

ArtsEd School Leader Questionnaire

Appendix A

The PTA ArtsEd Initiative supports our school as we strengthen family-school partnerships that enrich students' educational experiences and overall well-being. One step in the process is to gather feedback from our school leaders on arts education programs, policies and practices implemented by our school.

DIRECTIONS: Complete the checklist below and return this survey to the PTA ArtsEd Committee Chair

Priority 1: Student Access to Arts Opportunities

Ensure all children have access to a well-rounded education including the arts. Specifically, underrepresented student groups feel welcomed to participate fully in arts-rich learning opportunities.

- 1. Does our school have a written plan for the arts program?**
Benchmark: ensure that all arts disciplines are included (dance, media arts, music, theatre and visual arts) and that all children in the district are covered by the plan—not just some grade levels at some of the schools.
- 2. Does the arts instruction focus on more than just performing?**
Benchmark: A good program will have students not only learning to perform the work of others (such as learning to play Mozart or paint like Picasso), but will also teach students to respond to the work (such as appreciation and history classes), use self-expression to create their own original works of art and meet state and national standards for artistic literacy.
- 3. Are school or district administrators supportive of the arts program?**
Benchmark: Support could include any or all of the following indicators: allocation of funding, creation of partnerships with community arts organizations, participation in curriculum development, providing equipment and materials, providing instructional time, providing professional development opportunities and support for assessment of arts instruction.

Challenges to Consider: Arts programs may face economic challenges or become overshadowed by competing priorities, like time. Access to arts activities becomes limited, patchy, or inaccessible to at-risk and underserved student groups. Students with special needs, transfer/migrant students, English language learners and students in low socio-economic areas may not have the opportunity to explore any or all arts disciplines including dance, media arts, music, theatre, visual arts, etc.

Does our school district have a written plan for the arts program? _____

- If yes, does the plan meet the benchmark? If not, what is needed? _____

- Does every student have access to the arts? If not, what is needed? _____

- Are underserved children participating in the arts programs? If not, what is needed? _____

- Does the arts instruction focus on more than just performing?
 - If yes, do all programs meet the benchmarks? If not, what is needed? _____

- Are school and district administrators supportive of the arts program?
 - If yes, does the plan meet the benchmark? If not, what is needed? _____

Priority 2: Arts Learning Resources

Ensure all arts education programs (both curricular and co-curricular) have the necessary resources and tools to help teachers teach the creative arts disciplines (dance, media arts, music, theatre, visual arts) and to help students develop skills necessary for their success in school, work and life.

What to assess:

1. **Does our school or district have the appropriate resources for arts education?**
Benchmark: Necessary supplies and equipment could include: prints, artifacts, books, videos, slides of art work, computer programs, textbooks, sheet music, art supplies like paint or clay, musical instruments, curriculum units, lesson plans and resources for field trips or school programs presented by outside organizations.
2. **Does our school have an instructional leader in the arts, such as an art or music teacher?**
Benchmark: If there is no arts coordinator, often the director of curriculum and instruction can serve in this role.

3. Does our district pay for arts teachers' salaries and instructional supplies, materials, and equipment?

Benchmark: A good goal to aim for is utilizing five percent of the district's general budget to cover these instructional costs. Think creatively to utilize other existing funding options, such as PTA funds, Title I funds for arts integration, Title II funds for professional development, Title III funds for arts-based ESL strategies, Titles I and III for parent involvement programs, grant funds, categorical funds, school site-based funds, community partnerships, etc.

4. Does our school have a sufficient number of arts teachers?

Benchmark: An ideal goal is a 1:4 teacher-student ratio.

5. Are certified arts teachers the ones delivering the arts instruction?

Benchmark: While certified teachers should be the primary source of instruction, other sources of instruction can include arts integration taught by generalist teachers, or artistic residencies taught by professional artists and/or volunteers. A well-rounded program will include a combination of all instructional strategies.

6. Does our school have the appropriate resources and facilities for arts education?

Benchmark: Schools should have dedicated space for arts instruction, such as music rooms, an auditorium, a visual art studio and a dance studio.

Challenges to Consider: Due to budget constraints, schools may narrow the curriculum and shift instructional time and resources away from arts subjects. Arts supplies, classroom space and instructional tools are all types of resources that when combined, support student. Quality resources may become difficult to find, too expensive or not regularly available in your school.

■ Does our school have the appropriate resources for arts education?

- If yes, does the plan meet the benchmark? If not, what is needed? _____

■ Does our school have an instructional leader in the arts, such as an art or music teacher?

■ Does our district pay for arts teachers' salaries and instructional supplies, materials, and equipment? If yes, what is the percentage of the district budget? _____

- Does our school have a sufficient number of arts teachers? If not, how many are needed?

- Are certified arts teachers the ones delivering the arts instruction? _____

- Does our school have the appropriate facilities for arts education? If not, what is needed?

Priority 3: School-Community ArtsEd Partnerships

Strengthen family and community relationships with schools to enhance or provide new arts learning opportunities and resources for students. Long-term PTA partnerships add value and strength to PTA's role as an advocate for arts learning and may result in professional development for staff, visiting teaching artists and financial resources.

What to assess:

1. Does our school have an established partnership with local organizations?

Benchmark: Community partners can help offset the diverse array of needs for an arts program. For example, if your school only has music or art class, but students want to pursue dance, theatre or media arts, an outside organization—through a partnership—can supply a teaching artist to partner with the current teachers at the school.

2. Does our community have access to local arts organizations?

Benchmark: Schools can connect with their local arts agency which often keeps rosters of teaching artists or supplies money and professional development for existing educators. They may even provide a grant to enhance existing or new programming.

3. Is our community involved in arts education?

Benchmark: The community can and should provide additional resources and support to schools in terms of facilities, volunteers, instructional support, funding, professional development opportunities, field trips and/or any of the resources listed in the question above.

4. Are professional artists involved?

Benchmark: Professional artists can bring the arts alive during performances and demonstrations at the school. Meaningful partnerships can also evolve between schools and artists through the design of long-term teaching residencies for artists and co-planning between teachers and artists.

5. Does our community have access to local arts organizations?

Challenges to Consider: It may be difficult to identify arts organizations in your area and be able to connect them with your school leaders. Furthermore, constructing and implementing and even continuing activities in partnership among your school and community organizations can become a challenge without guidance by PTA resources and tools.

- Does our school have an established partnership with local organizations? _____

- Does our community have access to local arts organizations? _____

- Is our community involved in arts education? _____

- Are professional artists involved? _____

- Does our community have access to local arts organizations? _____

Priority 4: ArtsEd School District Policies

Advocate for student and family interests and values of arts education. Schools and PTAs committed to quality learning in the arts can identify opportunities together for families to take an active role in support of arts education. Engaged leaders can increase the capacity and enhance existing programs and activities to help create a school rich in the arts.

What to assess:

1. Does our district implement state and/or national standards for arts education instruction?

Benchmark: Standards define what students should know and be able to do in any given academic discipline and are the basis for high quality arts instruction. For more info, visit NationalArtsStandards.org.

2. Does our school have a written arts education policy approved by the school board?

Benchmark: A district policy can protect the arts program in times of budget reductions and administrative changes.

3. Does our school have a designated minimum amount of time for instruction in the arts?

Benchmark: One class per week should be the least amount of time—one class per day is ideal.

4. Is there an arts requirement for graduation?

Benchmark: Many colleges require at least one year of arts study for admission, so make sure that your kids are college-ready by having this requirement in place.

Challenges to Consider: A school’s commitment to arts learning may need improvement when funding and goals are unclear, resources provided to principals are untapped, and arts programs aren’t visible to the community. The decisions of school leaders are indicators of an arts-rich school and advocates can learn to support school leaders in their decisions promoting a high quality arts education.

- Does our school district implement state and/or national standards for arts education instruction?

- Does our district have a written arts education policy approved by the school board? _____

- Does our district have a designated minimum amount of time for instruction in the arts? _____

- Is there a requirement for at least a year of art study for high school graduation? _____

PTA ArtsEd Discussion Questions to Assess Family Engagement

Appendix B

Organized by PTA's six Family-School Partnerships Standards, the following discussion questions will help your PTA ArtsEd Committee to assess family engagement at your school. For more info and helpful tips, visit [PTA.org/FamilyEngagement](https://www.pta.org/FamilyEngagement).

- 1. Welcoming All Families.** Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.
 - How do you create an arts-friendly climate that is welcoming for all families?
 - How do you use arts programs to build/develop a respectful, inclusive school community?
- 2. Communicating Effectively.** Families and school staff engage in regular, two-way, meaningful communication about student learning.
 - How do you keep families informed about important arts issues and events?
 - How do you make it easy for parents to communicate with arts teachers and school administration?
- 3. Supporting Student Success.** Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.
 - How do you ensure families know about their child's artistic literacy and academic progress and how well the entire school climate and culture is progressing?
 - How do you engage families in curricular and co-curricular arts learning?
 - How do you promote afterschool-arts learning opportunities?
- 4. Speaking Up for Every Child.** Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.
 - How do you empower families to advocate and support their own and other children's participation and success in arts education?

5. Sharing Power. Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

- How do you strengthen the family's voice in shared decision-making?
- What arts issues do you address in your school and/or community?
- How do you work with the school to amplify the parent voice and cultivate parent leadership in support of arts education?

6. Collaborating with Community

Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services and civic participation.

- How do parent and school leaders work closely with community arts organizations and/or businesses to strengthen the school's arts activities, make resources available to students, school staff and families and build a family-friendly community?

Visit [PTA.org/ArtsEd](https://www.pta.org/ArtsEd) for action ideas for each standard to help you get started, as well as success stories showing how real schools have more effectively engaged families.

PTA ArtsEd Action Plan

Appendix C

Choose one ArtsEd topic to focus on as your priority.

(Consider all family and school leader feedback results from your ArtsEd Assessment).

- Access to Arts Learning
- Arts Learning Resources
- School-Community ArtsEd Partnerships
- ArtsEd School Policies

Describe Your Long-Term ArtsEd Goal: _____

Choose one or more of the PTA’s National Family-School Partnerships standards to focus on as your priority.

(Consider all family and school leader feedback results from your Family Engagement Assessment).

- Welcoming All Families
- Communicating Effectively
- Supporting Student Success
- Speaking Up for Every Child
- Sharing Power
- Collaborating with Community

Describe Your Long-Term Family Engagement Goal: _____

Plan Your ArtsEd Committee Activities

Use the space below to help your committee to develop strategies for engaging families in support of ArtsEd goals.

Document what parents, schools and communities can do together to support student success.

Supporting Objectives (What needs to happen for your team to meet your ArtsEd goal?)	
Tasks (What do you need to do to accomplish your supporting objectives?)	
Success Criteria (What does success look like for this objective? How will you measure your success?)	
Time Frame (When do you need to achieve this objective?)	
Resources (What resources will you need to achieve your objective?)	

Remember, building successful partnerships between families and schools is a process, not an event. One-time events can be a good beginning, but it's important to make sure there's a continued connection to supporting student learning.



This publication is made possible through a collaboration between Americans for the Arts and National PTA. This publication is made possible through a collaboration between Americans for the Arts and National PTA. Together, the National PTA and Americans for the Arts strive to educate families, educators and school leaders about the impact of the arts in students' lives. All information is the product of the PTA and does not necessarily imply endorsement by either organization.

© 2017 PTA All rights reserved.
PTA and *everychild.onevoice.* ® are registered service marks of the National Congress of Parents and Teachers.