

# Appendix E

## Stakeholder Feedback

(E1) Arts Education Surveys

Pages 1 – 44

(E2) Careers in the Arts: Student Focus Group and Alumni Interviews

Pages 45 – 69

# Arts Education Surveys

As part of the Arts Education evaluation, multiple surveys were administered in 2016-17 and fall 2017.

**Table 1** shows the response rates and margin of error for each survey administered. The margin of error for this survey is calculated at a 95% confidence interval, meaning that we can be 95% confident that the sample result reflects the actual population within the margin of error. In other words, in 19 out of 20 cases the data obtained would not differ by any more than the percentage points in the margin of error in either direction if the survey were repeated multiple times employing the same survey methodology and sampling method across the same population. When the margin of error is greater than 5, the results should be interpreted with caution.

*Table 1: Response Rates and Margin of Error for Arts Education Surveys*

<i>Survey</i>	<i>Time Administered</i>	<i>Population</i>	<i>Responses</i>	<i>% of Population</i>	<i>Margin of Error</i>
<i>Community members and parents</i>	Winter 2017			<i>unavailable</i>	
<i>Students (grades 6-11)</i>	Spring 2017	<i>unavailable</i>	6,129	84%	1.1
<i>Students who discontinued arts (grades 7 and 9)</i>	Fall 2017	750	268	36%	4.8
<i>Parents of students who discontinued arts (grades 7 and 9)</i>	Fall 2017	750	99	13%	9.2
<i>Art Teachers</i>	Fall 2017	144	118	82%	3.9
<i>RTGs</i>	Fall 2017	32	29	91%	5.7
<i>Administrators</i>	Fall 2017	95	65	68%	6.9

*Table 2: Topic Areas and Survey Questions*

Table 1: Response Rates and Margin of Error for Arts Education Surveys .....	1
Table 2: Topic Areas and Survey Questions .....	2
<b>Support for Arts Instruction .....</b>	<b>6</b>
Table 3: How valued are the arts at your school? (Teachers and administrators, by level).....	6
Table 4: How valued are the arts at your school? (Teachers by discipline).....	6
Table 5: How much are the arts a part of your school’s school culture? (Teachers and administrators, by level).....	7
Table 6: How much are the arts a part of your school’s school culture? (Teachers by discipline).....	7
Table 7: To what extent are you supported in your role as an arts teacher by the following? (Teachers by Level) .....	8
Table 8: To what extent are you supported in your role as an arts teacher by the following? (Teachers by Discipline) .....	8
Table 9: Please rate your level of satisfaction with support from the Arts Education Office for the following. (Teachers by level) .....	9
Table 10: Please rate your level of satisfaction with support from the Arts Education Office for the following. (Teachers by discipline).....	9
Table 11: Open-ended: What other support would like to receive from the Arts Education Office? (Teachers by level) .....	10
Table 12: Please rate your level of satisfaction with support from the Arts Education Office for technology advocacy. (Teachers by level) .....	12
Table 13: Please rate your level of satisfaction with support from the Arts Education Office for technology advocacy. (Teachers by discipline).....	12
Table 14: How frequently would you say the APS technology infrastructure allows you to use the technology tools/devices you have access to for your arts instruction (e.g. iPads, Macs, Smart Boards)? Infrastructure refers to Wi-Fi access, availability of websites or approved apps, etc. (Teachers by level).....	12
Table 15: How frequently would you say the APS technology infrastructure allows you to use the technology tools/devices you have access to for your arts instruction (e.g. iPads, Macs, Smart Boards)? Infrastructure refers to Wi-Fi access, availability of websites or approved apps, etc. (Teachers by discipline) .....	13
Table 16: Open-ended: For those answering anything but always, most of the time, or N/A: What issues with technology infrastructure have you recently experienced in your arts instruction? (Teachers by level) .....	13
Table 17: Please rate your level of satisfaction with support from the Arts Education Office for the following. (Administrators) .....	15

Table 18: Open-ended: What other support would like to receive from the Arts Education Office? (Administrators).....	16
<b>Transitions and Number of Minutes for Instruction (Elementary).....</b>	<b>16</b>
Table 19: What is the average number of minutes allotted for your transitions between classes? (Elementary Teachers) .....	16
Table 20: Other responses (open-ended): What is the average number of minutes allotted for your transitions between classes? (Elementary Teachers, n=8).....	17
Table 21: If none: How does lack of transition time impact your arts instruction? (Elementary teachers who reported no transition time) .....	17
Table 22: For each grade level that you teach, what is the average number of minutes per week allocated for your arts instruction? (Elementary Teachers)* .....	18
Table 23: What is the total number of minutes dedicated to ATSS or support blocks in your weekly schedule? (Elementary Teachers).....	19
<b>Gifted Referral and Identification .....</b>	<b>20</b>
Table 24: Have you received professional development in identifying students as gifted in the arts? (Teachers by level) .....	20
Table 25: Have you received professional development in identifying students as gifted in the arts? (Teachers by discipline).....	20
Table 26: If yes: Overall, how effective was the professional development in preparing you to participate in the gifted identification process? (Teachers who have received professional development, by level) .....	20
Table 27: If yes: Overall, how effective was the professional development in preparing you to participate in the gifted identification process? (Teachers who have received professional development, by discipline)* .....	21
Table 28: What other/additional support would help you facilitate the referral and identification process for visual art and music? (Teachers by level) .....	21
Table 29: How many students at your school do you refer for gifted identification in the arts in an average school year? (Teachers by level)/ How many visual art and music referrals do you process in an average school year (RTGs by level).....	22
Table 30: How many students at your school do you refer for gifted identification in the arts in an average school year? (Teachers by discipline).....	23
Table 31: If none: You indicated that you do not refer any students at your school for gifted identification in the arts. Why not? Select all that apply. (Teachers who do not refer students for gifted identification, by level)* .....	24
Table 32: If none: You indicated that you do not refer any students at your school for gifted identification in the arts. Why not? Select all that apply. (Teachers by discipline).....	24
Table 33: Other Responses - If none: You indicated that you do not refer any students at your school for gifted identification in the arts. Why not? Select all that apply. (Teachers).....	25

Table 34: What suggestions do you have to improve the identification process for visual art and music? (Teachers) ..... 26

Table 35: What suggestions do you have to improve the identification process for visual art and music? (RTGs)..... 28

Table 36: Apart from the logistical referral and identification process, how would you rate your level of comfort identifying giftedness in the areas of visual art and music? (RTGs) ..... 29

**Collaboration between RTGs and Arts Teachers ..... 30**

Table 37: How do you collaborate with the resource teacher for the gifted (RTG) at your school? Select all that apply. (Teachers by level)/How do you collaborate with the visual art and music teachers at your school? Select all that apply. (RTGs by level) ..... 30

Table 38: How do you collaborate with the resource teacher for the gifted (RTG) at your school? Select all that apply. (Teachers by discipline) ..... 30

Table 39: Other Responses - How do you collaborate with the resource teacher for the gifted (RTG) at your school? Select all that apply. (Teachers)/How do you collaborate with the visual art and music teachers at your school? (RTGs) ..... 31

**Differentiation ..... 32**

Table 40: In what ways do you differentiate for students who need extra support? (Teachers) ..... 32

Table 41: In what ways do you differentiate for students who need extra challenge? (Teachers) ..... 34

**Arts Participation ..... 37**

Table 43: This school year, have you taken any of the following arts classes? (Students grades 6-11) 37

Table 44: How would you rate your experience in your art class(es) this year? (Students who took an art class)..... 37

Table 45: What is the primary reason you haven't taken a arts class this year? (Students who did not take an art class) ..... 38

Table 46: Please select up to three reasons you weren't able to take an arts class this year: (Students who wanted to take an art class but weren't able to)..... 38

Table 47: "Other" responses: Please select up to three reasons you weren't able to take an arts class this year: (Middle School Students, n=66)..... 39

Table 48: "Other" responses: Please select up to three reasons you weren't able to take an arts class this year: (High School Students, n=51) ..... 39

Table 49: How would you rate your/your child's experience in the above class(es)? (By type of arts class taken in previous school year) ..... 40

Table 50: What is the primary reason you/your child did not take an art, music, and/or theater class this school year? (By type of arts class taken in previous school year) ..... 40

Table 51: Please select up to three reasons you/your child weren't/wasn't able to take an art, music, and/or theater class this school year. (Students and parents of students who wanted to take an art class but weren't able to)..... 40

Appendix E1

Table 53: Please select up to three reasons you didn't want to take an arts course this year. (Students and parents of students who did not take an art class) ..... 41

Table 55: Please share any other feedback about your decision not to take an art, music, or theater class this year. (Students previously enrolled in Exploratory Wheel) ..... 42

Table 56: Please share any other feedback about your decision not to take an art, music, or theater class this year. (Students previously enrolled in Visual Art, Music, or Theater Class)..... 43

**Interest in Arts-Focused High School ..... 43**

Table 58: In planning for new schools, one option APS is exploring is to create additional options for families that focus on specific instructional programs. If this happens, how interested are you in the following instructional approaches? Please indicate on a scale of 1-4, with 1 being not at all interested to 4 being very interested..... 43

## Support for Arts Instruction

Table 3: How valued are the arts at your school? (Teachers and administrators, by level)

Staff Group	Level	Response	Percent
Teachers	Elementary Arts Teachers (n=74)	Very valued	46%
		Somewhat valued	47%
		Not at all valued	5%
		I don't know	1%
	Middle School Arts Teachers (n=23)	Very valued	70%
		Somewhat valued	30%
		Not at all valued	0%
		I don't know	0%
	High School Arts Teachers (n=30)	Very valued	50%
		Somewhat valued	50%
		Not at all valued	0%
		I don't know	0%
Administrators	Elementary Administrators (n=39)	Very valued	90%
		Somewhat valued	10%
		Not at all valued	0%
		I don't know	0%
	Middle School Administrators (n=12)	Very valued	75%
		Somewhat valued	25%
		Not at all valued	0%
		I don't know	0%
	High School Administrators (n=14)	Very valued	86%
		Somewhat valued	7%
		Not at all valued	0%
		I don't know	7%

Table 4: How valued are the arts at your school? (Teachers by discipline)

Discipline	Response	Percent
Visual Art (n=53)	Very valued	55%
	Somewhat valued	40%
	Not at all valued	4%
	I don't know	2%
General/Choral Music (n=34)	Very valued	53%
	Somewhat valued	44%
	Not at all valued	3%
	I don't know	0%
Instrumental Music (n=29)	Very valued	34%
	Somewhat valued	62%
	Not at all valued	3%

Appendix E1

<i>Discipline</i>	<i>Response</i>	<i>Percent</i>
<i>Theater (n=11)</i>	I don't know	0%
	Very valued	73%
	Somewhat valued	27%
	Not at all valued	0%
	I don't know	0%

*Table 5: How much are the arts a part of your school's school culture? (Teachers and administrators, by level)*

<i>Staff Group</i>	<i>Level</i>	<i>Response</i>	<i>Percent</i>
<i>Teachers</i>	<i>Elementary (n=74)</i>	Very much	49%
		Somewhat	49%
		Not at all	3%
		I don't know	0%
	<i>Middle School (n=23)</i>	Very much	61%
		Somewhat	35%
		Not at all	4%
		I don't know	0%
	<i>High School (n=30)</i>	Very much	47%
		Somewhat	53%
		Not at all	0%
		I don't know	0%
<i>Administrators</i>	<i>Elementary (n=39)</i>	Very much	77%
		Somewhat	23%
		Not at all	0%
		I don't know	0%
	<i>Middle School (n=12)</i>	Very much	67%
		Somewhat	33%
		Not at all	0%
		I don't know	0%
	<i>High School (n=14)</i>	Very much	71%
		Somewhat	21%
		Not at all	0%
		I don't know	7%

*Table 6: How much are the arts a part of your school's school culture? (Teachers by discipline)*

<i>Discipline</i>	<i>Response</i>	<i>Percent</i>
<i>Visual Art (n=53)</i>	Very much	53%
	Somewhat	45%
	Not at all	2%
	I don't know	0%



Appendix E1

<i>Discipline</i>	<i>Response</i>	<i>Percent</i>
<i>General/Choral Music (n=34)</i>	Very much	56%
	Somewhat	44%
	Not at all	0%
	I don't know	0%
<i>Instrumental Music (n=29)</i>	Very much	31%
	Somewhat	66%
	Not at all	3%
	I don't know	0%
<i>Theater (n=11)</i>	Very much	73%
	Somewhat	18%
	Not at all	9%
	I don't know	0%

*Table 7: To what extent are you supported in your role as an arts teacher by the following? (Teachers by Level)*

<i>Level</i>	<i>Response</i>	<i>My school's administration</i>	<i>The APS Arts Supervisor</i>
<i>Elementary (n=68-73)</i>	I am very supported	55%	74%
	I am somewhat supported	40%	24%
	I am not supported at all	5%	3%
<i>Middle School (n=21-23)</i>	I am very supported	65%	57%
	I am somewhat supported	30%	29%
	I am not supported at all	4%	14%
<i>High School (n=27-30)</i>	I am very supported	50%	67%
	I am somewhat supported	47%	22%
	I am not supported at all	3%	11%

*Table 8: To what extent are you supported in your role as an arts teacher by the following? (Teachers by Discipline)*

<i>Discipline</i>	<i>Response</i>	<i>My school's administration</i>	<i>The APS Arts Supervisor</i>
<i>Visual Art (n=52-53)</i>	I am very supported	55%	73%
	I am somewhat supported	36%	23%
	I am not supported at all	9%	4%
<i>General/Choral Music (n=31-34)</i>	I am very supported	59%	68%
	I am somewhat supported	38%	26%
	I am not supported at all	3%	6%
<i>Instrumental Music (n=22-29)</i>	I am very supported	50%	64%
	I am somewhat supported	50%	18%
	I am not supported at all	0%	18%

Appendix E1

<i>Discipline</i>	<i>Response</i>	<i>My school's administration</i>	<i>The APS Arts Supervisor</i>
<i>Theater (n=11)</i>	I am very supported	64%	64%
	I am somewhat supported	36%	36%
	I am not supported at all	0%	0%

*Table 9: Please rate your level of satisfaction with support from the Arts Education Office for the following. (Teachers by level)*

<i>Area of Support</i>	<i>Level</i>	<i>Very Satisfied</i>	<i>Somewhat Satisfied</i>	<i>Somewhat Dissatisfied</i>	<i>Very Dissatisfied</i>	<i>I don't know</i>	<i>N/A – I do not need support in this area.</i>
<i>Professional development</i>	Elementary (n=70)	53%	44%	1%	0%	1%	0%
	Middle School (n=21)	43%	38%	14%	5%	0%	0%
	High School (n=27)	26%	44%	19%	11%	0%	0%
<i>Curriculum materials and resources</i>	Elementary (n=70)	50%	43%	6%	0%	1%	0%
	Middle School (n=21)	29%	33%	19%	19%	0%	0%
	High School (n=27)	37%	30%	19%	7%	0%	7%
<i>Communication</i>	Elementary (n=70)	51%	43%	4%	0%	1%	0%
	Middle School (n=21)	33%	43%	14%	10%	0%	0%
	High School (n=27)	44%	30%	11%	15%	0%	0%
<i>PR</i>	Elementary (n=69)	45%	38%	3%	1%	10%	3%
	Middle School (n=21)	52%	29%	10%	10%	0%	0%
	High School (n=27)	37%	37%	19%	7%	0%	0%
<i>Advocacy</i>	Elementary (n=68)	54%	28%	6%	4%	7%	0%
	Middle School (n=21)	52%	33%	5%	10%	0%	0%
	High School (n=27)	44%	30%	15%	11%	0%	0%
<i>Instruments*</i>	Elementary (n=10)	20%	70%	0%	10%	0%	0%
	Middle School (n=6)	33%	33%	0%	33%	0%	0%
	High School (n=7)	43%	43%	0%	14%	0%	0%

\*This question was asked only if a teacher indicated he/she was an instrumental music teacher.

*Table 10: Please rate your level of satisfaction with support from the Arts Education Office for the following. (Teachers by discipline)*

<i>Area of Support</i>	<i>Discipline</i>	<i>Very Satisfied</i>	<i>Somewhat Satisfied</i>	<i>Somewhat Dissatisfied</i>	<i>Very Dissatisfied</i>	<i>I don't know</i>	<i>N/A – I do not need support in this area.</i>
<i>Professional development</i>	Visual Art (n=52)	52%	33%	10%	4%	2%	0%
	General/Choral Music (n=32)	44%	53%	3%	0%	0%	0%
	Instrumental Music (n=23)	26%	57%	9%	9%	0%	0%
	Theater (n=11)	55%	36%	9%	0%	0%	0%
<i>Curriculum materials and resources</i>	Visual Art (n=52)	40%	44%	12%	2%	2%	0%
	General/Choral Music (n=32)	56%	28%	13%	3%	0%	0%
	Instrumental Music (n=23)	35%	48%	9%	4%	0%	4%

Appendix E1

Area of Support	Discipline	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	I don't know	N/A – I do not need support in this area.
<i>Communication</i>	Theater (n=11)	36%	18%	9%	27%	0%	9%
	Visual Art (n=52)	48%	38%	10%	2%	2%	0%
	General/Choral Music (n=32)	50%	38%	6%	6%	0%	0%
	Instrumental Music (n=23)	39%	48%	0%	13%	0%	0%
<i>PR</i>	Theater (n=11)	45%	36%	18%	0%	0%	0%
	Visual Art (n=52)	48%	33%	6%	2%	10%	2%
	General/Choral Music (n=31)	39%	48%	6%	0%	3%	3%
	Instrumental Music (n=23)	52%	26%	0%	17%	4%	0%
<i>Advocacy</i>	Theater (n=11)	27%	36%	36%	0%	0%	0%
	Visual Art (n=51)	49%	31%	8%	4%	8%	0%
	General/Choral Music (n=31)	55%	29%	10%	6%	0%	0%
	Instrumental Music (n=23)	57%	22%	0%	17%	4%	0%
	Theater (n=11)	45%	36%	18%	0%	0%	0%

Table 11: Open-ended: What other support would like to receive from the Arts Education Office? (Teachers by level)

Response Category	Number of Open-Ended Responses in Category				Sample Response
	ES	MS	HS	Total	
<b>Responsiveness and clarity</b> (respond to emails, clear communication)	1	3	5	9	<ul style="list-style-type: none"> <li>Email communications from the Arts Office are frequently unclear.</li> <li>Emails go unanswered, and suggestions are not taken.</li> </ul>
<b>Professional development</b> (funding, choices, differentiated by level of expertise, multiple formats)	4	1	4	9	<ul style="list-style-type: none"> <li>Better differentiated professional development</li> <li>Professional development that more directly relates to the area I am teaching</li> <li>Funding for professional development opportunities</li> </ul>
<b>Instruments</b> (centralize rental process, increase inventory; improve repair process)	3	3	3	9	<ul style="list-style-type: none"> <li>Perhaps the renting/issuing of instruments could be more centrally done...I am prepared to offer a few hours of my time to create the workforce needed.</li> <li>The elementary inventory has remained the same for 15 years while the student load has increased by three times.</li> <li>The APS instrument repair system is terrible and students of lesser means suffer every year.</li> </ul>
<b>Advocacy</b> for planning time, scheduling, equitable arts access	7	0	1	8	<ul style="list-style-type: none"> <li>Advocating for more equitable art ed across district</li> <li>Be more proactive with school principals in terms of what an art teacher needs in order to do their job. For example: time in between classes to prepare for other classes.</li> <li>Art teachers' jobs require more than just "planning." Especially in elementary school, preparation of materials is a HUGE part of our job, and can make or break a lesson.</li> </ul>

Appendix E1

Response Category	Number of Open-Ended Responses in Category				Sample Response
	ES	MS	HS	Total	
<b>Opportunities to meet with other teachers</b> (within and across levels, within discipline, within CLTS, etc.)	1	2	3	6	<ul style="list-style-type: none"> <li>I'd like the opportunity to meet with other middle school teachers to discuss middle school issues and lesson plans.</li> <li>Connecting elementary and secondary teachers</li> </ul>
	1	4	1	6	<ul style="list-style-type: none"> <li>It would be great if there was a one-page pacing guide for the different media by grade.</li> <li>I would like dedicated professional development about classroom curricula and materials.</li> <li>I would like to receive curriculum support. I create my own curriculum but it would be good to have guidance on units that could be taught.</li> </ul>
<b>Curriculum support</b> (professional development, materials)					
<b>Advocacy</b> regarding expectations that art teachers support instruction in other content areas or have duties not given to classroom teachers (e.g. recess)	5	0	0	5	<ul style="list-style-type: none"> <li>Art teachers should not be using their precious (lack of) time to be teaching other teachers' math or handwriting lessons, etc., especially without training</li> <li>I feel like there is more that we can do to not allow art teachers to teach other subjects, or play an assistant role in homerooms.</li> </ul>
<b>Support with apps and technology</b> (available and ready at beginning of school year, approval of apps)	0	1	3	4	<ul style="list-style-type: none"> <li>Set apps for ES, MS, and HS at the start of the school year.</li> <li>Get our technology roll-out process (both re-imaging laptops and pushing out the Adobe suite) in order.</li> <li>I requested some key apps to the Dept of Instruction and had the request rejected without explanation. I assume that in order to advocate to the Dept of Instruction I need more backup from the Arts Ed Office.</li> </ul>
<b>Equity</b> in treatment of schools/teachers by Arts Office	1	1	0	2	<ul style="list-style-type: none"> <li>Certain teachers in the county get better attention and support than others.</li> <li>I know they are very busy, but it often seems like the same schools always get the PR and the attention</li> </ul>
<b>Standards/consistency</b> across schools (in delivery of curriculum, selection of apps, etc.)	1	1	0	2	<ul style="list-style-type: none"> <li>I think that Arts Ed should do more to make sure that teachers are teaching the standards more uniformly and consistently, and in the best pedagogical way.</li> <li>Standards across all schools so that iPad apps or new programs can be used at all schools, not site-based.</li> </ul>
<b>Other</b>	5	2	1	8	<ul style="list-style-type: none"> <li>It can be frustrating to have the support of my Arts Ed supervisors, but knowing that my principal has the final say - regardless of if their decision is good for our children's art/music experience.</li> <li>There should be strong advocacy for art teachers to have art rooms in all schools.</li> <li>The Arts Education Office does an excellent job.</li> </ul>

Appendix E1

Table 12: Please rate your level of satisfaction with support from the Arts Education Office for technology advocacy. (Teachers by level)

Level	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	I don't know	N/A – I do not need support in this area.
Elementary (n=70)	41%	43%	6%	3%	6%	1%
Middle School (n=21)	24%	52%	19%	0%	5%	0%
High School (n=27)	41%	26%	19%	11%	4%	0%

Table 13: Please rate your level of satisfaction with support from the Arts Education Office for technology advocacy. (Teachers by discipline)

Discipline	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	I don't know	N/A – I do not need support in this area.
Visual Art (n=52)	40%	29%	13%	6%	10%	2%
General/Choral Music (n=32)	41%	56%	3%	0%	0%	0%
Instrumental Music (n=23)	39%	39%	13%	9%	0%	0%
Theater (n=11)	18%	55%	18%	0%	9%	0%

Table 14: How frequently would you say the APS technology infrastructure allows you to use the technology tools/devices you have access to for your arts instruction (e.g. iPads, Macs, Smart Boards)? Infrastructure refers to Wi-Fi access, availability of websites or approved apps, etc. (Teachers by level)

Level	Response	Percent
Elementary (n=70)	Always	23%
	Most of the time	50%
	Sometimes	19%
	Rarely	7%
	Never	1%
Middle School (n=21)	Always	19%
	Most of the time	43%
	Sometimes	29%
	Rarely	10%
	Never	0%
High School (n=27)	Always	22%
	Most of the time	48%
	Sometimes	15%
	Rarely	15%
	Never	0%

Appendix E1

Table 15: How frequently would you say the APS technology infrastructure allows you to use the technology tools/devices you have access to for your arts instruction (e.g. iPads, Macs, Smart Boards)? Infrastructure refers to Wi-Fi access, availability of websites or approved apps, etc. (Teachers by discipline)

Discipline	Response	Percent
Visual Art (n=52)	Always	23%
	Most of the time	44%
	Sometimes	19%
	Rarely	12%
	Never	2%
General/Choral Music (n=32)	Always	25%
	Most of the time	53%
	Sometimes	22%
	Rarely	0%
	Never	0%
Instrumental Music (n=23)	Always	17%
	Most of the time	52%
	Sometimes	17%
	Rarely	13%
	Never	0%
Theater (n=11)	Always	18%
	Most of the time	45%
	Sometimes	18%
	Rarely	18%
	Never	0%

Table 16: Open-ended: For those answering anything but always, most of the time, or N/A: What issues with technology infrastructure have you recently experienced in your arts instruction? (Teachers by level)

Response Category	Number of Open-Ended Responses in Category				Sample Response
	ES	MS	HS	Total	
Access to apps/software	2	3	3	8	<ul style="list-style-type: none"> <li>• Apps appropriate for artmaking are increasingly disappearing due to privacy concerns.</li> <li>• Due to no longer having Photoshop, students of art outside of photography/computer graphics are no longer able to edit/crop images for their AP portfolios, the Scholastic competition, and college admissions as we did in previous years.</li> </ul>
Incompatibility of technology equipment with instructional needs	5	2	1	8	<ul style="list-style-type: none"> <li>• Notebook constantly crashes on Mac.</li> <li>• BrightLink board instead of APS licensed SmartBoards</li> <li>• It is...frustrating that music teachers are required to have Macs. Many of us requested</li> </ul>

<i>App approval process</i>	4	2	1	7	<p>PCs when the teacher stations were first acquired and were given Macs instead.</p> <ul style="list-style-type: none"> <li>Getting an app through the approval process is frustrating. I filled out the form in September and I've yet to hear anything at the end of October. We were told 2 weeks.</li> <li>Most apps [are] not approved.</li> </ul>
<i>Impact of Changes/Cumbersome Processes</i>	2	1	4	7	<ul style="list-style-type: none"> <li>The rules keep changing, and any technology I want to utilize requires moving mountains.</li> <li>We don't have interactive boards in our classroom anymore, so some of the great information we learned about SMART boards at the Arts Back to School PD is out of our reach.</li> <li>The way Canvas was rolled out was a tremendous disruption this year.</li> <li>The art department lost the use of CS6 when computers were re-imaged in the spring and it has taken a great effort to get Creative Cloud established for students and teachers this fall.</li> </ul>
<i>Wi-Fi issues</i>	1	3	1	5	<ul style="list-style-type: none"> <li>Wi-Fi connectivity issues, especially when using streaming media, especially when using YouTube, make teaching frustrating.</li> <li>Internet access is SLOW &amp; UNRELIABLE on the iPads. After 10 students get on, no one else can.</li> </ul>
<i>Equitable access to resources</i>	1	4	0	5	<ul style="list-style-type: none"> <li>It would be nice if all arts teachers had access to the same apps so that we could work together to get information and ideas from each other.</li> <li>Having a SmartMusic teacher account is useful, but it would be more useful if we had student stations to use for assessment in class-- otherwise, students have to pay \$40 per student to use their iPads for SmartMusic testing, and not all students can afford that.</li> </ul>
<i>Logistical iPad issues</i>	2	1	0	3	<ul style="list-style-type: none"> <li>I no longer have a class set of iPads to use, so students need to bring them to class (logistical issues).</li> <li>...The students with iPads often do not have their iPad or it needs to be charged.</li> </ul>
<i>State of equipment/equipment repair process</i>	1	0	2	3	<ul style="list-style-type: none"> <li>Recording and projection equipment that doesn't work. Repeated requests for repair that are ignored.</li> <li>When things need to be fixed, they are not taken care of in a timely manner.</li> </ul>
<i>Access to specific websites</i>	0	1	1	2	<ul style="list-style-type: none"> <li>Safari filter [does] not allow students to search internet.</li> <li>YouTube access and app approval process are the issues.</li> </ul>

<i>Other</i>	2	0	0	2	<ul style="list-style-type: none"> <li>• Consistency in the school in terms of basic knowledge of Google Classroom or Canvas in the upper elementary grades</li> <li>• It's a challenge when operating classes in different spaces to use technology available.</li> </ul>
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*Table 17: Please rate your level of satisfaction with support from the Arts Education Office for the following. (Administrators)*

<i>Area of Support</i>	<i>Level</i>	<i>Very Satisfied</i>	<i>Somewhat Satisfied</i>	<i>Somewhat Dissatisfied</i>	<i>Very Dissatisfied</i>	<i>I don't know</i>	<i>N/A – I do not need support in this area.</i>
<i>Responsiveness to administrator and school needs</i>	Elementary (n=39)	64%	26%	3%	0%	5%	3%
	Middle School (n=12)	67%	25%	0%	0%	8%	0%
	High School (n=14)	29%	57%	0%	7%	0%	7%
<i>High level candidate pool and hiring assistance</i>	Elementary (n=39)	67%	18%	3%	0%	10%	3%
	Middle School (n=12)	42%	50%	0%	0%	8%	0%
	High School (n=14)	43%	36%	0%	0%	0%	21%
<i>Communication</i>	Elementary (n=39)	54%	33%	3%	0%	8%	3%
	Middle School (n=12)	58%	33%	0%	0%	8%	0%
	High School (n=14)	29%	43%	7%	7%	0%	14%
<i>Support with teacher observations and evaluations</i>	Elementary (n=39)	51%	13%	13%	0%	13%	10%
	Middle School (n=12)	75%	17%	0%	0%	8%	0%
	High School (n=14)	21%	29%	14%	0%	7%	29%
<i>Professional development opportunities for teachers</i>	Elementary (n=39)	51%	33%	5%	0%	10%	0%
	Middle School (n=12)	42%	42%	8%	0%	8%	0%
	High School (n=14)	14%	36%	14%	0%	21%	14%
<i>Curriculum materials and resources</i>	Elementary (n=39)	56%	23%	8%	0%	13%	0%
	Middle School (n=12)	50%	33%	0%	0%	17%	0%
	High School (n=14)	29%	29%	14%	0%	14%	14%
<i>Opportunities for student recognition</i>	Elementary (n=39)	54%	31%	5%	0%	10%	0%
	Middle School (n=12)	75%	17%	0%	0%	8%	0%
	High School (n=14)	43%	36%	7%	0%	0%	14%
<i>Overall arts PR and advocacy</i>	Elementary (n=39)	67%	21%	3%	0%	10%	0%
	Middle School (n=12)	58%	33%	0%	0%	8%	0%
	High School (n=14)	36%	43%	7%	0%	0%	14%



Table 18: Open-ended: What other support would like to receive from the Arts Education Office? (Administrators)

Response Category	Number of Open-Ended Responses in Category				Sample Response
	ES	MS	HS	Total	
Arts Office is already highly supportive/None	5	1	0	6	<ul style="list-style-type: none"> <li>I feel highly supported by the Arts Office.</li> <li>Our school enjoys a strong arts focus and partnership with the APS Arts Office.</li> </ul>
Support for school events (attend, help with program)	4	1	0	5	<ul style="list-style-type: none"> <li>I would love to have the supervisor attend more activities at the school during the year.</li> <li>More guidance on program development for music concerts</li> <li>To have assistance with display equipment for art shows at the school.</li> </ul>
Support for arts instruction (observations, professional development, etc.)	3	1	0	4	<ul style="list-style-type: none"> <li>Random and frequent observations</li> <li>We would like support on how to support our gifted students.</li> <li>Targeted professional development options for art and music teachers on early release days</li> </ul>
Funding	2	0	1	3	<ul style="list-style-type: none"> <li>Allocated funds for supporting teachers to attend conferences</li> <li>It would help if there were some additional financial assistance to support arts needs in the school so that all doesn't have to come out of school budgets.</li> </ul>
Other	1	0	0	1	<ul style="list-style-type: none"> <li>I...hear about activities and professional development from teachers before I hear it from the Arts Office.</li> </ul>

### Transitions and Number of Minutes for Instruction (Elementary)

Table 19: What is the average number of minutes allotted for your transitions between classes? (Elementary Teachers)

Discipline	Response	Percent
Visual Art (n=33)	None	52%
	5 minutes	30%
	10 minutes	9%
	Other	9%
General/Choral Music (n=27)	None	44%
	5 minutes	26%
	10 minutes	19%

<i>Discipline</i>	<i>Response</i>	<i>Percent</i>
<i>Instrumental Music (n=12)</i>	Other	11%
	None	50%
	5 minutes	33%
	10 minutes	0%
<i>Total Elementary (n=74)*</i>	Other	17%
	None	50%
	5 minutes	28%
	10 minutes	11%
	Other	11%

\*Includes two theater teachers not reported separately.

*Table 20: Other responses (open-ended): What is the average number of minutes allotted for your transitions between classes? (Elementary Teachers, n=8)*

<i>Response</i>
<i>5 minutes between 2nd grade, otherwise none</i>
<i>Depends on the day</i>
<i>Depends on time of day, 5 or 10</i>
<i>It truly depends on the day. Some days it is 0 mins, other is 20</i>
<i>It varies; 3 of my classes have no transition time and others may have a half hour or more</i>
<i>My school typically gives me great blocks of planning time that allow for very flexible transitions since I could have anywhere between 15 to 30 minutes or more between classes</i>
<i>Some have no transition, some have 10 minutes. Depends on the class.</i>
<i>Some none, some 15 minutes, but it works well! it allows for more useable blocks of time.</i>

*Table 21: If none: How does lack of transition time impact your arts instruction? (Elementary teachers who reported no transition time)*

<i>Response Category</i>	<i>Number of Open-Ended Responses in Category</i>	<i>Sample Response</i>
<i>Reduces instructional and/or artmaking time</i>	17	<ul style="list-style-type: none"> <li>All classes must wrap up early and the next class starts a little late.</li> <li>Artmaking is cut short across the board.</li> </ul>
<i>Makes it hard/impossible to set up classroom appropriately</i>	16	<ul style="list-style-type: none"> <li>Art instruction is often material driven. This means that setting up and cleaning up meaningful art classes/studios, including, but not limited to, printmaking, painting, sculpture, and ceramics takes time that we don't have.</li> <li>My students come in and I'm still getting materials out of the way from the previous class which is a completely different grade level/project.</li> </ul>

Appendix E1

<i>Is more difficult when subsequent classes are not the same grade level</i>	6	<ul style="list-style-type: none"> <li>Teaching the same grade level in a block of time would help because I wouldn't have to switch materials back and forth as often.</li> <li>It is hard to set up materials for different grade levels. I either have to do the same material for all grade levels when I have back to back classes or there is set up time taking away from instruction time at the beginning or end of the class.</li> </ul>
<i>Teacher cannot go to the bathroom</i>	3	<ul style="list-style-type: none"> <li>I can't go to the bathroom until...the last hour, when the assistant can cover, or if I call the office and get someone to come cover my class for a few minutes.</li> <li>I have to ask the classroom teacher to stay with the students so I can go to the bathroom.</li> </ul>
<i>Reduces ability to provide extra support for students who need it</i>	3	<ul style="list-style-type: none"> <li>Often not able to give special needs students the assistance they need in dealing with transitions.</li> <li>I am unable to address student needs at the end of a class because my next class is coming in.</li> </ul>
<i>Negatively affects behavior of students</i>	3	<ul style="list-style-type: none"> <li>...The students feel very rushed, and act out sometimes as a result.</li> <li>Lack of transition time leads to lost instruction, student frustration, and behavioral problems.</li> </ul>
<i>Impedes communication with classroom teacher</i>	2	<ul style="list-style-type: none"> <li>...It doesn't allow time for [art] teacher to communicate with classroom teacher about classroom behavior and collaboration.</li> <li>The lack of transition...does not allow for teacher-to-teacher communication about concerns with students, either behavior or even emotional issues that have happened during the day.</li> </ul>
<i>Teacher avoids certain instructional activities</i>	2	<ul style="list-style-type: none"> <li>I'm hesitant to create involved projects with the students because the setup and clean-up is so very tight.</li> <li>...for example, when trying to use large Orff instruments. There is not enough time to set up or move them so they often don't get used.</li> </ul>
<i>Other</i>	3	<ul style="list-style-type: none"> <li>We've figured out how to make it work. It requires more extreme planning of how to set up equipment without sacrificing learning time.</li> </ul>

Table 22: For each grade level that you teach, what is the average number of minutes per week allocated for your arts instruction? (Elementary Teachers)\*

Response	Pre-K (n=42)	Kindergarten (n=51)	1st Grade (n=52)	2nd Grade (n=51)	3rd Grade (n=47)	4th Grade (n=55)	5th Grade (n=54)
20	5%	0%	0%	0%	0%	0%	0%
30	33%	8%	2%	2%	0%	13%	13%
35	5%	2%	0%	0%	0%	0%	0%

Appendix E1

Response	Pre-K (n=42)	Kindergarten (n=51)	1st Grade (n=52)	2nd Grade (n=51)	3rd Grade (n=47)	4th Grade (n=55)	5th Grade (n=54)
40	10%	2%	4%	4%	0%	2%	4%
45	14%	24%	25%	29%	26%	20%	24%
50	2%	8%	8%	8%	6%	5%	2%
55	0%	0%	2%	0%	4%	2%	7%
60	26%	35%	38%	33%	40%	29%	30%
65	0%	0%	0%	0%	4%	4%	4%
70	2%	2%	0%	4%	0%	4%	0%
75	0%	0%	0%	0%	0%	4%	2%
80	0%	2%	4%	4%	6%	5%	4%
85	0%	0%	0%	0%	0%	0%	2%
90	2%	14%	15%	14%	11%	11%	7%
105	0%	4%	2%	2%	2%	2%	2%

\*Teachers only responded for a given grade level if they indicated that they teach that grade. Responses of 0-1 minute were removed (one response each grade level), as were responses of over 120 minutes (0-3 responses each grade level). Responses over 120 minute were most likely a tally of all classes within one grade level.

Table 23: What is the total number of minutes dedicated to ATSS or support blocks in your weekly schedule? (Elementary Teachers)

Response	Visual Art (n=26)	General/Choral Music (n=23)	Instrumental Music (n=10)	All Elementary (n=61)*
0	46%	65%	60%	54%
30	4%	0%	0%	2%
35	4%	0%	0%	2%
45	4%	0%	0%	2%
50	0%	4%	0%	2%
60	4%	0%	0%	2%
90	8%	4%	20%	7%
100	4%	4%	0%	2%
120	8%	9%	0%	7%
150	8%	4%	0%	5%
180	4%	4%	0%	5%
210	4%	0%	0%	3%
225	4%	0%	0%	2%
270	0%	4%	0%	2%
300	0%	0%	20%	5%
360	0%	0%	0%	2%

\*Includes two theater teachers not reported separately.

## Gifted Referral and Identification

Table 24: Have you received professional development in identifying students as gifted in the arts?  
(Teachers by level)

Level	Response	Percent
Elementary (n=70)	Yes	57%
	No	43%
Middle School (n=21)	Yes	29%
	No	71%
High School (n=27)	Yes	48%
	No	52%

Table 25: Have you received professional development in identifying students as gifted in the arts?  
(Teachers by discipline)

Discipline	Response	Percent
Visual Art (n=52)	Yes	56%
	No	44%
General/Choral Music (n=32)	Yes	56%
	No	44%
Instrumental Music (n=23)	Yes	43%
	No	57%
Theater (n=11)	Yes	18%
	No	82%

Table 26: If yes: Overall, how effective was the professional development in preparing you to participate in the gifted identification process? (Teachers who have received professional development, by level)

Level	Response	Percent
Elementary (n=40)	Highly effective	8%
	Very effective	33%
	Somewhat effective	55%
	Not at all effective	5%
Middle School (n=6)	Highly effective	50%
	Very effective	50%
	Somewhat effective	0%
	Not at all effective	0%
High School (n=13)	Highly effective	8%
	Very effective	69%
	Somewhat effective	15%
	Not at all effective	8%

Appendix E1

Table 27: If yes: Overall, how effective was the professional development in preparing you to participate in the gifted identification process? (Teachers who have received professional development, by discipline)\*

Discipline	Response	Percent
Visual Art (n=29)	Highly effective	17%
	Very effective	55%
	Somewhat effective	28%
	Not at all effective	0%
General/Choral Music (n=18)	Highly effective	6%
	Very effective	28%
	Somewhat effective	61%
	Not at all effective	6%
Instrumental Music (n=10)	Highly effective	10%
	Very effective	30%
	Somewhat effective	40%
	Not at all effective	20%

\*Two responses from theater teachers excluded due to low number.

Table 28: What other/additional support would help you facilitate the referral and identification process for visual art and music? (Teachers by level)

Response Category	Number of Open-Ended Responses in Category				Sample Response
	ES	MS	HS	Total	
Clearly defined/uniform requirements for referral/identification process	12	1	1	14	<ul style="list-style-type: none"> <li>Countywide guidelines/suggestions for identification with a universal form</li> <li>I believe there should be a countywide process or set a standards for how we identify students. I have worked at multiple schools in the county and there always is a conversation about what are the requirements to be identified.</li> </ul>
Information about traits of students gifted in the arts and/or examples of products	8	2	0	10	<ul style="list-style-type: none"> <li>A uniform policy on how to refer students</li> <li>What does GT look like in a student in music?</li> <li>PD on clear indicators to look out for when referring students as gifted in the arts.</li> </ul>
None	4	3	3	10	<ul style="list-style-type: none"> <li>I feel comfortable with the gifted referral/identification process for visual art and music.</li> <li>Not needed.</li> </ul>
More/better professional development/guidance about giftedness in the arts (topic unspecified)	7	1	1	9	<ul style="list-style-type: none"> <li>Any kind of guiding information would be very beneficial and make me feel more confident in the selection process.</li> <li>I feel as if we are unsupported in the way of providing professional development on gifted services to earn</li> </ul>

Appendix E1

				points for recertification.	
<i>Ensure that services are provided if student is identified</i>	6	1	1	8	<ul style="list-style-type: none"> <li>It would be helpful to have more professional development specifically geared towards giftedness in the arts.</li> <li>I...would like gifted programs to continue in middle school outside of honors groups. Why identify if there's not follow up. Too many G.T. kids end up taking the Wheel.</li> <li>I have...heard too many stories of students being labeled as gifted in the arts, but then being removed from their arts classes for remedial instruction in other areas - this makes me wonder if labeling students is worth it.</li> </ul>
<i>Make referral process simpler/less burdensome</i>	2	1	2	5	<ul style="list-style-type: none"> <li>I find the referral process cumbersome. Is there a way to streamline the referral process?</li> <li>The process for referral is burdensome and could be reduced in general.</li> </ul>
<i>Want theater designation</i>	0	2	1	3	<ul style="list-style-type: none"> <li>Theatre does not have a gifted designation. But there certainly are students who qualify!</li> <li>I would like there to be the ability to refer and identify students in theater arts.</li> </ul>
<i>Training in how to extend lessons for gifted students</i>	1	1	0	2	<ul style="list-style-type: none"> <li>Training on techniques and applications for these students.</li> </ul>
<i>Other</i>	6	1	3	10	<ul style="list-style-type: none"> <li>Is the process we have now fair to all cultures? Does it exclude students because of low socio-economics of a student? Are able to see "Giftedness" in students of all races and cultures?</li> <li>We are...getting the feeling that there is some sort of "quota" we need to meet, which feels inauthentic.</li> </ul>

Table 29: How many students at your school do you refer for gifted identification in the arts in an average school year? (Teachers by level)/ How many visual art and music referrals do you process in an average school year (RTGs by level)

Staff Group	Level	Response	Percent
Teachers	Elementary (n=74)	None	16%
		1-5	66%
		6-10	12%
		More than 10	5%
Middle School (n=23)	Middle School (n=23)	None	39%
		1-5	57%
		6-10	0%
		More than 10	4%
High School (n=30)	High School (n=30)	None	43%
		1-5	47%
		6-10	10%

Appendix E1

<i>Staff Group</i>	<i>Level</i>	<i>Response</i>	<i>Percent</i>
<i>RTGs</i>	<i>Elementary (n=21)</i>	More than 10	0%
		None	10%
		1-5	24%
		6-10	38%
	<i>Middle/High School (n=8)</i>	More than 10	29%
		None	0%
		1-5	75%
		6-10	13%
		More than 10	13%

*Table 30: How many students at your school do you refer for gifted identification in the arts in an average school year? (Teachers by discipline)*

<i>Discipline</i>	<i>Response</i>	<i>Percent</i>
<i>Visual Art (n=53)</i>	None	19%
	1-5	62%
	6-10	11%
	More than 10	8%
<i>General/Choral Music (n=34)</i>	None	26%
	1-5	62%
	6-10	9%
	More than 10	3%
<i>Instrumental Music (n=29)</i>	None	24%
	1-5	72%
	6-10	3%
	More than 10	0%
<i>Theater (n=11)</i>	None	73%
	1-5	9%
	6-10	18%
	More than 10	0%



Appendix E1

Table 31: If none: You indicated that you do not refer any students at your school for gifted identification in the arts. Why not? Select all that apply. (Teachers who do not refer students for gifted identification, by level)\*

Response	Level	Percent
<i>I don't understand the process for referring and identifying students in the arts.</i>	Elementary (n=12)	58%
	Middle School (n=9)	25%
	High School (n=13)	17%
<i>Students are not identified in the arts at my school.</i>	Elementary (n=12)	0%
	Middle School (n=9)	17%
	High School (n=13)	0%
<i>I don't believe in labeling students as gifted.</i>	Elementary (n=12)	8%
	Middle School (n=9)	0%
	High School (n=13)	0%
<i>There is no point since students don't receive separate instruction if they are identified.</i>	Elementary (n=12)	33%
	Middle School (n=9)	17%
	High School (n=13)	50%
<i>I didn't realize that I could refer students.</i>	Elementary (n=12)	17%
	Middle School (n=9)	8%
	High School (n=13)	33%
<i>Other</i>	Elementary (n=12)	25%
	Middle School (n=9)	42%
	High School (n=13)	50%

\*Two RTGs also indicated that they do not process any referrals for visual art or music. Due to the low number, their responses to this follow-up question have not been included.

Table 32: If none: You indicated that you do not refer any students at your school for gifted identification in the arts. Why not? Select all that apply. (Teachers by discipline)

Response	Discipline	Percent
<i>I don't understand the process for referring and identifying students in the arts.</i>	Visual Art (n=10)	40%
	General/Choral Music (n=9)	56%
	Instrumental Music (n=7)	14%
	Theater (n=8)	25%
<i>Students are not identified in the arts at my school.</i>	Visual Art (n=10)	10%
	General/Choral Music (n=9)	0%
	Instrumental Music (n=7)	0%
	Theater (n=8)	13%
<i>I don't believe in labeling students as gifted.</i>	Visual Art (n=10)	10%
	General/Choral Music (n=9)	0%
	Instrumental Music (n=7)	0%
	Theater (n=8)	0%
<i>There is no point since students don't receive separate instruction if they are identified.</i>	Visual Art (n=10)	40%
	General/Choral Music (n=9)	44%

<i>Response</i>	<i>Discipline</i>	<i>Percent</i>
<i>I didn't realize that I could refer students.</i>	Instrumental Music (n=7)	29%
	Theater (n=8)	25%
	Visual Art (n=10)	30%
	General/Choral Music (n=9)	0%
<i>Other</i>	Instrumental Music (n=7)	29%
	Theater (n=8)	25%
	Visual Art (n=10)	30%
	General/Choral Music (n=9)	22%
	Instrumental Music (n=7)	71%
	Theater (n=8)	50%

Table 33: Other Responses - If none: You indicated that you do not refer any students at your school for gifted identification in the arts. Why not? Select all that apply. (Teachers)

<i>Response Category</i>	<i>Number of Open-Ended Responses in Category</i>	<i>Sample Response</i>
<i>Not my role (other teacher does it, I don't teach the grade level when it happens, etc.)</i>	3	<ul style="list-style-type: none"> <li>• Full time music teacher identifies gifted students.</li> <li>• I do not teach 3rd grade - the year that students are referred.</li> </ul>
<i>There is no identification in my discipline</i>	3	<ul style="list-style-type: none"> <li>• There is no identification in theatre arts.</li> </ul>
<i>Question the process</i>	3	<ul style="list-style-type: none"> <li>• Students can be identified at elementary level and several that I've had, I would not characterize as gifted.</li> <li>• The process is too time-consuming and doesn't get students anything that I don't already do in my classroom after identifying them as gifted in art myself.</li> </ul>
<i>High school: Most students are already identified when they get here</i>	2	<ul style="list-style-type: none"> <li>• Most of the students who I would identify are already identified before they make to my classes.</li> </ul>
<i>Other</i>	3	<ul style="list-style-type: none"> <li>• Behavior issues make it a challenge to identify students who may be gifted.</li> </ul>

Table 34: What suggestions do you have to improve the identification process for visual art and music?  
(Teachers)

Response Category	Number of Open-Ended Responses in Category				Sample Response
	ES	MS	HS	Total	
<i>Provide differentiated instructional opportunities for identified students</i>	4	3	2	9	<ul style="list-style-type: none"> <li>Assurance that identifying kids will ensure that they do not get pulled from music in their secondary education!</li> <li>Separate instruction</li> <li>A county-based program for the gifted art students would be a plus.</li> </ul>
<i>Early/elementary identifications are not accurate</i>	1	3	1	5	<ul style="list-style-type: none"> <li>I feel with what we do in elementary, it's WAY too early to identify children as gifted.</li> <li>Some students arrive identified as gifted in music that do not appear to be gifted in music.</li> <li>I see students who are identified as gifted in elementary school who are simply working slightly harder than their peers.</li> </ul>
<i>Expand identification areas</i>	3	1	1	5	<ul style="list-style-type: none"> <li>Music should be expanded to include more than singing and playing an instrument. I have students who dance very well, who act very expressively, who hear complicated themes and patterns in music (but cannot put it to paper).</li> <li>Expand the opportunities to include excellence in music technology.</li> <li>Include the category of theater arts.</li> </ul>
<i>Simplify referral and identification process</i>	1	1	3	5	<ul style="list-style-type: none"> <li>If there could be less paperwork, and a simpler process, that could help.</li> <li>Make it shorter and less time-consuming.</li> </ul>
<i>General information from Arts Office or other sources</i>	3	1	1	5	<ul style="list-style-type: none"> <li>Suggested work/performance samples</li> <li>Timeline for referral, what is needed and expected of me, forms, etc.</li> <li>Getting a list of students who are already identified. I do not know who is identified as gifted.</li> </ul>
<i>Straightforward/standardized identification criteria</i>	4	0	0	4	<ul style="list-style-type: none"> <li>Create a standardized set of guidelines throughout the whole county.</li> <li>A selection of ways to identify students that are simple and straightforward</li> </ul>
<i>Provide professional development</i>	4	0	0	4	<ul style="list-style-type: none"> <li>More professional development on this topic that covers clear indicators to look out for in students when referring.</li> <li>Specific professional development related to gifted identification and referral.</li> </ul>
<i>Expand accepted evidence of giftedness</i>	2	0	1	3	<ul style="list-style-type: none"> <li>A checklist of gifted characteristics instead of products.</li> </ul>

Appendix E1

					<ul style="list-style-type: none"> <li>• Our gifted referral forms require paper evidence of students' abilities - that's not really what shows gifted abilities in music. If there was a way to submit video evidence, that would more accurately reflect a student's talents.</li> </ul>
<i>Provide opportunities for communication with art colleagues</i>	2	1	0	3	<ul style="list-style-type: none"> <li>• Facilitate more communication between music teachers to obtain more authentic data to lead to proper identification</li> <li>• Time to meet and talk with other Art colleagues.</li> </ul>
<i>RTG needs to understand arts process/services</i>	0	1	1	2	<ul style="list-style-type: none"> <li>• [RTGs] need to have a knowledge base in the arts which some do not</li> </ul>
<i>Digital forms</i>	1	1	0	2	<ul style="list-style-type: none"> <li>• Put the paperwork online and make the forms electronic.</li> </ul>
<i>Other</i>					<ul style="list-style-type: none"> <li>• None</li> <li>• I don't know</li> <li>• I...don't see the benefit to the student of having this identification as teachers can see without it when students are gifted in the arts and offer them enrichment within the course structure already.</li> <li>• Our Gifted Resource teacher is very good to work with!</li> </ul>
	2	2	4	8	

Table 35: What suggestions do you have to improve the identification process for visual art and music? (RTGs)

Response Category	Number of Open-Ended Responses in Category			Sample Response
	ES	MS/HS	Total	
<i>Provide information about characteristics/indicators of giftedness in the arts</i>	4	0	4	<ul style="list-style-type: none"> <li>I would like there to be some kind of checklist of behaviors/stems we could be looking for in our visual and music gifted children.</li> <li>Provide characteristics for RTGs and classroom teachers to support them in identification in addition to art/music teachers.</li> </ul>
<i>Encourage arts teachers to refer students</i>	3	1	4	<ul style="list-style-type: none"> <li>Require some type of minimum referral for fine arts teachers ...I have had to do any of the art referrals myself despite asking for suggestions several times from our...teachers every year.</li> <li>Our [visual] art teachers do a very good job with [referrals] but my music teachers flat out refuse to refer, identify or differentiate.</li> </ul>
<i>Clarify process, timelines, forms, etc.</i>	3	0	3	<ul style="list-style-type: none"> <li>Clarify the procedures, requirements, and forms.</li> <li>Updated forms/system is needed for the actual process.</li> </ul>
<i>Arts teachers need training</i>	2	1	3	<ul style="list-style-type: none"> <li>The art and music teachers need not only training in the referral process but how to differentiate once the identification is made.</li> <li>Training for the art/music teachers, who often seem unclear about how the process is to be completed</li> </ul>
<i>Provide samples of products</i>	2	0	2	<ul style="list-style-type: none"> <li>Have completed referral product samples for RTGs and music and arts educators so new staff can see examples.</li> </ul>
<i>Facilitate communication between arts teachers/department and RTGs</i>	2	0	2	<ul style="list-style-type: none"> <li>Have a joint Arts/RTG meeting to see that the departments are on the same page.</li> </ul>
<i>Provide support to arts teachers in providing differentiated instruction for identified students</i>	2	0	2	<ul style="list-style-type: none"> <li>Provide support to art/music teachers for what to do with identified students.</li> </ul>
<i>Arts teachers have/should have the expertise for this</i>	2	0	2	<ul style="list-style-type: none"> <li>This should not be initiated or processed by gifted services because we have one person per school responsible for all of academic area identification and delivery of services, along with many other responsibilities related to academic giftedness. . It should be done instead by the art/music offices through the instructors based at the school. These</li> </ul>

<i>Other</i>	are the people trained to recognize giftedness in the arts, which is very different from what I am trained to do.		
	3	4	7

- Digitize the process since it is often photos of artwork and media (recordings) for these areas.
- I believe that there should be more than two products included in product portfolio.
- ...At the ID committee meeting we have only one art or music teacher present. If we could get a second person with art/music major to attend that might be helpful.

Table 36: Apart from the logistical referral and identification process, how would you rate your level of comfort identifying giftedness in the areas of visual art and music? (RTGs)

<i>Response</i>	<i>Elementary (n=21)</i>	<i>Middle/High School (n=8)</i>
<b>Very comfortable</b> – I understand and recognize characteristics of students gifted in visual art and music.	24%	75%
<b>Somewhat comfortable</b> – I have some understanding of the characteristics of students gifted in visual art and music.	33%	25%
<b>Not at all comfortable</b> – I don't have much understanding of the characteristics of students gifted in visual art and music.	43%	0%

## Collaboration between RTGs and Arts Teachers

Table 37: How do you collaborate with the resource teacher for the gifted (RTG) at your school? Select all that apply. (Teachers by level)/How do you collaborate with the visual art and music teachers at your school? Select all that apply. (RTGs by level)

Response	Level	Teachers		RTGs	
		N	%	N	%
<b>Teacher:</b> The RTG facilitates the gifted identification process when I refer a student. <b>RTG:</b> I discuss the identification process with them and facilitate the process once they refer a student.	Elementary	74	55%	21	81%
	Middle School	23	39%	8	100%
	High School	30	33%		
<b>Teacher:</b> I meet periodically with the RTG to support differentiated instruction. <b>RTG:</b> I meet periodically with the art and/or music teachers to support differentiated instruction.	Elementary	74	19%	21	43%
	Middle School	23	26%	8	75%
	High School	30	20%		
<b>Teacher:</b> I do not collaborate with the RTG at my school. <b>RTG:</b> I do not collaborate with the visual art and music teachers at my school.	Elementary	74	34%	21	14%
	Middle School	23	35%	8	0%
	High School	30	33%		
Other	Elementary	74	8%	21	19%
	Middle School	23	26%	8	50%
	High School	30	20%		

Table 38: How do you collaborate with the resource teacher for the gifted (RTG) at your school? Select all that apply. (Teachers by discipline)

Response	Discipline	Percent
<i>The RTG facilitates the gifted identification process when I refer a student.</i>	Visual Art (n=53)	45%
	General/Choral Music (n=34)	53%
	Instrumental Music (n=29)	52%
	Theater (n=11)	27%
<i>I meet periodically with the RTG to support differentiated instruction.</i>	Visual Art (n=53)	25%
	General/Choral Music (n=34)	26%
	Instrumental Music (n=29)	10%
	Theater (n=11)	9%
<i>I do not collaborate with the RTG at my school.</i>	Visual Art (n=53)	36%
	General/Choral Music (n=34)	29%
	Instrumental Music (n=29)	34%
	Theater (n=11)	36%

Response	Discipline	Percent
Other	Visual Art (n=53)	8%
	General/Choral Music (n=34)	15%
	Instrumental Music (n=29)	10%
	Theater (n=11)	55%

Table 39: Other Responses - How do you collaborate with the resource teacher for the gifted (RTG) at your school? Select all that apply. (Teachers)/How do you collaborate with the visual art and music teachers at your school? (RTGs)

Response Category	Number of Open-Ended Responses in Category			Sample Response
	Teachers	RTGs	Total	
Meet occasionally or have discussions	2	5	7	<ul style="list-style-type: none"> <li>• <b>Teacher:</b> Meet regarding Governor's School</li> <li>• <b>RTG:</b> We meet sometimes to discuss parent communication and parent referrals.</li> </ul>
RTG does not have expertise in art/music	4	0	4	<ul style="list-style-type: none"> <li>• <b>Teacher:</b> The RTG defers to me on music, as that is not a field of her expertise.</li> <li>• <b>Teacher:</b> As the RTG knows nothing about music, support for differentiated instruction does not take place.</li> </ul>
Occasional collaboration on specific project/activity	3	0	3	<ul style="list-style-type: none"> <li>• <b>Teacher:</b> occasionally she'll ask me if I want to collaborate on a specific project, or vice versa.</li> <li>• <b>Teacher:</b> We collaborate on AP Scholars events in the arts.</li> </ul>
RTG provides a list of identified students	3	0	3	<ul style="list-style-type: none"> <li>• <b>Teacher:</b> The RTG gives us a list of identified students.</li> </ul>
Share information about opportunities	2	1	3	<ul style="list-style-type: none"> <li>• <b>Teacher:</b> The RTG is helpful ...in letting us know about opportunities.</li> <li>• <b>RTG:</b> Keep up an ongoing dialogue with the teachers about available opportunities for identified students.</li> </ul>
Push into classrooms	0	2	2	<ul style="list-style-type: none"> <li>• <b>RTG:</b> I push in when invited.</li> </ul>
Other	3	1	4	<ul style="list-style-type: none"> <li>• <b>Teacher:</b> Independent Studies for Students</li> <li>• <b>Teacher:</b> I participate in professional development.</li> </ul>



## Differentiation

Table 40: In what ways do you differentiate for students who need extra support? (Teachers)

Response Category	Number of Open-Ended Responses in Category				Sample Response
	ES	MS	HS	Total	
One on one assistance	13	8	9	30	<ul style="list-style-type: none"> <li>I make sure there is time during certain class periods when I can conference with struggling students.</li> <li>More one on one time</li> <li>I assign extra rehearsal time for individual coaching.</li> </ul>
Adjusted/alternative/tiered activities/lessons	13	9	8	30	<ul style="list-style-type: none"> <li>Instrumental music is...frequently divided into 1st/2nd/3rd parts, and so I will assign students who need extra support to easier parts that are more aligned with their playing level.</li> <li>Depending on the individual, I will modify instruction and requirements as needed.</li> <li>I differentiate by using design briefs that allow students to select their own materials and craft their own design plan, and I have ways to compress or extend projects for individual students.</li> </ul>
Grouping or peer support	17	6	6	29	<ul style="list-style-type: none"> <li>Pair them with a mentor</li> <li>Peer tutoring</li> <li>We pair them with students who can help to model proper technique.</li> <li>Small group activities that can be engaged with on a variety of levels.</li> <li>I...try to pair them with more advanced students in class.</li> <li>We break into small groups...and do duet partners or trio groups with others that are on the same level.</li> </ul>
Multiple modalities	14	2	1	17	<ul style="list-style-type: none"> <li>I...make sure that I teach melodic and rhythmic concepts aurally, visually, kinesthetically, and with written work.</li> <li>Create manipulatives for visual-heavy lessons (for example, when using notation)</li> <li>I may offer different media options.</li> </ul>
Check in with student	7	4	5	16	<ul style="list-style-type: none"> <li>I...make sure I make my check-ins with these students more frequent.</li> <li>Checking in with students to gauge understanding.</li> <li>We walk around and check for understanding with individual students, at which point we can offer a review if needed.</li> </ul>
Help students outside of regular class	1	7	8	16	<ul style="list-style-type: none"> <li>They can come for extra help on Mondays.</li> <li>Extra rehearsal time outside of class.</li> </ul>

Appendix E1

					<ul style="list-style-type: none"> <li>I see students at 7:30am before TA. I work with students during my lunch period and one of my planning periods.</li> </ul>
<i>Give students extra time</i>	7	3	6	16	<ul style="list-style-type: none"> <li>Allow extra time to complete assignments.</li> <li>Slowing down the pace</li> <li>Give wait time when answering questions.</li> </ul>
<i>Offer student choice</i>	11	3	1	15	<ul style="list-style-type: none"> <li>Choice to play a variety of instruments, some are more difficult than others.</li> <li>Choice in assignments</li> <li>They have media choices, production end-result choices, and can explore a multitude of techniques that I demonstrate or that they invent themselves.</li> <li>I give them choice in their final product.</li> </ul>
<i>Modified materials or physical accommodations</i>	9	2	2	13	<ul style="list-style-type: none"> <li>I have tools available for those who need extra physical supports (fidgets, sit disks, special art tools etc.).</li> <li>I provide templates, idea sheets, pre-cut shapes, larger or smaller paper, pencil grips, larger work area, written step by step directions with pictures to remind students.</li> <li>I may offer them different materials or provide them with templates.</li> </ul>
<i>Provide scaffolding</i>	6	3	3	12	<ul style="list-style-type: none"> <li>I scaffold specific steps to support child struggling with skills.</li> <li>Scaffold assignments when needed.</li> <li>Break the lesson into more manageable chunks.</li> <li>Break things into smaller parts.</li> </ul>
<i>Modify/repeat directions</i>	7	3	1	11	<ul style="list-style-type: none"> <li>Repetition of instructions</li> <li>Provide directions in more than one mode (visually, verbally, written).</li> <li>Simpler, repeated, or one-on-one instructions</li> </ul>
<i>Seating</i>	7	1	0	8	<ul style="list-style-type: none"> <li>Flexible seating options</li> <li>Preferential seating</li> </ul>
<i>Model or demonstrate tasks</i>	4	2	1	7	<ul style="list-style-type: none"> <li>I re-teach or re-demonstrate in a way that supports that student.</li> <li>I utilize students as models or mentors.</li> <li>Modeling</li> <li>Demonstration</li> </ul>
<i>Use technology</i>	4	1	1	6	<ul style="list-style-type: none"> <li>Options for video support</li> <li>Direct them to online help</li> <li>I have...been using Canvas for personalized learning and flipped classroom.</li> </ul>
<i>Communicate with classroom teacher or other staff</i>	5	0	0	5	<ul style="list-style-type: none"> <li>I make recordings for students.</li> <li>Consult with the occupational therapist/classroom teachers as-needed.</li> <li>I work collaboratively with other specials teachers,</li> </ul>

<i>Follow IEP or 504</i>	3	0	2	5	<ul style="list-style-type: none"> <li>classroom teachers, SPED teachers and counselors to support students who are struggling emotionally or have another need that should be addressed.</li> <li>Adhering to IEP and 504 accommodations</li> <li>Usually, these students also have an IEP, so I follow the protocol for their accommodations.</li> </ul>
	<i>Other</i>				<ul style="list-style-type: none"> <li>Opportunities for "extra credit" work</li> <li>In some cases, behavior charts come with the student to me and I support those as well.</li> <li>Helping students process their emotions and providing a kind, nurturing environment for them to take risks.</li> <li>I encourage and facilitate private lessons.</li> </ul>
	4	0	4	8	

Table 41: In what ways do you differentiate for students who need extra challenge? (Teachers)

<i>Response Category</i>	<i>Number of Open-Ended Responses in Category</i>				<i>Sample Response</i>
	ES	MS	HS	Total	
<i>Adjusted/alternative/tiered activities/lessons</i>	17	11	5	33	<ul style="list-style-type: none"> <li>I make sure that my work is tiered based on ability. For instance, during my 3rd and 4th grade recorder curriculum, students work at their own pace using a flipped classroom model in Google Classroom. Students who earn one badge may move on to the next one independently.</li> <li>Develop more complex script writing assignments</li> <li>I...vary the skill levels when practicing new concepts, offering both remediation level exercises and advance level exercises in the same lesson.</li> </ul>
<i>Provide opportunities for extension of lesson or content</i>	19	4	5	28	<ul style="list-style-type: none"> <li>Extensions that are related to the project if there is time.</li> <li>I have been using Canvas to put extensions on where students can choose a different activity to challenge themselves.</li> <li>I try to get them to embellish more, or sometimes work on physically larger paper or more clay, etc.</li> </ul>
<i>Encourage participation in opportunities outside of class</i>	7	6	5	18	<ul style="list-style-type: none"> <li>Encourage and facilitate performance outside of the classroom (honors auditions, spring recital, musical mornings, etc.)</li> <li>Encourage students to participate in honors choirs outside of school, voice lessons, audition for solos in choir songs.</li> <li>I look for art competitions that will motivate the students in their areas of strength and interests.</li> <li>I suggest options and classes for them outside of</li> </ul>

					school.
<i>Offer student choice</i>	13	1	1	15	<ul style="list-style-type: none"> <li>• Allowing for student choice</li> <li>• Choice boards, choice of materials</li> <li>• Choice cart for early finishers that is filled with different art activities</li> </ul>
<i>Provide leadership roles</i>	7	3	5	15	<ul style="list-style-type: none"> <li>• Allow students to be a director (for chorus)</li> <li>• Allow them to lead the class in a song</li> <li>• These students are often given special projects, like directing, choreography, or set and costume design and construction.</li> </ul>
<i>Solos or special performance opportunities</i>	4	5	2	11	<ul style="list-style-type: none"> <li>• Special performance opportunities for featured soloists (concerts and musical)</li> <li>• I encourage students to take auditions and participate in solo performance opportunities.</li> </ul>
<i>Grouping or peer support</i>	5	4	1	10	<ul style="list-style-type: none"> <li>• Small group instruction for extensions to grow the basic project</li> <li>• Peer mini-critiques peppered throughout projects at various stages</li> <li>• Partner arrangement</li> </ul>
<i>Allow students to work at own pace</i>	5	3	1	9	<ul style="list-style-type: none"> <li>• Allow students to work at their own pace (for example, Recorder Karate for 3rd grade where students move through a set of pre-selected songs and do so by submitting a recording on Seesaw)</li> <li>• Adapting a deadline or project parameters/requirements for a specific student</li> </ul>
<i>Higher level discourse</i>	4	1	2	7	<ul style="list-style-type: none"> <li>• Provide high level questioning</li> <li>• I give continuous feedback on their artwork and help them think through the artistic process and discuss development of the artwork</li> </ul>
<i>Provide additional work</i>	4	0	3	7	<ul style="list-style-type: none"> <li>• I pass out extra materials for students who wish to do more work at home.</li> <li>• I add more requirements.</li> <li>• I give them work beyond the regular assignment and show them advanced methods that I feel is appropriate for their skill level.</li> </ul>
<i>Have student tutor/mentor/support other students</i>	1	4	1	6	<ul style="list-style-type: none"> <li>• We pair them up with students who need help.</li> <li>• Have them assist students who may need help.</li> </ul>
<i>One on one assistance</i>	4	1	1	6	<ul style="list-style-type: none"> <li>• One-on-one conferences</li> <li>• Meet individually and discuss ways to add more/ get more in-depth with a project.</li> <li>• Individual coaching</li> </ul>
<i>Use technology</i>	4	2	0	6	<ul style="list-style-type: none"> <li>• By using iPads to self-guide learning through videos I have created for them.</li> <li>• I...assign them specific musicians to follow on YouTube.</li> </ul>

Appendix E1

<i>Encourage creativity through open-ended assignments, improvisation, etc.</i>	4	0	1	5	<ul style="list-style-type: none"> <li>• Work requirements are open-ended in which child grows at their pace and is openly encouraged and supported to freely explore further possibilities in their work.</li> <li>• I provide opportunities for students to create or improvise accompaniments or compose counter melodies.</li> </ul>
<i>Student learning contracts</i>	3	0	1	4	<ul style="list-style-type: none"> <li>• Student learning contracts</li> <li>• We agree on the expectations and their grading scale is adjusted accordingly.</li> </ul>
<i>Check in with student</i>	3	0	0	3	<ul style="list-style-type: none"> <li>• I walk around while kids are working and take notes on children who both need extra support and enrichment and make sure they get these extensions in my class.</li> <li>• While students are working at the table, I work hard to touch base with every student in the class and check in.</li> </ul>
<i>Help students outside of regular class</i>	1	1	1	3	<ul style="list-style-type: none"> <li>• Meet outside of class time.</li> <li>• Additional time ([homeroom]/lunch) for exploring assignments further</li> </ul>
<i>Other</i>	4	1	0	5	<ul style="list-style-type: none"> <li>• I meet with their parents/guardians to find out what resources they have and how I can help them beyond the classroom.</li> <li>• I add to the criteria for students who are advanced so that they are challenged.</li> </ul>

## Arts Participation

### Sample of Secondary Students (Site-Based Survey, Grades 6-11)

Table 42: This school year, have you taken any of the following arts classes? (Students grades 6-11)

Level	Response	Percent
Middle School (n=1605)	Chorus; AP Music Theory; Songwriting; Digital Recording	16%
	Instrumental Music; Beginning, Intermediate, or Advanced Band; Beginning, Intermediate, or Advanced Orchestra; Guitar	21%
	Theatre I, II, III, or IV; Tech Theatre; Sixth-grade Exploration Wheel	24%
	Visual Arts I, II, or III; Art I; Art II; Art III; Studio Art; AP Studio Art; IB Art; Photo I, II, or III; AP Photo; Film; Ceramics I, II, or III; Crafts I or II; Sculpture I or II; Graphic Design	29%
	I have not taken any arts classes this school year.	30%
High School (n=1481)	Chorus; AP Music Theory; Songwriting; Digital Recording	6%
	Instrumental Music; Beginning, Intermediate, or Advanced Band; Beginning, Intermediate, or Advanced Orchestra; Guitar	11%
	Theatre I, II, III, or IV; Tech Theatre; Sixth-grade Exploration Wheel	5%
	Visual Arts I, II, or III; Art I; Art II; Art III; Studio Art; AP Studio Art; IB Art; Photo I, II, or III; AP Photo; Film; Ceramics I, II, or III; Crafts I or II; Sculpture I or II; Graphic Design	26%
	I have not taken any arts classes this school year.	56%

Table 43: How would you rate your experience in your art class(es) this year? (Students who took an art class)

Level	Response	Percent
Middle School (n=1124)	Excellent	46%
	Good	38%
	Fair	11%
	Poor	5%
High School (n=656)	Excellent	52%
	Good	31%
	Fair	13%
	Poor	4%

Appendix E1

Table 44: What is the primary reason you haven't taken a arts class this year? (Students who did not take an art class)

Level	Response	Percent
Middle School (n=469)	I did not want to take a arts class.	69%
	I wanted to take an arts class, but I wasn't able to for some reason.	31%
High School (n=805)	I did not want to take a arts class.	68%
	I wanted to take an arts class, but I wasn't able to for some reason.	32%

Table 45: Please select up to three reasons you weren't able to take an arts class this year: (Students who wanted to take an art class but weren't able to)

Level	Response	Percent
Middle School (n=146)	I didn't have time in my schedule because of my required courses.	40%
	I didn't have time in my schedule because I had to take a remediation class.	27%
	I had time in my schedule, but there weren't any art, theater, and/or music classes available during the free period(s) in my schedule.	12%
	I was discouraged from taking arts by school staff.	8%
	I was discouraged from taking arts by my parents.	6%
	I had a bad experience in a previous arts class.	13%
	I do not want to or can't pay the fee that some art, theater, and/or music classes require.	8%
	I didn't know art, theater, and/or music classes were available to me.	8%
	Other	49%
High School (n=259)	I didn't have time in my schedule because of my required courses.	58%
	I didn't have time in my schedule because I had to take a remediation class.	10%
	I had time in my schedule, but there weren't any art, theater, and/or music classes available during the free period(s) in my schedule.	15%
	I was discouraged from taking arts by school staff.	8%
	I was discouraged from taking arts by my parents.	2%
	I had a bad experience in a previous arts class.	5%
	I do not want to or can't pay the fee that some art, theater, and/or music classes require.	7%
	I didn't know art, theater, and/or music classes were available to me.	20%
	Other	20%

Appendix E1

Table 46: "Other" responses: Please select up to three reasons you weren't able to take an arts class this year: (Middle School Students, n=66)

<i>Reason</i>	<i>n</i>
<i>I had to take support/remedial classes.</i>	15
<i>There wasn't enough room in my schedule for all the electives I wanted to take.</i>	11
<i>I have conflicts after school.</i>	8
<i>Logistical scheduling issues (new student, missed deadline for scheduling, etc.)</i>	5
<i>Wanted to work on high school credits/classes that will help in future</i>	3
<i>I requested the class but wasn't placed in the class.</i>	3
<i>I am a HILT student/My English is not good enough.</i>	3
<i>Homework</i>	3
<i>Not enough space in arts classes</i>	2
<i>I don't know</i>	2
<i>School doesn't have the type of art class that I am interested in</i>	1
<i>Other</i>	10
<i>Total</i>	66

Table 47: "Other" responses: Please select up to three reasons you weren't able to take an arts class this year: (High School Students, n=51)

<i>Reason</i>	<i>n</i>
<i>There wasn't enough room in my schedule.</i>	11
<i>Logistical scheduling issues (new student, extended absence)</i>	5
<i>School doesn't have the type of art class that I am interested in.</i>	4
<i>I am a HILT student/My English is not good enough.</i>	3
<i>I requested the class but wasn't placed in the class.</i>	3
<i>I wasn't sure (if I should take the class, which class to take)</i>	2
<i>My school does not have an arts program.</i>	2
<i>Not enough space in art class/class canceled due to low enrollment</i>	2
<i>Other</i>	19
<i>Total</i>	51



Students and Parents of Students in Grades 7 and 9 who Enrolled in Arts Last Year and Not Current Year

Table 48: How would you rate your/your child's experience in the above class(es)? (By type of arts class taken in previous school year)

Response	Students		Parents	
	Exploratory Wheel (n=119)	Visual Art, Music, or Theater Class (n=147)	Exploratory Wheel (n=39)	Visual Art, Music, or Theater Class (n=52)
Excellent	16%	35%	31%	44%
Good	58%	47%	56%	48%
Fair	21%	14%	13%	8%
Poor	5%	4%	0%	0%

Table 49: What is the primary reason you/your child did not take an art, music, and/or theater class this school year? (By type of arts class taken in previous school year)

Response	Students		Parents	
	Exploratory Wheel (n=118)	Visual Art, Music, or Theater Class (n=146)	Exploratory Wheel (n=39)	Visual Art, Music, or Theater Class (n=55)
I/he/she didn't want to.	81%	68%	72%	55%
I/he/she wanted to but couldn't.	19%	32%	28%	45%

Table 50: Please select up to three reasons you/your child weren't/wasn't able to take an art, music, and/or theater class this school year. (Students and parents of students who wanted to take an art class but weren't able to)

Previous School Year's Art Class	Response	Students		Parents	
		n	%	n	%
Exploratory Wheel	I didn't have time in my schedule because of the required courses I had to take.	23	57%	11	64%
	He/she didn't have time in his/her schedule because of required courses.				
Exploratory Wheel	I didn't have time in my schedule because I had to take a remediation class (for example, I had to repeat a class or I had to take an extra class to strengthen my skills).	23	26%	11	9%
	He/she didn't have time in his/her schedule because he/she had to take a remediation class (for example, had to repeat a class or had to take an extra class to strengthen skills).				
Exploratory Wheel	I had time in my schedule, but there weren't any art, theater, and/or music classes available during the free period(s) in my schedule.				
	He/she had time in his/her schedule, but there weren't any art, music, and/or theater classes available during the free period(s) in his/her schedule.	23	9%	11	18%

Appendix E1

<i>Visual Art, Music, or Theater Class</i>	I was discouraged from taking arts by school staff. He/she was discouraged from taking arts by school staff.	23	0%	11	0%
	I was discouraged from taking arts by my parents. I/We (parent/guardian) discouraged him/her from taking arts.	23	13%	11	9%
	I do not want to or can't pay the fee that some art, theater, and/or music classes require. I/We do not want to or can't pay the fee that some art, theater, and/or music classes require.	23	4%	11	0%
	I didn't know art, theater, and/or music classes were available to me. I/We didn't know art, theater, and/or music classes were available to him/her.	23	13%	11	9%
	Other	23	35%	11	36%
	I didn't have time in my schedule because of the required courses I had to take. He/she didn't have time in his/her schedule because of required courses.	47	53%	25	48%
	I didn't have time in my schedule because I had to take a remediation class (for example, I had to repeat a class or I had to take an extra class to strengthen my skills). He/she didn't have time in his/her schedule because he/she had to take a remediation class (for example, had to repeat a class or had to take an extra class to strengthen skills).	47	28%	25	36%
	I had time in my schedule, but there weren't any art, theater, and/or music classes available during the free period(s) in my schedule. He/she had time in his/her schedule, but there weren't any art, music, and/or theater classes available during the free period(s) in his/her schedule.	47	19%	25	16%
	I was discouraged from taking arts by school staff. He/she was discouraged from taking arts by school staff.	47	2%	25	8%
	I was discouraged from taking arts by my parents. I/We (parent/guardian) discouraged him/her from taking arts.	47	2%	25	0%
	I do not want to or can't pay the fee that some art, theater, and/or music classes require. I/We do not want to or can't pay the fee that some art, theater, and/or music classes require.	47	0%	25	0%
	I didn't know art, theater, and/or music classes were available to me. I/We didn't know art, theater, and/or music classes were available to him/her.	47	13%	25	4%
	Other	47	36%	25	36%

Table 51: Please select up to three reasons you didn't want to take an arts course this year. (Students and parents of students who did not take an art class)

<i>Previous School Year's Art Class Exploratory</i>	<i>Response</i>	<i>Students</i>		<i>Parents</i>	
		<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
	I had a bad experience last year.	95	16%	28	7%

Appendix E1

<i>Wheel</i>	He/she had a bad experience last year.				
	It's too difficult.	95	8%	28	0%
	It's too difficult for him/her.				
	I wasn't challenged enough.	95	9%	28	4%
	He/she wasn't challenged enough.				
	I'm not interested in it anymore.	95	52%	28	43%
	He/she is not interested in it anymore.				
	I wanted to take an elective in another subject area.	95	76%	28	86%
He/she wanted to take an elective in another subject area.					
Other	95	34%	28	18%	
<i>Visual Art, Music, or Theater Class</i>	I had a bad experience last year.				
	He/she had a bad experience last year.	99	24%	30	4%
	It's too difficult.				
	It's too difficult for him/her.	99	12%	30	11%
	I wasn't challenged enough.				
	He/she wasn't challenged enough.	99	10%	30	11%
	I'm not interested in it anymore.				
	He/she is not interested in it anymore.	99	54%	30	43%
	I wanted to take an elective in another subject area.				
	He/she wanted to take an elective in another subject area.	99	69%	30	64%
Other	99	35%	30	29%	

Table 52: Please share any other feedback about your decision not to take an art, music, or theater class this year. (Students previously enrolled in Exploratory Wheel)

<i>Response Category</i>	<i>Number of Open-Ended Responses in Category</i>	<i>Sample Response</i>
<i>Student no longer interested in Art course/interest in other elective area</i>	53	<ul style="list-style-type: none"> <li>It's not like the electives are bad or anything, but I'd just rather take tech ed.</li> <li>I enjoyed FACS and Tech Ed the most.</li> </ul>
<i>Interested in Art Class but had scheduling issues or did not receive requested class</i>	8	<ul style="list-style-type: none"> <li>I wanted to take music but I got math strategies so I sadly could not make it but I really wanted to.</li> <li>Not enough time in my schedule.</li> </ul>
<i>Dissatisfied with previous art class experience</i>	8	<ul style="list-style-type: none"> <li>I had fun in theater in the beginning and definitely in the end but some parts in the middle were kind of boring because all we did was sit in a circle and review our lines. I think if you did more games that helped with that it would be much more entertaining but it was a fun experience.</li> <li>I love to do art but I don't like to do art when a teacher is lecturing us [on] exactly what to do.</li> </ul>
<i>Will take at a later time/plans to change schedule</i>	7	<ul style="list-style-type: none"> <li>I want to change my schedule so I can take band.</li> <li>I want to and if Act 2 classes are still available for theater I would take it.</li> </ul>

Appendix E1

Wanted high school credits	4	<ul style="list-style-type: none"> <li>I wanted to get a high school credit for computer science.</li> <li>I wanted a high school credit.</li> </ul>
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Table 53: Please share any other feedback about your decision not to take an art, music, or theater class this year. (Students previously enrolled in Visual Art, Music, or Theater Class)

Response Category	Number of Open-Ended Responses in Category	Sample Response
Student no longer interested in Art course/interest in other elective area	51	<ul style="list-style-type: none"> <li>The elective I'm taking now interested me more and I thought it would benefit me more in the long run since it's very unlikely to be continuously successful in a career with art, music or theater.</li> <li>I wanted to try something new like Engineering. I took Art first semester and Tech Ed second semester and I really like Tech Ed so I decided to take Engineering this year.</li> </ul>
Interested in Art Class but had scheduling issues or did not receive requested class	11	<ul style="list-style-type: none"> <li>The art teacher told me there were no more space for me.</li> <li>I wanted to take art, but it was not available for my free period.</li> </ul>
Dissatisfied with previous art class experience	9	<ul style="list-style-type: none"> <li>The teacher was too strict and made a class that is supposed to be fun the most dreaded part of my day.</li> <li>I didn't like how the teacher taught me, so I quit.</li> </ul>
Wanted high school credits	3	<ul style="list-style-type: none"> <li>I wanted to take a high school credit class.</li> <li>They don't give you a high school credit. That is why I don't take it anymore</li> </ul>
Will take at a later time/ plans to change schedule	1	<ul style="list-style-type: none"> <li>I might take chorus 2nd semester B block if I can.</li> </ul>

### Interest in Arts-Focused High School

Table 54: In planning for new schools, one option APS is exploring is to create additional options for families that focus on specific instructional programs. If this happens, how interested are you in the following instructional approaches? Please indicate on a scale of 1-4, with 1 being not at all interested to 4 being very interested.

School Focus	Level of Interest	Child Not Yet in PreK (n=446-453)	Child in PreK (n=144-149)	Child in Elementary (n=1228-1243)	Child in MS (n=522-529)	Child in HS (n=397-404)	Child not in APS (n=55-56)	No School-Age Children (n=166-170)	Other (n=126-128)
Arts	1 - Not at all	20%	17%	19%	25%	20%	23%	15%	14%
	2	30%	20%	28%	27%	23%	39%	36%	27%

Appendix E1

<i>School Focus</i>	<i>Level of Interest</i>	<i>Child Not Yet in PreK (n=446-453)</i>	<i>Child in PreK (n=144-149)</i>	<i>Child in Elementary (n=1228-1243)</i>	<i>Child in MS (n=522-529)</i>	<i>Child in HS (n=397-404)</i>	<i>Child not in APS (n=55-56)</i>	<i>No School-Age Children (n=166-170)</i>	<i>Other (n=126-128)</i>
<i>Business</i>	3	27%	34%	29%	28%	28%	20%	24%	27%
	4 - Very	24%	29%	24%	20%	28%	18%	25%	32%
	1 - Not at all	19%	21%	19%	27%	25%	22%	19%	24%
	2	26%	24%	30%	32%	29%	42%	29%	31%
	3	32%	29%	31%	24%	26%	24%	30%	24%
	4 - Very	24%	26%	20%	17%	20%	13%	22%	20%
<i>International Baccalaureate</i>	1 - Not at all	11%	10%	14%	19%	15%	25%	15%	19%
	2	22%	19%	22%	25%	22%	23%	17%	17%
	3	32%	29%	31%	27%	29%	27%	36%	30%
	4 - Very	35%	42%	33%	30%	35%	25%	33%	34%
<i>Language Immersion</i>	1 - Not at all	14%	13%	20%	25%	17%	23%	13%	10%
	2	25%	27%	28%	33%	27%	30%	21%	25%
	3	27%	21%	24%	21%	25%	23%	37%	32%
	4 - Very	34%	39%	28%	21%	30%	23%	29%	33%
<i>Online High School</i>	1 - Not at all	76%	64%	74%	74%	65%	76%	47%	66%
	2	14%	21%	16%	15%	19%	15%	29%	19%
	3	6%	8%	6%	7%	11%	5%	18%	9%
	4 - Very	3%	7%	4%	5%	6%	4%	6%	6%
<i>Outdoor Learning</i>	1 - Not at all	17%	16%	18%	24%	18%	25%	17%	17%
	2	30%	22%	27%	28%	31%	29%	27%	23%
	3	29%	34%	30%	28%	29%	30%	32%	29%
	4 - Very	25%	29%	26%	20%	22%	16%	24%	30%
<i>Project-Based Learning</i>	1 - Not at all	8%	8%	8%	11%	9%	11%	10%	7%
	2	17%	13%	18%	19%	17%	21%	15%	18%
	3	35%	36%	32%	31%	37%	25%	34%	35%
	4 - Very	40%	43%	42%	39%	38%	43%	41%	40%
<i>STEM</i>	1 - Not at all	4%	5%	6%	10%	10%	15%	7%	9%
	2	12%	10%	14%	19%	17%	22%	17%	23%
	3	37%	33%	34%	31%	32%	22%	29%	31%
	4 - Very	47%	51%	46%	40%	41%	42%	48%	36%
<i>STEAM</i>	1 - Not at all	5%	7%	6%	11%	10%	13%	6%	9%
	2	10%	7%	11%	13%	13%	18%	18%	16%
	3	30%	27%	30%	31%	30%	27%	27%	31%
	4 - Very	55%	59%	54%	45%	47%	43%	49%	45%

**Arlington Public Schools**  
**Focus Group Research with Current and Former Students on**  
**Arts Education**

April 5, 2017

**TABLE OF CONTENTS**

**Background.....47**

- Research Purpose ..... 47
- Research Method..... 48
  - Profile of Participants ..... 48
  - Limitations of Qualitative Research ..... 49

**Detailed Findings ..... 50**

- Arts Education in General ..... 50
  - Top-of-Mind Recollections about Arts at APS ..... 50
  - Support for Students in the Arts at APS..... 50
  - Barriers to Pursuit of Arts Education at APS..... 53
  - Arts Education Classrooms ..... 55
- Preparedness for College or Career..... 57
  - Perceived Knowledge, Skills, Abilities APS Arts Education Delivers ..... 57
  - Respondents’ Plans for the Role of the Arts in College, Career, Life..... 58
  - Perceptions of How Well APS Arts Education Has Prepared Students for College ..... 58
  - Advice for Students to Maximize Their Preparedness..... 61

**Conclusions..... 62**

## Background

The mission statement of Arlington Public Schools' (APS) Arts Education Program reads:

Arts Education is an integral part of the core curriculum and provides students with unique experiences not taught in other core areas. The arts offer powerful tools for expression – tools for making connections between intellect and emotion, tools for bringing meaning and beauty into our lives, and tools for solving problems and communicating ideas. They are an essential part of human history and provide a foundation for understanding the present as well as the future.

Studies in the arts foster perceptual awareness, cognitive processes, aesthetic literacy and life-coping skills. Participating in arts experiences enhances self-esteem, builds self-discipline, and reinforces societal values, such as cooperation, commitment, and working towards a common goal. Interdisciplinary arts experiences promote an artistically literate society and stronger understanding of oneself.

Arlington Public Schools strives to provide a rich and extensive curriculum for all aspects of the performing and visual arts based on state and national standards in the arts.

As the program's website describes, APS students begin their arts education in kindergarten with visual arts and general music. As students grow, so do their opportunities in the arts at APS. Instrumental music and chorus are options starting in fourth or fifth grade. In middle- and high school, opportunities increase further with a range of electives in instrumental and choral music, visual arts, theater and other performing arts.

## Research Purpose

This qualitative research is one part of a larger evaluation of the Arts Education Program at APS being conducted by the APS Office of Planning and Evaluation (P&E). This part of the larger evaluation seeks to help answer the following questions:

- To what extent does arts instruction in APS allow students to experience the kinds of thinking and ways of working that are not regularly employed in, or compliment, other disciplines (e.g., the ability to engage and persist, collaborative abilities)?
- To what extent do secondary students and APS alumni who are interested in careers in the arts report that the APS Arts Education Program adequately prepared them for post-secondary study or employment in an arts-related field?
  - How well supported did students feel in their arts-related learning at APS?
  - What limitations, if any, did they experience at APS in pursuing learning in the arts?
  - How prepared do students feel for their next step—whether college or work?



## Research Method

One 90-minute focus group discussion was convened with students who currently participate in APS’s Fine Arts Apprentice Program. Students must apply in order to participate in this program and are required to participate in at least 75 hours of arts experience outside the school course requirements. In addition, 8 telephone interviews were conducted with recent APS graduates who declared as seniors that they intended to major in the arts in college. Among the graduates interviewed, 2 are in college now and 6 completed college and are employed in the arts. The goal in selecting these two groups was to include current students who demonstrate interest in the arts and past students who likely needed to use their APS arts experience in their post-high school lives.

The focus group discussion and interview guides are attached (Appendices A and B, respectively). They covered:

- **Arts education in general**—how supported students felt; thoughts on skills, knowledge, and abilities that arts education has delivered; any limitations on their pursuit of arts education at APS, and; the climate and classroom experience in the arts.
- **Preparedness for college or career**—respondents’ goals and how arts will or will not help, how prepared for the next step respondents feel.

### Profile of Participants

Eleven students participated in the focus group discussion, and eight in interviews. The group of current students was made up of 7 seniors, 2 juniors, and 2 sophomores. Among the full group of 19 current and former students, their Arlington high schools were:

- Wakefield – 3
- Washington and Lee – 3
- H-B Woodlawn – 3
- Yorktown – 9
- (Unknown – 1)

These current and former students’ arts interests are diverse. And, most expressed interest in arts other than what they view as their “primary” art. They described their primary artistic pursuits as:

	High School Students (Focus Group)	Graduates (Interviews)
Arts Interest Area		
Visual arts—painting/drawing, photography, graphic design	4	4
Instrumental music and/or voice	3	3
Theater	2	1
Fashion	1	--
Dance	1	--

***Limitations of Qualitative Research***

In interpreting the findings presented in this report, it is important to note that focus group discussions are a qualitative research method. While the discussions produce rich, detailed information about the perspectives of those interviewed and opportunities to further explore relevant new perspectives, focus group findings are descriptive in nature and cannot be generalized due to sampling approaches and small sample sizes.

## Detailed Findings

### Arts Education in General

#### *Top-of-Mind Recollections about Arts at APS*

As a warmup, current and past students were asked to quickly name arts education classes or activities they have participated in inside and outside of school.

Current students named:

- Arts classes at school, especially visual arts in younger school years
- Educational theater company plays in elementary school
- Honors choir
- Elementary school summer arts camp
- Special programs that allow use of oil paint (not allowed in school) and figure drawing (too costly for school to pay for model)
- Extras, particular teachers who care so much they create opportunities outside of school (e.g., additional paint, chalk pastel, oil painting)
- Different types of theater at different APS high schools (e.g., experimental theater at Yorktown, student-directed theater at H-B Woodlawn)

Past students pointed to similar topics:

- “Fantastic art classes” in elementary school
- Summer classes at the Career Center
- Band and orchestra
- The Arts Apprentice Program
- Using the Senior Experience project as an opportunity in the arts
- Independent study (e.g., learning how to be a conductor)

#### *Support for Students in the Arts at APS*

When they were asked how supported they felt as students in the arts, both past and current students clearly felt well-supported. All of them could point to arts offerings and opportunities that they had *greatly* enjoyed since elementary school and could identify ways in which they had been supported.

*I remember being impressed that they put my name on the [high school] marquis, not just the athletes. The principal would talk about how the marching band did during the announcements. The school paid for our trips, our shoes, it was very unusual and very supportive. —APS Graduate*

*I took photography in high school and played violin from 4<sup>th</sup> grade through high school. I would not say I wasn't “super down the arts path” [at first]. But, my photography teacher was like, “You’re really good at this. You pay attention to detail.” And, in orchestra we had an incredible conductor and there were plenty of opportunities to be creative and create a community. —APS Graduate*

## Appendix E2

In speaking of support, these students and past students spoke of arts teachers as the central figures providing support and encouragement. *Virtually all* of the students had specific examples of teachers who had inspired them or gone above and beyond in instruction and as mentoring. In particular, every interviewee who had graduated from APS made a specific point of singling out one or more teachers who they especially appreciated or found pivotal to their work in the arts.

*Recently we just got a new music director at [school] and she's taking it upon herself to actually form a [school] quartet and she goes out and finds opportunities for us. We've performed at Army Navy, retirements for judges at the courthouse and whatnot. And those opportunities are really cool... that is completely taken upon herself out of personal time.—Current APS Student*

*Mr. Beland. He is fantastic. He believed I could do it before I did. I took AP Studio Art, AP Art History. I took a newspaper class that opened my eyes to journalism....My teachers so supported me. [One helped me see] "Artists are the people who ask questions, who look at a painting of a door and think, 'What's behind that door?'"—APS Graduate*

*Thomas Hartman had a huge part in me sticking with [instrument]. He let me borrow one for two years. He saw in me innate talent and drive. He prepared me for auditions. He was the only one I could think to ask. That guy was instrumental.—APS Graduate*

*I felt extraordinarily well-supported in the classroom. I **love** the way Carol Cadby teaches.—APS Graduate*

When it comes to feeling supported, current students note two primary challenges they face:

- 1) The question of whether the student's art can yield a reasonably prosperous career. This question was described as coming somewhat more from family than from school.
- 2) Tension between valuing STEM (i.e., science, technology, engineering, and math) and valuing the arts. These students said they see this tension both at school and at home, with STEM being more valued by some adults. The perception that pressure to take STEM courses reduces participation in the arts was mentioned by a couple recent graduates as well.

Students raised these issues spontaneously—having been asked only how supported they felt at school in their pursuit of the arts and not specifically about career or STEM.

*... It took me like six years to convince my family that music was an actual thing you can do after [graduating from] school. It's not just an activity or an elective. For example, my teacher now, used to be in the [military] band and there's so many people in art in this area.—Current APS Student*

*I've felt really supported [in music] as a hobby, but whenever people start bringing up post-high school plans or career plans, it's basically just everyone trying to shut it down. They'll support it as a hobby for elementary and middle school, but after that they're kind of expecting you to start taking STEM classes.—Current APS Student*

## Appendix E2

*... I think that both, as an artist and as a humanities student, there's a lot of pressure on STEM. I totally get why we need to encourage kids to take STEM classes. I've been told by many teachers that I should take more STEM classes because humanities and arts won't get me far...I've felt a lot of pressure to play sports, and I do STEM stuff because... I guess that's what gets you into college. And that's kind of rhetoric that's been used. Especially in Arlington County because we want to produce very successful students and the way to do that is not through encouraging arts. But at the same time we do have a lot of [arts] opportunities. But, there's not [as much emphasis on arts].—Current APS Student*

*Like [name] was talking about, there is just so much pressure to take really rigorous academic courses and ... There just wasn't any room for me to take any more art classes so, after tenth grade I was done with art in school. That's why I really liked this [Arts Apprentice] program. I didn't even know it was a thing until my mom saw it in some random email.—Current APS Student*

*I felt extraordinarily supported, at least in the classroom....There has recently been a lot of pressure that [school] has felt to focus on STEM and AP classes. As a result, the number of theater students has dwindled.—APS Graduate*

Past and current students in instrumental music felt that APS offers great opportunities for getting started playing an instrument and very good support for those who want to play recreationally or at the high school level. However, those who are more serious musicians, they said, require outside instruction and need other opportunities (e.g., join local youth orchestra) to be challenged and advance as far as they want to go.

*For the high school orchestra and band programs, they're great for people who do music more as a recreational or hobby. But, I found that more serious musicians [need more] ... I've joined an outside youth orchestra that plays more advanced music just because I haven't really found the challenge or the level of engagement that I wanted in high school orchestra class. But it's great for people who just want to play an instrument ... —Current APS Student*

*If you plan on doing it past high school level, you definitely need to find a private teacher or separate ensemble to get to the right level.—Current APS Student*

Two current students with interest in dance and fashion design said that they did not have the same classroom instruction opportunities that students in other arts, such as visual art or music, have. These students perceived their interests as special or niche and were understanding. Nonetheless, they are examples of students who felt less supported in some ways.

*Even though the visual arts department at [school] is very small, I love my art teacher and I think it's a great learning experience. And I think there are opportunities given to visual artists here, but I have not felt supported in any way through Arlington for fashion design. There've been no fashion design classes available....And so all the work that I've been doing has been very, very, self-directed...I think I haven't felt supported in that arena at all, which is something I think that*

*we can work on.... There was nobody to teach me ... “This is how you sew. This is how you make a garment. This is the history of fashion design.”—Current APS Student*

*Well, since they don't really have dance in the public schools...I haven't been supported in that way because there's not really a way for them to incorporate dance as a class.—Current APS Student*

When current and past students were asked whether there was one “spark” that started them on an educational or career path in the arts, it was difficult for them to single out any one event or experience. But, what they *could* all do is point to one person who had been extremely influential. In the context of these discussions, virtually all of them singled out an Arlington arts education teacher.

*Yeah. I think that when a lot of us did arts, we just fell into it. For me, especially, I just started doing shows only because my brother did them. But then ... I did a [play] as an eighth grader and ... It was so weird. It was really fun and that teacher put a lot of faith in me and he was a really big motivator.—Current APS Student*

### **Barriers to Pursuit of Arts Education at APS**

Fitting arts courses into their class schedule is the main barrier to their arts education these students say they experienced. Every student who participated in the focus group of current students said he or she had given up an arts class because it could not fit into the schedule. Several lamented requirements like physical education that they saw as occupying class periods needlessly. Some students had the sense that arts classes are perceived as being of secondary importance. But most just felt that there are so many interesting classes on many topics that there is not enough time to take them all. Most facing scheduling difficulties said they handle it by narrowing to one art form—such as only choir or only orchestra—even if they have many different interests.

Participant: *...we are forced to take gym for two years. It really is just a waste of two periods. For the most part, you don't really do anything or learn about sports or sports medicine... I know it's a state requirement that all Virginia high schoolers have to take gym for two years, but it discourages people from then taking art classes...You're also forced to take an economics class. I think you're [also] made to take a technology class [now], that I had the opportunity to switch out of. I didn't take it but I know other kids felt like they were forced into it. I think that Arlington is a little bit pushing kids out of the arts intentionally in those respects.*

Moderator: *Is it an intentional push out of the arts or just an accumulation of requirements that don't have to do with the arts?*

Participant: *I think... Instead of being seen as a necessity, the arts are just seen more as a dessert. [But] I think art balances the meal, if we're going to use that analogy.—Current APS Student*

## Appendix E2

*There are so many classes that I want to take and I cannot... Currently, I have one more elective [than I would have had] because I dropped a language... But, I still had to take gym and I had to take econ and all of that. There's a couple of other classes that I want to take like photography. I kind of want to start French. They also offer guitar at [school] and there are just so many things that I want to take and I don't have the spots to [do so].—Current APS Student*

*Up until high school, I was always put in honors chorus and I really wanted to be in choir in high school...You just don't have that kind of space in your schedule and it's not practical to take two music courses. I'm already in orchestra. I cannot just drop another core class to take choir. It's just not practical. I had to give that up.—Current APS Student*

*When I was in elementary school, I was so into visual art and I had to drop that in sixth grade. In middle school, I was in school choir and school band and honors choir and district choir and state and then I had to drop choir going into high school because I didn't have space for it in my schedule.— Current APS Student*

*I took visual art through most of middle school and my freshman year. I loved it. I wasn't very good at it but there were things that I liked...collage and sculpture, stuff like that....I had to drop that because it's a big time commitment at our school and I knew I couldn't fit that in. I was also in band throughout all of middle school and I had to drop that. I wish I could take a theater class during school, which I cannot because there's no time for it. I only have time for one arts class and that's chorus. That's the only class I take during the day that's arts.—Current APS Student*

*Think about the core curriculum. When you treat something as an elective, you treat it as secondary. Now, art is a main focus of my life and that is because of how I prioritized it.—APS Graduate*

*My belief is that I'd like to see art incorporated into the regular curriculum—with testing and everything. I know it's so difficult. I wish I could've done more creative things. I can see mixing the "techy" stuff in with the creative stuff to make it work.—APS Graduate*

Current students were asked what arts they would pursue if a couple class periods were somehow "freed up" for arts. Seven of 11 said they would pursue their primary art form—but several of the seven called that a difficult choice because they would *also* like to explore other arts. The remaining four said they would explore other arts-education classes.

*This year I really want to take art history, but couldn't fit it into my schedule. But then there are other things that I would like to take like choir class and maybe do something with theater. [If I had two new free class periods] I definitely would want to do one that aligned with or expanded my opportunities [in my current art form] and one that I could just try something totally different.—Current APS Student*

When the current APS students were asked whether they would be willing to take some courses online or outside of the normal school day in order to fit in arts classes, the answer was a resounding, "Yes!"

## Appendix E2

And, in fact, many had done so already. Similarly, one graduate volunteered that she had felt supported in the arts by APS because scheduling flexibility allowed her to take an independent study in music.

*I personally like econ and I see why we're required to take it. But I had to take it online over the summer so I could take AP Music Theory this year. That's the only way I'd be able to fit it in my schedule.—Current APS Student*

*I wouldn't have been able to do my independent study [in music] if it weren't for zero period. I could take AP English Lit in zero period. That meant I could do my independent study.—APS Graduate*

When asked to name arts activities they had wanted to pursue but could not, current students mentioned glass blowing, silk screening, and graphic design courses. Past students mentioned creative writing and ceramics.

### **Arts Education Classrooms**

All of the focus group participants saw their arts teachers as stellar. Most had clearly established strong bonds and learned much from their teachers. In fact, some regarded the close teacher-student bond as a hallmark of an arts classroom. Also, students often take classes from a single teacher over a period of years which contributes to the close relationship.

*With the rest of my classes, I don't know the teacher that well. But with arts classes, especially because it's such an intimate practice ... The teacher I have, I've had him all throughout high school and he knows most things about me and he's one of the only people at school whose opinions I genuinely trust. I think that arts classes definitely foster a strong relationship between you and your teacher.—Current APS Student*

*I feel like I have such a close relationship with my art teacher. I've had her since I was in seventh grade and I'm pretty sure I've had a class with her every year. I go into the college process and I value her opinion so much—like with the order in which I put the pieces in my portfolio and my artist statements and stuff. I think that in art class itself, it's very individualized. I work by myself and she's given me the freedom to make choices and learn from those choices. But also, if I need direction, I can always go to her.—Current APS Student*

Several said that in their arts classrooms, mastery is the goal, rather than test preparedness.

*I know that for a lot of classes there's a lot of pressure to learn by a certain deadline. To have it learned by a big test or to have it done by a certain point. With my music teacher, [although] he has to test us on certain stuff, we'll say that's not the end view at that point. It's going to take longer than a month to learn something, even if you have to be tested on it by then.—Current APS Student*



## Appendix E2

*[Agreeing] I feel like in most academic classes, the teachers are just trying to prepare you for the test or the final exam that you have to take. Whereas in arts classes, teachers are more focused on letting everyone there enjoy what they're doing... Instead of preparing for a test or learning all of these facts to memorize, it's just more of doing it for the enjoyment.—Current APS Student*

Importantly, many students said that in arts education classrooms they learn how to accept and use criticism. There was no direct question about criticism, but the topic came up spontaneously in various ways among both current and former students. A couple APS graduates gave APS special credit, saying that they found themselves more able to deal with criticism than their peers.

*[Teacher] was definitely my biggest critic but also my biggest fan at the same time. So, I think definitely having that individual has always been ... the turning point. When you meet those people who are your advocates in the theater, that's when you realize that it's something possible because you have those great mentors.—Current APS Student*

*Being involved in our musicals helped me learn to read music... [Laughing] In fact, [teacher] called me out **frequently**. It kept me accountable.—APS Graduate*

*My arts education in Arlington taught me a lot about criticism. The arts education of a lot of my peers at [my university] hadn't included criticism. I felt light years ahead of my peers on that.—APS Graduate*

Some current students believed that arts teachers are stretched thin at APS, saying for example that the chorus teacher also has to handle the school musical and that a visual arts teacher had to teach a combined Art 4 and AP class, which was challenging.

*Last year I was in a mixed Art 4 and Art 3 block. And this year, I'm in a mixed AP Art and Art 4 block. And although I think it is nice to learn from your peers, I feel really, really, disconnected from the rest of these students because I'm an AP student and the rest of them are Art 4. And I think that's an issue. We need to allocate more money to new teachers and to classrooms because we have too few people trying to do too many things. And it's resulting in students who are being lumped together.—Current APS Student*

*My band director...is in charge of nine different ensembles regularly, plus marching band in the fall. I was in the lower level band as a freshman. You have people in that band who are picking up their instrument for the first time, and then there are people who have been playing for eight years. They are at completely different levels, but there's not enough classes to separate everyone to the level that they should be on.—Current APS Student*

*For me, at my school, I know that there is a very big problem the teachers [contend with] if they have to have all kids mixed—[both] the kids who just take art because they think it's an easy class, and kids who really love the arts. And the teachers have to act the same way with [both groups], so you can't get the level of education that you want in the area.—Current APS Student*

## Preparedness for College or Career

### *Perceived Knowledge, Skills, Abilities APS Arts Education Delivers*

These students and former students *definitely* viewed the arts as providing many academic, career, and life-skill advantages such as self-discipline and self-directedness. When asked about this topic, they answered quickly, firmly, and without thinking twice. Most seemed to connect these advantages to the art itself more than they connected the advantages to their APS arts education experience.

*I think theater is always probably one of the most collaborative art forms because you have an ensemble and cast that you are working with, so it's taught me a lot about collaboration and a lot about how to deal with personalities and how to deal with working with other people.—*  
Current APS Student

*For me, being in music and taking private lessons and being in recitals and stuff, I think the main thing is the work ethic and self-discipline...I know I'm definitely not going to be a professional musician just because I know that it's so competitive and so challenging to be successful in music. I think the work ethic and the motivation will stay with me throughout my career.—*  
Current APS Student

*I actually gained a lot of diligence. Working at your craft for so many years, you develop this sense of endurance and working hard towards a certain goal. That's definitely a skill that's going to stay with me.—*Current APS Student

*And I definitely feel like you learn time management skills and motivation....When you're rehearsing a lot or working on art, you only have the time do those.—*Current APS Student

*[Acting] taught me how to distinguish what I'm passionate about and not passionate about. Even though I've spent a lot of time on it, it's something that I really love to do....Sometimes it's hard to tell what you want to do in life, but now that I have [acting] to compare it to ... [I will be able to say], "I know I love this because it makes me feel the same way acting makes me feel."—*  
Current APS Student

*When you get to college as a music major, you want to really have developed a good work ethic. The AP program at Arlington helps with this. It's all managing time. As a musician you're often on your own. It's up to you to practice.—*APS Graduate

A second key advantage of high school efforts in the arts, current students said, was college scholarships. When asked, "For those who may not think you're headed for a career in the arts what have you gotten as a practitioner of your art that is going to help you in your career," they answered in unison, "Scholarships!"

### **Respondents' Plans for the Role of the Arts in College, Career, Life**

Most of the current students, and all of those already graduated intend a career in the arts.

*My long term goal, and even in college, is to become a working actor.—Current APS Student*

*I don't know exactly what I want to do with music, but... There's nothing else that I'd be doing. There's no other option really that I want to do. I really want to go into music therapy because I'm also interested in therapy. Nobody believes that it's a real thing, so ... My family went to Shenandoah and found that music therapy is a field.—Current APS Student*

Even among those current students who do not intend a career in the arts, their artistic pursuit has an established place in their future lives.

*Music has always been a big part of my life since as long as I can remember...It's always been there, but I also feel like I really want to study public health in college. But, I also know that music will always continue to be put in my life even if it's not something I pursue as a career. I teach music lessons and I may even continue to do that throughout college. It's not likely going to end up being my full career. But it will always be part of my life.—Current APS Student*

*My parents have already made it clear they're not going to pay for me to go to college to be a dance major. I'm okay with that because, like them, academics is really important to me and I understand that I'm not good enough to be a dancer as a career. I still, if I can, will do it as an extracurricular at college...that's my hope right now that I can somehow fit it in.—Current APS Student*

### **Perceptions of How Well APS Arts Education Has Prepared Students for College**

Past APS students who majored (or are majoring) in the arts in college virtually all felt extremely well-prepared. For example, one student described the training in acting that he received in Arlington as “way more extensive” than the training he had received thus far in college. For example, this graduate was well-versed in the schools of thought on teaching acting, naming Strasberg, Meisner, Adler and describing how these fit into his choice of college.

*I felt very prepared [for a major in theater]...We actually haven't even reached the level of depth in our acting work [in college] as I had reached in high school.—Past APS Arts Student*

Importantly, virtually all of the Arlington graduates who were interviewed pursued their art not just in school, but to a great degree in the Arlington community. In fact, in thinking through how prepared they were for college and career in the arts, it was very difficult for them to separate what preparation APS had provided and what had come from other sources.

## Appendix E2

*As a freshman, I was light years ahead of other students. But, I can't unpack what part of that is from Arlington and what part is from other experiences. I mean, there were not other kids who had been playing jazz-standard gigs on weekends. I was playing brunch....I do know that if I hadn't started playing in school, I wouldn't have started down the path I'm on today.—APS Graduate*

*Plenty of students go into an arts program in college having come from the experience of being the best student in their high school program. But, then they [meet peers with same or better abilities] and drop out of the program. Arlington students don't have this problem [because they come from strong programs with lots of arts students].—APS Graduate*

*I was prepared to be a Music Education major, not only by my school-day experiences. Arlington offered a huge amount of extracurricular opportunities like the Youth Orchestra and the Arts Apprentices Program. I got a huge amount of encouragement from teachers to take advantage of opportunities. They'd find funding for a kid who wanted to be in private lessons. It wasn't just the music faculty, drama too. If I had an audition to record, they'd check out the stage for me.—APS Graduate*

Many credited the rigor of an APS education in general as having helped them in college, in addition to the arts education they had received.

*[My APS high school] was way more rigorous than anything I have faced in my major.—APS Graduate*

*I was well prepared to focus on my major. I think it was easier for me in college because I took so many APs [in high school] that I [did not have to take some basic classes] and could focus on the things I wanted.—APS Graduate*

Current APS students who were applying to major in their art in college (or planning to do so) were very aware of the special requirements (e.g., portfolio) and costs (e.g., travel to audition) of these applications. Visual artists in particular generally felt well-supported by APS in terms of having help and advice with portfolios.

*[Being able to help with a visual arts portfolio] can be one of the most valuable skills [a teacher has] when it comes to applying for schools as a visual artist...My teacher does have a lot of experience with that because she's taught at [school] for a long time. [She has been] an art student [and been] helping seniors for years and years applying to schools. I [take] her advice and other professional advice for college, art school admissions. Artists sometimes come to our class ... They've come to our class couple times to talk to us...That and the experiences of our teacher are especially helpful in the skills for putting together a portfolio and just knowing in general what makes a piece strong enough to include in something like that. What makes a piece attractive and when is it appropriate to put it out there.—Current APS Student*

*I think the main photo teacher and the main art teacher who teach the highest level courses in those areas do have a lot of experience with helping people with their portfolios. Which is incredibly helpful. I know if people are serious about art school and they talk to them, those teachers are definitely willing to work with the students.—Current APS Student*

*I would say I feel fairly prepared in visual arts for going into that college. As a class, I feel like it has prepared us because...that class...is two years long. In the first year there's a lot more experimenting with different mediums. Then in the second year, you're really supposed to focus in on what you like to do...For my portfolios and at the end of the year [exhibition], I'm only using works that I did from my second year. The first year, I really just wasn't as focused... I feel like the class has really focused me in on that and that's been helpful in creating portfolios.—Current APS Student*

Other students, particularly performers, felt that they could have been better prepared and better supported in the details of college applications. Most musicians said that to achieve the levels of competence expected in a music major or career, students must get instruction and experience outside of school. At least one actor felt he mostly had to research the college application process and requirements himself without a counselor's guidance. To be fair, he pointed out, "counselors don't see" students going into acting "all that much." And, two other cases of students who felt this way were both related to coursework not offered at APS. In one case, a student planning to go into fashion design felt prepared to go into visual arts but had not applied to schools like the Fashion Institute of Technology because he/she lacked the fashion-specific coursework and portfolio—and even doubted acceptances would come from other schools like Parsons School of Design and the Pratt Institute. In another, a dancer was unaware until the last minute that college applications required special items from performing artists and thought school counselors could have mentioned that.

*Had I not gone outside of school and done private lessons and youth orchestra and stuff. If I only had Arlington music classes, I definitely wouldn't be prepared. Also, I know that [instrument] is a really niche instrument so I'm not expecting people to know about that type of thing. Even just things with audition skills and that kind of thing, I think Arlington music programs are great for people who do it as a hobby but not serious enough for people that really want to pursue it later in life.—Current APS Student*

*[...I would add] also teaching auditioning skills because as of now, that's really left to private teachers. Private teachers are not something all students can really afford. So not everybody has those skills available to them.—Current APS Student*

*I don't know if it's different for the people who are actually taking arts classes in schools, but there were so many times when counselors would come and tell us everything we need to apply for colleges. "You need to get this many recommendations, you need to take these standardized tests and stuff." But they never mentioned art supplements or anything. I had no idea for a while that was even a thing that I would've had to do. I didn't really realize it until this summer in August or September. I found myself scrambling to record all these ... four-minute solo video and all this specific stuff.—Current APS Student*

*I think when it comes to counselors, they're saying that when you go into theater, they don't know the path after that. It's really not hard to figure that stuff out because I looked up stuff about college auditions when I was in seventh grade....Being personally ready for your auditions on your instrument, I guess that has to do more with you as an individual. But just the general awareness of what it means to go to school for art is something that people, like teachers in school, could be more aware of.—Current APS Student*

### **Advice for Students to Maximize Their Preparedness**

Although Arts Apprentice students were not asked for their advice directly, their spontaneous input was echoed by the college-level and working artists. Specifically, all said that in addition to in-school opportunities, they advise students who are serious about their art to find opportunities outside of school. And, they reiterated that students should view finding a career in their artistic pursuit as feasible and valuable.

*I would say to encourage students to audition for things [outside of school], especially if you're in theater....This is not a public school thing. No matter what you do, you should go out into the real world to see how competitive it is so you can get a feel for life experiences.—Current APS Student*

*[Students in the arts should believe] going into the arts is profitable and valid. Because it is. There are millions of jobs out there.—Current APS Student*

*It's a good idea to do theater other places besides school, partly so that you get exposed to other "brands" [schools of thought on acting].—APS Graduate*

*You have to really want it and prioritize it. And, you have to take opportunities outside of school. [I think I've achieved what I have as a musician] because of my willingness to say yes to everything.—APS Graduate*

*I was in the Arts Apprentice Program. It gave me a huge leg up and let me explore mediums outside of what you can explore in high school. I really took a lot of opportunities for extra-curricular courses that were very specialized—like print-making, local artists' short courses on techniques. I felt very much encouraged by my art teachers—from middle to high school. In 6<sup>th</sup> grade I had already identified myself as wanting to specialize in arts. I felt tracked, happily so. They did whatever they could to offer me outside opportunities.—APS Graduate*

The suggestion that APS strengthen its arts offerings by working to help students see how they can have careers in the arts came up in a few different ways. For example, a photojournalist said it was memorable to her that a middle school art teacher had brought college-age art majors to speak to her classes to help students see art as a college possibility. Another photographer suggested a course or class assignments on “working in the arts industry, what it takes, what you need to know” as well as having professionals visit classes.

*Visiting professionals is a great idea. The professionals I met in high school showed me that a career in fine art is possible, because the person was **doing it**.—APS Graduate*

*It seems like everyone kind of discounts [the rigors of applying to college in the arts] and pushes it to the side...It's like, "Oh, let's celebrate you applying to school to be an engineer because we need engineers. But if you're applying to art? Why do you want to be a slacker for the rest of your life?" I'm spending so much more time, and energy, and money, and sacrificing so much more to apply to a school ... Where like 20 people get accepted....More support in career building or career planning in public school for the arts, I think that'd be really helpful and I also don't think it would be that hard.—Current APS Student*

*In terms of employment, I was surprised to find what crappy condition the journalism industry is in. Newspapers took a nose dive. There are newspapers that don't even have staff photographers anymore. I would advise students to make sure they have a good understanding of where the industry is and their prospects. You don't want to discourage them from what they want to do. They should still follow their dreams, but try to be well-rounded. You never know how you can find ways to incorporate your art into your life.—APS Graduate*

## Conclusions

### Arts Education

- **Both current and former students said they felt very well-supported as students in the arts at APS.** Their arts teachers are central to that sense of support, although some see other signals like marching band's achievements noted on morning announcements.
- **Although they feel supported, current students were keenly aware that:**
  - **Some adults (mostly family) worry that their artistic pursuit will not yield a reasonably prosperous career.**
  - **STEM classes are highly valued**—both at school and at home. Thus students feel pressure to choose STEM or non-arts AP classes over arts classes.
- **Fitting arts classes into their class schedules is the main barrier current students experienced to their arts education.** They singled out requirements for courses in physical education, economics, and technology as barriers. But, many among this engaged, interested group also simply see so many exciting courses at APS that they find there is not time for them all. Most said they handle the situation by zeroing in on one art form to pursue at APS—for example, participating only in choir or only in orchestra as opposed to having “two music classes.”
- **Current students also felt that teachers are stretched thin.** These comments were not about teachers' performance but more worry for teachers with many responsibilities (e.g., band director responsible for nine ensembles) and frustration with classrooms that combine students at various levels such as Art 4 and AP students.

- **Current students were very enthusiastic about the idea of being able to take some required courses online or in any way that would open up time for additional electives.** They were mixed as to how they would use this time—with most saying they would pursue their primary art form although it would be a hard decision because they would really like to try others.
- **Current and former students all describe their arts education teachers as stellar.** Many spoke of close relationships and enduring mentorships established over several years of courses or extracurricular activities with the same teacher.
- **Without being asked, several current and former students mentioned that their artistic pursuits had taught them much about accepting and using criticism.** A couple APS graduates said they had observed that they are far more capable in this regard than their college peers and they credited APS for that.

### Preparedness for College or Career

- **Most current students and all of the former students interviewed intend a career in the arts.** Even those who do not said they will always see a place for their art in their lives.
- **These students and former students definitely viewed the arts as providing many academic, career, and life-skill advantages such as self-discipline and self-directedness.** This is a strong finding, an opinion deeply held across focus group participants and interviewees. They generally attributed these advantages to the art itself more than they connected it to the APS experience.
- **There were some mixed responses in terms of how effectively APS helped students meet the special requirements of applying to major in artistic pursuits in college (e.g., auditions, portfolio submissions).** Many students were very well supported. But, some had needed to find their own way or turn to outside resources.
- **APS graduates who were interviewed said that they were very well prepared to major and work in the arts after high school.** They credit their teachers, but also to a great degree their participation in the many opportunities in Arlington’s vibrant local arts community. It was even difficult for graduates to separate what college preparation APS had specifically yielded and what had come from their participation in activities like youth ensembles and art classes. Clearly, however, APS was instrumental for many of them in *connecting* them to these local opportunities. Lastly, these graduates also credit the generally rigorous, competitive nature of an APS education as well.
- **When asked what advice they would give young artists to maximize their preparedness for college and work, graduates resoundingly emphasized finding community opportunities.** They also suggested APS put more emphasis on helping students see how they can have careers in



## Appendix E2

the arts—ranging from bringing artists into classrooms for talks to class assignments in which students investigate the possibilities in their planned industry.

## Appendix A – Discussion Guide: Students in Fine Arts Apprentice Program

### DISCUSSION GUIDE ARLINGTON PUBLIC SCHOOLS (APS) Qualitative Research on Arts Education Student Discussion Guide Fine Arts Apprentice Program Quarterly Meeting February 2017

#### INTRODUCTIONS/WARM UP (10 minutes)

Welcome everyone. My name is \_\_\_\_\_. First, thank you so much for letting me take some time from your meeting to talk today. A word on our purpose... As you know, everyone here is in the Arts Apprentice Program. Our purpose is to talk about your experiences in that role and in APS arts education, and learn from you in order to strengthen arts education at APS. Our discussion is part of a larger evaluation underway for that program.

#### A. Disclosures

- Audiotaping. With your permission, I would like to audiotape. The tape will only be available to me to help me write my report. Once my report is accepted in final, I will delete the tape. I will not share it with anyone else.
- Confidentiality.
  - This focus group is unusual in that you may know one another or know people in common. I hope that you will feel comfortable sharing your opinions. And, I ask that you keep what is said here in confidence. That said, obviously I cannot bind anyone here to keep what they hear confidential. Therefore, you may choose *not* to say some things. If that happens and you wish to share information with me later, please feel free to contact me by phone or e-mail.
  - When I write my report, it will not identify anyone by name. Rather, I will use phrases like, "Several students expressed the opinion that \_\_\_\_\_."
- I am a professional moderator, and not an expert on teaching or arts education. My job is to listen to you and convey your input to the Offices of Planning and Evaluation and Arts Education.

#### B. Participant introduction

- Your first name
- What school do you go to?
- What is your artistic discipline (e.g., music, dance, theater, visual art, etc)?

#### ARTS EDUCATION IN GENERAL (25 minutes)

1. Thinking back over the time you have been an Arlington student, what arts education classes or arts activities have you participated in (in school and outside of school)?

## Appendix A – Discussion Guide: Students in Fine Arts Apprentices Program

2. How supported have you felt as an APS student interested in [your art form: music, theater, etc]? [If supported] How have you felt supported by APS teachers, specialists, principal etc.? [If not supported, same follow up.]
  - a. What would you say were some of the best (or most relevant) arts-related learning you have experienced in APS or associated with APS-sponsored arts activities? Why do those stand out to you?
    - i. Was it the content, teacher, overall experience...?
3. [Easel list] Think about whether you have gained knowledge, skills, or abilities today that APS arts programs have especially helped you develop—whether through your arts courses or other APS arts-related activities. What are they? And, how do you see them transfer to any other areas in your coursework or life?
  - a. Was there any one moment or opportunity that you think of as a “spark” for you in the arts? Tell me about it, why you remember it, how it has stayed with you.
4. Now, think about the flipside of that--a tougher question to answer but let’s try. Were there artistic interests you tried or wished to explore, but could not? Tell me about that.
  - a. What barriers, if any, did you find to taking the arts-related classes you wanted to?
  - b. Were there courses that were not offered that you were interested in taking? Please explain.
  - c. Barriers to other forms of arts involvement (besides course offerings)—like extracurricular activities?
5. If you were able to take more arts courses by taking online classes or blended learning courses in other content areas (e.g., personal finance, PE, etc.) would you add additional arts courses to your schedule?
  - a. If you *could* take more courses would you want to add courses in your same “primary” art form or in different art forms (e.g., AP music theory and visual art)? And, why?
6. Talk a little bit about whether the climate/instructional delivery in an arts classroom differs from that in other content classes—for example, the setup of the room, the pacing, the collaboration. If there are differences, do they matter? (Why/Why not?)

### PREPAREDNESS FOR COLLEGE OR CAREER (20 minutes)

1. What is your ultimate goal for your art form (full time employment in your art form, full time employment in an arts related field, a hobby, patron of the arts)
  - a. If you are not planning to pursue employment in the arts how do you see your experiences in the arts and arts skills you have acquired transferring to other employment/fields?

## Appendix A – Discussion Guide: Students in Fine Arts Apprentices Program

2. What are your education and/or work plans post-secondary (after high school)?
  - a. [If college] Are you planning to major in one of the arts disciplines post-secondary?
    - i. If yes, are you planning on going to a liberal arts or conservatory/art school?
  - b. [If work] What type of work do you imagine for yourself and how does your art fit in, if it does?
3. Let's talk about how well you feel your arts courses and arts-related activities through APS have prepared you to move to the next step. The "next step" probably isn't the same for everyone, so let's take them one at a time.
  - a. College applications. Do/Did you have what you need to get in (e.g., coursework, portfolio, monologue, audition-ready)?
  - b. College-readiness. Based on your experiences in the arts in APS do you feel you are prepared for the rigor and self-directed and self-disciplined study often found in studio and conservatory settings? (In answering this question please connect something you have learned in APS and how this relates to the question above or something you feel APS has not provided you with in order to be successful post-secondary.)
  - c. Employment. How prepared do you feel for that? Why/why not, and what role does your arts education play in your readiness? (Connect to something you have learned or a gap where you feel APS has not provided what you needed for success.)

### CLOSING (5 minutes)

As we wrap up, do you have any concluding thoughts or advice to share with APS on the topic of arts education?

Again, thank you so much for your time and thoughtfulness. APS will put your insights to good use.

Total time: 60 minutes

**INTERVIEW GUIDE ARLINGTON PUBLIC SCHOOLS (APS)**  
**Qualitative Research on Arts Education**  
**Alumni Telephone Interview Guide**  
**February 2017**

**INTRODUCTIONS/WARM UP (5 minutes)**

My name is \_\_\_\_\_. Thank you for agreeing to share your experiences with me. As you probably remember from your invitation, I am talking with people who graduated from Arlington schools who were interested in pursuing college degrees and/or careers in the arts. Our goal in talking is to hear your experiences in APS arts education, and learn from you in order to strengthen arts education at APS. Our discussion is part of a larger evaluation underway for that program.

**A. Disclosures**

- Audio taping. With your permission, I would like to audiotape. The tape will only be available to me to help me write my report. Once my report is accepted in final, I will delete the tape. I will not share it with anyone else.
- Confidentiality.
  - When I write my report, it will not identify anyone by name. Rather, I will say things like, "Several former students said that \_\_\_\_\_."
- I am a professional moderator, and not an expert on teaching or schools. My job is to listen to you and share your feedback with Arlington Public Schools.

**B. Participant introduction.**

- For context, tell me a bit about your work or your major in the arts today.

**ARTS EDUCATION IN GENERAL (10 minutes)**

1. Thinking back over the time you were an Arlington student, what arts education classes or activities did you participate in (in school and outside of school)?
2. How supported did you feel as an APS student interested in [your art form: music, theater, etc]? [If supported] How have you felt supported by APS teachers, specialists, principal etc.? [If not supported, same follow up.]
  - a. What would you say were some of the best (or most relevant) arts-related learning you experienced in APS or associated with APS-sponsored arts activities? Why do those stand out to you?
  - b. Was there any one moment or opportunity that you think of as a "spark" for you in the arts? Tell me about it, why you remember it, how it has stayed with you.
3. Now, think about the flip side of that--a tougher question to answer but let's try. Were there artistic interests you tried or wished to explore while you were in Arlington schools, but could not? Tell me about that.

### **PREPAREDNESS FOR COLLEGE OR CAREER (15 minutes)**

1. Overall, how well would you say Arlington prepared you for college or career in your artistic field? Why/Why not? How so?
  - a. Looking back, what were the strengths of the arts education Arlington offered?
  - b. And, what suggestions or improvements would you make?
    - i. If you had any schedule conflicts or difficulty fitting arts education around your other coursework, tell me what you recall about that.
  - c. How do you feel the knowledge and abilities your school experiences gave you compares to those your [arts-focused] college or work peers had leaving high school?
  
2. What, if anything, has surprised you about majoring or working in an arts-related field?
  - a. What advice would you give a middle- or high-schooler at Arlington today to maximize their readiness for a job or major like yours?
  - b. What do they need to do inside school? Outside school?
  
3. Think back to your senior year. As you looked toward leaving high school for work or college, how prepared did you feel as it related specifically to your arts pursuits?  
[As relevant cover...]
  - a. College applications. Did you have what you needed to get in (e.g., coursework, portfolio, monologue, audition-ready)?
  - b. College-readiness. Did your experiences in the arts in APS prepare you for the rigor and self-directed and self-disciplined study often found in studio and conservatory settings? (In answering this question please connect something you learned in APS and how this relates to the question above or something you feel APS did not provide you with in order to be successful post-secondary.)
  - c. Employment. How prepared were you for that? Why/why not, and what role did your arts education play in your readiness? (Connect to something you learned or a gap where you feel APS did not provide what you needed for success.)

### **CLOSING (5 minutes)**

As we wrap up, do you have any concluding thoughts or advice to share with APS on the topic of arts education?

Again, thank you so much for your time and thoughtfulness. APS will put your insights to good use.

Total time: 30 minutes