Evaluation of Art Instruction in Pinellas County Schools

Research and Accountability
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EXECUTIVE SUMMARY

This evaluation presents results of feedback obtained from multiple stakeholders concerning arts instruction in Pinellas County Schools. Feedback is provided by elementary and middle/high school music, visual art, and drama/dance teachers. Feedback is also provided by school-based administrators, non-art teachers, and parents to provide multiple perspectives on the status of art instruction and areas that can improve in the years to come.

Evaluation results presented in this report are based upon feedback obtained in the Spring of 2010. Staff turnover in the Research & Accountability department created a delay in production of this report, which was completed in September of 2011. Consequently, some of the findings and recommendations based upon stakeholder feedback may have been acted upon prior to the submission of the final evaluation report. Further, this report is based solely upon stakeholder feedback. A more comprehensive evaluation was originally planned to include examination of enrollment patterns, scheduling issues and other relevant concerns. However, the scope of this project was narrowed based upon the data available at the time the report was written.

Overall, results presented a positive view of the status of arts instruction in Pinellas County Schools. Results suggested that the goals for art instruction are clear and aligned with the Sunshine State Standards. School sponsored arts activities are viewed as beneficial. Parent and administrative support for arts programs are reported to be strong. Arts instruction has benefitted from resources provided through referendum allocations. Pinellas County arts teachers are engaged in a variety of arts-related activities in the community that may provide further opportunities for students to become involved in the arts.

Results suggested that further training in non-performance based instructional strategies may be helpful. There may be disparities in locations and resources that can be addressed at the elementary school level in particular. The arts may benefit from broader inclusion in School Improvement Plans. Results suggest that the arts are included in half of schools' SIPs. Strengthening of the utility of PLCs for art teachers may also be helpful. These and other recommendations are offered at the conclusion of this evaluation. Overall, going forward the challenge for arts instruction in Pinellas County Schools is to build upon a strong foundation and the support of administrators, parents, and teachers to provide additional opportunities for students to express their unique talents.

EVALUATION OF ART INSTRUCTION IN PINELLAS COUNTY SCHOOLS

This evaluation presents input from multiple stakeholders concerning arts instruction in Pinellas County Schools. Feedback is presented from elementary school music teachers, elementary school visual art teachers, middle/high school music teachers, middle/high school visual art teachers, middle/high school drama/dance teachers, non-art teachers, administrators, and parents. Feedback is examined from each of these stakeholders to provide answers to eleven evaluation questions. These are:

1. Are current instructional practices aligned with existing standards for arts instruction?
2. Are current school-sponsored art activities beneficial to student learning?
3. What are the current instructional and assessment strategies used across elementary and secondary arts curriculum?
4. What current locations and materials are used across elementary and secondary arts curriculum and have allotments of materials increased as a result of referendum allocations?
5. Are current arts professional development trainings and activities perceived to be valuable to arts teachers?
6. Are the arts included in School Improvement Plans?
7. Is school-based support for the arts perceived to be positive?
8. Is administrative support provided by arts supervisors sufficient?
9. Are Pinellas County arts teachers engaged in the arts outside of school activities?
10. Do arts teachers perceive themselves to be effective in their ability to teach students from all backgrounds?
11. Are parents satisfied with arts instruction received in Pinellas County schools?

Survey methods and analysis of comments submitted by stakeholders were used to provide answers to these questions. Reports from each stakeholder group are presented separately with a summary for each group presented at the conclusion of each section. Overall conclusions and recommendations are then presented at the conclusion of this report.

METHOD

This evaluation is based upon survey data collected from elementary school music teachers (N = 52), elementary school visual art teachers (N = 61), middle/high school music teachers (N = 37), middle/high school visual art teachers (N = 33), middle/high school drama/dance teachers (N = 10), non-art teachers (N = 205), administrators (N = 101), and parents of elementary school-age students (N = 188) and middle/high school students (N = 121). Data collected from all sources with the exception of parents were obtained in January of 2010. Parent data was collected via a survey in March of 2010. Survey questions were aligned with the eleven evaluation questions outlined in the introduction.

Additional sources of data collection and analysis had been planned. District data was to be analyzed to determine the length and frequency of all courses; the number of students enrolled in arts classes and whether access is equitable across student populations (e.g. gender, race); whether administrators were replacing arts education times with remediation in reading and math; and faculty hiring, training, and evaluation practices. Observational data collection had been planned to examine teacher practices, student performance, and teacher-student interactions. Focus group data collection was planned to examine questions addressed by survey feedback in greater detail. Each of these methods were curtailed to expedite completion of this evaluation.

ELEMENTARY LEVEL MUSIC TEACHER SURVEY RESULTS

Table 1: Elementary Music Instruction Practices						
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
(a) The district goals for music education are clear	N	1	1	15	34	51
	%	2.0%	2.0%	29.4%	66.7%	
(b) I implement the essential learnings for music instruction within my grade levels	N	1	0	15	35	51
	%	2.0%	0.0%	29.4%	68.6%	
(c) My students are assessed on how well they demonstrate the Sunshine State Standards in music	N	1	0	21	29	51
	%	2.0%	0.0%	41.2%	56.9%	
(d) The district provides opportunities for developing the integration of technology into music instruction	N	1	1	17	32	51
	%	2.0%	2.0%	33.3%	62.7%	
(e) I provide my students opportunities to perform	N	1	0	14	36	51
	%	2.0%	0.0%	27.5%	70.6%	
(f) I communicate what I teach and student expectations to parents	N	0	6	19	24	49
	%	0.0%	12.2%	38.8%	49.0%	

- Responses indicate strong agreement that goals for music education are clear, the essential learnings are implemented, and students are assessed on how well they demonstrate the Sunshine State Standards.

- Elementary music teachers strongly agree that the district provides opportunities for integration of technology into music instruction and that students are provided with opportunities to perform.

- Elementary music teachers strongly agree that expectations are communicated to parents.

Table 2: On average, how much emphasis does each strand have in your classroom instruction?		Minor Emphasis	Moderate Emphasis	Major Emphasis	Total
Strand A: Skills and Techniques	N	0	1	50	51
	%	0.0%	2.0%	98.0%	
Strand B: Creation and Communication	N	1	21	29	51
	%	2.0%	41.2%	56.9%	
Strand C: Cultural and Historical Connections	N	4	15	32	51
	%	7.8%	29.4%	62.7%	
Strand D: Aesthetic and Critical Analysis	N	4	18	29	51
	%	7.8%	35.3%	56.9%	
Strand E: Applications to Life	N	7	14	29	50
	%	14.0%	28.0%	58.0%	

- Elementary music teachers were most likely to indicate that each of the five strands received major emphasis in their classrooms.

- Strand A: Skills and Techniques received the most major emphasis ratings, with 50 of 51 teachers stating that this strand receives major emphasis.

Table 3: How much benefit do you believe students received from the following school sponsored activities?		No Benefit	Some Benefit	Great Benefit	Total	Did Not Participate
(a) Attending a Florida Orchestra Concert	N	0	7	44	51	0
	%	0.0%	13.7%	86.3%		
(b) Visit from a musician or performer	N	0	6	37	43	8
	%	0.0%	14.0%	86.0%		
(c) Field trip to a Performing Arts Center	N	0	6	39	45	5
	%	0.0%	13.3%	86.7%		
(d) Visit from a Performing Arts Center	N	0	9	25	34	15
	%	0.0%	26.5%	73.5%		

- Music teachers were most likely to indicate that each school sponsored activity was a great benefit for those who participated, with ratings for each activity receiving similar high levels of support.

Table 4: How often do you use the following instructional strategies?							
		Daily	Weekly	Monthly	Quarterly	Never	Total
Teacher lecture	N	19	13	7	3	7	49
	%	38.8%	26.5%	14.3%	6.1%	14.3%	
Teacher demonstration/modeling	N	42	9	0	0	0	51
	%	82.4%	17.6%	0.0%	0.0%	0.0%	
DVD/Video	N	1	0	6	36	8	51
	%	2.0%	0.0%	11.8%	70.6%	15.7%	
Student practice	N	36	14	1	0	0	51
	%	70.6%	27.5%	2.0%	0.0%	0.0%	
Student performance	N	27	7	7	10	0	51
	%	52.9%	13.7%	13.7%	19.6%	0.0%	
Student reading/research	N	5	7	12	14	11	49
	%	10.2%	14.3%	24.5%	28.6%	22.4%	
Group activities	N	26	19	3	3	0	51
	%	51.0%	37.3%	5.9%	5.9%	0.0%	
Independent study	N	4	9	12	9	16	50
	%	8.0%	18.0%	24.0%	18.0%	32.0%	
Technology	N	21	5	11	8	3	48
	%	43.8%	10.4%	22.9%	16.7%	6.2%	

- Teacher Demonstration/Modeling and Student Practice were most common and most likely to occur daily or weekly.

- Teacher Lecture, Student Performance, Group Activities, and use of Technology were most likely to occur daily, although there was variability in ratings across teachers.

- DVD/Videos were most likely to be used quarterly.

- There was variability in reports of Student Reading/Research, which was most likely reported to be used quarterly, and Independent Study, which was most likely reported to never be used.

Table 5: How often do you use the following strategies to assess student learning?							
		Daily	Weekly	Monthly	Quarterly	Never	Total
Student observations	N	37	14	0	0	0	51
	%	72.5%	27.5%	0.0%	0.0%	0.0%	
Multiple response tests	N	0	2	7	26	16	51
	%	0.0%	3.9%	13.7%	51.0%	31.4%	
Student project	N	0	5	13	21	12	51
	%	0.0%	9.8%	25.5%	41.2%	23.5%	
Peer-evaluation	N	6	10	8	10	15	49
	%	12.2%	20.4%	16.3%	20.4%	30.6%	

- Daily or weekly Student Observations were reported to be used to assess student learning, along with quarterly Multiple Response Tests and Student Projects.

- Although there was wide variability, Peer Evaluation was most likely reported to never be used.

Table 6: Teacher Expectations						
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
I expect my students to learn what I teach.	N	0	1	11	40	52
	%	0.0%	1.9%	21.2%	76.9%	

- 98.1% agree that students are expected to learn what is taught.

Table 7: Performance Recording						
		Never	Sometimes	Often	Very Often	Total
When assessing students through observation, how often do you record performances for later review?	N	3	18	14	16	51
	%	5.9%	35.3%	27.5%	31.4%	

- There was variability in recording performances for later review, although this practice was most likely reported to occur very often.

Table 8: Location									
		Music room (built as)	Regular classroom	Portable classroom	Travel to classroom (cart)	Cafeteria	Multi-purpose room	Auditorium	Total
Which best describes the space you use for music education at your school?	N	25	11	8	2	1	2	0	49
	%	51%	22%	16%	4%	2%	4%	0%	

- 51% of music teachers indicate teaching in a music room, with 22% teaching in a regular classroom, and 27% teacher in other areas.

Table 9: How often do you use the following instructional materials in your lessons?							
		Never	Sometimes	Often	Very Often	Total	Do Not Have these Materials
Instruments	N	0	3	3	44	50	0
	%	0.0%	6.0%	6.0%	88.0%		
Student Computers	N	7	13	8	1	29	20
	%	24.1%	44.8%	27.6%	3.4%		
Technology Equipment	N	0	10	8	27	45	5
	%	0.0%	22.2%	17.8%	60.0%		

- Instruments and Technology Equipment were most likely reported to be used very often.

- Student Computers were most likely reported to be used sometimes, with 20 of 49 music teachers reporting not having computers.

Table 10: Since the referendum allocations, my classroom allotment of the following has increased.

		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Instruments	N	0	2	5	42	49
	%	0.0%	4.1%	10.2%	85.7%	
Student Computers	N	20	16	7	5	48
	%	41.7%	33.3%	14.6%	10.4%	
Technology Equipment	N	5	5	12	26	48
	%	10.4%	10.4%	25.0%	54.2%	
Supplies	N	3	9	18	19	49
	%	6.1%	18.4%	36.7%	38.8%	

- Elementary music teachers were most likely to strongly agree that their classroom allotment of Instruments, Technology Equipment, and Supplies increased following the referendum.

- Elementary music teachers were most likely to strongly disagree that their classroom allotment of Student Computers increased.

Table 11: This past year, I found the following professional development trainings and activities valuable.

		Strongly Disagree	Disagree	Agree	Strongly Agree	Total	Did Not Participate
(a) Incorporating state standards into teaching	N	0	1	21	22	44	2
	%	0.0%	2.3%	47.7%	50.0%		
(b) Classroom/behavior management	N	0	7	19	12	38	9
	%	0.0%	18.4%	50.0%	31.6%		
(C) Student assessment strategies	N	0	0	22	22	44	4
	%	0.0%	0.0%	50.0%	50.0%		
(d) Integrating technology into teaching	N	0	0	17	27	44	4
	%	0.0%	0.0%	38.6%	61.4%		
(e) Using student data to improve student achievement	N	0	2	28	13	43	4
	%	0.0%	4.7%	65.1%	30.2%		
(f) Florida Music Education Association (FMEA) Conference	N	0	0	5	22	27	21
	%	0.0%	0.0%	18.5%	81.5%		
(g) Professional Learning Community (PLC)	N	5	3	23	13	44	4
	%	11.4%	6.8%	52.3%	29.5%		
(h) Teacher Mentor	N	0	0	3	7	10	37
	%	0.0%	0.0%	30.0%	70.0%		
(i) Classroom observations of other teachers	N	0	1	9	5	15	33
	%	0.0%	6.7%	60.0%	33.3%		
(j) All County Rehearsal Strategies Activities	N	0	2	7	27	36	12
	%	0.0%	5.6%	19.4%	75.0%		
(k) Articulation concert with cluster schools	N	0	2	9	11	22	24
	%	0.0%	9.1%	40.9%	50.0%		

- Results indicate strong support for the utility of professional development training and activities. Elementary music teachers were most likely to agree or strongly agree that each type of training or activity was valuable.

- Classroom Behavior Management (18.4%) and Professional Learning Communities (18.2%) were the only training and activity where disagreement was above 10%.

Table 12: School Improvement Plan inclusion					
		Yes	No	Total	Unsure
Are the arts included in your School Improvement Plan (SIP)?	N	10	21	31	15
	%	32.3%	67.7%		

- 15 Elementary music teachers were unsure whether the arts were included in their School Improvement Plan (SIP).

- Of those who were sure, 67.7% stated that the arts were not included in the SIP.

Table 13: School-based Support						
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
(a) I feel supported by other teachers at my school	N	0	5	25	18	48
	%	0.0%	10.4%	52.1%	37.5%	
(b) I feel supported by parents at my school	N	1	1	29	15	46
	%	2.2%	2.2%	63.0%	32.6%	
(c) I feel supported by administrators at my school	N	1	6	20	18	45
	%	2.2%	13.3%	44.4%	40.0%	
(d) Teachers in my school work together to improve student achievement	N	0	0	26	20	46
	%	0.0%	0.0%	56.5%	43.5%	

- 89.6% of Elementary music teachers agreed that they felt supported by other teachers at their school.

- 95.6% felt supported by parents at their school.

- 84.4% felt supported by administrators at their school.

- All teachers agreed that teachers work together to improve student achievement at their school.

Table 14: Student Performances							
		One	Two	Three	Four	More than four	Total
This past year, how many countywide or schoolwide music performances did your students participate?	N	5	4	14	5	18	46
	%	10.9%	8.7%	30.4%	10.9%	39.1%	

⁜ Participation in countywide or schoolwide music performances varied across teachers. However, the most likely response was more than four performances (39.1%).

Table 15: Supervision						
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
(a) Administrative support offered through arts supervisors is sufficient	N	0	2	17	28	47
	%	0.0%	4.3%	36.2%	59.6%	
(b) Arts supervisors facilitate opportunities for arts educators to learn from each other	N	0	5	20	23	48
	%	0.0%	10.4%	41.7%	47.9%	
(c) Arts supervisors provide professional development opportunities in arts education	N	0	0	15	33	48
	%	0.0%	0.0%	31.2%	68.8%	
(d) Arts supervisors help develop guidelines for improving teaching in the arts	N	0	0	17	30	47
	%	0.0%	0.0%	36.2%	63.8%	
(e) I am satisfied with the leadership provided by arts supervisors	N	0	1	13	34	48
	%	0.0%	2.1%	27.1%	70.8%	

⁜ 95.8% of elementary music teachers agreed that administrative support offered through arts supervisors was sufficient.

⁜ 89.6% agreed that arts supervisors facilitate opportunities for arts educators to learn from each other.

⁜ All elementary music teachers agreed that arts supervisors provide professional development opportunities.

⁜ All agreed that arts supervisors help develop guidelines for improving teaching in the arts.

⁜ 97.9% agreed that they were satisfied with the leadership provided by arts supervisors.

Table 16: Outside of school duties, how often do you participate in the following activities?		Never	Sometimes	Often	Very Often	Total
(a) Perform or create in the arts	N	2	16	8	22	48
	%	4.2%	33.3%	16.7%	45.8%	
(b) Teach in the arts	N	13	22	3	9	47
	%	27.7%	46.8%	6.4%	19.1%	
(c) Provide arts leadership within the community	N	16	18	4	10	48
	%	33.3%	37.5%	8.3%	20.8%	
(d) College or advanced degree classes in the arts	N	34	7	5	2	48
	%	70.8%	14.6%	10.4%	4.2%	
(e) Attend arts events	N	0	19	16	13	48
	%	0.0%	39.6%	33.3%	27.1%	
(f) Attend professional arts workshops/conferences	N	2	23	9	14	48
	%	4.2%	47.9%	18.8%	29.2%	

- While there was variability in engagement in arts-related activities outside of school duties, music education teachers were most likely to state that they very often perform or create in the arts and that they sometimes teach in the arts, provide arts leadership within their community, attend arts events, and attend professional arts workshops/conferences.

- 29.2% reported that they sometimes, often, or very often participated in college or advanced degree classes in the arts.

Table 17: Beliefs Scale		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
(a) The amount a student can learn is primarily related to student background	N	8	29	7	2	46
	%	17.4%	63.0%	15.2%	4.3%	
(b) When I really try, I can get through to most difficult students	N	0	2	34	9	45
	%	0.0%	4.4%	75.6%	20.0%	
(c) A student's motivation and performance depends on his/her home environment	N	4	12	19	10	45
	%	8.9%	26.7%	42.2%	22.2%	
(d) When a student does better than usual, many times it is because I exerted extra effort	N	0	8	30	5	43
	%	0.0%	18.6%	69.8%	11.6%	
(e) The hours in my class have little influence on students compared to the influence of their home environment	N	5	26	8	7	46
	%	10.9%	56.5%	17.4%	15.2%	
(f) Even a teacher with good teaching abilities may not reach many students	N	8	21	14	3	46
	%	17.4%	45.7%	30.4%	6.5%	
(g) My teaching training and experiences have given me the skills to be an effective teacher	N	1	1	21	24	47
	%	2.1%	2.1%	44.7%	51.1%	
(h) If a student in my class becomes disruptive, I know how to redirect him/her quickly	N	0	0	23	24	47
	%	0.0%	0.0%	48.9%	51.1%	

- Elementary music teacher's belief ratings indicate agreement that their training and experiences have given them the skills to be an effective teacher (95.8%), and they believe that they can get through to the most difficult students (95.6%).

- All Elementary music teachers believe that they can quickly redirect a disruptive student.

- Elementary music teachers are more likely to agree that a student's motivation and performance depends on his/her home environment (64.4%) and that when a student does better than usual many times it is because the teacher exerted extra effort (81.4%).

- Elementary music teachers were more likely to disagree that the amount a student can learn is primarily related to student background (80.4%), that hours in their class have little influence compared to their home environment (67.4%), and that a teacher with good teaching abilities may not reach many students (63.1%).

All unedited comments submitted by elementary level music teachers are presented below. Comments expressed concern regarding the amount of time devoted to the arts and how this may impact retention of learning. Comments suggested room for improvement with regard to the degree to which music standards were understood by school-based administration. Comments suggested that allocation of a resource teacher and more equitable facilities across schools may also improve student learning. One comment was supportive of re-instatement of component points for outside training as a means of acquiring the best possible training.

I want to express my gratitude for the excellent leadership and role model we have in Jeanne Reynolds. She supports us by letting us teach with our strengths and gives us opportunities to improve in our weak areas. Thanks to her active support, we are blessed to have referendum dollars to use in our music classrooms. We are also fully supported in our training opportunities through FMEA, MEND, AOSA, and GTBAOC as well as our own local PCMEA. Thank you, thank you, thank you!

Administrators need workshops on the standards being taught in the arts and how they differ at times from the regular classroom. Often administrators try to apply regular classroom strategies to the arts/PE and they are not applicable. Also, at the beginning of each year arts/PE teachers should be given the opportunity to review standards and GLE's with staff to refresh their memories.

Our supervisor works really hard, but she is only one person. I would like to see the reinstatement of a performing arts resource teacher. All the other areas of the curriculum (save the arts) seem to have this position. There are this and that coaches and trainers, but only 1 music supervisor and her secretary trying to cover PK-12 music opportunities in our district. We absolutely need this position in order to continue to deliver high quality music experiences in our district.

Secondly, as an elementary teacher, I would like to see some backbone given in school board policy to support us in scheduling and chorus. I have been 'dumped' on regarding scheduling this past couple of years and have had one of my choruses simply taken away--all with administrative approval (i.e. assistant principal and the principal defers to her). My supervisor does the best she can for me, but I need POLICY to help me so that I can advocate for my students' music education. I am made to feel subservient at my school with regard to the schedule. I am merely a planning time to many, many of our staff. It is very disheartening b/c I know I can deliver a quality program and impact students in many ways, yet all I seem to be here for is to pick kids up from PE, get them water and a restroom break and then I get to have the rest of my time to teach so that the 'classroom' teachers can plan--which they don't. This is hurting my students.

Professional Development needs to re-instate component points for outside workshops and conferences!!! That is where elementary music teacher get the BEST and MOST EFFECTIVE trainings. We need effective presenters who are well-adept at teaching Kodaly.

40 minutes once a week is minimal time for students to internalize essential learnings in

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arts. In music, students need 30 minutes twice a week schedule for students to prepare for successful participation in middle school music programs. There is a major problem with equitable facilities. New schools have real music rehearsals rooms, keyboard studios, full set of instruments. Old schools have teachers sharing portables that are worn out, unsafe, not secured with Sonitrol, lacking telephones, bathrooms and offices. There is no limit to the moral killer that these inequities cause the resident arts teachers at the older facilities. Our students are cheated out of equitable access.

With the mandatory time blocks built into the elementary day there is not enough time to schedule the Arts classes effectively. The early release on Wednesdays has tied the hands of the Arts teachers in the elementary setting drastically in scheduling purposes. I feel very supported by the Performing Arts Supervisor, the Performing Arts Office Manager, and the Performing Arts Technology Specialist. The support of the Music Sunshine State Standards, Pinellas County Music Essential Learnings from my site administration is becoming less and less these days

The arts programs are essential to a child's development and should never be dismissed as "extra/fluff" classes. Multiple studies have proved that children involved in arts classes perform BETTER in academic subjects because of the areas of the brain they use is enhanced by what they do in arts classes.

One of the largest drawbacks that Pinellas County Schools is still experiencing is a lower retention rate in music. This is because students only have 40 minutes once a week. I firmly believe that seeing our students more often, will allow us to see true mastery of our music and art standards. As an itinerant, I am able to see just how difficult it is in some schools, to maintain retention of basic skills from year to year, and I think it is happening due to lack of exposure.

Studies are continuing to show a high degree of correlation between the arts and the success of children in school. Arts teachers are extremely concerned that in this day of budget cuts, that our positions will be cut. We hope and pray that it will not happen, but are aware that it has occurred in the past. We all want what is best for our kids, whether they are our own, or our students. Keep supporting the arts in Pinellas County Schools!

ELEMENTARY MUSIC SUMMARY

Survey results suggested that the goals for elementary music instruction are clear and aligned with the Sunshine State Standards. Results indicated that participation in all school sponsored activities, including attendance at a Florida Orchestra Concert, were viewed as beneficial.

Student practice and teacher modeling were the most common forms of instruction. There was variability in the degree to which student performances were recorded for later review. There was variability in the locations and equipment used by elementary music teachers. Instruments, technology equipment and supplies were likely to have increased following referendum allocations, while teachers reported that their allotment of computers was less likely to increase.

Responses indicated strong agreement that professional development training and activities were valuable, with some disagreement evident with regard to Professional Learning

Communities and classroom behavior management training. 32.3% indicated that the arts were included in their school's School Improvement Plan. A majority felt supported at their schools, although 10.4% did not feel supported by other teachers and 15.5% did not feel supported by administrators. Almost all were satisfied with supervision received by their arts supervisor, although 10.4% disagreed that opportunities were provided to learn from each other by arts supervisors. Elementary music teachers reported participating in a range of arts-related activities outside of the school setting. Teachers' responses reflected a sense of intrinsic control regarding their ability to provide effective instruction. All teachers believed that when a student becomes disruptive he/she could be redirected quickly.

Overall, these results present a positive view of elementary music instruction in Pinellas County. Results suggest that improvements can be made in the degree to which arts education is targeted in School Improvement plans. Results suggest that there is some variability in resources across schools that may be addressed as these are highlighted by teachers. Results suggest that improvements can be made in the degree to which Professional Learning Communities involve and are responsive to elementary music teachers, and other opportunities are provided through which music teachers can learn from one another. Increased time provided to arts instruction would be viewed as beneficial by some to build upon what is perceived to be a strong foundation.

Table 18: Elementary Visual Art Instruction Practices						
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
(a) The district goals for visual arts education are clear	N	0	0	26	36	62
	%	0.0%	0.0%	41.9%	58.1%	
(b) I implement the essential learnings for visual arts instruction within my grade levels	N	0	0	17	43	60
	%	0.0%	0.0%	28.3%	71.7%	
(c) My students are assessed on how well they demonstrate the Sunshine State Standards in visual arts	N	0	2	28	30	60
	%	0.0%	3.3%	46.7%	50.0%	
(d) The district provides opportunities for developing the integration of technology into visual arts instruction	N	1	3	15	41	60
	%	1.7%	5.0%	25.0%	68.3%	
(e) I provide my students opportunities to exhibit their work	N	0	0	13	48	61
	%	0.0%	0.0%	21.3%	78.7%	
(f) I communicate what I teach and student expectations to parents	N	0	7	31	23	61
	%	0.0%	11.5%	50.8%	37.7%	

- All elementary visual art teachers agree that the district goals for visual arts education are clear and that the essential learnings are implemented. 96.7% agree that students are assessed on how well they demonstrate the Sunshine State Standards.

- 93.3% agree that the district provides opportunities for developing the integration of technology into visual arts instruction.

- All elementary visual art teachers agree that students are provided with opportunities to exhibit their work.

- 88.5% agree that what is taught and student expectations are communicated to parents.

Table 19: On average, how much emphasis does each strand have in your classroom instruction?

		Minor Emphasis	Moderate Emphasis	Major Emphasis	Total
Strand A: Skills and Techniques	N	0	7	54	61
	%	0.0%	11.5%	88.5%	
Strand B: Creation and Communication	N	0	8	52	60
	%	0.0%	13.3%	86.7%	
Strand C: Cultural and Historical Connections	N	1	23	37	61
	%	1.6%	37.7%	60.7%	
Strand D: Aesthetic and Critical Analysis	N	8	32	21	61
	%	13.1%	52.5%	34.4%	
Strand E: Applications to Life	N	2	25	34	61
	%	3.3%	41.0%	55.7%	

- Elementary visual art teachers were most likely to state that Strands A, B, C, and E receive major emphasis and Strand D receives moderate emphasis.

Table 20: How much benefit do you believe students received from the following school sponsored activities?

		No Benefit	Some Benefit	Great Benefit	Total	Did Not Participate
(a) Artist in residence	N	0	10	17	27	32
	%	0.0%	37.0%	63.0%		
(b) Art Mobile	N	1	10	48	59	2
	%	1.7%	16.9%	81.4%		
(c) Field trip to an Arts Center or Museum	N	0	6	36	42	17
	%	0.0%	14.3%	85.7%		

- Of those who participated, elementary visual art teachers were most likely to state that the Artist in Residence, Art Mobile, and field trip to an Arts Center or Museum were a great benefit.

Table 21: How often do you use the following instructional strategies?							
		Daily	Weekly	Monthly	Quarterly	Never	Total
Teacher lecture	N	26	17	6	3	7	59
	%	44.1%	28.8%	10.2%	5.1%	11.9%	
Teacher demonstration/modeling	N	58	3	0	0	0	61
	%	95.1%	4.9%	0.0%	0.0%	0.0%	
DVD/Video	N	1	6	14	31	7	59
	%	1.7%	10.2%	23.7%	52.5%	11.9%	
Student practice	N	48	8	4	0	0	60
	%	80.0%	13.3%	6.7%	0.0%	0.0%	
Student performance	N	49	4	5	1	1	60
	%	81.7%	6.7%	8.3%	1.7%	1.7%	
Student reading/research	N	6	9	17	24	3	59
	%	10.2%	15.3%	28.8%	40.7%	5.1%	
Group activities	N	7	11	28	11	1	58
	%	12.1%	19.0%	48.3%	19.0%	1.7%	
Independent study	N	20	6	11	12	10	59
	%	33.9%	10.2%	18.6%	20.3%	16.9%	
Technology	N	25	21	5	6	1	58
	%	43.1%	36.2%	8.6%	10.3%	1.7%	

- Teacher demonstration (95.1%) and student practice (80%) and performance (81.7%) were the most frequently cited daily instructional strategies.

- Teacher lecture (44.1%), independent study (33.9%) and use of technology (43.1%) had greater variability, but were most often cited as daily instructional strategies.

- Group activities were most likely to be used monthly (48.3%), while DVD/Video (52.5%) and student reading/research (40.7%) were most likely to be incorporated quarterly.

Table 22: How often do you use the following strategies to assess student learning?							
		Daily	Weekly	Monthly	Quarterly	Never	Total
Student observations	N	53	4	3	0	0	60
	%	88.3%	6.7%	5.0%	0.0%	0.0%	
Multiple response tests	N	0	4	8	30	16	58
	%	0.0%	6.9%	13.8%	51.7%	27.6%	
Student project	N	31	20	9	0	0	60
	%	51.7%	33.3%	15.0%	0.0%	0.0%	
Student Portfolio	N	14	3	5	29	9	60
	%	23.3%	5.0%	8.3%	48.3%	15.0%	
Peer-evaluation	N	6	2	18	11	22	59
	%	10.2%	3.4%	30.5%	18.6%	37.3%	

- Elementary visual art teachers stated that student observations (88.3%) and student projects (51.7%) are used daily to assess student learning, while multiple response tests (51.7%) and student portfolios (48.3%) are most often used quarterly.

- 37.3% of elementary visual art teachers stated that peer evaluation is never used to assess student learning, while a total of 49.1% stated that peer evaluation is used monthly or quarterly, and 13.6% stated that peer evaluation is used daily or weekly.

Table 23: Teacher Expectations						
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
I expect my students to learn what I teach.	N	0	0	15	46	61
	%	0.0%	0.0%	24.6%	75.4%	

- All elementary visual art teachers agreed that students were expected to learn what is taught.

Table 24: Location									
		Visual Arts room (built as)	Regular classroom	Portable classroom	Travel to classroom (cart)	Cafeteria	Multi-purpose room	Auditorium	Total
Which best describes the space you use for visual arts education at your school?	N	31	14	8	3	0	2	0	58
	%	53.4%	24.1%	13.8%	5.2%	0.0%	3.4%	0.0%	

+ A visual arts room (53.4%) was reported most often as the space used for visual arts education, while 24.1% reported use of a regular classroom, and 22.4% reported use of another space or setting.

Table 25: How often do you use the following instructional materials in your lessons?						
		Never	Sometimes	Often	Very Often	Total
Textbooks	N	10	36	7	1	54
	%	18.5%	66.7%	13.0%	1.9%	
Art Tools (non-expendable)	N	0	3	15	40	58
	%	0.0%	5.2%	25.9%	69.0%	
Art Materials (expendable)	N	0	1	2	56	59
	%	0.0%	1.7%	3.4%	94.9%	
Classroom equipment	N	1	1	16	39	57
	%	1.8%	1.8%	28.1%	68.4%	
Student computers	N	4	13	15	6	38
	%	10.5%	34.2%	39.5%	15.8%	
Technology equipment	N	0	8	11	36	55
	%	0.0%	14.5%	20.0%	65.5%	

+ Art tools (69%), art materials (94.9%), classroom equipment (68.4%), and technology equipment (65.5%) were most likely reported to be used very often, while student computers were most likely reported to be used often (39.5%) and textbooks used sometimes (66.7%).

Table 26: Since the referendum allocations, my classroom supplies in the following areas have increased.		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Textbooks	N	7	11	18	17	53
	%	13.2%	20.8%	34.0%	32.1%	
Art Tools (Non-expendable)	N	2	2	15	39	58
	%	3.4%	3.4%	25.9%	67.2%	
Art Materials (Expendable)	N	2	2	6	49	59
	%	3.4%	3.4%	10.2%	83.1%	
Classroom equipment	N	3	4	16	36	59
	%	5.1%	6.8%	27.1%	61.0%	
Student Computers	N	18	23	8	5	54
	%	33.3%	42.6%	14.8%	9.3%	
Technology Equipment	N	2	3	15	36	56
	%	3.6%	5.4%	26.8%	64.3%	

- Elementary visual art teachers were most likely to strongly agree that supplies of art tools (67.2%), art materials (83.1%), classroom equipment (61%), and technology equipment (64.3%) have increased.

- Elementary visual art teachers were most likely to agree (34%) that supplies of textbooks increased, and disagree (42.6%) that supplies of student computers increased.

Table 27: This past year, I found the following professional development trainings and activities valuable.		Strongly Disagree	Disagree	Agree	Strongly Agree	Total	Did Not Participate
(a) Incorporating state standards into teaching training	N	3	3	23	21	50	9
	%	6.0%	6.0%	46.0%	42.0%		
(b) Classroom/behavior management training	N	1	3	26	9	39	19
	%	2.6%	7.7%	66.7%	23.1%		
(C) Student assessment strategies training	N	1	4	21	11	37	21
	%	2.7%	10.8%	56.8%	29.7%		
(d) Integrating technology into teaching training	N	2	1	22	32	57	2
	%	3.5%	1.8%	38.6%	56.1%		
(e) Using student data to improve student achievement training	N	2	5	27	9	43	15
	%	4.7%	11.6%	62.8%	20.9%		
(f) Florida Art Education Association (FAEA) Conference	N	0	0	8	19	27	31
	%	0.0%	0.0%	29.6%	70.4%		
(g) Professional Learning Community (PLC)	N	2	4	19	29	54	5
	%	3.7%	7.4%	35.2%	53.7%		
(h) Teacher Mentor	N	1	4	10	8	23	35
	%	4.3%	17.4%	43.5%	34.8%		
(i) Classroom observations of other teachers	N	1	6	12	6	25	32
	%	4.0%	24.0%	48.0%	24.0%		

- Elementary visual art teachers were most likely to agree or strongly agree that all forms of professional development trainings and activities cited were valuable.

- 100% of those attending the Florida Art Education Association (FAEA) Conference found this professional development opportunity to be valuable.

Table 28: School Improvement Plan inclusion					
		Yes	No	Total	Unsure
Are the arts included in your School Improvement Plan (SIP)?	N	22	14	36	18
	%	61.1%	38.9%		

- 18 elementary visual art teachers were unsure whether arts were included in their School Improvement Plan (SIP).

- Of those who were sure, 61.1% stated that the arts were included in the SIP.

Table 29: School-Based Support						
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
(a) I feel supported by other teachers at my school	N	0	5	22	28	55
	%	0.0%	9.1%	40.0%	50.9%	
(b) I feel supported by parents at my school	N	1	5	27	20	53
	%	1.9%	9.4%	50.9%	37.7%	
(c) I feel supported by administrators at my school	N	4	8	17	27	56
	%	7.1%	14.3%	30.4%	48.2%	
(d) Teachers in my school work together to improve student achievement	N	0	3	22	32	57
	%	0.0%	5.3%	38.6%	56.1%	

- 90.9% of elementary visual art teachers agreed that they feel supported by other teachers at their school.

- 88.6% agreed that they feel supported by parents at their school.

- 79% agreed that they feel supported by administrators at their school.

- 94.7% agreed that teachers at their school work together to improve student achievement.

Table 30: Student Performances		One	Two	Three	Four	More than four	Total
This past year, in how many countywide or schoolwide art shows or exhibitions did your students participate?	N	2	6	17	13	19	57
	%	3.5%	10.5%	29.8%	22.8%	33.3%	

- There were a range of responses, though the number of countywide or schoolwide art shows or exhibitions in which students participated was most likely to be more than four (33.3%).

Table 31: Supervision		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
(a) Administrative support offered through arts supervisors is sufficient	N	8	3	20	25	56
	%	14.3%	5.4%	35.7%	44.6%	
(b) Arts supervisors facilitate opportunities for arts educators to learn from each other	N	2	4	20	31	57
	%	3.5%	7.0%	35.1%	54.4%	
(c) Arts supervisors provide professional development opportunities in arts education	N	1	2	19	36	58
	%	1.7%	3.4%	32.8%	62.1%	
(d) Arts supervisors help develop guidelines for improving teaching in the arts	N	2	5	20	29	56
	%	3.6%	8.9%	35.7%	51.8%	

- 80.3% of elementary visual art teachers agreed that administrative support offered through arts supervisors is sufficient.

- 89.5% agreed that arts supervisors facilitate opportunities for arts educators to learn from each other.

- 94.9% agreed that arts supervisors provide professional development opportunities in arts education.

- 87.5% agreed that arts supervisors help develop guidelines for improving teaching in the arts.

Table 32: Outside of school duties, how often do you participate in the following activities?						
		Never	Sometimes	Often	Very Often	Total
(a) Perform or create in the arts	N	3	23	13	18	57
	%	5.3%	40.4%	22.8%	31.6%	
(b) Teach in the arts	N	21	19	12	4	56
	%	37.5%	33.9%	21.4%	7.1%	
(c) Provide arts leadership within the community	N	23	22	8	2	55
	%	41.8%	40.0%	14.5%	3.6%	
(d) College or advanced degree classes in the arts	N	24	21	4	5	54
	%	44.4%	38.9%	7.4%	9.3%	
(e) Attend arts events	N	0	13	20	24	57
	%	0.0%	22.8%	35.1%	42.1%	
(f) Attend professional arts workshops/conferences	N	3	26	16	12	57
	%	5.3%	45.6%	28.1%	21.1%	

- Elementary visual art teachers were most likely to state that they attend arts events very often (42.1%) and sometimes perform or create in the arts (40.4%) and attend professional arts workshops (45.6%).

- While the most frequent response when asked how often they teach in the arts, provide arts leadership within the community or attend college or advanced degree classes in arts was never, responses indicated that more than half of all elementary visual arts teachers engage in each of these activities at least sometimes.

Table 33: Beliefs Scale		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
(a) The amount a student can learn is primarily related to student background	N	6	32	16	2	56
	%	10.7%	57.1%	28.6%	3.6%	
(b) When I really try, I can get through to most difficult students	N	0	4	32	21	57
	%	0.0%	7.0%	56.1%	36.8%	
(c) A student's motivation and performance depends on his/her home environment	N	2	26	20	8	56
	%	3.6%	46.4%	35.7%	14.3%	
(d) When a student does better than usual, many times it is because I exerted extra effort	N	1	9	36	9	55
	%	1.8%	16.4%	65.5%	16.4%	
(e) The hours in my class have little influence on students compared to the influence of their home environment	N	2	33	17	3	55
	%	3.6%	60.0%	30.9%	5.5%	
(f) Even a teacher with good teaching abilities may not reach many students	N	6	27	18	4	55
	%	10.9%	49.1%	32.7%	7.3%	
(g) My teaching training and experiences have given me the skills to be an effective teacher	N	0	3	27	28	58
	%	0.0%	5.2%	46.6%	48.3%	
(h) If a student in my class becomes disruptive, I know how to redirect him/her quickly	N	0	0	36	22	58
	%	0.0%	0.0%	62.1%	37.9%	

- 94.9% of elementary visual arts teachers believe that their teaching training and experiences have given them the skills to be an effective teacher and 93% agree that when they really try they can get through to the most difficult students.

- All elementary visual art teachers believe that when a student in class becomes disruptive the student can be redirected quickly.

- Elementary visual art teachers were most likely to disagree that the amount a student can learn is primarily related to student background, that the hours in their class have little influence on students compared to the influence of their home environment, and that even a teacher with good teaching abilities may not reach many students. While they were most likely to agree that when a student does better than usual, many times it is because the teacher exerted extra effort.

- Elementary visual art teachers were evenly split when asked whether a student's motivation and performance depends on his/her home environment with half agreeing and half disagreeing with this statement.

COMMENTS

All comments submitted by elementary visual art teachers are presented below. Comments were only edited for spelling and personal identifying information was removed from one. Comments suggested that arts are a strength of education in Pinellas County. Comments suggested that improvements can be made in terms of equity of facilities across schools and time given for planning and preparation for visual art teachers. Two comments were supportive of the art supervisor and two were not. Two comments suggested a need to make sure that all transfer positions are openly posted.

I think our supervisors should continue to be evaluated every year. Thank you for doing this.
From my experiences teaching in Northern Virginia and in attending State and National Conferences, I know that the Arts Education our students receive is superior to other counties in Florida and districts throughout the country. When I present at State and National Conferences, arts teachers are in awe of the programs we have in Pinellas. This is due to our outstanding leadership provided by our Art Supervisor, opportunities for teacher training, and technology and materials support from the county and through referendum funding.

The arts offer a well rounded education for our students. We have no idea how intense some students home situations are. Our students all have many different interests and capabilities and the arts offer such a safe and real opportunity to learn, to express and to just be themselves. All levels......all kids...... I believe the community values the arts here in St. Pete and that Art will have to stay strong and never be removed. Thanks so much.....

All vacancies and transfer positions should be posted openly and fairly so all teachers have an opportunity to apply for positions.
I would like to see some more policies in place that determine the maximum amount of students in the art class (instead of combining multiple classes in one) so that I can be more effective with the students I have. I would also like to see a mandatory passing time between classes, so that art teachers (and music teachers) have the appropriate amount of time to clean up, set up materials, and prep before the next class arrives. I would also like more art ed pro dev trainings throughout the year.
Uninformed educators lose sight of the importance of education in the arts for a well rounded academic experience. At times some administrators consider the arts to be "extra curricular". Some of these questions do not allow a clear answer (ie. the ratio at how hard one works to how well "many" student perform.

our art supervisor makes people cry and is very negative, downgrading and rules by intimidation. very sad. nothing positive and the art teachers are very afraid to even talk to her; most of them.

Some of these questions did not have an answer that I really liked. Sometimes should have been added for some, or occasionally for others.

Teachers in the arts at Elementary Schools teach all the students in the school. They need some time to prep for classes. Many administrators think they're just the icing on the cake and don't need time and give them permanent duty. Also, if teachers of the arts are to be working in a regular classroom, they need to be given storage space. The difference in classroom sizes from one school to the next is vastly different and can affect the flow of the class, thusly affecting the tone of the class.

The PCS Art supervisor gives only negative feedback or very little positive reinforcement- close to NONE, yet has high expectations when it comes to doing what is asked by her. She tends to be dismissive, arrogant, biased toward certain teachers. I would hope that she would be encouraged to work on her professional manner and show respect for those who do wonderful jobs day in and day out with the students of Pinellas County instead of inappropriately and publicly degrading her staff. Her hiring practices are definitely not "Sunshine", no postings for teachers who may want to work closer to home or change schools. She is almost never seen at the schools, (which is probably a relief for most). She is an ultimate "ivory tower" employee. Unsupportive, even rude. I hope things change, it is quite unpleasant to work for her. I am conscientious, hardworking, care deeply about my students, my subject matter and teaching. Some jobs go unposted as in teachers on special assignment. Why if someone wants to go over and above is that discouraged? I wish our department was run more like music where teachers get to decide what to spend referendum dollars on as far as classroom equipment goes. For the last 4 years, we have been offered the same equipment: tables, chairs, pencil sharpeners, drying racks and carts that are too big. As she rarely goes into the schools or asks teachers, I feel she is out of touch with what we need. Has a certain few that she might ask for advice, give TDEs, transfers etc.... I know many other art teachers that would agree, but might not say. (I could go on)....

One of the greatest strengths of Pinellas County Schools over the past decades has been its ARTS programs. I see it as a teacher at the elementary level but have seen the results of the arts in my own children who all participated heavily in the arts in middle and high school. Students in these classes are generally quite motivated not only in this discipline but in their overall curriculum. Nothing would be gained in cutting the arts in any way.... Let's keep Pinellas County as one of the leaders in ARTS education.

I feel that our art supervisor keeps us up to date on all of the trends, advocates for us continuously, and helps us to continuously plan to improve our program for the future. I teach Title I students. Prior to that I taught K-12 severely emotionally disturbed students for 20 years. All of these students had difficulty focusing. I have attended Brain and Learning Conferences and use the techniques in my classroom to help them. On giving a pretest to them in the beginning of the year I saw, for instance that few recalled what symmetry was. I took it upon myself to reteach all of my 617 students about this during the year. When I give my students the posttest this year do I expect them to recall this information that they were able to respond to in questioning, and example in art? No. I see that they have little retention for test taking. I feel that the most valuable lessons we can give them in our art classes are to help them to learn that they can make all kinds of creative products they strive to make, that are original, well planned, have quality, are made with skill. I think we can teach them to problem solve when they have a problem. We can teach them to think of multiple ways to do something. We can teach them to be great partners and collaborate, and make a better product. We can teach them to communicate about art in a way that others can enjoy and understand. We can teach them to write and read and use math in art. We can teach them to edit their work to make it better. We can teach them to research and go into history to learn from others art and lives and cultures, and take those ideas...use them in their art, and talk about them to appreciate them. We can

teach them to relax and have fun socially with art. We can teach them to use and see art in their daily lives, and we can teach them to appreciate art, evaluate their own art and art made by others. We can give them the creative tools to make it in business and in their personal life in their adult lives.

I feel we should have more say so in the types of training we need; not just technology over and over again. No one should be pushing carts and harming themselves all the time. What ever happened to our art budgets?

ELEMENTARY VISUAL ART SUMMARY

Survey results suggested that the goals for elementary visual art instruction are clear and aligned with the Sunshine State Standards. Results indicated that participation in all school sponsored activities, including a field trip to an Art Center or Museum, were viewed as beneficial.

Results suggest that teacher demonstration/modeling and student practice were the most common forms of instruction. Results suggested that Strand D: Aesthetic and Critical Analysis was least likely to receive major emphasis in classes. Assessment strategies were most likely to include student observation and student projects, with multiple response tests and student portfolios reviewed quarterly. Use of peer evaluation varied.

Locations and use of instructional materials varied across teachers. Allotments of materials generally increased as a result of referendum allocations, although this was least likely true for student computers. All forms of professional development and activities were viewed as valuable by a majority of visual art teachers, although between 5 and 7 teachers disagreed that standards and data based training was valuable and 24% disagreed that classroom observations of other teachers was valuable.

61.1% indicated that the arts were included in their School Improvement Plan, with 18 teachers unsure of whether or not the arts were included.

 A majority felt supported at their schools, although 9.1% did not feel supported by other teachers and 21.4% did not feel supported by administrators. A majority of visual art teachers agreed that their supervision was sufficient, although 19.7% disagreed and two submitted comments indicating dissatisfaction with the supervision they have received.

Results suggest that a majority of visual art teachers engage in a variety of art-related activities outside of school duties. Most express a sense of intrinsic control regarding their ability to teach art effectively, with all agreeing that when a student becomes disruptive they know how to redirect him/her quickly.

These results suggest that efforts to expand the means through which Strands C, E, and particularly D: Aesthetic and Critical Analysis are incorporated into curriculum may be beneficial to build upon a strong performance-based foundation. Results suggest that open communication regarding equity of resources may be beneficial. Results suggest that efforts to improve standards and data-based instruction methods may address disagreements by some that these are valuable. Results suggest that visual arts can benefit from inclusion in School Improvement Plans. Results suggest that supervision can improve with regard to a subset of

teachers who disagree that administrative support offered through arts supervisors is sufficient, with two suggesting that the tone of interactions can improve.

MIDDLE SCHOOL / HIGH SCHOOL MUSIC TEACHER SURVEY RESULTS

Table 34: MS/HS Music Instruction Practices						
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
(a) The district goals for music education are clear	N	1	1	16	19	37
	%	2.7%	2.7%	43.2%	51.4%	
(b) I implement the essential learnings for music instruction within my grade levels	N	0	0	18	18	36
	%	0.0%	0.0%	50.0%	50.0%	
(c) My students are assessed on how well they demonstrate the Sunshine State Standards in music	N	0	2	21	14	37
	%	0.0%	5.4%	56.8%	37.8%	
(d) The district provides opportunities for developing the integration of technology into music instruction	N	0	0	10	27	37
	%	0.0%	0.0%	27.0%	73.0%	
(e) I provide my students opportunities to perform	N	0	0	3	34	37
	%	0.0%	0.0%	8.1%	91.9%	
(f) I communicate what I teach and student expectations to parents	N	0	0	13	24	37
	%	0.0%	0.0%	35.1%	64.9%	
(g) All of my students are placed in music instruction classes commensurate with their level of musical achievement	N	4	7	13	12	36
	%	11.1%	19.4%	36.1%	33.3%	

- All MS/HS music teachers agree that the essential learnings for music instruction are implemented and 94.6% agree that the district goals for music education are clear and that students are assessed on how well they demonstrate the Sunshine State Standards.

- All MS/HS music teachers agree that the district provides opportunities for developing the integration of technology into music instruction, that students are provided opportunities to perform, and that what is taught and student expectations are communicated to parents.

- 69.4% of MS/HS music teachers agree that all students are placed in music instruction classes commensurate with their level of musical achievement.

Table 35: On average, how much emphasis does each strand have in your classroom instruction?		Minor Emphasis	Moderate Emphasis	Major Emphasis	Total
Strand A: Skills and Techniques	N	0	2	35	37
	%	0.0%	5.4%	94.6%	
Strand B: Creation and Communication	N	1	19	17	37
	%	2.7%	51.4%	45.9%	
Strand C: Cultural and Historical Connections	N	4	24	9	37
	%	10.8%	64.9%	24.3%	
Strand D: Aesthetic and Critical Analysis	N	1	16	20	37
	%	2.7%	43.2%	54.1%	
Strand E: Applications to Life	N	4	12	21	37
	%	10.8%	32.4%	56.8%	

- A majority of MS/HS music teachers indicate that Strands A, D, and E receive major emphasis and that Strands B and C receive moderate emphasis in their classrooms.

- Strand A: Skills and Techniques was most likely to receive major emphasis (94.6%).

Table 36: How much benefit do you believe students received from the following school sponsored activities?		No Benefit	Some Benefit	Great Benefit	Total	Did Not Participate
(a) Attending a Florida Orchestra Concert	N	0	6	13	19	17
	%	0.0%	31.6%	68.4%		
(b) Visit from a musician or performer	N	0	2	31	33	3
	%	0.0%	6.1%	93.9%		
(c) Field trip to a Performing Arts Center	N	0	5	18	23	13
	%	0.0%	21.7%	78.3%		
(d) Visit from a Performing Arts Center	N	1	5	20	26	10
	%	3.8%	19.2%	76.9%		
(e) Student competitions/performances at local events	N	0	3	31	34	0
	%	0.0%	8.8%	91.2%		
(f) Student competitions/performances at state events	N	0	4	19	23	13
	%	0.0%	17.4%	82.6%		
(g) Student competitions/performances at national events	N	1	3	15	19	16
	%	5.3%	15.8%	78.9%		
(h) Florida School Music Association (FSMA) sanctioned Music Performance Assessments	N	1	7	25	33	3
	%	3.0%	21.2%	75.8%		

- A majority of MS/HS music teachers indicated that each school sponsored activity above was a great benefit.

- MS/HS music teachers were most likely to indicate that a visit from a musician or performer was a great benefit (93.9%).

Table 37: How much benefit do you believe students received from participating in the following activities with other schools in the district?		No Benefit	Some Benefit	Great Benefit	Total	Did Not Participate
(a) Visits to other schools	N	0	11	21	32	4
	%	0.0%	34.4%	65.6%		
(b) Group workshop	N	0	7	22	29	7
	%	0.0%	24.1%	75.9%		
(c) Mentoring program	N	0	6	18	24	12
	%	0.0%	25.0%	75.0%		
(d) Articulation concert with cluster schools	N	0	11	19	30	6
	%	0.0%	36.7%	63.3%		

- MS/HS music teachers indicated that each activity with other schools in the district was of some benefit or a great benefit.

Table 38: How often do you use the following instructional strategies?							
		Daily	Weekly	Monthly	Quarterly	Never	Total
Teacher lecture	N	21	13	0	0	2	36
	%	58.3%	36.1%	0.0%	0.0%	5.6%	
Teacher demonstration/modeling	N	30	5	1	0	0	36
	%	83.3%	13.9%	2.8%	0.0%	0.0%	
DVD/Video	N	1	2	18	10	5	36
	%	2.8%	5.6%	50.0%	27.8%	13.9%	
Student rehearsal	N	30	4	1	0	0	35
	%	85.7%	11.4%	2.9%	0.0%	0.0%	
Student performance	N	12	4	8	12	0	36
	%	33.3%	11.1%	22.2%	33.3%	0.0%	
Student reading/research	N	3	8	12	8	5	36
	%	8.3%	22.2%	33.3%	22.2%	13.9%	
Group activities	N	16	11	5	4	0	36
	%	44.4%	30.6%	13.9%	11.1%	0.0%	
Independent study	N	6	12	8	8	2	36
	%	16.7%	33.3%	22.2%	22.2%	5.6%	
Technology	N	15	7	8	3	1	34
	%	44.1%	20.6%	23.5%	8.8%	2.9%	

- Teacher demonstration/modeling and student rehearsal were the instructional strategies cited as most frequently employed, with all except one teacher citing use of these strategies daily or weekly.

- Daily use of teacher lecture (58.3%), group activities (44.4%), and technology (44.1%) followed teacher demonstration and student rehearsal in frequency.

- Independent study and student reading/research varied in frequency across raters with independent study most often cited as a weekly activity (33.3%) and student reading/research most often cited as a month activity (33.3%).

- Student performance was most often cited as a daily activity (33.3%) or monthly activity (33.3%), which may have depended on how 'performance' was defined.

- Use of DVD/video was most likely reported to occur monthly (50%).

Table 39: How often do you use the following strategies to assess student learning?							
		Daily	Weekly	Monthly	Quarterly	Never	Total
Student observations	N	32	4	0	0	0	36
	%	88.9%	11.1%	0.0%	0.0%	0.0%	
Multiple response tests	N	2	7	13	9	5	36
	%	5.6%	19.4%	36.1%	25.0%	13.9%	
Student project	N	2	2	5	22	5	36
	%	5.6%	5.6%	13.9%	61.1%	13.9%	
Peer-evaluation	N	6	11	4	6	9	36
	%	16.7%	30.6%	11.1%	16.7%	25.0%	

- The most common strategy used to assess student learning was student observation.

- Multiple response tests were most likely to occur monthly (36.1%) or quarterly (25%).

- Student projects were most likely assessed quarterly (61.1%).

- There was variability in the degree to which peer evaluation was used to assess learning, with the most common frequency cited as weekly (30.6%).

Table 40: Teacher Expectations						
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
I expect my students to learn what I teach.	N	0	0	9	27	36
	%	0.0%	0.0%	25.0%	75.0%	

- All MS/HS music teachers agreed that they expect students to learn what they teach.

Table 41: Performance Recording						
		Never	Sometimes	Often	Very Often	Total
When assessing students through observation, how often do you record performances for later review?	N	1	14	16	5	36
	%	2.8%	38.9%	44.4%	13.9%	

- MS/HS music teachers indicated that performances were most likely often (44.4%) recorded for later review, with only one teacher reporting never doing so.

Table 42: Smart Music software						
		Never	Sometimes	Often	Very Often	Total
How often do you use Smart Music software?	N	21	4	5	3	33
	%	63.6%	12.1%	15.2%	9.1%	

- 63.6% of MS/HS music teachers report never using Smart Music Software, while the remaining 36.4% report doing so sometimes, often or very often.

Table 43: Location							
		Music room (built as)	Regular classroom	Portable classroom	Multi-purpose room	Auditorium	Total
Which best describes the space you use for music education at your school?	N	31	2	0	1	1	35
	%	88.6%	5.7%	0.0%	2.9%	2.9%	

- 88.6% of MS/HS music teachers report using a music room for music education, with 2 teachers using a regular classroom, one using a multi-purpose room and one using an auditorium.

Table 44: How often do you use the following instructional materials in your lessons?		Never	Sometimes	Often	Very Often	Total	Do Not Have these Materials
Textbooks	N	5	10	6	12	33	3
	%	15.2%	30.3%	18.2%	36.4%		
Instruments	N	1	4	2	28	35	1
	%	2.9%	11.4%	5.7%	80.0%		
Student Computers	N	6	6	8	3	23	13
	%	26.1%	26.1%	34.8%	13.0%		
Technology Equipment	N	1	8	16	10	35	1
	%	2.9%	22.9%	45.7%	28.6%		

- Instruments were the most commonly used materials with 80% of teachers using these very often.

- Technology equipment was most likely used often (45.7%) or very often (28.6%).

- Use of textbooks and student computers varied across teachers, with 13 teachers not having computers.

Table 45: Since the referendum allocations, my classroom allotment of the following has increased.		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Textbooks	N	3	16	11	4	34
	%	8.8%	47.1%	32.4%	11.8%	
Instruments	N	1	5	12	17	35
	%	2.9%	14.3%	34.3%	48.6%	
Student Computers	N	6	11	6	12	35
	%	17.1%	31.4%	17.1%	34.3%	
Technology Equipment	N	0	2	12	22	36
	%	0.0%	5.6%	33.3%	61.1%	
Supplies	N	2	5	14	15	36
	%	5.6%	13.9%	38.9%	41.7%	

- As a result of referendum allocations, a majority of MS/HS music teachers agreed that their allocations of instruments, student computers, technology equipment, and supplies increased.

- 55.9% of MS/HS music teachers disagreed or strongly disagreed that their allotment of textbooks increased. These teachers may have had sufficient textbook supplies prior to the referendum.

Table 46: This past year, I found the following professional development trainings and activities valuable.		Strongly Disagree	Disagree	Agree	Strongly Agree	Total	Did Not Participate
(a) Incorporating state standards into teaching	N	0	3	16	8	27	8
	%	0.0%	11.1%	59.3%	29.6%		
(b) Classroom/behavior management	N	2	4	12	5	23	12
	%	8.7%	17.4%	52.2%	21.7%		
(C) Student assessment strategies	N	0	1	22	6	29	5
	%	0.0%	3.4%	75.9%	20.7%		
(d) Integrating technology into teaching	N	0	4	12	18	34	1
	%	0.0%	11.8%	35.3%	52.9%		
(e) Using student data to improve student achievement	N	1	7	16	4	28	7
	%	3.6%	25.0%	57.1%	14.3%		
(f) Florida Music Educator Association (FMEA) Conference	N	1	1	5	28	35	0
	%	2.9%	2.9%	14.3%	80.0%		
(g) Professional Learning Community (PLC)	N	6	5	16	6	33	2
	%	18.2%	15.2%	48.5%	18.2%		
(h) Teacher Mentor	N	1	4	6	8	19	16
	%	5.3%	21.1%	31.6%	42.1%		
(i) Classroom observations of other teachers	N	0	3	9	6	18	17
	%	0.0%	16.7%	50.0%	33.3%		
(j) All County Rehearsal Strategies Activities	N	0	0	13	20	33	2
	%	0.0%	0.0%	39.4%	60.6%		
(k) Articulation concert with cluster schools	N	0	3	13	12	28	7
	%	0.0%	10.7%	46.4%	42.9%		

- A majority of MS/HS music teachers agreed that all forms of professional development activities and trainings were valuable.

- 8 teachers (28.6%) disagreed that the training to use student data to improve student achievement was valuable.

- 11 teachers (33.4%) disagreed that their Professional Learning Community was valuable.

Table 47: School Improvement Plan inclusion					
		Yes	No	Total	Unsure
Are the arts included in your School Improvement Plan (SIP)?	N	10	11	21	12
	%	47.6%	52.4%		

- 12 MS/HS music teachers were unsure whether the arts were included in their School Improvement Plan (SIP).

- Of those who were sure, 11 (52.4%) stated that the arts were not included in their SIP.

Table 48: School-based Support						
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
(a) I feel supported by other teachers at my school	N	2	4	20	10	36
	%	5.6%	11.1%	55.6%	27.8%	
(b) I feel supported by parents at my school	N	3	5	14	13	35
	%	8.6%	14.3%	40.0%	37.1%	
(c) I feel supported by administrators at my school	N	5	4	8	18	35
	%	14.3%	11.4%	22.9%	51.4%	
(d) Teachers in my school work together to improve student achievement	N	2	5	18	9	34
	%	5.9%	14.7%	52.9%	26.5%	
(e) All students in my school have equal access to arts education courses	N	4	12	10	10	36
	%	11.1%	33.3%	27.8%	27.8%	

- A majority of MS/HS music teachers agreed with each school-based support question. However, between 6 and 16 teachers disagreed with each question.

- Disagreement by 6 to 9 teachers for the first three questions suggests that a subset of music teachers do not feel supported in their efforts.

- Disagreement by 7 teachers concerning whether teachers work together to improve student achievement suggests room for improvement in this area.

‑ Disagreement by 16 teachers concerning whether students at their school have equal access to arts education courses may be due to course requirement restrictions or another reason for lack of access.

Table 49: Student Performances						
		1 to 3	4 to 6	7 to 10	More than 10	Total
This past year, how many countywide or schoolwide music performances did your students participate?	N	7	7	15	7	36
	%	19.4%	19.4%	41.7%	19.4%	

‑ 41.7% of MS/HS music teachers indicated that their students participated in 7 to 10 countywide or schoolwide music performances, with a range of participation indicated across teachers.

Table 50: Supervision						
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
(a) Administrative support offered through arts supervisors is sufficient	N	0	2	13	21	36
	%	0.0%	5.6%	36.1%	58.3%	
(b) Arts supervisors facilitate opportunities for arts educators to learn from each other	N	1	0	11	22	34
	%	2.9%	0.0%	32.4%	64.7%	
(c) Arts supervisors provide professional development opportunities in arts education	N	0	0	12	24	36
	%	0.0%	0.0%	33.3%	66.7%	
(d) Arts supervisors help develop guidelines for improving teaching in the arts	N	0	0	13	23	36
	%	0.0%	0.0%	36.1%	63.9%	
(e) I am satisfied with the leadership provided by arts supervisors	N	0	0	8	28	36
	%	0.0%	0.0%	22.2%	77.8%	

‑ All MS/HS music teachers agreed that arts supervisors provide professional development opportunities and help develop guidelines for improving teaching in the arts.

‑ All MS/HS music teachers agreed that they are satisfied with the leadership provided by arts supervisors.

- 94.4% agreed that administrative support offered through arts supervisors is sufficient.

- 97.1% agreed that arts supervisors facilitate opportunities for arts educators to learn from each other.

Table 51: Outside of school duties, how often do you participate in the following activities?		Never	Sometimes	Often	Very Often	Total
(a) Perform or create in the arts	N	0	12	8	16	36
	%	0.0%	33.3%	22.2%	44.4%	
(b) Teach in the arts	N	3	13	6	14	36
	%	8.3%	36.1%	16.7%	38.9%	
(c) Provide arts leadership within the community	N	8	13	5	10	36
	%	22.2%	36.1%	13.9%	27.8%	
(d) College or advanced degree classes in the arts	N	20	8	3	4	35
	%	57.1%	22.9%	8.6%	11.4%	
(e) Attend arts events	N	0	10	15	11	36
	%	0.0%	27.8%	41.7%	30.6%	
(f) Attend professional arts workshops/conferences	N	2	14	15	5	36
	%	5.6%	38.9%	41.7%	13.9%	

- A majority of MS/HS music teachers indicated that they perform or create in the arts, teach in the arts, attend arts events, and attend professional arts workshops/conferences either often or very often outside of school duties.

- A range of responses was provided concerning provision of arts leadership within the community, with 77.8% doing so at least sometimes.

- 42.9% of MS/HS music teachers reported participating in college or advanced degree classes in the arts at least sometimes.

Table 52: Beliefs Scale		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
(a) The amount a student can learn is primarily related to student background	N	6	22	5	1	34
	%	17.6%	64.7%	14.7%	2.9%	
(b) When I really try, I can get through to the most difficult students	N	0	4	22	9	35
	%	0.0%	11.4%	62.9%	25.7%	
(c) A student's motivation and performance depends on his/her home environment	N	0	12	16	8	36
	%	0.0%	33.3%	44.4%	22.2%	
(d) When a student does better than usual, many times it is because I exerted extra effort	N	2	11	18	2	33
	%	6.1%	33.3%	54.5%	6.1%	
(e) The hours in my class have little influence on students compared to the influence of their home environment	N	2	21	8	4	35
	%	5.7%	60.0%	22.9%	11.4%	
(f) Even a teacher with good teaching abilities may not reach many students	N	1	13	18	4	36
	%	2.8%	36.1%	50.0%	11.1%	
(g) My teaching training and experiences have given me the skills to be an effective teacher	N	0	1	17	17	35
	%	0.0%	2.9%	48.6%	48.6%	
(h) If a student in my class becomes disruptive, I know how to redirect him/her quickly	N	0	1	21	14	36
	%	0.0%	2.8%	58.3%	38.9%	

- 97.1% of MS/HS music teachers agree that their training and experiences have given them the skills to be an effective teacher.

- 89.6% agree that when they really try they can get through to the most difficult students, and 60.6% agree that when a student does better than usual, many times it is because the teacher exerted extra effort.

- 97.2% agree that when a student in class becomes disruptive they know how to redirect the student quickly.

- 61.1% of MS/HS music teachers agreed that even a teacher with good teaching abilities may not reach many students.

- 82.3% disagreed that the amount a student can learn is primarily related to student background and 65.7% disagreed that the hours in class have little influence on students

compared to the influence of their home environment. In contrast, 66.7% agreed that a student's motivation and performance depends on his/her home environment. These results suggest that the home environment is one determinant, but not the only determinant of student performance.

COMMENTS

All comments submitted by MS/HS music teachers are presented below. Comments suggested that the arts have a strong foundation in Pinellas County Schools and recommended means through which arts instruction may improve upon this foundation. Comments suggested that support from school administration may have room for improvement at some schools.

The performing arts supervisor is ESSENTIAL to the success of our programs in Pinellas County. In addition, the Referendum has "balanced the playing field" for low-income, high-risk schools. Site-based administrators and sometimes other district level administrators are depressingly ineffective and/or under supportive of our programs.

The arts in Pinellas County are under some great leadership and direction. I think many times there are ideas given by our arts supervisors that are ignored due to funding or are thought too unconventional. The only way to make major improvements in what we have now and take us to a whole new level is to start listening to them. If you were to take all the performing arts units in the secondary schools and let the performing arts supervisor assign them, we could see some major changes for the better. Kids in states that are considered the best in music education receive daily instruction from not only their one band director but also from a variety of specialists just for their instrument. One on one and small group work is key when it comes to learning a musical instrument. We as teachers can suggest private lessons, but the majority of students simply can't afford them or the parents see no need for them. The best way to make it happen is during the school day through additional support. We could even start small... Think one day a week for each instrument. Then maybe it could grow from there. The possibilities are endless and I think we need to really start looking outside the box at what we can do to give our students the best education possible. Just because something isn't broke doesn't mean it doesn't need fixing. Our kids are well taught for what we have in place. The teachers and supervisors do the best they can in the situations they have. But I think we can dare to dream bigger. Private lessons, small group instruction, and large ensemble participation for every student.

Many students come to school because of the arts. The arts should be more available to students. Taking away an arts class and substituting with an additional reading or math class sometimes decreases the desire of the student to come to school or even to do their best. The arts incorporate many of these skills.

All in all we have a great organizational structure form the top down. We have discussions with our peers and have the opportunity to borrow tricks from them. Having a booster organization, I have influence that maybe elementary and middle school instructors may not have. Parents are the key, as in math, English, zoology the instruction will never get off the ground with the parents.   When I call home at my school, maybe 60% have a short lived affect on the student. The other 40% parents do not care, yes, let me repeat that, do not care. So how do I motivate these kids, I do my best, but if you listen to the FL government administration, I am it. If they haven't eaten in two days or one of their parents got arrested, give me a break, I can only do so much.

Many times administrators support arts classes in attitude but are unwilling to devote serious energy to master schedules which take arts students into consideration. Creating a master schedule for a school is difficult and requires serious commitment and flexibility. In my experience, this is one area where most administrators in a school fall short of supporting arts education.

Scheduling, zoning, the effects of the fundamental school programs on zoning and available students,   course requirements and the SPC programs that are taking our students out of the schools are a huge concern for me and the future of the performing arts district wide and particularly at my own school. Technology, highest student achievement, and referendum funds will mean nothing if the students are not there to be involved with our programs, the arts, or courses.

It seems as if I answered some of these question already, I hope this data will be used for the purpose which it appears to be intended.

I am very glad that, given the budget cuts and concerns, the county has still maintained its support of the arts. In addition, I am very pleased that we still have Jeanne Reynolds as our music supervisor, given the administrative cuts and "re-organization" in past years. She is an incredible resource to us and a wonderful leader!

MS/HS MUSIC SUMMARY

Results suggested that the goals for music education are clear and aligned with the Sunshine State Standards. Students are not always placed in music instruction classes commensurate with their level of musical achievement. Strand A: Skills and Techniques was most likely to receive major emphasis, with teacher demonstration/modeling and student rehearsal the most common forms of instruction. All school-sponsored activities were viewed as a benefit to students.

Student observations were the most common strategies used to assess student learning with performance recording occurring often. Smart Music software was most likely to be used never. Almost all teachers report use of a music room. Use of textbooks, computers, and technology varied, while instruments were used very often by 80% of teachers. Allocations of all materials and computers increased as a result of referendum allocations.

A majority of teachers agreed that all forms of professional development and activities were valuable. Although a subset disagreed that classroom behavior management, using student data to improve achievement, and Professional Learning Communities were valuable. 47.6%

stated that the arts were included in their School Improvement Plan. A majority of teachers agreed that they are supported at their school. All MS/HS music teachers agreed that they are satisfied with the leadership provided by arts supervisors. A majority of teachers indicated engagement in arts-related activities outside the school setting and expressed and intrinsic sense of control regarding their ability to teach art effectively.

These results suggest that efforts to continue to integrate Strands B, C, D, and E can be beneficial to build upon the strong performance foundation. More consistent use of Smart Music software may be beneficial. Teachers believe that they can address behavior effectively. This training is not viewed as valuable by some. Stronger Professional Learning Communities may be beneficial. Inclusion of arts in School Improvement Plans may be useful. Overall, the foundation for music and its leadership is viewed as strong.

MIDDLE SCHOOL / HIGH SCHOOL VISUAL ART SURVEY RESULTS

Table 53: MS/HS Visual Art Instruction Practices						
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
(a) The district goals for visual arts education are clear	N	1	2	13	17	33
	%	3.0%	6.1%	39.4%	51.5%	
(b) I implement the essential learnings for visual arts instruction within my grade levels	N	0	0	8	25	33
	%	0.0%	0.0%	24.2%	75.8%	
(c) My students are assessed on how well they demonstrate the Sunshine State Standards in visual arts	N	0	0	10	23	33
	%	0.0%	0.0%	30.3%	69.7%	
(d) The district provides opportunities for developing the integration of technology into visual arts instruction	N	0	0	6	27	33
	%	0.0%	0.0%	18.2%	81.8%	
(e) I provide my students opportunities to exhibit their work	N	0	0	5	27	32
	%	0.0%	0.0%	15.6%	84.4%	
(f) I communicate what I teach and student expectations to parents	N	0	0	13	19	32
	%	0.0%	0.0%	40.6%	59.4%	
(g) All of my students are placed in visual arts instruction classes commensurate with their level of visual arts achievement	N	6	13	6	8	33
	%	18.2%	39.4%	18.2%	24.2%	

⬧ 90.9% of MS/HS visual arts teachers agree that the district goals for visual arts education are clear.

- All MS/HS visual arts teachers agree that they implement the essential learnings, students are assessed on how well they demonstrate the Sunshine State Standards, the district provides opportunities to integrate technology into visual arts instruction, students are provided with opportunities to exhibit their work, and what is taught and student expectations are communicated to parents.

- 42.4% of MS/HS visual arts teachers agree that all students are placed in visual arts instruction classes commensurate with their level of visual arts achievement. This may be due to classes being open to all students regardless of skill level.

Table 54: On average, how much emphasis does each strand have in your classroom instruction?		Minor Emphasis	Moderate Emphasis	Major Emphasis	Total
Strand A: Skills and Techniques	N	0	4	29	33
	%	0.0%	12.1%	87.9%	
Strand B: Creation and Communication	N	0	8	25	33
	%	0.0%	24.2%	75.8%	
Strand C: Cultural and Historical Connections	N	1	17	15	33
	%	3.0%	51.5%	45.5%	
Strand D: Aesthetic and Critical Analysis	N	4	9	20	33
	%	12.1%	27.3%	60.6%	
Strand E: Applications to Life	N	2	16	15	33
	%	6.1%	48.5%	45.5%	

- MS/HS visual art teachers were most likely to state that Strands A, B, and D receive major emphasis while Strands C and E receive moderate emphasis.

- Strand A: Skills and Techniques was most likely to receive major emphasis (87.9%).

Table 55: How much benefit do you believe students received from the following school sponsored activities?		No Benefit	Some Benefit	Great Benefit	Total	Did Not Participate
(a) Artist in residence	N	4	5	10	19	14
	%	21.1%	26.3%	52.6%		
(b) Art Mobile	N	2	3	3	8	24
	%	25.0%	37.5%	37.5%		
(c) Field trip to an Arts Center or Museum	N	0	1	20	21	12
	%	0.0%	4.8%	95.2%		

- 95.2% of MS/HS visual art teachers indicated that a field trip to an arts center or museum was a great benefit.

- Reports for artist in residence and art mobile were mixed, although 52.6% indicated that artist in residence was a great benefit and 37.5% of those who participated indicated that the art mobile was a great benefit.

Table 56: How often do you use the following instructional strategies?							
		Daily	Weekly	Monthly	Quarterly	Never	Total
Teacher lecture	N	8	20	3	2	0	33
	%	24.2%	60.6%	9.1%	6.1%	0.0%	
Teacher demonstration/modeling	N	18	14	1	0	0	33
	%	54.5%	42.4%	3.0%	0.0%	0.0%	
DVD/Video	N	0	2	17	11	3	33
	%	0.0%	6.1%	51.5%	33.3%	9.1%	
Student practice	N	30	2	1	0	0	33
	%	90.9%	6.1%	3.0%	0.0%	0.0%	
Student performance	N	28	5	0	0	0	33
	%	84.8%	15.2%	0.0%	0.0%	0.0%	
Student reading/research	N	3	20	5	4	0	32
	%	9.4%	62.5%	15.6%	12.5%	0.0%	
Group activities	N	4	8	16	5	0	33
	%	12.1%	24.2%	48.5%	15.2%	0.0%	
Independent study	N	11	9	5	4	3	32
	%	34.4%	28.1%	15.6%	12.5%	9.4%	
Technology	N	10	8	9	4	1	32
	%	31.2%	25.0%	28.1%	12.5%	3.1%	

- The most common daily instructional strategies were student practice (90.9%) and performance (84.8%).

- Teacher demonstration/modeling was reported to be used daily by 54.5% and weekly by 42.4% of MS/HS visual art teachers.

- Teacher lecture was most often used weekly (60.6%), with 24.2% reporting daily use.

- DVD/Video was most likely to be used monthly (51.5%).

- Use of student reading/research, group activities, independent study, and technology varied across teachers with student reading/research most often used weekly (62.5%), group activities most often used monthly (48.5%), independent study most often used daily (34.4%), and technology most often used daily (31.2%).

Table 57: How often do you use the following strategies to assess student learning?							
		Daily	Weekly	Monthly	Quarterly	Never	Total
Student observations	N	25	6	1	0	1	33
	%	75.8%	18.2%	3.0%	0.0%	3.0%	
Multiple response tests	N	0	3	10	14	6	33
	%	0.0%	9.1%	30.3%	42.4%	18.2%	
Student project	N	19	11	3	0	0	33
	%	57.6%	33.3%	9.1%	0.0%	0.0%	
Student Portfolio	N	6	5	10	9	3	33
	%	18.2%	15.2%	30.3%	27.3%	9.1%	
Peer-evaluation	N	6	5	13	4	5	33
	%	18.2%	15.2%	39.4%	12.1%	15.2%	

- Student observation was the most common method used to assess student learning with 75.8% reporting daily use and 18.2% reporting weekly use of this strategy.

- Student projects were also reported to be used daily (57.6%), weekly (33.3%), or in some cases monthly (9.1%).

- Multiple response tests were most often used quarterly (42.4%).

- Use of student portfolios and peer evaluation varied across teachers with the most common reported usage being monthly for both.

Table 58: Teacher Expectations						
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total

I expect my students to learn what I teach.	N	0	0	8	25	33
	%	0.0%	0.0%	24.2%	75.8%	

- All MS/HS visual art teachers agreed that they expect students to learn what they teach.

Table 59: Location							
		Visual Arts room (built as)	Regular classroom	Portable classroom	Multi-purpose room	Auditorium	Total
Which best describes the space you use for visual arts education at your school?	N	28	4	0	1	0	33
	%	84.8%	12.1%	0.0%	3.0%	0.0%	

- 84.8% of MS/HS visual art teachers reported use of a visual arts room, with 12.1% reporting use of a regular classroom and one teacher reporting use of a multi-purpose room.

Table 60: How often do you use the following instructional materials in your lessons?							
		Never	Sometimes	Often	Very Often	Total	Do Not Have these Materials
Textbooks	N	1	22	6	4	33	0
	%	3.0%	66.7%	18.2%	12.1%		
Art Tools (non-expendable)	N	0	1	7	24	32	1
	%	0.0%	3.1%	21.9%	75.0%		
Art Materials (expendable)	N	0	0	2	30	32	1
	%	0.0%	0.0%	6.2%	93.8%		
Classroom equipment	N	0	0	7	26	33	0
	%	0.0%	0.0%	21.2%	78.8%		
Student computers	N	1	10	8	12	31	2
	%	3.2%	32.3%	25.8%	38.7%		
Technology equipment	N	0	3	9	20	32	0
	%	0.0%	9.4%	28.1%	62.5%		

- A majority of MS/HS visual arts teachers reported use of all instructional materials except textbooks either often or very often.

- Expendable art materials were the materials most likely reported to be used very often (93.8%).

- Textbooks were most likely reported to be used sometimes (66.7%).

- There was variability in usage of student computers with 32.3% using them sometimes, 25.8% using them often, and 38.7% using them very often.

Table 61: Since the referendum allocations, my classroom supplies in the following areas have increased.		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Textbooks	N	0	5	13	14	32
	%	0.0%	15.6%	40.6%	43.8%	
Art Tools (Non-expendable)	N	0	0	4	28	32
	%	0.0%	0.0%	12.5%	87.5%	
Art Materials (Expendable)	N	0	0	2	30	32
	%	0.0%	0.0%	6.2%	93.8%	
Classroom equipment	N	0	0	4	28	32
	%	0.0%	0.0%	12.5%	87.5%	
Student Computers	N	0	5	4	22	31
	%	0.0%	16.1%	12.9%	71.0%	
Technology Equipment	N	0	2	3	26	31
	%	0.0%	6.5%	9.7%	83.9%	

- All MS/HS visual art teachers agreed that their allocations of art tools, art materials, and classroom equipment have increased following the referendum.

- 84.4% agreed that their allocation of textbooks increased, 83.9% that their allocation of computers increased, and 94.6% that their allocation of technology equipment increased.

Table 62: This past year, I found the following professional development trainings and activities valuable.		Strongly Disagree	Disagree	Agree	Strongly Agree	Total	Did Not Participate
(a) Incorporating state standards into teaching training	N	1	0	15	10	26	6
	%	3.8%	0.0%	57.7%	38.5%		
(b) Classroom/behavior management training	N	0	3	10	7	20	11
	%	0.0%	15.0%	50.0%	35.0%		
(C) Student assessment strategies training	N	0	1	13	10	24	8
	%	0.0%	4.2%	54.2%	41.7%		
(d) Integrating technology into teaching training	N	0	0	8	22	30	2
	%	0.0%	0.0%	26.7%	73.3%		
(e) Using student data to improve student achievement training	N	2	1	10	12	25	6
	%	8.0%	4.0%	40.0%	48.0%		
(f) Florida Art Educator Association (FAEA) conference	N	0	1	3	15	19	12
	%	0.0%	5.3%	15.8%	78.9%		
(g) Professional Learning Community (PLC)	N	1	2	8	20	31	1
	%	3.2%	6.5%	25.8%	64.5%		
(h) Teacher Mentor	N	0	2	7	11	20	12
	%	0.0%	10.0%	35.0%	55.0%		
(i) Classroom observations of other teachers	N	0	3	8	6	17	14
	%	0.0%	17.6%	47.1%	35.3%		

- A majority of MS/HS participating visual art teachers agreed that each type of professional development training or activity was valuable.

- No more than 3 teachers disagreed that any training or activity was valuable.

Table 63: School Improvement Plan inclusion					
		Yes	No	Total	Unsure
Are the arts included in your School Improvement Plan (SIP)?	N	10	7	17	9
	%	58.8%	41.2%		

- Nine MS/HS visual art teachers indicated that they were unsure whether the arts were included in School Improvement Plan (SIP).

- Of those who were sure, 58.8% agreed that the arts were included in their SIP.

Table 64: School-Based Support						
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
(a) I feel supported by other teachers at my school	N	0	3	13	14	30
	%	0.0%	10.0%	43.3%	46.7%	
(b) I feel supported by parents at my school	N	1	3	16	10	30
	%	3.3%	10.0%	53.3%	33.3%	
(c) I feel supported by administrators at my school	N	2	3	9	17	31
	%	6.5%	9.7%	29.0%	54.8%	
(d) Teachers in my school work together to improve student achievement	N	0	5	10	15	30
	%	0.0%	16.7%	33.3%	50.0%	
(e) All students in my school have equal access to arts education courses	N	1	8	9	13	31
	%	3.2%	25.8%	29.0%	41.9%	

- A majority of MS/HS visual art teachers agreed that they felt supported by other teachers at their school (90%), felt supported by parents at their school (86.6%), and felt supported by administrators at their school (83.8%).

- 83.3% agreed that teachers work together to improve student achievement.

- 71% agreed that all students at their school have equal access to arts education courses.

Table 65: Student Exhibitions						
		1-3	4-6	7-10	More than 10	Total
This past year, how many countywide or schoolwide exhibitions did your students participate?	N	7	16	5	4	32
	%	21.9%	50.0%	15.6%	12.5%	

- MS/HS visual art teachers reported a range of countywide or schoolwide exhibitions in which their students participated, with 50% citing participation in 4-6 exhibitions.

Table 66: Supervision						
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
(a) Administrative support offered through arts supervisors is sufficient	N	3	2	10	17	32
	%	9.4%	6.2%	31.2%	53.1%	
(b) Arts supervisors facilitate opportunities for arts educators to learn from each other	N	1	1	10	20	32
	%	3.1%	3.1%	31.2%	62.5%	
(c) Arts supervisors provide professional development opportunities in arts education	N	0	0	8	24	32
	%	0.0%	0.0%	25.0%	75.0%	
(d) Arts supervisors help develop guidelines for improving teaching in the arts	N	1	2	7	21	31
	%	3.2%	6.5%	22.6%	67.7%	
(e) I am satisfied with the leadership provided by arts supervisors	N	3	2	8	19	32
	%	9.4%	6.2%	25.0%	59.4%	

- 84.4% of MS/HS visual art teachers agreed that administrative support offered through arts supervisors is sufficient and that they are satisfied with the leadership provided by arts supervisors.

- All MS/HS visual art teachers agreed that arts supervisors provide professional development opportunities.

- 93.8% agreed that art supervisors facilitate opportunities for arts educators to learn from each other and 90.3% agreed that arts supervisors help develop guidelines for improving teaching in the arts.

Table 67: Outside of school duties, how often do you participate in the following activities?		Never	Sometimes	Often	Very Often	Total
(a) Perform or create in the arts	N	0	8	8	16	32
	%	0.0%	25.0%	25.0%	50.0%	
(b) Teach in the arts	N	9	12	5	6	32
	%	28.1%	37.5%	15.6%	18.8%	
(c) Provide arts leadership within the community	N	14	12	2	4	32
	%	43.8%	37.5%	6.2%	12.5%	
(d) College or advanced degree classes in the arts	N	10	20	2	0	32
	%	31.2%	62.5%	6.2%	0.0%	
(e) Attend arts events	N	0	6	8	18	32
	%	0.0%	18.8%	25.0%	56.2%	
(f) Attend professional arts workshops/conferences	N	2	10	7	13	32
	%	6.2%	31.2%	21.9%	40.6%	

- MS/HS visual art teachers were most likely to state that they very often perform or create in the arts (50%), attend arts events (56.2%), and attend professional workshops/conferences (40.6%) outside of school duties.

- A majority of MS/HS art teachers teach in the arts (71.9%), provide arts leadership within the community (56.2%), or enroll in college or advanced degree classes in the arts (68.8%) at least sometimes.

Table 68: Beliefs Scale		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
(a) The amount a student can learn is primarily related to student background	N	6	16	8	1	31
	%	19.4%	51.6%	25.8%	3.2%	
(b) When I really try, I can get through to the most difficult students	N	0	1	20	6	27
	%	0.0%	3.7%	74.1%	22.2%	
(c) A student's motivation and performance depends on his/her home environment	N	0	8	20	3	31
	%	0.0%	25.8%	64.5%	9.7%	
(d) When a student does better than usual, many times it is because I exerted extra effort	N	0	8	15	4	27
	%	0.0%	29.6%	55.6%	14.8%	
(e) The hours in my class have little influence on students compared to the influence of their home environment	N	0	11	18	2	31
	%	0.0%	35.5%	58.1%	6.5%	
(f) Even a teacher with good teaching abilities may not reach many students	N	1	12	11	7	31
	%	3.2%	38.7%	35.5%	22.6%	
(g) My teaching training and experiences have given me the skills to be an effective teacher	N	0	1	16	14	31
	%	0.0%	3.2%	51.6%	45.2%	
(h) If a student in my class becomes disruptive, I know how to redirect him/her quickly	N	0	1	15	16	32
	%	0.0%	3.1%	46.9%	50.0%	

+ All but one MS/HS visual art teacher agreed that their training and experiences have given them the skills to be an effective teacher and that when they really try they can get through to the most difficult students.

+ 70.4% agreed that when a student does better than usual many times it is because they exerted extra effort.

+ 74.2% agreed that a student's motivation depends on his/her home environment.

- All but one MS/HS visual art teacher agreed that when a student becomes disruptive, the student can be redirected quickly.

- Although a majority of MS/HS visual art teachers disagreed (71%) that the amount a student can learn is primarily related to student background, a majority agreed (64.6%) that the hours in their class have little influence on students compared to their home environment.

- 58% of MS/HS visual art teachers agreed that even a teacher with good teaching abilities may not reach many students.

COMMENTS

Three MS/HS visual art teachers submitted comments. They are presented below. The second was edited to remove identifying information. Comments were too few to draw general conclusions. The second expressed one teacher's concern regarding art supervision he/she had received.

The Arts are important to students, many students would not attend school if it were not for the art classes. The Arts are an important part of teaching humanity, creative and higher level thinking and self expression. To compete in a global economy we must have an arts educated society - we are no longer a farming/industrial society and we need to recognize that. China is adding the Arts to their educational system because they have recognized creative thinking will allow them to compete with the U.S.
The art supervisor for the county has, on a continuous basis, towards me specifically, been extremely condescending and unprofessional in regards to her classroom visits and any help that she may give to me as an art teacher. I know that I am not the only one. I do not claim to be the perfect teacher, in fact I am always striving to improve my teaching. I'm in this job for the kids. However, I do not believe that I deserved to be treated the way I did by (name removed).

Parents are becoming judgmental and abusive towards the arts curriculum. Since there is little support, intrinsic valuing, and respect for the subject from administration, I am expected to lower my expectations and to make the class fun. (To be absolutely clear - my students are able to - and DO - have fun AND actually learn.) However, the value of the arts courses are to provide a "break" from the stress of other academic work. The parents and administrators are asking me to make the 40+ minutes with me every day into playtime instead of another beneficial learning opportunity. It is very disappointing to know through positive high-expectation experiences as well as previous overwhelming supportive survey responses from students and parents, that what was once a quality arts education is being reduced to an after-thought for my students. I have actually seen a physical decline in the quality of learning because of the lack of support for the importance of this class as well as the lack of support for asking students to do a 1x/week homework or having expectations to challenge themselves. Yes, I am sad for me and what I am being forced to become as a teacher. More so, I am sad for what the kids are not going to benefit from as part of a high quality arts education in Pinellas County.

MS/HS VISUAL ART SUMMARY

Results suggest that the goals for MS/HS visual art are clear and aligned with the Sunshine State Standards. Students are not necessarily placed in visual arts classes commensurate with their level of visual arts achievement. Strands A, B, and D are most likely to receive major emphasis with Strands C and E receiving moderate emphasis. Teacher demonstration and student practice and performance were the most commonly used instructional methods with variability in the use of technology. Student observations and projects were most frequently used to assess student learning.

4 teachers indicated that Artist in Residence was of no benefit and 2 indicated that the Art Mobile was of no benefit, although a majority of teachers saw a benefit in both. 20 of 21 teachers indicated that a field trip to an Arts Center or Museum was a great benefit.

Most teachers (84.8%) used a visual arts room. Art tools and materials were most frequently used with variability in use of computers and technology. Allocations of all materials were reported to increase as a result of referendum allocations.

All forms of professional development were reported to be beneficial by most teachers. 58.8% reported that the arts were included in their School Improvement Plan. Most teachers agreed that they feel supported at their schools. 84.4% agreed that they were satisfied with the leadership provided by arts supervisors with one comment indicating dissatisfaction.

Visual arts teachers reported engagement in a variety of art-based activities outside the school setting. While expressing an internal sense of control with regard to the degree to which they can teach art to students and control behavioral difficulties, a majority agreed that the hours in their class have little influence on students compared to the influence of their home environment and that even a teacher with good teaching abilities may not reach many students.

These results suggest that training concerning ways to integrate Strands C: Cultural and Historical Connections and E: Applications to Life may be helpful. Although students are not placed in classes commensurate with their ability, this may be due to classes having open

enrollment that is not restricted based upon ability. However, clarification is needed. Potential inconsistency in effectiveness of the Artist in Residence or Art Mobile can be explored further. Goals for art instruction can be incorporated into school improvement plans. Five teachers at the MS/HS level were dissatisfied with leadership provided by arts supervisors (15.6%) with one indicating that the tone of interactions can improve.

MIDDLE SCHOOL / HIGH SCHOOL DRAMA/DANCE TEACHER SURVEY RESULTS

Table 69: MS/HS Drama/Dance Instruction Practices						
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
(a) The district goals for drama/dance education are clear	N	0	1	5	3	9
	%	0.0%	11.1%	55.6%	33.3%	
(b) I implement the essential learnings for drama/dance instruction within my grade levels	N	0	0	5	4	9
	%	0.0%	0.0%	55.6%	44.4%	
(c) My students are assessed on how well they demonstrate the Sunshine State Standards in drama/dance	N	0	0	6	3	9
	%	0.0%	0.0%	66.7%	33.3%	
(d) The district provides opportunities for developing the integration of technology into drama instruction	N	0	4	2	2	8
	%	0.0%	50.0%	25.0%	25.0%	
(e) I provide my students opportunities to perform	N	0	0	3	7	10
	%	0.0%	0.0%	30.0%	70.0%	
(f) I communicate what I teach and student expectations to parents	N	0	0	3	6	9
	%	0.0%	0.0%	33.3%	66.7%	
(g) All of my students are placed in dance/drama instruction classes commensurate with their level of dance/drama achievement	N	2	3	0	4	9
	%	22.2%	33.3%	0.0%	44.4%	

- 8 out of 9 MS/HS Drama/Dance teachers agreed that the district goals for drama/dance instruction are clear.

- All MS/HS Drama/Dance teachers agreed that they implement the essential learnings and students are assessed on how well they demonstrate the Sunshine State Standards.

- 4 MS/HS Drama/Dance teachers agreed and 4 disagreed concerning whether the district provides opportunities for developing the integration of technology into drama instruction.
- All MS/HS Drama/Dance teachers agreed that they provide students opportunities to perform and that they communicate what they teach and student expectations to parents.

- 5 of 9 MS/HS Drama/Dance teachers disagreed that all students are placed in dance/drama instruction classes commensurate with their level of dance/drama

Table 70: On average, how much emphasis does each strand have in your classroom instruction?					
		Minor Emphasis	Moderate Emphasis	Major Emphasis	Total
Strand A: Skills and Techniques	N	0	0	9	9
	%	0.0%	0.0%	100.0%	
Strand B: Creation and Communication	N	0	1	8	9
	%	0.0%	11.1%	88.9%	
Strand C: Cultural and Historical Connections	N	1	5	3	9
	%	11.1%	55.6%	33.3%	
Strand D: Aesthetic and Critical Analysis	N	1	4	4	9
	%	11.1%	44.4%	44.4%	
Strand E: Applications to Life	N	2	4	3	9
	%	22.2%	44.4%	33.3%	

achievement.

- All MS/HS Drama/Dance teachers indicated that Strand A: Skills and Techniques receives major emphasis.

- 8 of 9 indicated that Strand B: Creation and Communication receives major emphasis.

- 5 of 9 indicated that Strand C: Cultural and Historical Connections receive moderate emphasis.

- 4 MS/HS Drama/Dance teachers indicated that Strand D: Aesthetic and Critical Analysis receives moderate emphasis and 4 indicated that Strand D receives major emphasis.

- 4 MS/HS Drama/Dance teachers indicated that Strand E: Applications to Life receives moderate emphasis.

Table 71: How much benefit do you believe students received from the following school sponsored activities?		No Benefit	Some Benefit	Great Benefit	Total	Did Not Participate
(a) Visit from a musician or performer	N	0	4	4	8	1
	%	0.0%	50.0%	50.0%		
(b) Field trip to a Performing Arts Center	N	0	2	5	7	2
	%	0.0%	28.6%	71.4%		
(c) Visit from a Performing Arts Center	N	0	4	3	7	2
	%	0.0%	57.1%	42.9%		
(d) Student competitions/performances at local events	N	0	1	8	9	0
	%	0.0%	11.1%	88.9%		
(e) Student competitions/performances at state events	N	0	1	7	8	0
	%	0.0%	12.5%	87.5%		
(f) Student competitions/performances at national events	N	0	2	2	4	4
	%	0.0%	50.0%	50.0%		

- All MS/HS Drama/Dance teachers indicated that each school sponsored activity was of some benefit or great benefit.

Table 72: How often do you use the following instructional strategies?		Daily	Weekly	Monthly	Quarterly	Never	Total
Teacher lecture	N	4	4	0	1	0	9
	%	44.4%	44.4%	0.0%	11.1%	0.0%	
Teacher demonstration/modeling	N	4	4	1	0	0	9
	%	44.4%	44.4%	11.1%	0.0%	0.0%	
DVD/Video	N	0	2	3	2	1	8
	%	0.0%	25.0%	37.5%	25.0%	12.5%	
Student rehearsal	N	5	4	0	0	0	9
	%	55.6%	44.4%	0.0%	0.0%	0.0%	
Student performance	N	3	4	2	0	0	9
	%	33.3%	44.4%	22.2%	0.0%	0.0%	
Student reading/research	N	0	6	2	0	1	9
	%	0.0%	66.7%	22.2%	0.0%	11.1%	
Group activities	N	3	6	0	0	0	9
	%	33.3%	66.7%	0.0%	0.0%	0.0%	
Independent study	N	3	4	0	1	1	9
	%	33.3%	44.4%	0.0%	11.1%	11.1%	
Technology	N	1	3	1	2	1	8
	%	12.5%	37.5%	12.5%	25.0%	12.5%	

- Student competitions/performances at local and state events were most likely reported to be a great benefit.

- A majority of MS/HS Drama/Dance teachers reported all instructional strategies to occur daily or weekly with the exception of DVD/Video and Technology.

Table 73: How often do you use the following strategies to assess student learning?							
		Daily	Weekly	Monthly	Quarterly	Never	Total
Student observations	N	7	1	0	0	0	8
	%	87.5%	12.5%	0.0%	0.0%	0.0%	
Multiple response tests	N	1	2	3	1	1	8
	%	12.5%	25.0%	37.5%	12.5%	12.5%	
Student project	N	0	3	4	0	1	8
	%	0.0%	37.5%	50.0%	0.0%	12.5%	
Peer-evaluation	N	1	5	2	0	0	8
	%	12.5%	62.5%	25.0%	0.0%	0.0%	

- Student observations were reported be used daily to assess student learning by 7 of 8 MS/HS Drama/Dance teachers.

- Multiple response tests and student projects were most likely used monthly (37.5%).

- Peer evaluation was most likely used weekly (62.5%) to assess student learning.

Table 74: Teacher Expectations						
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total

I expect my students to learn what I teach.	N	0	0	3	6	9
	%	0.0%	0.0%	33.3%	66.7%	

- All MS/HS Drama/Dance teachers agreed that they expect students to learn what they teach.

Table 75: Location								
		Dance/Drama room (built as)	Regular classroom	Portable classroom	Theater	Multi-purpose room	Auditorium	Total
Which best describes the space you use for dance/drama education at your school?	N	1	2	0	2	0	3	8
	%	12.50%	25.00%	0.00%	25.00%	0.00%	37.50%	

- There was variability in the locations used by MS/HS Drama/Dance teachers, with 1 using a dance/drama room, 2 using a regular classroom, 2 using a theater, and 3 using an auditorium.

Table 76: How often do you use the following instructional materials in your lessons?							
		Never	Sometimes	Often	Very Often	Total	Do Not Have these Materials
Textbooks	N	0	3	4	0	7	1
	%	0.0%	42.9%	57.1%	0.0%		
Classroom equipment	N	0	2	3	2	7	1

	%	0.0%	28.6%	42.9%	28.6%		
Student computers	N	2	2	0	1	5	2
	%	40.0%	40.0%	0.0%	20.0%		
Technology equipment	N	0	3	3	0	6	1
	%	0.0%	50.0%	50.0%	0.0%		

- MS/HS Drama/Dance teachers indicated that they often use textbooks (57.1%) and classroom equipment (42.9%).

- Technology equipment is used sometimes (50%) or often (50%).

- Computers are used never (2 teachers), sometimes (2 teachers) or very often (1 teacher) by the 5 teachers who responded to this question.

Table 77: Since the referendum allocations, my classroom supplies in the following areas have increased.						
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Textbooks	N	2	3	2	0	7
	%	28.6%	42.9%	28.6%	0.0%	
Classroom equipment	N	2	3	1	2	8
	%	25.0%	37.5%	12.5%	25.0%	
Student computers	N	2	3	2	0	7
	%	28.6%	42.9%	28.6%	0.0%	
Technology Equipment	N	2	0	3	3	8
	%	25.0%	0.0%	37.5%	37.5%	
Supplies	N	1	0	3	1	5
	%	20.0%	0.0%	60.0%	20.0%	

- A majority of MS/HS Drama/Dance teachers disagreed (5 teachers) that their allotment of textbooks, classroom equipment, and student computers has increased since the referendum.

- A majority of MS/HS Drama/Dance teachers agreed that their allotment of technology equipment and supplies increased.

		Strongly Disagree	Disagree	Agree	Strongly Agree	Total	Did Not Participate
Table 78: This past year, I found the following professional development trainings and activities valuable.							
(a) Incorporating state standards into teaching	N	1	1	3	1	6	1
	%	16.7%	16.7%	50.0%	16.7%		
(b) Classroom/behavior management	N	2	0	1	1	4	3
	%	50.0%	0.0%	25.0%	25.0%		
(C) Student assessment strategies	N	1	2	2	1	6	1
	%	16.7%	33.3%	33.3%	16.7%		
(d) Integrating technology into teaching	N	1	1	3	1	6	1
	%	16.7%	16.7%	50.0%	16.7%		
(e) Using student data to improve student achievement	N	1	1	3	2	7	0
	%	14.3%	14.3%	42.9%	28.6%		
(f) Professional Learning Community (PLC)	N	2	2	2	1	7	0
	%	28.6%	28.6%	28.6%	14.3%		
(g) Teacher Mentor	N	2	1	2	1	6	1

	%	33.3%	16.7%	33.3%	16.7%		
(h) Classroom observations of other teachers	N	2	1	1	1	5	2
	%	40.0%	20.0%	20.0%	20.0%		

- 4 of 6 MS/HS Drama/Dance teachers agreed that incorporating state standards into teaching and integrating technology into teaching were valuable.

- 5 of 7 agreed that using student data to improve student achievement was valuable.

- Half agreed and half disagreed that classroom behavior management, student assessment strategies and teacher mentoring was valuable.

- 4 of 7 disagreed that Professional Learning Communities were valuable and 3 of 5 disagreed that classroom observation of other teachers was valuable.

Table 79: School Improvement Plan inclusion					
		Yes	No	Total	Unsure
Are the arts included in your School Improvement Plan (SIP)?	N	4	2	6	1
	%	66.7%	33.3%		

- 4 of 6 MS/HS Drama/Dance teachers indicated that the arts were included in their School Improvement Plan, with one unsure.

Table 80: School-Based Support						
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
(a) I feel supported by other teachers at my school	N	0	0	5	2	7
	%	0.0%	0.0%	71.4%	28.6%	
(b) I feel supported by parents at my school	N	0	2	4	1	7
	%	0.0%	28.6%	57.1%	14.3%	
(c) I feel supported by administrators at my school	N	1	1	2	3	7
	%	14.3%	14.3%	28.6%	42.9%	
(d) Teachers in my school work together to improve student achievement	N	0	0	4	3	7
	%	0.0%	0.0%	57.1%	42.9%	

(e) All students in my school have equal access to arts education courses	N	0	2	3	1	6
	%	0.0%	33.3%	50.0%	16.7%	

- All MS/HS Drama/Dance teachers feel supported by other teachers at their schools.

- 5 of 7 feel supported by parents and administrators at their schools.

- All agree that teachers work together to improve student achievement.

- 4 of 6 agree that students in their school have equal access to arts education classes.

Table 81: Student Performances						
		1 to 3	4 to 6	7 to 10	More than 10	Total
This past year, how many countywide or schoolwide performances did your students participate?	N	1	2	0	3	6
	%	16.7%	33.3%	0.0%	50.0%	

- 3 of 6 MS/HS Drama/Dance teachers indicated that their students participated in more than 10 countywide or schoolwide performances.

Table 82: Supervision						
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
(a) Administrative support offered through arts supervisors is sufficient	N	1	0	2	3	6
	%	16.7%	0.0%	33.3%	50.0%	
(b) Arts supervisors facilitate opportunities for arts educators to learn from each other	N	0	1	2	4	7
	%	0.0%	14.3%	28.6%	57.1%	
(c) Arts supervisors provide professional development opportunities in arts education	N	0	0	2	4	6
	%	0.0%	0.0%	33.3%	66.7%	
(d) Arts supervisors help develop guidelines for improving teaching in the arts	N	0	0	4	3	7
	%	0.0%	0.0%	57.1%	42.9%	
(e) I am satisfied with the leadership	N	0	0	2	4	6

| provided by arts supervisors | % | 0.0% | 0.0% | 33.3% | 66.7% | |

- 5 of 6 MS/HS Drama/Dance teachers believe that administrative support offered through arts supervisors is sufficient.

- 6 of 7 agree that arts supervisors facilitate opportunities for arts educators to learn from each other.

- All MS/HS Drama/Dance teachers responding agree that arts supervisors provide professional development opportunities and help develop guidelines to improve teaching in the arts.

- All 6 MS/HS Drama/Dance teachers responding agree that they are satisfied with the leadership provided by arts supervisors.

Table 83: Outside of school duties, how often do you participate in the following activities?						
		Never	Sometimes	Often	Very Often	Total
(a) Perform or create in the arts	N	0	4	2	1	7
	%	0.0%	57.1%	28.6%	14.3%	
(b) Teach in the arts	N	2	3	0	2	7
	%	28.6%	42.9%	0.0%	28.6%	
(c) Provide arts leadership within the community	N	1	4	1	1	7
	%	14.3%	57.1%	14.3%	14.3%	
(d) College or advanced degree classes in the arts	N	3	2	1	0	6
	%	50.0%	33.3%	16.7%	0.0%	
(e) Attend arts events	N	0	0	3	4	7
	%	0.0%	0.0%	42.9%	57.1%	
(f) Attend professional arts workshops/conferences	N	0	2	2	3	7
	%	0.0%	28.6%	28.6%	42.9%	

- All MS/HS Drama/Dance teachers indicate that they perform or create in the arts, attend arts events, and attend professional arts workshops/conferences at least sometimes.

- 5 of 7 teach in the arts outside of school duties at least sometimes.

- 6 of 7 provide arts leadership in the community at least sometimes.

- 3 of 6 attend college or advanced degree classes in the arts at least sometimes.

Table 84: Beliefs Scale		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
(a) The amount a student can learn is primarily related to student background	N	0	4	2	0	6
	%	0.0%	66.7%	33.3%	0.0%	
(b) When I really try, I can get through to the most difficult students	N	1	0	5	1	7
	%	14.3%	0.0%	71.4%	14.3%	
(c) A student's motivation and performance depends on his/her home environment	N	0	2	3	1	6
	%	0.0%	33.3%	50.0%	16.7%	
(d) When a student does better than usual, many times it is because I exerted extra effort	N	0	2	3	2	7
	%	0.0%	28.6%	42.9%	28.6%	
(e) The hours in my class have little influence on students compared to the influence of their home environment	N	0	3	2	1	6
	%	0.0%	50.0%	33.3%	16.7%	
(f) Even a teacher with good teaching abilities may not reach many students	N	0	3	4	0	7
	%	0.0%	42.9%	57.1%	0.0%	
(g) My teaching training and experiences have given me the skills to be an effective teacher	N	0	0	5	2	7
	%	0.0%	0.0%	71.4%	28.6%	
(h) If a student in my class becomes disruptive, I know how to redirect him/her quickly	N	0	1	3	3	7
	%	0.0%	14.3%	42.9%	42.9%	

- All MS/HS Drama/Dance teachers agree that their training and experiences have given them the skills to be an effective teacher.

- 6 of 7 agree that when they really try they can get through to the most difficult students

- 6 of 7 agree that when a student becomes disruptive they know how to redirect him/her quickly.

- 4 of 6 disagree that the amount a student can learn is primarily related to student background, while 4 of 6 agree that a student's motivation and performance depends on his/her home environment.

- 5 of 7 agree that when a student does better than usual many times it is because the teacher exerted extra effort.

- 4 of 7 agree that even a teacher with good teaching abilities may not reach many students

- Agreement was split 3-3 concerning whether the hours in class have little influence on students compared to the influence of their home environment.

COMMENTS

One comment was submitted by an MS/HS drama/dance teacher. It is presented below.

The students are changing rapidly and as teachers we have to change rapidly to reach them. With technology affecting attention spans and focus...we need to teach differently with each day and experience. The educational system continues to structure the environment into a rigid curriculum that does not allow us to be creative to adjust to our unique environments and situations.

MS/HS DRAMA/DANCE SUMMARY

Results suggest that the district goals for drama/dance instruction are clear and aligned with the Sunshine State Standards. Only half (4) of the 8 teachers responding to the survey agreed that the district provides opportunities for developing the integration of technology into drama instruction. 5 of 9 disagreed that students are placed in drama/dance classes commensurate with their level of dance/drama achievement. Strands A and B were most likely to receive major emphasis. All school sponsored events were rated as beneficial.

Teacher demonstration and student rehearsal were the most common instructional strategies with use of technology varying across teachers. Student observation was most frequently used to assess student learning.

Locations and use of materials varied across teachers. Supplies were not as clearly likely to increase based on the referendum as had been the case with music and visual art teachers. A majority disagreed that allocation of textbooks, classroom equipment and student computers increased, while a majority agreed that allocations of technology equipment and supplies increased. Agreement concerning the value of training was also more variable among MS/HS drama/dance teachers than had been the case with music and visual art teachers. Four of six stated that the arts were included in their School Improvement Plan.

All teachers agreed that they felt supported by other teachers and 5 of 7 felt supported by administrators at their schools. All were satisfied with the leadership provided by arts supervisors. Drama/dance teachers participated in a variety of art-related activities outside the school setting. All agreed that their training has given them the skills to be effective with one reporting difficulty getting through to the most difficult students and a majority agreeing that even a teacher with good teaching abilities may not reach many students.

These results suggest that training concerning integration of technology may be particularly beneficial for drama/dance teachers. Training concerning integration of Strands C, D, and E may be beneficial. Variability in ratings concerning the degree to which referendum allocations were allotted suggests that efforts to assure that these were equitable to drama/dance teachers may be beneficial. Variability in ratings of professional development suggests that these can be improved or tailored more to the needs of drama/dance teachers as necessary. Improved Professional Learning Community support and School Improvement Plan inclusion may be beneficial.

SCHOOL-BASED ADMINISTRATOR SURVEY RESULTS

Table 85: School Improvement Plan inclusion					
		Yes	No	Total	Unsure
Are the arts included in your School Improvement Plan (SIP)?	N	40	41	81	6
	%	49.4%	50.6%		

- 49.4% of administrators indicated that the arts were included in their School Improvement Plan, with six unsure.

Table 86: Administrator Beliefs						
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
(a) Instruction in the arts is an important part of the curriculum	N	0	0	27	74	101
	%	0.0%	0.0%	26.7%	73.3%	
(b) Students look forward to instruction in the arts	N	0	1	27	71	99
	%	0.0%	1.0%	27.3%	71.7%	
(c) Arts teachers motivate students to do well in classes that involve arts instruction	N	0	3	38	58	99
	%	0.0%	3.0%	38.4%	58.6%	
(d) Instruction in the arts is integral to the successful development of a child	N	0	2	28	70	100
	%	0.0%	2.0%	28.0%	70.0%	

(e) Arts education activities encourage parent involvement	N	1	10	30	54	95
	%	1.1%	10.5%	31.6%	56.8%	

- All administrators responding agreed that the arts are an important part of the curriculum.

- 99% agreed that students look forward to instruction in the arts.

- 97% agreed that arts teachers motivate students to do well in classes that involve arts instruction.

- 98% agreed that instruction in the arts is integral to the successful development of a child.

- 88.4% agreed that arts education activities encourage parent involvement.

Table 87: Student Performances						
		1 to 3	4 to 6	6 to 10	More than 10	Total
This past year, how many countywide or schoolwide arts exhibitions or performances did your students participate?	N	31	32	18	14	95
	%	32.6%	33.7%	18.9%	14.7%	

- Administrators were most likely to state that students participated in 4 to 6 countywide or schoolwide performances (33.7%).

Table 88: Supervision						
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
(a) Administrative support offered through arts supervisors is sufficient	N	1	5	38	41	85
	%	1.2%	5.9%	44.7%	48.2%	
(b) Arts supervisors facilitate opportunities for arts educators to learn from each other	N	0	8	33	36	77
	%	0.0%	10.4%	42.9%	46.8%	
(c) Arts supervisors provide professional development opportunities in arts education	N	0	4	39	37	80
	%	0.0%	5.0%	48.8%	46.2%	
(d) Arts supervisors help develop guidelines for improving teaching in the arts	N	0	8	46	32	86
	%	0.0%	9.3%	53.5%	37.2%	
(e) I am satisfied with the leadership	N	1	6	40	38	85

provided by arts supervisors	%	1.2%	7.1%	47.1%	44.7%	

- 92.9% of administrators agreed that administrative support offered through arts supervisors is sufficient.

- 89.7% agreed that arts supervisors facilitate opportunities for arts educators to learn from each other.

- 95% agreed that arts supervisors provide professional development opportunities in arts education.

- 90.7% agreed that arts supervisors help develop guidelines for improving teaching in the arts.

- 91.8% agreed that they were satisfied with the leadership provided by arts supervisors.

COMMENTS

All comments submitted by Administrators are presented below. Comments highlighted the importance of visits by supervisors, teacher appraisal, participation in art shows, and inclusion of arts in the School Improvement Plan as a means of improving accountability in arts instruction. Comments also highlighted the importance of screening art teachers to assure a good match with the level of instruction (elementary/middle/high).

Arts education should remain a priority in Pinellas County Schools.

I am pleased with the art program. The art supervisor has done a wonderful job screening applicants.

I will add the Arts to part of our SIP. The district focuses so much on Reading and Math we have not used this resource as much as we should have. We will next year.

If teachers of the arts are being placed at schools, it is important to place only those who want to be at the level of the school (elementary or secondary) and that they have experience with that level. It is a critical position that has an effect on schoolwide culture.

In this age of budget issues I don't see the impact of art/music/PE supervisors at the elementary level. I am however a big supporter of the arts in the schools.

Jamerson Elementary's Marie Hill and Leslie Footlick are Rock Stars!

Sorry, but unless I go on LMS, I have no way of knowing about the professional development offered to the teachers of the arts. I know the music teacher at my school has attended the conferences but I'm not aware of any arts training.

The arts are a vital and important of a child's educational experience.

The teachers need to be more accountable for all the funding they are getting; more participation in the various art shows should be mandated.

We are very fortunate to have an Art teacher who brings out the best in our children
We need to make sure the our monies within the art department are used for learning. An alignment with appraisal process is a must!!!! The level of instruction and engagement require supervisors to visit often. Students like art in general and on the secondary level, we must stress depth of knowledge and best practices. A reality is required courses are affecting the number of art students.

ADMINISTRATOR SUMMARY

Results indicate that the arts are included in approximately half of School Improvement Plans. Inclusion in SIPs can increase. Administrators agree that the arts are important and that arts teachers motivate students to do well in classes that involve arts instruction. 91.8% are satisfied with the leadership provided by arts supervisors.

NON-ART INSTRUCTIONAL FEEDBACK

Instructors from areas other than art were asked to provide feedback concerning art instruction in Pinellas County Schools. Comments, when submitted, were almost uniformly supportive of arts education and its importance within the curriculum. In addition, three themes were consistently noted.

The first focused upon art as an area of excellence that can allow students to display their unique strengths

> *Art education is essential. For many students who struggle academically this is an area where they excel. To not have this would mean those students would not have an area to shine and feel good about themselves.*

> *I feel Pinellas County is lagging in arts education. This is usually the first area cut due to funding and this is tragic. Through the arts, many of our non-traditional learners find an identity and purpose for being in school which leads to higher academic achievement. If we want our student behaviors to support achievement, we need to be proactive in providing alternate opportunities for and paths to success.*

> *I feel strongly that for many students the Arts Education is a time that they can express themselves, even if that is not happening in the academic setting. I have seen so much be expressed through their art that otherwise might have been hidden.*

> *In my experience, music and art have been areas in which academically struggling students have successfully participated. The arts have served to help these youngsters maintain a positive attitude toward school and reached them in a way that a traditional academic approach may not have done.*

That may be the student's only time to shine. Don't take it away from them.

The second focused upon the arts as a means of acquiring a balanced education.

> *Students need a variety of instruction in order to grow as a learner. They need to be instructed through books, varied media, technology, music, visual arts and physical education. A child cannot be reached and given a balanced education if they just sit and read books or listen to lectures. Some student's excel with hands on learning and need the physical release of energy while learning to become and stay healthy.*

> *Arts education is essential for all students. It opens their minds to places and things they may never experience otherwise. The Arts are ways for students to express themselves, develop and grow as people and as students. It builds their confidence and their drive for higher achievement.*

> *I believe that the Arts is a lot more important than they are given credit for. I think that band should be brought back into the schools. These are all positive outlets for children to build relationships on during their school careers.*

> *I feel Arts Education speaks to the core of what we want to teach our students: work hard, appreciate Art and Beauty, be polite to others, honesty. It also gives our students a way to use skills and concepts taught in the classroom; math and music etc. Our students are people with multiple interests and abilities. We need to feed their minds, souls, and bodies with what is good for them, regardless of what "tests" we give.*

> *The arts are important and are a part of a well rounded education.*

The third focused upon the arts as a means building skills that can help students excel in other academic areas.

> *The arts are not a continuation of the learners education. They are an integral part of the learners education. Misconceptions have arisen that they are not as fundamental to the learning as is reading and math. This simply is not true. As a reading teacher who works with struggling readers, I continually ask students, "What picture did you get in your head." The students need to visualize. Without the development of the visual arts, the learner will not be able to employ those necessary skills needed to be a reader.*

> *The Arts are, many times, the student's best area to shine and stand out among his/her peers. Music is so Mathematical in nature, it leads to great brain enrichment.*

> *This year I have had the privilege of working with our art teacher, (name removed), each week with my third grade class and another third grade class. We are integrating writing with the art curriculum. We have been planning together with (name removed) teaching the art lessons and me the writing lessons. The students are really enjoying it and we are able to extend my writing lessons into the art content. The students are producing some wonderful projects. I hope we can continue this next year.*

> *Arts plays an integral part in a students learning; not only is listening and speaking skills a part of our sunshine state standards but integrating music and art as a part of our students learning week gives students even more opportunity to show creative*

expression and think even more about math and how it is used in everyday life through musicians and artists. Students' vocabulary is also enhanced.

Arts education is as important to the development and achievement of our students as any subject area in our curriculum.

NON-ART INSTRUCTIONAL SUMMARY

Feedback provided by non-art instructional staff were supportive of arts education in Pinellas County. Common themes highlighted the importance of the arts as a means for students to demonstrate areas of strength, acquire a balanced education, and develop skills to help them excel in other academic areas.

PARENT SURVEY RESULTS

Table 89: Elementary Level Parent Beliefs						
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
(a) Arts classes are an important part of my child's curriculum	N	2	1	33	152	188
	%	1.1%	0.5%	17.6%	80.9%	
(b) Arts teachers' motivate my child to do well in arts classes	N	1	3	43	138	185
	%	0.5%	1.6%	23.2%	74.6%	
(c) Arts activities encourage me to be involved	N	5	21	58	92	176
	%	2.8%	11.9%	33.0%	52.3%	
(d) My child's school encourages me to attend student performances and exhibitions	N	2	4	57	124	187
	%	1.1%	2.1%	30.5%	66.3%	
(e) I am satisfied with my child's school involvement with community arts and cultural organizations	N	2	13	55	108	178
	%	1.1%	7.3%	30.9%	60.7%	
(f) Overall, I am satisfied with the music education programs that my child participates in at his/her school	N	2	3	64	116	185
	%	1.1%	1.6%	34.6%	62.7%	

(g) Overall, I am satisfied with the visual arts education programs that my child participates in at his/her school	N	1	9	65	109	184
	%	0.5%	4.9%	35.3%	59.2%	
(h) My opinions regarding my child's involvement in arts activities are valued by arts teachers	N	1	7	47	111	166
	%	0.6%	4.2%	28.3%	66.9%	

➕ Parents of children in elementary school expressed levels of agreement above 90% for each question with the exception of C) Arts activities encourage me to be involved (85.3%).

Table 90: MS/HS Level Parent Beliefs						
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
(a) Arts classes are an important part of my child's curriculum	N	0	1	20	99	120
	%	0.0%	0.8%	16.7%	82.5%	
(b) Arts teachers' motivate my child to do well in arts classes	N	1	4	19	95	119
	%	0.8%	3.4%	16.0%	79.8%	
(c) Arts activities encourage me to be involved	N	1	3	26	88	118
	%	0.8%	2.5%	22.0%	74.6%	
(d) My child's school encourages me to attend student performances and exhibitions	N	2	5	14	100	121
	%	1.7%	4.1%	11.6%	82.6%	
(e) I am satisfied with my child's school involvement with community arts and cultural organizations	N	5	4	25	86	120
	%	4.2%	3.3%	20.8%	71.7%	
(f) Overall, I am satisfied with the arts education classes my child participates in at his/her school	N	4	4	22	89	119
	%	3.4%	3.4%	18.5%	74.8%	
(g) My child's school offers advanced arts instruction in the area of his/her interest	N	0	4	27	84	115
	%	0.0%	3.5%	23.5%	73.0%	
(h) My child's school lets me know how	N	6	16	27	69	118

arts classes may enhance college opportunities	%	5.1%	13.6%	22.9%	58.5%	
(i) My opinions regarding my child's involvement in arts activities are valued by arts teachers	N	3	10	20	79	112
	%	2.7%	8.9%	17.9%	70.5%	

- ➕ Parents of children in middle/high school expressed levels of agreement above 90% for questions A though G above.

- ➕ 81.4% of parents agreed that their child's school lets them know how classes may enhance college opportunities.

- ➕ 88.4% of parents agreed that their opinions regarding their child's involvement in arts activities are valued by arts teachers.

Table 91: The arts program my child participates in offers a variety of opportunities to experience his/her desired arts activity. (Please answer for all that apply)

		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Dance	N	0	3	11	37	51
	%	0.0%	5.9%	21.6%	72.5%	
Drama	N	1	2	16	38	57
	%	1.8%	3.5%	28.1%	66.7%	
Music	N	0	1	11	78	90
	%	0.0%	1.1%	12.2%	86.7%	
Visual Arts	N	0	4	14	33	51
	%	0.0%	7.8%	27.5%	64.7%	

- ➕ Parents of children in middle/high school expressed levels of agreement above 90% concerning whether the arts program in which their child participates offers a variety of opportunities to experience his/her desired arts activity across all art forms.

Table 92: Were there any arts programs that your child desired to participate in but were not available at his/her school? (Select all that apply)

		Yes	No	Total
Dance	N	6	114	120
	%	5.0%	95.0%	
Drama	N	10	110	120
	%	8.3%	91.7%	
Music	N	7	113	120
	%	5.8%	94.2%	
Visual Arts	N	10	110	120
	%	8.3%	91.7%	

➕ Greater than 90% of parents indicated that there were not any arts programs that their child desired to participate in but were not available at his/her school.

PARENT COMMENTS

Parent comments that referenced a specific program are presented below. Overall, comments were strongly supportive of the programs at Countryside High School, Gibbs High School, Safety Harbor Middle School, Tarpon Springs High School, and Tarpon Springs Middle School.

CHS Drama/Musical Theatre program seems more of an arts family & community than just a public HS arts class. Kudos to the directors and the wonderful "Drama Mama's" who do so much for these children!!!

CHS has a great arts program.

My child is in the PCCA Arts Magnet at Gibbs. I would like to have a better level of Academic classes there to give her a better academic education.

My child is very happy with the arts program at Gibbs High School.

PCCA is a wonderful program and develops tolerance and loyalty among the students and staff.

PCCA is an amazing program with excellent teachers. Would love more communication from the Instrumental department.

PCCA is an incredible resource for this community and the sole reason we attend and are strong supporters of our children in public school.

Provide AVID training for students in PCCA

Sadly, the integrity of the visual arts program at PCCA has degraded by the declining numbers of students interested in attending the program - a direct result of the safety and academic issues so widely publicized in the local newspapers. They are getting less applications and fewer artistically talented students. Parents and students are opting for a safer more reputable environment and sacrificing the arts.

the PCCA program at Gibbs is very worthwhile

The performing arts programs at Safety Harbor Middle have provided an excellent experience for my son. I am very thankful for both the drama and chorus department. Ms. Collins does a wonderful job and really cares about her kids!
Both of my children have attended the Music and Leadership Conservatory and the experiences they have had are PRICELESS. They have learned to be leaders in all aspects of their life.

Diane Suris keeps students motivated and heading toward TSHS Leadership Conservatory for the Arts / Instrumental

I have seen firsthand how my son's involvement in the Leadership Conservatory for the Arts Magnet at Tarpon Springs has provided him an excellent structure and format to reach his potential not only in his Arts related studies but also his core curriculum. I believe his High School success is directly related to his participation in this marvelous program.
Leadership Conservatory at TSHS is exceptional
Leadership Conservatory is excellent on all levels!

Leadership is the main focus of the ARTs program at my daughter's school. The program is phenomenal and has taught my daughter so much in her freshman year alone. IT's not just the love of the music, it's the discipline that goes along with it!

My child is in the marching band/color guard at tarpon high school. This program not only enhances her interest in music and dance but also teaching valuable leadership skills. In this program students learns for four years how to apply their leadership skills in high school and later on in college and in their adult life. It is a proved facts that any child who anticipate in art or art related activities are less likely drop out school and get addicted to drug or alcohol.

My daughter is a freshman in the Color Guard and has an absolutely fabulous year! Awesome program ran by awesome instructors. I can't say enough about them to give them the full credit they deserve. I will most definitely continue to support the Leadership Conservatory long after my kids are out of the program because it is such a positive and successful program. thank you.

My son's involvement with the music program at TSHS has impacted him (and or family) in immeasurable ways. This program has helped him grow as a musician, but just as importantly, he has learned the value of hard work, respect, responsibility and how to be an effective leader.

Please keep and fund all arts programs. My daughter is in the Leadership Conservatory for the Arts magnet program and I have seen it teach many life lessons and improve many students' work ethic.
Tarpons Springs Performing Arts Magnet is wonderful
The arts program at TSHS is an awesome leadership program.
The music/leadership program at Tarpon Springs HS had done amazing things for my daughter. She has grown in so many ways this past year because of this program! I am so proud of her
The Tarpon High Leadership Conservatory for the Arts is a great program
TSHS instrumental music program is rigorous but very fulfilling for my child. He can't imagine high school without it.

My daughter has done much better in school and her interest has increased since she has become a part of the TSMS Color Guard. She doesn't want to miss school and her grades are more important.
TSMS Winter guard team is amazing!!!!

PARENT SUMMARY

Overall, ratings and comments provided by parents of students at both the elementary and middle/high school levels suggested high levels of parent satisfaction with arts programs. Comments provided strong support for programs at Countryside, Gibbs, Safety Harbor Middle, and Tarpon Springs Middle and High Schools, with the exception of one parent's concern regarding the PCCA program at Gibbs.

CONCLUSIONS AND RECOMMENDATIONS

This evaluation sought feedback from multiple stakeholders across Pinellas County Schools to understand the current status of arts education and recommend improvements going forward. Feedback was obtained from elementary music and visual art teachers, middle/high school music, visual art, and dance/drama teachers, teachers of non-art classes, school-based administrators, and parents. A broader evaluation plan was initially proposed. However, this evaluation report is based upon data that were available at the time the report was written. This evaluation report was delayed and based upon data that were collected a year prior to the completion of this report. Consequently, some recommendations below may have been acted upon prior to the submission of this report. Feedback examined within this report addressed eleven evaluation questions:

1. Are current instructional practices aligned with existing standards for arts instruction?

   There was strong agreement from art teachers that current instructional practices are aligned with the essential learnings and Sunshine State Standards. There was strong agreement that the district goals for art education are clear. Performance strands were most likely reported to receive major emphasis, whereas non-performance strands were more likely to receive moderate emphasis.

2. Are current school-sponsored art activities beneficial to student learning?

   There was strong agreement that almost all existing school-sponsored activities related to art instruction were beneficial. The only exceptions were Artist in Residence and Art Mobile at the middle/high school level, where 4 and 2 teachers respectively reported that these were of no benefit.

3. What are the current instructional and assessment strategies used across elementary and secondary arts curriculum?

There was strong agreement that the district provides opportunities to integrate technology into art instruction for all groups with the exception of middle/high school drama/dance teachers. While opportunities are provided to integrate technology into instruction, the use of technology was reported to vary across teachers.

Teacher demonstration/modeling and student practice/performance were the most common forms of instruction, while student reading/research and independent study were more likely to vary across teachers. Student observation was the most common form of assessment. Use of peer evaluation varied across teachers.

4. What current locations and materials are used across elementary and secondary arts curriculum and have allotments of materials increased as a result of referendum allocations?

   Locations varied more at the elementary level than at the middle/high school levels. Musical instruments and expendable art materials were most likely to be used. 63.6% of middle/high school music teachers report never using Smart Music software. Responses suggested that allotments of materials increased across settings as a result of referendum allocations. Computers were more likely to increase at the middle/high school levels. Disparity of locations and materials may be more evident at the elementary school level.

5. Are current arts professional development trainings and activities perceived to be valuable to arts teachers?

   There was general agreement that professional development trainings and activities are valuable. For some teachers, training in classroom behavior management may not be viewed as necessary. There appeared to be variability in the degree to which Professional Learning Communities were viewed to be valuable.

6. Are the arts included in School Improvement Plans?

   Administrator reports suggested that the arts are included in approximately half of School Improvement Plans. This indicates room for growth in this area.

7. Is school-based support for the arts perceived to be positive?

   School-based support from other teachers and administrators is reported to be positive by a majority of art teachers. There is a subset of teachers who do not feel supported by school-based administration. Comments submitted by administrators and non-art teachers were strongly supportive of arts education. Feedback highlighted the importance of arts education as an area of excellence, a means of acquiring a balanced education, and a means of building skills that help students excel in other areas.

8. Is administrative support provided by arts supervisors sufficient?

   A majority of art teachers report satisfaction with support provided by art supervisors. Three comments suggested concern regarding the tone of interactions with their visual art supervisor. A majority of administrators are satisfied with support provided by arts

supervisors. Feedback stressed the importance of visits by supervisors and ensuring accountability through an effective teacher appraisal process.

9. Are Pinellas County arts teachers engaged in the arts outside of school activities?

Results suggest that Pinellas County arts teachers are engaged in a variety of arts-related activities outside the school setting. Leadership provided by arts instructors in the community may be beneficial to students in ways not addressed in this evaluation.

10. Do arts teachers perceive themselves to be effective in their ability to teach students from all backgrounds?

Overall, arts teachers reported an ability to teach art effectively to students from different backgrounds. Teachers at the middle/high school level were more likely to report that a teacher with good teaching abilities may not reach many students. Teachers reported that they are able to redirect students who become disruptive.

11. Are parents satisfied with arts instruction received in Pinellas County schools?

Parents expressed strong levels of satisfaction with arts instruction in Pinellas County schools. Feedback highlighted the strength of programs at Countryside High School, Gibbs High School, Safety Harbor Middle School, and Tarpon Springs Middle and High Schools.

Based upon these conclusions the following recommendations are offered:

1. Broaden inclusion of arts goals in School Improvement Plans.
2. Provide further training concerning means to provide instruction for non-performance strands using non-performance based instructional strategies.
3. Continue existing school-sponsored art activities and expand where possible. Address possible variability in the benefit of Artist in Residence and Art Mobile at the middle/high school level.
4. Address potential means to integrate technology into drama/dance instruction.
5. Address disparities that may exist across settings in locations and materials at the elementary school level in particular.
6. Address variability in usage of Smart Music software if necessary.
7. Address potential variability in the degree to which Professional Learning Communities are considered to be valuable.
8. Assure that means are available to problem solve difficulties when school-based administration is not perceived to be supportive of arts instruction.
9. Better understanding of means through which leadership of arts instructors in the community either is or can be helpful to students' participation in the arts may be useful.
10. Continue to seek ways to involve parents who are highly supportive of arts instruction.