

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:

- | | | |
|--|---|---|
| <input type="checkbox"/> Artist | <input type="checkbox"/> Community Member | <input type="checkbox"/> School Administrator |
| <input type="checkbox"/> Arts Education Advocate | <input type="checkbox"/> District Administrator | <input type="checkbox"/> School Board Member |
| <input type="checkbox"/> Arts Organization Staff | <input type="checkbox"/> Government | <input type="checkbox"/> Student |
| <input type="checkbox"/> Arts Supporter | <input type="checkbox"/> Higher Education | <input type="checkbox"/> Teacher |
| <input type="checkbox"/> Business/Industry | <input type="checkbox"/> 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 students appreciate and understand human history and cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students with high levels of arts learning outperform "arts-poor" students in other academic subjects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An excellent K-12 public education includes a standards-based education in the arts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arts education promotes learning, creativity, skills and knowledge in the visual and performing arts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arts education encourages students to seek multiple interpretations to questions, rather than simple right or wrong answers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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:

	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).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessible classroom/studio environments for individual study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequate classroom space, storage, supplies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequate knowledge and technical preparation from basic to advanced arts courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advanced placement programs in the arts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arts magnet schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courses in music, art, dance, theater.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courses that include a variety of world art forms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courses that prepare students for higher education art degree programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exhibition/performance space in school and in the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fee and course supply costs subsidized or waived where needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local, state and national competitions that recognize student achievement in the arts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-performance arts courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School performance groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summer internships/enrichment courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers specialized in the various art forms (art, dance, music,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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MMSD School Board Fine Arts Task Force General Community Survey

theater).

Time working/learning
with visiting local and
international artists in the
schools.

What else do students need equitable access to in a K-12 arts education program (please specify):

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 support of a comprehensive arts education:

	Agree	Disagree	Don't Know
Commit to a baseline of funding for arts education in the budget.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support and actively seek community partnerships with artists and cultural organizations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage in collaborative fundraising efforts with local arts organizations and artists.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintain existing academic arts education courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek and promote the arts in school-based programming.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek grants and other funding for comprehensive arts education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How might the MMSD improve its current efforts in these areas:

MMSD School Board Fine Arts Task Force General Community Survey

5. How important is the following for school principals?

	Important	Somewhat Important	Neutral	Somewhat Not Important	Not Important At All
Understand and value arts as integral to child development and the curriculum for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support arts education as a way to enhance learning for "hard-to-reach" students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support the arts as a way to encourage parental involvement?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be committed to and actively seek local partnerships with community arts, artists and cultural organizations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support experienced teachers and teacher training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. What suggestions do you have for strengthening MMSD's arts education program?

MMSD School Board Fine Arts Task Force General Community Survey

5. Individual Information

7. (Optional Question) What is your household income?

- ☐ \$0 - \$19,999
- ☐ \$20,000 - \$49,000
- ☐ \$50,000 - \$74,999
- ☐ \$74,999 - \$100,000
- ☐ Over \$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:

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/kcaeen/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

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:

- | | |
|---|---|
| <input type="checkbox"/> Arts Education Advocate | <input type="checkbox"/> Arts Supporter |
| <input type="checkbox"/> Arts Organization Staff | <input type="checkbox"/> Artist (for example dancer, painter, musician) |
| <input type="checkbox"/> Private Arts Teacher (not in MMSD schools) | |

Other (please specify)

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 encourages students to seek multiple interpretations to questions, rather than simple right or wrong answers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An excellent K-12 public education includes a standards-based education in the arts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arts education promotes learning, creativity, skills and knowledge in the visual and performing arts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arts education helps students appreciate and understand human history and cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students with high levels of arts learning outperform "arts-poor" students in other academic subjects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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).					
Accessible classroom/studio environments for individual study.					
Adequate classroom space, storage, supplies.					
Adequate knowledge and technical preparation from basic to advanced arts courses.					
Advanced placement programs in the arts.					
Arts magnet schools.					
Courses in music, art, dance, theater.					
Courses that include a variety of world art forms.					
Courses that prepare students for higher education art degree programs.					
Exhibition/performance space in school and in the community.					
Fee and course supply costs subsidized or waived where needed.					
Local, state and national competitions that recognize student achievement in the arts.					
Non-performance arts courses.					
School performance groups.					
Summer internships/enrichment courses.					
Teachers specialized in the various art forms (art, dance, music,					

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MMSD School Board Fine Arts Task Force Artist/Arts Organization

theater).

Time working/learning
with visiting local and
international artists in the
schools.

What else do students need equitable access to in a K-12 arts education program (please specify)?

MMSD School Board Fine Arts Task Force Artist/Arts Organization

4. Community Resources and Partnerships

4. Do you currently have a working relationship with MMSD?

☐ Yes

☐ No

If Yes, please describe your relationship (for example, what type, how long).

5. Do you agree or disagree with the following statements:

	Strongly Agree	Somewhat Agree	Neither	Somewhat Disagree	Strongly Disagree
There exists a mutually supportive working relationship between educators in the school system and artists and arts organizations in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resources are available to educators in the school system to take advantage of the community's artists and arts organizations as educational resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A process is in place to evaluate the quality and effectiveness of school and community partnerships, which include community representatives, and encourage continuous improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MMSD School Board Fine Arts Task Force Artist/Arts Organization

Educators in the school system have access to a roster of artists and arts organizations that offer resources for learning in the arts.

Additional statements:

6. What areas of your mission are dependent upon good, creative collaboration with the district or with school-age visitors?

7. Describe what steps have been taken to increase opportunities for low-income children? Was MMSD a part of these efforts?

8. Describe barriers, if any, working with MMSD. What suggestions do you have for improvement?

9. What steps could MMSD take to improve relationships and partnerships with artists and community organizations?

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 seek community partnerships with artists and cultural organizations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek and promote the arts in school-based programming.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintain existing academic arts education courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage in collaborative fundraising efforts with local arts organizations and artists.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek grants and other funding for comprehensive arts education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commit to a baseline of funding for arts education in the budget.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How might the MMSD improve its current efforts in these areas:

MMSD School Board Fine Arts Task Force Artist/Arts Organization

6. District Leadership continued

11. Please list up to five (5) responsibilities that are important for a Fine Arts Coordinator (one being most important).

One	
Two	
Three	
Four	
Five	

12. Do you agree or disagree the Fine 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
working with teachers to collaboratively problem-solve challenges teachers are facing in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
working collaboratively with teachers to develop strategies to increase access and participation in arts education for all children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
facilitating communication among individual schools throughout the district and community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
having an awareness and knowledge of policy and legislative issues affecting the arts in education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
hiring teachers experienced in arts education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
developing and establishing on-going local partnerships with artists and cultural organizations across all schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
working collaboratively with teachers to develop and implement an "arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MMSD School Board Fine Arts Task Force Artist/Arts Organization

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.

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working with teachers and the community to strengthen and grow arts education opportunities for all children.

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advocating for curricula arts education during budget sessions.

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working directly with teachers and community artists/organizations to facilitate getting grants.

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coordinating with teachers the design, monitoring and evaluation of standards-based arts education curricula?

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facilitating forums for arts educators to meet together to identify teachers' needs for improving instruction through professional development.

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||

Other (please specify)

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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?

	Important	Somewhat Important	Neutral	Somewhat Not Important	Not Important At All
Understand and value arts as integral to child development and the curriculum for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support arts education as a way to enhance learning for "hard-to-reach" students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support the arts as a way to encourage parental involvement?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be committed to and actively seek local partnerships with community arts, artists and cultural organizations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support experienced teachers and teacher training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. What suggestions do you have for strengthening MMSD's arts education program?

MMSD School Board Fine Arts Task Force Artist/Arts Organization

8. Organizational Information

15. What percentage of your organization's budget supports efforts aimed at providing arts opportunities to a school age audience?

16. How much money did you (your organization) spend on efforts aimed at providing arts opportunities to a K-12 school-age audience during the 2006-2007 school year?

17. Of the amount of money identified in Question 14, what percentage was spent on Madison Metropolitan School District students?

18. How much money did you (your organization) spend on support for MMSD low income students to attend performances or other arts venues during the 2006-2007 school year?

19. (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:	<input type="text"/>
Company:	<input type="text"/>
Address:	<input type="text"/>
Address 2:	<input type="text"/>
City/Town:	<input type="text"/>
State/Province:	<input type="text"/>
ZIP/Postal Code:	<input type="text"/>
Country:	<input type="text"/>

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 Student/Parent 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:

- ☐ MMSD Elementary Student
- ☐ Parent of a MMSD student
- ☐ MMSD Alumnus
- ☐ MMSD Middle School Student
- ☐ MMSD High School Student
- Other (please specify)

MMSD School Board Fine Arts Task Force Student/Parent 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 promotes learning, creativity, skills and knowledge in the visual and performing arts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students with high levels of arts learning outperform "arts-poor" students in other academic subjects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arts education encourages students to seek multiple interpretations to questions, rather than simple right or wrong answers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An excellent K-12 public education includes a standards-based education in the arts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arts education helps students appreciate and understand human history and cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Statements:

MMSD School Board Fine Arts Task Force Student/Parent 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:

	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).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessible classroom/studio environments for individual study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequate classroom space, storage, supplies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequate knowledge and technical preparation from basic to advanced arts courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advanced placement programs in the arts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arts magnet schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courses in music, art, dance, theater.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courses that include a variety of world art forms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courses that prepare students for higher education art degree programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exhibition/performance space in school and in the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fee and course supply costs subsidized or waived where needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local, state and national competitions that recognize student achievement in the arts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-performance arts courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School performance groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summer internships/enrichment courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers specialized in the various art forms (art, dance, music,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MMSD School Board Fine Arts Task Force Student/Parent Survey

theater).

Time working/learning with visiting local and international artists in the schools.

What else do students need equitable access to in a K-12 arts education program (please specify)?

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.

- ☐ School day
- ☐ MMSD extracurricular program in the arts
- ☐ Private lessons
- ☐ Community centers
- ☐ MMSD summer enrichment programs in the arts
- ☐ MSCR enrichment programs in the arts
- ☐ Due to me

Additional Arts Education Courses/Study:

5. How have you (your child) benefited from taking arts education courses in Madison's public schools?

MMSD School Board Fine Arts Task Force Student/Parent Survey

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 fundraising efforts with local arts organizations and artists.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintain existing academic arts education courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commit to a baseline of funding for arts education in the budget.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek grants and other funding for comprehensive arts education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek and promote the arts in school-based programming.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support and actively seek community partnerships with artists and cultural organizations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How might the MMSD improve its current efforts in these areas:

MMSD School Board Fine Arts Task Force Student/Parent Survey

7. How important is the following for school principals?

	Important	Somewhat Important	Neutral	Somewhat Not Important	Not Important At All
Understand and value arts as integral to child development and the curriculum for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support arts education as a way to enhance learning for "hard-to-reach" students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support the arts as a way to encourage parental involvement?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be committed to and actively seek local partnerships with community arts, artists and cultural organizations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support experienced teachers and teacher training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. What suggestions do you have for strengthening MMSD's arts education program?

MMSD School Board Fine Arts Task Force Student/Parent Survey

6. Individual Information

9. (Optional Question) What is your household income?

- ☐ \$0 - \$19,999
- ☐ \$20,000 - \$49,000
- ☐ \$50,000 - \$74,999
- ☐ \$74,999 - \$100,000
- ☐ 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:	<input type="text"/>
Company:	<input type="text"/>
Address:	<input type="text"/>
Address 2:	<input type="text"/>
City/Town:	<input type="text"/>
State/Province:	<input type="text"/>
ZIP/Postal Code:	<input type="text"/>
Country:	<input type="text"/>

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/kcaeen/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 encourages students to seek multiple interpretations to questions, rather than simple right or wrong answers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An excellent K-12 public education includes a standards-based education in the arts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students with high levels of arts learning outperform "arts-poor" students in other academic subjects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arts education helps students appreciate and understand human history and cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arts education promotes learning, creativity, skills and knowledge in the visual and performing arts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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:

	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).	⏮	⏮	⏮	⏮	⏮
Accessible classroom/studio environments for individual study.	⏮	⏮	⏮	⏮	⏮
Adequate classroom space, storage, supplies.	⏮	⏮	⏮	⏮	⏮
Adequate knowledge and technical preparation from basic to advanced arts courses.	⏮	⏮	⏮	⏮	⏮
Advanced placement programs in the arts.	⏮	⏮	⏮	⏮	⏮
Arts magnet schools.	⏮	⏮	⏮	⏮	⏮
Courses in music, art, dance, theater.	⏮	⏮	⏮	⏮	⏮
Courses that include a variety of world art forms.	⏮	⏮	⏮	⏮	⏮
Courses that prepare students for higher education art degree programs.	⏮	⏮	⏮	⏮	⏮
Exhibition/performance space in school and in the community.	⏮	⏮	⏮	⏮	⏮
Fee and course supply costs subsidized or waived where needed.	⏮	⏮	⏮	⏮	⏮
Local, state and national competitions that recognize student achievement in the arts.	⏮	⏮	⏮	⏮	⏮
Non-performance arts courses.	⏮	⏮	⏮	⏮	⏮
School performance groups.	⏮	⏮	⏮	⏮	⏮
Summer internships/enrichment courses.	⏮	⏮	⏮	⏮	⏮
Teachers specialized in the various art forms (art, dance, music,	⏮	⏮	⏮	⏮	⏮

MMSD School Board Fine Arts Task Force Teacher Survey

theater).

Time working/learning
with visiting local and
international artists in the
schools.

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What else do students need equitable access to in a K-12 arts education program (please specify)?

MMSD School Board Fine Arts Task Force Teacher Survey

4. Arts Education (continued)

4. Please answer yes, no, or don't know to the following curriculum related 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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you have a copy of the District arts education standards?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you have a copy of the District's curriculum guides for music or art?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you have a copy of the SMART binder and prints?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you have adequate planning time?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you have adequate resources for your course (s)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you receive district support and encouragement in your work?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does your curriculum include material that is culturally relevant to your student population?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is your curriculum aligned to augment what students are learning in other academic areas?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. What would help you most in curriculum development?

6. What suggestions do you have to increase enrollment in Grades K-12 in arts education courses for low-income students and students of color?

MMSD School Board Fine Arts Task Force Teacher Survey

5. Arts Education (continued)

7. From the following general classroom equipment list, which of the following items are available in your classroom? (check all that apply)

- ☐ Slide Projector
- ☐ Slide Cart
- ☐ Digital Camera
- ☐ Video Camera
- ☐ Television/DVD
- ☐ Computers
- ☐ Printers
- ☐ Colored Printer
- ☐ LCD Projector
- ☐ Adequate Electrical Outlets
- ☐ Smart Board

Other: What is needed but NOT available (please list):

8. The following question is for District visual art teachers. If not a visual art teacher, please go to the next question.

From the following list, which item(s) are missing or need to be improved? (Check all that apply.)

- ☐ Adequate Ventilation
- ☐ Adequate Plumbing
- ☐ Drying Rack
- ☐ Cutting Board
- ☐ Chairs/Stools
- ☐ Tables
- ☐ Kiln
- ☐ Kiln Furniture
- ☐ Storage
- ☐ Art History and Graphic Design Computer Programs

Other: What is needed but NOT available (please list):

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?

- ☐ Computers/Keyboard Lab
- ☐ Classroom Set of Keyboards
- ☐ LCD Projector
- ☐ Adequate Electrical Outlets
- ☐ Music Software
- ☐ Performance Recording System
- ☐ Rhythm Instruments
- ☐ Classroom Set of Drums
- ☐ Guitars
- ☐ Sound Amplification System
- ☐ Microphones
- ☐ Concert Attire

Other: What is needed but NOT available (please list):

MMSD School Board Fine Arts Task Force Teacher Survey

7. Community Resources and Partnerships

10. Do you agree or disagree with the following statements:

	Strongly Agree	Somewhat Agree	Neither	Somewhat Disagree	Strongly Disagree
Educators in the school system have access to a roster of artists and arts organizations that offer resources for learning in the arts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resources are available to educators in the school system to take advantage of the community's artists and arts organizations as educational resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There exists a mutually supportive working relationship between educators in the school system and artists and arts organizations in the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A process is in place to evaluate the quality and effectiveness of school and community partnerships, which include community representatives, and encourage continuous improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional statements:

MMSD School Board Fine Arts Task Force Teacher Survey

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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:

	Agree	Disagree	Don't Know
Commit to a baseline of funding for arts education in the budget.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek and promote the arts in school-based programming.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support and actively seek community partnerships with artists and cultural organizations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek grants and other funding for comprehensive arts education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintain existing academic arts education courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage in collaborative fundraising efforts with local arts organizations and artists.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How might the MMSD improve its current efforts in these areas:

MMSD School Board Fine Arts Task Force Teacher Survey

9. District Leadership (continued)

12. Do you agree or disagree the Fine Arts Coordinator can be effective in this position by:

	Agree	Disagree	Don't Know
developing community support for arts programs and student achievements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
facilitating forums for arts educators to meet together to identify teachers' needs for improving instruction through professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
hiring teachers experienced in arts education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
working with teachers and the community to strengthen and grow arts education opportunities for all children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
facilitating communication among individual schools throughout the district and community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
developing and establishing on-going local partnerships with artists and cultural organizations across all schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
working collaboratively with teachers to develop strategies to increase access and participation in arts education for all children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
coordinating with teachers the design, monitoring and evaluation of standards-based arts education curricula?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
encouraging "team teaching" and meetings among educators and supervisors across the curriculum to assist with integrating the arts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
working directly with teachers and community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MMSD School Board Fine Arts Task Force Teacher Survey

artists/organizations to facilitate getting grants.

working with teachers to collaboratively problem-solve challenges teachers are facing in the classroom.

1

1

1

having an awareness and knowledge of policy and legislative issues affecting the arts in education.

1

1

1

advocating for curricula arts education during budget sessions.

1

1

1

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).

1

1

1

Other (please specify)

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MMSD School Board Fine Arts Task Force Teacher Survey

10. District Leadership (continued)

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):

14. Please list up to five (5) responsibilities that are important for a Fine Arts Coordinator (one being most important).

One	<div></div>
Two	<div></div>
Three	<div></div>
Four	<div></div>
Five	<div></div>

MMSD School Board Fine Arts Task Force Teacher Survey

11. District Leadership (continued)

15. How important is the following for school principals?

	Important	Somewhat Important	Neutral	Somewhat Not Important	Not Important At All
Understand and value arts as integral to child development and the curriculum for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support arts education as a way to enhance learning for "hard-to-reach" students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support the arts as a way to encourage parental involvement?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be committed to and actively seek local partnerships with community arts, artists and cultural organizations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support experienced teachers and teacher training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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?

- ☐ \$0 - \$2.00 per student
- ☐ \$2.00 - \$3.99 per student
- ☐ \$4.00 - \$5.99 per student
- ☐ \$6.00 - \$7.00 per student
- ☐ \$8.00 - \$10.00 per student
- ☐ Over \$10.00 per student
- ☐ Don't know
- ☐ Does not apply

18. Please check all sources of financial support you received for your courses last year.

- ☐ Community and Family Donations
- ☐ Grants (Foundation for Madison Public Schools)
- ☐ Booster Clubs
- ☐ District Budget
- ☐ Grants (non-District)
- ☐ Parent Organizations (PTO, PSTA, etc.)
- ☐ 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:

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