



2014 Professional Learning Survey Report



ARTS EDUCATION
COLLABORATIVE

INTRODUCTION

What has prompted the use of the phrase *professional learning* as a replacement for *professional development*? For Arts Education Collaborative this was an important question as we considered the design of the 2014 Professional Learning Survey. Our goal is for all of us to focus even more intentionally on how the engagement in learning opportunities for educators impacts student achievement. This change is not merely a change in language but signals the importance of educators taking an active role in their continuous development.

We strongly encourage educators to assume an active role as partners in determining the content of their learning, how their learning occurs, and how they evaluate its effectiveness. Our region is rich with learning opportunities that have the potential to not only enhance our students' lives but ours as well. Professional learning is the singular most important work we can do to develop the new knowledge, skills, and practices necessary to better meet students' learning needs.

The results of this report will be used to inform the design of AEC's professional learning opportunities, planning processes, and publications. We encourage the use of this report as a resource for all who have an impact on the professional learning options available for arts teachers in the region.

AEC invests in the education of educators. We encourage arts educators to become even more energized and inspired by exploring new ideas and new strategies.

Let's learn more together!

Dr. Sarah Tambucci, Director
Arts Education Collaborative

Professional learning is the singular most important work we can do to develop the new knowledge, skills, and practices necessary to better meet students' learning needs.



About this report

Since 2002, AEC has conducted a biennial study of local arts teachers' needs and interests to inform the design of its professional learning offerings for arts educators

1 INTRODUCTION

2 ABOUT THIS REPORT

3 OVERVIEW OF RESULTS

4 RESPONDENTS

- Respondents by intermediate unit
- Respondents by discipline
- Respondents by grade level

8 PROFESSIONAL LEARNING IN PAST 12 MONTHS

- Professional learning formats experienced
- Sources of professional learning
- Support for professional learning
- Time in structured professional learning
- Personalized professional development plans
- Areas studied as part of professional learning

20 AREAS OF NEED FOR FURTHER PROFESSIONAL LEARNING

23 DIGITAL RESOURCES

- Access to digital resources at school
- Resources used for planning or instruction

26 YEARS OF EXPERIENCE AND EDUCATION

- Years of experience as a teacher
- Gaps in undergraduate training
- Undergraduate college or university
- Level of education
- Likelihood to pursue advanced degree

32 ACKNOWLEDGMENTS

This report summarizes the results of a survey conducted in the spring of 2014 by Arts Education Collaborative to explore the past professional learning experiences and current professional learning needs of arts teachers in Allegheny, Fayette, Greene, and Washington counties. Results will be used to inform the design of AEC's customized professional learning opportunities, planning processes, and publications for arts educators. Additionally, AEC presents this report as a resource for school districts, arts organizations, colleges and universities, policymakers, and others who have an influence on professional learning for arts teachers in the area.

In each section of the report, responses from all survey participants from across the region are summarized using basic descriptive statistics. For most questions, comparative statistics are used to identify key differences between selected groups based on factors such as grade level, discipline, and years of experience as a teacher. All differences highlighted in this report are cases in which there is a less than 10% probability the difference in outcomes results from sampling error alone.

Survey results are presented with accompanying reflections about implications for practice. Notes about method and analysis are incorporated where relevant.

Overview of results

Findings focus on arts teachers' recent professional learning activities, their professional learning needs, and their level of experience and education

RESPONDENTS

- More than 250 arts teachers from 45 public school districts in Allegheny, Fayette, Greene, and Washington counties participated in the survey. It is the second highest number of participants since the survey began in 2002.
- Almost four out of every five survey respondents teach music or visual arts. Physical education teachers were significantly less likely to participate. Dance and theatre teachers represent a small portion of both survey recipients and respondents.

PROFESSIONAL LEARNING IN PAST 12 MONTHS

- Four out of every five respondents report they read a professional publication or website in the past year. About three-quarters attended a class, presentation, or conference in person during that time, while more than half say they engaged in regular collaboration with other teachers.
- School districts play a critical role in professional learning opportunities for arts teachers. More than four out of every five respondents say they participated in professional learning activities offered by their school district in the past year, which far exceeds the percentages of teachers who cited other sources.
- When asked what types of support they were given for professional learning activities in the past year, teachers most frequently report they received scheduled time in the school calendar or release time. Fewer respondents indicate they received forms of financial support.
- A high percentage of respondents indicate they participated in professional learning activities offered by their school or district in the past year, but findings suggest the amount of time focused on arts education during such activities is often limited.

- In the past year, more than half of respondents participated in professional learning about the use of technology in planning and instruction, differentiated instruction, student assessment, standards-based curriculum design and development, and the Pennsylvania Department of Education's Standards Aligned System.

AREAS OF NEED FOR PROFESSIONAL LEARNING

- At least half of respondents say they have a moderate or high need for further professional learning opportunities focused on the use of technology in planning and instruction, media arts, standards-based curriculum design and development, and Habits of Mind.

YEARS OF EXPERIENCE AND EDUCATION

- More than half of respondents report they have been teaching for 16 years or more, which is consistent with results from past surveys.
- Respondents who entered the profession in the past decade most frequently identify student assessment, standards-based curriculum design and development, and differentiated instruction as areas in which greater preparation was needed for their first year of teaching.
- Almost half of all respondents earned their undergraduate degree from one of four universities: Indiana University of Pennsylvania, Duquesne University, Edinboro University, or Slippery Rock University.
- More than half of respondents hold an advanced degree, which is consistent with previous findings. Compared to educators who hold an advanced degree, twice as many teachers who hold only a Bachelor's degree are somewhat likely or likely to pursue an advanced degree in the next five years.

Respondents by intermediate unit

More than 250 arts teachers in the Pittsburgh area completed the survey, the second highest total since AEC began studying arts educators' professional learning needs

METHOD

In preparation for this year's survey, Arts Education Collaborative worked extensively to compile a comprehensive, up-to-date list of educators who teach dance / physical education, music, theatre, and visual arts at the K–12 level in public schools within Allegheny, Fayette, Greene, and Washington counties.

AEC invited superintendents of the 25 public school districts in Intermediate Unit 1 (Fayette, Greene, and Washington counties) and 42 public school districts in Intermediate Unit 3 (Allegheny County) to assign at least one administrator or arts teacher to serve as district liaison to AEC for the 2013–2014 school year. In Intermediate Unit 2 (City of Pittsburgh and Mt. Oliver), the Pittsburgh Public Schools' senior program officer for arts education continued to serve as district liaison to AEC. Liaisons were asked to submit an updated list of dance / physical education, music, theatre, and visual arts teachers in the district. District lists were then compiled into a master list of K–12 arts teachers working in public schools in the area.

The survey was available online from April 24 to May 19, 2014. Teachers received an email invitation to participate in the survey and two follow-up reminders. AEC continually monitored responses to identify cases in which district spam filters may have prevented delivery of the emails, and steps were taken to distribute the survey through other channels as needed.

The survey asked teachers to identify the school district in which they work. All but five respondents answered the question, which permits a thorough analysis of participation by school district and intermediate unit.

RESULTS

Figures 1 to 3 show the level of survey participation by school districts in each intermediate unit. In total, 48 of the 68 school districts in intermediate units 1, 2, and 3 (71%) provided a list of arts teachers in the district. Survey invitations were sent to 1,122 arts teachers in those districts. Two hundred fifty-nine (259) completed

Figure 1: Districts in Intermediate Unit 1

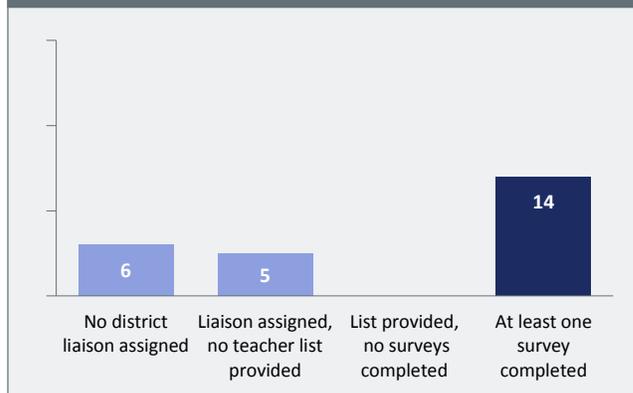


Figure 2: District in Intermediate Unit 2 (PPS)

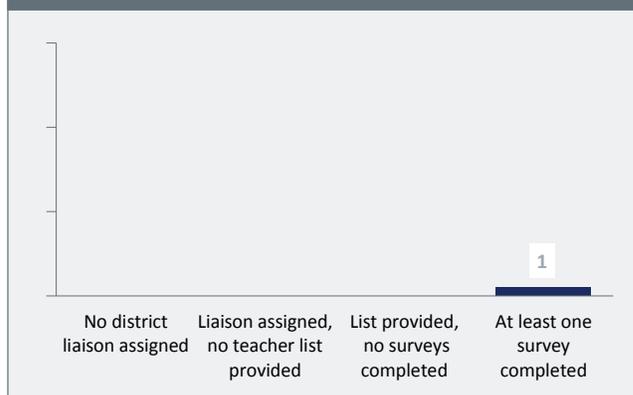
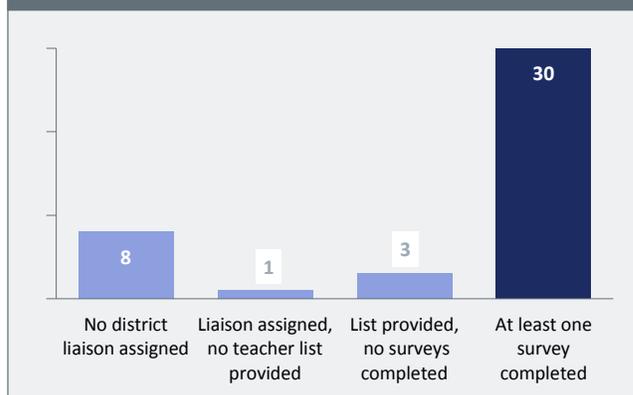


Figure 3: Districts in Intermediate Unit 3



surveys were received, yielding a response rate of 23% among individuals. At the district level, at least one educator from 45 of 68 school districts responded to the survey, which equals 66% of districts in the area.

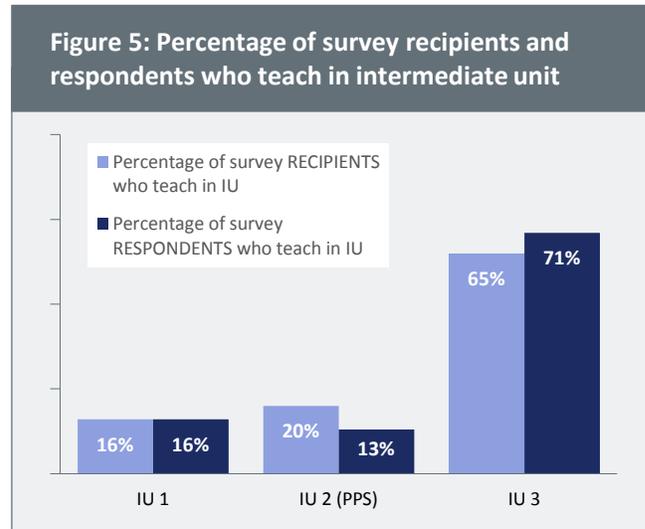
Identifying district liaisons and obtaining lists of dance / physical education, music, theatre, and visual arts teachers from districts was more challenging in Intermediate Unit 1 than elsewhere, but the response rate among teachers who received a survey invitation is consistent with levels found in Intermediate Unit 3.

Figure 1 shows the level of participation in the study by school districts in Intermediate Unit 1. Several districts there did not assign a liaison or provide a list of educators, which prevented their participation in the survey. As a result, teachers in only 14 of 25 districts in Intermediate Unit 1 (56%) received invitations to participate, which is a much lower proportion than the 33 of 42 districts that received the survey in Intermediate Unit 3 (79%). As Figure 4 indicates, however, teachers in Intermediate Unit 1 who received survey invitations responded at a comparable rate to teachers in Intermediate Unit 3 (23% and 25%, respectively). These results suggest there may be barriers in the process at the administrator and liaison levels within some districts in Intermediate Unit 1, but teachers there are as willing to participate when given the opportunity.

The response rate in Intermediate Unit 2 (Pittsburgh Public Schools) falls well below response rates elsewhere. Figure 4 shows response rates by intermediate unit. Only 15% of Pittsburgh Public Schools teachers who were sent a survey invitation responded to the survey, which is substantially lower than response rates in Intermediate Unit 1 (23%) and Intermediate Unit 3 (25%). As a result, while about one out of every five survey invitations were sent to Pittsburgh Public Schools teachers, they represent closer to only one out of every eight respondents. See Figure 5. This data suggests a different challenge than the ones encountered in Intermediate Unit 1. Unlike some districts in Greene, Fayette, and Washington counties, mechanisms were in place to obtain a full list of arts teachers in Pittsburgh Public Schools; however, there appear to have been some barriers to encouraging participation once individual educators in Intermediate Unit 2 received their survey invitations.

Figure 4: Response rate by intermediate unit

	Surveys sent	Surveys received	Response rate
IU 1	177	40	23%
IU 2 (PPS)	219	33	15%
IU 3	726	181	25%



IMPLICATIONS

- Devote additional efforts toward strengthening AEC’s network of district liaisons in Intermediate Unit 1. The physical distance between AEC’s offices in downtown Pittsburgh and districts in Intermediate Unit 1 presents logistical challenges that require special attention and resources to address.
- Identify ways to build connections with arts teachers in Pittsburgh Public Schools. The list of dance / physical education, music, theatre, and visual arts teachers in Pittsburgh Public Schools numbers almost 220 educators, which is four times greater than the next largest district that participated in the survey. Additional strategies, either as part of AEC’s network of liaisons or more informal approaches, are needed to form relationships with individual teachers within the structure of such a large district.

Respondents by discipline

Physical education teachers were less likely than teachers in other disciplines to participate in the survey

METHOD

Liaisons were asked to provide the titles for and subjects taught by every arts educator in their districts. AEC supplemented missing or incomplete information with basic internet searches of district websites.

RESULTS

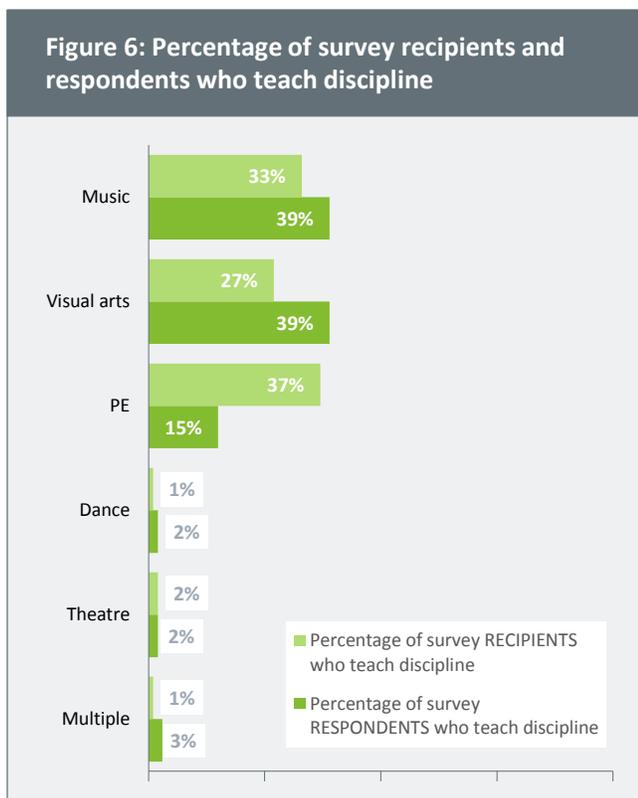
Physical education teachers account for the largest group who received the survey, but only the third highest percentage of survey respondents, trailing music and visual arts teachers by substantial margins.

As Figure 6 shows, physical education teachers represent 37% of survey recipients, but only 15% of survey participants. Among survey respondents, less than 10% of physical education teachers also identify themselves as dance teachers.

Dance and theatre teachers account for a small number of survey respondents, which is consistent with their representation among teachers who received the survey. About 2% of survey respondents identify themselves as dance teachers and 2% as theatre teachers, while teachers in these disciplines represent about 1% and 2% of survey recipients respectively. When physical education teachers are removed from consideration, the proportion of survey respondents in the other disciplines is commensurate with their corresponding proportion among survey recipients. For purpose of analysis, three groups are used to compare responses by discipline in this report: dance / physical education, music, and visual arts. The numbers of theatre teachers and dance teachers alone are too few to permit meaningful comparison.

IMPLICATIONS

- Advocate for an increase in dance and theatre programs. The Pennsylvania School Code mandates planned instruction in dance, music, theatre, and visual arts each year at the elementary level and at least once at the middle school and high school levels. The limited number of educators who identify themselves as dance or theatre teachers raises concerns about how these requirements are met.
- Help physical education and communications / English teachers feel more comfortable teaching the arts. In Pennsylvania, dance is taught by educators who are certified in health and physical education; theatre is taught by educators certified in communications or English. The low response among physical education teachers suggests many do not identify themselves as arts educators. Given the limited number of dance and theatre teachers in the region, it is imperative that physical education and communications / English teachers feel confident to address the relevant arts and humanities standards in these disciplines.



Respondents by grade level

A higher percentage of elementary teachers are represented among survey respondents compared to the proportion of survey recipients who teach at this level

METHOD

Liaisons supplied information about the grade levels taught by each arts educator in their districts. Missing or incomplete information was supplemented with basic internet searches of district websites.

To account for differences between districts, grade level was noted by individual grade levels taught rather than by predetermined categories. In other words, respondents could select Grades 6, 7, and 8 to indicate levels taught, not middle school. For the purpose of analysis, teachers were assigned to four broad grade level categories based on the individual grades they teach: elementary, middle school, high school, and multiple levels.

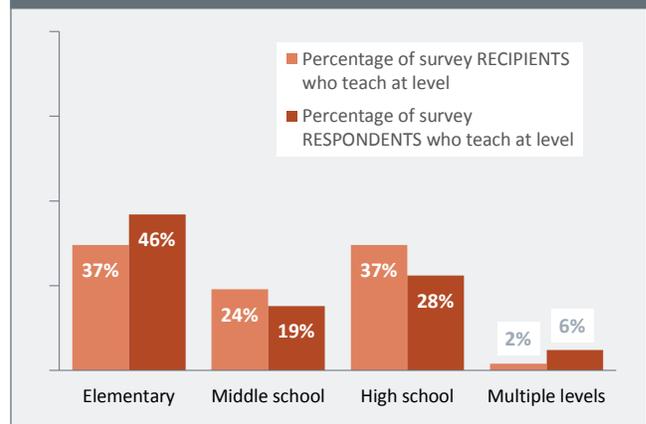
In cases in which the grades taught by an educator span the majority of two contiguous categories, the teacher was assigned to the higher of the two. Educators who teach Kindergarten through Grade 8 (3% of respondents) were designated as middle school teachers. Teachers of Grades 6 through 12 (8% of respondents) were grouped in the high school category. Individuals were assigned to the “multiple levels” category only when grades taught span across most of Kindergarten to Grade 12 or when there is a significant gap between grades, such as teaching students in elementary and high school but not middle school.

Grades taught by educators who are assigned to the “multiple levels” group vary widely, complicating efforts to identify and explore significant differences among respondents by grade level. Therefore, only respondents in the elementary, middle school, and high school categories are analyzed to explore differences by grade level in this report.

RESULTS

The proportion of elementary teachers among survey respondents is higher than expected based on their representation among survey recipients. As Figure 7 shows, elementary teachers represent 46% of survey

Figure 7: Percentage of survey recipients and respondents who teach at grade level



respondents, but only 37% of recipients. In contrast, the percentages of middle school and high school teachers among survey participants both fall below their proportions among survey recipients. Reasons for these differences are unclear.

IMPLICATIONS

- Consider additional strategies for encouraging teachers at the middle school and high school levels to participate in the survey.
- Be aware of the potential challenges and opportunities that arts educators may experience when they teach students in a wide range of grade levels. Overall, about one out of every six respondents teach students across most of two or three of the main grade level categories used in this report — elementary, middle school, and high school.

Professional learning formats experienced in past 12 months

Almost all arts teachers who responded to the survey report having engaged in at least one form of professional learning in the last year

RESULTS

Ninety-eight percent (98%) of respondents report participating in at least one form of professional learning in the past 12 months. The most frequently cited professional learning formats represent a range of types, including individual study, formal instruction, and work experience. The highest percentage of respondents report reading a professional publication or website, which is followed closely by attending a face-to-face class, presentation, training session, or conference. The next highest percentages of teachers cite forms of work experience that offer opportunities for professional learning: participating in regular collaborations with other teachers and serving on a special project team, task force, or committee.

Relatively low proportions of respondents report participating in a formal study group or teacher network, receiving formal mentoring or coaching from a peer, attending a college or university course, and conducting an observational visit to another school — all of which are cited by 15% of teachers or less.

The diversity of professional learning formats experienced by individual teachers is somewhat limited. More than half of respondents report they engaged in only three forms of professional learning or fewer. While this finding says nothing about the overall amount of professional learning, it indicates many arts teachers are not engaged in a diverse range of professional learning formats. Analysis shows some variations among different groups of respondents. High school teachers, for example, participated in an average



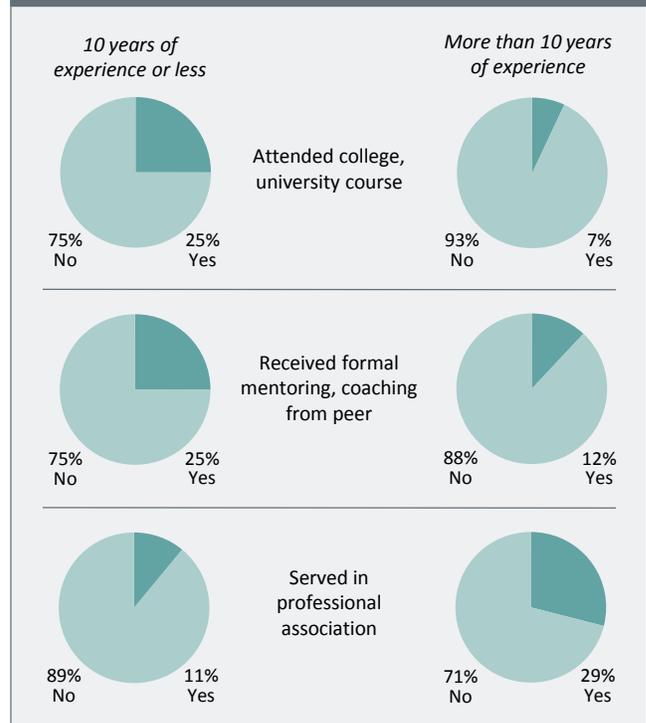
of four formats, which exceeds the average found among elementary teachers (3.4 formats) and middle school teachers (3.3 formats).

Less experienced teachers differ from more experienced teachers when it comes to participation in a few types of professional learning.

One-quarter of respondents who have taught for 10 years or less attended a college or university course in the past 12 months. Participation in this format is rare among more experienced teachers. See Figure 8. Further analysis shows major differences in the proportion of experienced teachers who hold an advanced degree and their likelihood to pursue additional study compared to teachers who joined the field more recently. See the section “Likelihood to pursue advanced degree in next five years” on page 31 for details.

Additionally, a higher percentage of less experienced teachers received formal mentoring or coaching from a peer as part of their professional learning. In contrast, serving in a professional association is more common among respondents with more teaching experience.

Figure 8: Respondents with 10 years of experience or less vs. more than 10 years



IMPLICATIONS

- Continue to offer a combination of publications focused on issues related to arts education and in-person learning opportunities for arts educators.
- Upgrade AEC’s website to function as a more robust professional learning resource for arts educators.
- Promote volunteering for service and leadership roles in professional associations, especially among teachers who are at the beginning stages of their careers.
- Explore options for sponsoring a formal study group or teacher network, possibly as an extension of an existing AEC program.

Sources of professional learning in past 12 months

School districts are by far the most frequently named source of professional learning among potential providers

RESULTS

More than 80% of respondents participated in professional learning opportunities offered by their school districts. In contrast, no other source is cited by more than 30% of respondents. Districts served as the only source for professional learning for about one out of every six survey participants.

Sources of professional learning differ across intermediate units, particularly in terms of opportunities accessed within the formal structure of schools, districts, and intermediate units. Figure 9 highlights major differences between sources of professional learning by the location of districts. Intermediate Unit 2 is unusual because it is comprised of a single school district, Pittsburgh Public Schools, and it does not offer professional development services for teachers. As a result, no respondents who teach in

Pittsburgh Public Schools report having engaged in professional learning opportunities through Intermediate Unit 2. Instead, these teachers identify their school district or school as providers. The percentage of Pittsburgh Public Schools teachers who participated in activities offered by the district is lower than levels found among respondents from other intermediate units, while the proportion who report engaging in professional learning provided by their schools is higher. Teachers in Intermediate Unit 1 are more likely to have engaged in activities offered at the intermediate unit level, while teachers in Intermediate Unit 3 more frequently report participating in opportunities at the district level.

Outside of opportunities offered by the formal school network, AEC is more frequently cited as a source of professional learning by teachers within both



intermediate units in Allegheny County than by teachers in Intermediate Unit 1.

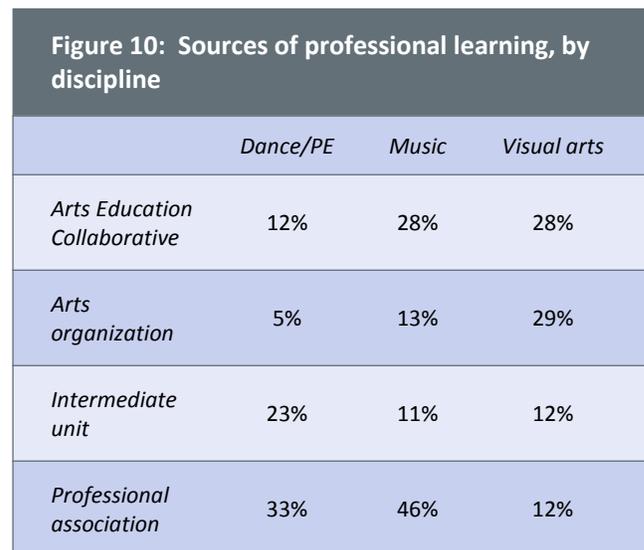
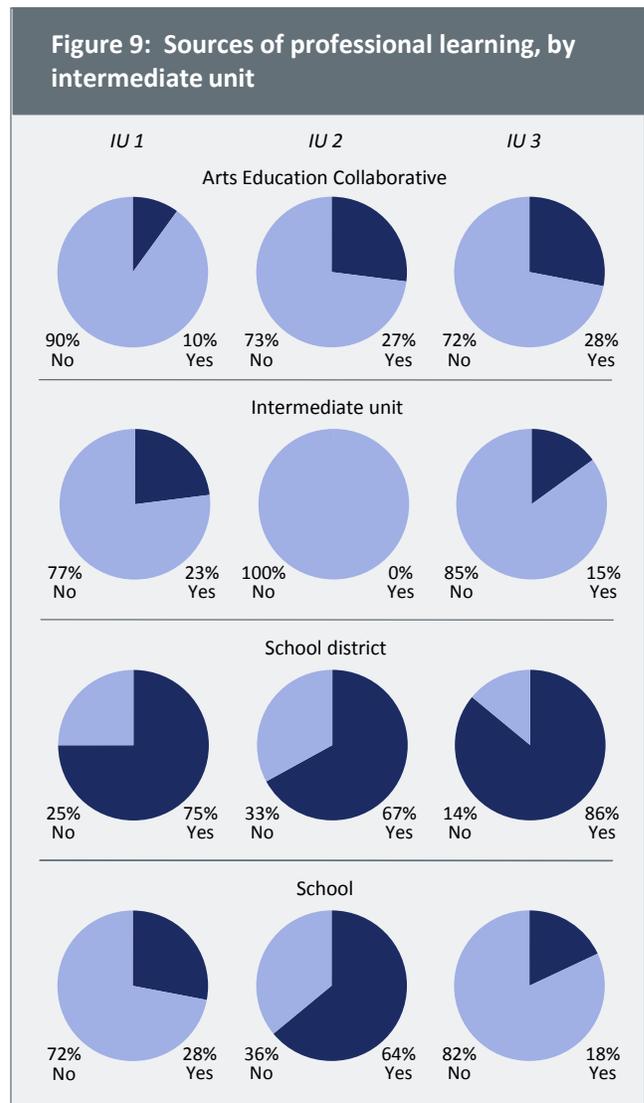
In a few key areas, sources of professional learning vary by discipline taught. A little more than one out of every four music and visual arts teachers report participating in offerings from AEC, which is more than double the percentage of dance / physical education teachers who participated in AEC programs. See Figure 10. The pattern among dance / physical education teachers compared to music and visual arts teachers is reversed in terms of participation in activities at the intermediate unit level. Arts organizations are most frequently cited as a source of professional learning by visual arts teachers, while participation in such opportunities among dance / physical education teachers is rare. As noted previously, most of the respondents who are categorized as dance / physical education teachers in this report identify themselves as physical education teachers, not dance teachers.

The percentages of music and dance / physical education teachers who engaged in learning opportunities offered through professional associations is high compared to visual arts teachers. Professional associations are the second most frequently cited source among music teachers and tied for second among dance / physical education teachers. The high proportion of music teachers who engage in learning opportunities through professional associations may relate to rules that say teachers must be association members for their students to participate in selected regional, state, or national festivals and performances.

IMPLICATIONS

Collaborations may be an effective strategy for reaching teachers in certain geographic areas and disciplines:

- Look for opportunities for AEC to provide professional learning programs and services in partnership with Intermediate Unit 1.
- Encourage arts organizations to team with professional associations such as the Pennsylvania Music Educators Association and the Pennsylvania State Association for Health, Physical Education, Recreation and Dance to provide professional learning options for music and dance teachers.



Support for professional learning received in past 12 months

More teachers report receiving assistance to participate in professional learning opportunities in the form of time rather than money

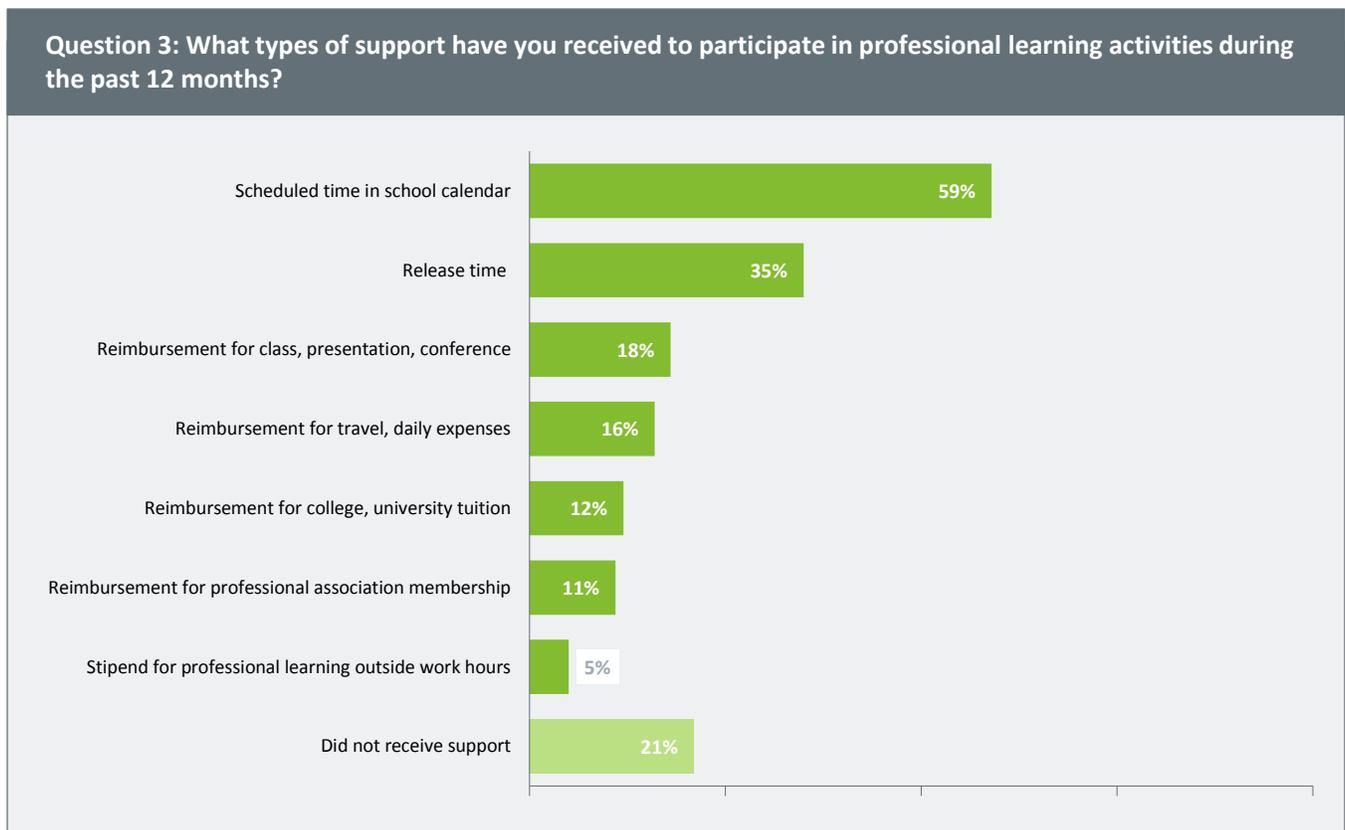
RESULTS

Almost 80% of respondents indicate they received support to engage in professional learning in the past 12 months. Time allotted for professional learning is the most common form of assistance. About three out of every five respondents report participating in activities during time reserved for professional learning in the school calendar, which is consistent with the high proportion of teachers who engaged in opportunities offered by their districts. Scheduled time in the school calendar was the only assistance provided to almost one out of every three respondents who report receiving some type of support.

The second most frequently cited form of assistance is release time, in which teaching duties are temporarily reassigned to a substitute to allow an educator to participate in professional learning activities.

Stipends and financial reimbursement for participation in professional learning are less common. Overall, less than 40% of respondents received any type of reimbursement or stipend in support of their professional learning.

A lower proportion of teachers in Pittsburgh Public Schools report being provided with reimbursement or a stipend for professional learning activities compared to teachers in other areas. As Figure 11 shows, only 10% of respondents who teach in Pittsburgh Public Schools report receiving any form of reimbursement or stipend in support of professional learning. A very small proportion was reimbursed for class, presentation, workshop, or conference fees or for travel expenses related to such activities. The percentages of teachers in Intermediate Unit 1 and Intermediate Unit 3 who received some form of reimbursement or stipend are



higher, but still fall below half in both intermediate units. Despite these differences, the percentages of respondents from each intermediate unit who received any form of assistance for professional learning is relatively similar across areas: 73% in Intermediate Unit 1, 74% in Intermediate Unit 2, and 81% in Intermediate Unit 3. A higher proportion of Pittsburgh Public Schools teachers participated in professional learning activities during specially scheduled time in the school calendar, which offsets the lower percentage of teachers there who received a stipend or reimbursement.

Elementary school teachers more frequently indicate they received some form of support to engage in professional learning opportunities than educators at the middle school and high school levels. See Figure 12. The difference is due to a higher percentage of elementary teachers who received scheduled time in the calendar for professional learning. The proportion of respondents who indicate they received any form of reimbursement or stipend is similar at all three grade levels: 36% of elementary teachers, 35% of middle school teachers, and 36% of high school teachers.

Music teachers are more likely to have received reimbursement for dues paid for membership in professional associations, which complements the finding that a higher percentage of music teachers participated in learning opportunities offered by a professional association. Almost 25% of music teachers received reimbursement for professional membership dues, while only 1% of arts teachers and 2% of dance / physical education teachers were given the same assistance. Music teachers may receive support in this area because professional association membership is required for students to participate in regional, state, or national festivals and performances and, therefore, money is budgeted by school districts for this expense.

IMPLICATIONS

- Because scheduled time in the school calendar is the most common form of support received for professional learning, coordinate with specific districts to offer targeted opportunities aligned to their in-service schedules. Limit professional learning activities scheduled on a particular date and open to all, which likely require requests for release time.

Figure 11: Support received for professional learning, by intermediate unit

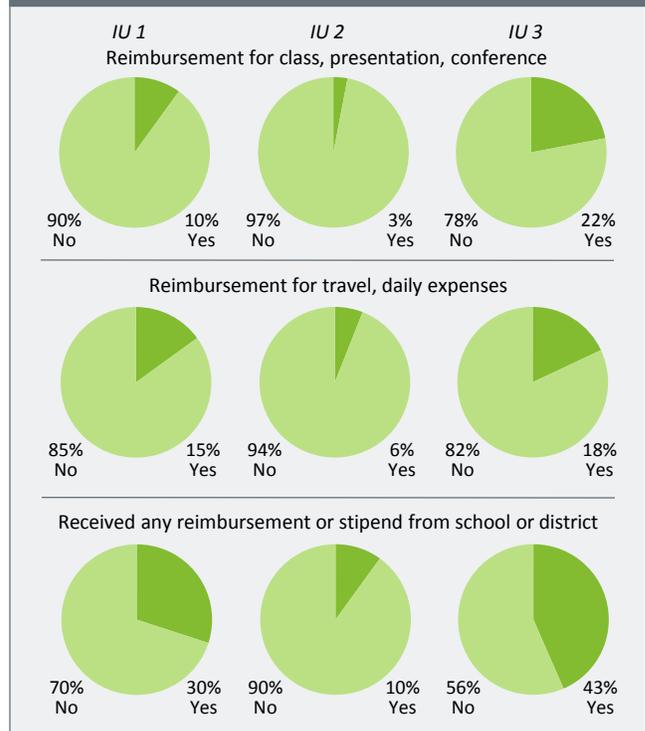


Figure 12: Support received for professional learning, by grade level

	Elementary school	Middle school	High school
Scheduled time in calendar	68%	57%	51%
Any form of support	85%	71%	75%

- Obtain financial support from funders to offset the costs of participation in professional learning activities, including the cost of paying substitute teachers. Encourage schools to use federal Title II funds, which are allocated for preparing and training high quality teachers and principals, to help support arts educators' participation in professional learning opportunities.

Time in structured professional learning offered by school or district

Arts teachers frequently participated in professional learning activities offered by their school or district, but the amount of time focused on arts education was often limited

METHOD

Structured professional learning was defined in the survey as workshops and training sessions, regularly scheduled collaboration with other teachers, formal mentoring or coaching, and service on special teams or committees.

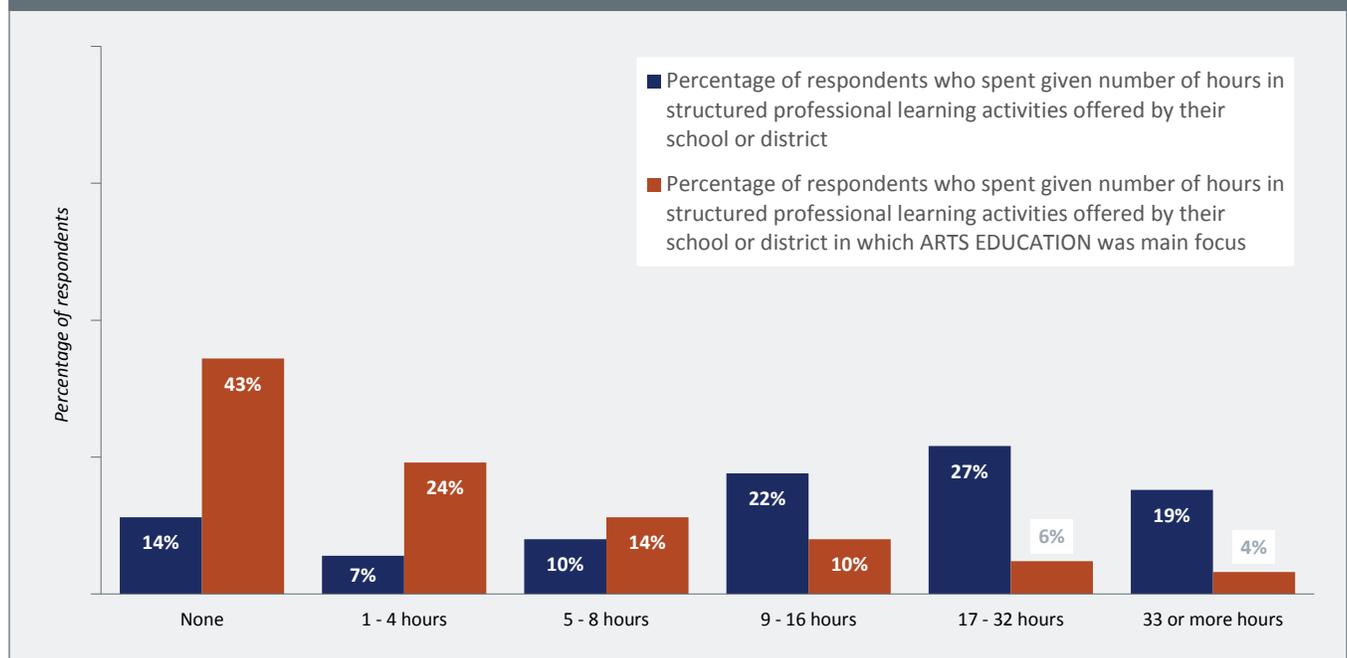
RESULTS

School districts and schools are prominent sources of professional learning opportunities for arts teachers. Eighty-six percent (86%) of respondents indicate they engaged in at least one hour of structured professional learning activities offered through their school or district, and slightly more than two out of every three teachers report participating in more than one day of these types of opportunities. Teachers most frequently

report participating in between 17 to 32 hours of structured professional learning activities offered by their school or district.

By comparison, the amount of time spent in school-led or district-led professional learning opportunities focused on arts education is more limited. Only 57% of respondents say they participated in at least one hour of structured, arts-focused professional learning activities offered by their school or district, while just one out of every five teachers indicate they participated in more than one day of such activities. Among teachers who engaged in any amount of arts-focused professional learning offered by their school or district, the most frequently reported time spent in these types of activities is between one to four hours.

Question 4: During the past 12 months, how many hours did you spend in structured professional learning activities (workshops and training sessions, regularly scheduled collaboration with other teachers, formal mentoring or coaching, service on special teams or committees) offered by your school or school district? In how many of those hours was arts education the main focus?



Teachers who participated in professional learning opportunities offered by their school or district engaged in a greater variety of forms of professional learning. See Figure 13. As noted previously, school districts play a significant role as a source of professional learning for arts teachers. See “Sources of professional learning in past 12 months” on page 10 for details. On average, respondents who engaged in professional learning from their school or district participated in broader range of types of professional learning. The findings also suggest that participation in some forms of professional learning, such as observational visits to other schools and regular collaboration with other teachers, may be especially influenced by support from the school or district.

While factors controlled by schools and districts clearly play a critical role in teachers’ professional learning, it is important to note the survey did not examine whether such opportunities were available and individual educators chose not to participate. In addition to the availability of professional learning opportunities through the school or district, there may be other personal and contextual factors that influence an individual teacher’s decision to participate.

IMPLICATIONS

- Partner with small groups of school districts to offer professional learning opportunities designed for arts teachers on common in-service days designated for professional learning. Many school districts likely lack sufficient internal expertise and other resources to offer professional learning opportunities targeted to the needs of teachers in every subject area.
- Encourage arts educators in each school district to play a proactive role in their professional learning, identifying their needs individually or as a group, finding relevant professional learning opportunities offered by providers other than their school or district, and requesting support from administrators to participate in those opportunities.
- Compile a calendar of arts-focused professional learning opportunities available in the local area and share the information with arts teachers and administrators in each district.

Figure 13: Respondents who did not participate in professional learning from school/district vs. participated

	<i>Did not participate in PL from school/district</i>	<i>Participated in PL from school/district</i>
<i>Average number of formats</i>	3.0	3.7
<i>Observational visit</i>	0%	13%
<i>Regular collaboration</i>	38%	62%

Personalized professional development plans

Almost one-quarter of respondents are uncertain whether their school or district requires them to follow a personalized professional development plan

RESULTS

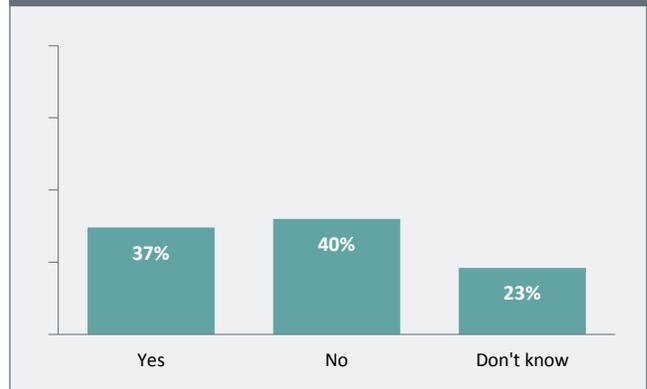
The percentage of teachers who indicate their school or district does not require them to follow a personalized professional development plan is slightly above the percentage for whom such a plan is required. A substantial portion of respondents, however, are unsure whether following such a plan is a requirement.

The 2012 survey asked, “Does your district require you to write or follow a personalized professional development plan?” Compared to results from the 2014 survey, about the same percentage of respondents in 2012 reported a plan was required (39%), but far fewer were uncertain about whether it was a requirement (8%). It is unknown whether minor changes to the wording of the question caused confusion or there is a growing level of uncertainty about requirements for following personalized professional development plans.

IMPLICATIONS

- When working in schools, gather information about whether a personalized professional learning plan is required and identify possible sources of confusion about such requirements. The proportion of respondents who indicate they are not required to follow a personalized professional development plan or are unsure about such requirements represents a potential missed opportunity. A personalized professional development plan can be a useful tool to foster a purposeful approach to professional learning based on an individual’s specific needs and goals.
- Be mindful of potential confusion that may arise due to initiatives to evaluate teacher effectiveness. Pennsylvania has adopted Charlotte Danielson’s Framework for Teaching as a rubric for evaluating teacher effectiveness. A portion of the rubric addresses growing and developing professionally, which includes elements such as enhancement of content knowledge and pedagogical skill, receptivity to feedback from colleagues, and service to the

Question 5: Are you required by your school or district to follow a personalized professional development plan?



profession. As districts implement systems for evaluating teacher effectiveness, there may be some confusion about how the professional development section of the rubric relates to personalized professional learning plans and other possible requirements at the district level.

Areas studied as part of professional learning in past 12 months

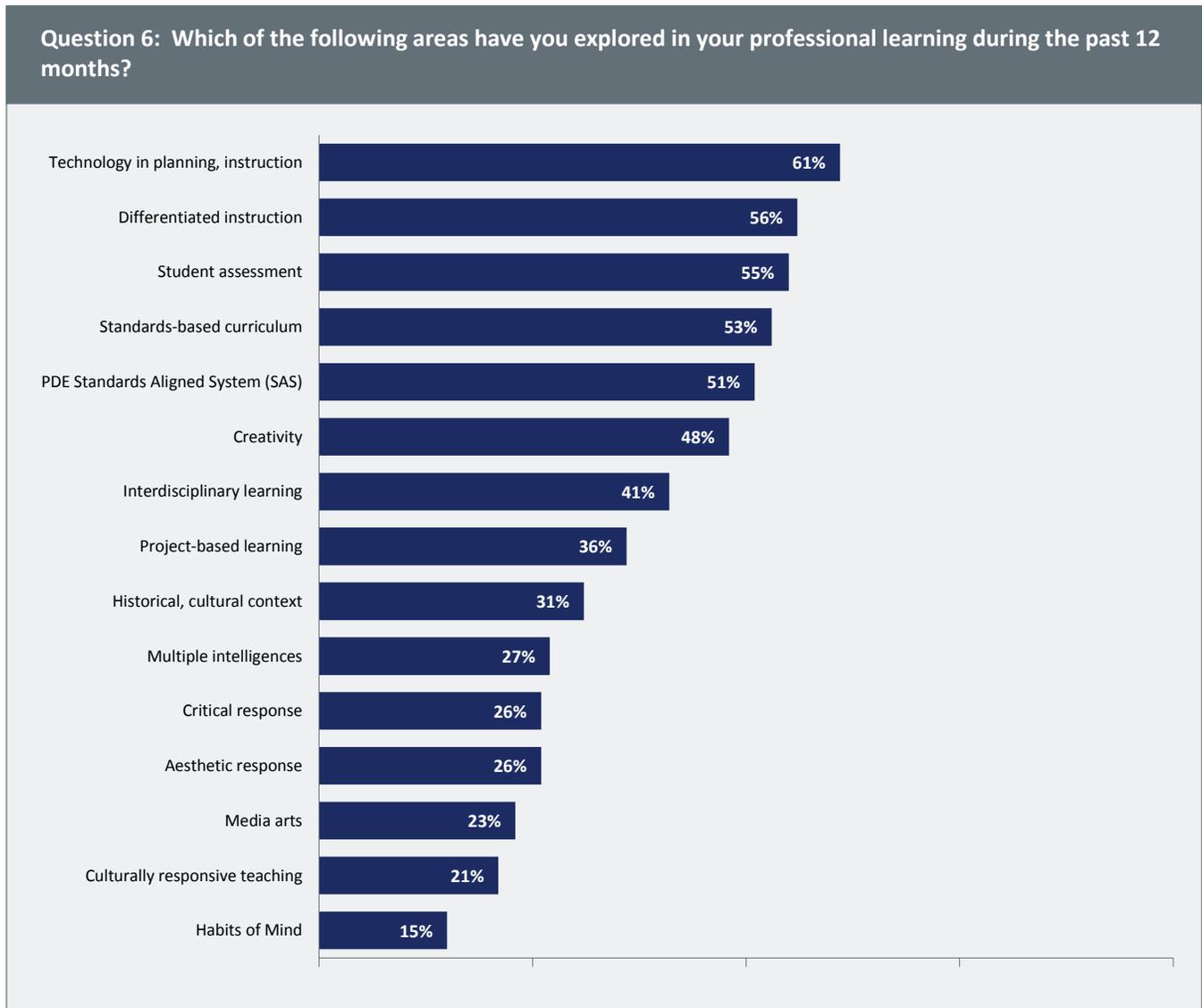
Visual arts teachers are more likely to have studied several topics listed in the survey compared to teachers in other disciplines

RESULTS

Areas studied by the highest percentages of teachers include use of technology in planning and instruction, differentiated instruction, student assessment, standards-based curriculum design and development, and the Pennsylvania Department of Education’s Standards Aligned System (SAS). While standards-based curriculum design and SAS are among the topics explored by the highest percentages of teachers, fewer

than one out of every three respondents studied areas related to major categories of the Pennsylvania Academic Standards for the Arts and Humanities: historical and cultural context, critical response, and aesthetic response.

Subjects studied by respondents as part of their professional learning differ substantially by discipline taught. Figure 14 lists the areas in which significant



differences occur. Overall, visual arts teachers most frequently report having studied the topics in which the largest differences occur (tying the percentage of music teachers in the area of historical and cultural context), while dance / physical education teachers least frequently indicate they studied almost all of these topics; the proportion of music teachers who studied each topic typically falls somewhere in the middle with the exception of interdisciplinary learning and project-based learning, which were studied by a lower percentage of music teachers compared to other disciplines.

As noted previously, most respondents who are included in the group of dance / physical education teachers identify themselves as physical education teachers, not dance teachers. The small number of dance teachers makes it difficult to assess differences between respondents who identify themselves solely as physical education teachers and those who include dance as one of their disciplines; therefore, it is also difficult to determine the degree to which differences between physical education and dance teachers affect comparisons with music and visual arts teachers. There are a few areas, however, in which low numbers of physical education teachers who studied a particular topic likely play a role in the overall differences by discipline. Less than 5% of physical education teachers indicate they studied aesthetic response, Habits of Mind, historical and cultural context, and media arts.

Overall, visual arts teachers tend to have studied a broader range of topics as part of their professional learning, averaging 6.5 different areas in their studies, which represents more than one area higher than the average among music teachers (5.3 topics) and almost two areas higher than the average for dance / physical education teachers (4.7 topics). This finding says nothing about the overall amount of professional learning, only the range of topics studied.

Comparing teachers' responses according to the percentage of students in the school district who are considered to come from low-income families shows that, on average, teachers working in districts with fewer students from low-income families report studying a wider range of topics. Responses were compared between teachers who work in districts with less than 30% of students who come from low-income

Figure 14: Areas studied as part of professional learning in past 12 months, by discipline

	<i>Dance/PE</i>	<i>Music</i>	<i>Visual arts</i>
<i>Average areas studied</i>	4.7	5.3	6.5
<i>Aesthetic response</i>	5%	22%	39%
<i>Creativity</i>	28%	43%	59%
<i>Critical response</i>	14%	23%	33%
<i>Habits of Mind</i>	5%	14%	19%
<i>Historical, cultural context</i>	7%	37%	37%
<i>Interdisciplinary learning</i>	49%	27%	54%
<i>Media arts</i>	9%	19%	29%
<i>Project-based learning</i>	28%	24%	50%

families and districts with 30% or higher. (This level was selected based on percentages specified in certain federal programs.) Teachers who work in districts comprised of less than 30% of students from low-income families studied an average of 6.2 topics, which is almost one area more per teacher than their counterparts in districts with a higher proportion of students from low-income families (5.3 topics).

This finding may relate to differences in the breadth of topics studied by teachers who participate in structured, arts-focused professional learning opportunities offered by their school or district versus teachers who do not. Respondents who engaged in arts-focused professional learning from their school or district studied an average of 6.5 topics, which is higher than the average of 5.4 areas studied by respondents

who did not participate in arts-focused learning activities in their school or district. Teachers who work in districts with more students from low-income families are less likely to have participated in structured, arts-focused professional learning opportunities available from their school or district. Twenty-eight percent (28%) of respondents who work in districts with a higher proportion of students from low-income students participated in structured, arts-focused professional learning activities provided by their school or district, while 38% of teachers who serve in districts with fewer students from low-income families engaged in such activities.

About one of out of every five teachers overall report they studied culturally responsive teaching, but among respondents from Pittsburgh Public Schools the proportion jumps to more than half. Fifty-eight percent (58%) of Pittsburgh Public Schools teachers studied culturally responsive teaching in the past 12 months, which is much higher than percentages among teachers from Intermediate Unit 1 (23%) and Intermediate Unit 3 (14%). Of the 15 topics listed in the survey, this difference is the largest among the intermediate units. The Culturally Responsive Arts Education Initiative, a special project supported by The Heinz Foundation in selected Pittsburgh Public Schools, may be a factor in the higher proportion of teachers in Intermediate Unit 2 who studied culturally responsive teaching.

Respondents who participated in professional learning opportunities presented by AEC are more likely to have studied most of the topics listed in the survey, which may unduly increase the overall proportions of teachers who are reported to have studied each area. As noted in “Sources of professional learning in past 12 months” on page 10, one-quarter of respondents say they participated in AEC programs in the past year. Teachers who have a prior relationship with AEC may be more likely to participate in the survey, which could lead them to be over-represented among respondents overall. In other words, the percentage of arts educators in the area who participated in professional learning opportunities offered by AEC likely falls below the level of 25% indicated by the survey results.

Further analysis shows that differences between teachers who participated in AEC programs and teachers who did not are relatively diffuse and,

therefore, unlikely to have a major impact on the results in response to any particular survey question. An exception, however, is this question about topics studied as part of professional learning. Teachers who participated in professional learning activities sponsored by AEC studied an average of 7.5 topics, which is much higher than the average of 5.1 areas studied by respondents who were not involved in AEC programs. Significant differences were found in each of the 15 areas of study listed in the survey except critical response and differentiated instruction. These differences should be kept in mind when interpreting the overall percentage of respondents who are reported to have studied each topic.

IMPLICATIONS

- Look for opportunities to partner with the Pennsylvania State Association for Health, Physical Education, Recreation and Dance to offer arts-focused professional learning activities to physical education teachers about topics such as creativity.
- Monitor how implementation of the National Core Arts Standards affects demand for and participation in professional learning opportunities related to the media arts. The National Core Arts Standards, which were released in June 2014, include media arts as an artistic discipline alongside dance, music, theatre, and visual arts. As school districts decide how to address these new standards, it will be important to ensure teachers receive adequate training in areas that may have received less attention in the past.
- Explore ways to collaborate with arts teachers from Pittsburgh Public Schools to provide professional learning opportunities focused on culturally responsive teaching to educators in surrounding school districts.
- Continue to monitor the percentage of students from low-income families in districts, identify potential barriers to participation in AEC programs by educators who teach in districts with a high ratio of students from low-income families, and work to ensure that educators from such districts are represented among AEC program participants.

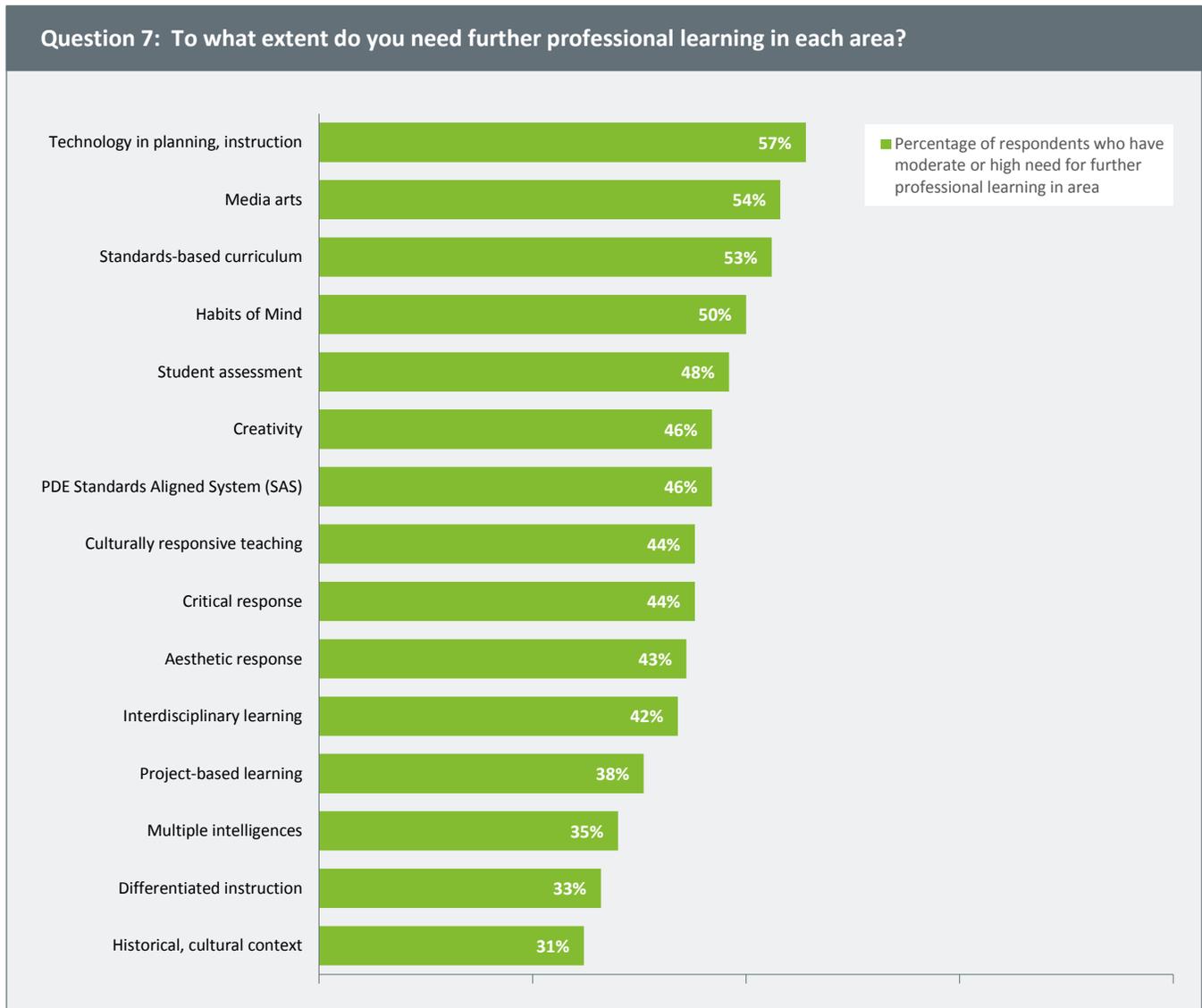
Areas of need for further professional learning

Respondents most frequently indicate a need for further professional learning in the use of technology, though need varies substantially based on years of teaching experience

METHOD

The survey asked respondents to indicate their level of need for further professional learning for each of 15 topics on a four-point scale: no need, low level of need, moderate level of need, and high level of need. Results are presented by the aggregate percentage of teachers who state they have moderate or high level of need for further professional learning in each area.

This approach represents a slight departure from prior surveys. First, surveys previously asked about teachers' level of interest in selected topics, not their level of need. The question was shifted in an attempt to focus more closely on areas in which increased training might be most useful to teachers' work. In addition, past results were analyzed by assigning a point value to the response scale and then calculating an average for each topic. This report instead presents percentages of



respondents who report a moderate or high level of need in an attempt to more clearly communicate the proportion of teachers who indicate they would benefit from further professional learning in particular areas. Finally, as in past surveys, items were added to reflect changing issues in arts education. This year's survey is the first to ask about creativity, culturally responsive teaching, and Habits of Mind. Due to these differences, comparisons with previous years' results are made selectively and are limited to basic statements about the relative position of topics in relation to others.

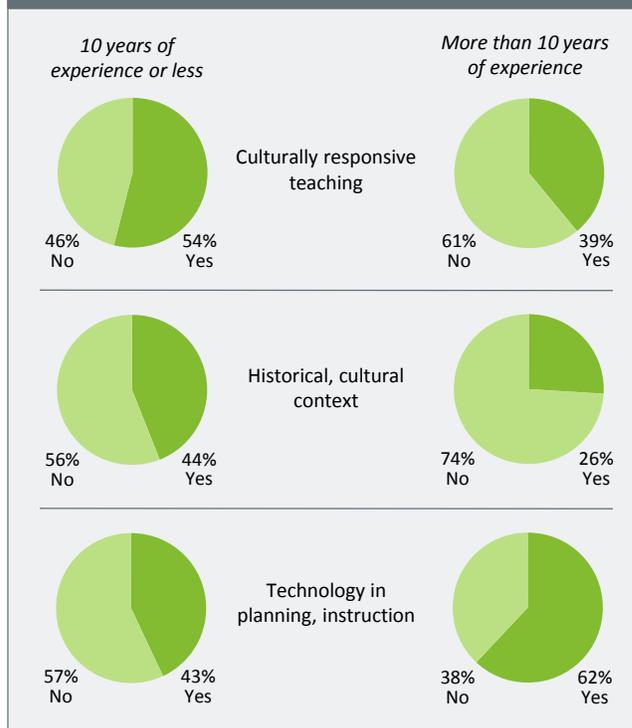
RESULTS

As reported in the previous section, the use of technology in planning and instruction tops the list of areas studied by respondents in the past 12 months. Use of technology is also cited most frequently as a topic of moderate or high need. In 2012, technology led the list of topics in which there was the greatest interest, after finishing near the top in 2010.

Media arts, which was identified as an area of moderate or high need by the second highest percentage of this year's survey respondents, fell toward the middle of the list in 2012, though it was frequently selected as one of respondents' top three choices for professional development. Standards-based curriculum design and development, which ranked first among subjects of interest in 2010, is cited as a need by the third highest proportion of respondents to this year's survey after dropping near the bottom of topics of interest in 2012. In contrast, historical and cultural context was a topic of high interest in both of the two previous surveys, but is identified as a moderate or high need by the lowest percentage of respondents in this year's survey.

Respondents who have more than a decade of experience as a teacher are more likely to identify use of technology as an area of moderate or high need, which contributed to its top ranking in the overall results. Teachers who have more than 10 years of experience in the field represent almost three-quarters of all respondents. See section "Years of experience as a teacher" on page 26 for details. With teachers who have more than 10 years of experience outnumbering less experienced teachers by almost three to one, major differences between these groups can substantially affect the overall findings, as is the case here. Figure 15

Figure 15: Moderate or high need for professional learning, by respondents with 10 years of experience or less vs. more experience



shows the professional learning topics for which there are the greatest differences in need between teachers based on their levels of experience. They include the areas selected both most and least frequently among all respondents — use of technology and historical and cultural context — which demonstrates the potential influence of this factor on the overall findings.

Teachers with more than 10 years of experience most frequently identify use of technology as an area of moderate or high need. Among less experienced teachers, use of technology is one of the least frequently selected topics. In contrast, more than half of teachers with less experience identify culturally responsive teaching as a topic for which they have a moderate or high need for further learning, which is the third highest percentage among teachers who have worked in the field for a decade or less. Among more experienced teachers, culturally responsive teaching falls in the bottom half of most commonly cited needs, placing it in the middle of the overall list. See the section, "Gaps in undergraduate training for first year of

teaching,” on page 27 for more information about the needs of teachers when they join the field.

Respondents who teach in a particular discipline sometimes express substantially higher or lower levels of need than their counterparts in other disciplines, though the pattern of high and low percentages varies by topic. See Figure 16. A lower percentage of dance / physical education teachers indicate they have a moderate or high need for further professional learning opportunities related to culturally responsive teaching, while the opposite pattern occurs when it comes to the use of technology in planning and instruction. An especially high percentage of music teachers identify project-based learning as a need, while a lower percentage of visual arts teachers state a need for further professional learning focused on creativity.

Figure 16: Moderate or high need for professional learning, by discipline			
	<i>Dance / PE</i>	<i>Music</i>	<i>Visual arts</i>
<i>Creativity</i>	50%	53%	37%
<i>Culturally responsive teaching</i>	27%	46%	46%
<i>Project-based learning</i>	33%	47%	31%
<i>Technology in planning, instruction</i>	70%	57%	50%

IMPLICATIONS

- Create professional learning opportunities to help arts teachers develop broad, long-term strategies to adapt to changing technologies for planning and instruction. Identify resources that arts educators can incorporate into their ongoing personal study on this topic. Despite being cited most frequently as an area of study in the past 12 months, the use of technology in planning and instruction is also the most frequently identified area of moderate or high need for further professional learning. Given the rapidly evolving nature of technology, arts teachers may benefit from developing general strategies for using technology as a tool and from access to resources for remaining up-to-date with innovations.
- Identify local media artists who can inform the development of professional learning opportunities focused on media arts and serve as resources in those programs.
- Build additional professional learning activities around the issues of AEC’s Translations Series that focus on Habits of Mind and creativity. Issues in the Translations Series, which are available on AEC’s website, provide educators with highlights of prominent research pieces in education and ways in which that research can be realized in their classroom, school, or district in practical ways.
- Look for opportunities to adapt selected elements of AEC’s pilot assessment institute in 2014–2015 for use in other professional learning activities and resources that address student assessment.

Access to digital resources at school

Almost all respondents have access to digital resources and the internet where they teach most often, though availability is more limited in Intermediate Unit 1

METHOD

Because arts teachers have frequently identified use of technology as a topic of interest for further professional development in past surveys, two questions were included to further explore teachers' access to digital resources at their school and the types of digital resources they use for planning and instruction.

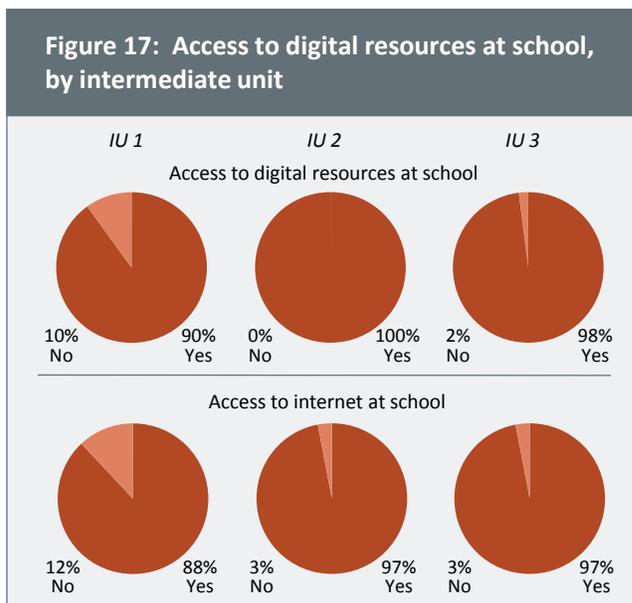
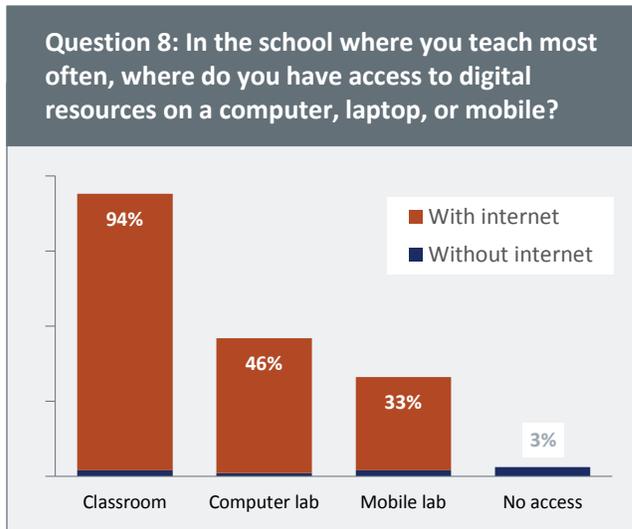
RESULTS

Ninety-seven percent (97%) of respondents indicate they have access to digital resources in the school where they teach most often, while 96% report access to the internet. In most cases, access to digital resources and the internet is available in teachers' classrooms.

Teachers in Intermediate Unit 1 are less likely than teachers in other areas to have access to digital resources and the internet at school, but the proportion with access is still about 90%. See Figure 17. All of the respondents in Intermediate Unit 1 who do not have access to digital resources or the internet at school teach at the elementary level. Despite the more limited access, a higher percentage of respondents from Intermediate Unit 1 report using certain digital resources — such as photo and video sharing websites — in their planning and instruction compared to their counterparts in the other intermediate units. See the next section, “Digital resources used for planning or instruction in past 12 months,” for more.

IMPLICATIONS

- Advocate for all arts teachers to have access to digital resources and the internet at schools where they teach. Digital resources are important tools for both student instruction and teachers' professional learning. These resources should be universally available to all arts educators in their classrooms.



Digital resources used for planning or instruction in past 12 months

More than nine out of every 10 teachers report using at least one type of digital resource for planning or instruction, but individual educators often use a fairly limited range

RESULTS

About three-quarters of respondents indicate they used four or fewer kinds of digital resources for planning or instruction in the past 12 months, resulting in an average of 3.25 types of resources used per teacher. More than half of all respondents report they used resource websites and video sharing, but most other resources were used by fewer than one out of every three teachers.

Dance / physical education teachers are less likely to have used a few kinds of digital resources for planning or instruction in the past 12 months. As Figure 18 shows, the percentage of dance / physical education teachers who used some forms of digital resources falls below percentages found among their counterparts in other disciplines, especially in the use of cloud computing and social media. While the percentages of music and visual arts teachers who report using

Question 9: Which of the following digital resources have you used for planning or instruction in the past 12 months, if any?

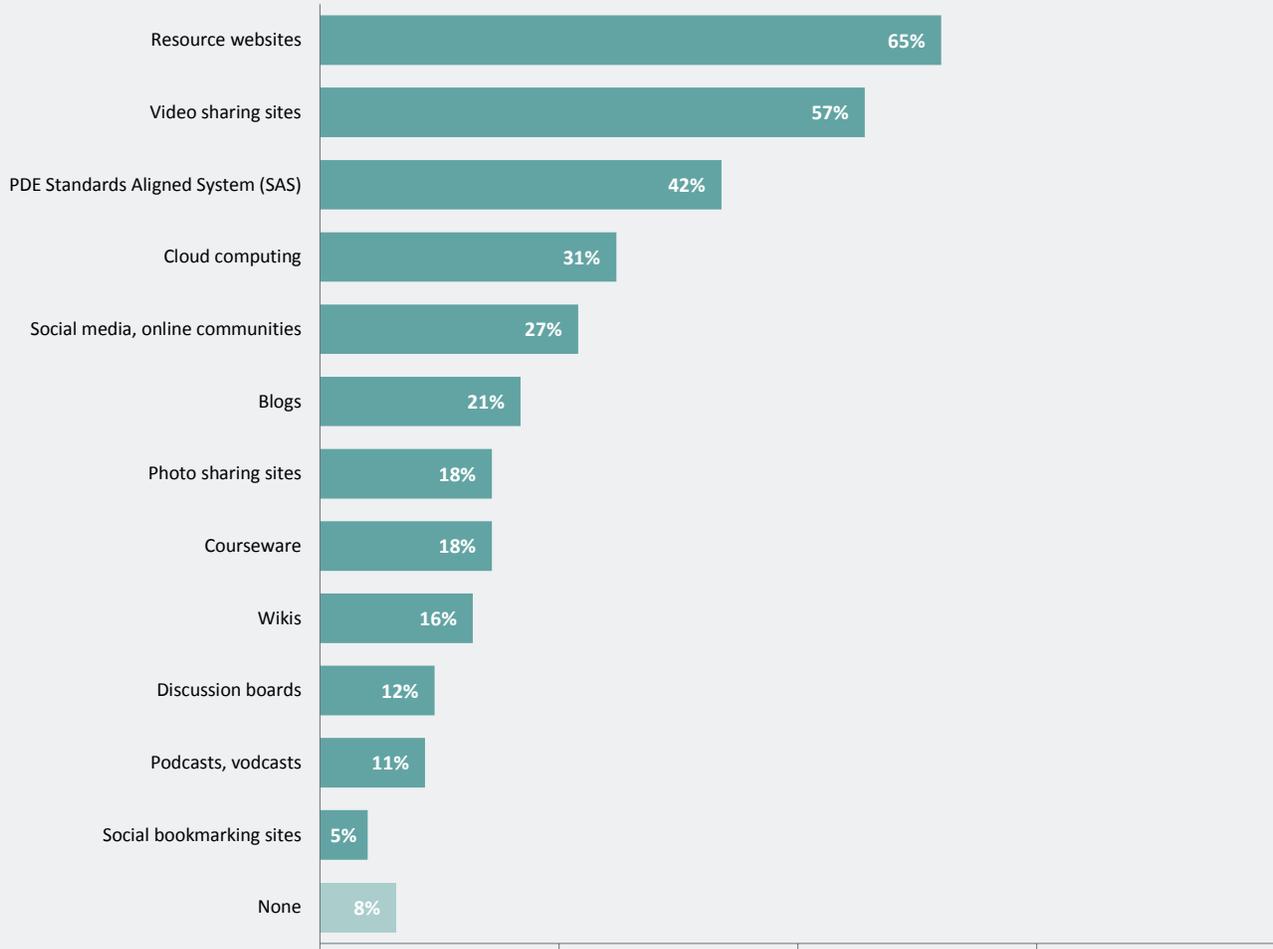


Figure 18: Digital resources used for planning or instruction, by discipline

	<i>Dance/PE</i>	<i>Music</i>	<i>Visual arts</i>
<i>Blogs</i>	14%	16%	28%
<i>Cloud computing</i>	14%	39%	30%
<i>Photo sharing sites</i>	7%	13%	30%
<i>Social media</i>	9%	27%	31%
<i>Video sharing sites</i>	44%	69%	53%
<i>Wikis</i>	5%	23%	15%

different kinds of digital resources are more similar, notable differences occur in their use of photo sharing and video sharing sites; visual arts teachers are more likely to have used the former for planning or instruction, while music teachers are more likely to have used the latter.

Among the areas of greatest difference when comparing use of different kinds of digital resources by intermediate unit, the percentage of users is highest within Intermediate Unit 1. See Figure 19. As reported in the previous section, the percentage of teachers in Intermediate Unit 1 who have access to digital resources and the internet at school falls below the percentages of teachers who have such access in Intermediate Unit 2 and Intermediate Unit 3. Despite this limitation, however, the proportion of teachers in Intermediate Unit 1 who report using certain kinds of digital resources in their planning or instruction is higher than their counterparts elsewhere.

Teachers who have more than 10 years of experience are less likely to have used any kind of digital resources in their planning or instruction in the past 12 months. A little more than 10% of respondents who have taught for more than a decade did not use any

Figure 19: Digital resources used for planning or instruction, by intermediate unit

	<i>IU 1</i>	<i>IU 2</i>	<i>IU 3</i>
<i>Blogs</i>	35%	9%	19%
<i>PDE Standards Aligned System</i>	55%	9%	44%
<i>Photo sharing sites</i>	28%	24%	14%
<i>Video sharing sites</i>	65%	39%	59%

type of digital resource for planning or instruction purposes in the past year. Among teachers with less experience, the proportion is slightly more than 1%.

Teachers working in districts with a higher proportion of students from low-income families are less likely to have used digital resources for planning or instruction in the past year. Three percent (3%) of teachers who work in districts with less than 30% of students who come from low-income families report they did not use any kind of digital resources for planning or instruction in the past 12 months. The proportion is more than four times higher (13%) among teachers who work in districts with a higher percentage of students from low-income families.

IMPLICATIONS

- Some school districts block certain types of digital resources to prevent students from accessing inappropriate content. Help arts teachers identify who controls access in their district and how to request the right to use digital resources that are required for planning or instructional purposes.
- When working with teachers, give special attention to individuals who do not use digital resources for planning or instruction and provide support to help them incorporate digital resources in their preparation and teaching.

Years of experience as a teacher

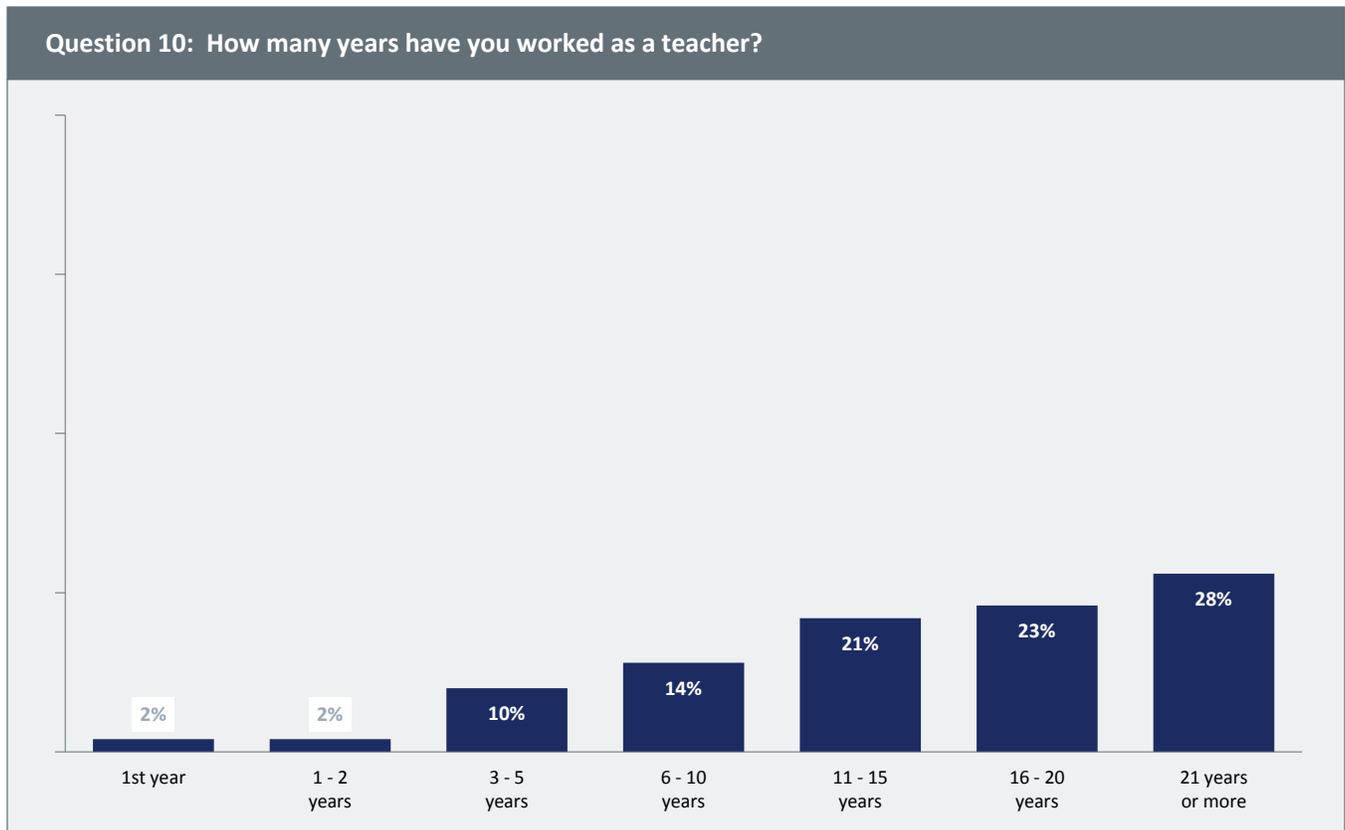
Arts teachers in the region have a high level of experience, which has been a consistent trend across past surveys

RESULTS

More than half of all respondents report they have been teaching for 16 years or more. The proportion has remained fairly steady since the 2008 survey, when AEC first began to investigate arts educators' levels of experience. This year, however, the proportion of the most highly experienced teachers fell. In past surveys, about 40% of respondents reported teaching for more than 20 years. In 2014, the proportion dropped to 28% while the percentage of respondents who have taught between 16 to 20 years increased.

IMPLICATIONS

- Present data to education faculty members at local colleges and universities and engage in discussions about potential areas of need and opportunity in the future given the current distribution of years of experience among arts teachers in the region.



Gaps in undergraduate training for first year of teaching

Five out of every six respondents who joined the field in the past decade cite at least one area in which their undergraduate education did not provide adequate preparation

METHOD

AEC's past three surveys have explored gaps in arts teachers' undergraduate training. To focus on the experiences of teachers who have entered the field most recently, this year's survey asked the question only of respondents who indicated they have 10 years of experience or less as teachers.

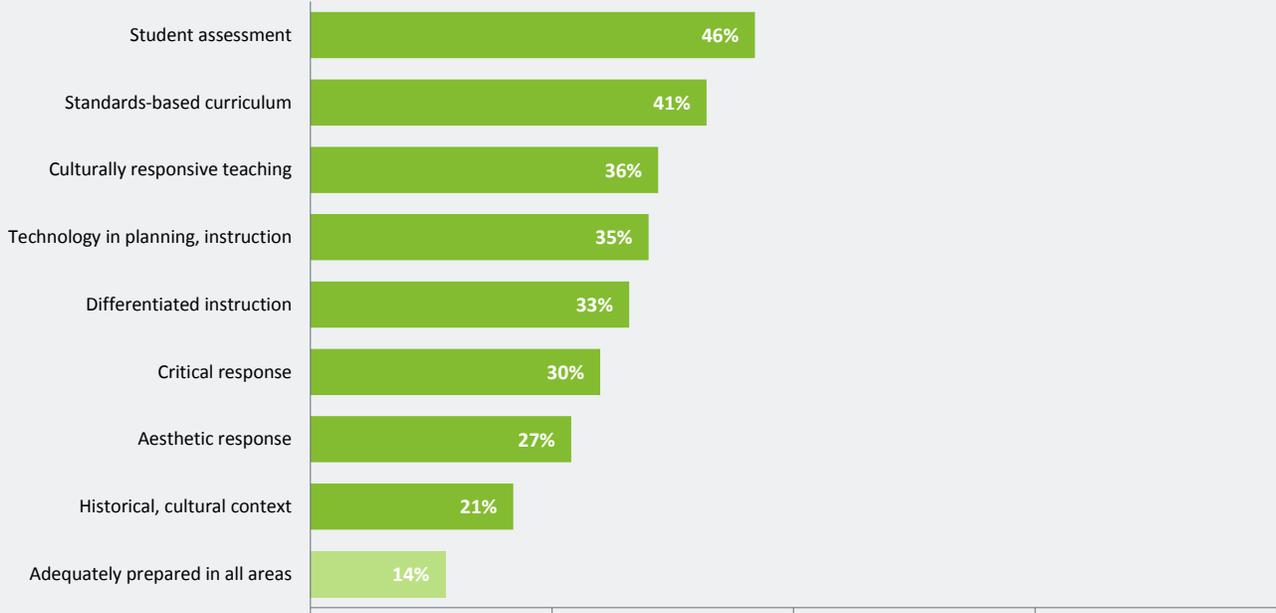
RESULTS

This year's findings are fairly consistent with results from previous surveys. Student assessment, standards-based curriculum design, and differentiated instruction are typically among the most frequently identified gaps in undergraduate training, while critical response, aesthetic response, and historical and cultural context tend to be cited by a lower proportion of teachers.

IMPLICATIONS

- Facilitate connections between arts education faculty members at local colleges and universities and arts educators who host student teachers to begin a dialogue about areas in which improved preparation might be most beneficial.
- Look for opportunities to support undergraduate arts education programs at local colleges and universities and work with school districts to offer induction sessions focused specifically on the needs of beginning arts teachers.

Question 11: In which areas, if any, did you lack adequate preparation from your undergraduate education in your first year of teaching?



Percentage of respondents who have taught 10 years or less



Undergraduate college or university

Almost half of all respondents earned their undergraduate degree from one of four universities: IUP, Duquesne, Edinboro, or Slippery Rock

METHOD

Respondents were asked to enter the name of the college or university from which they earned their undergraduate degree. Colleges or universities attended by at least 2% of respondents are listed by name. Institutions that graduated less than 2% of respondents were grouped together in four “other college or university” categories based on state: Pennsylvania, Ohio, West Virginia, and all other states combined.

RESULTS

Because certifications offered by different institutions vary, all or most respondents who graduated from certain colleges or universities often teach a particular discipline. California University of Pennsylvania and Carlow University, for example, do not offer certification in music education; all respondents who graduated from those schools teach visual arts. Visual arts teachers also account for a high proportion of respondents who earned their Bachelor’s degrees from Edinboro University.

All but two of the more than 30 respondents who received their undergraduate degree from Duquesne University are music teachers. Dance / physical education teachers, including a few who identified themselves specifically as dance teachers, represent more than half of respondents who earned their undergraduate degree from University of Pittsburgh.

The pattern is more mixed among graduates of Indiana University of Pennsylvania, where the highest percentage of respondents earned their Bachelor’s degree. Teachers of music, visual arts, and dance / physical education (in this case, all of whom identified themselves as physical education teachers) are spread fairly evenly among the respondents who studied there.

Question 12: Where did you earn your Bachelor’s degree?		
#	College or university	%
1	Indiana University of Pennsylvania	15%
2	Duquesne University	14%
3	Other college or university in PA	9%
4	Edinboro University	8%
5	Slippery Rock University	7%
6	Other college or university in other state	7%
7	Other college or university in OH	6%
8	Carnegie Mellon University	5%
9	University of Pittsburgh	5%
10	California University of Pennsylvania	4%
11	Other college or university in WV	4%
12	Carlow University	4%
13	Penn State University	3%
14	Seton Hill University	3%
15	Westminster College	3%
16	Grove City College	2%

IMPLICATIONS

- Focus on building connections with faculty of arts education programs at colleges and universities that graduate the highest number of arts teachers in the area: Indiana University of Pennsylvania, Duquesne University, Edinboro University, and Slippery Rock University.

Level of education

More than half of all respondents hold an advanced degree, which is consistent with the results of past surveys

RESULTS

Fifty-two percent (52%) of respondents hold an advanced degree. In almost all cases, the highest advanced degree earned is a Master's. In addition to the teachers who hold an advanced degree, 7% of respondents are currently enrolled in an advanced degree program. Most respondents who are enrolled in an advanced degree program do not currently hold an advanced degree and are studying for a Master's. Their areas of study include art education, music education, elementary education, and educational leadership.

State requirements for permanent certification may play a role in the high proportion of respondents who have earned an advanced degree. As part of the requirements for permanent certification, teachers must complete 24 semester credits or approved intermediate unit credits beyond their initial Bachelor's degree. Some teachers who have completed this number of semester credits at a graduate level may elect to extend their studies to earn the remaining credits necessary for an advanced degree.

Respondents who have been teaching for more than 10 years are more likely to hold an advanced degree than less experienced teachers. As Figure 20 shows, slightly more than 30% of teachers who have 10 years of experience or less hold an advanced degree. The percentage is almost double among more experienced teachers. Respondents who possess only a Bachelor's degree are more likely to pursue an advanced degree compared to respondents who already hold a Master's or Doctoral degree. As a result, a much smaller percentage of respondents who have been teaching for more than 10 years indicate they are likely or very likely to pursue an advanced degree (18%) compared to teachers who have less experience (44%). See the next section, "Likelihood to pursue advanced degree in next five years," for details.

Question 13: What is the highest level of degree you have earned?

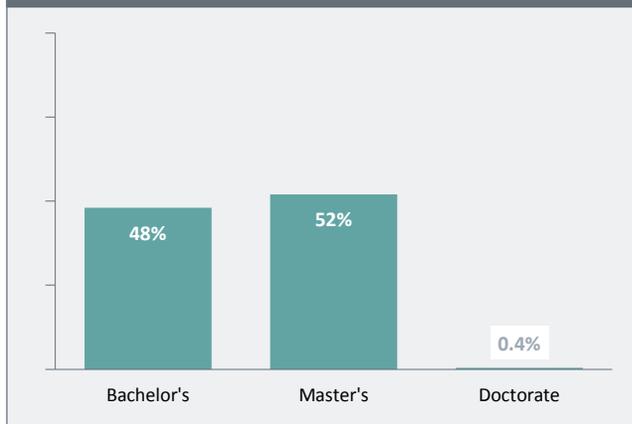
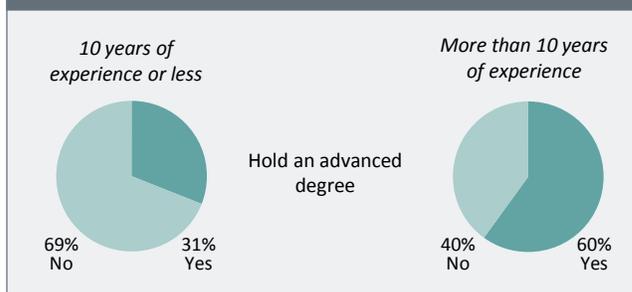


Figure 20: Respondents with 10 years of experience or less vs. more than 10 years



IMPLICATIONS

- Compile a list of local college and universities and distance learning programs that offer advanced degrees in areas of study that are most relevant to arts teachers. Share the list via the AEC website.

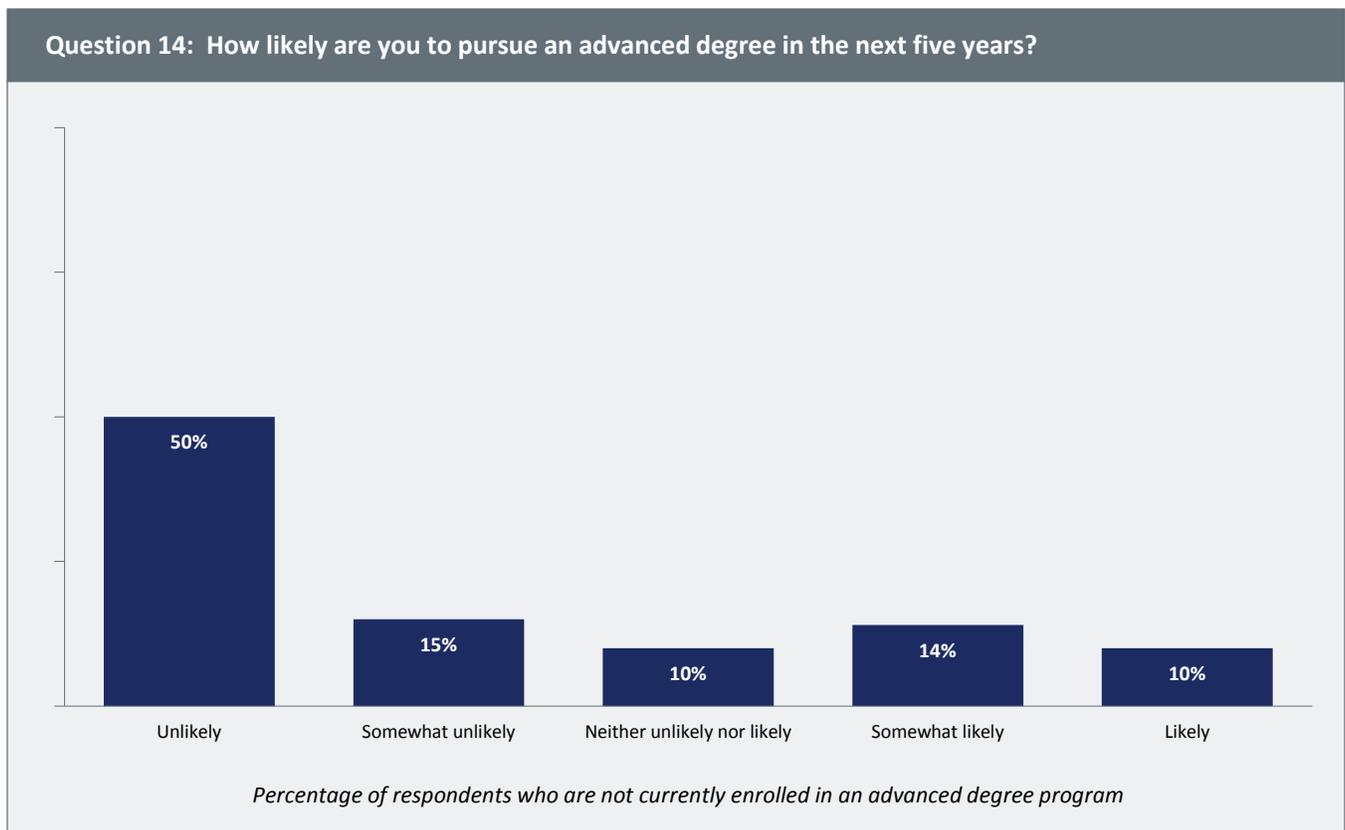
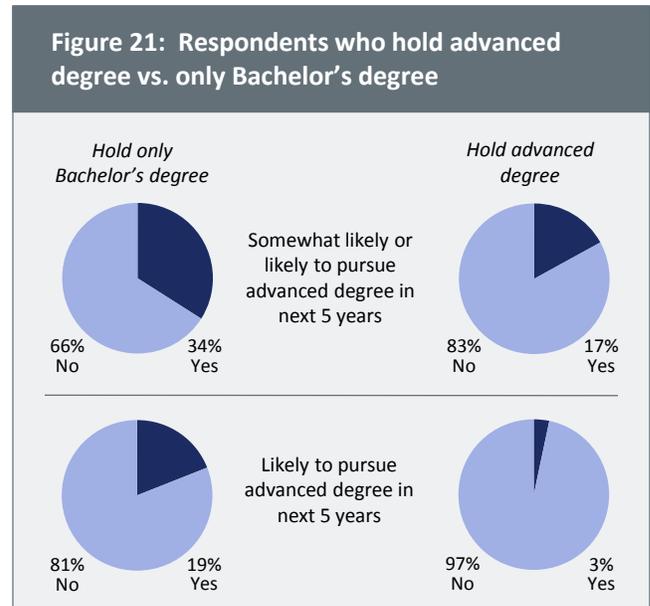
Likelihood to pursue advanced degree in next five years

Almost one-quarter of all respondents say they are somewhat likely or likely to pursue an advanced degree in the next few years

RESULTS

About two out of every three respondents who say they are likely or very likely to pursue an advanced degree plan to study for a Master’s degree. Most of the rest intend to pursue a Doctoral degree, while a small proportion are unsure which level of degree they might pursue. Respondents most commonly say they are likely to pursue a degree in music education, art education, or educational leadership.

Teachers who hold only a Bachelor’s degree are more likely to pursue an advanced degree than their counterparts who previously earned a Master’s or Doctorate. As Figure 21 shows, the pattern is the same among teachers who say they are likely to study for an advanced degree as well as those who report they are somewhat likely or likely.



Acknowledgments

This report was made possible through the generosity of many supporters dedicated to making quality professional learning opportunities available to arts educators

Arts Education Collaborative thanks the hundreds of arts teachers in Allegheny, Fayette, Greene, and Washington counties who shared their thoughts in response to this survey. We particularly appreciate the efforts of the network of arts educators and administrators who served as AEC liaisons and facilitated their districts' participation in the study.

We gratefully acknowledge the AEC Advisory Committee, under the direction of committee Chair William Isler, for providing leadership, vision, and support for quality arts education in the region. We especially thank Dr. Bille Rondinelli for her input into the survey.

Several arts organizations donated free admission tickets as prizes for a random drawing of survey participants. We thank the following organizations for their donations: The Andy Warhol Museum, Carnegie Museum of Art, City Theatre, Pittsburgh Ballet Theatre, Pittsburgh Opera, and Pittsburgh Public Theater.

AEC's mission to strengthen education by making the arts central to learning is generously supported by The Heinz Endowments and The Grable Foundation. AEC receives state funding via a grant from the Pennsylvania Council on the Arts, a state agency funded by the Commonwealth of Pennsylvania and the National Endowment for the Arts, a federal agency.

PHOTO CREDITS AND CAPTIONS

All photographs by Charles LeClaire.

COVER: Participants in AEC's 2013 Leadership Academy engage in a workshop session led by Michele de la Reza, co-founder and managing artistic director of Attack Theatre.

PAGE 1: AEC Director Sarah Tambucci meets with Erich Lascek, a music teacher at Gateway High School.

PAGE 28: Emily Marko (www.emilymarko.com) demonstrates basic techniques of visual note-taking during the 2014 Leadership Academy.

PAGE 28 (BOTTOM): Karen Jeng Lin talks to 2014 Leadership Academy participants about her work as a collaborative pianist.

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Arts Education Collaborative is making the arts integral to school culture. AEC's approach and methodology, combined with its experience and relationships, are defining quality arts education.

VISION

A transformed education system infused with imagination and creativity, catalyzed by the arts.

MISSION

We strengthen education by making the arts central to learning through collaboration, research, and advocacy.

VALUES

- **Collaboration** is core to all that we do.
- **Learning** is our empowerment strategy.
- **Engagement** of diverse communities ensures broad perspectives and richer ideas.
- **Creativity** is the cornerstone of internal operations and external initiatives.
- **Quality** is a criterion that guides our work.

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