Appendix B: Survey Instruments (General Community, Artists/Arts Organization, Student/Parent, and Teacher Surveys)

Four on-line surveys were designed by task force members using elements from "A Community Audit for Arts Education: Better Schools, Better Skills, Better Communities," which was originally created by The John F. Kennedy Center for the Performing Arts. The second edition of this document is available online at http://www.kennedy-center.org/education/kcaaen/resources/home.html. Additional information was used from "Model Arts Education Program Toolkit: A Visual and Performing Arts Program Assessment Process," California Department of Education.

MMSD School Board Fine Arts Task Force General Community Survey 1. Introduction Your response to the following questions will help inform and strengthen the Fine Arts Community Task Force's recommendations to the School Board on arts education (music, art, theater and dance). The results of this work will be compiled and presented to the School Board next spring and shared with the public. If you have any questions, please contact us at fineartstaskforce@madison.k12.wi.us. 1. Please check the category that best describes you or your affiliation: n Artist () Community Member | | School Administrator | Arts Education Advocate District Administrator | | School Board Member Government []] Student Arts Organization Staff Higher Education []1 Teacher | Arts Supporter | Business/Industry | Parent Other (please specify)

MMSD School Board Fine Arts Task Force General Community Survey 2. Arts Education 2. Do you agree or disagree with the following statements about arts education (music, art, dance, theater)? Strongly Agree Somewhat Agree Neutral Somewhat Disagree Strongly Disagree Arts education helps rji. students appreciate and understand human history and cultures. Students with high levels rji. ψ ф ψ rþ. of arts learning outperform "arts-poor" students in other academic subjects. An excellent K-12 public standards-based education in the arts. Arts education promotes ψ ιþ ιþ ψħ ψ learning, creativity, skills and knowledge in the visual and performing arts. Arts education encourages students to seek multiple questions, rather than simple right or wrong answers. Additional Statements:

MMSD School Board Fine Arts Task Force General Community Survey

3. Arts Education (continued)

3. In a K-12 arts education program, how important is it that MMSD students have equitable access to the following: $\frac{1}{2}$

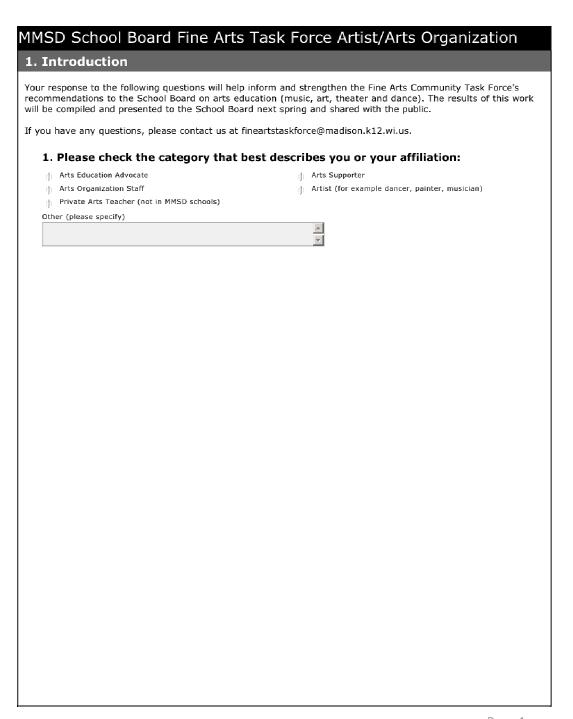
| | Very Important | Somewhat Important | Neutral | Somewhat Not Important | Not Important At All |
|--|----------------|-----------------------|---------|---------------------------|----------------------|
| Access to various arts venues and opportunities to attend community arts organization performances (music, arts, dance, theater). | I J I | J) | ф | Φ | Ф |
| Accessible classroom/studio environments for individual study. | ф | ф | Ф | ф | ф |
| Adequate classroom space, storage, supplies. | d) | Ф | ф | ф | Ф |
| Adequate knowledge and technical preparation from basic to advanced arts courses. | Ф | ф | Ф | ф | ф |
| Advanced placement programs in the arts. | () | ф | ф | ф | Ф |
| Arts magnet schools. | rji | ф | d) | rjh | ф |
| Courses in music, art, dance, theater. | ф | Ф | ф | ф | Ф |
| Courses that include a variety of world art forms. | i) | Ф | ф | ij | ф |
| Courses that prepare students for higher education art degree programs. | di . | ф | Ф | d) | Ф |
| Exhibition/performance space in school and in the community. | r <u>i</u> li | ſĴſ | ф | r j n | ф |
| Fee and course supply costs subsidized or waived where needed. | Ф | d) | ф | ф | di |
| Local, state and national competitions that recognize student achievement in the arts. | Ф | ij) | ф | ф | ф |
| Non-performance arts courses. | t) | ф | ф | ф | ф |
| School performance groups. | [] | ijι | ф | Ф | ф |
| Summer internships/enrichment courses. | Ф | ф | ф | ф | Ф |
| Teachers specialized in the various art forms (art, dance, music, | r <u>i</u> li | ιţh | ф | ijı | ф |

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|---|--------------------|--------------------|-------------------|--------------------|---------|---------|
| theater). | | | | | | |
| Time working/learning with visiting local and international artists in the schools. | | ı] | | Ф | Ф | ф |
| What else do students no | eed equitable acce | ess to in a K-12 a | rts education pro | gram (please speci | fy): | |
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MMSD School Board Fine Arts Task Force General Community Survey 4. District Leadership 4. Do you agree or disagree that the MMSD School Board and Superintendent (including administrative staff, such as the Fine Arts Coordinator) need to do the following to demonstrate a commitment to and suppport of a comprehensive arts education: Agree Disagree Don't Know Commit to a baseline of ψ funding for arts education in the budget. Support and actively ήı ф seek community partnerships with artists and cultural organizations. Engage in collaborative fundraising efforts with local arts organizations and artists. Maintain existing ijι ψ academic arts education courses. Seek and promote the arts in school-based programming. Seek grants and other ф ήı funding for comprehensive arts How might the MMSD improve its current efforts in these areas:

| Understand and value aris as integral to chilid development and the curriculum for all students. Support arts education as a way to enhance learning for "hard-to-reach" students. Support the arts as a way to encourage perental involvement? Be committed to and actively seek local partnerships with community arts, artists and cultural organizations. Support experienced the command of the com | | Important | Somewhat Important | Neutral | Somewhat Not Important | Not Important At |
|--|--|-----------|-----------------------|---------|---------------------------|------------------|
| a way to enhance learning for "hard-to-reach" students. Support the arts as a way to encourage parental involvement? Be committed to and actively seek local partnerships with communty arts, artists and cultural organizations. Support experienced the conditions of the condition of the condition of the conditions of | arts as integral to child development and the curriculum for all | ф | ф | ф | ф | ф |
| to encourage parental involvement? Be committed to and property parental involvement? If the property parental involvement in the property parental involvement in the property parental involvement? Be committed to and property parental involvement? If the property parental involvement? Be committed to and property parental involvement? If the property parental involvement? Be committed to and property parental involvement? If the property parental involvement? Be committed to and property parental involvement? If the property parental involvement? | a way to enhance learning for "hard-to- | ďμ | ф | ф | ф | rþi |
| actively seek local partnerships with communty arts, artists and cultural organizations. Support experienced teachers and teacher training. | to encourage parental | (j) | ф | Ф | ф | ф |
| teachers and teacher training. | actively seek local partnerships with communty arts, artists and cultural | ф | ф | ф | ф | ф |
| 6. What suggestions do you have for strengthening MMSD's arts education progran | teachers and teacher | ф | ф | Ф | ф | ф |
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MMSD School Board Fine Arts Task Force General Community Survey 5. Individual Information 7. (Optional Question) What is your household income? € \$0 - \$19,999 é \$20,000 - \$49,000 é \$50,000 - \$74,999 é \$74,999 - \$100,000 8. (Optional Response) By filling in the information below, you will be entered into a drawing for a pair of complimentary tickets to a Madison performance or admission to a local arts venue. This information will be kept confidential and will not be shared with MMSD. Name: Company: Address: Address 2: City/Town: -State/Province: ZIP/Postal Code: Our thanks for your participation in this survey developed by the volunteer members of the Madison Metropolitan School District School Board Community Fine Arts Task Force. This survey uses elements from "A Community Audit for Arts Education: Better Schools, Better Skills, Better Communities," which was originally created by The John F. Kennedy Center for the Performing Arts. The second edition of this document is available online at http://www.kennedy-center.org/education/kcaaen/resource/CAudit6-9.pdf. Additional information was used from "Model Arts Education Program Toolkit: A Visual and Performing Arts Program Assessment Process," California Department of Education. Website for on-line surveys sponsored by Arts Wisconsin.



MMSD School Board Fine Arts Task Force Artist/Arts Organization 2. Arts Education 2. Do you agree or disagree with the following statements about arts education (music, art, dance, theater)? Strongly Agree Somewhat Agree Neutral Somewhat Disagree Strongly Disagree Arts education ψ ф rji. encourages students to seek multiple interpretations to questions, rather than simple right or wrong answers. An excellent K-12 public ψ education includes a standards-based education in the arts. Arts education promotes learning, creativity, skills and knowledge in the visual and performing arts. Arts education helps ф 帅 ф ф students appreciate and understand human history and cultures. Students with high levels of arts learning outperform "arts-poor" students in other academic subjects. Additional Statements:

MMSD School Board Fine Arts Task Force Artist/Arts Organization

3. Arts Education (continued)

3. In a K-12 arts education program, how important is it that MMSD students equitable access to the following:

| | Very Important | Somewhat Important | Neutral | Somewhat Not Important | Not Important At All |
|--|----------------|-----------------------|---------|---------------------------|----------------------|
| Access to various arts venues and opportunities to attend community arts organization performances (music, arts, dance, theater). | (j) | th | ф | Ф | di |
| Accessible classroom/studio environments for individual study. | Ф | ф | ф | Ф | ф |
| Adequate classroom space, storage, supplies. | 1 | ф | Ф | Ф | ф |
| Adequate knowledge and technical preparation from basic to advanced arts courses. | Ф | ф | Ф | Ф | ф |
| Advanced placement programs in the arts. | th . | ф | ф | Ф | ф |
| Arts magnet schools. | ф | ф | rji | ф | ф |
| Courses in music, art, dance, theater. | 1 | ф | ф | ф | 0 |
| Courses that include a variety of world art forms. | I) | ф | ф | ιţh | ф |
| Courses that prepare students for higher education art degree programs. | ф | ф | Ф | Ф | Ф |
| Exhibition/performance space in school and in the community. | ф | r <u>J</u> i | ф | ſĴ1 | ф |
| Fee and course supply costs subsidized or waived where needed. | Ф | d) | ф | r j) | di |
| Local, state and national competitions that recognize student achievement in the arts. | Ф | ф | ф | ф | ф |
| Non-performance arts courses. | th. | ф | Ф | ф | ф |
| School performance groups. | ф | ф | ф | ф | ф |
| Summer internships/enrichment courses. | Ф | Ф | Φ | ф | Ф |
| Teachers specialized in the various art forms (art, dance, music, | ı j ı | ф | ф | r j n | ф |

| theater). | | | | | | | | | |
|---|----------------------|--------------|----------|-------------|-------------|-------------|-----------|---|----|
| Time working/learning with visiting local and international artists in schools. | the | ф | | ф | | ф | | ф | t) |
| What else do students i | need equit al | le access to | in a K-1 | 12 arts edu | cation prog | ram (please | specify)? | | |
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| 4. Do you currentl | | _ | ij) No | SD? | |
|--|----------------|-------------------|------------|-------------------|------------------|
| 5. Do you agree o | r disagree wi | ith the following | g statemen | ts: | |
| | Strongly Agree | Somewhat Agree | Neither | Somewhat Disagree | Strongly Disagre |
| There exists a mutually supportive working relationship between educators in the school system and artists and arts organizations in the community. | ф | d) | Ф | d) | Ф |
| Resources are available to educators in the school system to take advantage of the community's artists and arts organizations as educational resources. | ф | Ф | ф | ф | ф |
| Partnerships have been established among the schools, local artists, and cultural organizations which provide high-quality after-school and summer programs in the arts that build upon existing curriculum. | ф | ф | ф | ф | Ф |
| A process is in place to evaluate the quality and effectiveness of school and community partnerships, which include community representatives, and encourage continuous improvement. | ф | ф | ф | ф | ф |
| Partnerships among the schools local artists and cultural organizations have been established which provide on-going, sustained artist residency programs in the schools and enable students to have direct access to artists. | ĝi | d) | ф | d) | Ф |

Page 5

| Educators in the school | rii | rþ | ф | rjh | rh |
|--|---------------|-----------------|--------------|-----------------|-------------|
| system have access to a | -1- | a. | -11- | a. | .1. |
| roster of artists and arts | | | | | |
| organizations that offer | | | | | |
| resources for learning in the arts. | | | | | |
| ine arts. idditional statements: | | | | | |
| durtivilai Statements. | | | | | |
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| 6. What areas of yo | | - | upon good, o | reative collab | oration wit |
| the district or with | school-age v | isitors? | | | |
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| 7 Danielle 1995 | | | | | |
| 7. Describe what st | - | | | tunities for lo | w-income |
| children? Was MMS | D a part of | these efforts? | | | |
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| 8. Describe barriers | s, if anv. wo | rking with MM | SD. What suc | gestions do v | ou have for |
| 8. Describe barriers | s, if any, wo | rking with MM | SD. What sug | gestions do y | ou have for |
| 8. Describe barriers | s, if any, wo | rking with MM | SD. What sug | gestions do y | ou have for |
| | s, if any, wo | rking with MM | SD. What sug | gestions do γ | ou have for |
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MMSD School Board Fine Arts Task Force Artist/Arts Organization 5. District Leadership 10. Do you agree or disagree that the MMSD School Board and Superintendent (including administrative staff, such as the Fine Arts Coordinator) need to do the following to demonstrate a commitment to and support of a comprehensive arts education: Agree Disagree Don't Know Support and actively ijι seek community partnerships with artists and cultural organizations. Seek and promote the ιþ ιþ ιþ arts in school-based programming. Maintain existing ήī academic arts education Engage in collaborative ψ ijι ф fundraising efforts with local arts organizations and artists. Seek grants and other funding for comprehensive arts education. Commit to a baseline of ψ 曲 ψ funding for arts education in the budget. How might the MMSD improve its current efforts in these areas:

| District Leadership | continued | | |
|---|---------------------|---------------------------------|-------------------|
| L1. Please list up to fi | | ities that are important t). | for a Fine Arts |
| hree our | | | |
| | lisagree the Fine A | Arts Coordinator can be | effective in this |
| position by: | Agree | Disagree | Don't Know |
| encouraging "team teaching" and meetings among educators and supervisors across the curriculum to assist with integrating the arts. | ф | ф | ф |
| working with teachers to collaboratively problem- solve challenges teachers are facing in the classroom. | ф | ф | ф |
| working collaboratively with teachers to develop strategies to increase access and participation in arts education for all children. | ф | ф | ф |
| facilitating communication among individual schools throughout the district and community. | ф | ф | ф |
| having an awareness and knowledge of policy and legislative issues affecting the arts in education. | Ф | ф | Ф |
| hiring teachers experienced in arts education. | ф | ф | ф |
| developing and establishing on-going local partnerships with artists and cultural organizations across all schools. | Ф | ф | ф |
| working collaboratively with teachers to develop and implement an "arts | ф | ф | ф |

Page 8

| education equipment management plan* for support of the on-going purchase, repair and inventory of all assets owned and used for arts education courses (for example, instruments, kilns). developing community support for arts programs and student achievements. working with teachers and the community to strengthen and grow arts education opportunities for all children. advocating for curricula arts education during budget sessions. working directly with teachers and community artists/organizations to facilitate getting grants. coordinating with teachers the design, monitoring and evaluation of standards- based arts education stemet together to identify teachers to meet together to identify teachers needs for improving instruction through professional | education equipment management plan" for support of the on-going purchase, repair and inventory of all assets owned and used for arts education courses (for example, instruments, kilns). developing community support for arts programs and student achilevements. working with teachers and the community to strengthen and grow arts education opportunities for all children. advocating for curricula arts education during budget sessions. working directly with teachers and community artists/organizations to facilitate getting grants. coordinating with teachers the design, monitoring and evaluation of standards- based arts education curricula? facilitating forums for arts educators to meet together to identify teachers' needs for improving instruction through professional | education equipment management plan* for support of the on-going purchase, repair and inventory of all assets owned and used for arts education courses (for example, instruments, kilns). developing community support for arts programs and student achievements. working with teachers and the community to strengthen and grow arts education opportunities for all children. advocating for curricula arts education during budget sessions. working directly with teachers and community artists/organizations to facilitate getting grants. coordinating with teachers the design, monitoring and evaluation of standards- based arts education curricula? facilitating forums for arts educators to meet together to identify teachers needs for improving instruction through professional development. | MSD School Bo | oard Fine Arts Ta | sk Force Artist/Ar | ts Organization |
|--|---|--|---|-------------------|--------------------|-----------------|
| support for arts programs and student achievements. working with teachers and the community to strengthen and grow arts education opportunities for all children. advocating for curricula arts education during budget sessions. working directly with teachers and community artists/organizations to facilitate getting grants. coordinating with teachers the design, monitoring and evaluation of standards- based arts education curricula? facilitating forums for arts educators to meet together to identify teachers' needs for improving instruction through professional development. | support for arts programs and student achievements. working with teachers and the community to strengthen and grow arts education opportunities for all children. advocating for curricula arts education during budget sessions. working directly with teachers and community artists/organizations to facilitate getting grants. coordinating with teachers the design, monitoring and evaluation of standards- based arts education curricula? facilitating forums for arts educators to meet together to identify teachers' needs for improving instruction through professional development. | support for arts programs and student achievements. working with teachers and the community to strengthen and grow arts education opportunities for all children. advocating for curricula arts education during budget sessions. working directly with teachers and community artists/organizations to facilitate getting grants. coordinating with teachers the design, monitoring and evaluation of standards- based arts education curricula? facilitating forums for arts educators to meet together to identify teachers' needs for improving instruction through professional development. | education equipment management plan" for support of the on-going purchase, repair and inventory of all assets owned and used for arts education courses (for example, instruments, | | | o organización |
| and the community to strengthen and grow arts education opportunities for all children. advocating for curricula arts education during budget sessions. working directly with teachers and community artists/organizations to facilitate getting grants. coordinating with teachers the design, monitoring and evaluation of standards-based arts education curricula? facilitating forums for arts educators to meet together to identify teachers' needs for improving instruction through professional development. | and the community to strengthen and grow arts education opportunities for all children. advocating for curricula arts education during budget sessions. working directly with teachers and community artists/organizations to facilitate getting grants. coordinating with teachers the design, monitoring and evaluation of standards-based arts education curricula? facilitating forums for arts educators to meet together to identify teachers' needs for improving instruction through professional development. | and the community to strengthen and grow arts education opportunities for all children. advocating for curricula arts education during budget sessions. working directly with teachers and community artists/organizations to facilitate getting grants. coordinating with teachers the design, monitoring and evaluation of standards-based arts education curricula? facilitating forums for arts educators to meet together to identify teachers' needs for improving instruction through professional development. | support for arts programs and student | ф | ф | Ф |
| arts education during budget sessions. working directly with the achers and community artists/organizations to facilitate getting grants. coordinating with teachers the design, monitoring and evaluation of standards-based arts education curricule? facilitating forums for arts educators to meet together to identify teachers' needs for improving instruction through professional development. | arts education during budget sessions. working directly with the achers and community artists/organizations to facilitate getting grants. coordinating with teachers the design, monitoring and evaluation of standards-based arts education curricule? facilitating forums for arts educators to meet together to identify teachers' needs for improving instruction through professional development. | arts education during budget sessions. working directly with the achers and community artists/organizations to facilitate getting grants. coordinating with teachers the design, monitoring and evaluation of standards-based arts education curricule? facilitating forums for arts educators to meet together to identify teachers' needs for improving instruction through professional development. | and the community to strengthen and grow arts education opportunities | ф | ф | ф |
| teachers and community artists/organizations to facilitate getting grants. coordinating with teachers the design, monitoring and evaluation of standards-based arts education curricula? facilitating forums for together to identify teachers' needs for improving instruction through professional development. | teachers and community artists/organizations to facilitate getting grants. coordinating with teachers the design, monitoring and evaluation of standards-based arts education curricula? facilitating forums for together to identify teachers' needs for improving instruction through professional development. | teachers and community artists/organizations to facilitate getting grants. coordinating with teachers the design, monitoring and evaluation of standards-based arts education curricula? facilitating forums for together to identify teachers' needs for improving instruction through professional development. | arts education during | Ф | dı. | ф |
| teachers the design, monitoring and evaluation of standards- based arts education curricule? facilitating forums for arts educators to meet together to identify teachers' needs for improving instruction through professional development. | teachers the design, monitoring and evaluation of standards- based arts education curricule? facilitating forums for arts educators to meet together to identify teachers' needs for improving instruction through professional development. | teachers the design, monitoring and evaluation of standards- based arts education curricule? facilitating forums for arts educators to meet together to identify teachers' needs for improving instruction through professional development. | teachers and community artists/organizations to | ф | ф | ф |
| arts educators to meet together to identify teachers' needs for improving instruction through professional development. | arts educators to meet together to identify teachers' needs for improving instruction through professional development. | arts educators to meet together to identify teachers' needs for improving instruction through professional development. | teachers the design, monitoring and evaluation of standards- based arts education | ₫1 | ф | d) |
| | Other (please specify) | Other (please specify) | arts educators to meet together to identify teachers' needs for improving instruction through professional | ф | ф | ф |
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MMSD School Board Fine Arts Task Force Artist/Arts Organization 7. District leadership continued 13. How important is the following for school principals? Somewhat Somewhat Not Important Not Important At All Important Important Understand and value ф ψ arts as integral to child development and the curriculum for all students. Support arts education as ďμ ψ ф a way to enhance learning for "hard-toreach" students. Support the arts as a way to encourage parental involvement? Be committed to and ŋı ф ф actively seek local partnerships with communty arts, artists and cultural organizations. Support experienced teachers and teacher 14. What suggestions do you have for strengthening MMSD's arts education program?

| Organ <u>izatio</u> | nal Information |
|--|---|
| 15. What perc | entage of your organization's budget supports efforts aimed at opportunities to a school age audience? |
| | money did you (your organization) spend on efforts aimed at opportunities to a K-12 school-age audience during the 2006-2007 |
| | ount of money identified in Question 14, what percentage was spent etropolitan School District students? |
| | n money did you (your organization) spend on support for MMSD low nts to attend performances or other arts venues during the 2006-200 |
| | |
| drawing for a | Response) By filling in the information below, you will be entered into pair of complimentary tickets to a Madison performance or admission |
| drawing for a to a local arts with MMSD. | • • • • |
| drawing for a to a local arts with MMSD. Name: Company: | pair of complimentary tickets to a Madison performance or admission |
| drawing for a to a local arts with MMSD. Name: Company: Address: | pair of complimentary tickets to a Madison performance or admission |
| drawing for a to a local arts with MMSD. Name: Company: Address: | pair of complimentary tickets to a Madison performance or admission |
| drawing for a to a local arts with MMSD. Name: Company: Address: Address 2: City/Town: | pair of complimentary tickets to a Madison performance or admission venue. This information will be kept confidential and will not be shared |
| drawing for a to a local arts with MMSD. Name: Company: Address: Address 2: City/Town: State/Province: | pair of complimentary tickets to a Madison performance or admission |
| drawing for a to a local arts with MMSD. Name: Company: Address: Address 2: City/Town: State/Province: ZIP/Postal Code: | pair of complimentary tickets to a Madison performance or admission venue. This information will be kept confidential and will not be shared |
| drawing for a to a local arts with MMSD. Name: Company: Address: Address 2: City/Town: State/Province: ZIP/Postal Code: Country: Our thanks for your page | pair of complimentary tickets to a Madison performance or admission venue. This information will be kept confidential and will not be shared |
| drawing for a to a local arts with MMSD. Name: Company: Address: Address 2: City/Town: State/Province: ZIP/Postal Code: Country: Our thanks for your pass School Board Communum This survey uses elem originally created by Thttp://www.kennedy-co | pair of complimentary tickets to a Madison performance or admission venue. This information will be kept confidential and will not be shared |
| drawing for a to a local arts with MMSD. Name: Company: Address: Address 2: City/Town: State/Province: ZIP/Postal Code: Country: Our thanks for your pi School Board Commur This survey uses elem originally created by T http://www.kennedy-co | pair of complimentary tickets to a Madison performance or admission venue. This information will be kept confidential and will not be shared and the shared |
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1. Introduction

Your response to the following questions will help inform and strengthen the Fine Arts Community Task Force's recommendations to the School Board on arts education (music, art, theater and dance). The results of this work will be compiled and presented to the School Board next spring and shared with the public.

If you have any questions, please contact us at fineartstaskforce@madison.k12.wi.us.

| Please check the category that best describes you or your affiliation |
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| j MMSD Elementary Student | ा Parent of a MMSD student | (j) MMSD Alumnus | MMSD Middle School Student | ्री। MMSD High S Student |
|-------------------------------|---------------------------------|------------------|-------------------------------|-----------------------------|
| Other (please specify) | | | | |
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2. Arts Education

2. Do you agree or disagree with the following statements about arts education (music, art, dance, theater)?

| | Strongly Agree | Somewhat Agree | Neutral | Somewhat Disagree | Strongly Disagree |
|--|----------------|----------------|---------|-------------------|-------------------|
| Arts education promotes learning, creativity, skills and knowledge in the visual and performing arts. | ф | ф | Ф | ij. | Ф |
| Students with high levels of arts learning outperform "arts-poor" students in other academic subjects. | ф | ф | ф | r <u>f</u> h | Ф |
| Arts education encourages students to seek multiple interpretations to questions, rather than simple right or wrong answers. | Ф | ф | ф | ij. | (f) |
| An excellent K-12 public education includes a standards-based education in the arts. | ф | ф | ф | ďη | ф |
| Arts education helps students appreciate and understand human history and cultures. | ф | ф | ф | ф | Ф |
| Additional Statements: | | | | | |

3. Arts Education (continued)

3. In a K-12 arts education program, how important is it that MMSD students have equitable access to the following:

| | Very Important | Somewhat Important | Neutral | Somewhat Not Important | Not Important At All |
|--|----------------|-----------------------|---------|---------------------------|----------------------|
| Access to various arts venues and opportunities to attend community arts organization performances (music, arts, dance, theater). | Ф | th | ф | th | ф |
| Accessible classroom/studio environments for individual study. | ф | ф | ф | ф | ф |
| Adequate classroom space, storage, supplies. | ф | ф | ф | ф | ф |
| Adequate knowledge and technical preparation from basic to advanced arts courses. | ф | ф | ф | ф | Ф |
| Advanced placement programs in the arts. | ф | d) | ф | r j i | Ф |
| Arts magnet schools. | ф | r j n | rjh | rjh | ф |
| Courses in music, art, dance, theater. | Ф | ф | ф | ф | Ф |
| Courses that include a variety of world art forms. | ф | rþ | ф | rjh | ф |
| Courses that prepare students for higher education art degree programs. | ф | ф | Ф | I) | ф |
| Exhibition/performance space in school and in the community. | Ф | ф | ф | ф | Ф |
| Fee and course supply costs subsidized or waived where needed. | ф | ф | ф | ф | ф |
| Local, state and national competitions that recognize student achievement in the arts. | ф | ф | ф | ф | ф |
| Non-performance arts courses. | ф | ф | ф | ф | Ф |
| School performance groups. | ф | rţh | ф | rjh | ф |
| Summer internships/enrichment courses. | Ф | ф | ф | ф | Ф |
| Teachers specialized in the various art forms (art, dance, music, | ιþi | rţh | ф | ιţh | ф |

| theater). | | | | | | | | |
|--|------------|-------------|-----------|--------------|---------------|----------------|----------|---|
| Time working/learning with visiting local and international artists in the | e | ф | | r j t | | th | ф | Ф |
| schools. | | I : | _ :_ :: | 10 | L. L. a. | (-1 | | |
| What else do students no | ed equitab | le access t | o in a K- | 12 arts ed | lucation prog | ram (please sp | ecitiy)? | |
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MMSD School Board Fine Arts Task Force Student/Parent Survey 4. Arts Education (continued) 4. Do you (your child) participate in the arts (art, dance, music, theater)? Check all that apply. ê MMSD ê Private lessons ê Community ê MMSD summer ê MSCR ê Do extracurricular centers enrichment to me program in the arts School day é Doe Additional Arts Education Courses/Study: 5. How have you (your child) benefited from taking arts education courses in Madison's public schools?

5. District Leadership

6. Do you agree or disagree that the MMSD School Board and Superintendent (including administrative staff, such as the Fine Arts Coordinator) need to do the following to demonstrate a commitment to and support of a comprehensive arts education:

| | Agree | Disagree | Don't Know |
|---|-------------------------------|--------------|------------|
| Engage in collaborative fundralsing efforts with local arts organizations and artists. | ф | ф | ф |
| Maintain existing academic arts education courses. | ф | ф | Ф |
| Commit to a baseline of funding for arts education in the budget. | dı. | ф | Ф |
| Seek grants and other funding for comprehensive arts education. | ф | r j i | ф |
| Seek and promote the arts in school-based programming. | ф | ф | ф |
| Support and actively seek community partnerships with artists and cultural organizations. | ф | ф | ф |
| How might the MMSD improve its | current efforts in these area | s: | |
| | | | |

MMSD School Board Fine Arts Task Force Student/Parent Survey 7. How important is the following for school principals? Somewhat Somewhat Not Important Neutral Not Important At All Important Important Understand and value rji ij. rji ijì. arts as integral to child development and the curriculum for all students. Support arts education as ф ф ф ıþι ф a way to enhance learning for "hard-toreach" students. Support the arts as a way ф ιþi rji: ψī. to encourage parental involvement? Be committed to and ďι ф ijι ηħ ψ actively seek local partnerships with communty arts, artists and cultural organizations. Support experienced teachers and teacher training. 8. What suggestions do you have for strengthening MMSD's arts education program?

6. Individual Information

| 9. | (Optional | Question) | What is | your h | ousehold | income? |
|----|----------------|-----------|---------|--------|----------|---------|
| é | \$0 - \$19,999 | | | | | |

\$20,000 - \$49,000
 \$50,000 - \$74,999
 \$74,999 - \$100,000

é Over \$100,000

10. (Optional Response) By filling in the information below, you will be entered into a drawing for a pair of complimentary tickets to a Madison performance or admission to a local arts venue. This information will be kept confidential and will not be shared with MMSD.

| Name: | |
|------------------|---|
| Company: | |
| Address: | |
| Address 2: | |
| City/Town: | |
| State/Province: | ▼ |
| ZIP/Postal Code: | |
| Country: | |

Our thanks for your participation in this survey developed by the volunteer members of the Madison Metropolitan School District School Board Community Fine Arts Task Force.

This survey uses elements from "A Community Audit for Arts Education: Better Schools, Better Skills, Better Communities," which was originally created by The John F. Kennedy Center for the Performing Arts. The second edition of this document is available online at http://www.kennedy-center.org/education/kcaaen/resource/CAudit6-9.pdf. Additional information was used from "Model Arts Education Program Toolkit: A Visual and Performing Arts Program Assessment Process," California Department of Education.

Website for on-line surveys sponsored by Arts Wisconsin.

MMSD School Board Fine Arts Task Force Teacher Survey 2. Arts Education 2. Do you agree or disagree with the following statements about arts education (music, art, dance, theater)? Strongly Agree Somewhat Agree Neither Somewhat Disagree Strongly Disagree Arts education ψı rþi encourages students to seek multiple interpretations to questions, rather than simple right or wrong answers. An excellent K-12 public ιþ education includes a standards-based education in the arts. Students with high levels of arts learning outperform "arts-poor" students in other academic subjects. Arts education helps ιţ rjh ψ ηh ıþ students appreciate and understand human history and cultures. Arts education promotes learning, creativity, skills and knowledge in the visual and performing arts. Additional Statements:

MMSD School Board Fine Arts Task Force Teacher Survey 3. Arts Education (continued) 3. In a K-12 arts education program, how important is it that MMSD students equitable access to the following: Somewhat Somewhat Not Very Important Neutral Not Important At All Important Important Access to various arts rþi venues and opportunities to attend community arts organization performances (music, arts, dance, theater). Accessible ф ιþ ιþ classroom/studio environments for individual study. Adequate classroom space, storage, supplies. Adequate knowledge and ιţ ιþ ιþ rþ ιþ technical preparation from basic to advanced arts courses. Advanced placement programs in the arts. Arts magnet schools. ďμ rþi Courses in music, art, rji dance, theater. Courses that include a ιþ rþ 巾 ιţh ф variety of world art forms. Courses that prepare students for higher education art degree programs. Exhibition/performance ф rjh ιţι space in school and in the community. Fee and course supply rji costs subsidized or waived where needed. Local, state and national rji ф ijΙ rji rji competitions that achievement in the arts. Non-performance arts courses. School performance ф ф ijη rji rji groups. Summer rji internships/enrichment courses. Teachers specialized in ijι ф ijη rþi rji the various art forms

Page 3

(art, dance, music,

| theater). Time working/learning | d. | als. | J. | J. | |
|---|---------------------|-----------------------|-------------------|-----------|-----|
| with visiting local and international artists in the schools. | ф | d) | Ф | d) | rji |
| What else do students need equ | itable access to in | a K-12 arts education | program (please : | specify)? | |
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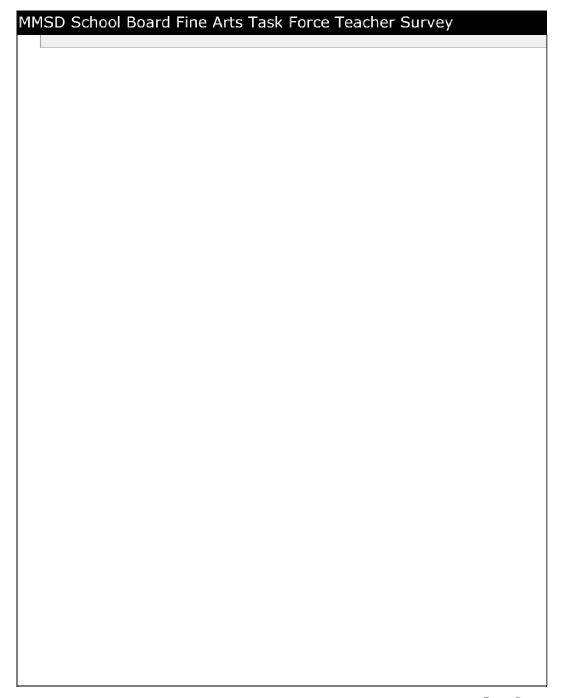
| questions: | Yes | No | Don't Know | N/A |
|---|----------------|------------------|------------------|--------------|
| Do other curriculum areas (for example, math, history, language arts etc.) align to your arts curriculum in ways that augment your curriculum? | di di | d) | iji | IJ |
| Do you have a copy of the District arts education standards? | ф | d) i | rju | ι]τ |
| Do you have a copy of the District's curriculum guides for music or art? | ф | ф | ф | ф |
| Do you have a copy of the SMART binder and prints? | ф | ďμ | ф | ф |
| Do you have adequate planning time? | Ф | 4 | Ф | (J) |
| Do you have adequate resources for your course (s)? | ф | ₫ì | ф | rjh |
| Do you receive district support and encouragement in your work? | Ф | di | d) | ijι |
| Does your curriculum include material that is culturally relevant to your student population? | τţh | d) i | ф | ijι |
| Is your curriculum aligned to augment what students are learning in other academic areas? | Ф | ф | d) | r j i |
| 5. What would help y | ou most in cur | riculum develop | ment? | |
| | | | | |
| 6. What suggestions | = | | | 12 in arts |
| education courses fo | r low-income | students and stu | idents of color? | |

| é 9 é 9 | e available in your classroom? (check all that apply) Slide Projector Slide Cart |
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| é E | Slide Cart |
| | Disibil Company |
| € ' | Digital Camera Video Camera |
| - | Television/DVD |
| U | Computers |
| | Printers |
| ~ | Colored Printer |
| éL | LCD Projector |
| é A | Adequate Electrical Outlets |
| é s | Smart Board |
| Other | r: What is needed but NOT available (please list): |
| | om the following list, which item(s) are missing or need to be improved? (Check |
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| | Art History and Graphic Design Computer Programs |
| | Art History and Graphic Design Computer Programs |
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| é c | Chairs/Stools |
| é C | Cutting Board |
| ė E | Drying Rack |
| | Adequate Plumbing |
| é ' | Adequate Ventilation |
| | |
| Fro tha | at apply.) |

MMSD School Board Fine Arts Task Force Teacher Survey 6. Arts Education (continued) 9. The following question is for K-12 music teachers. If not a K-12 music teacher, please go to the next question. From the following list, what is available at your school for regular use? é Computers/Keyboard Lab € Classroom Set of Keyboards é LCD Projector é Adequate Electrical Outlets é Music Software é Performance Recording System é Rhythm Instruments € Classroom Set of Drums é Guitars é Sound Amplification System é Microphones Other: What is needed but NOT available (please list):

| 10. Do you agree | or disagree v | with the followi | na stateme | nte | |
|--|----------------|------------------|------------|-------------------|-----------------|
| zor bo you agree | Strongly Agree | Somewhat Agree | Neither | Somewhat Disagree | Strongly Disagr |
| Educators in the school system have access to a roster of artists and arts organizations that offer resources for learning in the arts. | ф | d) | Ф | ₫! | 1 |
| Resources are available to educators in the school system to take advantage of the community's artists and arts organizations as educational resources. | ф | ф | ф | Ф | Ф |
| There exists a mutually supportive working relationship between educators in the school system and artists and arts organizations in the community. | ф | di | Ф | đ | Ф |
| A process is in place to evaluate the quality and effectiveness of school and community partnerships, which include community representatives, and encourage continuous improvement. | ф | ф | ф | ф | ф |
| Partnerships have been established among the schools, local artists, and cultural organizations which provide high-quality after-school and summer programs in the arts that build upon existing curriculum. | ф | ф | Ф | di | Ф |
| Partnerships among the schools local artists and cultural organizations have been established which provide on-going, sustained artist residency programs in the schools and enable students to have direct access to artists. Additional statements: | ф | ф | ф | Ф | ф |

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MMSD School Board Fine Arts Task Force Teacher Survey 8. District Leadership 11. Do you agree or disagree that the MMSD School Board and Superintendent (including administrative staff, such as the Fine Arts Coordinator) need to do the following to demonstrate a commitment to and support of a comprehensive arts education: Disagree Don't Know Agree Commit to a baseline of ф rji ф funding for arts education in the budget. Seek and promote the ψ ďΙ ф arts in school-based programming. Support and actively seek community partnerships with artists and cultural organizations. Seek grants and other ψ ф ιþ funding for comprehensive arts education. Maintain existing ф academic arts education courses. Engage in collaborative ф ψ ф fundraising efforts with local arts organizations and artists. How might the MMSD improve its current efforts in these areas:

| District Leadershi | | | |
|---|-------------------|-------------------------|---------------------|
| l2. Do you agree or o | disagree the Fine | Arts Coordinator can be | e effective in this |
| • | Agree | Disagree | Don't Know |
| developing community support for arts programs and student achievements. | th | Ф | ф |
| facilitating forums for arts educators to meet cogether to identify eachers' needs for mproving instruction through professional development. | Ф | ф | ф |
| hiring teachers experienced in arts education. | ı j ı | Ф | Ф |
| working with teachers and the community to strengthen and grow arts education opportunities for all children. | Ф | ф | ιJì |
| facilitating communication among individual schools throughout the district and community. | 4 | ф | Ф |
| developing and establishing on-going local partnerships with artists and cultural organizations across all schools. | Ф | ф | ф |
| working collaboratively with teachers to develop strategies to increase access and participation in arts education for all children. | Ф | d) | Ф |
| coordinating with teachers the design, monitoring and evaluation of standards- based arts education curricula? | d) | ф | ф |
| encouraging "team teaching" and meetings among educators and supervisors across the curriculum to assist with integrating the arts. | Φ | ф | ф |
| working directly with teachers and community | i ft | ф | ijι |

Page 11

| facilitate getting grants. working with teachers to collaboratively problem- solve challenges teachers are facing in the classroom. having an awareness and knowledge of policy and legislative issues affecting the arts in education. advocating for curricula arts education during budget sessions. working collaboratively with teachers to develop and implement an "arts education equipment management plan" for support of the on-going purchase, repair and inventory of all assets owned and used for arts education courses (for example, instruments, kilns). | collaboratively problems solve challenges teachers are facing in the classroom. having an awareness and knowledge of policy and legislative issues affecting the arts in education. advocating for curricula arts education during budget sessions. working collaboratively with teachers to develop and implement an "arts education equipment management plan" for support of the on-going purchase, repair and inventory of all assets owned and used for arts education courses (for example, instruments, kilns). | facilitate getting grants. working with teachers to collaboratively problem-solve challenges teachers are facing in the classroom. having an awareness and knowledge of policy and legislative issues affecting the arts in education. advocating for curricula arts education during budget sessions. working collaboratively with teachers to develop and implement an "arts education equipment management plan" for support of the on-going purchase, repair and inventory of all assets owned and used for arts education courses (for example, instruments, kilns). | facilitate getting grants. working with teachers to collaboratively problem-solve challenges teachers are facing in the classroom. having an awareness and knowledge of policy and legislative issues affecting the arts in education. advocating for curricula arts education during budget sessions. working collaboratively with teachers to develop and implement an "arts education equipment management plan" for support of the on-going purchase, repair and inventory of all assets owned and used for arts education courses (for example, instruments, | facilitate getting grants. working with teachers to collaboratively problem- solve challenges teachers are facing in the classroom. having an awareness and knowledge of policy and legislative issues affecting the arts in education. advocating for curricula arts education during budget sessions. working collaboratively with teachers to develop and implement an "arts education equipment management plan" for support of the on-going purchase, repair and inventory of all assets owned and used for arts education courses (for example, instruments, kilns). | facilitate getting grants. working with teachers to collaboratively problem-solve challenges teachers are facing in the classroom. having an awareness and knowledge of policy and legislative issues affecting the arts in education. advocating for curricula arts education during budget sessions. working collaboratively with teachers to develop and implement an "arts education equipment management plan" for support of the on-going purchase, repair and inventory of all assets owned and used for arts education courses (for example, instruments, kilns). | 1SD School Board | Fine Arts Tas | k Force Teacher S | Survey |
|--|---|---|---|--|---|--|---------------|-------------------|--------|
| collaboratively problem- solve challenges teachers are facing in the classroom. having an awareness and knowledge of policy and legislative issues affecting the arts in education. advocating for curricula advocating for curricula advocating for curricula advocating for curricula advocating collaboratively with teachers to develop and implement an "arts education equipment management plan" for support of the on-going purchase, repair and inventory of all assets owned and used for arts education courses (for example, instruments, kilns). | collaboratively problem- solve challenges teachers are facing in the classroom. having an awareness and knowledge of policy and legislative issues affecting the arts in education. advocating for curricula arts education during budget sessions. working collaboratively with teachers to develop and implement an "arts education equipment management plan" for support of the on-going purchase, repair and inventory of all assets owned and used for arts education courses (for example, instruments, kilns). | collaboratively problem- solve challenges teachers are facing in the classroom. having an awareness and knowledge of policy and legislative issues affecting the arts in education. advocating for curricula arts education during budget sessions. working collaboratively with teachers to develop and implement an "arts education equipment management plan" for support of the on-going purchase, repair and inventory of all assets owned and used for arts education courses (for example, instruments, kilns). | collaboratively problem- solve challenges teachers are facing in the classroom. having an awareness and knowledge of policy and legislative issues affecting the arts in education. advocating for curricula arts education during budget sessions. working collaboratively with teachers to develop and implement an "arts education equipment management plan" for support of the on-going purchase, repair and inventory of all assets owned and used for arts education courses (for example, instruments, kilns). | collaboratively problem- solve challenges teachers are facing in the classroom. having an awareness and knowledge of policy and legislative issues affecting the arts in education. advocating for curricula arts education during budget sessions. working collaboratively with teachers to develop and implement an "arts education equipment management plan" for support of the on-going purchase, repair and inventory of all assets owned and used for arts education courses (for example, instruments, kilns). | collaboratively problem- solve challenges teachers are facing in the classroom. having an awareness and knowledge of policy and legislative issues affecting the arts in education. advocating for curricula arts education during budget sessions. working collaboratively with teachers to develop and implement an "arts education equipment management plan" for support of the on-going purchase, repair and inventory of all assets owned and used for arts education courses (for example, instruments, kilns). | | | | |
| and knowledge of policy and legislative issues affecting the arts in education. advocating for curricula arts education during budget sessions. working collaboratively with teachers to develop and implement an "arts education equipment management plan" for support of the on-going purchase, repair and inventory of all assets owned and used for arts education courses (for example, instruments, kilns). | and knowledge of policy and legislative issues affecting the arts in education. advocating for curricula arts education during budget sessions. working collaboratively with teachers to develop and implement an "arts education equipment management plan" for support of the on-going purchase, repair and inventory of all assets owned and used for arts education courses (for example, instruments, kilns). | and knowledge of policy and legislative issues affecting the arts in education. advocating for curricula arts education during budget sessions. working collaboratively with teachers to develop and implement an "arts education equipment management plan" for support of the on-going purchase, repair and inventory of all assets owned and used for arts education courses (for example, instruments, kilns). | and knowledge of policy and legislative issues affecting the arts in education. advocating for curricula arts education during budget sessions. working collaboratively with teachers to develop and implement an "arts education equipment management plan" for support of the on-going purchase, repair and inventory of all assets owned and used for arts education courses (for example, instruments, kilns). | and knowledge of policy and legislative issues affecting the arts in education. advocating for curricula arts education during budget sessions. working collaboratively with teachers to develop and implement an "arts education equipment management plan" for support of the on-going purchase, repair and inventory of all assets owned and used for arts education courses (for example, instruments, kilns). | and knowledge of policy and legislative issues affecting the arts in education. advocating for curricula arts education during budget sessions. working collaboratively with teachers to develop and implement an "arts education equipment management plan" for support of the on-going purchase, repair and inventory of all assets owned and used for arts education courses (for example, instruments, kilns). | collaboratively problem- solve challenges teachers are facing in | ф | Φ | ф |
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| Distri | ict Leadership (continued) |
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| 13. Do you feel the current structure of the Fine Arts Coordinator's position meets your needs? Yes No Why or why not (please explain): | |
| | ase list up to five (5) responsibilities that are important for a Fine Arts nator (one being most important). |
| Two | |
| Three Four | |
| Five | |
| | |
| | |

MMSD School Board Fine Arts Task Force Teacher Survey 11. District Leadership (continued) 15. How important is the following for school principals? Somewhat Somewhat Not Not Important At All Important Important Understand and value ij. rjh arts as integral to child development and the curriculum for all students. Support arts education as rþi ф ф ijι a way to enhance learning for "hard-toreach" students. Support the arts as a way to encourage parental involvement? Be committed to and ф ijι ф ф ďμ actively seek local partnerships with communty arts, artists and cultural organizations. Support experienced teachers and teacher training. 16. What suggestions do you have for strengthening MMSD's arts education program?

MMSD School Board Fine Arts Task Force Teacher Survey 12. Teacher/School Information 17. What is the amount per pupil you are allocated in your budget per year for student supplies? ந் \$0 - \$2.00 per student | \$2.00 - \$3.99 per student | \$4.00 - \$5.99 per student (f) \$6.00 - \$7.00 per student \parallel \$8.00 - \$10.00 per student Over \$10.00 per student fji Don't know 18. Please check all sources of financial support you received for your courses last ¿ Community and Family Donations $\hat{\varrho}$ - Grants (Foundation for Madison Public Schools) € Booster Clubs é District Budget $_{\acute{\mathbb{G}}} \quad \text{Grants (non-District)}$ é Parent Organizations (PTO, PSTA, etc.) é School-Based Fund Raising Other (please specify) 19. How have the changes in arts education in the district affected you as a teacher (for example, changes in a) time to write grants, b) time for exhibit or performance, c) time and energy for after-school clubs, d) time for professional development, e) number of classes taught, etc.)? Please describe.

MMSD School Board Fine Arts Task Force Teacher Survey 13. Teacher/School Information (continued) 20. (Optional Response) By filling in the information below, you will be entered into a drawing for a pair of complimentary tickets to a Madison performance or admission to a local arts venue. This information will be kept confidential and will not be shared with MMSD. Name: School: Our thanks for your participation in this survey developed by the volunteer members of the Madison Metropolitan School District School Board Community Fine Arts Task Force. This survey uses elements from "A Community Audit for Arts Education: Better Schools, Better Skills, Better Communities," which was originally created by The John F. Kennedy Center for the Performing Arts. The second edition of this document is available online at http://www.kennedy-center.org/education/kcaaen/resource/CAudit6-9.pdf. Additional information was used from "Model Arts Education Program Toolkit: A Visual and Performing Arts Program Assessment Process," California Department of Education. Website for on-line surveys sponsored by Arts Wisconsin.