

Arts Education Collaborative

Professional Development

Survey Report

March 2002

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Arts Education Collaborative

Mission

To foster student creativity and achievement
in, with and through the arts

The Arts Education Collaborative is one of the Collaboratives for Learning, part of the Carnegie Museums of Pittsburgh. The Collaboratives include the Math & Science Collaborative, the School Performance Network and the Arts Education Collaborative.

May, 2002

Acknowledgements

The **Arts Education Collaborative** is grateful to the arts educators in the City of Pittsburgh and Allegheny County for their responses to this Professional Development Survey. This report should help to inform decision-making regarding the timing and content of professional development options and opportunities.

Act 48 provisions in the state of Pennsylvania require that all educators engage in continuing professional growth. Educators profit from learning opportunities that help to develop specialized skills and knowledge related to their teaching. Arts educators can profit from specially designed offerings that help them to also grow as artists.

The Proposed Academic Standards for the Arts and Humanities offer a unique opportunity for professional development. The rigor required of all students in all arts disciplines is evident in the standards. Likewise, the rigor required of all arts educators is equally demanding. Expectations for student achievement are directly linked to skillful instruction.

We gratefully acknowledge the Professional Development Task Force of the **Arts Education Collaborative** for their vision and hard work. In addition, we recognize Dr. Bille Rondinelli, Chair of the Professional Development Task Force and Erica Ligeski, Intern, Carnegie Mellon University, H. John Heinz III School of Public Policy and Management.

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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 goal was to learn enough about the needs and interests of arts educators in the region to make informed recommendations regarding future professional development activities.

The surveys were distributed to three groups – arts educators in the Pittsburgh City Schools, arts educators in Allegheny County, and arts educators who attended the Governor’s Institute Reunion earlier this year. Of the 470 surveys distributed, 180 were returned, giving a total rate of return of over 38%.

The results are presented in multiple formats. For each question on the survey, the results of each individual group are presented separately to enable the reader to assess the needs and interests of each group. The results are then combined to give a clearer picture of the needs and interests of the arts education community as a whole. The results are also tallied using two different methods, both of which generally yield the same outcome in terms of order of rankings. The first method is the *total point value* method in which the rankings for each choice are added together to get a score. The second is the *total per ranking* method in which the score is calculated by simply counting how many 0s, 1s, 2s, and 3s each choice received.

Question four is an open-ended question that 87 of the respondents answered and 93 did not. Those comments are categorized by topic and are represented by graphs. The reader can assess how many comments were made about a particular topic for each group and then for all of the groups combined. The actual comments are presented directly following the graphs of the results.

The following is a summary of the results. A complete survey is available on page 51. The letters represent the most preferred choice for each question using both ranking methods for each group and for the groups combined.

Group	Question 1	Question 2	Question 3	Question 4
Gov. Institute	TPV: D TPR: B Winter	TPV: D TPR: D Visual	TPV: C TPR: C	Prof. Dev. Workshops
Pittsburgh	TPV: B TPR: B Winter	TPV: D TPR: D Vocal	TPV: C TPR: C	Advocacy, Awareness
Allegheny	TPV: B TPR: B Winter	TPV: D TPR: D Visual	TPV: B TPR: B	Resource Center, Prof. Dev Workshops
Combined	TPV: B TPR: B Winter	TPV: D TPR: D Visual	TPV: B TPR: C	Resource Center

**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 in Pittsburgh and Allegheny County. The goal was to learn enough about the needs and interests of arts educators in the region to make informed recommendations regarding future professional development activities. What follows is a brief description of the respondents, description of the survey, description of the analysis process and finally, the results of the survey.

Descriptions

Survey Respondents: The survey was distributed to three groups of arts educators, a total of 470 people – 90 arts educators in the Pittsburgh City Schools, 360 arts educators in Allegheny County Schools, and 20 arts educators who attended the Governor’s Institute Reunion scheduled in January of this year. It should be noted that the rate of return for the Governor’s Institute Reunion is high enough to be considered an accurate representation of the population. The Allegheny County rate of return is considerably lower. There are enough responses to draw valid and accurate conclusions, however, this may not be considered to be an accurate representation of the entire population. In other words, it is not valid to use the results from their surveys to draw conclusions for the entire population of the Allegheny County arts educators because of this low rate of return. It is more accurate to draw conclusions from their results for that specific portion of people who responded. Pittsburgh is different in that the rate of return is high enough to draw conclusions for this population of respondents. However, the 90 respondents represent only a small sample of the entire population of the Pittsburgh City Schools arts educators. Similar to Allegheny County, it is valid to draw conclusions for these respondents based on these survey responses.

Group	Number Distributed	Number of Respondents	Rate of Return
Governor’s Reunion	20	20	100%
Pittsburgh City Schools	90	88	98%
Allegheny County Schools	360	72	20%
Totals	470	180	38%

Description of Survey: The survey consists of four questions: three multiple choice and one open-ended question. For the three multiple-choice questions, the respondents are instructed to “rank” each choice of each question with a 0, 1, 2, or 3. To clarify, a respondent could rank all of the choices equally. Questions number one and two contain a “please specify” section as well which is presented following each question. Question number four is an open-ended question that 87 respondents chose to answer and 93 did not. Their comments have been recorded as well.

Tallying Process

Ranking and Tallying: As stated previously, each choice for the first three questions can be ranked as 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 simply adding up the rankings given for each choice. For example, if choice ‘A’ received the following rankings – 3, 0, 2, 1, 3 – the total point value is ‘9’.

Totals Per Ranking: The total per ranking value is found by simply 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:

$$\begin{aligned}3s &= 2 \\2s &= 1 \\1s &= 1 \\0s &= 1\end{aligned}$$

Both methods are presented in the results that follow. Both are equally valid but provide slightly 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/or interests” for all of the respondents. In other words, this method reflects all of the rankings, not just the rank of 3. It takes into account the instance where a choice may receive more 3s than any other choice. However, it may also receive a significantly large amount 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 feelings of all respondents are considered.

The *totals per ranking* method is equally valid in that it clearly shows how many respondents ranked a choice as a 3, 2, 1, or 0. This enables the reader to quickly understand how many respondents feel that a choice was “most preferred – would meet the current needs and/or interests”, that the choice is something respondents “would consider – may meet needs or interests”, and so on. This method gives a clear picture of the standings of a choice. It should be noted that in most instances the overall ranking of the choices for each question generally turns out to be the same for both methods. In a rare instance that the results using the *totals per ranking* differ from those of the *total point value method*, this can be attributed to the “weighting” of each response as mentioned previously.

Groupings: The survey was distributed to three groups of arts educator. The survey results presented in this document therefore represent the responses from each group individually and then combined. Keeping the results separate enables the reader to compare the needs and interests of each group individually. This is beneficial considering that each group may have *different* interests and needs. However, it is also beneficial to gain perspective on the overall picture within the arts education community. Thus the results are also represented as a combination of the groups. This will provide the reader with a clearer picture of what the community as a whole needs.

Interpreting the Data: There are multiple ways in which the data can be presented. The same is true for its interpretation. Depending on what sort of answer the reader needs one method may be more useful than the other. For example, if the reader wants to know how all respondents felt about a particular choice, taking into account those who preferred the choice and those who did not, they would benefit by referring to the *total point value*, as described earlier. Or, if the reader wishes to know simply which choice for each question was “most preferred – would meet current needs and or interests,” and not the choice that people “would consider [because it] may meet needs or interests,” they would benefit most by looking at how many 3s each choice for each question received. The choice with the most rankings of a 3 could then be interpreted as the “most preferred” choice.

Both methods of interpretation are presented in this document and provide a slightly different perspective on the results of this survey. Again, in most cases the overall results are generally the same using both methods of interpretation. In the rare instances that the results do differ between the methods, 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:**

The Results

The Results

Please refer to this outline as a guide for finding the information most useful to you. The results of questions one, two, and three follow the format given below. The results of question four follow the summary of question three.

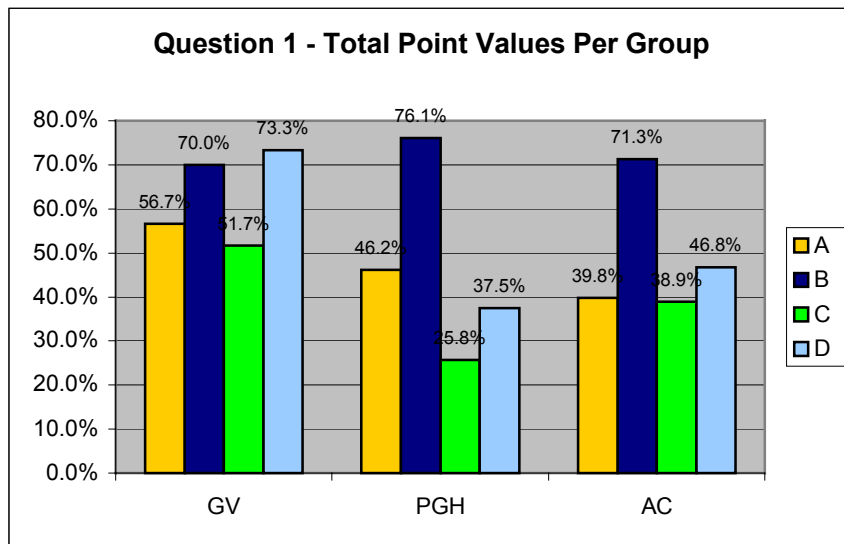
- I. Total Point Value
 - a. Brief description of *total point value* method of tallying
 - b. Comparison Graph
 - c. Description of the comparison graph that shows the results of all three respondent groups compared to each other
 - d. Combined Graph
 - e. Description of combined graph that shows the results after combining the responses of all three groups
- II. Total Per Ranking (score of a '3')
 - a. Brief description of *total per ranking* method of tallying for score of '3'
 - b. Comparison Graph
 - c. Description of the comparison graph that shows the results of all three respondent groups compared to each other
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 - b. Question two: requests for discipline-specific programs

Question One

Please indicate the best times to offer arts educator in-service programs that you could attend:

- A. Mid-August, Prior to the School Year (Day Session)
- B. Scheduled District Professional Development Day (Day Session) – designate date
- C. Saturday (Early Fall) Day Session
- D. Evening Session 4:30 – 6:30 p.m.

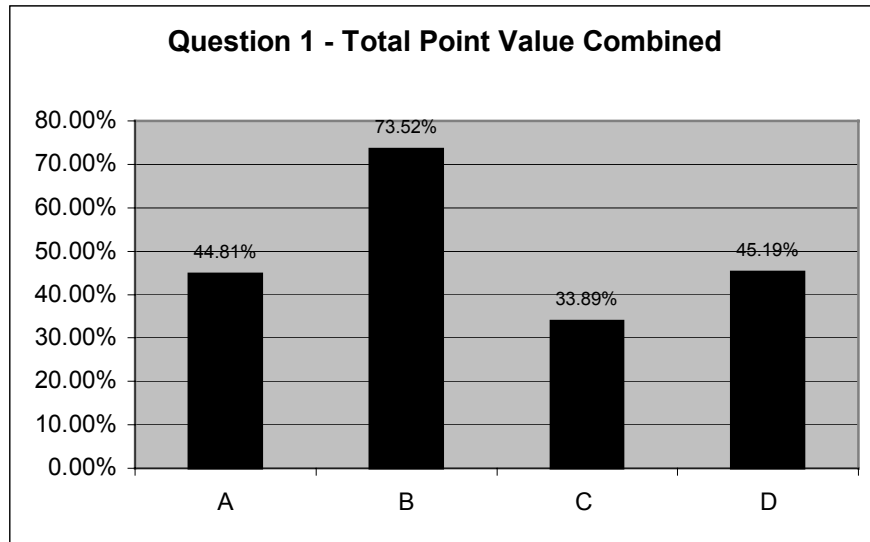
Total Point Value: adding up the rankings given for each choice. A respondent is able to rank each choice as a 3, 2, 1, or 0. Therefore the total possible point value is calculated by multiplying the number of respondents by the highest possible rank. Thus, for the Governor’s Institute there are 20 respondents and the highest possible score from each person is a three. Multiply 20 by 3 and the total possible point value is equal to 60. If a choice scores 60 points from the Governor’s Institute it is reflected on the graph at 100%. For Pittsburgh there are 88 respondents so the highest total possible point value is 264; for Allegheny County there are 72 respondents so the highest possible value is 216. When the groups are combined, the highest value possible is 540. These totals are the same when using this method of tallying for questions 1, 2, and 3. It is also important to note that the percentage above each bar represents the percent of the total vote a choice received. Because the population size for each group differed, the results are presented as a comparison.



(Graph A) From this graph it can be seen that both Pittsburgh and Allegheny County ranked choice B as being most preferred. The Governor’s Institute ranked choice D as being most preferred. There are slight variations in the remainder of the placements for each group.

Please indicate the best times to offer arts educator in-service programs that you could attend:

- A. Mid-August, Prior to the School Year (Day Session)
- B. Scheduled District Professional Development Day (Day Session) – designate date
- C. Saturday (Early Fall) Day Session
- D. Evening Session 4:30 – 6:30 p.m.



(Graph B) This graph represents the results after combining the scores given by each group for each choice. Again, this is the total point value method. The total possible points for each choice is 540 (180 total respondents with ability to rank each answer with a 3). A score of 540 would be reflected as 100% on this graph. From this graph it can be seen that the arts education community as a whole prefers choice B, followed by D, A, and finally C.

Ranking Summary of Graphs A & B Using Total Point Value (TPV)

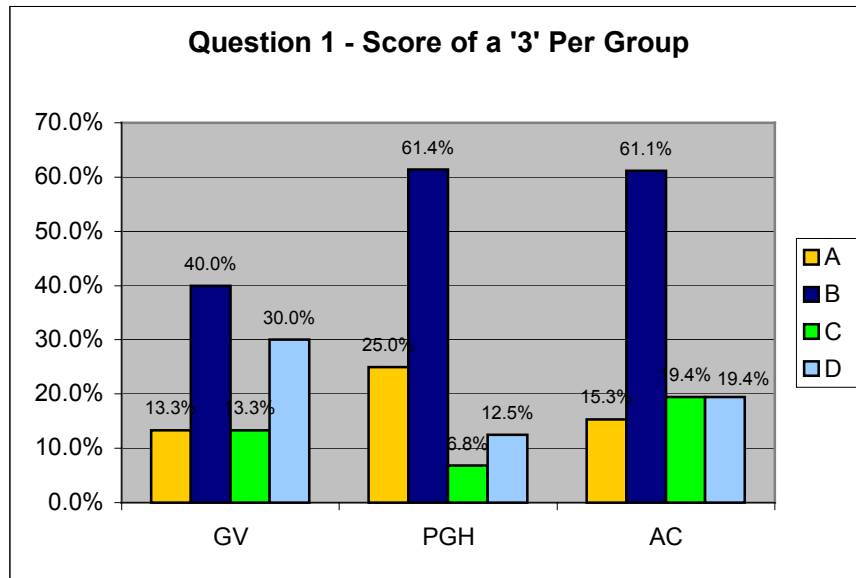
Below is a summary of the rankings presented in the two previous graphs. 1st place is given to the choice with the highest score, and 4th to the choice with the lowest score.

Placement	GV	PGH	AC	Combined
1 st	D	B	B	B
2 nd	B	A	D	D
3 rd	A	D	A	A
4 th	C	C	C	C

Please indicate the best times to offer arts educator in-service programs that you could attend:

- A. Mid-August, Prior to the School Year (Day Session)
- B. Scheduled District Professional Development Day (Day Session) – designate date
- C. Saturday (Early Fall) Day Session
- D. Evening Session 4:30 – 6:30 p.m.

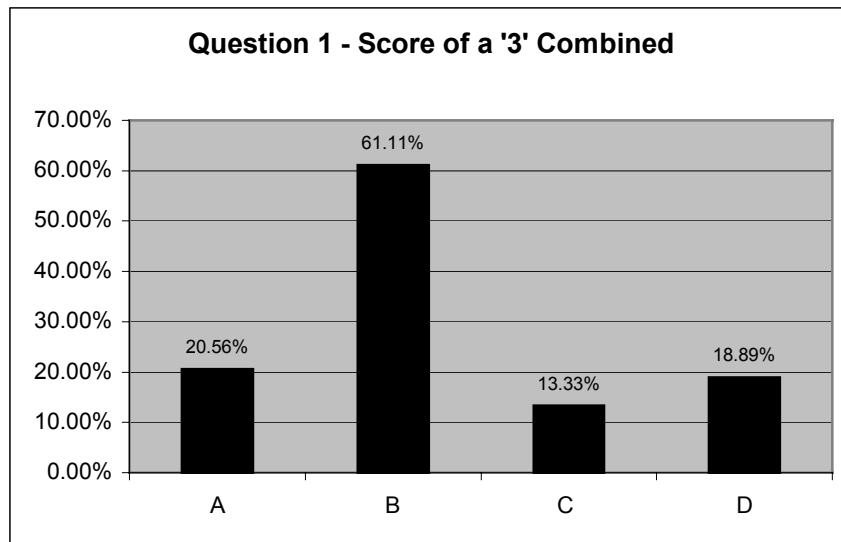
Totals Per Ranking: counting how many 0s, 1s, 2s, and 3s each choice received. A respondent is able to rank a choice as a 3, 2, 1, or 0. For this method one counts the number of 3s each choice received. The highest number of 3s possible is equal to the number of respondents. For example, 72 people responded from Allegheny County; therefore, the highest number of 3s possible is 72. If a choice scores 72 from Allegheny County, it is reflected on the graph at 100%. For the Governor’s Institute there are 20 respondents so the highest number possible is 20. For Pittsburgh it is 88, and combined it is 180. These totals are the same when using this method of tallying for questions 1, 2, and 3. Again it is important to note that the percentages above each bar represent the percent of the total possible score each choice received. The results are represented as percentages because the population size of each group differed.



(Graph C) This graph shows that all three groups ranked choice B as being most preferred. There are slight variations in the rankings for the other responses among all of the groups. It should also be noted that this graph shows the Governor’s Institute ranking choice B as most preferred whereas in the previous graph they ranked choice D as most preferred. This is one of the instances where a decision has to be made whether to look at the responses of all participants or to focus only on those respondents who ranked a choice as his/her most preferred.

Please indicate the best times to offer arts educator in-service programs that you could attend:

- A. Mid-August, Prior to the School Year (Day Session)
- B. Scheduled District Professional Development Day (Day Session) – designate date
- C. Saturday (Early Fall) Day Session
- D. Evening Session 4:30 – 6:30 p.m.



(Graph D) This graph represents the results after combining the scores given by each group for each choice. Again, this is the totals per ranking method. The total number of respondents was 180, meaning that 180 people had the ability to rank any given choice as a 3. If all 180 respondents ranked a choice as a 3, it would be reflected on the graph at 100%. It can be seen that the arts educator community as a whole prefer choice B, followed by choice A, D, and finally C.

Rankings Summary of Graphs C & D Using Total Per Ranking (TPR)

Below is a summary of the rankings presented in the two previous graphs. 1st place is given to the choice with the highest score, and 4th to the choice with the lowest score.

Placement	GV	PGH	AC	Combined
1 st	B	B	B	B
2 nd	D	A	C, D	A
3 rd	A, C	D	A	D
4 th		C		C

Please indicate the best times to offer arts educator in-service programs that you could attend:

- A. Mid-August, Prior to the School Year (Day Session)
- B. Scheduled District Professional Development Day (Day Session) – designate date
- C. Saturday (Early Fall) Day Session
- D. Evening Session 4:30 – 6:30 p.m.

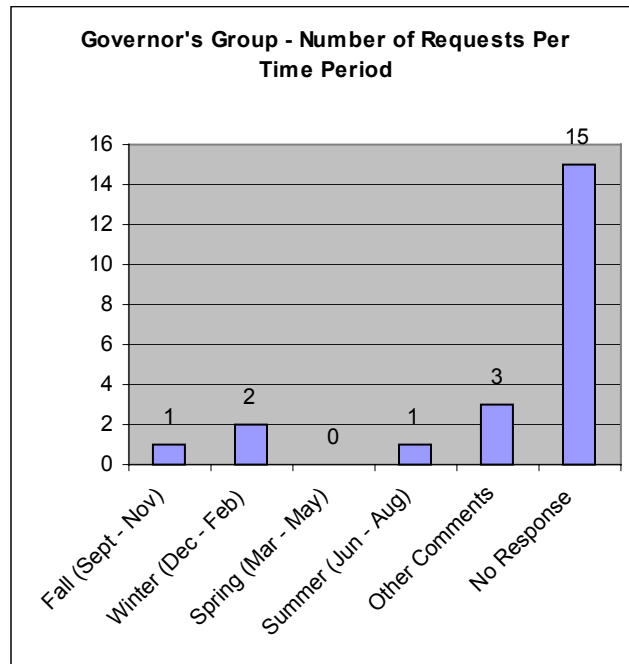
Rankings Summary for Graphs A, B, C, & D:

Below is a summary of the rankings represented in the all of the previous graphs. The TPV column represents the ranking order using the total point value method whereas TPR column represents the order using the total per ranking method. As previously stated, the order is similar for using both methods. 1st place is given to the choice with the highest score, and 4th to the choice with the lowest score.

	GV	GV	PGH	PGH	AC	AC	Combined	Combined
Place	TPV	TPR	TPV	TPR	TPV	TPR	TPV	TPR
1st	D	B	B	B	B	B	B	B
2nd	B	D	A	A	D	C, D	D	A
3rd	A	A, C	D	D	C	A	A	D
4th	C		C	C	A		C	C

Requests for dates for in-service dates:

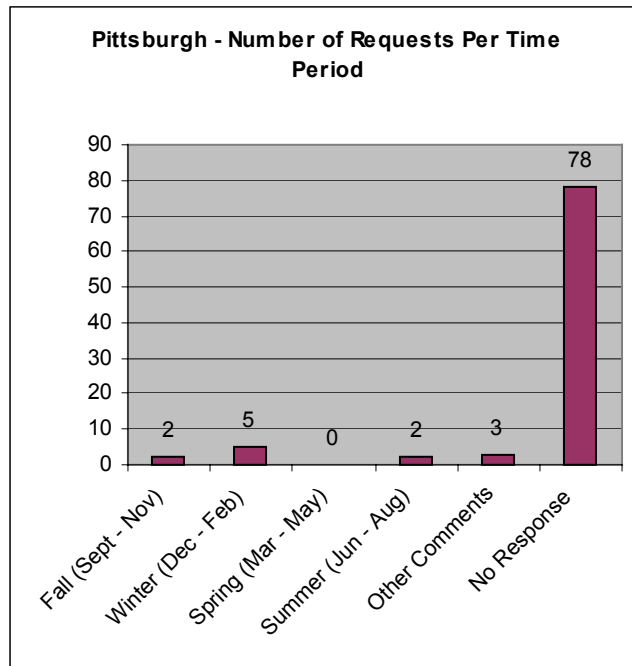
Part of question one requested the respondent to note what specific date he/she would prefer for an in-service program. 33 of the respondents answered this part of question one. Their responses are reflected in the following graphs and have been categorized into the four seasons. 17 respondents gave other comments such as “no calendar for next year yet” – this is reflected in “other comments.” It is important to note that respondents could request more than one date, an entire time period, etc. They were not constrained to specifying only one date.



This graph depicts the responses from the Governor’s Institute Reunion group. Of the 20 respondents, two respondents preferred a date during the winter, one preferred fall, and one preferred summer. 15 of the 20 survey respondents did not answer this part of question one and three gave comments not specifically noting a date, or time period.

Actual comments were as follows:

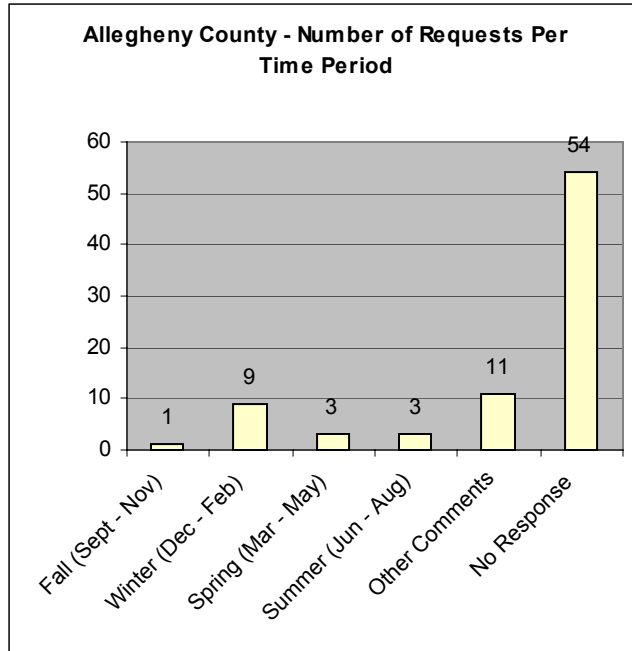
- Election Day or end of January
- August/January
- Unsure
- Varies
- Maybe next year!



This graph shows the responses from the Pittsburgh City Schools. Of the 88 respondents, five respondents noted a date in winter to be most preferred, two noted a date in the fall and two noted a date in the summer. 78 did not answer this part of question one, and 3 gave comments not related to specific dates or time periods.

Actual comments were as follows:

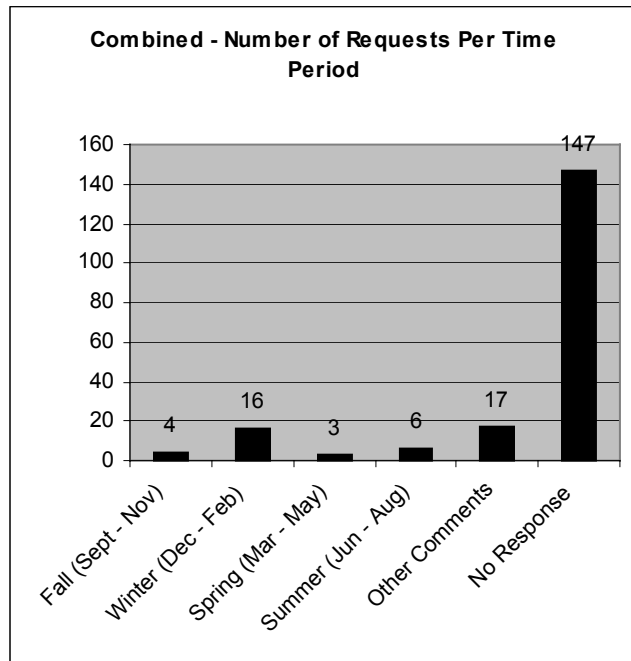
- 2/1, 8/28
- 8/30
- Sept. or Oct.
- 1/31 or 2/1
- End of January
- In between semesters
- Sept – Feb
- Any
- Check when dates are scheduled
- Would like to reserve for SHASDA Fine Arts



This graph shows the responses from the Allegheny County Schools. Of the 72 respondents, nine noted a date in winter to be most preferred, three noted a date in the fall and three noted a date in the summer. Two noted their preference to be a date in the spring. 54 did not answer this part of question one, and 11 gave comments not related to specific dates or time periods.

Actual comments were as follows:

- 6/12/02, 6/17 - 6/20/02
- Spring Break 4/1 - 4/5, June 21st
- Winter/Spring, In-Service Days/ Act 80 Days
- Last week of August - I don't know exact dates yet!!
- January 30, 2003 (3 people ranked this choice as a 3 in that it was on a "test" version of the survey that they turned in)
- Any - 2002 remaining school year - no remaining in-service days and 2002 November - Election Day, January - MLK Day, February - President's Day (most schools have these days off)
- In-Service schedule for North Allegheny School District
- Calendar not set yet/ Don't have schedule yet (5)
- MLK Day (2 respondents)
- Saturdays are the best but still tough
- January
- Any
- prefer to have it on the District-wide professional development day if it could be used for arts rather than for subjects that I don't teach like math and reading
- February
- 2/14/03, 3/21/03



This graph shows the results after combining all of the comments from all of the groups. Of the 180 respondents, 16 noted their preference to be a time in the winter, six noted the summer, four noted the fall and three noted the spring. 147 did not answer this part of question one, and 17 gave comments not related to specific dates or time periods.

Rankings Summary For All Groups:

Below is a table that summarizes the responses for each group individually and then combined. A significant portion of the respondents did not answer this part of the question; however, this table focuses only on the responses that were related to a specific date or time period. First place was given to the season with the most votes and fourth place to the season with the least. Please note that in multiple cases, two seasons tied.

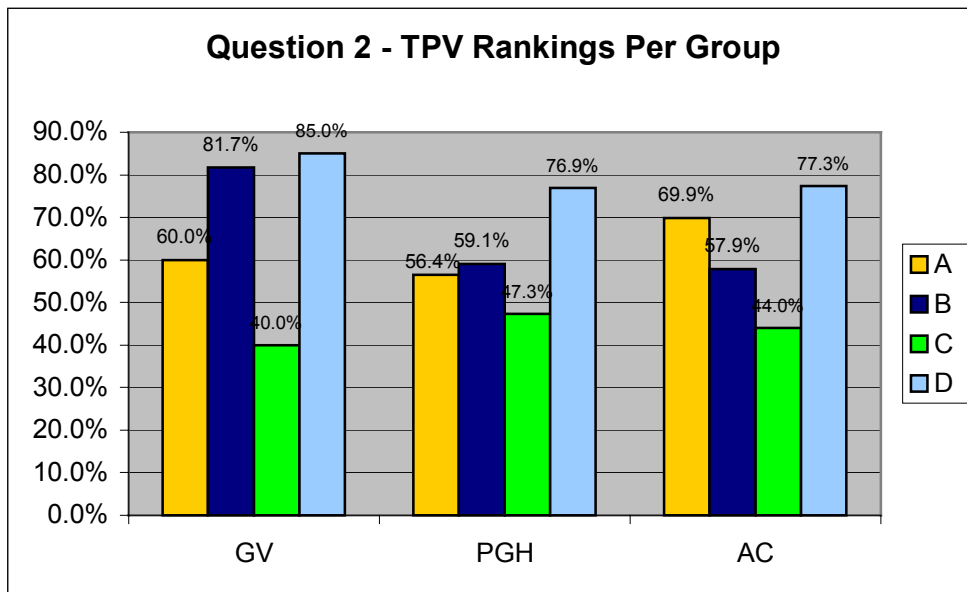
Placement	GV	PGH	AC	Combined
1 st	Winter	Winter	Winter	Winter
2 nd	Fall, Summer	Fall, Summer	Spring, Summer	Summer
3 rd	Spring	Spring	Fall	Fall
4 th				Spring

Question Two

Please indicate the type of in-service programs that you would commit to attend:

- A. Implementing Arts and Humanities Across Disciplines**
- B. Assessment in the Arts**
- C. Planning for and Implementing Artists in Residency Programs**
- D. Specific Arts Discipline Programs (Specify: Drama; Dance; Vocal; Instrumental; Visual)**

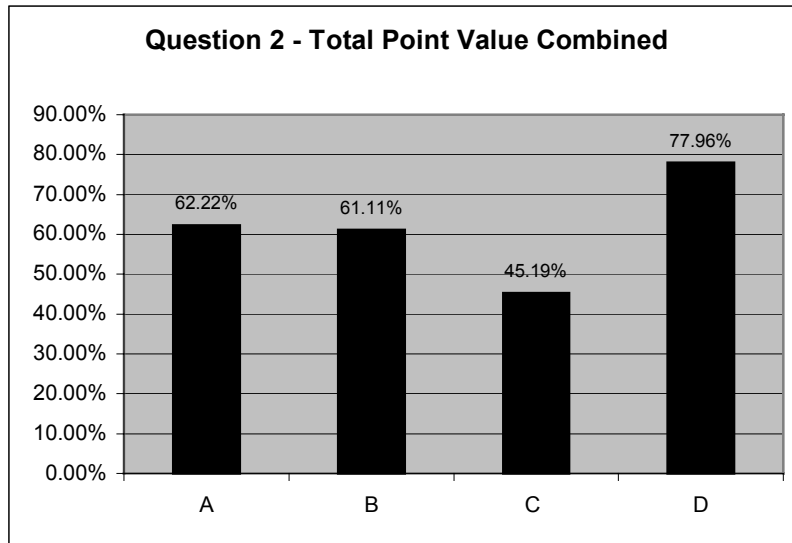
Total Point Value: adding up the rankings given for each choice A respondent is able to rank each choice as a 3, 2, 1, or 0. Therefore the total possible point value is calculated by multiplying the number of respondents by the highest possible rank. Thus, for the Governor’s Institute there are 20 respondents and the highest possible score from each person is a three. Multiply 20 by 3 and the total possible point value is equal to 60. If a choice scored 60 points from the Governor’s Institute it would be reflected on the graph at 100%. For Pittsburgh there are 88 respondents so the highest total possible point value is 264. For Allegheny County there are 72 respondents so the highest possible value is 216. When the groups are combined, the highest value possible is 540. These totals are the same when using this method of tallying for questions 1, 2, and 3. It is also important to note that the percentage above each bar represents the percent of the total vote a choice received. Because the population size for each group differed, the results are presented as a comparison.



(Graph E) This graph shows that all three groups ranked choice D as being most preferred. Again there are slight variations among the groups for the placement of the other choices.

Please indicate the type of in-service programs that you would commit to attend:

- A. Implementing Arts and Humanities Across Disciplines
- B. Assessment in the Arts
- C. Planning for and Implementing Artists in Residency Programs
- D. Specific Arts Discipline Programs (Specify: Drama; Dance; Vocal; Instrumental; Visual)



(Graph F) This graph represents the results after combining the scores given by each group for each choice. The total possible points for each choice is 540 (180 total respondents with ability to rank each answer with a 3). A score of 540 is reflected at 100% on the graph. The graph shows that the arts education community as a whole feels that choice D is most preferred, followed by choice A, B, and finally C.

Ranking Summary of Graphs E & F Using Total Point Value (TPV)

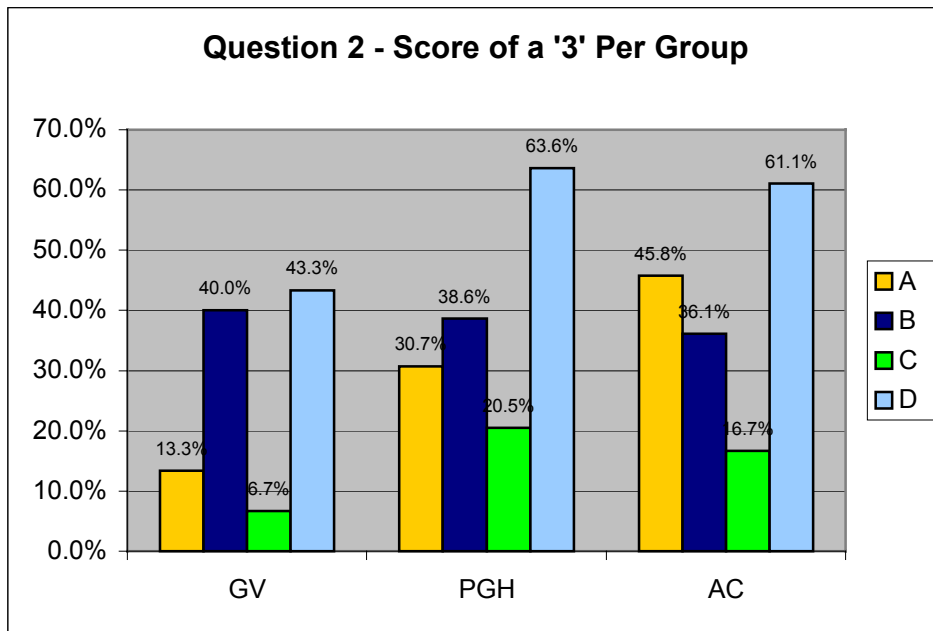
Below is a summary of the rankings presented in the two previous graphs. 1st place is given to the choice with the highest score, and 4th to the choice with the lowest score.

Placement	GV	PGH	AC	Combined
1 st	D	D	D	D
2 nd	B	B	A	A
3 rd	A	A	B	B
4 th	C	C	C	C

Please indicate the type of in-service programs that you would commit to attend:

- A. Implementing Arts and Humanities Across Disciplines
- B. Assessment in the Arts
- C. Planning for and Implementing Artists in Residency Programs
- D. Specific Arts Discipline Programs (Specify: Drama; Dance; Vocal; Instrumental; Visual)

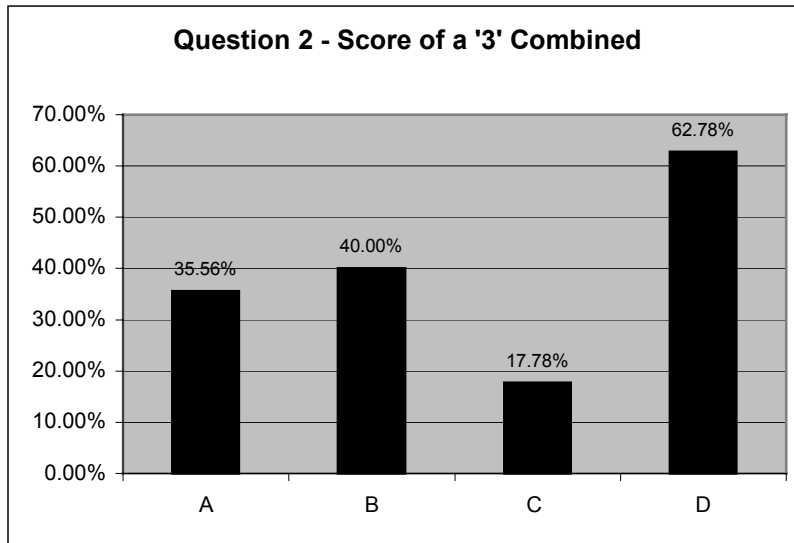
Totals Per Ranking: counting how many 0s, 1s, 2s, and 3s each choice received. A respondent is able to rank a choice as a 3, 2, 1, or 0. For this method one counts the number of 3s each choice received. The highest number of 3s possible is equal to the number of respondents. For example, 72 people responded from Allegheny County. Therefore, the highest number of 3s possible is 72. If a choice scores 72 from Allegheny County, it is reflected on the graph at 100%. For the Governor’s Institute there are 20 respondents so the highest number possible is 20; for Pittsburgh it is 88, and combined it is 180. These totals are the same when using this method of tallying for questions 1, 2, and 3. Again it is important to note that the percentages above each bar represent the percent of the total possible score each choice received. The results are represented as percentages because the population size of each group differed.



(Graph G) This graph shows that all three groups again ranked choice D as being most preferred. In terms of placement for the other choices, there is slight variation among the groups.

Please indicate the type of in-service programs that you would commit to attend:

- A. Implementing Arts and Humanities Across Disciplines
- B. Assessment in the Arts
- C. Planning for and Implementing Artists in Residency Programs
- D. Specific Arts Discipline Programs (Specify: Drama; Dance; Vocal; Instrumental; Visual)



(Graph H) This graph represents the results after combining the scores given by each group for each choice. The total number of respondents was 180, meaning that 180 people had the ability to rank any given choice as a 3. If all 180 respondents ranked a given choice as a 3, its score would be reflected at 100% on this graph. This graph shows that the arts education community as a whole ranked choice D as being most preferred, followed by choice B, A, and finally C.

Ranking Summary of Graphs G & H Using Total Per Ranking (TPR)

Below is a summary of the rankings presented in the two previous graphs. 1st place is given to the choice with the highest score, and 4th to the choice with the lowest score.

Placement	GV	PGH	AC	Combined
1 st	D	D	D	D
2 nd	B	B	A	B
3 rd	A	A	B	A
4 th	C	C	C	C

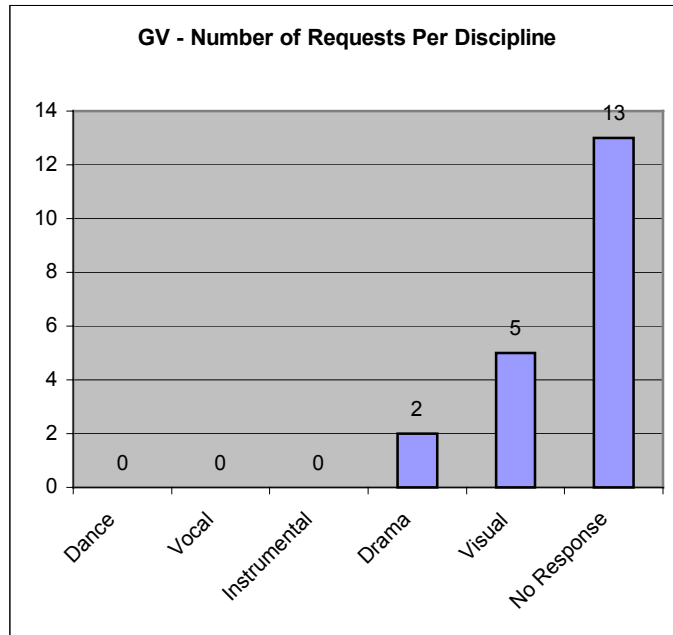
Rankings Summary:

Below is a summary of the rankings represented in the previous graphs. This summary gives a quick view of the order in which the choices for each question were ranked. The TPV column represents the ranking order using the total point value method whereas TPR column represents the order using the total per ranking method. As previously stated, generally the order is the same using both methods. Please note however that there are a few cases in which using a different method yields different orders. 1st place is given to the choice with the highest score, and 4th to the choice with the lowest score.

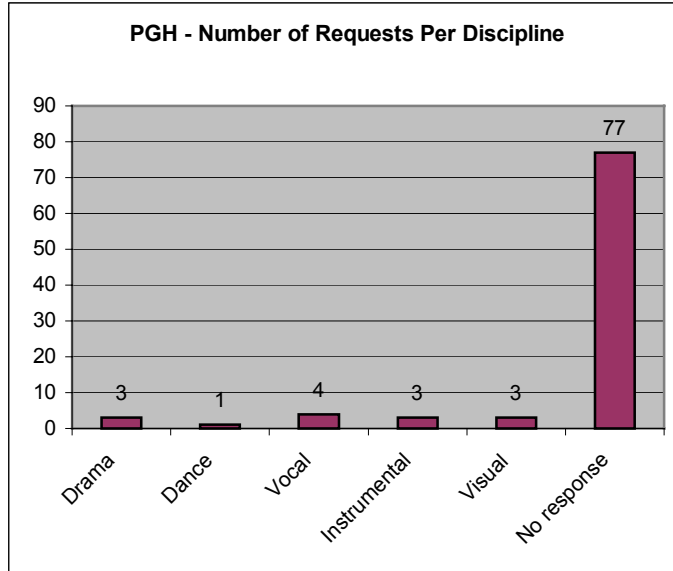
	GV	GV	PGH	PGH	AC	AC	Combined	Combined
Place	TPV	TPR	TPV	TPR	TPV	TPR	TPV	TPR
1st	D	D	D	D	D	D	D	D
2nd	B	B	B	B	A	A	A	B
3rd	A	A	A	A	B	B	B	A
4th	C	C	C	C	C	C	C	C

Requests for discipline-specific in-service programs:

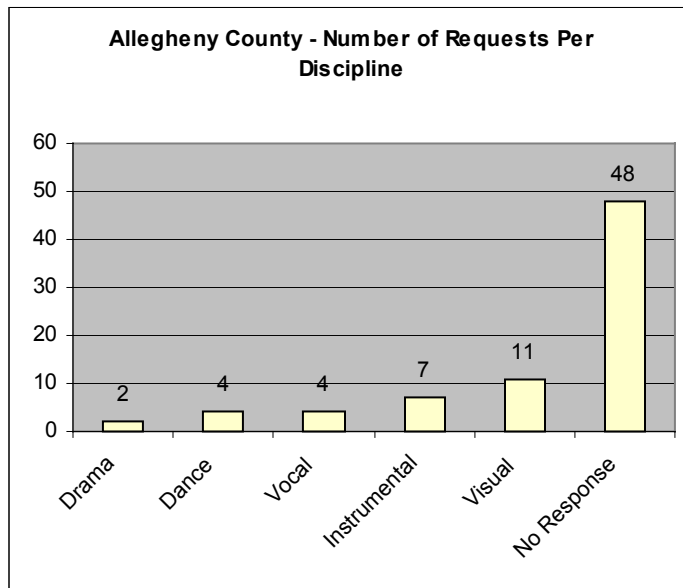
Part of question two requested the respondent to note what discipline-specific in-service programs he/she would prefer. They had the choice of specifying drama, dance, vocal, instrumental, and visual. 42 respondents answered this part of question two and their preferences are reflected in the graphs below. 138 respondents did not answer this part of the question. This is reflected as “no response.” It is important to note that respondents had the option of choosing all of the disciplines – they did not have to constrain their response to only one choice.



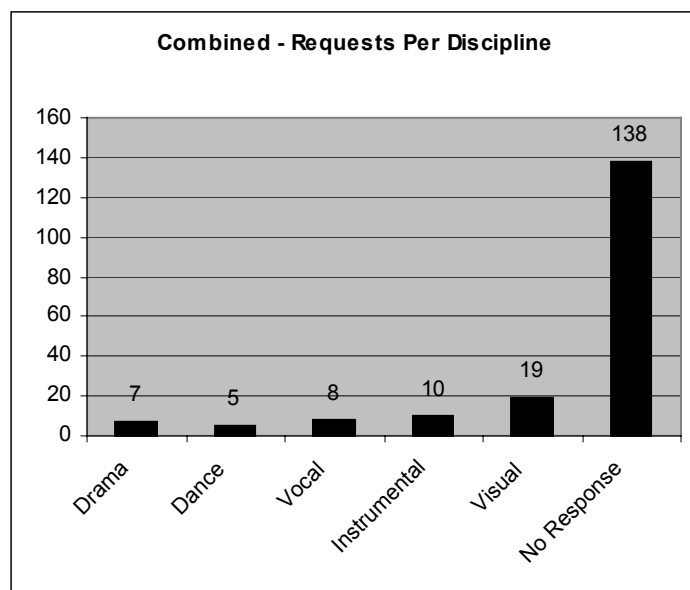
This graph shows the requests from the Governor’s Institute Reunion group for discipline-specific professional development workshops. Of the 20 respondents, five preferred visual arts, and three preferred drama, while no one preferred vocal, instrumental, or dance. 13 did not answer this part of question two.



This graph shows the requests from the Pittsburgh City Schools for discipline-specific professional development workshops. Of the 88 respondents, four preferred vocal, and three preferred each drama, instrumental, and visual. No one noted his or her preference to be dance. 77 did not answer this part of question two.



This graph shows the requests from the Allegheny County Schools for discipline-specific professional development workshops. Of the 72 respondents, ten preferred visual, seven preferred, instrumental, while four preferred each dance and vocal. Two noted their preference to be drama. 48 did not answer this part of question two.



This graph represents the results of combining all responses for the requests of discipline-specific professional development workshops. Of the 180 respondents, 19 preferred visual and ten preferred instrumental. Eight preferred vocal, seven preferred drama, and five preferred dance. 138 did not respond to this part of question two.

Rankings Summary For All Groups:

Below is a table that summarizes the requests for each group individually and then combined. For each group most respondents did not answer this part of question two; however, this table focuses only on the disciplines that were requested. First place is given to the discipline with the most votes and fifth to the discipline with the least.

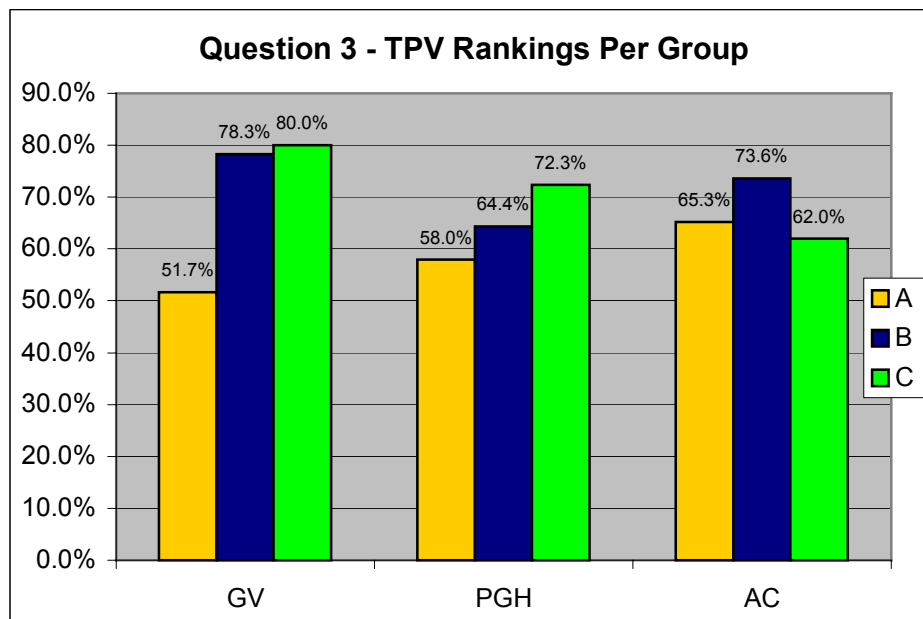
Placement	GV	PGH	AC	Combined
1 st	Visual, Drama	Vocal	Visual	Visual
2 nd	Instrument, Dance, Vocal	Instrumental, Visual, Drama	Instrumental	Instrumental
3 rd		Dance	Dance, Vocal	Vocal
4 th			Drama	Drama
5 th				Dance

Question Three

In implementing the Arts and Humanities Standards, I need to know:

- A. An awareness of what the standards really are**
- B. How to align my/our current curriculum to the standards**
- C. How to assess my students' performance in relation to the standards**

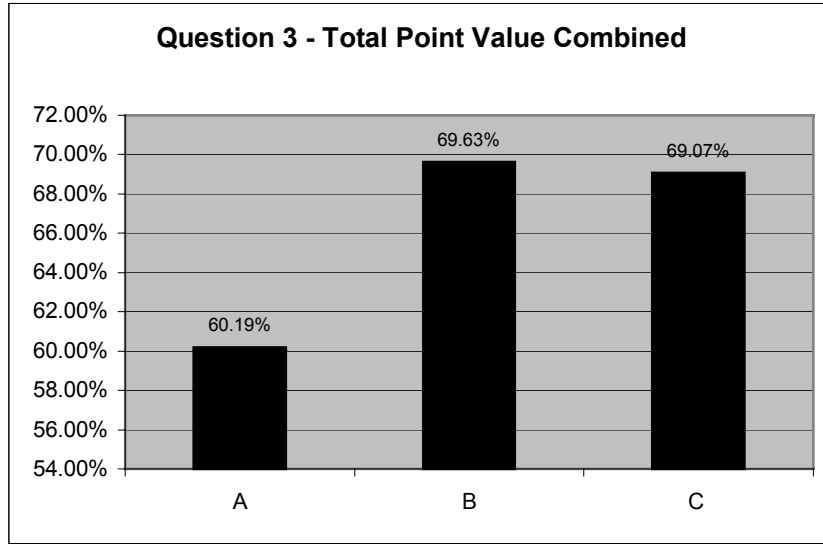
Total Point Value: adding up the rankings given for each choice. A respondent is able to rank each choice as a 3, 2, 1, or 0. Therefore the total possible point value is calculated by multiplying the number of respondents by the highest possible rank. Thus, for the Governor's Institute there are 20 respondents and the highest possible score from each person is a three. Multiply 20 by 3 and the total possible point value is equal to 60. If a choice scored 60 points from the Governor's Institute it would be reflected on the graph at 100%. For Pittsburgh there are 88 respondents so the highest total possible point value is 264. For Allegheny County there are 72 respondents so the highest possible value is 216. When the groups are combined, the highest value possible is 540. These totals are the same when using this method of tallying for questions 1, 2, and 3. It is also important to note that the percentage above each bar represents the percent of the total vote a choice received. Because the population size for each group differed, the results are presented as a comparison.



(Graph I) This graph shows that both the Governor's Institute and Pittsburgh ranked choice C as being most preferred whereas Allegheny County ranked choice B as most preferred. The Governor's Institute and Pittsburgh also have the same order for the other two choices.

In implementing the Arts and Humanities Standards, I need to know:

- A. An awareness of what the standards really are**
- B. How to align my/our current curriculum to the standards**
- C. How to assess my students' performance in relation to the standards**



(Graph J) This graph represents the results after combining the scores given by each group for each choice. The total possible points for each choice is 540 (180 total respondents with ability to rank each answer with a 3). A score of 540 is reflected at 100% on this graph. The graph shows that the arts education community as a whole ranked choice B as most preferred, followed by choice C and A.

Rankings Summary for Graphs I & J Using Total Point Value (TPV):

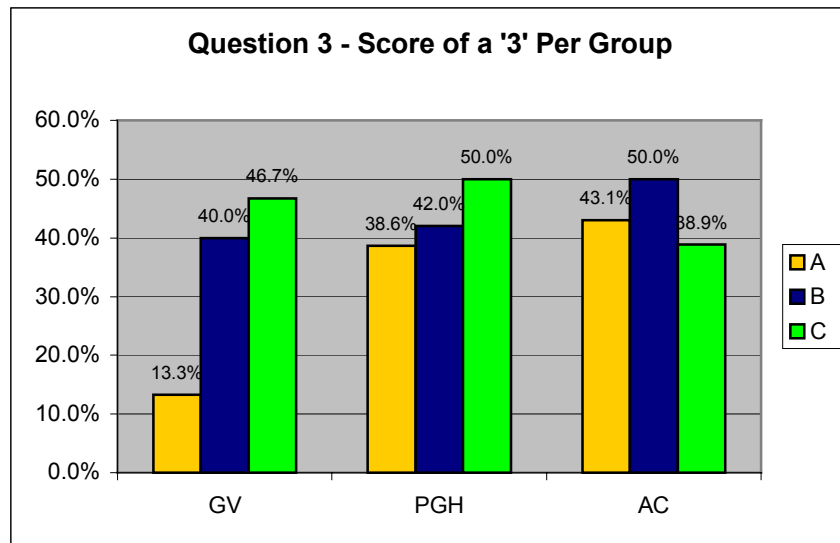
Below is a summary of the rankings presented in the two previous graphs. 1st place is given to the choice with the highest score, and 3rd to the choice with the lowest score.

Placement	GV	PGH	AC	Combined
1 st	C	C	B	B
2 nd	B	B	A	C
3 rd	A	A	C	A

In implementing the Arts and Humanities Standards, I need to know:

- A. An awareness of what the standards really are**
- B. How to align my/our current curriculum to the standards**
- C. How to assess my students' performance in relation to the standards**

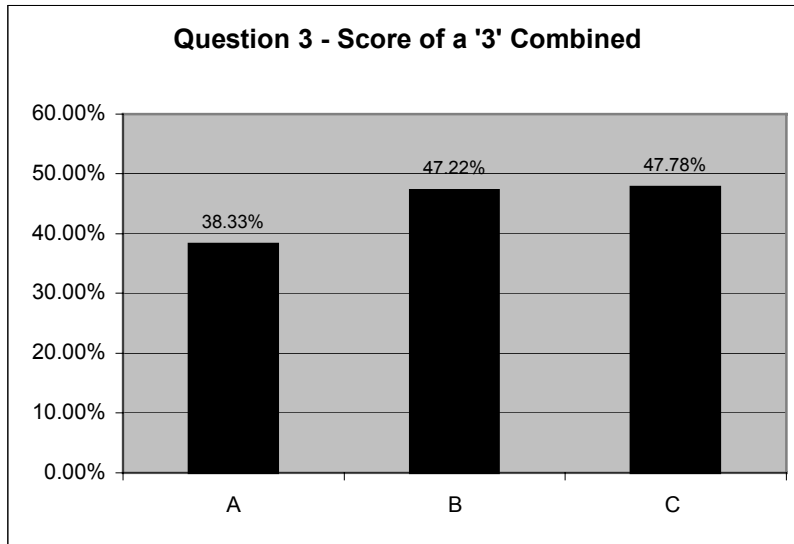
Totals Per Ranking: counting how many 0s, 1s, 2s, and 3s each choice received. A respondent is able to rank a choice as a 3, 2, 1, or 0. For this method one counts the number of 3s each choice received. The highest number of 3s possible is equal to the number of respondents. For example, 72 people responded from Allegheny County; therefore, the highest number of 3s possible is 72. If a choice scores 72 from Allegheny County, it is reflected on the graph at 100%. For the Governor's Institute there are 20 respondents so the highest number possible is 20. For Pittsburgh it is 88, and combined it is 180. These totals are the same when using this method of tallying for questions 1, 2, and 3. Again it is important to note that the percentages above each bar represent the percent of the total possible score each choice received. The results are represented as percentages because the population size of each group differed.



(Graph K) This graph again shows that the Governor's Institute and Pittsburgh ranked choice C as being most preferred whereas Allegheny County ranked choice B as being most preferred.

In implementing the Arts and Humanities Standards, I need to know:

- A. An awareness of what the standards really are**
- B. How to align my/our current curriculum to the standards**
- C. How to assess my students' performance in relation to the standards**



(Graph L) This graph represents the results after combining the scores given by each group for each choice. The total number of respondents was 180, meaning that 180 people had the ability to rank any given choice as a 3. If all 180 respondents ranked a given choice as a 3, its score is reflected at 100% on this graph. This graph shows that the arts education community as a whole ranked choice C as being most preferred, followed by choice B and finally choice A. It is important to note that the last graph shows choice B as being most preferred and here choice C is shown as most preferred. Again this is an instance where a decision has to be made to account for the all rankings or just those rankings of a 3.

Rankings Summary for Graphs K & L Using Total Per Ranking (TPR)

Below is a summary of the rankings presented in the two previous graphs. 1st place is given to the choice with the highest score, and 4th to the choice with the lowest score.

Placement	GV	PGH	AC	Combined
1 st	C	C	B	C
2 nd	B	B	A	B
3 rd	A	A	C	A

Rankings Summary:

Below is a summary of the rankings represented in the previous graphs. This summary gives a quick view of the order in which the choices for each question were ranked. The TPV column represents the ranking order using the total point value method whereas TPR column represents the order using the total per ranking method. As previously stated, generally the order is the same using both methods. Please note however that there are a few cases in which using a different method yields different orders. 1st place is given to the choice with the highest score, and 3rd place to the choice with the lowest score. (Please note that question three had only three choices.)

	GV	GV	PGH	PGH	AC	AC	Combined	Combined
Place	TPV	TPR	TPV	TPR	TPV	TPR	TPV	TPR
1st	C	C	C	C	B	B	B	C
2nd	B	B	B	B	A	A	C	B
3rd	A	A	A	A	C	C	A	A

Question Four

Please briefly describe how the Arts Collaborative can specifically service your particular professional development needs:

93 people or 51.7% of the respondents did not respond to question four. Of those 87 did respond, their comments hovered around one or more of the following categories. The actual responses can be found on page 37 – 42.

- 1) Advocacy and Awareness
- 2) Artist Residencies/ Arts Professionals
- 3) Clientele/ Audience of the AEC
- 4) Curriculum Issues
- 5) Resource Center/ Clearinghouse
- 6) Professional Development Workshops
- 7) Dr. Sarah Tambucci's presentation
- 8) School Issues
- 9) Arts Standards

Advocacy and Awareness (ADV)

16 respondents commented on:

- a) ways in which AEC could help s/he learn to become an advocate for the arts
- b) ways in which AEC could be more of an advocate
- c) assistance with advocacy at the administrative, and political arenas as well as with parents
- d) learning how to convince their communities of the importance of the arts

Artist Residency/ Arts Professionals (AR)

5 respondents commented on:

- a) having an interest in the idea of AEC establishing an Artist-Residency Program
- b) needing assistance in putting an artist residency in place
- c) needing assistance in finding arts professionals to provide training in the classroom

Clientele/ Audience of AEC (AUD)

2 respondents:

- a) requested info on becoming more involved with AEC
- b) suggested that AEC expand its reach

Curriculum Issues (CUR)

11 respondents commented on issues surrounding curriculum. Topics included:

- a) techniques and methods to use in the classroom
- b) integrating arts with the classroom
- c) interest in incorporating particular disciplines
- d) need for assistance with all of these ideas

Resource Center/ Clearinghouse (INFO)

22 respondents requested specific ways in which AEC could address their needs and interests. Comments ranged from:

- a) AEC needs to provide arts educators with info regarding arts ed, new research, programs & workshops being offered
- b) AEC needs to be the clearinghouse or resource center to connect teachers with artists, arts orgs, and other teachers

Professional Development Workshops (PDW)

20 respondents suggested AEC could:

- a) provide in-service programs and workshops
- b) discipline-specific workshops
- c) workshops that could expose them to arts assessment methods
- d) workshops that deal with discipline in the art room
- e) provide any professional development workshop that relates to the arts

Dr. Sarah Tambucci's presentation (PRES)

9 respondents took question four as an opportunity to comment on Dr. Tambucci's presentation. Comments such as this could have come from either Pittsburgh City Schools respondents or people who attended the Governor's Institute Reunion. A presentation was not given to the respondents from Allegheny County.

School Issues (SCH)

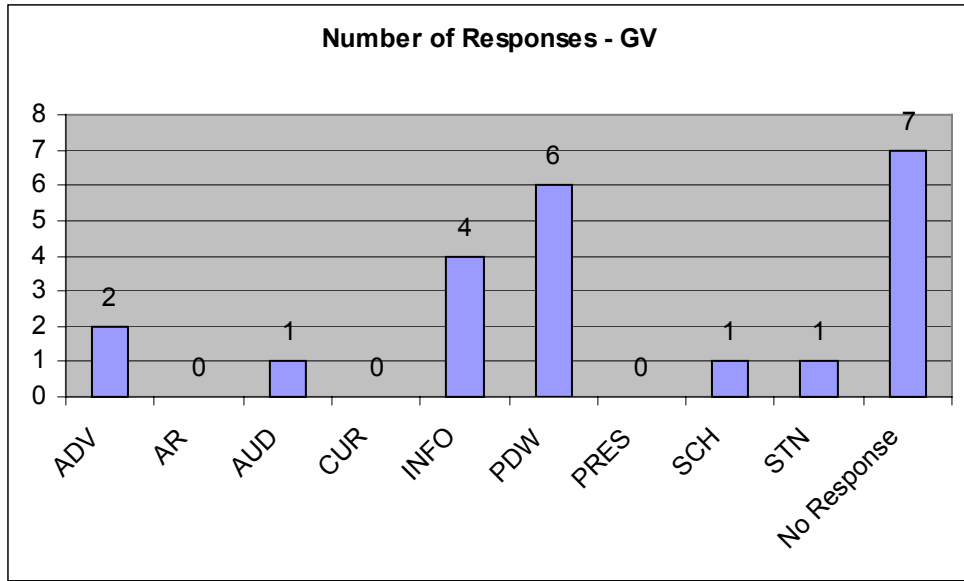
7 respondents comments on issues more related to their school. Comments included:

- a) request assistance with scheduling
- b) need assistance in dealing with school boards and administrators concerning budgets and other issues
- c) Site based management systems and how to deal with them

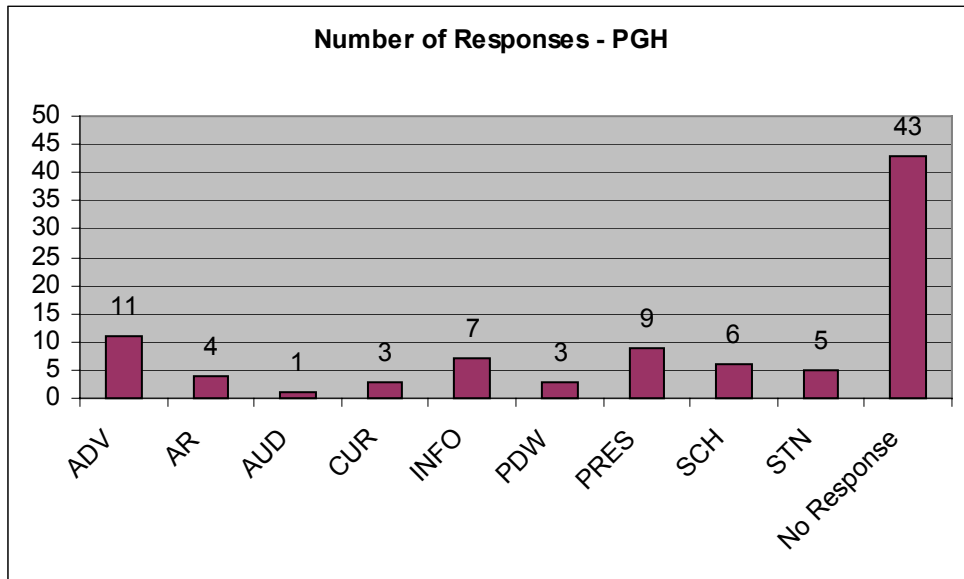
Arts Standards (STN)

8 respondents made comments in regards to the standards. These included:

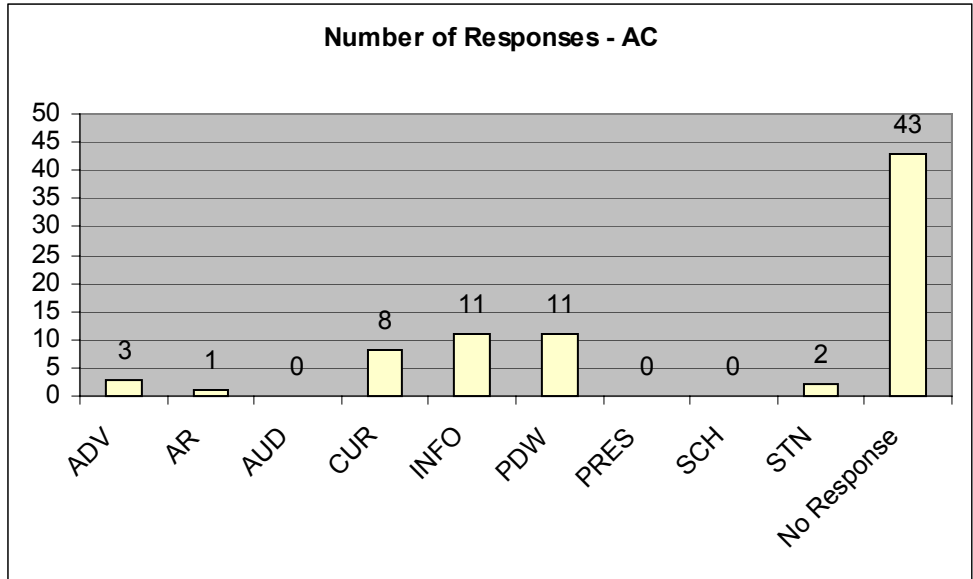
- a) a request that the standards be clarified
- b) information regarding the standards be distributed to the appropriate people in the schools
- c) having standards that work with the arts and that are not based on the same assessment methods as are other academic courses



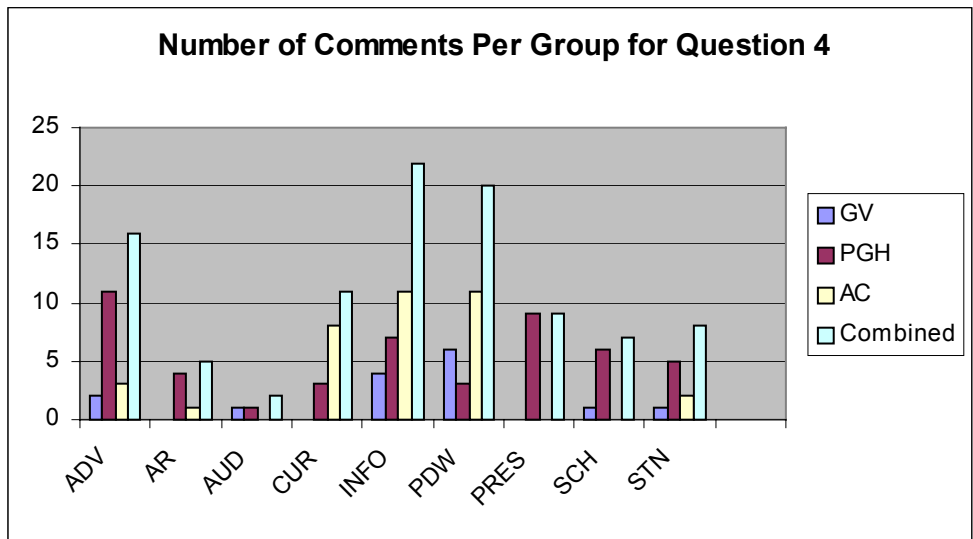
This graph represents the responses to question four made by those who attended the Governor’s Institute Reunion. Of the 20 survey respondents, six respondents commented on professional development workshops (PDW), four on how the AEC can better serve their needs (INFO), two commented on advocacy and awareness issues (ADV), and one each for issues concerning how outsiders can become more of a part of AEC (AUD), school issues (SCH), and standards (STN). Seven did not answer question 4.



This graph represents the responses to question four made by Pittsburgh City Schools. Of the 88 survey respondents, 43 did not answer question 4. The remainder of the graph can be read in the same way as the graph above.



This graph represents the responses to question four made by Allegheny County Schools. Of the 72 survey respondents, 43 did not answer question 4. The remainder of the graph can be read in the same way as the graph above.



This graph represents all of the groups individually and combined as noted in the legend on the right. On the bottom are again the abbreviations of the categories. The reader can see from this graph which topics are more popular than others. The “no response” rate is not reflected in this graph due to the fact that it skewed the scale of the graph.

Question 4 Comments

Category	Governor's Reunion Group
ADV	Serve as a resource for Districts in helping school boards, administrators, and general public to actually support the arts.
ADV	Being the ally and leverage to support and "push" initiatives current in art education.
AUD	You need to add surrounding counties to your service area - Washington County in particular
INFO	Events like this are the best way.
INFO	Information on upcoming programs and networking
INFO	Arrange meetings for people in like disciplines to meet and talk and/or meet in ensembles or studio together - we never get to get together!
INFO	Any new current efforts/research in education made available to the Collaborative and school districts.
PDW	In-service programs to involve "core" curriculum teachers to help them to realize the value of incorporating arts into/across the curriculum
PDW	Providing interesting workshops/professional development for the visual arts
PDW	Our professional development programs don't relate to the arts now!
PDW	In-service programs
PDW	There is a great need for Music Technology professional development. Any help in this are would be supported by a large number.
PDW	Professional development
STN	Question #3 states the most important professional development issues at this time!

Category	Pittsburgh City Schools
ADV	I would appreciate more <u>hard copies</u> of the <u>language</u> that arms us to better able presenters.
ADV	How can we walk away from the session with specific (ie, through established channels) things to do to promote arts education?
ADV	As a way of showing what arts can do for the school
ADV	Advocacy will bring us to the forefront, thus making music a priority
ADV	The Arts Collaborative needs to establish regularly scheduled update meetings to teachers and administrators to let those in power know the value of the arts
ADV	Educate our principals!

Abbreviation	Topic	Abbreviation	Topic
ADV	Advocacy & Awareness	PDW	Professional Development Workshops
AR	Artist Residency/ Arts Professionals	PRES	Dr. Tambucci's Presentation
AUD	Clientele/ Audience of AEC	SCH	School Issues
CUR	Curriculum Issues	STN	Arts Standards
INFO	Resource Center/ Clearinghouse		

ADV	We need to make the administrator and staff realize music is just as important as the core subjects. I enjoyed your presentation. Thanks.
ADV	Professionally develop the politicians to want the arts no matter what the cost
ADV	Educate other disciplines of our importance
ADV	Convince administrators that quality time and space = quality in the arts
ADV	How can I be an advocate? Where do I go and what do I say? I would like to get a Music In Education - Yamaha professional development/demonstration together - pairing local school district Music teachers as well as <u>Pittsburgh</u> Music teachers with Yamaha trainers in one or all of our VH1 Keyboard/curriculum labs. (Our district won 4 labs 2 years ago) It's been a struggle for each grant recipient to get the <u>server computer</u> (Windows 98) to run the lab! (Site based decisions have interfered!) Some of us are up and running and this program is like a gift from the heavens - We'd like to share. Great presentation. Thanks for your support! J. Daller Stevens Elementary.
AR	By providing artist residency and core programs in Jazz Field/ ...To encourage development of the subject area and strengthen the district
AR	Students need to see artist performances and displays to prove that the arts are a viable career choice. It would be great to develop partnerships where in professionals come in to the school buildings and show off their stuff.
AR	Implement Artist-In-Residency
AUD	You may want to include ways your audience can be involved in the Arts Education Collaborative.
CUR	I need to develop non-traditional music education classes - classes that will develop student interest through performance and technology. This would require money (grants) and new types of scheduling.
CUR	Would like to observe veteran teachers to learn new techniques and strategies
CUR	What options are there to integrate? Time better. I look forward to the survey that was discussed today. It is important to identify and connect with the teachers that work in arts education (along with other advocates). In the work that I do, making this connection is important. The power point presentation was enhanced by the student work (an an advocate of students involvement)
INFO	You can alert us to programs available to our children in the public school
INFO	Arts Collaborative website and directory of arts organizations would be helpful in creating partnerships for fieldtrips and student collaborations as well as a teacher aid in discovering new knowledge, resources, and what exists and is available right here in Pittsburgh!

Abbreviation	Topic	Abbreviation	Topic
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INFO	Community resources, partnerships, funding opportunities
INFO	Publicity for our work on a web-site, etc...
INFO	Circulating a news letter to all teachers and administrators. Recommend websites to visit.
INFO	How can I find out about grants and write grants? This session was very helpful - thanks!!
PDW	Any help with Music Technology and MIDI systems would be great
PDW	Music
PDW	I would like to attend a workshop that shows different types of assessment models - that I could modify for my students to use in evaluating their own work
PRES	I would like to meet with you because I teach but I also run a non-profit organization as well. Have been in communication with an Act 48 program being developed at a local college. Mclay00@aol.com MCDC Marylloyd Claytor Dance Company 1630 Petunia Street Pgh, PA 15210 412-882-5509 Music Teacher at Carmalt School
PRES	You are a welcomes sight for lobbying for the arts. Thank you!! Keep up your work - it is crucial for our discipline.
PRES	Thank you!
PRES	Dr. Tambucci didn't answer my question about whether students will be required to pass our classes now
PRES	Very informative. Surprisingly insightful and pleasant strategies, concepts and considerations.
PRES	What in your background prepares you to be an advocate for the music portion of the arts education collaborative?
PRES	I liked all the pertinent information about the arts you presented. This is current, up-to-date useable information. Thanks.
PRES	The presentation was delightful!
SCH	Strategies to deal with site based programs.
SCH	Help with scheduling at beginning of year. If it is a core subject, then does that mean music will be scheduled as a priority! You are very charismatic about your cause, thank you! If we are indeed going to be thought of as core subject, we (Humanities) need to be scheduled as a priority, before other subjects are scheduled prior to the school year. (middle and high school!)

Abbreviation	Topic	Abbreviation	Topic
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SCH	How to best approach the school board, administrators, etc...over concerns, budget, scheduling, etc...
SCH	Each particular school site based management system is dictated by the individual principals. For anything to work these systems need review for actual improvement to occur.
SCH	Limiting class size based on Arts Education standards, not academic standards.
SCH	What ways can I connect with non-artist colleagues?
STN	Better define Aesthetic Awareness; I am still very unclear what and how I can incorporate teaching techniques in my classroom.
STN	By getting out info concerning question #3 about the standards
STN	Clarify the standards!
STN	It has always been frustrating that the arts have been treated with the same standards as academics, even though evaluating a student's work is different - eg your plie is not done correctly but you got a 92 on a test. We need standards to work with that work with "arts", done by artists who know what teaching these subjects mean
STN	Focus on content standards implementation in music. Interesting information on ESEA. Very enthusiastic approach.

Category	Allegheny County Schools
ADV	I would like to have a way to share the importance of the arts to parents and community. To help them understand the importance of the arts as they relate to student achievement etc. To have ways of communicating what a valuable mode of learning we share with students.
ADV	I am interested in learning more ways to convey to the school community the importance of a total music program, including a good high school choral program, which we presently lack AND the importance of instrumental (orchestral) strings -- a program which I just began last year.
ADV	advocacy issues
AR	(In response to Artist Residency) Have attended this kind of workshop previously. Have received 2 state grants, good programs; money to match funds no longer available. Difficult to work into curriculum with so many other expectations.
CUR	Share P.E. ideas with other P.E. professionals

Abbreviation	Topic	Abbreviation	Topic
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	I've been teaching for 20 years. Every year I research and design to come up with an assortment of new projects to teach to the students. I like to teach lessons that instruct skills, techniques, craftsmanship, and creativity. I like to tie in art history when I present these units. I want the students to have a successful process to end up with a successful product because our school expects a lot of art work to be on display. I expect the students to try their very best, and I want them to desire that achievement of intrinsic satisfaction. With that groundwork laid, teachable units that fall into that category would be a great asset to me. Art teachers like hands on workshops because they spark creativity to be a better instructor.
CUR	
CUR	I would like to feel more comfortable aligning my curriculum and the standards
CUR	Intro to current American artists
CUR	Art history in elementary/Intro to new techniques and materials
CUR	Assessment and cross curriculum implementation
CUR	Integrate the arts with the classroom
	Info geared towards teaching art grades 1-5, aligned with the standards would be helpful to me. Exciting lessons, workshops, hands on can be electric and spark innovation in teaching
CUR	
CUR	Curriculum issues, teaching methodology, and advocacy issues
	Providing email information about all or any Act 48 offerings in the area related to the arts. This information can be presented to the curriculum director of the school districts. The problem is usually receiving the information early enough to pass the information to members of the departments to receive prior approval to attend.
INFO	
	It is much easier for me to adapt ideas to my needs and facilities and quite difficult for me to get out and observe people in their work place...or even to know WHO to go see
INFO	
	It would be helpful for AEC to identify outstanding, effective, imaginative teachers to have as presenters for a seminar.
INFO	
	I would like to expose my students to cultural things that happen outside of the district Act as a resource for when school districts have a professional day scheduled they can tap your resources and utilize them
INFO	
	ACT 48 hours for all programs. You submit hours to PDE, not to the District.
INFO	
	I would love to gather all the drama (or other discipline) teachers to talk and exchange ideas. We all seem to be inventing the wheel in our own ways - why don't we look at each other's inventions and take the best from each person.
INFO	
	By expanding them.
INFO	

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INFO	Resource Center/ Clearinghouse		

INFO	Provide opportunities for arts specialists to meet at a central location to "brainstorm"
INFO	List topics for In-service programs and available times
INFO	Interaction with other professionals, student involvement, with update info and workshops
PDW	Elementary dance
PDW	Provide in-services on technology in the arts
PDW	I would like to have sessions where outstanding instrumental educators demonstrate aspects of their program - assessment, rubrics, meeting appreciation standards requirements in a performance ensemble setting, computer short-cut to creating portfolio/grades/rubrics/learning activities for students.
PDW	By offering programs geared specifically to young adolescents/ middle school
PDW	Visual Arts - I crave new ideas to present to students to keep them interested in the elementary area. I like to see what others are doing!
PDW	Discipline in the art room and what to do about it.
PDW	Although I do have some background in music, dance is the area of the arts most pertinent to me. I am a P.E. teacher but I do incorporate some dance into my classroom. Also, I assist with the show choir at the West Mifflin Area High School and am the choreographer for the school musicals. Therefore, these are the areas which I feel the AEC can most assist me. Ideas for choreography would be helpful as well as an opportunity to meet with others in the same position as myself.
PDW	Provide substitutionary professional development programs to be used to substitute for district professional development programs that are not relevant to arts specialists
PDW	We have permission from the district to do any art related Act 48 offerings on in-service days
PDW	We need some specific Arts discipline programs to give us new methods, techniques, and materials and meet and talk with other music educators.
PDW	I think that "arts" teachers also need to learn how to be "their own best" advocate for their disciplines. Maybe some workshops could be designed to teach art educators about the importance of arts advocacy.
STN	Make sure we have the standards and an explanation of who oversees implementation and how records are kept
STN	Standards-based teaching

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

Overall Summary of Findings

Overall Summary of Findings

Question One

Please indicate the best times to offer arts educator in-service programs that you could attend.

Governor's Institute Reunion: Using TPV (total of all rankings)

- 1st place: D – Evening Session 4:30 – 6:30 pm**
- 2nd place: B – Scheduled District Professional Development Day (Day Session)
- 3rd place: A – Mid-August , Prior to the School Year (Day Session)
- 4th place: C – Saturday (Early Fall) Day Session

Governor's Institute Reunion: Using TPR (number who ranked choice as a '3')

- 1st place: B – Scheduled District Professional Development Day (Day Session)**
- 2nd place: D – Evening Session 4:30 – 6:30 pm
- 3rd place (tie): A - Mid-August , Prior to the School Year (Day Session)
C - Saturday (Early Fall) Day Session

*GV Preferred Date/Time Period for Professional Development Workshops: **Winter***

Pittsburgh City Schools: Using TPV (total of all rankings)

- 1st place: B – Scheduled District Professional Development Day (Day Session)**
- 2nd place: A – Mid-August , Prior to the School Year (Day Session)
- 3rd place: D – Evening Session 4:30 – 6:30 pm
- 4th place: C – Saturday (Early Fall) Day Session

Pittsburgh City Schools: Using TPR (number who ranked choice as a '3')

- 1st place: B – Scheduled District Professional Development Day (Day Session)**
- 2nd place: A – Mid-August , Prior to the School Year (Day Session)
- 3rd place: D – Evening Session 4:30 – 6:30 pm
- 4th place: C – Saturday (Early Fall) Day Session

*PGH Preferred Date/Time Period for Professional Development Workshops: **Winter***

Allegheny County Schools: Using TPV (total of all rankings)

1st place: B – Scheduled District Professional Development Day (Day Session)

2nd place: D – Evening Session 4:30 – 6:30 pm

3rd place: C – Saturday (Early Fall) Day Session

4th place: A – Mid-August , Prior to the School Year (Day Session)

Allegheny County Schools: Using TPR (number who ranked choice as a '3')

1st place: B – Scheduled District Professional Development Day (Day Session)

2nd place (tie): C – Saturday (Early Fall) Day Session

D – Evening Session 4:30 – 6:30 pm

3rd place: A – Mid-August , Prior to the School Year (Day Session)

*AC Preferred Date/Time Period for Professional Development Workshops: **Winter***

Combination of Groups: Using TPV (total of all rankings)

1st place: B – Scheduled District Professional Development Day (Day Session)

2nd place: D – Evening Session 4:30 – 6:30 pm

3rd place: A – Mid-August , Prior to the School Year (Day Session)

4th place: C – Saturday (Early Fall) Day Session

Combination of Groups: Using TPR (number who ranked choice as a '3')

1st place: B – Scheduled District Professional Development Day (Day Session)

2nd place: A – Mid-August , Prior to the School Year (Day Session)

3rd place: D – Evening Session 4:30 – 6:30 pm

4th place: C – Saturday (Early Fall) Day Session

*Combined Preferred Date/Time Period for Professional Development Workshops: **Winter***

Question Two

Please indicate the type of in-service programs that you would commit to attend.

Governor's Institute Reunion: Using TPV (total of all rankings)

1st place: D – Specific Arts Discipline Programs

2nd place: B – Assessment in the Arts

3rd place: A – Implementing Arts and Humanities Across Disciplines

4th place: C – Planning for and Implementing Artists in Residency Programs

Governor's Institute Reunion: Using TPR (number who ranked choice as a '3')

1st place: D – Specific Arts Discipline Programs

2nd place: B – Assessment in the Arts

3rd place: A – Implementing Arts and Humanities Across Disciplines

4th place: C – Planning for and Implementing Artists in Residency Programs

*GV Most Requested Discipline: **Visual***

Pittsburgh City Schools: Using TPV (total of all rankings)

1st place: D – Specific Arts Discipline Programs

2nd place: B – Assessment in the Arts

3rd place: A – Implementing Arts and Humanities Across Disciplines

4th place: C – Planning for and Implementing Artists in Residency Programs

Pittsburgh City Schools: Using TPR (number who ranked choice as a '3')

1st place: D – Specific Arts Discipline Programs

2nd place: B – Assessment in the Arts

3rd place: A – Implementing Arts and Humanities Across Disciplines

4th place: C – Planning for and Implementing Artists in Residency Programs

*PGH Most Requested Discipline: **Vocal***

Allegheny County Schools: Using TPV (total of all rankings)

- 1st place: D – Specific Arts Discipline Programs**
- 2nd place: A – Implementing Arts and Humanities Across Disciplines
- 3rd place: B – Assessment in the Arts
- 4th place: C – Planning for and Implementing Artists in Residency Programs

Allegheny County Schools: Using TPR (number who ranked choice as a '3')

- 1st place: D – Specific Arts Discipline Programs**
- 2nd place: A – Implementing Arts and Humanities Across Disciplines
- 3rd place: B – Assessment in the Arts
- 4th place: C – Planning for and Implementing Artists in Residency Programs

*AC Most Requested Discipline: **Visual***

Combination of Groups: Using TPV (total of all rankings)

- 1st place: D – Specific Arts Discipline Programs**
- 2nd place: A – Implementing Arts and Humanities Across Disciplines
- 3rd place: B – Assessment in the Arts
- 4th place: C – Planning for and Implementing Artists in Residency Programs

Combination of Groups: Using TPR (number who ranked choice as a '3')

- 1st place: D – Specific Arts Discipline Programs**
- 2nd place: B – Assessment in the Arts
- 3rd place: A – Implementing Arts and Humanities Across Disciplines
- 4th place: C – Planning for and Implementing Artists in Residency Programs

*Combined Most Requested Discipline: **Visual***

Question Three

In implementing the Arts and Humanities Standards, I need to know.

Governor's Institute Reunion: Using TPV (total of all rankings)

1st place: C – How to assess my students' performance in relation to standards

2nd place: B – How to align my/our curriculum to the standards

3rd place: A – An awareness of what the standards really are

Governor's Institute Reunion: Using TPR (number who ranked choice as a '3')

1st place: C – How to assess my students' performance in relation to standards

2nd place: B – How to align my/our curriculum to the standards

3rd place: A – An awareness of what the standards really are

Pittsburgh City Schools: Using TPV (total of all rankings)

1st place: C – How to assess my students' performance in relation to standards

2nd place: B – How to align my/our curriculum to the standards

3rd place: A – An awareness of what the standards really are

Pittsburgh City Schools: Using TPR (number who ranked choice as a '3')

1st place: C – How to assess my students' performance in relation to standards

2nd place: B – How to align my/our curriculum to the standards

3rd place: A – An awareness of what the standards really are

Allegheny County Schools: Using TPV (total of all rankings)

- 1st place: B – How to align my/our curriculum to the standards**
- 2nd place: A – An awareness of what the standards really are
- 3rd place: C – How to assess my students' performance in relation to standards

Allegheny County Schools: Using TPR (number who ranked choice as a '3')

- 1st place: B – How to align my/our curriculum to the standards**
- 2nd place: A – An awareness of what the standards really are
- 3rd place: C – How to assess my students' performance in relation to standards

Combination of Groups: Using TPV (total of all rankings)

- 1st place: B – How to align my/our curriculum to the standards**
- 2nd place: C – How to assess my students' performance in relation to standards
- 3rd place: A – An awareness of what the standards really are

Combination of Groups: Using TPR (number who ranked choice as a '3')

- 1st place: C – How to assess my students' performance in relation to standards**
- 2nd place: B – How to align my/our curriculum to the standards
- 3rd place: A – An awareness of what the standards really are

Question Four

Please briefly describe how the Arts Collaborative can specifically service your particular professional development needs.

Governor's Institute Reunion

Most popular topic: Professional Development Workshops

Followed by:

Resource Center/ Clearinghouse

Advocacy and Awareness

(tie) Audience/ Clientele of AEC, School Issues, Arts Standards

Pittsburgh City Schools

Most popular topic: Advocacy and Awareness

Followed by:

Dr. Tambucci's Presentation

Resource Center/ Clearinghouse

School Issues

Arts Standards

Artist Residency/ Arts Professionals

(tie) Curriculum Issues, Professional Development Workshops

Allegheny County Schools

Most popular topic: (tie) Professional Development Workshops & Resource Center

Followed by:

Curriculum Issues

Advocacy and Awareness

Arts Standards

Artist Residency/ Arts Professional

Combined

Most popular topic: Resource Center/ Clearinghouse

Followed by:

Professional Development Workshops

Advocacy and Awareness

Curriculum Issues

Dr. Tambucci's Presentation

Arts Standards

School Issues

Artist Residency/ Arts Professional

Audience/ Clientele of AEC

Recommendations

The goal in administering this survey was to learn enough about the needs and interests of arts educators in the region to make informed recommendations regarding the design of professional development activities. The following recommendations are made as the result of the analysis of the data gathered. While the respondents to this survey from Pittsburgh and Allegheny County do not represent the **entire** population of arts educators in either of those communities, these recommendations are based on stated rather than perceived need.

- **Schedule district professional development days that focus on learning opportunities in the arts disciplines.**
Use scheduled district professional development days for learning experiences in specific arts strategies, content and technique.
- **Consider after school events as opposed to Saturday offerings.**
Teachers reflect that after school events make for a longer day but are preferred to Saturdays. Winter is the most frequently preferred time of year for professional development events.
- **Grant Act 48 credit as part of professional development opportunities.**
Include community arts service providers when developing the district Act 48 Plan. These providers tailor programs to topics of specific interest to arts educators.
- **Invite other districts to participate in events designed especially for arts educators.**
Sharing resources can be an effective strategy when calendars are parallel.
- **Relate broader educational topics, other academic subjects, standards, and accountability to the needs of arts educators.**
For example, reading, writing and speaking across the curriculum should include information regarding specific strategies that arts educators can integrate into their instruction with their students.
- **Provide professional development opportunities that hone the skills of the arts educator as artist.**
Respondents requested professional development opportunities that focus on maintaining and improving their artistic skill.
- **Consider the implications of the proposed academic standards in the Arts and Humanities.**
Arts educators are interested in focusing on curriculum development, curriculum alignment and assessment in the arts.
- **Support efforts of the Arts Education Collaborative to advocate for quality arts education.**

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

Appendices

Appendices

Blank Survey

Letter to Prospective Respondents

Data Summary

Arts Education Collaborative PROFESSIONAL DEVELOPMENT – ACT 48

In an effort to provide **Act 48** credit that offers high quality professional development to arts educators, we need your help. Please complete this brief survey and return by **Feb. 20**. You may e-mail, fax, or mail to the following addresses. Thank you, in advance, for your input.

- E-mail Address: barakyd@collaboratives.org
- Fax Address: 412-201-7401
- Mail Address: Arts Education Collaborative
 Regional Enterprise Tower
 425 Sixth Avenue, Suite 2650
 Pittsburgh, Pennsylvania 15219-1819

Please rank **each** answer by using the following scale:

3 – Most Preferred – Would Meet Current Needs and/or Interest

2 – Would Consider – May Meet Needs or Interest

1 - Minimal Consideration – Probably Does Not Address Needs or Interest

0 - Not An Option for Consideration

1. Please indicate the best times to offer arts educator in-service programs that you could attend:
 - _____ A. Mid-August, Prior to the School Year (Day Session)
 - _____ B. Scheduled District Professional Development Day (Day Session)
 _____ designate date
 - _____ C. Saturday (Early Fall) Day Session
 - _____ D. Evening Session 4:30 – 6:30 p.m.

2. Please indicate the type of in-service programs that you would commit to attend:
 - _____ A. Implementing Arts and Humanities Across Disciplines
 - _____ B. Assessment in the Arts
 - _____ C. Planning for and Implementing Artists in Residency Programs
 - _____ D. Specific Arts Discipline Programs (Specify: Drama; Dance; Vocal;
 Instrumental; Visual)

3. In implementing the Arts and Humanities Standards, I need to know:
 - _____ A. An awareness of what the standards really are.
 - _____ B. How to align my/our current curriculum to the standards
 - _____ C. How to assess my students' performance in relation to the standards.

4. Please briefly describe how the Arts Collaborative can specifically service your particular professional development needs:

February 8, 2002

Dear:

Have you ever been forced to miss a great in-service program simply because it was offered at an inconvenient time? Do you have other professional development needs that aren't quite being met? Here's your chance to suggest professional development opportunities that meet **your** needs.

The Arts Education Collaborative, a regional initiative to foster creativity and student achievement in, with and through the arts is interested in your opinion. The Professional Development Task Force of the AEC needs your help. Attached you will find a brief, four question survey concerning professional development content and preferred times. You are most directly affected by the professional development programs that are offered. We value your opinion.

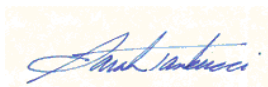
You have the power to influence the future of professional development for arts educators in the region. Please take a minute to give us your opinion. With your input we can help shape quality professional development opportunities that meets your needs.

Please return your completed survey to the AEC office by any of the following methods by **Wednesday, February 20, 2002.**

E-mail	barakyd@collaboratives.org
Fax	412-201-7401
Mail	Arts Education Collaborative Regional Enterprise Tower 425 Sixth Avenue, Suite 2650 Pittsburgh, PA 15219-1819

Thank you in advance for your cooperation and timely response.

Sincerely,



Sarah Tambucci, Ph. D.
Director



Bille Rondinelli, Ed. D.
Professional Development Task Force Chair

