



ARTS EDUCATION
COLLABORATIVE

Professional Development Survey Report 2004

Compiled by the Arts Education Collaborative



Fostering student creativity and achievement in, with and through the arts

Sarah Tambucci, Ph.D.
Executive Director
tambuccis@artsedcollaborative.org

Regional Enterprise Tower
425 Sixth Ave., Suite 2650
Pittsburgh, PA 15219-1819
phone: 412-201-7405
fax: 412-201-7401
info@artsedcollaborative.org
www.artsedcollaborative.org

This report compiled by Lori Manzelli
Carnegie Mellon University
Master of Arts Management Program

Acknowledgements

The Arts Education Collaborative is grateful to the arts educators throughout Allegheny County who responded to the AEC Professional Development Task Force Survey and the AEC's art education liaisons who helped to distribute it. This report will help to inform decision-making regarding the content of professional development options and opportunities offered by the AEC.

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.

Professional Development Committee

Janis Allen
Deborah Day
Briana Din
Dr. Patricia DiRienzo
Lisa Hoitsma
Elainka Jay
Lourdes Karas
Diane Lally
Linda Peterson
Marilyn Russell
Dr. Bille Rondinelli, Chair

Hampton School District
Moon Area School District
Aid to Senator John Pippy
Allegheny Intermediate Unit
Gateway to the Arts
Moon Area School District
Pittsburgh Center for the Arts
South Fayette School District
Moon Area School District
Carnegie Museum of Art
Moon Area School District

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Executive Summary

The Professional Development Task Force designed and distributed a survey to arts educators and leaders in the field of arts education within Pittsburgh and Allegheny County. The purpose of the survey was to assess the needs and interests of arts educators as the Arts Education Collaborative plans future professional development opportunities.

One hundred and fifty-three educators, representing 28 school districts and three private schools in the City of Pittsburgh and Allegheny County, completed and returned the survey to the Arts Education Collaborative. A breakdown of school and district representation can be found in the appendix. The survey gathered information about professional development at the district level. Also collected in the survey was information regarding the respondent's current areas of certification. That information is found on page 24, with a more detailed outline in the appendix on page 36. In addition, respondents were asked to indicate their degree status. This information is made available on page 25.

In Question 1, a list of possible areas of interest was given and the respondents were to rank those topics in order of their level of interest in each. The results from Question 1 are found on page 16.

In Question 2, a list of professional development topics were given and the respondents were asked to rank these topics according to their interests. The results from Question 2 are found on page 19.

In Question 3 respondents were asked to complete two parts. The first part asked the respondents to indicate who is responsible for planning professional development opportunities in their school or district. The second part of Question 3 asked the respondents to indicate the frequency of professional development opportunities specifically designed to meet the needs of arts educators at the district level. The results of Question 3 are found on page 23.

Question 4 gave respondents the opportunity to provide comments or suggestions. These comments and suggestions were split into six categories and are found on pages 26.

The following is a summary of results.

Question 1	TPV¹ Highest Ranking: Use of Technology as a Creative Tool. TPR² Highest Ranking: Assessment and Curriculum Development (tie)
Question 2	TPV Highest Ranking: Discipline Specific Workshops TPR Highest Ranking: Discipline Specific Workshops
Question 3a	61% Superintendent's Office
Question 3b	62% Sometimes

¹ TPV = Total Point Value. An explanation of this process can be found on p. 13

² TPR = Total Point Ranking. An explanation of this process can be found on p. 13

Statement of Professional Development Need

Educators in the United States are entering a new era. With the passage of national legislation that significantly effects school culture, educators must now work harder than ever to provide the best possible education for their students.

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 discipline is prescribed. Likewise, the rigor required of all arts educators is equally demanding. Expectations for student achievement are directly linked to skillful instruction and the teacher's content knowledge.

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 providing professional development opportunities must be in tune with educators in order to provide them with the 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.

**Arts Education Collaborative
Professional Development Task Force Survey:
Introduction and Descriptions**

Introduction

The Professional Development Task Force designed and distributed a survey to arts educators and leaders in the field of arts education within Pittsburgh and Allegheny County. The purpose of the survey was to assess the needs and interests of arts educators as the Arts Education Collaborative plans future professional development opportunities.

Description

Survey Respondents: The survey was distributed through the AEC's arts education liaisons to arts educators from Allegheny County, Pittsburgh Public Schools, and private schools. One hundred and fifty-three educators completed and returned the survey. This population represents 27 school districts in Allegheny County, and the City of Pittsburgh, and three private schools. The 27 responses from Allegheny County represent 72% of all districts in that county.

Number of Districts/Private Schools Represented by Survey Data	Category	Number of Surveys
27	Allegheny County (42 districts total)	138
1	City of Pittsburgh	8
3	Private Schools	7

Survey Description: The survey consisted of four questions. Questions 1, 2, and 3 were multiple choice questions. Question 4 was an open ended question allowing respondents to make comments or suggestions. For Questions 1 and 2 the respondents were instructed to rank the choices for each question with a 0, 1, 2, or 3 to indicate their level of interest. Question 2 also contains two "please specify" sections. The results of those sections are presented at the end of Question 2 results. Question 3 was a multiple choice question that instructed the respondent to choose one of three answers. Question three also contained a "please specify" section. The results of that section are included in the Question 3 results. Question 4 was an open ended question that allowed respondents to include comments or suggestions. These comments have been recorded in the Question 4 results.

Tallying Process

Ranking and Tallying: Each choice for Questions 1 and 2 could be ranked with a 0, 1, 2, or 3. 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 the current needs/interests for all of the respondents. This method reflects all of the rankings, not just the 3s. It takes into account the instance where a choice may receive more 3s than any other choice; however, it may also receive a large amount of 0s. For example, out of 20 responses 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 a 3, 2, 1, or 0. This enables the reader to quickly understand how many respondents felt that a choice was most preferred, something they would consider, something they would give minimal consideration to, or something that was not an option.

Interpretation

There are multiple ways to interpret the data given in this report; therefore, how it is interpreted depends on the type of answer the reader is looking for. 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, they would benefit from looking at the *total point value*. If the reader wishes to know which choice was most preferred, not an option, etc they would benefit most by looking at the *total per ranking*.

Both methods of interpretation are presented in this report and provide slightly different perspectives on the results. The overall results are generally similar using both methods of interpretation. In the rare instances that the results do differ, it can be attributed to a choice having a significant amount of 3s and 0s while another choice has a small amount of 3s but a very significant amount of 2s. The choice the reader deems to be most preferred is dependent on what information they wish to gain.

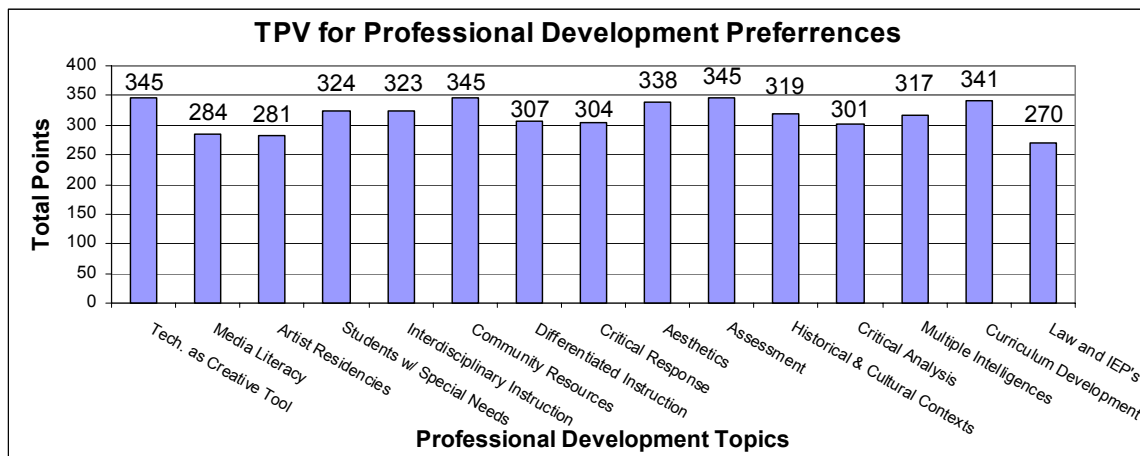
**Arts Education Collaborative
Professional Development Task Force Survey:
Results**

Question One

Please circle one number for each choice

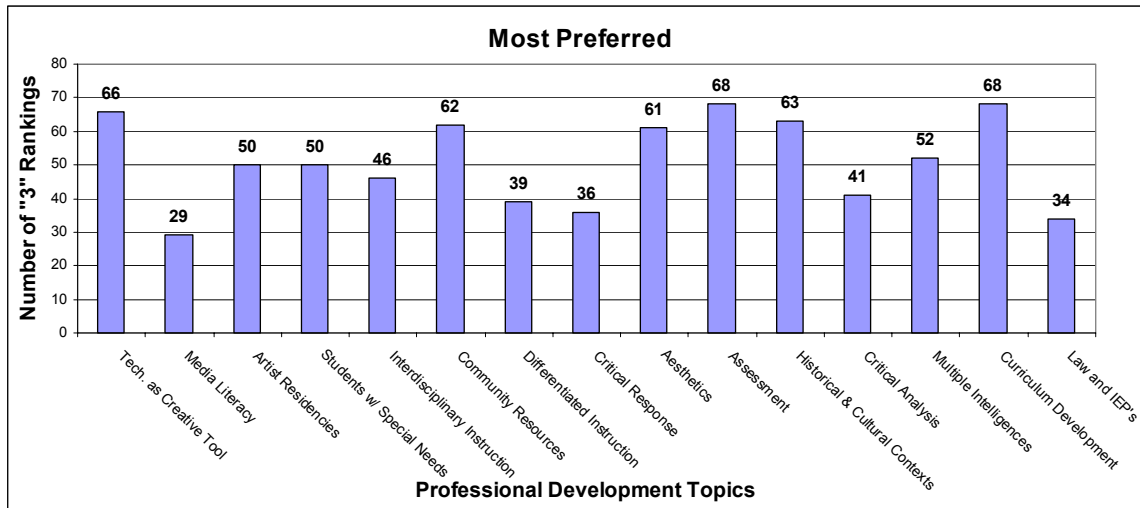
	Most Preferred	Would Consider	Minimal Consideration	Not an Option
1. Please rank your interest in <u>each</u> of the following topics.				
a. Use of technology as a creative tool	3	2	1	0
b. Media Literacy	3	2	1	0
c. Artist Residencies	3	2	1	0
d. Working with Students with Special Needs	3	2	1	0
e. Interdisciplinary Instruction	3	2	1	0
f. Community Resources	3	2	1	0
g. Differentiated Instruction	3	2	1	0
h. Critical Response	3	2	1	0
i. Aesthetics	3	2	1	0
j. Assessment	3	2	1	0
k. Historical and Cultural Contexts	3	2	1	0
l. Critical Analysis	3	2	1	0
m. Multiple Intelligences	3	2	1	0
n. Curriculum Development	3	2	1	0
o. Legal Responsibilities Related to IEP's (Individualized Educational Programs)	3	2	1	0

Total Point Value: Adding up the ranking given for each choice. A respondent is able to rank each choice as a 3, 2, 1, or 0. Therefore, the total possible point value is calculated by multiplying the number of respondents by the highest possible rank. Thus, there are 153 respondents and the highest possible ranking is 3. Multiply 153 by 3 and the total possible point value is equal to 459. These totals are the same when using this method of tallying Question 2.

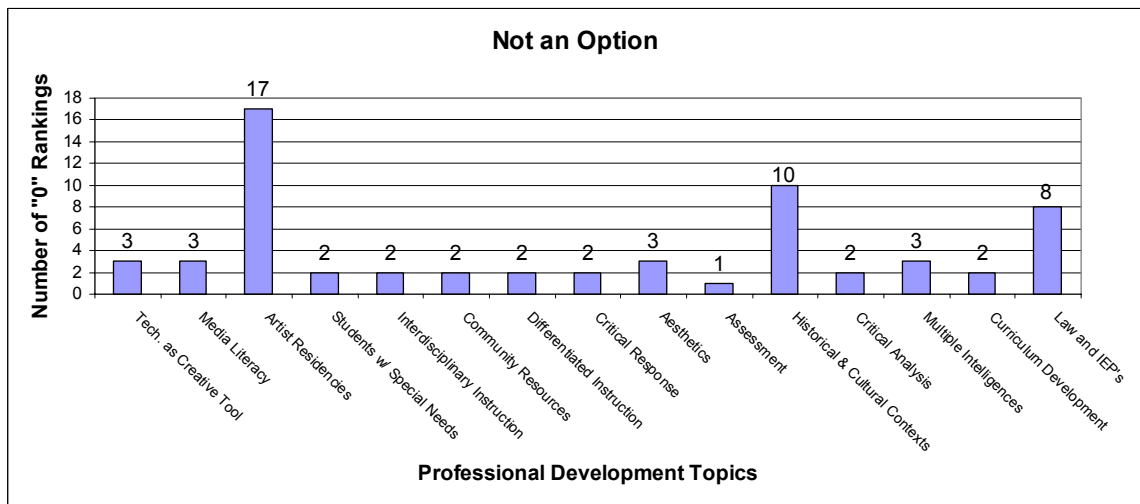


From this graph, it can be seen that several topics for professional development are important to the respondents. The most preferred topics, according to this chart, are Technology as a Creative Tool, Community Resources, and Assessment (all with 75.2%). Curriculum Development (74.3%) and Aesthetics (73.6%) follow closely behind. Legal Responsibilities of IEP's (58.8%), Artist Residences (61.2%), and Media Literacy (61.9%) received the least amount of interest. A tabled breakdown of this information is available in the appendix.

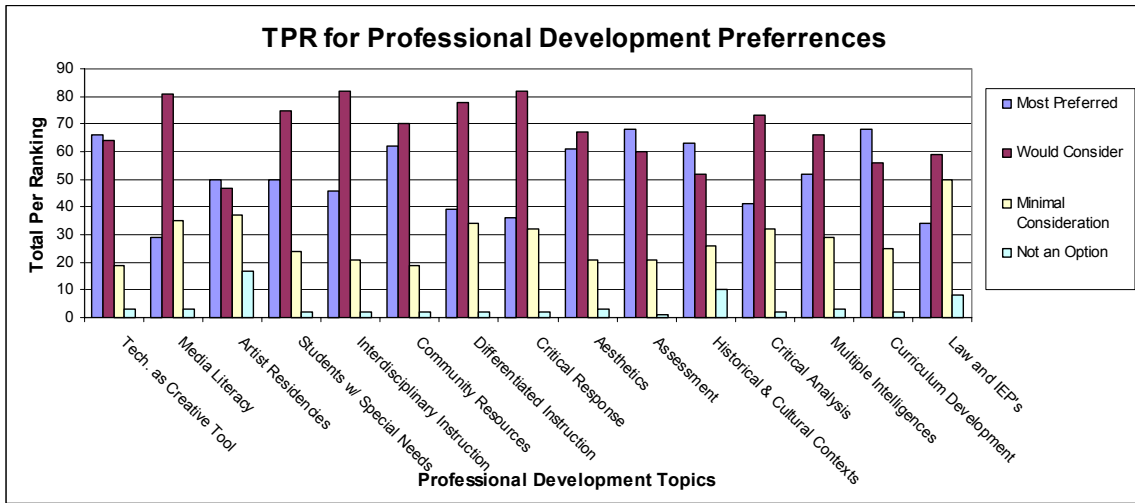
Totals Per Ranking: counting how many 0s, 1s, 2s, and 3s each choice received. A respondent is able to rank a choice as a 3, 2, 1, or 0. For this method one counts the number of 3s each choice received. The highest number of 3s possible is equal to the number of respondents. In the case of this survey there were 153 respondents, therefore, the highest number of 3s possible is 153. These totals are the same when tallying for question 2. It is important to note that the values above each bar represent the total number of "3" rankings each choice received.



According to the data represented in this graph, the topics that received the highest number of 3s were Assessment and Curriculum Development (68) followed closely by Technology as a Creative Tool (66). This means that these topics were the most preferred by the respondents. The topics that received the least number of "3" rankings were Legal Responsibilities Related to IEP's (34) and Media Literacy (29).



The data represented in this graph shows the number of respondents that gave “0” rankings to the professional development topics. The topics least desired by the respondents were Artist Residencies (17), Historical and Cultural Contexts (10) and Legal Responsibilities of IEP’s (8).



This graph represents all of the information retrieved from Question 1. It details the total number of 3, 2, 1, and 0 rankings given for each topic.

	Most Preferred (3)	Would Consider (2)	Minimal Consideration (1)	Not an Option (0)
Technology as a Creative Tool	66	64	19	3
Media Literacy	29	81	35	3
Artist Residencies	50	47	37	17
Students w/ Special Needs	50	75	24	2
Interdisciplinary Instruction	46	82	21	2
Community Resources	62	70	19	2
Differentiated Instruction	39	78	34	2
Critical Response	36	82	32	2
Aesthetics	61	67	21	3
Assessment	68	60	21	1
Historical and Cultural Contexts	63	52	26	10
Critical Analysis	41	73	32	2
Multiple Intelligences	52	66	29	3
Curriculum Development	68	56	25	2
Legal Responsibilities Related to IEP's	34	59	50	8

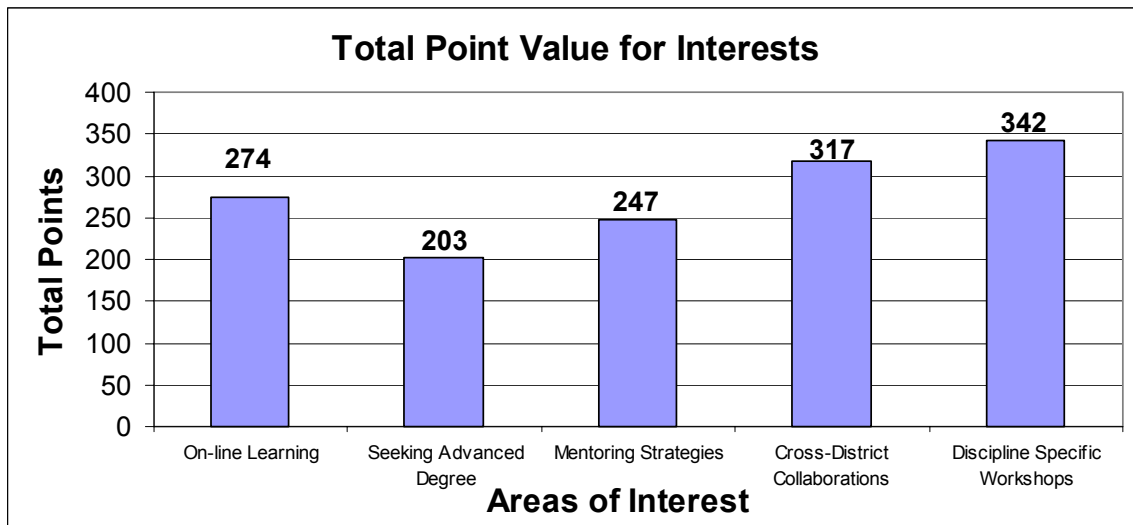
This table breaks down the number of 3s, 2s, 1s, and 0s, given to each topic. Please note that on a few occasions respondents left options blank.

Question Two

Please circle one number for each choice.

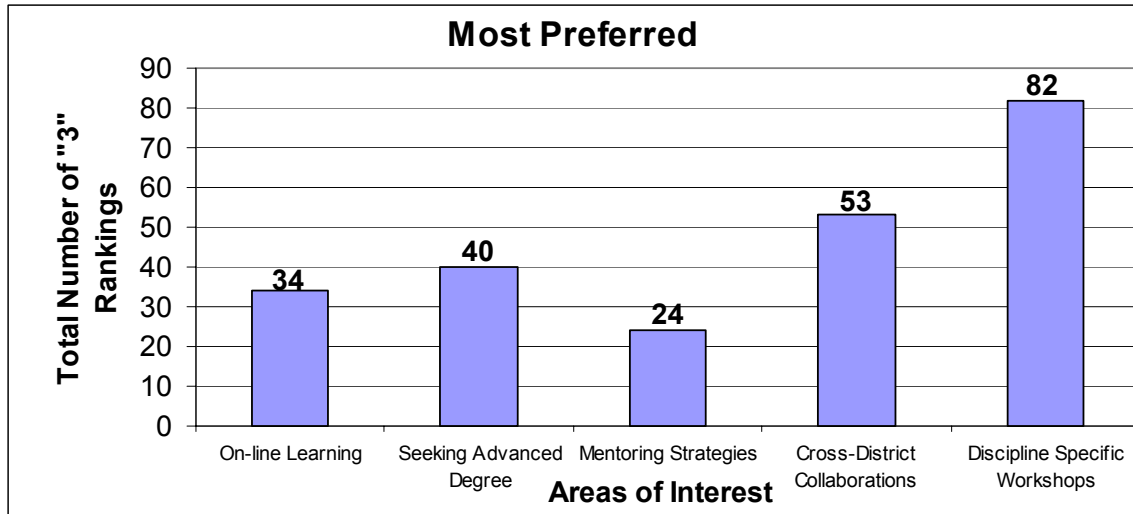
	Most Preferred	Would Consider	Minimal Consideration	Not an Option
2. Please rank each option according to your interest.				
a. I am interested in on-line learning	3	2	1	0
b. I am interested in seeking an advanced degree Please specify area _____	3	2	1	0
c. I am interested in mentoring strategies	3	2	1	0
d. I am interested in collaborating across districts	3	2	1	0
e. I am interested in discipline specific workshops Please specify discipline _____	3	2	1	0

Total Point Value: Adding up the ranking given for each choice. A respondent is able to rank each choice as a 3, 2, 1, or 0. Therefore, the total possible point value is calculated by multiplying the number of respondents by the highest possible rank. Thus, there are 153 respondents and the highest possible ranking is 3. Multiply 153 by 3 and the total possible point value is equal to 459.

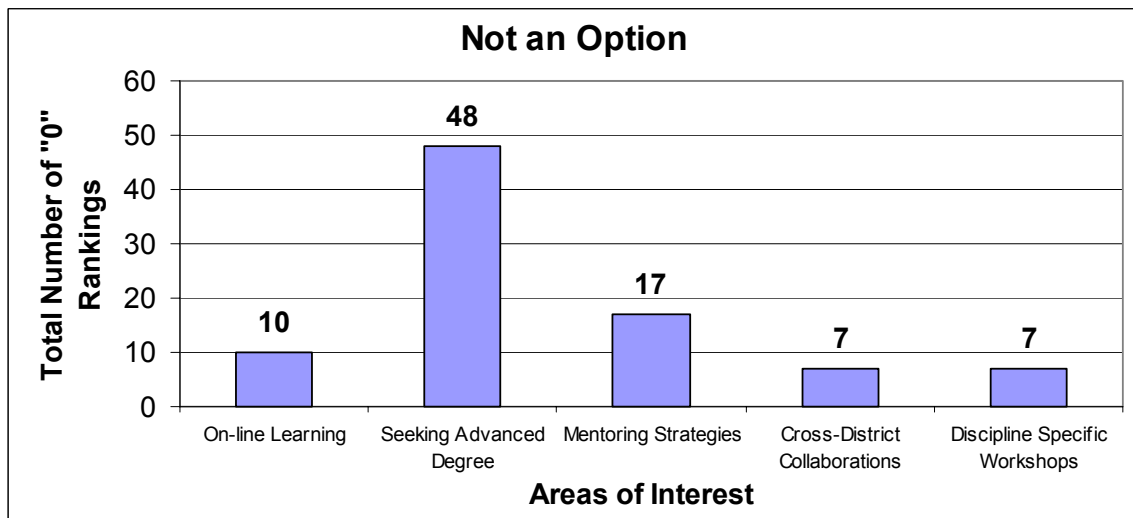


From this graph, it can be determined that by combining the scores given to each topic, the respondents are most interested in participating in discipline specific workshops (342). The listing of disciplines specified by the respondents can be found on page 21. The topic that least interested respondents was obtaining an advanced degree (203).

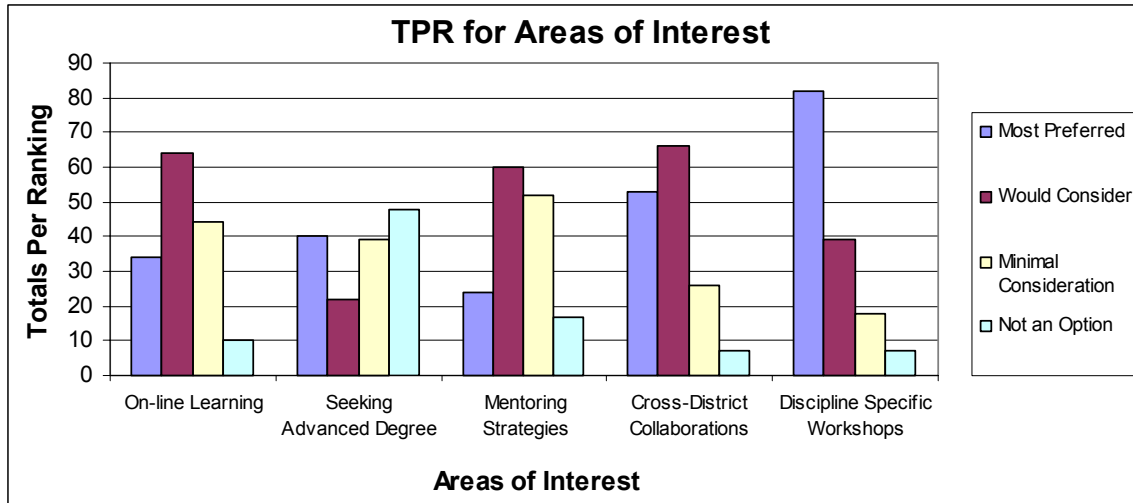
Totals Per Ranking: Counting how many 0s, 1s, 2s, and 3s each choice received. A respondent is able to rank a choice as a 3, 2, 1, or 0. For this method, one counts the number of 3s each choice received. The highest number of 3s possible is equal to the number of respondents. In the case of this survey there were 153 respondents, therefore, the highest number of 3s possible is 153. It is important to note that the values above each bar represent the total number of “3” rankings each choice received.



The data represented in this graph shows the total number of “3” rankings given to each area of interest. It is clear that the area of interest that is considered to be of the most interest is discipline specific workshops (82). The topic given the fewest rankings of “3” is mentoring strategies (24).



The data represented in this graph shows the total number of “0” rankings given to each area of interest. It is clear that the area that is of the least interest is seeking an advanced degree (48).



This graph represents all of the information retrieved from Question 2. It details the total number of 3, 2, 1, and 0 rankings given for each topic.

	Most Preferred	Would Consider	Minimal Consideration	Not an Option
On-line Learning	34	64	44	10
Seeking an Advanced Degree	40	22	39	48
Mentoring Strategies	24	60	52	17
Cross-District Collaboration	53	66	26	7
Discipline Specific Workshops	82	39	18	7

This table breaks down the number of 3s, 2s, 1s, and 0s, given to each topic. Please note that on a few occasions respondents left options blank.

Question 2b requested that respondents specify the area of study in which they were interested in seeking an advanced degree. The following list shows the breakdown of those responses.

MUSIC	OTHER	ART	PHYS. ED.	ENGLISH	TECHNOLOGY
Music	Education	Art History	Health & P.E.	Communication	Technology
Music Administration	Administration	Visual Art	Dance	Theater	Multi-media
Music Education	Curriculum & Instruction	Fine Art	Sports	Media	
Ethnomusicology	ESL	Art Education	Coaching		
Vocal Science	Special Needs	Art Therapy	Exercise Physiology		
Vocal Pedagogue	Guidance	Digital Art			
Vocal Performance	Therapy	Sculpture			
Choral Conducting	Math	Photography			
Jazz Studies	Law				

Question 2e requested that respondents specify the discipline in which they were interested in taking workshops. The following list is a breakdown of those responses.

ART

2D & 3D
Art
Art History
Ceramics
Computer
Graphics
Film
Hands-on Art
Jewelry Making
Metallurgy
Photography
Photoshop
Portfolio Building
Visual Art

MUSIC

African Drumming
Choral Methods
Composition
Computerized Music Composition
Folk Music
Instrumental Music
Music
Music Curricula
Music Education

PHYSICAL EDUCATION

Dance
Fitness Dance
Health & P.E.

OTHER

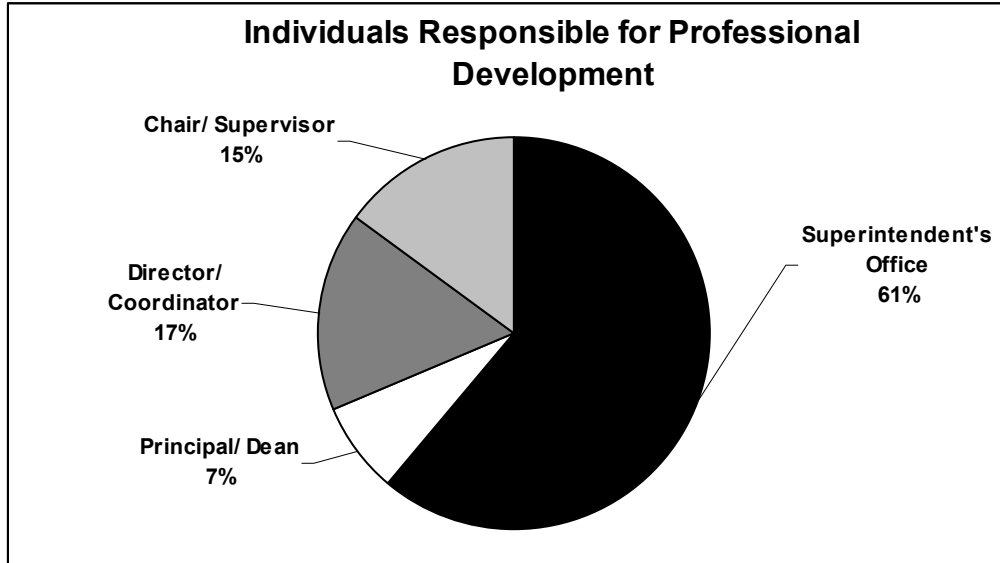
Discipline with Dignity
Math
Positive Discipline
Science
Student-Centered Learning
Teaching Autistic Students
Theater

Question Three

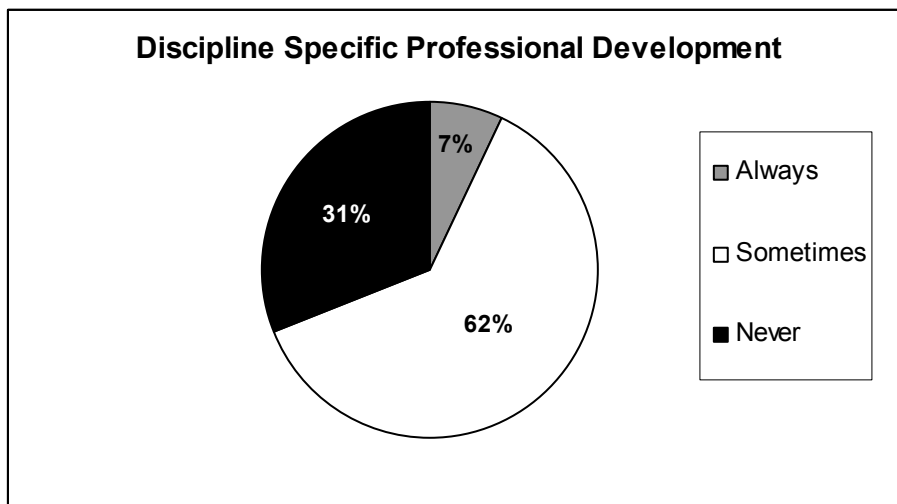
3. Please complete:

a. The individual responsible for planning professional development in my school or district is _____ Title _____

b. Does your school/district plan professional development opportunities specific to your discipline?
 ALWAYS _____ SOMETIMES _____ NEVER _____

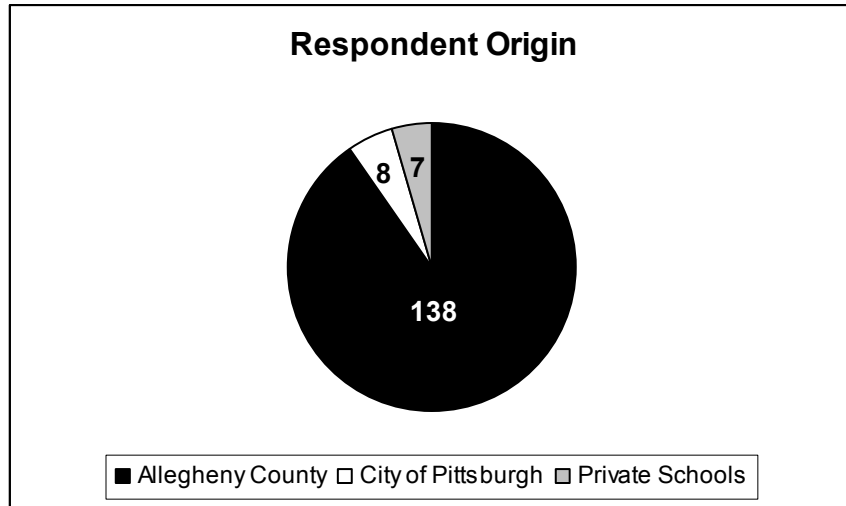


The information on this graph indicates who is in charge of professional development in the different schools and districts in Allegheny County. Please note that 32 of the 153 respondents did not answer this question. A full breakdown of this information can be found in the appendix.

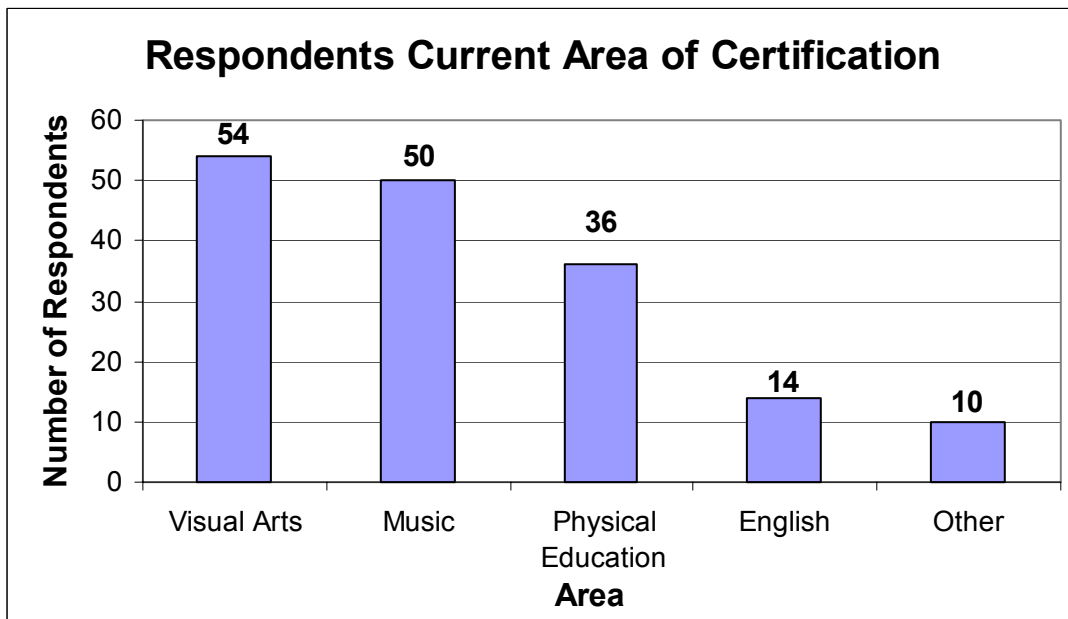


It can be established by this graph that the majority of respondents (62%) feel that professional development offerings to specific disciplines are sometimes planned for them.

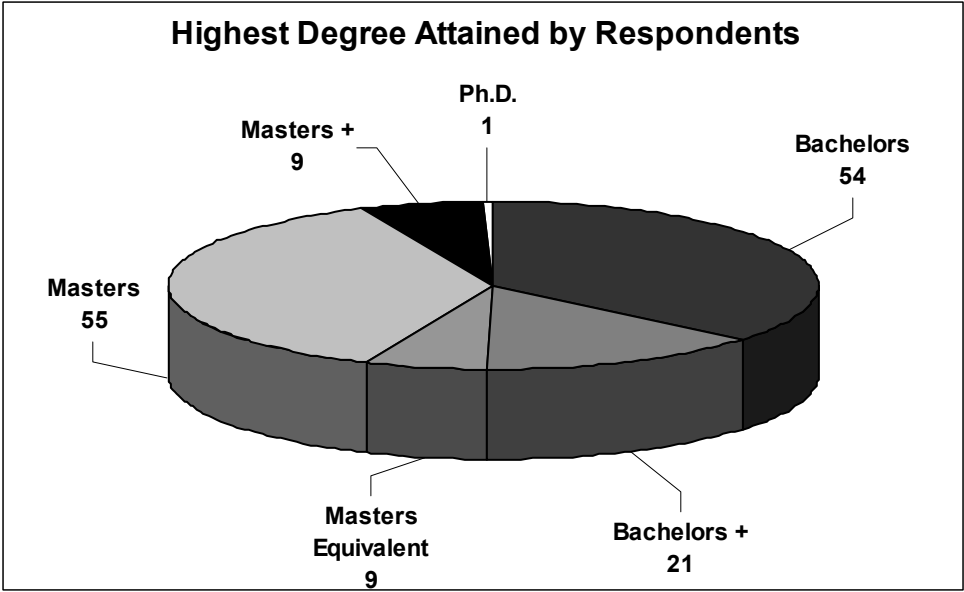
Respondent Demographics



One hundred and fifty-three surveys were returned to the Arts Education Collaborative from three categories. The majority (90%) of the responses were from Allegheny County. Respondents from Allegheny County represented 27 school districts, 72% of all school districts in the county. A tabled breakdown of districts that responded can be found in the appendix.



Respondents were asked to provide their current areas of certification. It is important to note that 14 respondents are certified in more than one area. Also, the areas named in this graph are broad categories. A more detailed breakdown of the respondents areas of certification can be found in the appendix.



Respondents were asked to indicate their highest degree attained. 100% of the respondents have obtained their Bachelors degree, and half have obtained a Masters Equivalent. 7% of the respondents have obtained over a Masters degree, with 1 having obtained a Ph.D.

Question 4

4. Comments/Suggestions

Respondents gave comments and suggestions that fell within the boundaries of six major categories.

1. References to discipline specific workshops
2. Meeting standards
3. In-service workshops
4. District wide/cross-district collaboration
5. References to professional development coordinators
6. Suggestions/comments for professional development

The following is a list, split into the aforementioned categories, that contain the comments/suggestions made by the respondents. Please note that some comments were made more than once. Those comments are identified with asterisks.

References to discipline specific workshops

- Rarely offered*
- Professional development in discipline is outside of district.*
- If the P.E. department does it, maybe, but we had no supervisor so nothing was planned for us this year. We had to do it ourselves.
- Only what our department plans.
- When feasible
- If, on these days, we find a professional development opportunity we should be permitted to attend.
- At our request
- Not that I am aware of
- It is the (department chairs) teacher's responsibility to plan, but the Academy will support (time & money) for any/all classes, workshops, etc.

References to meeting standards

- Suggest that appropriate grade level include new standards they touch. A website where art lesson plans for specific artists or elements/principals of designs or crafts can be posted by all PA art teachers. What a wealth of innovative ideas that would be.
- Some areas teachers have trouble with meeting are standards in historical and cultural contexts, critical response, critical analysis.
- Backmapping to meet standards

References to in-service workshops

- Our arts department would like more time to meet as a group throughout the year during in-service days.
- Retiring, but feel a definite need for in-service workshops to be developed.
- I would love to have more arts professionals to in-service for our district. Local artists, school/university personnel
- We have been asking for music in-service for a long time, but we were told there is no money for it.

References to district-wide/cross-district collaboration

- Meet with other districts on in-service days
- As an art educator, I have never attended a professional development day geared toward art educators. I don't have time to talk with the other art departments in my district to discuss lesson ideas. Even when I try to attend conferences pertaining to my subject area, I am not permitted to attend and miss work.
- Any time our music department is brought together for curriculum mapping or planning is extremely beneficial. It's certainly a bonus to have the opportunity to exchange ideas with music educators from other districts.
- We do the best we can. We would love a district-wide dance professional development opportunity.
- I would be interested in meeting other teachers of strings in elementary schools in Allegheny County.

References to professional development coordinators

- We are not even assigned a supervisor to our department.
- We submit ideas as a department and get them approved.
- Our department head/chairs have assumed this responsibility at times to meet our needs.
- Supervisor plans
- Our fine arts supervisor tries to plan professional development opportunities for our discipline and we have been fortunate to have some good ones.
- Linda has been great about communicating opportunities for our professional development. What a leader.

Comments/Suggestions regarding professional development

- I believe there is a need to be more focused on the process of making art. The process of making art is more important in learning than the final product.
- How to present the music curriculum and to show its connection with subject areas. How to show the importance of the music or vocal music program.
- My district is really pushing for student-centered learning (which I think we already do, but they don't). Strategies for art would be welcome.
- It would be very beneficial to hold separate workshops (ex. One for music, one for visual arts).
- We have partnerships with several arts groups and it has been a wonderful experience. We are always interested in learning how to write grants to be able to bring artists into the school.
- Send or bring an art specific to entire art department.
- Best practices for P.E.
- Networking opportunities
- I asked for a media program 3 years ago!
- I attend as many workshops as possible each year to keep abreast of new ideas, standards, etc.
- I am interested in participating in professional development.
- We need more arts development/collaboration.
- The only time something specifically art related is offered is during the "Mon Valley Learns" in-service. I would like to have more art activities throughout the year.
- Art teachers need time to meet as a group to share ideas.
- We would all benefit from some art-related seminars.
- I resist professional development. I know more then most presenters.

**Arts Education Collaborative
Professional Development Task Force Survey:
Findings**

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 the City of Pittsburgh and Allegheny County, 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.

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

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

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.

Relate broader educational topics to the needs of arts educators.

Respondents were interested in finding ways for arts educators to include specific strategies in their instructional design that will cross curriculum such as reading, writing, and speaking.

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

Respondents were interested in curriculum development, curriculum alignment, and assessment in the arts.

Provide opportunities to develop skills necessary to tailor instruction to meet individual student needs.

Respondents were interested in learning how to meet the needs of special populations.

Consider a range of delivery systems for professional development.

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

Support efforts of the Arts Education Collaborative to advocate for quality arts education for all students.

Respondents showed support for the AEC and their efforts to promote arts education in schools.

**Arts Education Collaborative
Professional Development Task Force Survey:**

Appendices

Question 1

Table breakdown of Total Point Value for Professional Development Topics

Use of Technology as a Creative Tool	345
Media Literacy	284
Artist Residencies	281
Working with Students with Special Needs	324
Interdisciplinary Instruction	323
Community Resources	345
Differentiated Instruction	307
Critical Response	304
Aesthetics	338
Assessment	345
Historical and Cultural Contexts	319
Critical Analysis	301
Multiple Intelligences	317
Curriculum Development	341
Legal Responsibilities Related to IEP's	270

Question 2

Table breakdown of individuals responsible for professional development in school or district as requested from 2e.

Superintendent's Office	74
Assistant Superintendent	70
Superintendent	3
Assistant to the Superintendent	1
Principal/Dean	9
Principal	7
Academic Dean	2
Director/Coordinator	20
Director of Educational Services	1
Director of Middle Level Instruction	1
Director of Arts in Education	1
Director of Professional Development	2
Curriculum Director	2
Director of Curriculum and Instruction	4
Coordinator of Instruction	2
Curriculum Coordinator	3
Professional Development Coordinator	4
Department Chair/Supervisor	18
Art Department Chair	1
Department Chair	1
Arts Supervisor	1
Health & P.E. Supervisor	1
Curriculum and Instruction Supervisor	5
Fine Arts Supervisor	9

Respondent Demographics

Thirty-one different school districts or private schools were represented in the 153 surveys returned to the AEC. The following table is a breakdown of the district/private school and the number of surveys returned from that district/private school.

District/Private School (Private Schools are indicated by an asterisk)	Number of Survey Respondents
Allegheny Valley	1
Avonworth	1
Bethel Park	5
Brentwood	1
Carlynton	3
Clairton	2
Deer Lakes	10
Elizabeth Forward	1
Ellis School*	5
Gateway	1
Hampton	5
Highlands	9
McKeesport	4
Montour	3
Moon Area	29
Mount Lebanon	12
North Allegheny	1
North Hills	1
Northgate	2
Penn Hills	14
Pittsburgh Public	8
Quaker Valley	4
Shadyside Academy*	1
Shaler Area	11
South Fayette	7
Steel Valley	1
Sto-Rox	6
Upper St. Clair	2
Wesley Highland School*	1
West Allegheny	1
Woodland Hills	1

Number of Districts/Private Schools Represented by Survey Data	Category	Number of Surveys
27	Allegheny County (72% districts total)	138
1	City of Pittsburgh	8
3	Private Schools	7

Areas of Certification

The following table is a detailed breakdown of the respondent's areas of certification.

Visual Arts Related	54
Art Education	42
Art/Visual Art	11
Art Therapy	1
Music Related	50
Music Education	41
Music	5
Vocal/Choral Music Education	4
Health/P.E. Related	36
Health & P.E.	35
Dance K-12	1
English Related	14
Communications	4
English	4
Drama	3
Speech	3
Other	10
Administration	3
Special Education	2
Drivers Education	1
Family and Consumer Science	1
Geography	1
Library	1
Technology	1

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 June 15 via email, fax or mail to the following addresses:

Email: barakyd@artsedcollaborative.org
 Fax: 412.201.7401
 Mail: Arts Education Collaborative
 Regional Enterprise Tower
 425 Sixth Avenue, Suite 2650
 Pittsburgh, PA 15219-1819

Please circle one number for each choice.

	Most Preferred	Would Consider	Minimal Consideration	Not an Option
1. Please rank your interest in the each of the following topics.				
a. Use of technology as a creative tool	3	2	1	0
b. Media Literacy	3	2	1	0
c. Artist Residencies	3	2	1	0
d. Working with Students with Special Needs	3	2	1	0
e. Interdisciplinary Instruction	3	2	1	0
f. Community Resources	3	2	1	0
g. Differentiated Instruction	3	2	1	0
h. Critical Response	3	2	1	0
i. Aesthetics	3	2	1	0
j. Assessment	3	2	1	0
k. Historical and Cultural Contexts	3	2	1	0
l. Critical Analysis	3	2	1	0
m. Multiple Intelligences	3	2	1	0
n. Curriculum Development	3	2	1	0
o. Legal Responsibilities Related to IEP's (Individualized Educational Programs)	3	2	1	0

Please circle one number for each choice.

Most Preferred	Would Consider	Minimal Consideration	Not an Option
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2. Please rank each option according to your interest.

- | | | | | |
|--|---|---|---|---|
| a. I am interested in on-line learning | 3 | 2 | 1 | 0 |
| b. I am interested in seeking an advanced degree | 3 | 2 | 1 | 0 |
| Please specify area _____ | | | | |
| c. I am interested in mentoring strategies | 3 | 2 | 1 | 0 |
| d. I am interested in collaborating across districts | 3 | 2 | 1 | 0 |
| e. I am interested in discipline specific workshops | 3 | 2 | 1 | 0 |
| Please specify discipline _____ | | | | |

3. Please complete:

- a. The individual responsible for planning professional development in my school or district is:
_____ Title _____
- b. Does your school/district plan professional development opportunities specific to your discipline?
ALWAYS _____ SOMETIMES _____ NEVER _____

4. Comments/Suggestions:

Please **print** all information.

Name _____ Email _____ Phone _____

School _____ School District _____

Current Area(s) of Certification _____

Highest Degree Earned _____

May 13, 2004

Dear ,

In the spring of 2002, the AEC administered a professional development survey to gather information regarding topics of interest. The responses to that survey helped us to provide professional development opportunities that meet needs of arts educators. We have planned, presented and evaluated professional development opportunities for arts educators throughout the region over the last two years.

Over 1,000 educators have attended one or more of these events. At each session, we have asked participants to self-assess their knowledge, skills and attitudes regarding the content. In addition, we have also asked participants to evaluate each workshop. We have provided this information back to the districts that have participated in each event. The response to this feedback has been extremely positive. Hopefully, this information has helped districts to provide professional development at the local level that meets the specific needs of arts educators.

Once again, we need your help. Enclosed you will find a one page professional development survey. Please duplicate the survey and distribute to each of the art, music, dance (including physical education) and theater teachers in your district and return the completed documents to the AEC office no later than **June 15.**

**Arts Education Collaborative
Regional Enterprise Tower
425 Sixth Avenue -Suite 2650
Pittsburgh, PA 15219**

OR

FAX to (412) 201-7401

Responses will be summarized and used to plan future offerings for professional development. In addition, a report of the findings will be provided to each liaison and each coordinator of professional development in each district to assist with planning at the local level.

Your response to this request is crucial. Our credibility is, in part, based on your participation. We know there are over 1,200 arts teachers in Allegheny County. A good response to this survey will help us respond to your professional development needs as we *foster student creativity and achievement in, with and through the arts.*

Thank you for your continuing support of the Art Education Collaborative.

Sincerely,

Sarah Tambucci, Ph. D.
Executive Director

May 17, 2004

«CONTACT_PERSON»
«SCHOOL_DISTRICT» School District
«ADDRESS»
«CITY», «STATE» «ZIP»

Dear «CONTACT_PERSON»:

The Arts Education Collaborative has once again been engaged in planning, presenting and evaluating professional development opportunities for arts educators throughout the region during this school year. At each of these sessions, arts educators have indicated a need for more professional development events and opportunities that meet their specific needs. **To better serve the field, we need your help.**

- 1) Enclosed is a professional development survey that has been sent to each liaison in every school district in Allegheny County. We have asked that the survey be copied, distributed to each art, music, dance (physical education), and theater teacher, completed and sent back to the AEC office. The greater the response, the more we can be assured that the offerings meet the needs of teachers. **Please make certain that your teachers are provided with an opportunity to respond to this survey.**
- 2) Secondly, this summer we will be working to develop a curriculum framework in the visual arts. This project is planned in response to a need for comprehensive program planning that has been expressed by many districts. Our goal is to then replicate the frameworks project in music, dance (movement) and theater once the visual arts document is complete. **Please nominate one or more highly qualified visual arts teachers from your district to serve on the visual arts development team.** The project is scheduled for July 19, 20, 21, 22, 26, 27, and 28. A small stipend will be available to those teachers who are selected. **Please fax back the enclosed nomination form to (412) 201-7401 by June 11.**

Once again, thank you for your continuing interest and support of the projects and programs of the Arts Education Collaborative- *fostering student creativity and achievement in, with and through the arts*

Sincerely,

Sarah Tambucci, Ph. D.
Executive Director

