



Presents:

Arts, Education, Imagination: Connecting Schools and Community

**"Snapshot of the state of
arts-in-education in K-12"**
Regional arts-in-education survey results

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This Arts in Education Survey acknowledges the arts as essential components of a well- rounded, quality education, and as experiences that lead young people to explore life-long learning. It represents the views of professional artists and arts administrators, educators, parents, and business partners, whose purpose is to improve and enhance education for all children through the integration of the arts into the curriculum.

In 2008, the Lehigh Valley Arts Council's Art in Education Committee developed this survey to measure arts education practice throughout the region. The responses of k-12 educators in twenty-two Lehigh, Carbon, and Northampton county school districts and the Allentown Diocese provide a snapshot of the current state of arts-in-education practices in the Lehigh Valley. More than nine hundred faculty and administrators participated.

The survey is separated into four parts: a questionnaires for public school administrators, public school faculty survey, Diocese administrators, and Diocese faculty. Public schools are separated from parochial schools because parochial schools may not have comparable budgets to those of public schools, and are subject to different regulations as they are not bound by state mandates. Two separate surveys were conducted for faculty and administrators of public and parochial schools. The questions for faculty and administrators were quite different. It is possible to gather an overall picture of how arts education is organized through responses of school administrators. Data such as the budget for arts programs and the number of staff arts specialists are examples of information from the administrator survey.

The survey that receives the most attention in this analysis is that of public school faculty. It has the largest sample size and is the broadest of all the surveys in terms of responses, with a sample of 797 individuals from elementary, middle, and high schools. There are two sections of the survey, one where individuals provide information regarding their school, and a second section where individuals provide information regarding their personal convictions (Appendix A). School information includes data regarding collaboration in curriculum development and parent organization support for arts education, while the personal information section asks responders whether they believe the arts are essential to learning in other areas, and whether they are members of any arts organizations.

In order to analyze the survey, it was post-stratified into elementary, middle, and high school faculty. This was difficult because individuals may identify their grade level in a manner that is difficult to decipher, or they may not respond at all. When individuals responded only with the name of the school at which they work, their replies needed to be manually categorized into one of the three grade levels. This presents an opportunity for human error but not enough to warrant concern. The other problem with the categorization into grade levels is that certain teachers work across the traditional elementary and middle school ranges. Individuals who responded with k-8 as their grade level were placed into the elementary category. Art teachers often responded with a wide range of grade levels, sometimes encompassing all grade levels. These teachers would bias the survey because one would expect them to appreciate art education and include it

in their curriculum. For this reason, when art teachers were found in the survey they were eliminated from the public faculty survey only if their grade level could not be identified. Otherwise art teacher results were analyzed separately and, not surprisingly, were found to have much higher rates of activity in arts programs and pro-actively included art in their curriculum at a higher rate. The total post-stratified survey size was 704, of whom 312 are elementary faculty, 156 are from middle schools, and 236 are teachers in high schools.

Other than the difficulty of categorizing the responders by grade level, the only other opportunity for error in this survey is in Question 3, regarding artist residencies. The question asks, "In the past five years, how often have your students been involved in an artist residency or community arts project? (Appendix A)" This question directly follows a question regarding field trips which asks, "How many arts-related field trips do your students take annually?" An individual taking the survey may not realize the two questions are considering different time periods and may answer the residency question in annual terms rather than five-year terms. A responder also may simply not be aware of artist residencies that have been conducted in a five-year period, and there may be uncertainty about what exactly constitutes an artist residency. This measurement error is important to keep in mind when considering the results of the artist residency question.

The results of the survey depict a situation where individuals overwhelmingly support the arts, but do not show this in their teaching practices. For instance, 76.3% of faculty members attend visual art presentations, 84.4%

attend performing and literary art programs, and 94.3% believe that art education is essential to learning in other subject areas. However, only 40.3% actually collaborate with other educators to include art in the curricula of other subjects, and only 48.7% receive support for arts programming from the parent organization at their school. This shows that while public school faculty respect the arts and believe in their importance, these beliefs are not necessarily demonstrated in teaching practices.

The survey questionnaire was separated into two parts. The two parts attempted to gather information regarding the school at which the faculty member worked and personal information about the faculty members themselves. The survey attempted to analyze whether certain personal traits of a faculty member, such as being a member of arts organizations, regularly attending performances, or believing art is essential to learning in other subject areas, were reliable indicators that the same faculty member would be more likely to collaborate across curriculum, plan field trips, or work at a school with higher parental support for art programs. Results show that personal traits are not reliable or consistent indicators of how a faculty member teaches or curriculum content. More interesting results are found when school information is analyzed according to grade level.

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Do you collaborate to write curriculum across subject areas?

Yes: 284 (40.3%) No: 419 (59.5%) Blank: 1 (.1%)

How many arts-related field trips do your students take annually?

None: 317 (45%) 5: 3 (.4%) 10: 1 (.1%)
 1: 197 (28%) 6: 6 (.8%) 11: 57 (.8%)
 2: 77 (10.9%) 7: 1 (.1%) Blank: 17 (2.4%)
 3: 16 (2.3%) 8: 3 (.4%)
 4: 9 (1.3%) 9: 0 (0%)

In the past five years, how often have your students been involved in an artist residency or community arts project?

None: 384 (54.5%) 5: 36 (5.1%) 10: 6 (.8%)
 1: 94 (13.4%) 6: 2 (.2%) 11: 44 (6.2%)
 2: 67 (9.5%) 7: 3 (.4%) Blank: 23 (3.3%)
 3: 32 (4.5%) 8: 1 (.1%)
 4: 12 (1.7%) 9: 0 (0%)

Does your PTA/PTO support arts programs?

Yes: 348 (48.7%) Don't Know: 277 (39.3%)
 No: 78 (11%) Blank: 6 (.8%)

Do your students present exhibits or performances that are open to the community?

Yes: 563 (80%) No: 130 (18.5%) Blank: 11 (1.6%)

Do you attend visual arts events outside of school?

Yes: 537 (76.3%) No: 161 (22.9%) Blank: 6 (.8%)

Do you attend performing or literary arts events outside of school?

Yes: 594 (84.4%) No: 106 (15%) Blank: 4 (.6%)

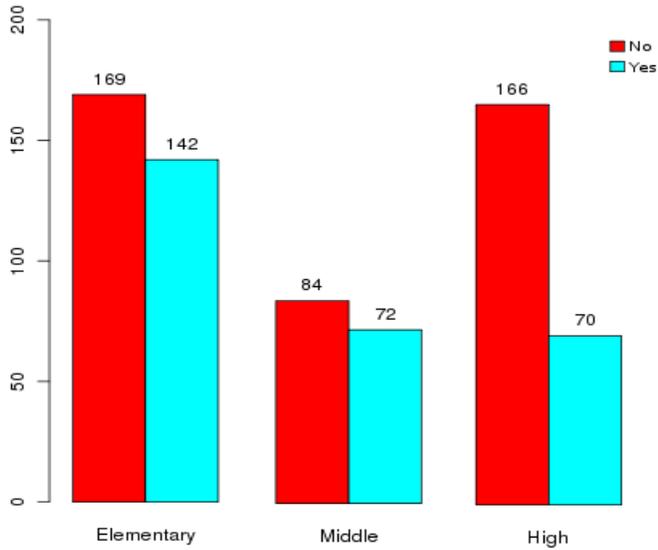
Are you a member of/or participant in an arts organization?

Yes: 179 (25.4%) No: 512 (72.7%) Blank: 13 (1.8%)

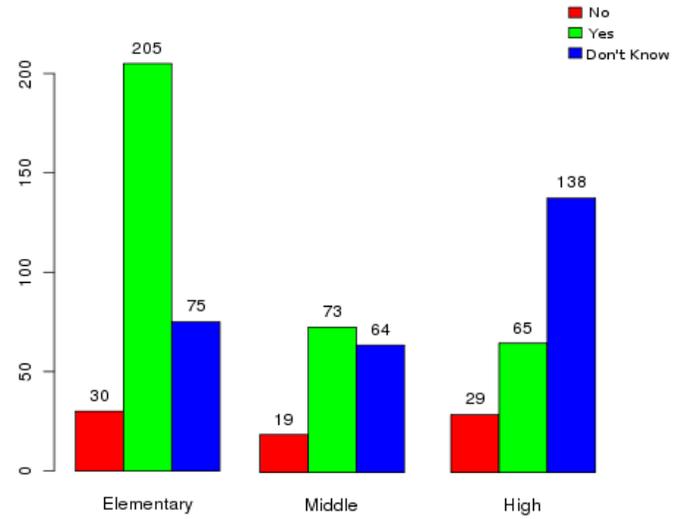
Do you believe that art education is essential to learning in other subject areas?

Yes: 664 (94.3%) No: 32 (4.5%) Blank: 8 (1.1%)

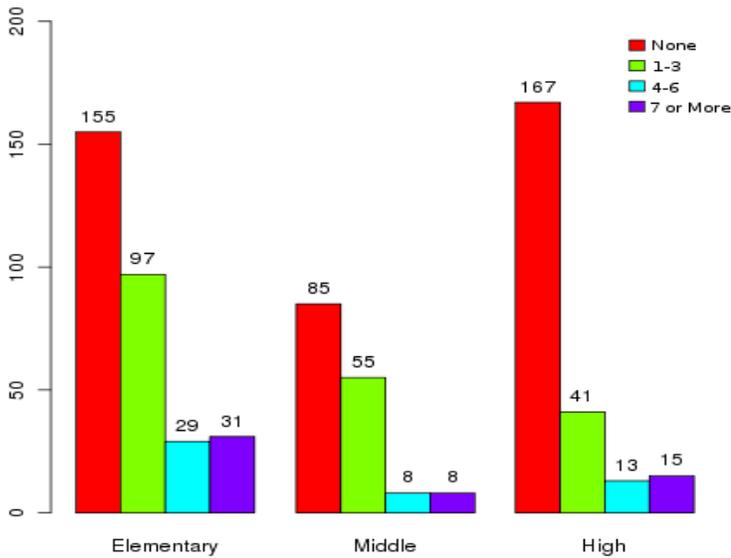
Barplot of Curriculum Coordination in Grade Levels



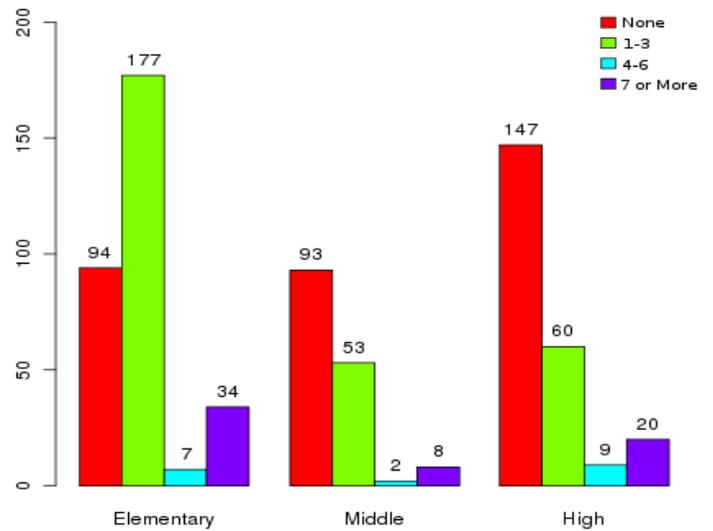
Barplot of PTA Support in Grade Levels



Barplot of Residencies in Grade Levels



Barplot of Field Trips in Grade Levels



* These correlations are statistically significant at the 1% level according to Pearson's chi-square test.

This raises the questions of whether these trends in school and teacher behavior are applicable to all grade levels, or whether parental support and collaboration change according to grade level. As the bar plots verify, the amount of collaboration across curricula, and the number of field trips, artist residencies and amount of parental support all change according to the grade level of the responder. The number of responders who do not collaborate across curricula increases sharply among high school faculty, while the amount of parental support received seems to decrease incrementally as grade level increases toward high school, as more teachers in high school indicate that they are not aware of support for the arts from a parents' organization. These results are statistically significant at a 1% level.

The administrator survey offers additional insight regarding the resources that are available for arts education in various schools. Because there are fewer administrators than faculty members, the administrator survey does not possess the same large sample as the public school faculty survey and also does not need as large a sample size. Because of its sample size of 42, it is impossible to stratify the survey into elementary, middle, and high school administrators. Only the population as a whole can be analyzed.

The administrator survey contains a question regarding the number of arts specialists and their respective disciplines. The discipline part of this question needed to be dropped because it would be difficult to graph such a response. There is a wide range of possible responses from instrumental music to choral

arts. Once again, the question regarding residencies seems to be misinterpreted to mean annually rather than over five year periods. Additionally, the question regarding arts budgets was answered in various fashions with a wide array of responses. In order to make graphing of this question easier and more useful to future readers, the answers were grouped into categories ranging from \$0 to over \$10,000. This survey also had a higher rate of omitted answers than the public school faculty survey.

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**AIE – Public School Administration Survey
± 15.12%**

Does each visual and performing arts faculty have their own classroom?

Yes: 22 (52.4%) No: 14 (33.3%) Blank: 6 (14.3%)

How many arts specialists are on your faculty?

None: 1 (2.4%) 6: 0 (0%) Blank: 10 (23.8%)
 1: 2 (4.8%) 7: 5 (11.9%)
 2: 8 (19%) 8: 0 (0%)
 3: 5 (11.9%) 9: 0 (0%)
 4: 3 (7.1%) 10: 1 (2.4%)
 5: 3 (7.1%) More: 4 (9.5%)

What is your annual budget for arts materials and supplies?

0: 12 (28.6%) Up to \$500: 6 (14.3%)
 Up to \$1,000: 6 (14.3%) Up to \$10,000: 2 (4.7%)
 More than \$10,000: 16 (38%)

Does your visual and performing arts faculty collaborate with grade-level teachers to write curriculum across subject areas?

Yes: 20 (47.6%) No: 15 (35.7%) Blank: 7 (16.7%)

In the past five years, how often has your school been involved in artist in residence or community arts project?

None: 11 (26.2%) 3: 3 (7.1%) Blank: 11 (26.2%)
 1: 5 (11.9%) 5: 7 (16.7%)
 2: 4 (9.5%) More: 5 (11.9%)

How many arts-related field trips does your school plan annually?

None: 6 (14.3%) 1-3: 17 (40.5%) 4-6: 13 (31%) Blank: 6 (14.3%)

Does your PTA/PTO support arts programs?

Yes: 27 (64.3%) No: 7 (16.7%) Blank: 8 (19%)

Does your school present exhibits or performances that are open to the community?

Yes: 39 (93%) No: 0 (0%) Blank: 3 (7.1%)

Do you attend arts events outside of school?

Yes: 29 (69%) No: 4 (9.5%) Blank: 9 (21.4%)

Do you believe art education is essential to learning in other subject areas?

Yes: 31 (73.8%) No: 1 (2.4%) Blank: 10 (23.8%)

The distribution of responses in questions that are identical from both the faculty and administrator surveys is quite similar. In fact, the same trends are witnessed in both surveys. While 73.8% believe that the arts are essential to learning in other subjects, and 69% attend artistic performances, only 47.6% actually collaborate across curricula. The majority of administrators report budgets in the range of \$1 to \$500. The majority provide classrooms that are specific for art education, and the vast majority have at least one arts specialist of some type.

The Lehigh Valley Arts Council also conducted faculty and administrator surveys of the Allentown Diocese schools in the Lehigh Valley. These are separated because they represent a minority of schools in the area, they do not have the same requirements for test preparation and other state- mandated regulations, and have a much smaller sample size. These surveys were completed by hand rather than through web-based Survey Monkey, which was used for the public school surveys.

Once again, administrators and faculty were given separate surveys. The administrator survey attempts to gather specific information regarding budgets and other criteria concerning the attention art education is given at the administrative level. Once again, there were a wide array of responses for the question concerning budgets, and these needed to be categorized in order to graph the responses in an intelligible manner. Again, the question concerning residencies asks responders for the number of residencies in a five year period, and this may be a cause for measurement error. Even when responses were

made that did not fit into a category that was created, these responses were placed into the "Other" category that distinguishes them from the "Blank" category. In total, this survey collected 32 responders.

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**AIE - Diocese Administration Survey
± 17.32%**

Does each visual and performing arts faculty have their own classroom?

Yes: 16 (50%) No: 16 (50%)

How many arts specialists are on your faculty?

None: 1 (3.1%) 1: 15 (46.9%) 2: 12 (37.5%) 3: 4 (12.5%)

What is your annual budget for arts materials and supplies?

0: 5 (15.6%)

Up to \$500: 4 (12.5%)

Up to \$1000: 7 (21.8%)

Up to \$5000: 3 (9.4%)

Above \$5000: 1 (3.1%)

Other: 6 (18.8%)

Blank: 6 (18.8%)

Does your visual and performing arts faculty collaborate with grade-level teachers to write curriculum across subject areas?

Yes: 19 (59.4%) No: 9 (28.1%) Blank: 4 (12.5%)

In the past five years, how often has your school been involved in artist in residence or community arts project?

None: 11 (34.4%) 1: 5 (15.6%)

2: 1 (3.1%) 3: 1 (3.1%)

More than 3: 1 (3.1%) Other: 8 (25%)

Blank: 5 (15.6%)

How many arts-related field trips does your school plan annually?

None: (9.4%) 1-3: 18 (56.2%) 4-6: 0 (0%) Other: 4 (12.5%)

Blank: 7 (21.8%)

Does your PTA/PTO support arts programs?

Yes: 20 (62.5%) No: 10 (31.3%) Blank: 2 (6.3%)

Does your school present exhibits or performances that are open to the community?

Yes: 21 (65.6%) No: 9 (28.1%) Blank: 2 (6.3%)

Do you attend arts events outside of school?

Yes: 23 (71.9%) No: 6 (18.8%) Blank: 3 (9.4%)

Do you believe art education is essential to learning in other subject areas?

Yes: 32 (100%)

AIE - Diocese Faculty Survey
± 16.33%

Do you collaborate to write curriculum across subject areas?

Yes: 26 (72.2%) No: 10 (27.8%)

How many arts-related field trips do your students take annually?

None: 13 (36.1%) 1-2: 15 (41.6%)
 2-3: 6 (16.7%) 3-4: 2 (5.6%)

In the past five years, how often have your students been involved in an artist residency or community arts project?

None: 3 (8.3%) 1: 7 (19.4%)
 2-3: 4 (11.1%) Other: 4 (11.1%)
 Blank: 18 (50%)

Does your PTA/PTO support arts programs?

Yes: 23 (63.9%) No: 2 (5.6%) Don't Know: 11 (30.5%)

Do your students present exhibits or performances that are open to the community?

Yes: 32 (88.9%) No: 4 (11.1%)

Do you attend visual arts events outside of school?

Yes: 29 (80.6%) No: 6 (16.7%) Blank: 1 (2.8%)

Do you attend performing or literary arts events outside of school?

Yes: 31 (86.1%) No: 5 (13.9%)

Are you a member of/or participant in an arts organization?

Yes: 9 (25%) No: 26 (72.2%) Blank: 1 (2.8%)

Do you believe that art education is essential to learning in other subject areas?

Yes: 36 (100%)

Overall, the results of the Diocese administrative survey are similar to the public schools. The majority of 62.5% receive support from a parents' organization, and 65.6% report that they present performances open to the community. A majority of 56.2% plan one to three field trips annually for their students. However, only half the schools have classrooms dedicated to art, and 59.4% collaborate across curricula to include art in other subject areas.

The faculty survey conducted for the Diocese collected 36 responses. Once again, the residency question created difficulty with its wide variety of responses. As a result, it was categorized into new groups, one of which is the "Other" category which tallies responses that were impossible to graph, but were not blank. This survey is encouraging, as it demonstrates that 88.9% hold performances open to the community and 72.2% collaborate across curricula to include art. It also shows that 63.9% receive support from parents regarding art education, and 41.6% plan one to two field trips per year for students.

Overall, the surveys found that there is an overwhelming respect for the arts, accompanied by a belief that the arts are essential to a well-rounded education. A similarly high percentage of schools hold exhibitions or performances open to the community. However, these results are not always reflected in the support of a parents' organization or the number of field trips that are planned annually. Far fewer teachers include art in the curriculum than believe it improves the educational experience. If there is universal agreement that the arts are essential to education, then further steps need to be taken to

ensure that they are included in all fields of study.

Appendix A – Faculty Survey

School Information

1. Do you collaborate to write curriculum across subject areas?
2. How many arts-related field trips do your students take annually?
3. In the past five years, how often have your students been involved in an artist residency or community arts project?
4. Does your PTA/PTO support arts programs?
5. Do your students present exhibits or performances that are open to the community?

Personal Profile

6. Do you attend visual arts events outside of school?
7. Do you attend performing or literary arts events outside of school?
8. Are you a member of/or participant in an arts organization?
9. Do you believe that art education is essential to learning in other subject areas?

Appendix B – Administration Survey

School Information

1. Does each visual and performing arts faculty have their own classroom?
2. How many arts specialists are on your faculty?
3. What are their disciplines?
4. What is your annual budget for arts materials and supplies?
5. Does your visual and performing arts faculty collaborate with grade-level teachers to write curriculum across subject areas?
6. In the past five years, how often has your school been involved in artist in residence or community arts project?
7. How many arts-related field trips does your school plan annually?
8. Does your PTA/PTO support arts programs?
9. Does your school present exhibits or performances that are open to the community?

Personal Profile

10. Do you attend arts events outside of school?
11. Do you believe art education is essential to learning in other subject areas?

Acknowledgments

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