

**DIRECTIONS AND DEFINITIONS FOR
Minnesota Arts Education Survey
FINAL**

STATEMENT OF PURPOSE

As part of the Perpich Center for Arts Education's plans to survey all core arts curriculum content areas, we are conducting the Minnesota Arts Education Survey. This survey is the first time the Perpich Center for Arts Education has collected detailed information from each school about implementation of the Minnesota Academic Standards in the Arts K-12.

The Minnesota Arts Education Survey is part of the Perpich Center's *Arts Education in Minnesota Schools Research Project* funded by the Minnesota Legislature through its Arts and Cultural Heritage Fund. ***In addition to the Minnesota Department of Education, the Minnesota Arts Education Survey is being endorsed by the Minnesota Elementary School Principals Association (MESPA) and the Minnesota Association of Secondary School Principals (MASSP).*** The Perpich Center has contracted with *Quadrant Arts Education Research*, a national research and evaluation firm with significant experience in the construction of state-level surveys about arts education to implement the Minnesota Arts Education Survey. This project will provide schools, policy makers, and community leaders with an analysis of arts education while at the same time *providing schools and communities with tools and resources to strengthen student learning in and through the arts.*

Results of this survey will be previewed in the fall of 2011 with a final report presented in spring 2012. These results will help the Perpich Center for Arts Education, the Minnesota Department of Education and Minnesota's education stakeholders understand the impact of the Minnesota Academic Standards in the Arts on school programs, the level of student involvement with the arts, and how to align resources to areas of need.

General Instructions

The Perpich Center for Arts Education and Quadrant Arts Education Research appreciate your efforts in response to this survey and suggest the following steps to make its completion easy and efficient.

1. Print and review the Survey and these Directions, 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 district- or school- level arts coordinator and business administrator may also be good sources of information.
2. All schools are required to submit a completed Survey **online**. On November 8, each school will be sent an e-mail message with a link to the online survey. To enter the survey you will need to select your school district and enter your 3 digit school code. Each school should designate the person responsible for data entry. If you are a principal who has responsibility for multiple schools that have different Minnesota Department of Education identification numbers you must enter information for each school separately.

The online survey will be open for data entry November 8, 2010 – February 15, 2011. 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. Information may be corrected or changed until the user has finalized the data. Once finalized, the data entry screen will no longer be available.

3. Finalize your data by February 15, 2011. Once all information has been entered you will see the Minnesota Arts Education Survey Fax Back Certification Form page. Select the “update” button, print out the page for principal’s signature and select the “exit” button. Fax or mail the signed Certification Form to the Perpich Center for Arts Education as directed on the form. Completed forms are due to the Perpich Center by February 15, 2011. The fax number is 763-591-4759.
4. Save the notes you used to complete the data entry for your records. This will aid in any follow-up that may be needed for data verification and/or clean up.
5. If you have questions or need assistance, please call Alina Campana, State Program Administrator, at 763-591-4803 or via email at Alina.Campana@pcae.k12.mn.us.

Directions

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

SECTION 1: Quantitative Data (for School Year 2010-2011)

Question 1A) Arts Classes/Courses

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

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

1A3 - Only count courses focused on *instruction in the arts area*. It is suggested that schools use their class rosters to determine their non-duplicated count of students for each arts area.

1A4 – Example: A student that is enrolled in music and art would be counted only once. This is not a count by discipline. This is a count of anyone enrolled in one or more arts courses.

1A5 - This is a non-duplicated count. Decimals may be used.

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

Question 1B) Course Offerings - Select an Offering Code to indicate, by grade level and arts area, the type of instructor teaching the arts course. Enter the appropriate code for the course(s). If more than one code applies for the courses, select the code that reflects the most common situation.

Question 1C) Time Provided for Arts Instruction – Enter the total number of **hours per year** arts instruction is received by ALL students at each grade level during the 2010-2011 school year. This question can only be answered for grades K through 8.

- **Do not count hours for elective courses** in which only some students at a given grade level participate.
- If, for example, all 5th grade students study music 60 minutes per week, and school meets for 36 weeks per year, then students receive 36 hours per year of instruction, so enter “36” in the music row under Grade 5.
- If ALL 6th grade students receive 18 weeks (90 class sessions) of visual art instruction for 45 minutes per day, then the total is $[(90 \times 45) \div 60] = 67.5$ hours per year, so round up to “68” and enter that number in the music row under Grade 6. If visual art instruction is an elective in 6th grade, and only some students study visual arts, do not count those hours, and enter a “0”.
- If students receive some of their art or music from a licensed Arts specialist and some from their classroom teacher, report a total that includes both.

Question 1D) Course Enrollment Offerings - Indicate in the left column next to each description the total enrollment for the 2010-2011 school year in all curricular *classes* in your school that fit that description. In the right column, indicate the total enrollment of students participating in *Extra Curricular Activities* (including after-school programs) that fit the course description.

- Use the *General Dance, General Music, General Theater, General Art, and General Media Arts* categories for enrollments in broad courses in which students learn elements of several of the specific course descriptions. Most required elementary and middle school Arts courses will belong in the General category.
- For courses such as design and digital arts that may also be taught by technology education staff, only count courses that are taught by arts teachers and/or provide visual arts and/or media arts credit.
- If your school offers a course or extra-curricular activity that is not listed, report the course in the “Other” category within the appropriate arts area. In Question 1E please describe the course or extra-curricular activity in the space provided. This is a place you might list courses in subjects such as *Creative Writing*.

- After school activities such as Jazz or Marching Band would be counted as curricular if it is part of a course for which the student receives credit for participation.

Please Note: Courses are listed based on the Minnesota Academic Standards in the Arts. It is important to include the student enrollment in a course regardless of the discipline/department assigned by the school.

Section 2: POLICIES

Question 2A) 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.

Section 3: FACILITIES AND RESOURCES

Question 3C1 and 3C2) School Funding - Enter the amount budgeted for the school to use for arts education materials and programs for the current school year. DO NOT INCLUDE TEACHER SALARIES, CAPITAL EXPENSES, NON-DISTRICT FUNDS OR ONE-TIME EXPENDITURES

For 3C1 Report the TOTAL amount budgeted for ALL five arts disciplines

For 3C2 Report the amount budgeted for EACH of the five disciplines listed. 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 preparations. The district level *arts coordinator* and/or business administrator may also be of assistance in documenting this information.

Question 3D2) Additional Funding – If your answer to 3D is yes, please select the source from the list provided.

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

Question 3F1 – 3F8) There are two pathways through this set of questions. Because *Arts Integration* is often an informal practice, you may need to canvas your staff to discover answers to these questions. If you discover that there is no *arts integration* being practiced in your school then there is only one more question (3F8) about your plans and needs in regard to arts integration. If there is arts integration practice in your school then there are more questions that deal with: subject areas that are integrated with the arts, art forms involved,

planning practices, scheduling of planning, collaborative delivery of integrated lessons and standards addressed in the lessons.

Section 4: Instructional Support and Professional Development

Question 4A) Supplemental Arts Instruction - Many schools use other types of trained staff to supplement instruction by licensed arts specialists mandated by state statutes and rules. Indicate which, if any, of the listed types of staff are used to supplement instruction in your school on a systematic basis over time in each Arts area.

Minnesota Arts Education Survey Fax Back Certification Form

Select the “submit” button, print out the page for principal’s signature and select the “exit” button. Please fax or mail the Certification Form with the Principal’s signature to the Perpich Center for Arts Education by **February 15, 2011**.

Perpich Center Fax Number: (763) 591-4759

Mailing Address

Perpich Center for Arts Education
6125 Olson Memorial Highway
Golden Valley, MN 55422
Attn: Alina Campana

Definitions

The Minnesota 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) to provide *instruction in the Arts area*, in collaboration with specialists or classroom teachers

Arts: Refers to all arts disciplines, and integration with other core content areas of teaching and learning involving dance, media arts, 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: 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.

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

Creative Writing: An instructional program that helps students learn to create and respond with written and spoken language. May also be referred to as *Literary Arts*. Works in literary arts, including poetry, prose, and playwrighting, differ from other written texts in depth of meaning, passion and resonance; the ability to cross time and cultures; and, most importantly, the capacity to evoke emotional response. Students use the elements—plot, character, setting, theme, point of view, conflict, and imagery—not only to create but also to analyze and make meaning of literary works of art. Though creative writing is not included in the 2008 Revised Minnesota Academic Standards in the Arts, teachers are encouraged to apply standards frameworks from other sources to focus and improve literary arts curriculum instruction. Literary Arts courses may be entered in Section 1E of the Survey.

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 movement skills and the processes of 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 levels Dance may be a component of a Physical Education, taught by a teacher in one of those areas.

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

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

General Dance/Media Arts/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, it may be an introductory course that is a prerequisite for other, more specialized courses.

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

Media Arts-- An instructional program that helps students create, perform and respond to works of media art. Courses may involve the study and practice of human communication through photography, film or video, audio, computer or digital arts, and interactive media. Students exploring this category of art creatively structure the elements of space, time, light, motion, color and sound to express their perspectives, feelings and ideas.

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

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

Teacher licensed in Arts area: A teacher who holds current license in dance, music, theater or visual art.

Theater: An instructional program that helps students learn to create, perform, and respond to dramatic works for the stage or screen from a variety 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 it 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. 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. Specific areas of study may include drawing, painting, print-making, sculpture, installation, mixed-media, and environmental art. Crafts traditionally serving utilitarian purposes such as ceramics, jewelry or fiber art may also be including among visual arts courses. Animation, still photography, and media arts courses may be included within Visual Arts if there is not a separate Media Arts Program.