DIRECTIONS AND DEFINITIONS FOR
The New Jersey Visual and Performing Arts Education Survey

Secondary School (Grades 7-12)

STATEMENT OF PURPOSE

As part of the New Jersey Department of Education's plans to survey all core curriculum content areas not included in the statewide assessment program, we are conducting the New Jersey Visual and Performing Arts Survey (NJVPAE). This survey is the first time the Department of Education has collected information about the implementation of the New Jersey Core Curriculum Content Standards for the Visual and Performing Arts and examined the depth and breadth of their implementation in New Jersey's public schools.

The Visual and Performing Arts Education Survey is part of the New Jersey Arts Education Census Project, a partnership among the New Jersey Department of Education, the New Jersey State Council on the Arts, the Geraldine R. Dodge Foundation, Playwrights Theatre of New Jersey and the Music for All Foundation. This partnership will provide schools, policy makers, and community leaders with an analysis of arts education while at the same time *providing schools and communities with tools and resources to strengthen student learning in the arts.*

The results of this survey will be previewed in the spring of 2006 with a final report presented in September of 2006. These results will help the Department of Education and our project partners understand the impact of the New Jersey Core Curriculum Content Standards for the Arts on school programs, the level of student involvement with the arts, and how to align resources to areas of need.

General Instructions

BEFORE YOU BEGIN: Determine the appropriate survey(s) for your school. Schools with grades that fall within the grade span of K-6 will fill out the Elementary School Version. Schools with grades that fall within the grade span of 7-12 will fill out the Secondary School Survey. Schools with grades that fall within both the K-6 and the 7-12 will be required to fill out BOTH surveys.

If your school is required to fill our BOTH survey's only include the information that is appropriate to the GRADE SPAN covered by each.

1. Review the NJVPAE Survey and Directions. Gather all the requested information

2. Logo on to: <INSERT STATE URL> to enter your data. The site will be open for data entry on **April 1, 2006**. All information for each school will need to be entered in one session. You cannot start to complete the information for a school and then come back later. If you are

inputting data for multiple schools you may complete them in different sessions as long as you finish inputting the information for a single school in its entirety.

3. Completed forms are due to the State Department of Education by **April 30, 2006.**

4. Save your notes used to complete the data entry for your records. This will aid in data verification and clean up.

5. If you have questions or need assistance, please call Dale Schmid at (609) 984-6308

Directions

Definitions for terms in *italics* are provided in the Definitions section.

SECTION 1: Quantitative Data

Question A: Visual and Performing Arts Courses

1A1 - The total number of classes offered in **EACH** arts area. Do not include non-arts courses that have an arts component. Count each class and section of a class as a separate course.
- For example, if there are four different 3rd grade classrooms that meet separately for art instruction or two high school choruses that meet at different times, count each as a separate course.
- A K-5 elementary school in which there are three classrooms per grade would have [(6 grade levels) x (3 classes per grade) =] 18 courses; if it also had two chorus classes and a band, the total would be 21 courses.

1A2 - The number of *classes taught* in a dedicated classroom designed for the arts area. Count only courses that use/used a dedicated room and are reported in Schedule 1A1.
- Please note that the number of *classes* <u>must</u> be equal to or less than the number of *classes* reported in 1A1.
- You will identify the number of *dedicated classrooms* for each Arts area in Section 2, Question 2A1.

1A3 - The total number of students enrolled in a *course* in each arts area during 2005-2006. Only count courses focused on *instruction in the arts area*.
- It is suggested that schools use their class rosters to determine their non-duplicated count of students for each arts area.

1A4 – The total number of students enrolled in one or more arts courses (a non duplicative count)

Secondary Draft as of February 9, 2006

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

1A5 - The total number of teachers (Full-Time Equivalent) who provide instruction in each arts area whether elective or required during 2005-2006 (This is a non-duplicated count. Decimals may be used)
- Example - If there is 1 full time music teacher and 1 half-time music teacher you would report 1.5 music teachers

Question 1B) <u>Class Offerings</u>
Select an Offering Code to indicate, by grade level and arts area, whether your school requires *classes* of all students (i.e., all students receive curricular instruction), offers elective *classes*, and – when courses are required – by which type of staff they are delivered.
- If instruction in the arts field is not offered at your school, select the check box in the first column.
- If instruction in the arts field is offered at your school, but not in every grade select NO for the grades where instruction in not offered.
- If more than one code applies, enter the appropriate code for the <u>required</u> course(s).

Question 1C) <u>Time Required for Visual and Performing Arts Instruction</u>
This question is intentionally omitted from this survey

Question 1D) <u>Course Enrollment/ Activity Offerings</u>
Indicate in the left column next to each description the total enrollment for the 2004-2005 school year in all *classes* in your school that fit that description. In the right column, indicate the total enrollment of students participating in *Extra Curricular Activities* that fit the course/activity description.
- Use the *General Dance*, *General Music*, *General Theater*, and *General Art* categories for enrollments in broad courses and activities in which students learn elements of several of the specific course/activity descriptions. Most <u>required</u> elementary and middle school Arts courses will belong in the General category.
- For courses such as design and graphic/computer art that may also be taught by technology education staff, only count courses that are taught by art teachers and/or provide visual arts credit.
- If your school offers a course or activity that is not listed, report the course in the "Other" category within the appropriate arts area or in Question 1E and please describe the course or activity in the space provided.

Section 2: FACILITIES AND RESOURCES

Question 2A1) <u>Dedicated Visual & Performing Arts Classrooms</u> In the left column enter the number of *dedicated classrooms* that are devoted to and appropriately designed for the teaching of the arts area. In the right column count the number of classrooms that are designed and equipped for instruction in an arts area that is non-dedicated.

- Dedicated Classroom (d) - While being a dedicated arts classroom does not preclude the room from being used for other courses or purposes, the classroom's primary function should be the teaching of the arts area.
- Non-dedicated classroom (nd) - A Non-dedicated classroom may be appropriately equipped for arts instruction but the primary function of the classroom is for non-arts instruction.
- You will report the number of arts classes taught in *dedicated classrooms* above, in Section 1, Question A2.

Question 2A2) Multi-Purpose Classrooms. In the left column enter the number of *dedicated multi-purpose classrooms* that are devoted to and appropriately designed for the teaching of the arts area. In the right column count the number of Multi-Purpose classrooms that are designed and equipped for instruction in an arts area that is non-dedicated.

- Dedicated Multi-Purpose Classroom (d) - While being a dedicated arts classroom does not preclude the room from being used for other courses or purposes, the classroom's primary function should be the teaching of the arts area.
- Non-dedicated Multi-Purpose classroom (nd) - A Non-dedicated classroom may be appropriately equipped for arts instruction but the primary function of the classroom is for non-arts instruction.

Question 2B) <u>Use of Technology:</u> Indicate if you use technology to assist in the study and creation of the arts (i.e., MIDI keyboard labs, sequencers, digital drawing tablets, scanners, color printers, animation software programs, interactive distance exchange labs, etc.) If so choose the Yes radio button. If not select no and move on to question 2C.

If your answer is yes please indicate the number of workstations available for student use in each of the art forms. A workstation may be counted one time in EACH arts area if it serves multiple arts disciplines. Example: The technology lab has a computer outfitted for music composition and graphic arts. This computer would be counted once for music and once for visual arts. Use the comment area to describe how technology is used.

Examples:
- Dance: Distance Learning/Interactive Exchange, Dance for the Camera
- Music: Distance Learning/Interactive Exchange, Music Software, Keyboard Lab, Recording Equipment
- Theater: Distance Learning/Interactive Exchange, Acting for the Camera
- Visual Art: Distance Learning/Interactive Exchange, Graphic Design Software and Work Stations

Question 2C) <u>School Funding</u>: Enter the amount budgeted for the school to use for arts education materials and programs for the current school year. DO NOT INCLUDE TEACHER SALARIES. Report for each of the four disciplines listed.

- This amount may be found in the curricular support budget line items at the school or district level. For example: The Instructional Supplies budget line 610, Text Books is 640, Most of this information is information drawn from budget preparations. The district level arts coordinator and/or business administrator may also be of assistance in documenting this information.

Question 2D) <u>Additional Funding</u>: Using the check boxes indicate if your school has received funding from a source outside of the school. If yes, please select the source from the list provided. Use the dialog box to list specific sources. In the columns, enter the amount of arts education funding provided from non-school sources used for curricular programs or extra curricular programs **FOR THE CURRENT YEAR ONLY**.

- This area would include funds from booster groups or PTO for curricular programs.
  - Example – An elementary school PTO provided funds for the school to purchase a keyboard lab for use with the general music program.
- This area would include funds from booster groups, PTO's, student fundraising or grants used to support extra curricular programs (after school art program, uniforms, etc)
  - Example – The school received a grant to provide an after school arts enrichment program.
  - Example – The Music Booster Association provided funding for the concert band trip to compete in a music festival in Boston.

Question 2E) <u>Arts Supervisor:</u> Indicate if your school has a Visual & Performing Arts Supervisor who is responsible for the implementation and evaluation of educational programs offered in the arts. A drop down menu will provide the following choices: 1- Full Time Arts Supervisor, 2 - Arts Supervisor with additional responsibilities for other subjects, 3 - Part Time Arts Supervisor who also teaches, 4 - District Level supervisor only, 5 - No Arts Supervisor)

Select the yes radio button to indicate this person is certified in one of the four arts disciplines (Dance, Music, Theater or Visual Art)

Section 3: POLICIES

Question 3A) <u>Grade Weighting:</u> **(High Schools Only)** Select "ALL" if your high school weights Arts *courses* equally to other academic courses, Select "SOME" if your high school offers a varied selection of Arts courses that receive the school's highest (i.e., honors or AP) grade weightings. Select "NONE" if your school uses a variable or tracked weighting system that awards fewer points for grades in Arts courses than for grades in other academic courses.

Question 3B) <u>Standards</u>: Select from the drop down menu the year the arts education curriculum in your school was updated to align with the New Jersey Core Curriculum Content Standards in the Visual and Performing Arts and adopted by the local school board. Select "Not Adopted" if the curriculum has not been updated to align with the Core Curriculum Standards. (Drop-down menu will provide choices: years 1998 – 2005, as well as "not adopted")

3C) <u>Assessment:</u> Identify how student progress in the Visual and Performing Arts is assessed in your school. Check all that apply: Choices are:
> *District-developed and required assessments*
> *Teacher-developed assessments*
> *No assessment*

3D) <u>Graduation Requirements</u>: What are the local graduation requirements (credits) for the arts? (Drop down menu with unit increments) (Choices are: 5 Credits, 10 Credits, or More than 10 Credits). Select the option that best reflects your requirements.

3E) <u>Graduation Requirements</u>: How many seniors exceed the 1-year/5credit graduation requirement in arts instruction? This is a number based on student course records.

Section 4: Instructional Support and Professional Development

Question 4A) <u>Supplemental Visual and Performing Arts Instruction:</u> Many schools use other types of trained staff to supplement the instruction by certified art and music specialists mandated by state statutes and regulations. Indicate which, if any, of the three listed types of staff are used to supplement instruction in your school on a systematic basis over time in each Arts area. Using the check boxes select all that apply for each area below (Choices are Curricular, Co-Curricular, Extra-Curricular, and none)

> 4A1 - Teacher certified in another subject with relevant Visual & Performing Arts training or experience
> 4A2. Artist-in-Residence Program
> 4A3. Volunteer with relevant Visual & Performing Arts training or experience
> 4A4. Other

Section 5: COMMUNITY RESOURCES

For Questions 5A and 5B - please check all that apply. For each item provide the number of times this activity has taken place during the past three years.

5C) If you have ongoing partnerships with artists/arts companies or cultural organizations please select "Yes" and list the top three organizations in the space provided.

Section 6: Comments

This section has been provided for you to provide additional information that may clarify any of your responses in this survey or other information you wish to share with the survey team.

Visual and Performing Arts Education Survey Fax Back Certification Form

Please print certification page and fax or mail to the NJDOE <u>with the Principals signature</u>.

NJDOE Fax Number: XXX-XXX-XXXX

NJDOE Mailing Address
Office of Academic and Professional Standards
Box 500, 100 Riverview Plaza
Trenton, NJ 08625-0500
Attn: Dale Schmid

Definitions
The New Jersey Visual and Performing Arts Education Survey

Art: Same as Visual Arts (see definition below)

Artist-in-Residence: A visual, literary, or performing artist or folklorist — sometimes called **"**Artist-in-Education" — who works with the same group(s) of students over an extended period (multiple sessions over a period of weeks) to provide *instruction in the Arts area*, In collaboration with specialists or classroom teachers

Arts Supervisor: An education professional holding a supervisory license, whose duties are to oversee the arts curriculum and arts staff in the school or district

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

Creative Writing: poetry, prose, playwriting.

Dance: An instructional program that helps students learn to create, perform and respond to dances from a various historical periods and diverse cultures leading to deep understanding of dance as an aesthetically based art form and means of communication. Dance instruction may be provided across a variety of disciplines – including ballet, modern, jazz, world, or vernacular dance…and includes instruction in motor skills acquisition, choreography and dance production, dance history, aesthetics and criticism.

Dedicated Classroom: Among other features, dedicated rooms designed for visual arts instruction include sinks and storage space; dedicated theatre rooms provide control of lighting and set; dedicated music rooms offer acoustical treatment and storage; dedicated dance rooms include adequate "sprung" (flexible) floor space, mirrored walls, and music listening capability. While being a dedicated Arts classroom does not preclude the room from being used for other courses or purposes, the classroom's primary function should be the teaching of the Arts area.

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

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

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

Media Arts-- audio, television, film, photography, computer art, multi-media.

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

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

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

Theater: An instructional program that helps students learn to create, perform, and respond to dramatic works for the stage or screen from a variety social, historical, and political contexts. Typically, this includes instruction in acting, vocal production and movement for the actor, scriptwriting, analysis and critique of dramatic literature, principles (and practice) of organizing and producing plays, and technical theater.

Visual Arts: An instructional program that helps students learn to create and respond to fine arts from a variety of cultures and historical eras; such as drawing, painting, print-making, sculpture, installation and environmental art that lead to the understanding of visual art as a means of personal expression or communication. Crafts serving utilitarian purposes such as ceramics, jewelry or fiber art may also be including among visual arts courses. Animation, still photography, and media arts courses may be included within Visual Arts, provided they are aesthetically-based, aligned to the CCCS standards, and applied as an independent means of artistic expression.