Once the list is complete, a new page for each organization will be presented. You will be asked to select the “program type” (specific activity or activities) provided by each organization.

The definition for each program type are below:

1. **Direct In-School Instruction:** A program provided for credit and grade during the school day taught by a teaching artist(s) that fulfills the school district curriculum and meets the California Visual and Performing Arts (VAPA) Standards.
2. **Residency:** An artistic program within a given school where a teaching artist(s) who is not employed by the school implements an arts learning curriculum over the course of several weeks or months, typically in conjunction with a credentialed general classroom instructor.
3. **Out-of-School Time:** Any arts-based programming in which youth participate before or after the traditional school day.
4. **In-School Performance:** An external arts organization comes into a school to provide a single-day performance, exhibit, lecture/demonstration, or event to a specific grade, class, or the entire student body.
5. **Field Trip:** A classroom visit to a cultural institution, museum, or external arts partner’s facilities for an arts-related educational experience or performance.
6. **Professional Development:** Training for teachers and/or administrators held in the classroom/at the school site or at an offsite venue that enables staff to learn more about developing arts-based lessons and best practices; often customized to specific classroom interests and goals.
7. **Resources:** An external provider supplies physical resources to supplement a school’s arts education programming (i.e. arts supplies, instruments, etc.). Do not include grants or granting agencies as partners.
8. **Guardian/Family Engagement:** Training or intergenerational event for guardians/family members that enables them to be actively involved in the arts learning process.
9. **Other (specify):** Services not captured in the above-mentioned categories (i.e. parent and community programs and classes, planning services, and hosting exhibitions and competitions).

Select the “submit” button to complete the survey by **March 27, 2016**.

**Definitions**  
**The 2016 Marin County Arts Education Survey**

**Art:** Same as Visual Arts (see definition below).

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

**Arts:** Refers to teaching and learning in all arts disciplines: dance, music, theater and visual arts.

**Arts Coordinator:** An education professional at the school or district level whose duties are to oversee the arts curriculum and arts staff in the school or district. This may be a full-time or part-time position, and may be in combination with teaching or curriculum coordination in other content areas.

**Arts Integration:** Arts Integration is an APPROACH to TEACHING in which students construct and demonstrate UNDERSTANDING through an ART FORM. Students engage in a CREATIVE PROCESS which CONNECTS an art form and another subject area and meets EVOLVING OBJECTIVES in both.

**Course:** A formal, curricular class typically offered during the school day and guided by a written curriculum. Arts courses are usually graded in the same way as courses in other academic subjects. At the high school level, arts courses usually also offer credit toward graduation. At the elementary level, a course is one classroom that meets separately for study of an arts discipline, regardless of how often it receives instruction, e.g., Mrs. Jones’ 3<sup>rd</sup> grade class meeting to learn to play the recorder. In contrast, see the definition of *Extra Curricular Activity*.

**Dance:** An instructional program that helps students learn to create, perform and respond to dances from a various historical periods and diverse cultures leading to deep understanding of dance as an aesthetically based art form and means of communication. When studying dance as a discrete art form, students work toward mastering body movements and the processes and skills associated with creation, performance and response. Dance instruction may be provided across a variety of genres, including ballet, modern, jazz, and world dance and, depending on grade level, may include instruction in motor skills acquisition, choreography and dance production, dance history, aesthetics and criticism. At some grade levels, Dance may be a component of a Physical Education (PE), taught by a teacher with a PE credential.

**Dedicated Classroom:** Dedicated arts education classrooms typically include discipline-linked materials, spaces, facilities, or technology that facilitates instruction in one or more art forms. For example, among other features, dedicated rooms designed for visual arts instruction include sinks and storage space; dedicated theater rooms provide for control of lighting and set; dedicated music rooms offer acoustical treatment and storage capacity; dedicated dance rooms include adequate “sprung” (flexible) floor space, mirrored walls, and audio systems that allow for music to infuse the space; dedicated media arts rooms contain computers with a

range of graphic editing software and associated equipment, such as cameras. While its designation as an Arts classroom does not preclude the room from being used for other courses or purposes, the classroom's primary function should be for teaching one or more of the Arts.

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

***Extracurricular Activity:*** An offering which, in contrast to a *course*, typically lacks a written curriculum, is un-graded, confers no credit toward graduation, and is offered outside the regular school day. To be reported in this data collection, an Activity should meet multiple times over a period of weeks (vs. just once).

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

***Multipurpose Classroom:*** A classroom used for a variety of instructional purposes (in addition to arts instruction) appropriately equipped for instruction in the arts

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

***New Media/Digital Arts:*** An instructional program that helps students learn to create, interact with, gain proficiency in, and/or master computer-based or computer-assisted technology that leads to deeper appreciation/understanding of technology as a tool for self-expression, creativity, innovation, collaborative inquiry, and communication. New media/digital arts courses may also include an exploration of “design thinking” and/or an historical survey of technology and its role in creative and technical professions such as animation, cinematography/filmmaking, graphic arts, video/digital games, architecture, product design, etc.

***Relevant Arts Training or Experience:*** Only count staff with substantial coursework or experience gained at the college or professional level. For college coursework to be considered substantial, it should include courses beyond the basic or introductory (101) level.

***Teacher certified in Arts area:*** A teacher who holds current certification in dance, music, theater or visual art.

***Theater/Drama:*** An instructional program that helps students learn to create, perform, and respond to dramatic works for the stage or screen from a variety of social, historical, and political contexts. Typically, this includes instruction in acting, vocal production and



movement for the actor, scriptwriting, analysis and critique of dramatic literature, principles (and practice) of organizing and producing plays, technical theater, and theatrical design. In both process and performance, theater/drama is a collaborative, artistic expression encompassing the elements of plot, theme, character, language, sound and spectacle.

***Visual Arts:*** An instructional program that helps students learn to create original, quality art works in a variety of media, as well as learn to respond to and interpret art from a variety of cultures and historical eras. Specific areas of study may include drawing, painting, print-making, sculpture, installation, mixed-media, and environmental art. Study in visual art develops creative and critical thinking, leads to the understanding of visual art as a means of personal expression or communication, and helps students develop a visual vocabulary often based in the elements and principles of design. Crafts traditionally serving utilitarian purposes such as ceramics, jewelry or fiber art may also be included among visual arts courses. Animation, still photography, and media arts courses may be included within Visual Arts if there is not a separate New Media Arts Program.