



ARTS EDUCATION
COLLABORATIVE

**Professional Development Survey Report
Allegheny County
2006**

Acknowledgements

The Arts Education Collaborative is grateful to the arts educators throughout Allegheny County and the City of Pittsburgh who responded to the AEC Professional Development Survey. This report will help to inform decision-making regarding the content of professional development options and opportunities offered by the AEC.

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

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Statement of Need for Professional Development

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

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

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

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

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

Executive Summary

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

Ninety-seven arts educators, representing 34 school districts in Allegheny County, the City of Pittsburgh and two private schools completed and returned the survey to the Arts Education Collaborative. A breakdown of school and district representation can be found in the appendix. This survey gathered information about professional development at the district level. In addition, it collected information regarding the respondents' current areas of certification.

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

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

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

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

| | |
|-----------|--|
| Section 1 | TPV¹ Highest Ranking: Community Resources and Technology as a Creative Tool (tie) TPR² Highest Ranking: Critical Analysis, Critical Response and Implementing the Standards (tie) |
| Section 2 | TPV Highest Ranking: Technology as a Creative Tool TPR Highest Ranking: Technology as a Creative Tool |
| Section 3 | TPV Highest Ranking: Discipline Specific Workshops TPR Highest Ranking: Discipline Specific Workshops |
| Section 4 | 42% were interested in earning an advanced degree. 48% 1-3 times per year of professional development opportunities. |

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

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

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

Introduction

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

Description

Survey Respondents: The survey was distributed to arts educators throughout Allegheny County and the City of Pittsburgh. Overall, 97 arts educators completed and returned the survey. Details of the breakdown are shown in Table 1.

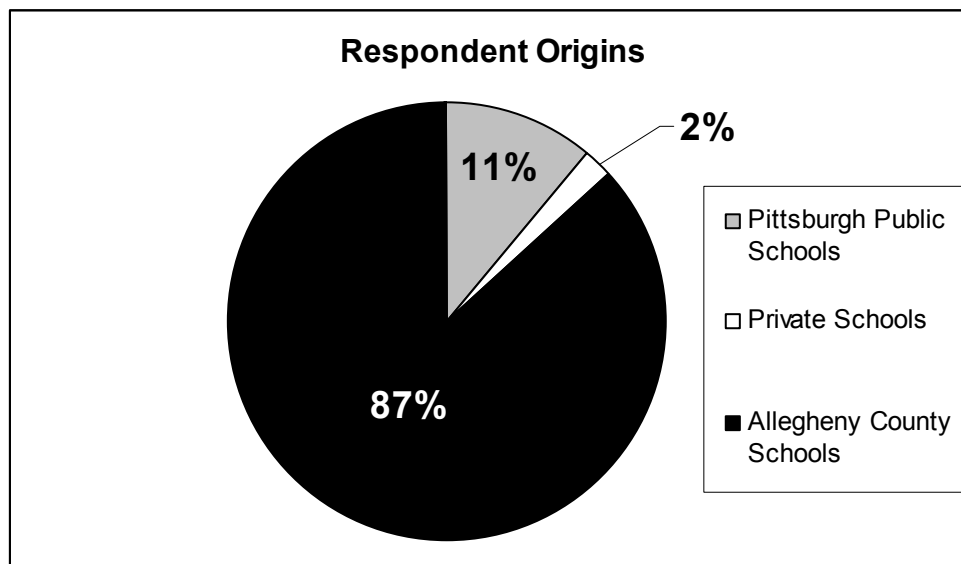


Figure 1. Respondent origin

Table 1.

Survey Respondents in Allegheny County

| Number of Districts/ Private Schools Represented by Data | Category | Number of Surveys |
|--|---------------------------|-------------------|
| 35 | Allegheny County | 84 |
| 1 | Pittsburgh Public Schools | 11 |
| 2 | Private Schools | 2 |

Survey Description: The survey consisted of four sections. Section 1, 2 and 3 were questions based on a rating system. For Section 1, the respondents were instructed to rank each choice of each question with 1, 2, or 3. Section 2 was an extension of Section 1, which allowed the respondents to select the top three topics from Section 1 that they would like to learn more about. In Section 3, the respondents were instructed to rank each choice with 0, 1, 2, or 3. Section 3 also contained a “please specify” option. Section 4 contained a filter question to determine if the respondent was qualified to answer a subsequent question. Two multiple choice questions and three “please specify” questions were also introduced in Section 4.

Tallying Process

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

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

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

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

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

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

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

Interpretation

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

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

**Arts Education Collaborative
Professional Development Survey:**

Results

Section One

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

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

Total Point Value: Adds up the ranking given for each choice. A respondent is able to rank each choice with 3, 2, or 1. Therefore, the total possible point value is calculated by multiplying the number of respondents by the highest possible rank. There are 97 respondents and the highest possible ranking from each person is 3. Multiplying 97 by 3, the total possible point value is equal to 291. The totals are similar when using this method of tallying Section 2 and 3.

From Figure 2, it can be seen that several professional development topics were important to respondents. The most preferred topics were Technology as a Creative Tool (80%) and Community Resources (80%). Also of high interest were Curriculum Development (78%) and Historical and Cultural Contexts (76%). Law and IEPs (59%) and Artist Residencies (64%) received the lowest amount of interest. A table breakdown of this information is available in the appendix.



Figure 2. Total point value for professional development preferences.

Totals Per Ranking: Counts how many 1s, 2s, and 3s each choice received. A respondent is able to rank a choice as 3, 2, or 1. This method involves counting the number of 3s each choice received. The highest number of 3s possible is equal to the number of respondents. In this survey, there are 97 respondents; therefore, the highest possible number of 3s is 97. These totals are similar when tallying Section 2 and 3.

According to the data represented in Figure 3, the topics that received the highest number of 3s were Technology as a Creative Tool (49), Community Resources (48), and Curriculum Development (48). This means that these three topics were the most preferred by the respondents. The topics that received the lowest number of “3” rankings were Law and IEPs (20), and Mentoring Strategies (23).

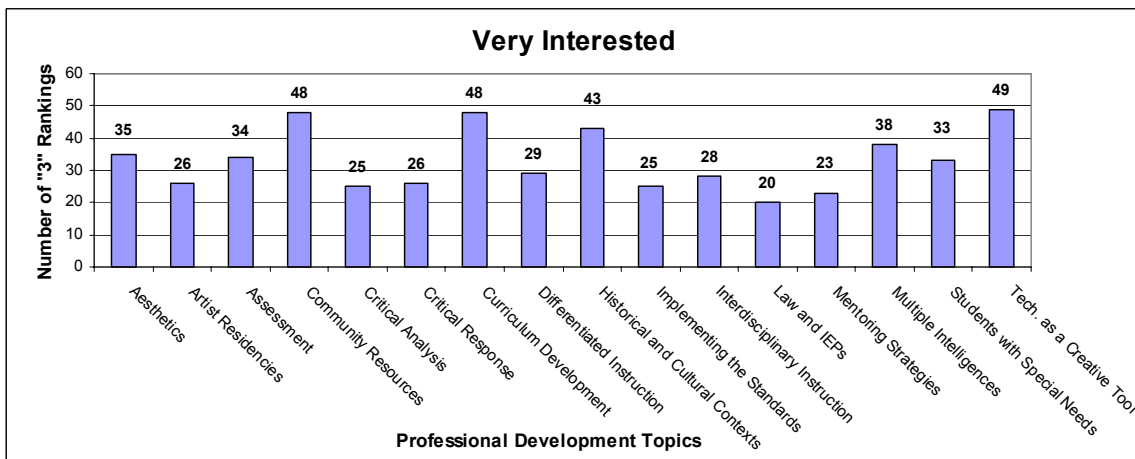


Figure 3. Total “3” rankings of professional development topics

The data represented in Figure 4 shows the number of respondents that gave “1” rankings to the professional development topics. The topics of least interest to the respondents were Curriculum Development (8), Technology as a Creative Tool (8) and Community Resources (5).

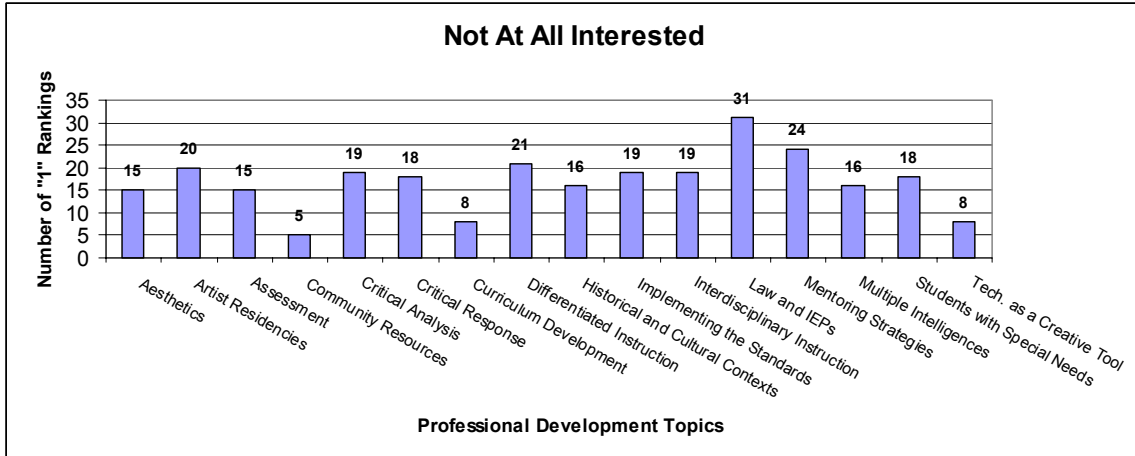


Figure 4. Total “1” rankings of professional development topics

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

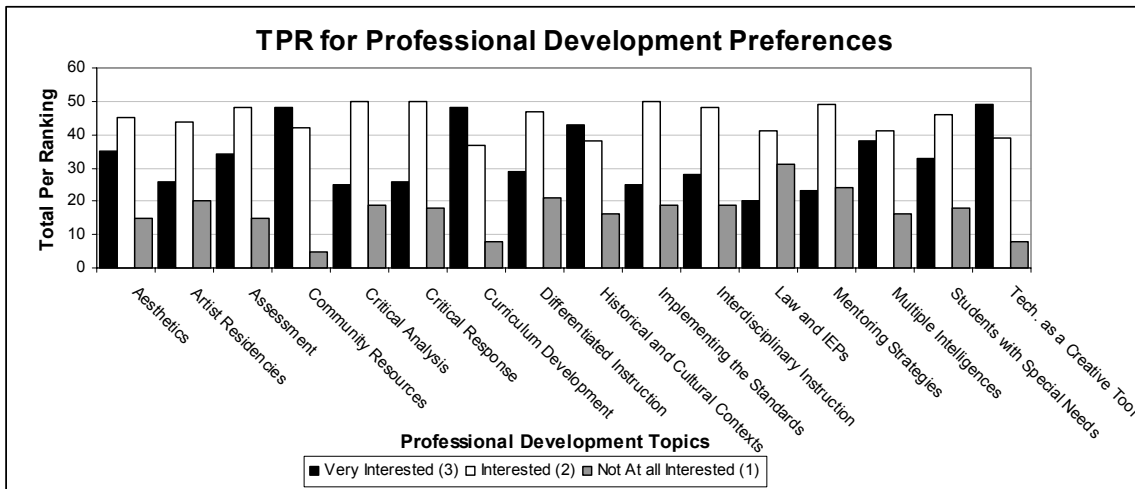


Figure 5. Total number of 3, 2 and 1 rankings given for each topic

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

Table 2.

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

| | Very Interested (3) | Interested (2) | Not At all Interested (1) |
|---|--------------------------------|---------------------------|--------------------------------------|
| Aesthetics | 35 | 45 | 15 |
| Artist Residencies | 26 | 44 | 20 |
| Assessment | 34 | 48 | 15 |
| Community Resources | 48 | 42 | 5 |
| Critical Analysis | 25 | 50 | 19 |
| Critical Response | 26 | 50 | 18 |
| Curriculum Development | 48 | 37 | 8 |
| Differentiated Instruction | 29 | 47 | 21 |
| Historical and Cultural Contexts | 43 | 38 | 16 |
| Implementing the Standards | 25 | 50 | 19 |
| Interdisciplinary Instruction | 28 | 48 | 19 |
| Law and IEPs | 20 | 41 | 31 |
| Mentoring Strategies | 23 | 49 | 24 |
| Multiple Intelligences | 38 | 41 | 16 |
| Students with Special Needs | 33 | 46 | 18 |
| Technology as a Creative Tool | 49 | 39 | 8 |

Note. On a few occasions respondents left options blank.

Overall, the results shown in Section 1 are similar using both rating methodologies with just a slight difference. Technology as a Creative Tool and Community Resources received the highest total point value in the Total Per Value system (both receiving 233 points) with Curriculum Development following closely behind (226 points). Technology as a Creative Tool still received the highest ranking when calculated in Total Per Ranking (49) however, Community Resources and Curriculum Development were tied with point rankings of 48.

Section Two

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

17. Topic 1 _____
 Topic 2 _____
 Topic 3 _____

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

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

From Figure 6, it can be determined that by combining the values given to each topic, the topic receiving the most points was overwhelmingly Technology as Creative Tool (84). This means that respondents consider this topic the most important for professional development. The topics that received the fewest points were Critical Responses (9) and Law and IEPs (12). A total breakdown of total point value for top three professional development topics is available in the appendix.

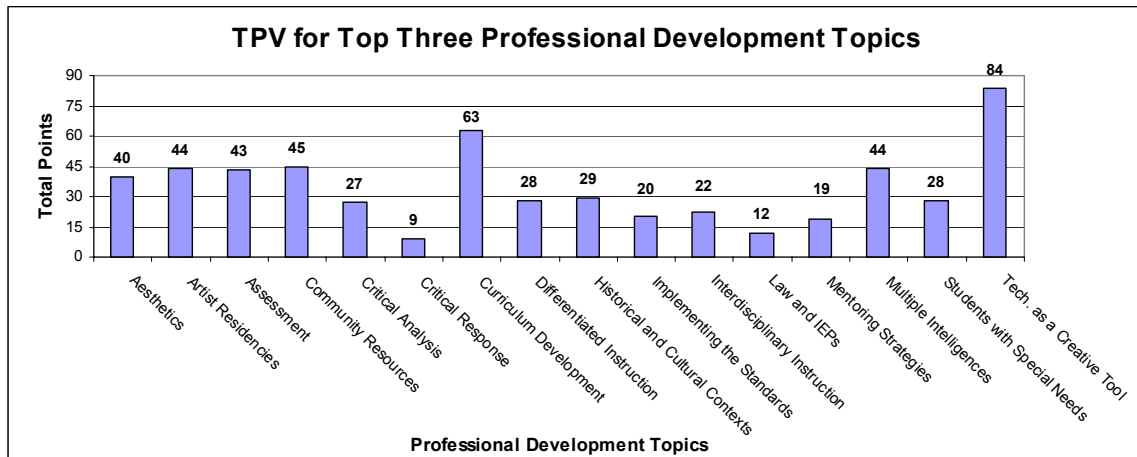


Figure 6. Total point value for top three professional development topics

Totals Per Ranking: Counts how many times a choice was ranked Topic 1, Topic 2, or Topic 3. A respondent is able to rank, in order, the three topics listed in Section 1. For this method, the highest possible number of Topic 1, Topic 2 and Topic 3 is equal to the number of respondents. In this survey, there are 97 respondents; therefore, the highest possible number of Topic 1 is 97.

Figure 7 shows the total “Topic 1” rankings given to each area of interest. The topics most preferred by the respondents were Technology as a Creative Tool (18) followed by Curriculum Development (11). The topics given the fewest “Topic 1” rankings were Critical Responses and Mentoring Strategies (both with 1).

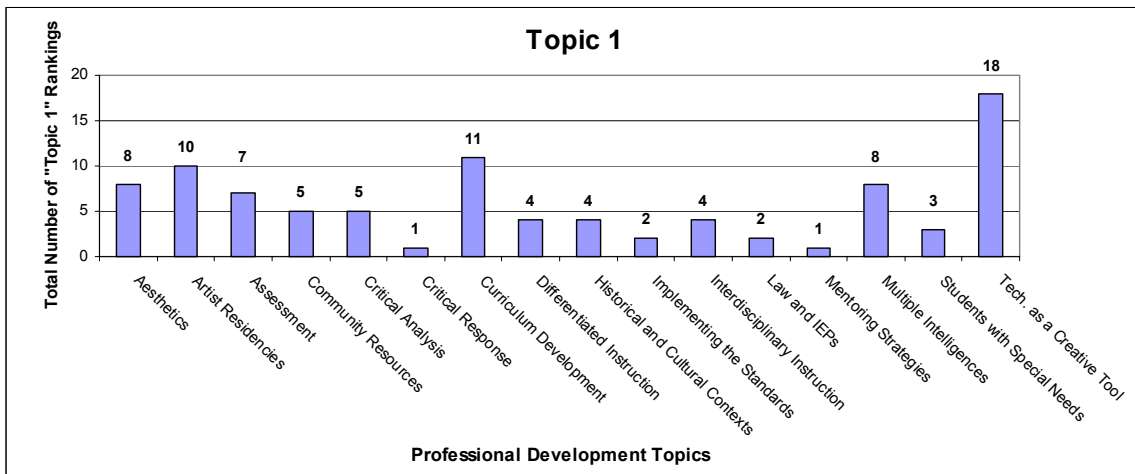


Figure 7. Total number of “Topic 1” rankings

Figure 8 shows the total “Topic 2” rankings given to each area of interest. The topic given the most “Topic 2” rankings was Curriculum Development (12).

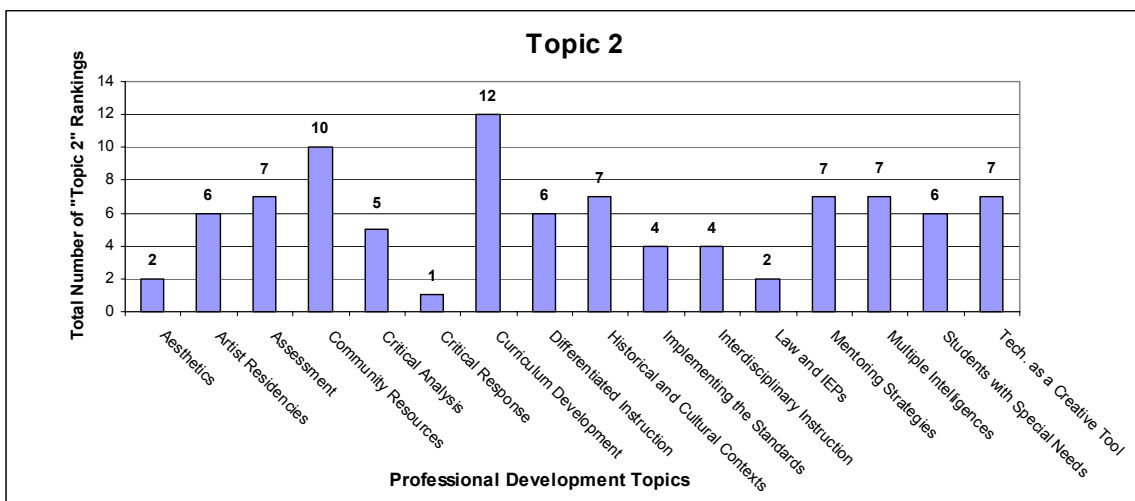


Figure 8. Total number of “Topic 2” rankings

Figure 9 shows the total “Topic 3” rankings given to each area of interest. The topic given the most “Topic 3” rankings was Technology as a Creative Tool (16).

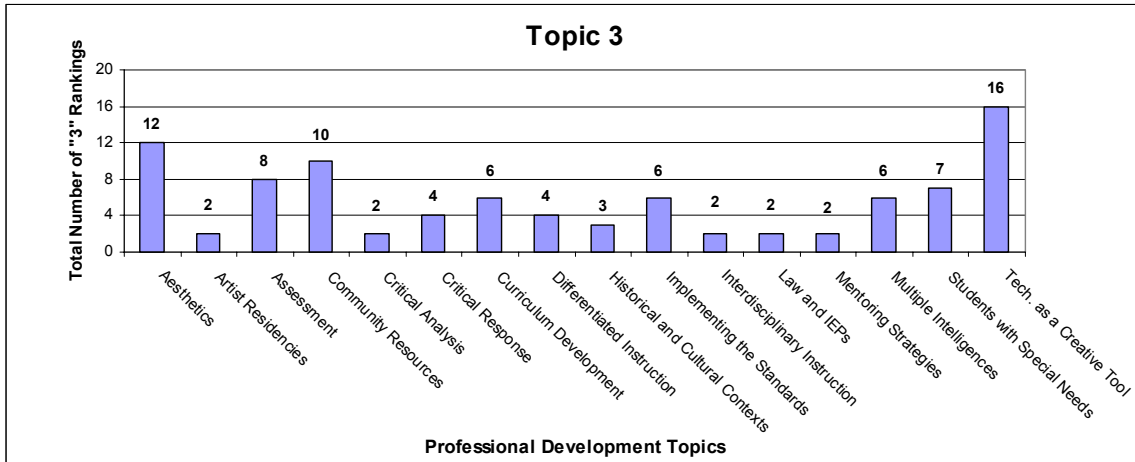


Figure 9. Total number of “Topic 3” rankings

Figure 10 represents all of the information retrieved from Section 2. It details the total number of Topic Rankings given for each topic.

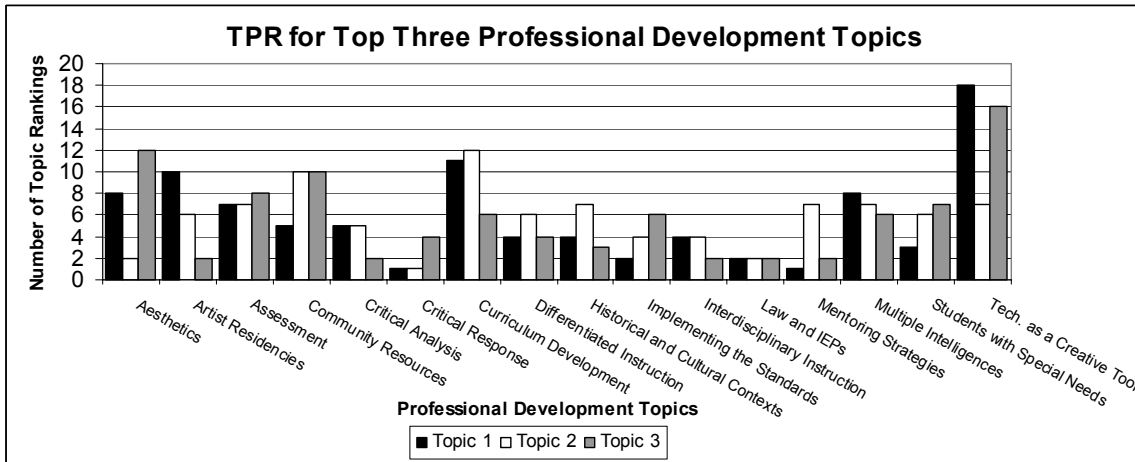


Figure 10. Total number of Topic 1, Topic 2 and Topic 3 rankings given for each topic

Table 3.

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

| | Topic 1 | Topic 2 | Topic 3 |
|---|----------------|----------------|----------------|
| Aesthetics | 8 | 2 | 12 |
| Artist Residencies | 10 | 6 | 2 |
| Assessment | 7 | 7 | 8 |
| Community Resources | 5 | 10 | 10 |
| Critical Analysis | 5 | 5 | 2 |
| Critical Response | 1 | 1 | 4 |
| Curriculum Development | 11 | 12 | 6 |
| Differentiated Instruction | 4 | 6 | 4 |
| Historical and Cultural Contexts | 4 | 7 | 3 |
| Implementing the Standards | 2 | 4 | 6 |
| Interdisciplinary Instruction | 4 | 4 | 2 |
| Law and IEPs | 2 | 2 | 2 |
| Mentoring Strategies | 1 | 7 | 2 |
| Multiple Intelligences | 8 | 7 | 6 |
| Students with Special Needs | 3 | 6 | 7 |
| Tech. as a Creative Tool | 18 | 7 | 16 |

Note. On a few occasions respondents left options blank

In both Sections 1 and 2 Technology as A Creative Tool received the most interest. Also consistently receiving high ratings were Curriculum Development and Community Resources. In Section 2, however, Artist Residencies received a significant amount of interest that was not indicated in Section 1.

Section Three

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

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

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

Total Point Value: Adds up the rankings given for each choice. A respondent is able to rank each choice as 3, 2, 1 or 0. Therefore, the total possible point value is calculated by multiplying the number of respondents by the highest possible rank. Since there are 97 respondents and the highest possible ranking is “3”, multiplying 97 by 3 gives a total possible point value of 291.

Figure 11 shows the combining scores given to each topic. Respondents were most interested in participation in Discipline Specific Workshops (247 or 85%). The topic that least interested respondents was On-line Learning (171 or 59%).

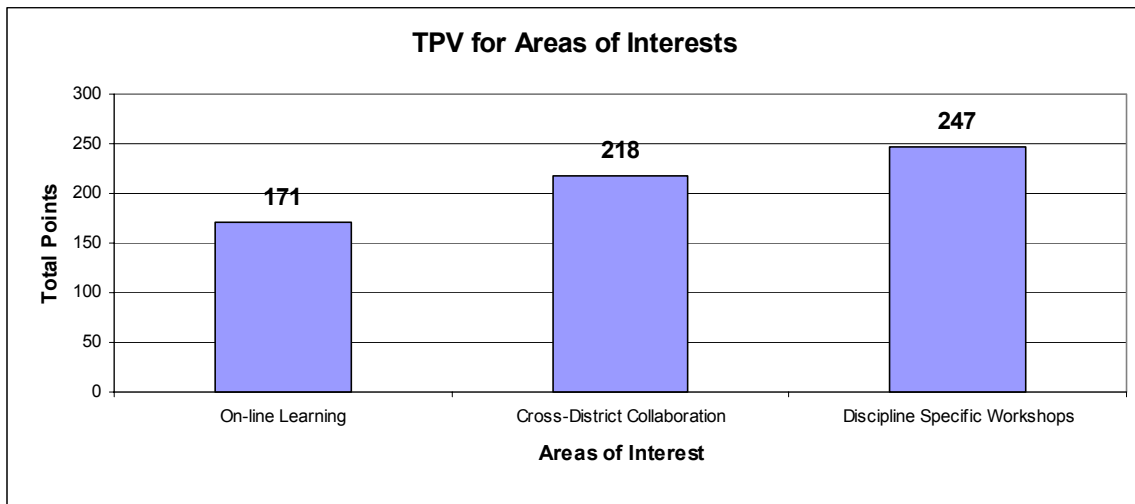


Figure 11. Total point value for areas of interest.

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

| MUSIC | ART | OTHER |
|--------------------------------------|-----------------------|---|
| Band Related | Animation | Photoshop |
| Choral Methods | Bookmaking | Assessment |
| Computer Music Labs | Ceramics | Art Curriculum & Technology |
| Conducting | Drawing | Cross-District Collaboration |
| Clay | Jewelry | Comparing curriculum format |
| Eurhythmics | Painting | Dance |
| Jazz | Printmaking | Drama |
| Music | Sculpture | Health |
| Music Curriculum | Watercolor | Implementing the Standards |
| Technology in Music | Visual Art Curriculum | Puppets |
| Percussion | | School Law |
| Vocal Techniques for Children | | Theater |
| The Psychology of Music | | Technology |
| Learning | | Web Design |
| Music in Relations to Math & Reading | | Teaching material for artistic students |

Total Per Ranking: Counts how many 0s, 1s, 2s and 3s each choice received. A respondent is able to rank a choice as a 3, 2, 1, or 0. For this method, one counts the number of 3s each choice received. The highest number of 3s possible is equal to the number of respondents. In the case of this survey, there are 97 respondents; therefore, the highest number of 3s possible is 97.

Figure 12 shows the total number of “3” rankings given to each area of interest. The highest ranked area of interest was Discipline Specific Workshops (66 or 68%). The topic given the fewest rankings of “3” was On-line Learning (19 or 20%)

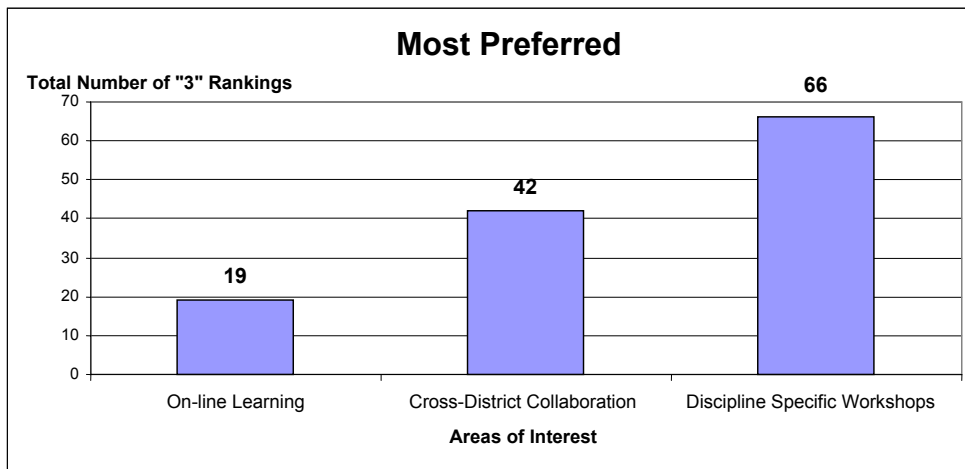


Figure 12. Total number of “3” rankings given to each areas of interest.

Figure 13 shows the total number of “1” rankings given to each area of interest. The area that was of the least interest for respondents was On-line Learning (28).

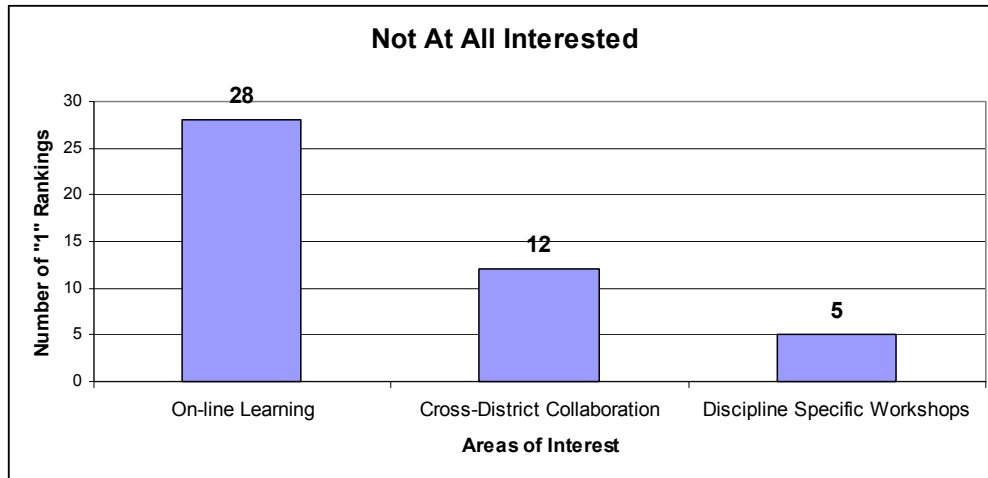


Figure 13. Total number of “1” rankings given to each areas of interest.

Figure 14 represents all of the information retrieved from Section 3. It details the total number of 3, 2, and 1 rankings given for each area of interest.

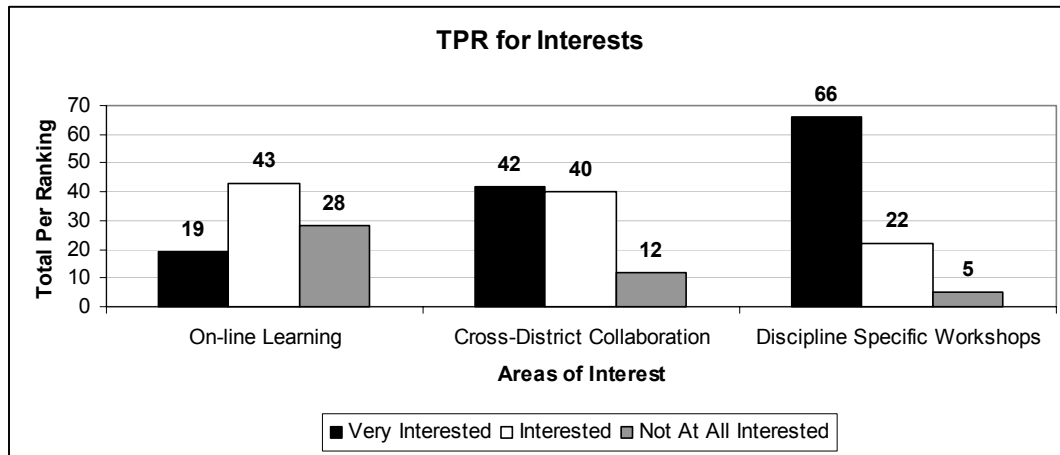


Figure 14. Total number of “3”, “2”, and “1” rankings given for each areas of interest.

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

Table 4.

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

| | Very Interested | Interested | Not At All Interested |
|--------------------------------------|-----------------|------------|-----------------------|
| On-line Learning | 19 | 43 | 28 |
| Cross-District Collaboration | 42 | 40 | 12 |
| Discipline Specific Workshops | 66 | 22 | 5 |

Section Four

Please check the appropriate response.

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

Figure 15 shows that 40 (42%) respondents were interested in earning an advanced degree, while 56 (58%) respondents were not interested in earning an advanced degree.

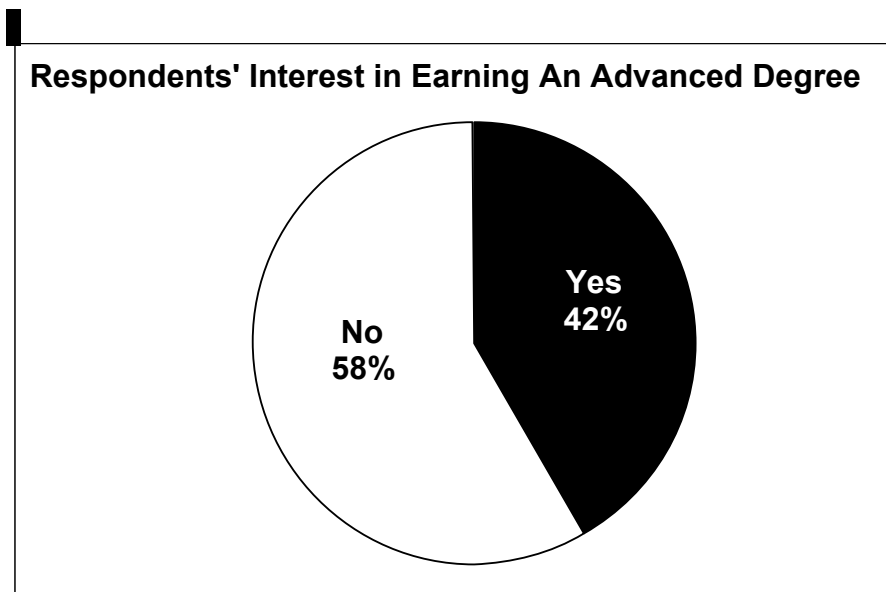


Figure 15. Respondents' interest in earning an advanced degree.

Figure 16 shows the levels of degree respondents are interested in pursuing. Among the 40 respondents who were interested in earning an advanced degree, 79% would like to pursue a Master's degree, 15% would like to pursue a Ph.D, and 6% would like to pursue a Master's degree, and then continue with a Ph.D. It is important to note here that 75% of respondents have already attained a degree past the Bachelor. A breakdown of that information can be found in the appendix.

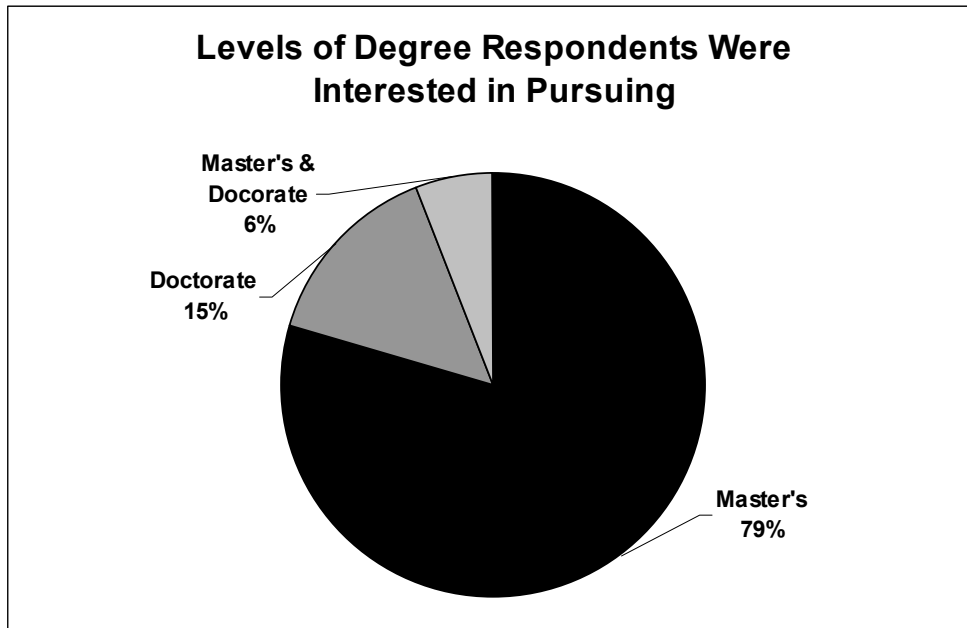


Figure 16. Levels of degree respondents were interested in pursuing.

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

- | Art | Music | Other |
|----------------|----------------------|------------------------------------|
| Art/Psychology | Music Education | Curriculum |
| Painting | Music Administration | Principal Certification |
| Illustration | Ethnomusicology | Information Science |
| Art History | | Education Policy |
| Studio Art | | Leadership |
| Fine Arts | | Culture, Communities and Education |
| Art Therapy | | Instruction |
| Sculpture | | |
| Art Education | | |

Figure 17 indicates who is in charge of professional development in the different schools and districts. 33% of respondents replied that the Assistant Superintendent or Curriculum Director was responsible for making decisions relative to professional development opportunities. 29% indicated that their Superintendent was responsible. 29% indicated that a different individual or combinations of individuals are responsible for making those decisions.

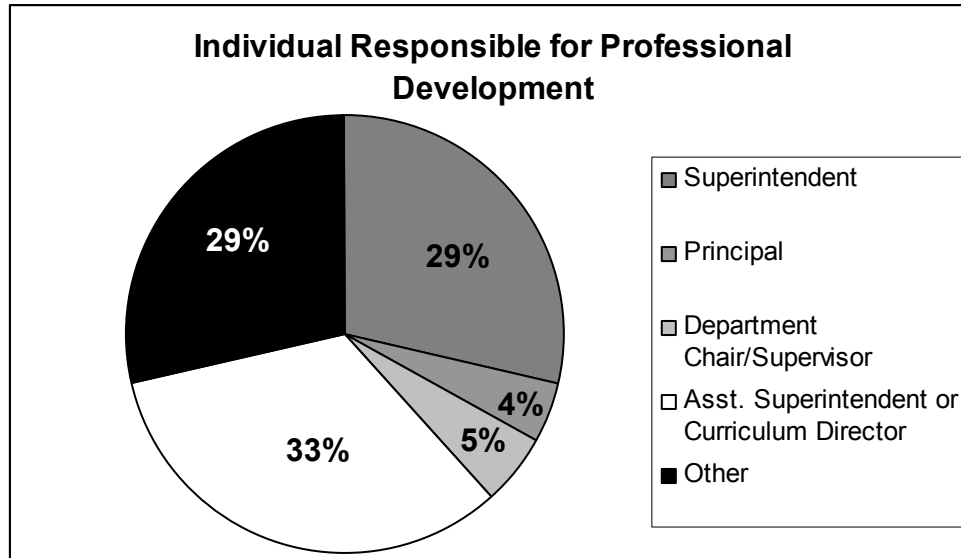


Figure 17. Individual(s) responsible for professional development in Allegheny County and the City of Pittsburgh.

Table 5 shows a breakdown of all of the answers provided for this section.

Table 5.

| Individuals Responsible for Professional Development | |
|---|----|
| Superintendent | 27 |
| Principal | 4 |
| Academic Dean | 0 |
| Department Chair/Supervisor | 5 |
| Asst. Superintendent or Curriculum Director | 31 |
| Superintendent & Curriculum Director | 11 |
| Superintendent & Supervisor | 2 |
| Department Chair/Supervisor & Curriculum Director | 4 |
| Other | 3 |
| Superintendent & Principal | 4 |
| Principal & Department Chair/Supervisor | 1 |
| Superintendent & Principal & Asst. Superintendent/Curriculum Director | 1 |
| Superintendent & Principal & Other | 1 |

Figure 18 shows the number of professional development opportunities offered per year. Over half (51%) of those who answered this question said there were 1-3 professional development opportunities per year in their school districts. 28% said they were offered no opportunities for discipline specific professional development workshops.

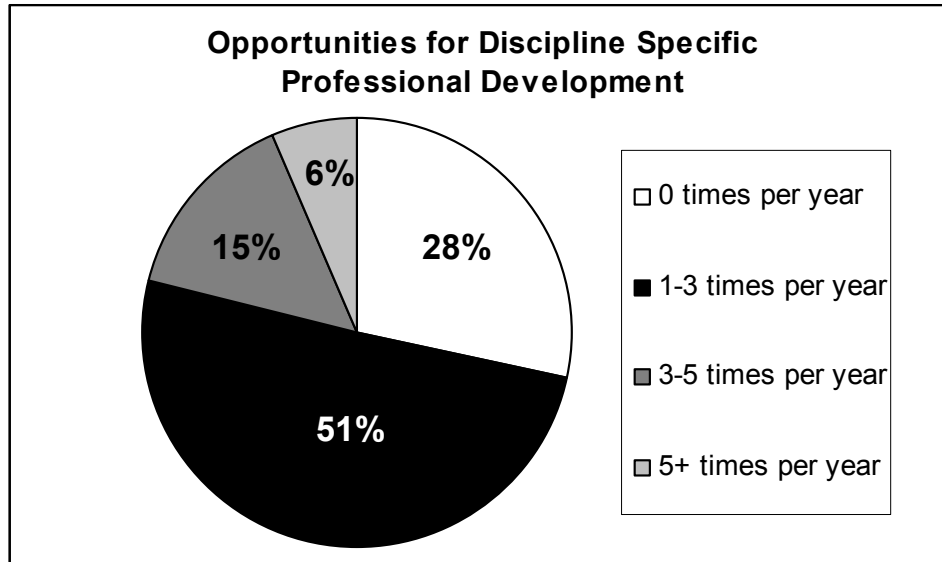


Figure 18. Discipline specific professional development opportunities offered per year.

Table 6 provides a breakdown of how respondents answered this question.

Table 6.

| Opportunities for Discipline Specific Workshops | |
|--|----|
| 0 times per year | 27 |
| 1-3 times per year | 48 |
| 3-5 times per year | 14 |
| 5+ times per year | 6 |
| Did not respond | 3 |

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 Allegheny County and the City of Pittsburgh we are using this data to make recommendations that are based on stated rather than perceived need.

Infuse technology into arts curriculum.

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

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

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

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

Respondents were particularly interested in curriculum development in the arts. Also of interest were critical response and analysis as well as historical and cultural contexts.

Encourage exploration of community resources and artist residencies.

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

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

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

Support teachers who wish to pursue advanced degrees in arts education.

Respondents expressed interest in seeking advanced degrees in arts education.

Appendices

Respondent Demographics

| District/Private School | Number of Survey Respondents |
|-------------------------|------------------------------|
| Allegheny Valley | 7 |
| Baldwin-Whitehall | 1 |
| Bethel Park | 2 |
| Brentwood | 1 |
| Carlynton | 4 |
| Chartiers Valley | 2 |
| Clairton City | 1 |
| Deer Lakes | 2 |
| Ellis School | 1 |
| Fox Chapel Area | 2 |
| Elizabeth Forward | 1 |
| Gateway | 2 |
| Hampton Township | 5 |
| Keystone Oaks | 1 |
| McKeesport Area | 3 |
| Montour | 1 |
| Moon Area | 7 |
| Mount Lebanon | 9 |
| North Allegheny | 6 |

| District/Private School | Number of Survey Respondents |
|--------------------------|------------------------------|
| North Hills | 2 |
| Northgate | 1 |
| Penn Hills | 1 |
| Pittsburgh Public | 11 |
| Pine Richland | 5 |
| Quaker Valley | 1 |
| Riverview | 2 |
| Shaler Area | 3 |
| Steel Valley | 1 |
| South Fayette Township | 1 |
| Sto-Rox | 1 |
| Upper St. Clair | 3 |
| Wesley School | 1 |
| West Jefferson Hills | 1 |
| West Allegheny | 2 |
| Woodland Hills | 1 |
| West Mifflin | 1 |
| Total Respondents | 97 |

Respondent Disciplines

| Discipline | Number of Survey Respondents |
|------------------|------------------------------|
| Art | 42 |
| Art Therapy | 1 |
| Music | 18 |
| Band/Orchestra | 6 |
| Choral | 6 |
| Vocal Music | 1 |
| Instrumental | 1 |
| Music Technology | 1 |

| Discipline | Number of Survey Respondents |
|----------------|------------------------------|
| Health & P.E. | 8 |
| Dance | 1 |
| Theater | 3 |
| Spanish | 1 |
| Gifted | 3 |
| Counseling | 1 |
| Administration | 1 |
| Curriculum | 1 |

Respondent Areas of Certification

| Area of Certification | Number of Survey Respondents |
|-----------------------|------------------------------|
| Art Education | |
| Music Education | |
| Music | |
| Art | |
| Health & P.E. | |
| Communications | |

| Area of Certification | Number of Survey Respondents |
|-----------------------|------------------------------|
| Dance | |
| Theater | |
| Arts Therapy | |
| Curriculum | |
| Counselor Education | |
| | |

Respondent Highest Degree Attained

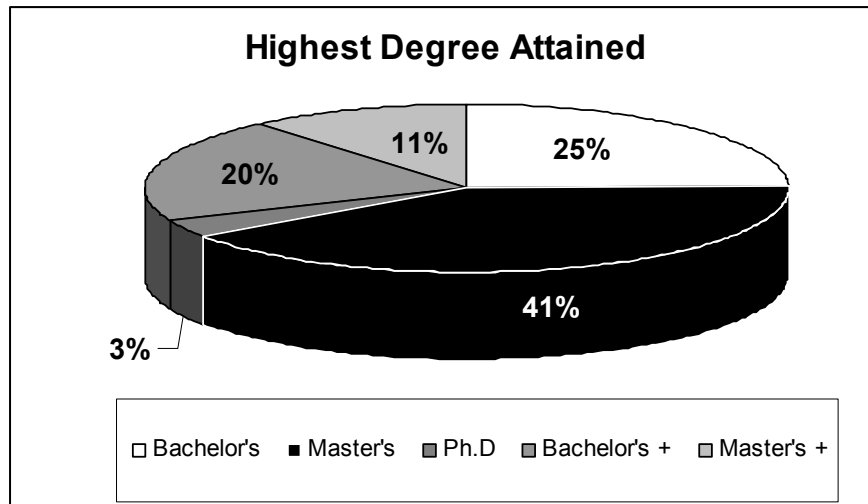


Figure 19 shows respondents answers when asked to indicate their highest degree attained. Of those respondents that answered this question, 25% replied that their highest degree attained was a Bachelors, 41% replied Masters and 3% replied Doctorate. 20% are between a Bachelors and Masters degree and 11% are between a Masters and Doctoral degree.

Professional Development Survey

We need your input!

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

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

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

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

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

17. Topic 1 _____
 Topic 2 _____
 Topic 3 _____

(Continued on Back)

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

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

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

Please check the appropriate response.

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

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

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

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

Superintendent Principal Academic Dean

Department Chair/Supervisor Asst. Superintendent or Curriculum Director Other

If "Other" Please provide title: _____

25. Please provide this person's name: _____

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

0 1-3 3-5 5+

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

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

Please print all information.

Name: _____ Email: _____ Phone: _____

School: _____ School District: _____

Discipline(s): _____ Highest Degree Earned: _____

Current Area(s) of Certification: _____

(Please complete both sides)

March 28, 2006

Dear Educator:

We are proud of the work of the Arts Education Collaborative Professional Development Committee!

Over the last four years, this committee has provided regional leadership for supporting highly qualified teachers in our schools. We are building an ever increasing community of learners that is focused on standards based arts education opportunities for all students.

Our work has been defined by the field. A biannual survey to determine professional development needs has provided data to support our decision-making regarding offerings in a wide range of topics including: assessment, differentiated instruction, arts education for special populations, music technology, dance and movement education, curriculum development, standards-based instructional practice, research in arts education, media literacy, art therapy, collecting as artistic practice, among many others.

We are once again asking for your input. We need your help in identifying ways that we can support you in your important work. Please take the time to complete the enclosed survey so that we can begin our planning for another two years of high quality professional development opportunities designed specifically to meet your needs. We are proud of the role we have played in identifying experts in our field to help broaden and deepen our understanding of important topics and issues.

Please complete and return your survey by **April 28**. The findings from this survey will be compiled into a comprehensive report and distributed to administrators across the region so that their planning for professional development opportunities might reflect your needs. It is important that the number of returns represent the over 1,200 arts educators in Allegheny County. **Numbers of respondents are very important in reporting the findings. You do count.**

Thank you, in advance, for your participation in this important effort to *foster student creativity and achievement in, with and through the arts.*

Sincerely,



Sarah Tambucci, Ph. D.
Director

Enc.