



ARTS EDUCATION
C O L L A B O R A T I V E

**Professional Development Survey Report
Washington, Greene and Fayette Counties
2006**

Acknowledgements

The Arts Education Collaborative is grateful to the arts educators throughout Washington, Greene and Fayette Counties who responded to the AEC Professional Development Survey. This report will help to inform decision-making regarding the content of professional development options and opportunities offered by the AEC. Further, we offer this report as a tool to schools and school districts as well as arts and culture organizations as they design professional development experiences to meet the specific needs of arts educators.

We gratefully acknowledge the work of the Professional Development Committee of the Arts Education Collaborative for their vision and commitment to quality professional development for all arts educators and for requesting this survey and resulting report. We recognize the exemplary leadership of Dr. Bille Rondinelli, Chair of the Professional Development Committee and all of the committee members.

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Statement of Need for Professional Development

Education in the United States is entering a new era. We are now players in an international environment that is highly competitive and requires that workers of the 21st century be prepared with the skills and knowledge that will enable the United States to remain competitive in the world's marketplace. Educators must now work harder than ever to provide the best possible education for all students. Workforce skills increasingly demand that all students be provided with new basic skills: literacy, numeracy and creativity. Well rounded workers who are both resilient and persistent must possess the imagination to visualize new possibilities. Arts educators are the trained professionals who can help to develop these skills in our nation's youth.

No Child Left Behind federal legislation requires teachers in core academic content areas, including the arts, to be highly qualified. Further, Act 48 provisions in the state of Pennsylvania require that all educators engage in continuing professional growth. The Pennsylvania Academic Standards for the Arts and Humanities establishes learning targets for all students. The rigor required of students in all arts disciplines is prescribed. Likewise, the rigor required of all arts educators is equally demanding. Expectations for student achievement are directly linked to teachers' skillful instruction, content knowledge, and ability to assess and use assessment data to tailor instruction to individual learner needs.

All educators profit from learning opportunities that help to develop specialized skills and knowledge related to their teaching and student learning. One of the best ways to go about developing and strengthening these skills and bases of knowledge is to participate in professional development. Professional development opportunities allow educators to come together, and share their ideas, wisdom, and energy in a way that benefits the field, and the students they teach.

In order for this system to work most efficiently, those who are responsible for providing professional development opportunities must be in tune with educators' needs in order to provide experiences they most require. When all parties are connected in the sharing of ideas, needs, and commitment, educators and professional development providers are more able to fulfill the demands placed upon them by the local, state, and national government.

The Arts Education Collaborative is committed to partnerships and collaborations that focus on identified professional development needs. We hope that this report will be useful to school districts and arts and culture organizations as they design, implement and evaluate high quality professional development for educators.

Executive Summary

The Professional Development Committee designed and distributed a survey to educators and leaders in the field of arts education within Fayette, Greene, and Washington Counties in the Commonwealth of Pennsylvania. The goal of the survey was to assess the needs and interests of arts educators in the region so as to assist the Arts Education Collaborative in planning professional development opportunities. This report includes descriptions of the respondents, the survey, the analysis process and the results.

Fifty-nine arts educators, representing 17 school districts in Fayette, Greene and Washington Counties, completed and returned the survey to the Arts Education Collaborative. A breakdown of school and district representation can be found in the appendix. This survey gathered information about professional development at the district level. In addition, it collected information regarding the respondents' current areas of certification.

In Section 1, a list of professional development topics was given and the respondents were asked to rank these topics according to their levels of interest.

In Section 2, respondents were asked to select the top three topics that they would like to learn from those listed in Section 1.

In Section 3, a list of possible areas of interest was given and the respondents were to rank those areas according to their interests.

In Section 4, respondents were asked to complete two parts. The first part asked about the respondents' interest in earning an advanced degree. The second part asked the respondents to indicate who is responsible for planning professional development opportunities in their school or district. It also asked about the times per year schools or districts provide professional development opportunities specific to respondents' disciplines. The following is a summary of the results:

Section 1	TPV¹ Highest Ranking: Technology as a Creative Tool. TPR² Highest Ranking: Technology as a Creative Tool.
Section 2	TPV Highest Ranking: Curriculum Development. TPR Highest Ranking: Artist Residencies, Curriculum Development, and Technology as a Creative Tool (tie).
Section 3	TPV Highest Ranking: Discipline Specific Workshops. TPR Highest Ranking: Discipline Specific Workshops.
Section 4	42% were interested in earning an advanced degree. 41% Assistant Superintendent or Curriculum Director. 48% 1-3 times per year of professional development opportunities.

¹ TPV= Total Point Value. An explanation of this process can be found on p. 8

² TPR= Total Per Ranking. An explanation of this process can be found on p. 8

**Arts Education Collaborative
Professional Development Survey**

Introduction and Descriptions

Introduction

The Professional Development Committee designed and distributed a survey to educators and leaders in the field of arts education within Fayette, Greene, and Washington Counties in the Commonwealth of Pennsylvania. The goal of the survey was to assess the needs and interests of arts educators in the region so as to assist the Arts Education Collaborative in planning professional development opportunities. This report includes descriptions of the respondents, the survey, the analysis process and the results.

Description

Survey Respondents: The survey was distributed to two groups in Intermediate Unit #1, which consists of Fayette County, Greene County and Washington County Schools. Arts educators from Fayette, Greene and Washington Counties were either contacted directly or received surveys through liaisons of the Arts Education Collaborative. Overall, 59 arts educators completed and returned the survey. The rate of return was approximately 29%. The majority (60%) of the responses were from Washington County. See Figure 1. The population of respondents represented three school districts in Fayette County, three school districts in Greene County, and 11 school districts in Washington County. Details of the breakdown are shown in Table 1.

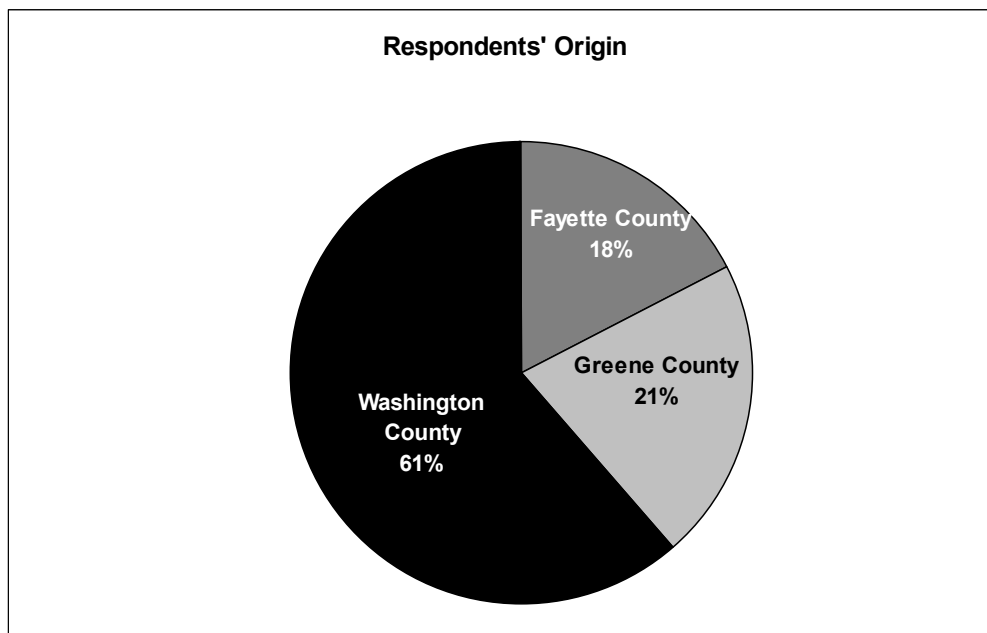


Figure 1. Respondent origin

Table 1.

Survey Respondents in Washington, Greene and Fayette Counties

Number of Districts Represented by Survey Data	County	Number Distributed	Number of Respondents
3	Fayette County	49	10
3	Greene County	36	12
11	Washington County	120	37

Survey Description: The survey consisted of four sections. Section 1, 2 and 3 were questions based on a rating system. For Section 1, the respondents were instructed to rank each choice of each question with 1, 2, or 3. Section 2 was an extension of Section 1, which allowed the respondents to select the top three topics from Section 1 that they would like to learn more about. In Section 3, the respondents were instructed to rank each choice with 0, 1, 2, or 3. Section 3 also contained a “please specify” option. Section 4 contained a filter question to determine if the respondent was qualified to answer a subsequent question. Two multiple choice questions and three “please specify” questions were also introduced in Section 4. The end of the survey contained a section which allowed the respondents to provide contact information of names of artists or organizations in the region that they have partnered with in the past. Seventeen respondents chose to fill in this section and forty-two did not.

Tallying Process

Ranking and Tallying: As stated previously, each choice for Section 1 and Section 3 could be ranked with a 1, 2, or 3 and a 0, 1, 2, or 3, respectively. This presents the opportunity for multiple tallying methods to be used. Each choice is therefore given a total point value and a total per ranking.

Total Point Value: The total point value is determined by adding the rankings given for each choice. For example, if choice A received the following rankings 3, 0, 2, 1, 3 the total point value for choice A is 9.

Total Per Ranking: The total per ranking value is found by counting how many 0s, 1s, 2s, and 3s each choice received. For example, if choice A received the following rankings 3, 0, 2, 1, 3 the total per ranking would be as follows:

3s=2
2s=1
1s=1
0s=1

Both methods are presented in the results that follow. Both are equally valid, but provide different perspectives on the results.

The *total point value* method gives the reader a sense of where the choice lies in terms of meeting current needs and interests for all of the respondents. This method reflects all of the rankings, not just the 3s. It takes into account the instances where a choice may receive more 3s than any other choice, but it may also receive a large number of 0s. For example, out of 20 respondents, choice A received ten 3s; however, it also received ten 0s. With this method of tallying, the preferences of all respondents are considered.

The *total per ranking* shows how many respondents ranked a choice as 3, 2, 1, or 0. This enables the reader to quickly understand how many respondents felt that a choice was most preferred, somewhat preferred, or not an option.

Interpretation

The data can be presented in multiple ways; how it is interpreted depends on the purpose of the reader. For example, if the reader wants to know how all respondents felt about a particular choice, taking into account those who preferred the choice as well as those who did not, looking at the *total point value* would be beneficial. However, if the reader wishes to know which choice was most preferred, not an option, etc., looking at the *total per ranking* would be useful.

Both methods of interpretation are presented in this report and provide slightly different perspectives on the results. Overall, the results are generally similar using both methods of interpretation. In the rare instances where the methods do produce different results, the difference can be attributed to a choice having a significant number of 3s and 0s while another choice has a small number of 3s but a very significant amount of 2s. The choice the reader deems to be most preferred depends on the information desired.

**Arts Education Collaborative
Professional Development Survey**

Results

Section One

Rate your level of interest in each of the following topics. Please choose only one whole number.

	Very Interested	Interested	Not At All Interested
1. Aesthetics	3	2	1
2. Artist Residencies	3	2	1
3. Assessment	3	2	1
4. Community Resources	3	2	1
5. Critical Analysis	3	2	1
6. Critical Response	3	2	1
7. Curriculum Development	3	2	1
8. Differentiated Instruction	3	2	1
9. Historical and Cultural Contexts	3	2	1
10. Implementing the Standards	3	2	1
11. Interdisciplinary Instruction and Assessment	3	2	1
12. Law and IEPs	3	2	1
13. Mentoring Strategies	3	2	1
14. Multiple Intelligences	3	2	1
15. Students with Special Needs	3	2	1
16. Technology as a Creative Tool	3	2	1

Total Point Value: Adds up the ranking given for each choice. A respondent is able to rank each choice with 3, 2, or 1. Therefore, the total possible point value is calculated by multiplying the number of respondents by the highest possible rank. There are 59 respondents and the highest possible ranking from each person is 3. Multiplying 59 by 3, the total possible point value is equal to 177. The totals are similar when using this method of tallying Sections 2 and 3.

From Figure 2, it can be seen that several professional development topics were important to respondents. The most preferred topics were Technology as a Creative Tool (81%), Community Resources (80%), and Aesthetics (77%). Curriculum Development and Historical and Cultural Contexts (both with 76%) follow closely behind. Artist Residencies, Implementing the Standards, and Interdisciplinary Instruction received the same amount of interest (all with 73%). Students with Special Needs (64%), Law and IEPs (60%) and Mentoring Strategies (59%) received the lowest amount of interest. A table breakdown of this information is available in the appendix.

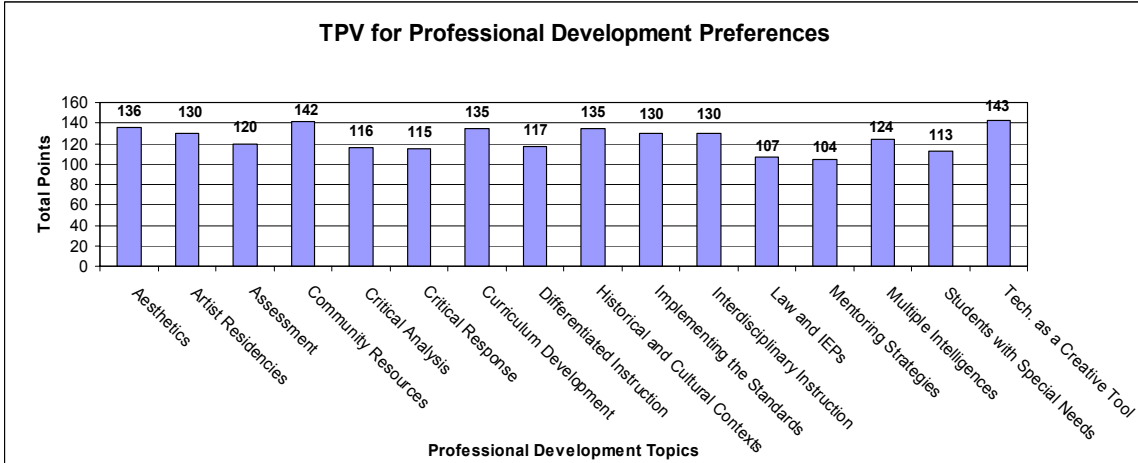


Figure 2. Total point value for professional development topics

Totals Per Ranking: Counts how many 1s, 2s, and 3s each choice received. A respondent is able to rank a choice as 3, 2, or 1. This method involves counting the number of 3s each choice received. The highest number of 3s possible is equal to the number of respondents. In this survey, there are 59 respondents; therefore, the highest possible number of 3s is 59. These totals are similar when tallying Section 2 and 3.

According to the data represented in Figure 3, the topics that received the highest number of 3s were Technology as a Creative Tool (32), Community Resources (27) and Artist Residencies (26). This means that these three topics were the most preferred by the respondents. The topics that received the lowest number of “3” rankings were Law and IEPs (11), Students with Special Needs (10) and Mentoring Strategies (8).

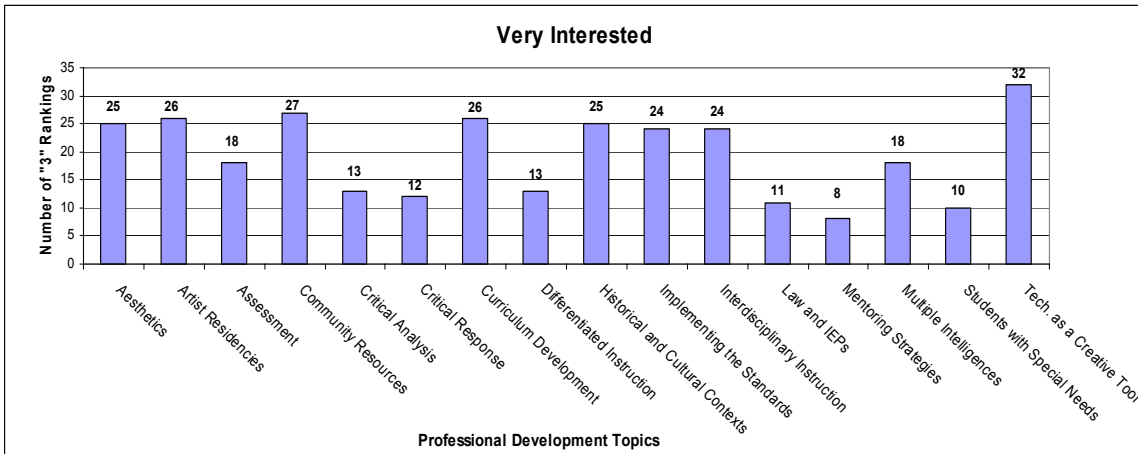


Figure 3. Total “3” rankings of professional development topics

The data represented in Figure 4 shows the number of respondents that gave “1” rankings to the professional development topics. The topics of least interest to the respondents were Law and IEPs (22), Mentoring Strategies (22), Critical Analysis (15) and Critical Response (15).

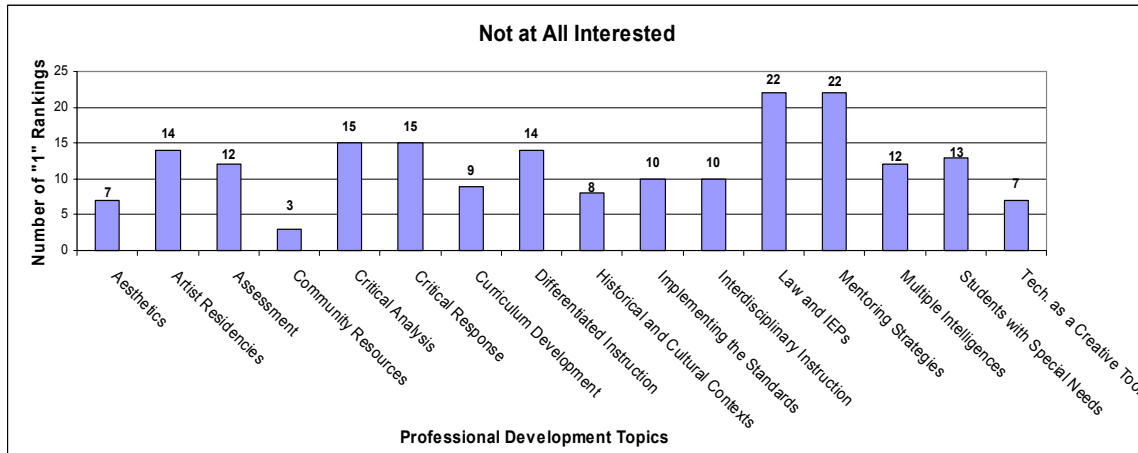


Figure 4. Total “1” rankings of professional development topics

Figure 5 represents all of the information retrieved from Section 1. It details the total number of 3, 2, and 1 rankings given for each topic.

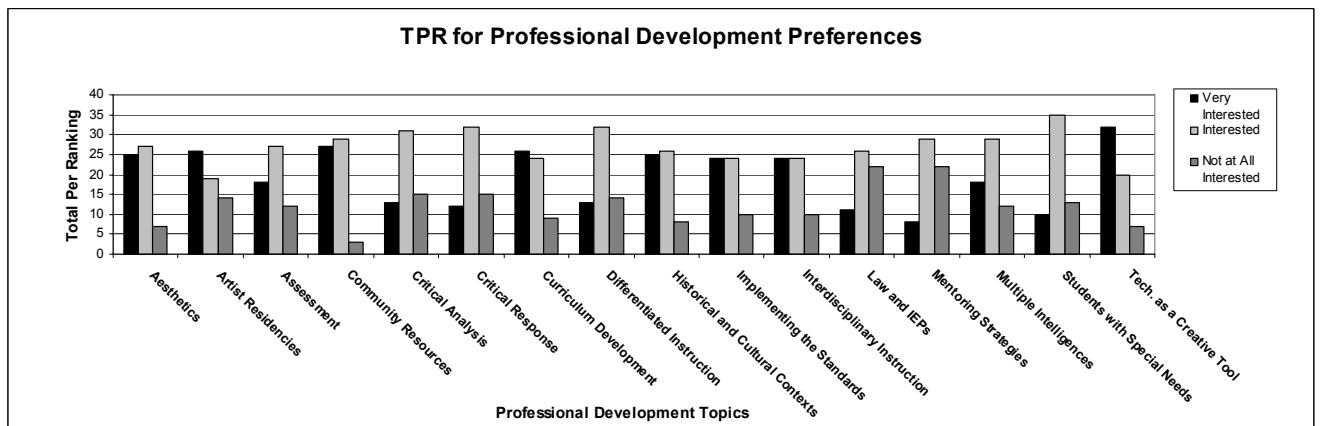


Figure 5. Total number of 3, 2 and 1 rankings given for each topic

Table 2 shows the breakdown of the number of 3s, 2s and 1s given to each topic. Note that on a few occasions, respondents left options blank.

Table 2.

The breakdown of the number of 3s, 2s, and 1s given to each topic

	Very Interested (3)	Interested (2)	Not at All Interested (1)
Aesthetics	25	27	7
Artist Residencies	26	19	14
Assessment	18	27	12
Community Resources	27	29	3
Critical Analysis	13	31	15
Critical Response	12	32	15
Curriculum Development	26	24	9
Differentiated Instruction	13	32	14
Historical and Cultural Contexts	25	26	8
Implementing the Standards	24	24	10
Interdisciplinary Instruction	24	24	10
Law and IEPs	11	26	22
Mentoring Strategies	8	29	22
Multiple Intelligences	18	29	12
Students with Special Needs	10	35	13
Tech. as a Creative Tool	32	20	7

Note. On a few occasions respondents left options blank.

Overall, the results shown in Section 1 are similar using both rating methodologies with just a slight difference. Technology as a Creative Tool received the most interest using the Total Point Value system (receiving 143 points) with Community Resources following closely behind with 142 points. Aesthetics (136) and Curriculum Development and Historical and Cultural Contexts (both with 135) received the next highest point ratings. Technology as a Creative Tool still received the highest level of interest when using the Total Per Ranking system with 32 respondents giving a rating of 3 (Very Interested) followed again by Community Resources (27). The next highest topics were Curriculum Development, which was 4th using the TPV system and Artist Resources, which was 5th using the TPV system. Aesthetics and Historical and Cultural Contexts were tied for 4th ranking in the Total Per Ranking System.

Section Two

Please rank, in order, the three topics listed above that you would most like to learn more about

17. Topic 1 _____
 Topic 2 _____
 Topic 3 _____

As mentioned before, Section 2 is an extension of Section 1. It allows the respondents to select the top three topics from Section 1 that they would like to learn the most about.

Total Point Value for Top Three Professional Development Interests: Adds up the ranking given to each choice. A respondent is able to rank their top three choices listed in Section 1. The point values of Topic 1, Topic 2 and Topic 3 are 3, 2, and 1. Therefore, if a respondent ranks “Aesthetics” as Topic 1 it would receive 3 points. If two respondents rank “Aesthetics” Topic 2 it would receive 4 points and if six respondents rank “Aesthetics” Topic 3 it would receive 6 points giving “Aesthetics” a total of 13 points. This method enables readers to understand what respondents considered the top three professional development topics.

From Figure 6, it can be determined that by combining the values given to each topic, the topic receiving the most points was Curriculum Development (47), followed closely by Technology as Creative Tool (46). This means that respondents considered these two topics the most important for professional development. The topics that received the fewest points were Mentoring Strategies (6) and Critical Responses (3). A total breakdown of total point value for top three professional development topics is available in the appendix.

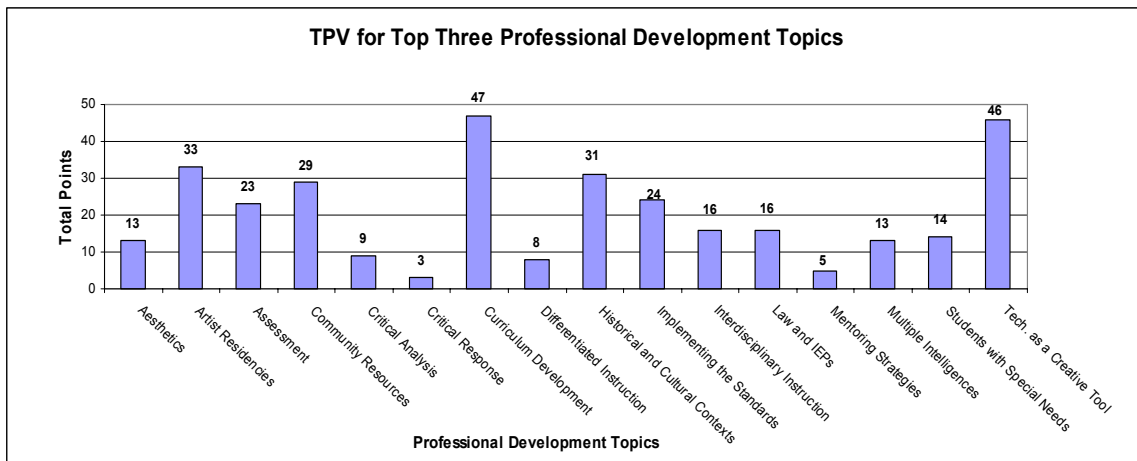


Figure 6. Total point value for top three professional development topics

Totals Per Ranking: Counts how many times a choice was ranked Topic 1, Topic 2, or Topic 3. A respondent is able to rank, in order, the three topics listed in Section 1. For this method, the highest possible number of Topic 1, Topic 2 and Topic 3 is equal to the number of respondents. In this survey, there are 59 respondents; therefore, the highest possible number of Topic 1 is 59.

Figure 7 shows the total “Topic 1” rankings given to each area of interest. The topics most preferred by the respondents were Artist Residencies, Curriculum Development and Technology as a Creative Tool (all with 8). The topics given the fewest “Topic 1” rankings were Critical Responses and Mentoring Strategies (both with 0).

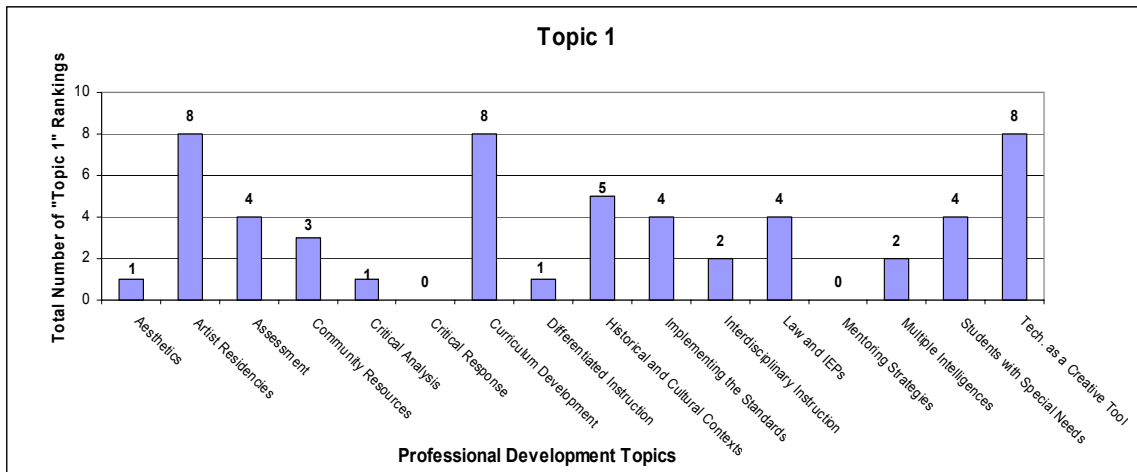


Figure 7. Total number of “Topic 1” rankings

Figure 8 shows the total “Topic 2” rankings given to each area of interest. The topic given the most “Topic 2” rankings was Curriculum Development (10).

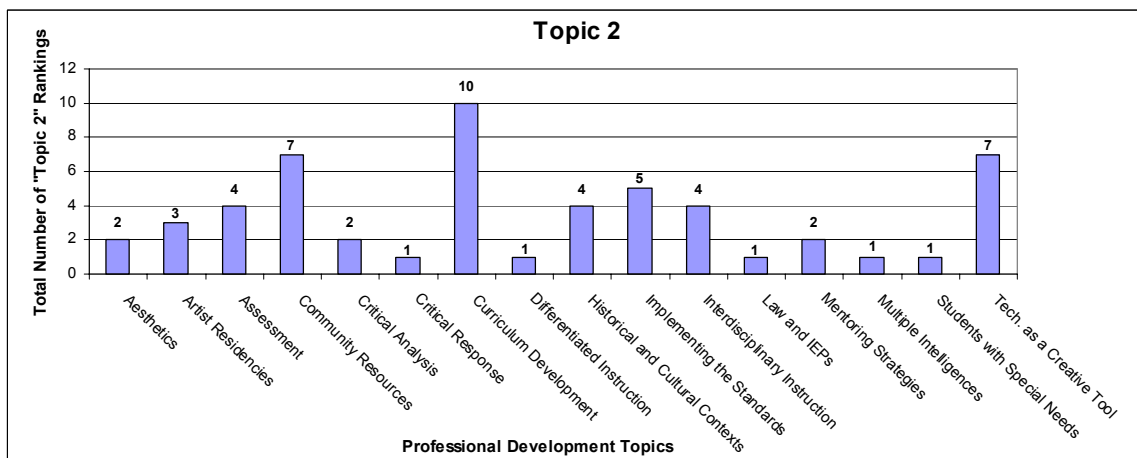


Figure 8. Total number of “Topic 2” rankings

Figure 9 shows the total “Topic 3” rankings given to each area of interest. The topics given the most “Topic 3” rankings were Historical and Cultural Contents and Technology as a Creative Tool (both with 8).

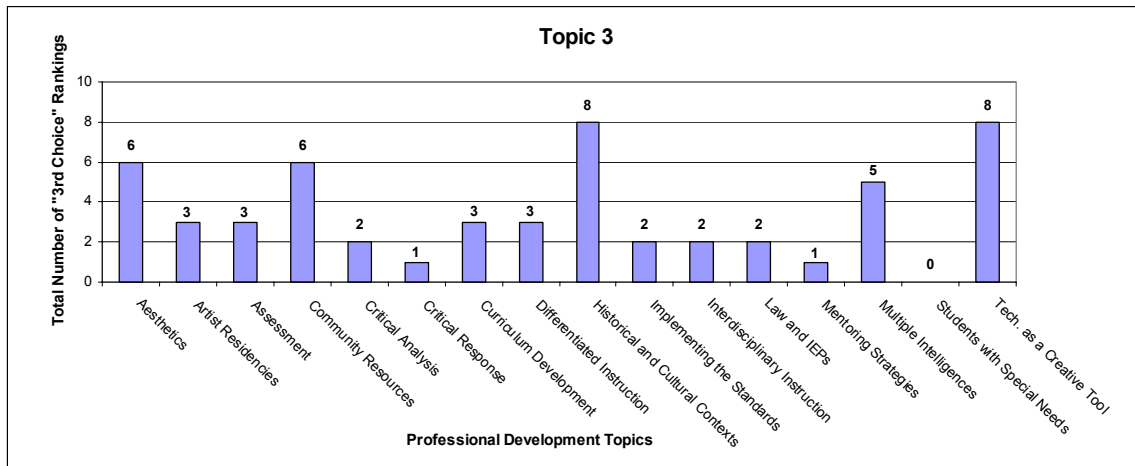


Figure 9. Total number of “Topic 3” rankings

Table 3 shows the breakdown of the number of “Topic 1”, “Topic 2” and “Topic 3” ratings given to each topic. Note that on a few occasions, respondents left options blank.

Table 3.

The breakdown of total “Topic 1”, “Topic 2”, and “Topic 3” rankings given to each topic

	Topic 1	Topic 2	Topic 3
Aesthetics	1	2	6
Artist Residencies	8	3	3
Assessment	4	4	3
Community Resources	3	7	6
Critical Analysis	1	2	2
Critical Response	0	1	1
Curriculum Development	8	10	3
Differentiated Instruction	1	1	3
Historical and Cultural Contexts	5	4	8
Implementing the Standards	4	5	2
Interdisciplinary Instruction	2	4	2
Law and IEPs	4	1	2
Mentoring Strategies	0	2	1
Multiple Intelligences	2	1	5
Students with Special Needs	4	1	0
Tech. as a Creative Tool	8	7	8

Note. On a few occasions respondents left options blank.

Overall, the results shown in Section 1 and Section 2 are similar. However, some inconsistencies were revealed by use of different methodologies in Section 1 and Section 2. In most cases, differences were revealed in rankings. For example,

Technology as a Creative Tool received the highest total point value in Section 1, while receiving the second highest total point value in Section 2; Curriculum Development received the fourth highest total point value in Section 1, while receiving the highest total point value in Section 2. It is important to note that Aesthetics received the third highest total point value in Section 1, while receiving the tenth highest total point value in Section 2.

Section Three

Rate your level of interest in the following opportunities. Please choose only one whole number.

	Very Interested	Interested	Not At All Interested	Not A Possibility
18. On-line Learning	3	2	1	0
19. Cross-District Collaboration	3	2	1	0
20. Discipline Specific Workshops	3	2	1	0

Please specify workshops that would be of interest to you: _____

Total Point Value: Adds up the rankings given for each choice. A respondent is able to rank each choice as 3, 2, 1 or 0. Therefore, the total possible point value is calculated by multiplying the number of respondents by the highest possible rank. Since there are 59 respondents, and the highest possible ranking is “3”, multiplying 59 by 3 gives a total possible point value of 177.

Figure 10 shows the combining scores given to each topic. Respondents were most interested in participation in Discipline Specific Workshops (96). The topic that least interested respondents was On-line Learning (78).

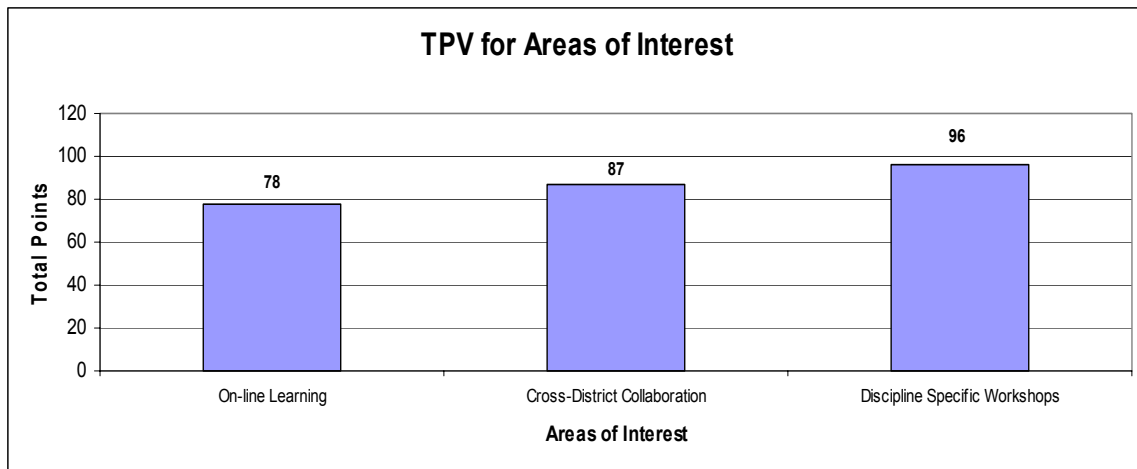


Figure 10. Total point value for areas of interest

The listing of areas of interest specified by the respondents is shown as follows:

MUSIC	ART	OTHER
Choral Methods	Animation	Assessment
Computer Music Labs	Ceramics	Cross-District Collaboration
Conducting	Clay	Implementing the Standards
Drumming	Drawing	Marching
Eurhythmics	Handbuilds for Children	Photoshop
Music	Painting	School Law
Music in Relations to Math & Reading	Printmaking	Technology
Percussion	Sculpture	Web Design
Repair Clinics	Watercolor	
Suzuki Orff	Art Curriculum & Technology	

Total Per Ranking: Counts how many 0s, 1s, 2s and 3s each choice received. A respondent is able to rank a choice as a 3, 2, 1, or 0. For this method, one counts the number of 3s each choice received. The highest number of 3s possible is equal to the number of respondents. In the case of this survey, there are 59 respondents; therefore, the highest number of 3s possible is 59.

Figure 11 shows the total number of “3” rankings given to each area of interest. The highest ranked area of interest was Discipline Specific Workshops (38). The topic given the fewest rankings of “3” was On-line Learning.

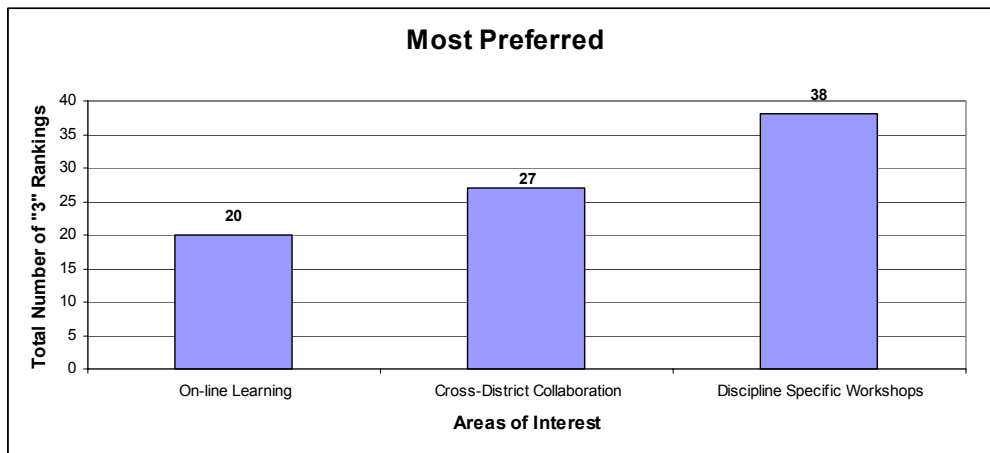


Figure 11. Total number of “3” rankings given to each areas of interest

Figure 12 shows the total number of “1” rankings given to each area of interest. The area that was of the least interest for respondents was On-line Learning (13). It is important to note that no respondents gave a “0” ranking to any topic.

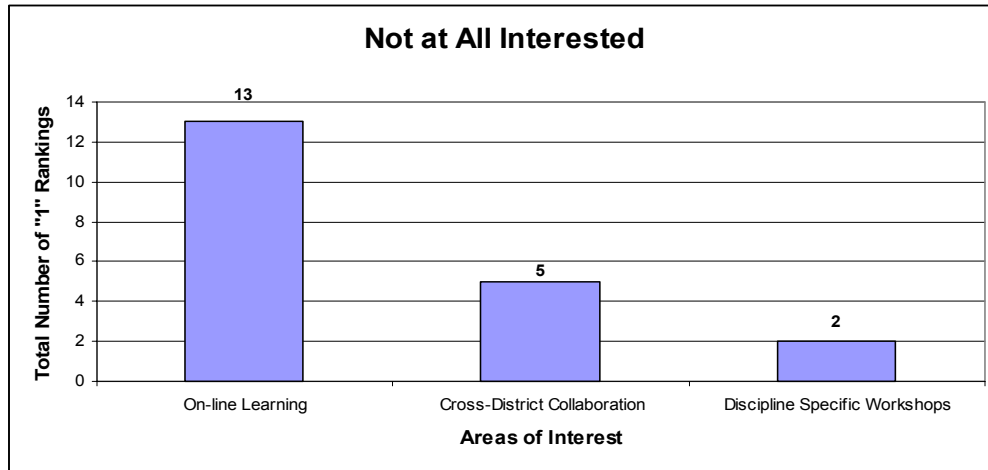


Figure 12. Total number of “1” rankings given to each areas of interest

Figure 13 represents all of the information retrieved from Section 3. It details the total number of 3, 2, and 1 rankings given for each area of interest.

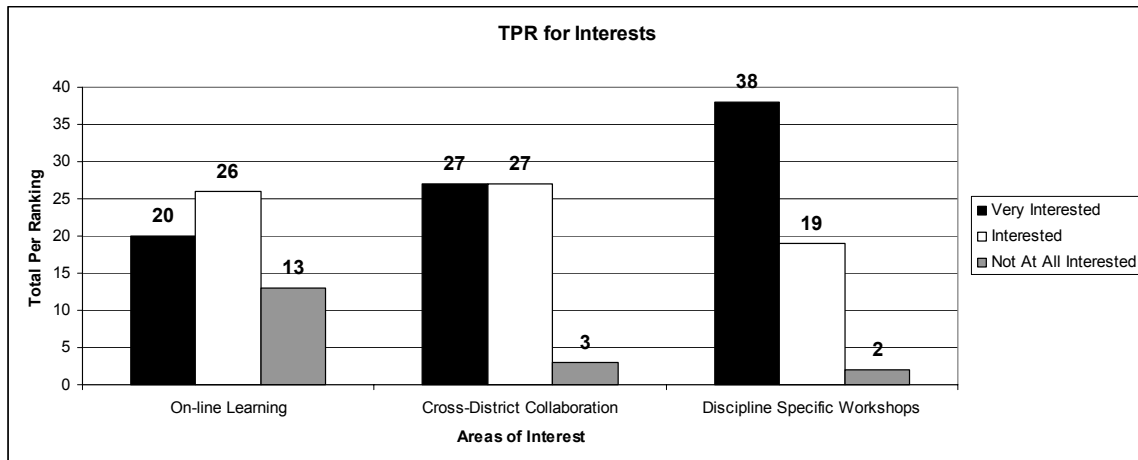


Figure 13. Total number of “3”, “2”, and “1” rankings given for each areas of interest.

Table 4 shows the breakdown of the number of 3s, 2s, 1s, and 0s given to each topic.

Table 4.

The breakdown of the number of “3s”, “2s”, “1s” and “0s” given to each areas of interest

	Very Interested	Interested	Not At All Interested	Not a Possibility
On-line Learning	20	26	13	0
Cross-District Collaboration	27	27	5	0
Discipline Specific Workshops	38	19	2	0

Section Four

Please check the appropriate response.

21. Are you interested in earning an advanced degree? **If yes, continue. If no, skip to #24**
Yes No
22. Which level degree are you interested in pursuing?
Master's Doctorate
23. Please specify what area of study you would pursue: _____
24. Who has the final responsibility for determining professional development in your school or district?
Superintendent Principal Academic Dean
Department Chair/Supervisor Asst. Superintendent or Curriculum Director Other
If "Other" Please provide title: _____
25. Please provide this person's name: _____
26. How many times per year does your school/district provide professional development opportunities specific to your discipline?
0 1-3 3-5 5+

This section consisted of two parts. The first part asked about the respondents' interest in earning an advanced degree. The second part asked the respondents to indicate who is responsible for planning professional development in their school or district. It also asked about the times per year their school or district provides professional development opportunities specific to respondents' disciplines.

Figure 14 shows that 23 (42%) respondents were interested in earning an advanced degree, while 32 (58%) respondents were not interested in earning an advanced degree. It is important to note that 53% of the respondents have already earned a degree beyond just their Bachelors degree. A breakdown of this information can be found in the appendix.

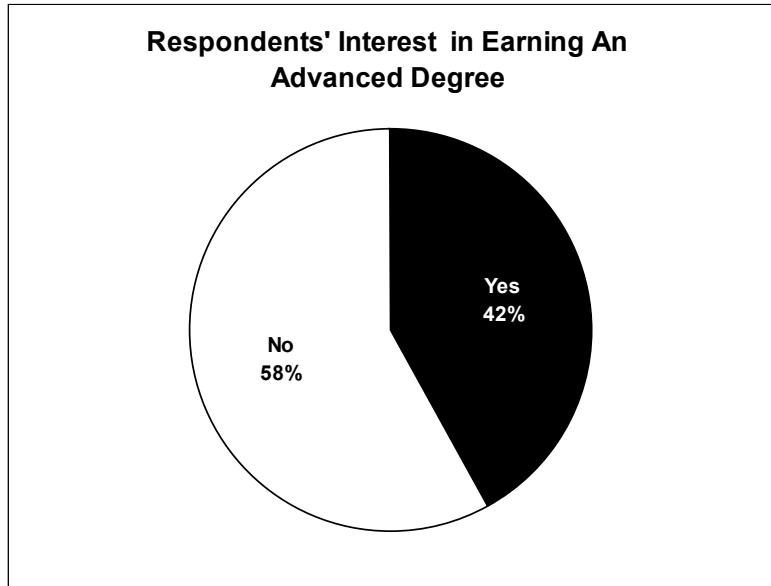


Figure 14. Respondents' interest in earning an advanced degree

Figure 15 shows the level of degrees respondents were interested in pursuing. Among the 23 respondents who were interested in earning an advanced degree, 61% would like to pursue a Master's degree, 29% would like to pursue a Ph.D, and 10% would like to pursue a Master's degree, then continue with a Ph.D.

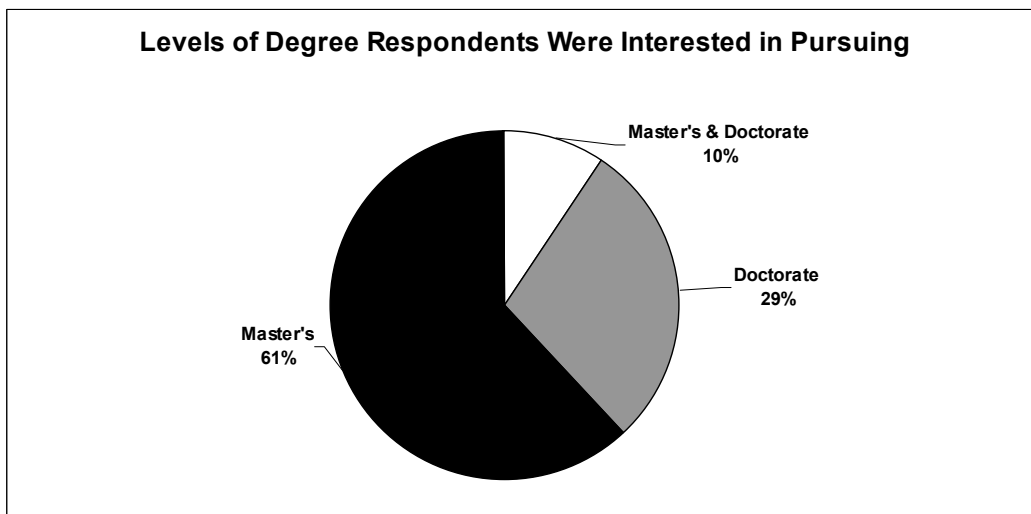


Figure 15. Levels of degree respondents were interested in pursuing

The following list shows the breakdown of the areas of study in which respondents were interested in seeking an advanced degree.

ART	MUSIC	OTHER
Art History Art Education Fine Arts Painting	Vocal Music-Choral Conducting Wind Conducting Music Ed Music Technology Music Technology/Music Administration Music Education	Administration Elementary Education Nutrition

Figure 16 indicates who is in charge of professional development in the different schools and districts. A full breakdown of this information can be found in the appendix.

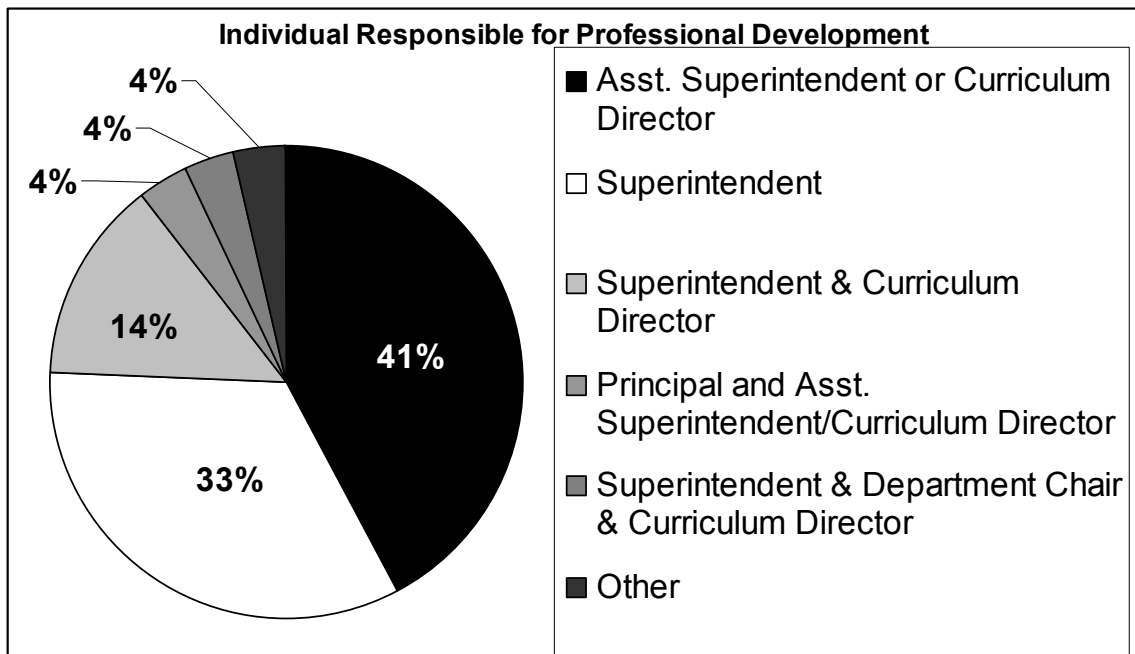


Figure 16. Individual responsible for professional development in Fayette, Greene and Washington Counties

Figure 17 shows the number of professional development opportunities offered per year. The majority of respondents (48%) said there were 1-3 professional development opportunities per year in their school districts. A tabled breakdown of professional development opportunities offered per year can be found in the appendix.

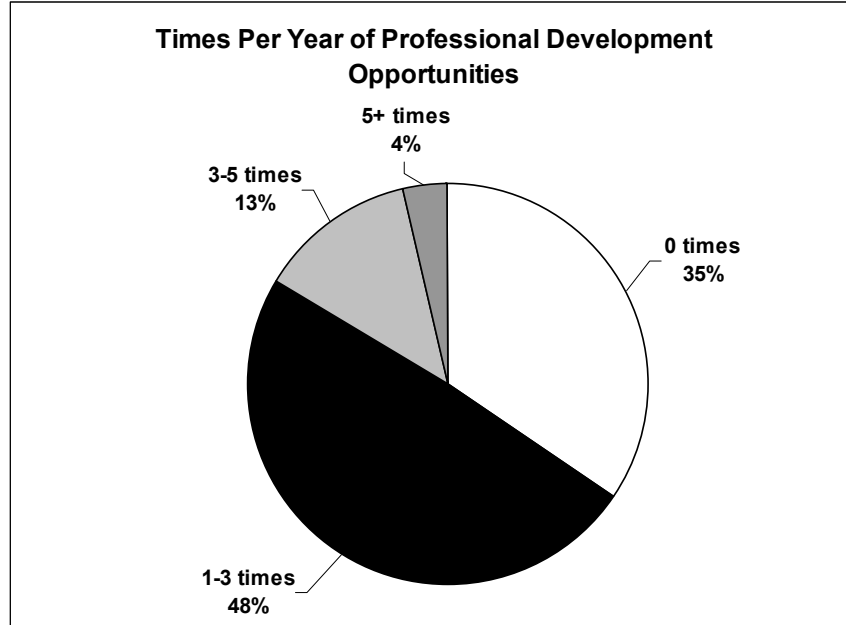


Figure 17. Times per year of professional development opportunities per year

Recommendations

The goal in administering this survey was to learn about the needs and interests of arts educators in the region in order to make informed decisions regarding the design and implementation of professional development programs. In addition, the AEC was interested in gathering information regarding current areas of certification and interest in continuing education.

The following recommendations are made as the result of the analysis of the data gathered by the survey. While it is recognized that the respondents do not represent the entire population of arts educators in Washington, Greene and Fayette Counties, we are using this data to make recommendations that are based on stated rather than perceived need.

Provide professional development opportunities that focus on deep content knowledge in the arts.

Respondents were overwhelmingly interested in professional development opportunities that involved discipline specific content. Art, music, dance and theater content can be greatly enhanced by accessing community arts and culture resources.

Invite other districts to participate in events designed specifically for arts educators.

Respondents repeatedly emphasized the value of cross-district professional development opportunities.

Consider the implications of the adoption of the Pennsylvania Academic Standards for the Arts and Humanities.

Respondents were particularly interested in curriculum development in the arts. Of particular interest were aesthetics and historical and cultural contexts.

Encourage exploration of community resources.

Respondents were interested in how to develop partnerships and collaborations with arts and cultural organizations in order to extend and enrich learning opportunities.

Infuse technology into arts curriculum.

Respondents were overwhelmingly interested in learning how to use technology as a creative tool.

Consider a range of delivery systems for professional development.

Respondents expressed interest in on-line learning and advanced degree programs.

Appendices

Section 1.

Table breakdown of Total Point Value for professional development topics

	TPV
Aesthetics	136
Artist Residencies	130
Assessment	120
Community Resources	142
Critical Analysis	116
Critical Response	115
Curriculum Development	135
Differentiated Instruction	117
Historical and Cultural Contexts	135
Implementing the Standards	130
Interdisciplinary Instruction	130
Law and IEPs	107
Mentoring Strategies	104
Multiple Intelligences	124
Students with Special Needs	113
Technology as a Creative Tool	143

Section 2.

Table breakdown of Total Point Value for top three professional development topics

	TPV
Aesthetics	9
Artist Residencies	14
Assessment	11
Community Resources	16
Critical Analysis	5
Critical Response	2
Curriculum Development	21
Differentiated Instruction	5
Historical and Cultural Contexts	17
Implementing the Standards	11
Interdisciplinary Instruction	8
Law and IEPs	7
Mentoring Strategies	3
Multiple Intelligences	8
Students with Special Needs	5
Technology as a Creative Tool	23

Section 4.

Table breakdown of professional development opportunities per year

Professional Development Opportunities Per Year	
0 times	19
1-3 times	27
3-5 times	7
5+ times	2

Table breakdown of individuals responsible for professional development in school or district.

Individuals Responsible for Professional Development	
Superintendent	19
Principal	0
Academic Dean	0
Department Chair/Supervisor	0
Asst. Superintendent or Curriculum Director	24
Superintendent & Curriculum Director	8
Principal and Asst. Superintendent/Curriculum Director	2
Superintendent & Department Chair & Curriculum Director	2
Other	2
Total Blank	2
Total Respondents	59

Respondent Demographics

Seventeen different school districts were represented in the 59 surveys returned to the AEC. The following table is a breakdown of the district and the number of surveys returned from that district.

County	District	Number of Respondents
Fayette County	Albert Gallatin	2
	Connellsville Area	6
	Laurel Highlands	2
Greene County	Carmichaels Area	1
	Central Greene	8
	Jefferson-Morgan	3
Washington County	Avella	1
	Bentworth	11
	Burgettstown Area	1
	California Area	2
	Canon-McMillan	5
	Charleroi Area	2
	Chartiers-Houston	1
	Fort-Cherry	2
	Ringgold	3
	Trinity Area	7
Washington	2	

Number of Districts Represented by Survey Data	Category	Number Distributed	Number of Respondents
3	Fayette County	49	10
3	Greene County	36	12
11	Washington County	120	37

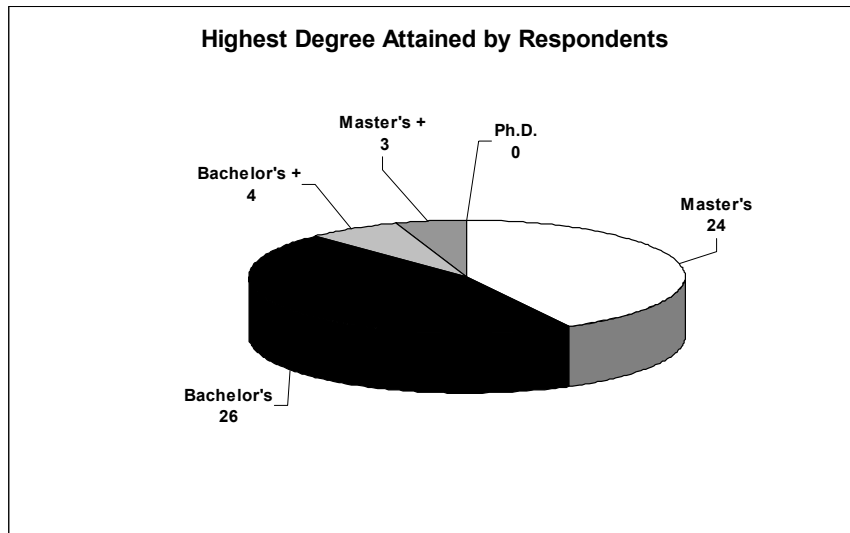
Respondent Disciplines:

Visual Arts Related	Visual Arts	24
Music Related	Band/Marching Band	1
	Music/Instrumental Music	15
	Vocal/Choral	3
Theater Related	Theater/Drama/TV Production/Video	4
Dance Related	Physical Education	5

Respondent Current Areas of Certification:

Visual Arts Related	Arts Education	18
	Visual Arts	6
Music Related	Music Education	11
	Music	8
	Vocal/Choral Music Education	1
Theater Related	Communications	4
Dance Related	Physical Education	7

Highest Degree Attained by Respondents



Respondents were asked to indicate their highest degree attained. It is noted that 100% of respondents have obtained their Bachelor's degree and 46% have obtained a Master's degree. No respondents have obtained a Ph.D. See Figure 18.



**Professional Development Survey
We need your input!**

In an effort to provide high quality professional development opportunities that meets the needs of arts educators, we need your help. Please complete this brief survey and return it by March 24, 2006 via fax or mail to the following addresses:

Fax: 412.201.7401
 Mail: Arts Education Collaborative
 Regional Enterprise Tower
 425 Sixth Avenue, Suite 2650
 Pittsburgh, PA 15219-1819

Rate your level of interest in each of the following topics. Please choose only one whole number.

	Very Interested	Interested	Not At All Interested
1. Aesthetics	3	2	1
2. Artist Residencies	3	2	1
3. Assessment	3	2	1
4. Community Resources	3	2	1
5. Critical Analysis	3	2	1
6. Critical Response	3	2	1
7. Curriculum Development	3	2	1
8. Differentiated Instruction	3	2	1
9. Historical and Cultural Contexts	3	2	1
10. Implementing the Standards	3	2	1
11. Interdisciplinary Instruction and Assessment	3	2	1
12. Law and IEPs	3	2	1
13. Mentoring Strategies	3	2	1
14. Multiple Intelligences	3	2	1
15. Students with Special Needs	3	2	1
16. Technology as a Creative Tool	3	2	1

Please rank, in order, the three topics listed above that you would most like to learn more about

17. Topic 1 _____
 Topic 2 _____
 Topic 3 _____

(Continued on Back)

Rate your level of interest in the following opportunities. Please choose only one whole number.

	Very Interested	Interested	Not At All Interested	Not A Possibility
18. On-line Learning	3	2	1	0
19. Cross-District Collaboration	3	2	1	0
20. Discipline Specific Workshops	3	2	1	0

Please specify workshops that would be of interest to you: _____

Please check the appropriate response.

21. Are you interested in earning an advanced degree? Yes No **If yes, continue. If no, skip to #24**

22. Which level degree are you interested in pursuing? Master's Doctorate

23. Please specify what area of study you would pursue: _____

24. Who has the final responsibility for determining professional development in your school or district?

Superintendent Principal Academic Dean

Department Chair/Supervisor Asst. Superintendent or Curriculum Director Other

If "Other" Please provide title: _____

25. Please provide this person's name: _____

26. How many times per year does your school/district provide professional development opportunities specific to your discipline?

0 1-3 3-5 5+

Please provide the names of artists or organizations in the region that you have partnered with in the past and their contact information.

Artist or Organization	Contact Person	Phone Number	Email
------------------------	----------------	--------------	-------

Please print all information.

Name: _____ Email: _____ Phone: _____

School: _____ School District: _____

Discipline(s): _____ Highest Degree Earned: _____

Current Area(s) of Certification: _____

(Please complete both sides)

March 6, 2006

Dear Arts Educator:

As we have conducted our work over the last year in Washington, Greene and Fayette Counties, we have invited arts educators who have attended the Arts Education Collaborative professional development events to provide input. Evaluations distributed at each event provide some information regarding areas of need and our soon to be released regional survey provides even more information.

We would now like to replicate a process for gathering input regarding professional development needs among arts educators that we initiated in Allegheny County. Our bi-annual survey, which is distributed to arts educators, has helped to identify areas of perceived need for ongoing professional development. The results are used at the AEC to make decisions regarding content that we can provide by accessing an array of expertise that exists in the country as well as the region. The resulting report is also sent back to each district to assist with planning at the local level.

We are now asking for your help. Please participate in this data collection initiative. We now have a database for the over 200 arts educators in Intermediate Unit #1. Please complete the enclosed survey and return to the AEC in the self addressed, stamped envelope by **March 24**. Our goal is to collate the data in a report that will help us plan facilitate professional development opportunities for the 2006-2007 school year.

Thank you, in advance, for your support as we work to *foster student creativity and achievement in, with and through the arts.*

Sincerely,

A handwritten signature in blue ink that reads "Sarah Tambucci". The signature is written in a cursive, flowing style.

Sarah Tambucci, Ph. D.
Director

Encs.

March 6, 2006

Dear Coordinator for Professional Development:

As we have conducted our work over the last year in Washington, Greene and Fayette Counties, we have invited arts educators who have attended the Arts Education Collaborative professional development events to provide input. Evaluations distributed at each event provide some information regarding areas of need and our soon to be released regional survey provides even more information.

We would now like to replicate a process for gathering input regarding professional development needs among arts educators that we initiated in Allegheny County. Our bi-annual survey, which is distributed to arts educators, has helped to identify areas of perceived need for ongoing professional development. The results are used at the AEC to make decisions regarding content that we can provide by accessing an array of expertise that exists in the country as well as the region. The resulting report is also sent back to each district to assist with planning at the local level.

We are now asking for your help. Please encourage your arts teachers to participate in this data collection initiative. We now have a database for the over 200 arts educators in Intermediate Unit #1. Each of them has been sent a two page survey to complete and return to the AEC in a self addressed, stamped envelope by **March 24**. I have enclosed a copy of the survey for your information. Our goal is to collate the data in a report that you will receive to facilitate professional development planning for the 2006-2007 school year.

Thank you, in advance, for your support as we work to *foster student creativity and achievement in, with and through the arts.*

Sincerely,



Sarah Tambucci, Ph. D.
Director

Enc.