

ARTS FOR ACADEMIC ACHIEVEMENT:
**Results from the
2000-2001 Teacher Survey**

AUGUST 2002

PREPARED FOR
The Minneapolis Public Schools

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Executive Summary

The purpose of the four-year Arts for Academic Achievement project is to transform teaching and learning through partnerships between schools and artists and arts organizations. The theory of action underlying the initiative is that when teachers and artists collaboratively develop instruction that integrates arts and nonarts disciplines, instruction in nonarts disciplines becomes more effective and student achievement increases.

Unlike arts integration initiatives that focus on partnerships as a way to restore discipline-based arts instruction to the curriculum, the purpose of the Arts for Academic Achievement project is to strengthen instruction and improve student learning in nonarts areas such as reading and science. In this project arts integration is not intended to replace the comprehensive, sequential arts instruction that is already provided by trained arts educators in the district. Instead, the project is based on the belief that students benefit from a curriculum that includes both disciplinary-based instruction in the arts and nonarts instruction that is enhanced by integrating the arts. The major issue of this project is not about which is better, disciplinary education in the arts or arts integration, but rather what, when, and how to use each in order to teach students most effectively.

This report is one in a series of reports based on research conducted throughout the Arts for Academic Achievement project by the Center for Applied Research and Educational Improvement at the University of Minnesota. The purpose of this report is to summarize the results of a teacher survey administered in Spring 2001, near the end of the project's third year of implementation. The survey was designed to gather information in areas such as: frequency of arts integrated instruction, what teachers and arts partners did together, teacher satisfaction with their arts partnership experiences, the impact of arts integration on teachers' work, and teachers' personal experiences in the arts.

Overall, 1142 teachers took the survey for a completion rate of 62%. Although ideally 100% of the teachers would have completed the survey, a completion rate of 62% indicates we can be fairly confident the results represent the experiences of all teachers in the project sites.

The results are organized around the following series of questions.

- How many teachers integrate the arts?
- How much do teachers integrate the arts?
- Which disciplines are being integrated?
- How much professional development about the arts did the teachers receive?
- What do teachers and arts partners do together to integrate the arts?
- What is the impact of integrating the arts?

How many teachers integrate¹ the arts? Over two-thirds of the teachers (71%) report they integrated the arts into their students' lessons during the 2000-2001 school year. A comparison of responses by elementary teachers with responses by secondary teachers reveals that elementary teachers are significantly more likely to integrate the arts than secondary teachers – 78% versus 60%, respectively.

How much do teachers integrate the arts? Elementary teachers were more likely to integrate the arts across subject areas than were secondary teachers.² Individual schools also varied in the amount of arts integration reported by its teachers.

Which disciplines are being integrated? The area of English/Reading is most often integrated at both the elementary and secondary levels, followed by History/Social Studies and Science. Of the core academic subjects, mathematics is the least likely to be integrated with arts in elementary and secondary schools.

How much professional development about integrating the arts did teachers receive? Ten percent of the teachers reported receiving “a lot” of professional development related to integrating the arts with non-arts areas. Similar to last year's survey, teachers who report having an arts partner received significantly more professional development than those who did not.³ Having an arts partner provides professional development through the teacher-partner relationship and may prompt teachers to seek out other professional development opportunities.

What do teachers and arts partners do together to integrate the arts? Almost 60% of teachers that integrated the arts reported that they worked with an arts partner. Overall, teachers were extremely positive about their experiences with an arts partner. Again this year, elementary teachers were significantly more likely to have an arts partner than secondary teachers (62% and 46%, respectively); however, this is a change from the previous year, where 73% of elementary teachers and 27% of secondary teachers reported having an arts partner. One possible explanation for this change may be that there is an increased emphasis on the use of arts education specialists to accomplish integration at the elementary level.

Arts partners were involved in a variety of activities in the classroom but were more likely to provide instruction to students than to collaborate with the teacher. Across the years of the project, there appears to be more in-depth involvement between teachers and arts partners, as demonstrated by a decrease in the number of teachers that reported their partner “never” shared ideas about teaching and learning or co-developed arts curriculum with their arts partner.

¹ The survey defined arts integration as instruction in which arts-related concepts and activities are infused with other academic area. Others may call this arts infusion or education through the arts.

² On a t-test of independent samples, the probability was less than .0001 that this difference would be caused by chance.

³ On a t-test of independent samples the probability was less than .0001 that this difference would be caused by chance.

When an arts partner is in the classroom, teachers are “very likely” to make sure their students are attentive and focused (91%), observe their students to understand how they learn (80%) and to expand their teaching methods (75%), and to participate with students in the activity (75%). Teachers are less likely to team-teach with the arts partner (50%).

Similar to teacher responses regarding their activities when an arts partner is in the classroom, 50% of the teachers reported they were “very likely” to team-teach with an arts education specialist. However, teachers reported less involvement when an arts education specialist is in the classroom, as evidenced by lower percentages of teachers that reported they were “very likely” to make sure students are attentive and focused (77%), observe students to understand how they learn (69%) and to expand their teaching methods (64%), and to participate with students in the activity (66%).

Teacher satisfaction with arts partnership experiences is high. Teachers reported that they enjoyed having an artist in the classroom, that the artist was well-prepared to work with students, that they had a good relationship and were prepared to work with the artist, and knew what the artist expected of them. In addition, teachers were less likely to agree that there was a down-side to partnering with an artist.

What is the impact of integrating the arts? In general, teachers reported that arts integration had a positive impact on their work and their school. The impact was most positive in terms of the school’s interest in and support of the arts and the engagement of students in the classroom. Responses regarding the impact of arts integration on student achievement, relations with parents, authentic assessment, use of graduation standards to plan instruction, and their workload were not as positive. Many of these items have been included in each year of the survey. Interestingly, responses in the third year were either unchanged or actually less positive than responses collected in the first year of the program. One possibility for these results is that teachers’ responses in the first year were so overwhelmingly positive that there was little room for improvement. In addition, responses collected in the first year may have represented teachers’ excitement about the new initiative rather than actual experiences with arts integration.

INTRODUCTION

The purpose of the four-year Arts for Academic Achievement project is to transform teaching and learning through partnerships between schools and artists and arts organizations. The theory of action underlying the initiative is that when teachers and artists collaboratively develop instruction that integrates arts and nonarts disciplines, instruction in nonarts disciplines becomes more effective and student achievement increases.

Unlike arts integration initiatives that focus on partnerships as a way to restore discipline-based arts instruction to the curriculum, the purpose of the Arts for Academic Achievement project is to strengthen instruction and improve student learning in nonarts areas such as reading and science. In this project arts integration is not intended to replace the comprehensive, sequential arts instruction that is already provided by trained arts educators in the district. Instead, the project is based on the belief that students benefit from a curriculum that includes both disciplinary-based instruction in the arts and nonarts instruction that is enhanced by integrating the arts. The major issue of this project is not about which is better, disciplinary education in the arts or arts integration, but rather what, when, and how to use each in order to teach students most effectively.

Currently in its third year of implementation, the project has funded 44 sites, which represents 42% of the schools in the district. The majority of the sites are elementary schools (34) but three of the middle schools and seven high schools are also involved.

Arts for Academic Achievement is a “bottom-up” change effort; a team of interested teachers within a school initiates a project by designing a program of arts integration and arts partnerships that reflects the unique context of its school and community. Teams are required to link their program goals to school and district improvement plans, which include standards for student learning, but the project does not specify a curriculum framework or model for teacher-artist collaboration, nor does it stipulate which arts and nonarts disciplines should be included in the plan. As a result, a variety of art forms and nonarts disciplines are included in the project. To deepen the change process, teams are required to do an annual action research project related to how arts integration is affecting student achievement.

In one sense, each school site is a laboratory for how teachers and arts partners can work together to integrate arts and nonarts to improve teaching and learning. More than 100 arts partners, including arts organizations and individual artists in dance, theatre, visual arts, music and media are involved in the project, as well as certified visual arts and music teachers.

This report is one in a series of reports based on research conducted throughout the Arts for Academic Achievement project by the Center for Applied Research and Educational Improvement at the University of Minnesota. The purpose of this report is to summarize

the results of a teacher survey administered in Spring 2001, near the end of the project's second year of implementation. The survey was designed to gather information in areas such as: frequency of arts integrated instruction, what teachers and arts partners did together, teacher satisfaction with their arts partnership experiences, the impact of arts integration on teachers' work, and teachers' personal experiences in the arts.

Methodology

During April and May 2001, members of the CAREI research team went out to 41 of the 44 project sites to administer the survey during a staff meeting⁴. All teachers were asked to complete the survey even if they had not been directly involved in any project activities during the year. Teachers were informed that their responses would be kept confidential and the survey results would not be used to determine future funding. CAREI researchers collected the completed surveys before leaving to ensure confidentiality.

A total of 1142 licensed staff members completed the survey, a response rate of 62%. An overall completion rate of 62% is acceptably high and indicates that one may be fairly confident that the responses reported here reflect the experiences of all teachers involved with the AAA project.

Completion rates for licensed teachers at individual schools varied from 23% to 94%. A complete listing may be found in Appendix A. It should be noted that 11 schools had a response rate below 50%; therefore, one should be cautious when interpreting responses across schools. However, we were very conservative in computing the response rates for individual schools; hence, the response rates listed in Appendix A likely underestimate the true response rate for individual schools. In general, we can assume that site-level responses adequately portray the experiences of all teachers at that site.

⁴ 3 sites did not schedule a time for CAREI to administer the survey.

RESULTS

How many teachers integrate the arts?

The primary purpose of the survey is to determine how much teachers integrate the arts. Based on the definition shown below, over two-thirds of the teachers (72%) report that they integrated the arts into their students' lessons during the 2000-2001 school year.

Arts integration is instruction in which arts-related concepts and activities are infused with other academic areas. Others may call this arts infusion or education through the arts.

A comparison of elementary and secondary teachers' responses reveals that elementary teachers integrate the arts more often than secondary teachers – 78% versus 60%, respectively. This difference is not surprising given the results of research on school change generally, which clearly indicates that secondary schools face greater challenges to implementing a reform initiative than elementary schools. This discrepancy is also not unexpected for a project such as Arts for Academic Achievement because elementary teachers are expected to know how to teach a range of disciplines whereas secondary teachers specialize in one discipline.

The proportion of teachers integrating the arts varies considerably among the schools, a finding that is not unexpected given that the schools had different levels of previous experience with partnerships and arts integration at the start of the project. Among the 32 elementary schools in the project, the proportion of teachers integrating the arts ranges from 50% to 100%. The range among the 10 secondary schools is slightly narrower, between 35% to 79% of teachers in secondary schools report they are integrating the arts.

We were surprised to find that the overall percentage of teachers integrating the arts was relatively unchanged from the previous year when it was 72%. One possible explanation is that the addition of several new project sites brought the overall level down because teachers in the new sites may be less likely to integrate the arts in their first program year. Further analysis of the data indicated that this was unlikely, however, because the percent of teachers integrating the arts in the new schools ranged from 45%-95%. Another possible explanation is that perhaps only in rare cases is it possible to have 100% of the teachers in a school using a technique like arts integration. It may be that a more realistic expectation is to have only 75% of the teachers integrating the arts, even after several years in the program. Because the level of funding to schools remained relatively stable from years one to three, another barrier to full implementation may be the lack of resources to provide arts partners and planning time to all teachers in a building.

How much do teachers integrate the arts?

To gain a picture of which nonarts disciplines teachers are integrating with the arts and the extent of integration, the survey asked how much the arts have been integrated into their students' lessons in eight nonarts disciplines⁵. To assess the overall extent of arts integration that occurred, regardless of which nonart area is under consideration, we created a scale called Total Arts Integration by adding up teachers' responses for each discipline. The possible values of the scale range from 1 to 24. To obtain a scale total of 24, a teacher would have had to indicate they were integrating the arts "a lot" into their instruction in all eight academic areas listed on the survey.

Among teachers who were integrating the arts, the mean Total Arts Integration score was 7.6, only a slight change from last year's average score of 7.2. A score of 7.6 could result from several integration scenarios, such as: a teacher doing "a lot" of integration in two nonart disciplines and "very little" in a third, a teacher doing "some" integration in three nonart disciplines and "very little" in a fourth, or a teacher doing "very little" arts integration in seven disciplines.

Other data collected by CAREI through teacher interviews and classroom observations suggest that teachers are more likely to concentrate their arts integration in one area rather than do a sprinkling across many nonarts disciplines. This suggests that when interpreting scores on the Total Arts Integration scale, a scenario of greater integration with a few nonarts disciplines is a more likely explanation for a score than a scenario of less intense integration with more nonarts disciplines. This is also consistent with other data describing the amount of time teachers and artists need to collaboratively develop instruction; again, they would be more likely to focus on one nonarts discipline rather than several.

Just as more elementary than secondary teachers reported they were integrating the arts, the Total Arts Integration scores for elementary teachers are significantly⁶ higher than the scores for secondary teachers. In both cases the scores ranged from 1 to 24 but the mean score for elementary teachers was 8.5 in contrast to a mean of 5.3 for secondary teachers. Because elementary teachers are responsible for teaching multiple subject areas whereas secondary teachers focus on a single discipline, we would expect the extent of integration to be lower in secondary schools because a single teacher has only one discipline option available for integrating with art.

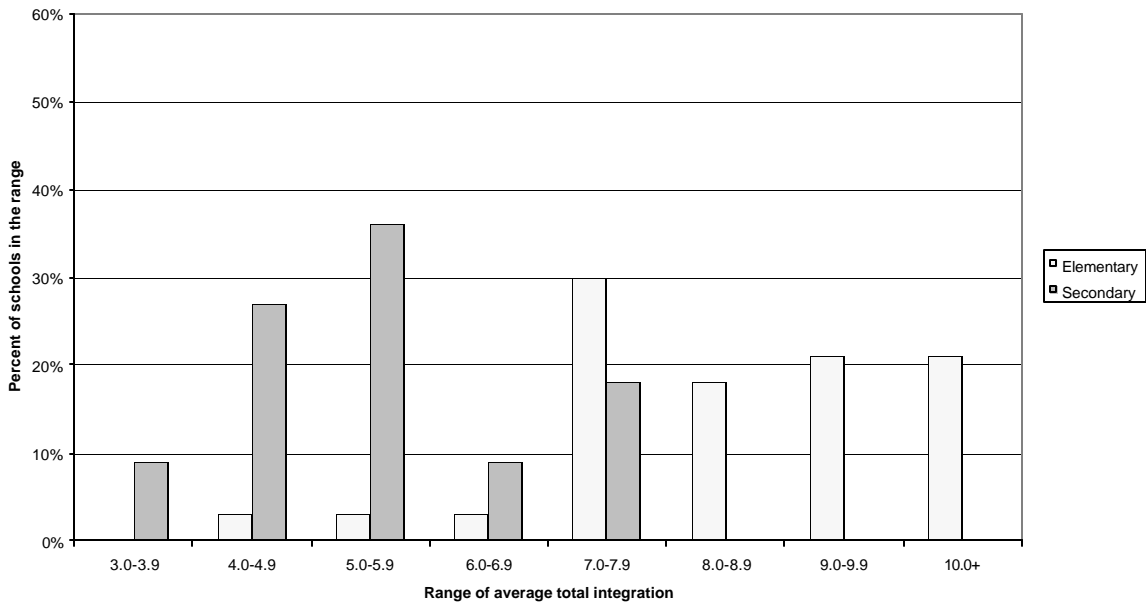
Individual schools also vary in the considerably in the extent teachers are integrating the arts (See Figure 1). Among elementary schools the average Total Arts Integration score ranges from 4.8 to 11.7, indicating that in the most active elementary school the average

⁵ From this point on, our percentages are based on the subgroup of teachers who reported they had integrated the arts during the current school year, not all teachers who completed the survey. Teachers who did not integrate the arts at all were instructed to skip to a later section of the survey. This reduces the number of teachers by 14%, from 1142 to 985.

⁶ On a t-test of independent samples the probability was less than .0001 that this difference would be caused by chance.

teacher was likely to be integrating three disciplines with the arts “a lot” and doing “very little” arts integration in a fourth discipline. In comparison, the average score in secondary schools ranges from 3.9 to 7.4, with an average teacher in the most active school likely to be integrating the arts “a lot” in two disciplines. The score differences among elementary schools and among secondary schools reflect the fact that at the start of the project some schools had more experience than others with integrating the arts and working with arts partners.

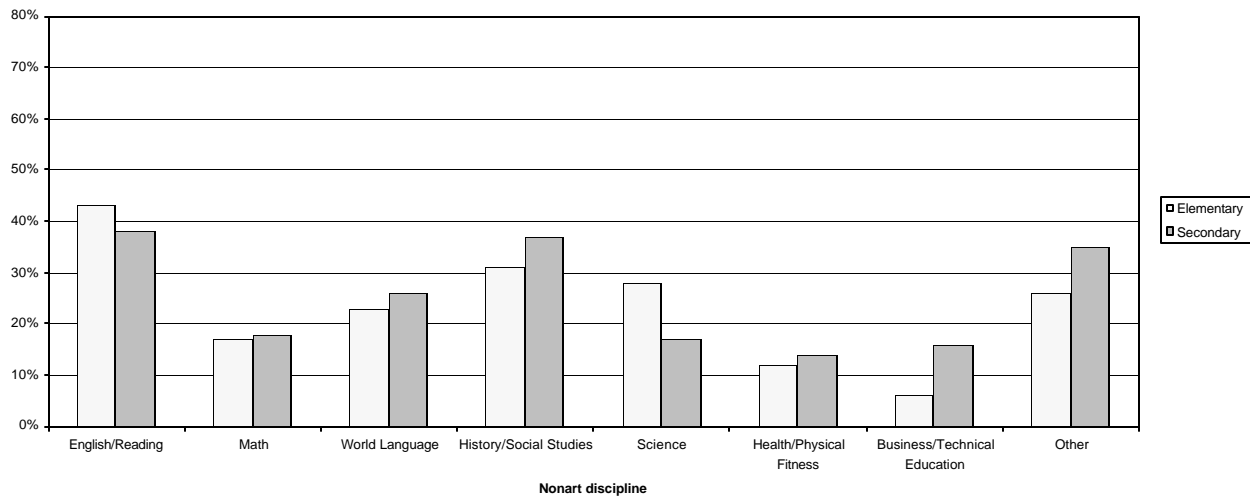
Figure 1. Average Total Ingegration for elementary and secondary schools



Which disciplines are being integrated?

In addition to the percentage of teachers reporting they integrate the arts generally, a second indicator of program implementation is *how much* teachers report integrating the arts in specific disciplines. As an indicator of arts integration in specific academic disciplines, we use the proportion of teachers reporting they integrate the arts “a lot” in a subject area.

Figure 2. Percent of teachers reporting "a lot" of integration



The area of English/Reading is most often the focus of arts integration. Forty-three percent of the elementary teachers who teach English/Reading, and said they integrated the arts reported integrating “a lot” in this discipline. The rate for secondary English/Reading teachers is slightly lower at 38% (See Figure 2). At the elementary level, History/Social Studies and Science were the disciplines next most often integrated with the arts; 31% and 28% of the teachers reported integrating arts with these subjects, respectively. In secondary schools, History/Social Studies was the second most frequent focus of arts integration with over a third of the teachers (37%) reporting they integrated the arts “a lot” in this area.

In comparison to the previous year, more elementary teachers reported integrating the arts “a lot” in every discipline except English/Reading, where the proportion dropped a bit from 47% to 43% (See Table 1). Because the survey items are a somewhat imprecise measure of how much teachers integrate the arts, however, small changes such as this should be interpreted cautiously. Instead of an actual change in how much teachers integrate, the rate change may just reflect variation in how teachers interpret the response choices of “a lot” or “some” from year to year. The largest shift occurred in science where the percent of teachers reporting they integrate the arts “a lot” in their science instruction rose from 20% to 28%.

At the secondary level, the most notable change was a drop from 52% to 38% in the proportion of English/Reading teachers who integrated the arts and reported they integrated their English/Reading instruction “a lot.” Levels of integration remained stable in all other disciplines.

Table 1. Change in percent of teachers integrating the arts “a lot” in specific disciplines from 1999-2000 to 2000-2001

	Elementary Level	Secondary Level
English	-4%	-14%
Math	+5%	-1%
World Language	+7%	-2%
History	+8%	-1%
Science	+8%	-2%

How much professional development about integrating the arts did teachers receive?

Ten percent of the teachers reported that they received “a lot” of professional development this year related to integrating the arts into non-arts areas of the curriculum. As shown in Table 2, another 42% received “some” professional development in this area, a likely reflection of the professional development opportunities provided by the project.

Table 2. Amount of professional development for integrating the arts into *non-arts areas*

None	Very Little	Some	A lot
25%	23%	42%	10%

Similar to last year’s survey, teachers who report having an arts partner reported significantly more professional development than those who did not⁷. Having an arts partner provides professional development through the relationship; it is a direct form of classroom-based teacher development, sometimes called job-embedded professional development, which research shows to be the most effective form of teachers professional development. Having a partner may also stimulate teachers to seek out other development opportunities.

Elementary teachers reported receiving significantly more professional development than secondary teachers⁸, mirroring the results from previous years. This is likely to be caused, in part, by the higher proportion of elementary teachers who have arts partners (as will be shown later in this report).

Responses regarding professional development for the entire group of respondents, not just those teachers that integrated the arts, may be found in Appendix B. As may be expected, these rates are slightly lower.

⁷ On a t-test of independent samples the probability was less than .0001 that this difference would be caused by chance.

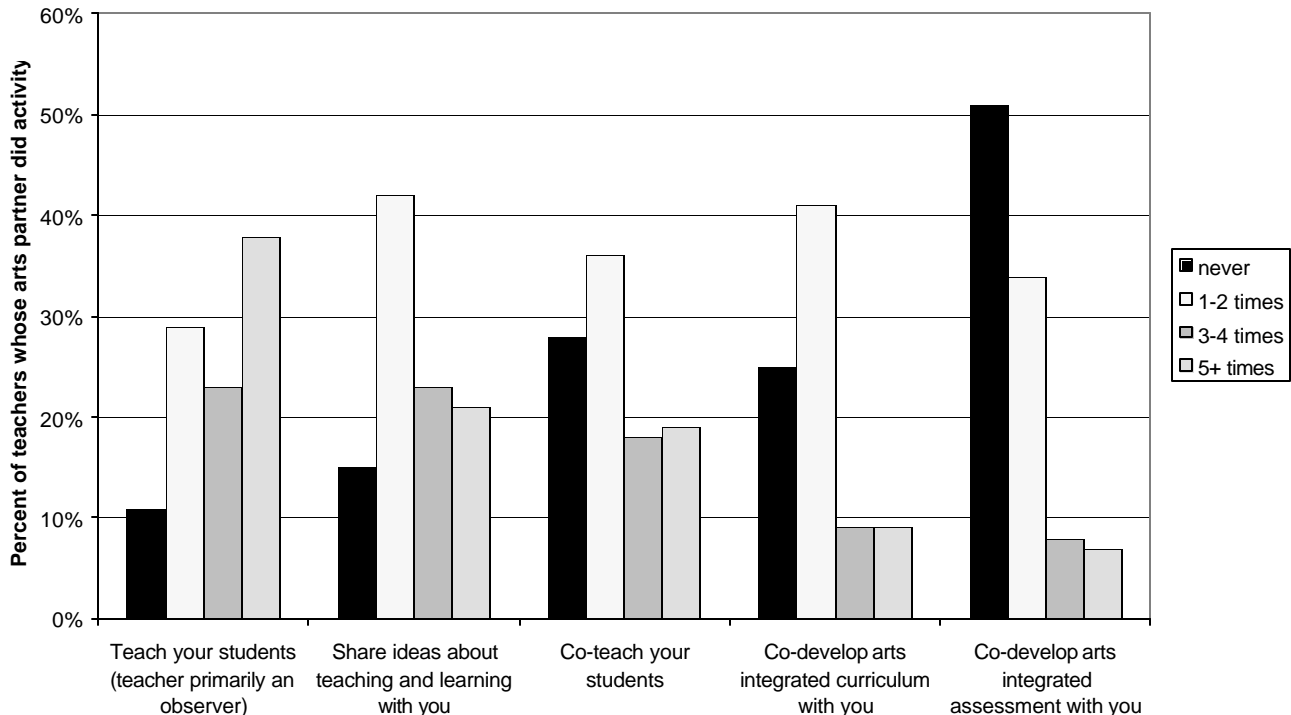
⁸ On a t-test of independent samples the probability was less than .0001 that this difference would be caused by chance.

What do teachers and arts partners do together to integrate the arts?

Just over half of the teachers (58%) that integrated the arts this year said they worked with an arts partner, an increase of 12% from the previous year. Overall, teachers were very positive about their experiences working with an arts partner; 93% rated their experiences as either “good” or “excellent.” Again this year, elementary teachers were more likely to have arts partners than secondary teachers (62% and 46%, respectively). However, this is an interesting change from the previous year, where 73% of elementary teachers reported having an arts partner compared to only 27% of secondary teachers. We are uncertain about what accounts for this change in the use of arts partners. One possibility is that in an effort to enhance the likelihood of sustaining this arts initiative over time, elementary schools have increased their use of arts education specialists, rather than using persons from outside the school, to accomplish arts integration. Also, there may be less confusion about the definition of an arts partner.

Arts partners did a variety of activities as part of their collaboration with classroom teachers. As shown in Figure 3, they were more likely to provide instruction for students than to collaborate with the teacher. This is not unexpected because collaborating with the teacher to co-develop curriculum or assessment, or to share ideas about teaching are more complex tasks that require more time. The lower frequency of co-development relative to providing instruction could also reflect the reality that teachers and artists develop multiple activities in a single planning session

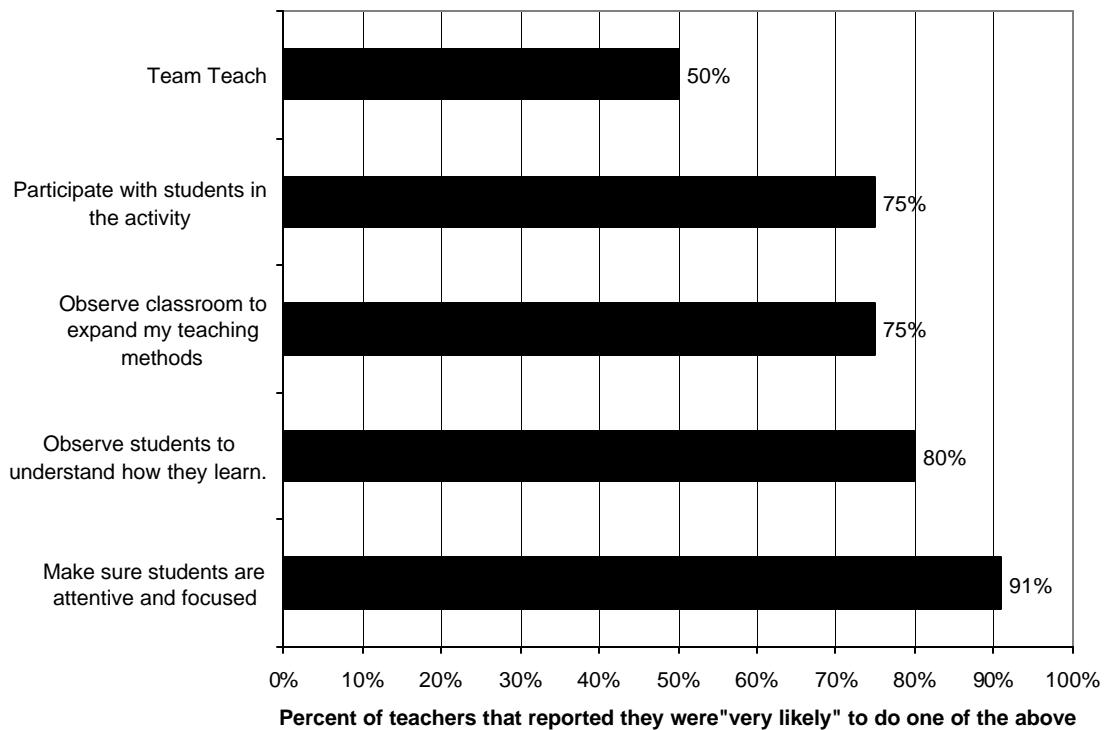
Figure 3. Art Partner Activities



Compared to the survey responses collected during the second year of the program, there appears to be more in-depth involvement between teachers and arts partners in the third year. In the second year of the program, 25% of the teachers responded that their arts partner “never” shared ideas about teaching and learning with them, compared to 15% that chose this option in the third year, a change from 75% to 85% of teachers that indicated that their partners did this one or more times. A similar result was found for the question regarding co-development of arts curriculum, where 31% of teachers in the second year indicated that they “never” did this with their arts partner compared to 25% in the third year, reflecting a change from 69% to 75% of the teachers that indicated they did this one or more times with their arts partner. There has not been a change in the percentage of teachers and artists that co-develop arts integrated assessments between years 2 and 3 of the project. As mentioned earlier, this may reflect the complexity of this task or a lack of time for developing an assessment.

We were also curious about the roles teachers play when the arts partner is working in their classroom. Ideally, the teacher and artist would be team teaching; 50% of the teachers reported this was the case for them. However, teachers were more likely to do other activities, such as making sure students are attentive and focused, observing their students to understand how they learn, and participating in the activity with their students (See Figure 4). Overall the results indicate that even if they weren’t team teaching, the majority of teachers were participating in ways that would increase their knowledge of their students or make the activity go smoothly.

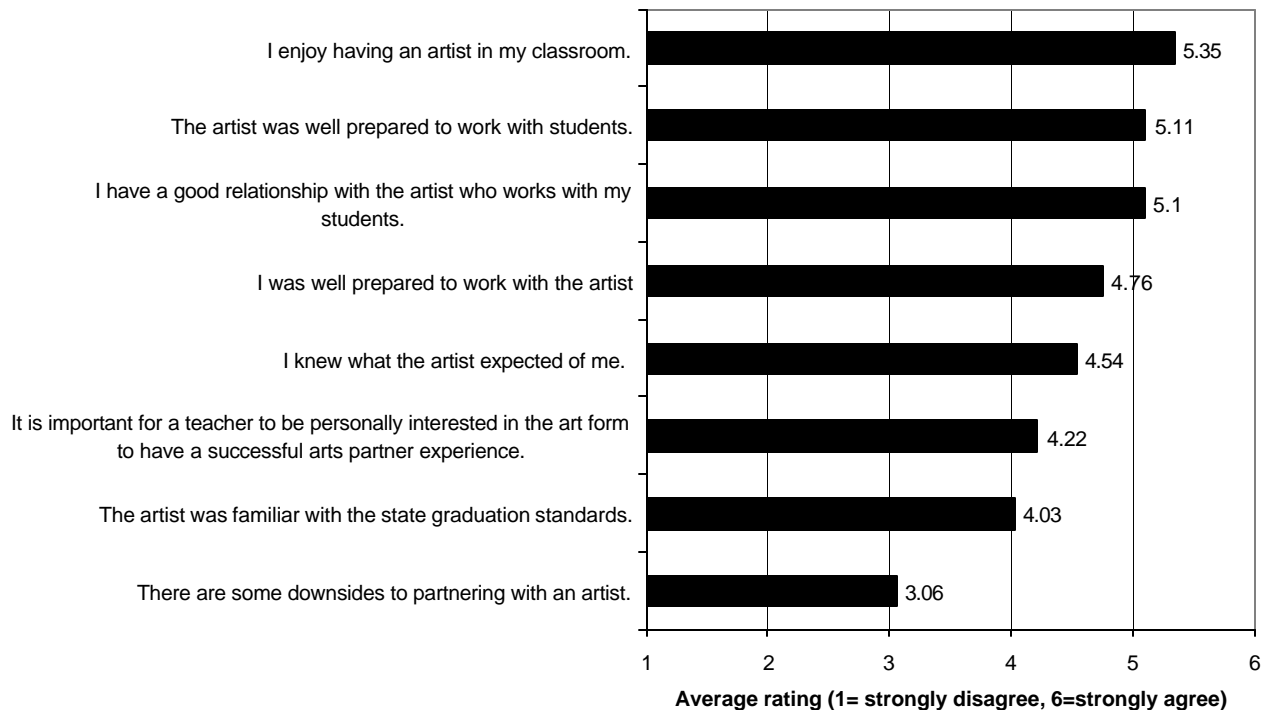
Figure 4. Teacher roles when partner is in the classroom



Four questions from the year 3 survey were similar to those asked during the second year of the program. In the survey from the second year, only 43% of teachers indicated they were “very likely” to make sure their students are attentive and focused while an arts partner is in their classroom, a change of 48%. In addition, teachers in the third year reported that they were more likely to participate with students in the activity (75% vs. 67%), observe the classroom to expand their own teaching methods (75% vs. 61%), and observe students to understand how they learn (80% vs. 67%) than teachers that responded to the survey in the second year of the program.

Teacher satisfaction with their arts partnership experiences was high. Figure 6 shows teacher agreement with statements about several aspects of the partnership experience. On a scale from 1 to 6, where 1 indicates “strongly disagree” and 6 indicates “strongly agree”, the average rating for the statement “I enjoy having artists in my classroom” was 5.35. Teachers also gave high ratings to how well prepared the artists were to work with students and their own relationship with the artists.

Figure 5. Satisfaction with the partnering experience



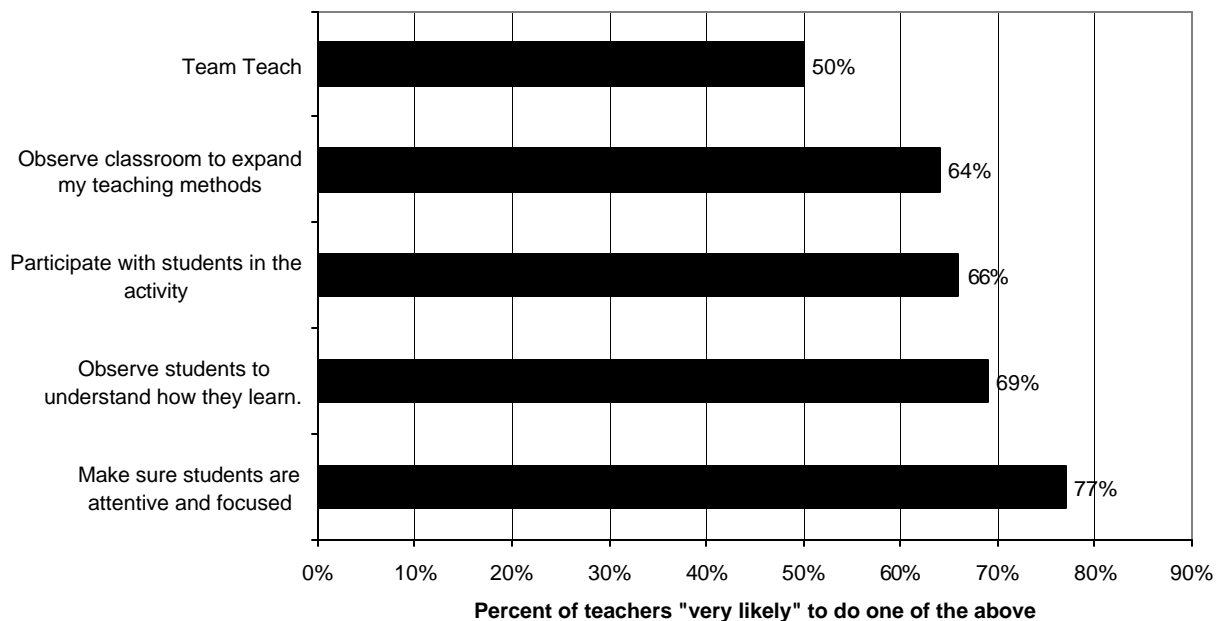
Teachers showed some disagreement about whether there was a downside to partnering with an artist, perhaps reflecting their overall satisfaction with the partnering relationship. Teachers also felt it was important for a teacher to be personally interested in the art form to have a successful partnership experience. This has implications for future partnerships, matching teachers to art forms and preparing teachers that there will be some downsides even if overall the experience is good.

Arts Specialist Teachers as Arts Partners

In addition to artists or arts organizations, arts specialist teachers on staff in AAA school are also often involved in arts integration in the classroom. Over half of the elementary teachers reported working with an arts specialist to integrate the arts during the past year. The rate for secondary schools was a bit lower at 42%.

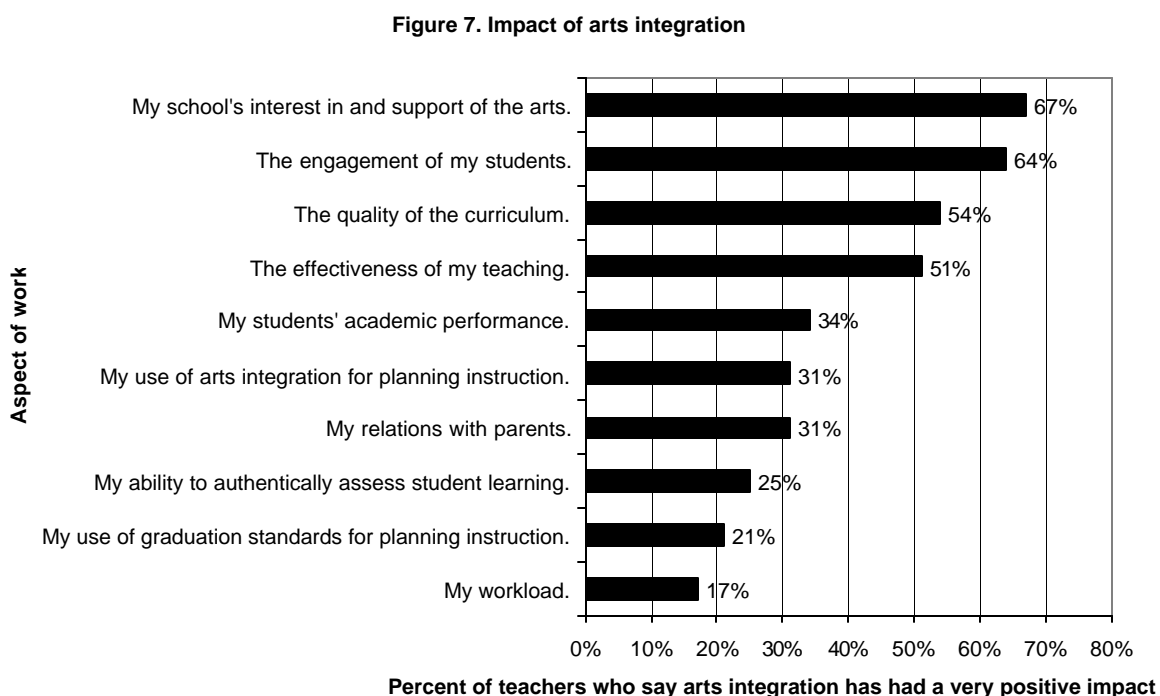
As we did for external arts partners, we also examined the role of the classroom teacher when working with arts education specialists to integrate the arts. Similar to teacher responses regarding their activities when an arts partner is in the classroom, 50% of teachers indicated that they were “very likely” to team teach with an arts education specialist. However, fewer teachers reported they were “very likely” to participate with students in the activity, observe the classroom to expand teaching methods, observe students to understand how they learn, and make sure students are attentive and focused when an arts education specialist rather than an arts partner is in the classroom. One explanation for these differences may be that “team teaching” means something different when the arts partner is an arts specialist instead of an external artist. Because arts specialists are typically working with students when the classroom teacher has a preparation period, it may be more difficult for the teacher and arts specialist to be in the classroom teaching together. Their teaming may instead reflect co-planning to help students see connections between the lessons they are teaching individually. If this is true, there are mixed implications. While partnering with a specialist already on staff may be more easily sustained because no additional funds are required, the impact on the practice of classroom teachers may be lessened because they are not in the classroom when their students are learning in the arts and therefore aren’t as likely to receive benefits of co-teaching, and reflecting, and job-embedded staff development.

Figure 6. Teacher roles when an arts specialist is in the in the classroom



What is the impact of integrating the arts?

In general, teachers responded that arts integration had a positive impact on their work and their school. Figure 7 shows the percent of the staff that reported a “very positive” impact for aspects of their work.



The impact was seen as most positive in terms of the school’s interest in and support of the arts and the engagement of students in the classroom. Other areas positively affected were the quality of the curriculum and the effectiveness of their teaching. Teachers were not as positive about the impact of arts integration on student achievement, relations with parents, authentic assessment, use of graduation standards to plan instruction, and their workload.

These items have been included in the survey given each year of the program. Interestingly, responses from the third year of the survey are either unchanged or actually less positive than teacher responses collected in the first year of the program. Items showing a decrease in the percentage of teachers who thought that arts integration had a “slightly positive” or “very positive” impact were: the effectiveness of my teaching (100% vs. 88%); the quality of the curriculum (98% vs. 81%); my workload (56% vs. 40%); my student’s academic performance (96% vs. 84%); my relations with parents (97% vs. 60%); my use of graduation standards for planning instruction (88.6% vs. 57%); my use of arts integration for planning instruction (94% vs. 72%); and my ability to authentically assess student learning (93% vs. 68%). Responses to items regarding the impact of arts integration on student engagement with learning and the school’s interest in and support of the arts were essentially unchanged (99% vs. 94%, 98% vs. 93%,

respectively). One possibility for these results is that teacher responses in the first year were so overwhelmingly positive (often over 95% indicating a “slightly positive” or “very positive” impact) that there is little room for improvement. Also, responses from the first year may reflect teachers’ excitement about a new initiative, rather than their actual experience with arts integration; therefore, responses from the third year may be more realistic given that they based on greater experience with arts integration.

Appendix A

The *Estimated Number of Licensed Teaching Staff* was calculated from staff lists obtained from each school. Researchers at CAREI went through each staff list and counted the number of individuals at each site that appeared to be a licensed teacher and may be involved in the instruction of students. The *Total Number of Responses from Each Site* reflects the number of surveys that were completed by staff members at a particular school. We determined the *Actual Number of Responses from Teachers* from responses to survey items that indicated these individuals were involved in the actual instruction of students in the classroom.

The *Response Rate* was calculated using the *Actual Number of Responses from Teachers* and the *Estimated Number of Licensed Teaching Staff*. It is very likely that we have *overestimated* the number of teachers at each site (using an estimated number of licensed teachers obtained from staff lists) and therefore, the response rate reported here *underestimates* the overall percentage of teachers at each school that completed the survey. It is difficult to determine the number of individuals at a site that are involved in the instruction of students from a staff list for a variety of reasons (e.g., full vs. part-time teachers, specialists that travel between buildings, the role and function of special education teachers at each site, vague descriptions of staff members' titles/roles on the staff list).

Survey Response Rates By Site:

School	Estimated Number of Licensed Teaching Staff	Total Responses from each site	Actual Number of Responses from Teachers	Response Rate
Anderson Open	68	40	35	51%
Anthony	49	48	43	88%
Armatage	36	36	29	81%
Bancroft	38	45	34	89%
Banneker	47	20	16	34%
Barton Open	37	21	19	51%
Brookside	22	12	5	23%
Connection Center	18	18	15	83%
Dowling UELC	35	17	12	34%
Field	30	24	22	73%
Four Winds	37	23	18	49%
Interdistrict Downtown	31	24	21	68%
Jefferson	56	45	34	61%
Kenny	32	28	23	72%

School	Estimated Number of Licensed Teaching Staff	Total Responses from each site	Actual Number of Responses from Teachers	Response Rate
Kenwood	33	26	18	55%
Lake Harriet Lower & Upper	67	43	32	48%
Lucy Laney	44	44	22	50%
Longfellow	26	19	17	65%
Loring	37	29	24	65%
Lyndale	43	22	19	44%
Marcy Open	36	33	27	75%
Mill City	14	9	8	57%
North	75	54	46	61%
Northrup UELC	22	14	12	55%
Olson	40	33	32	80%
Putnam	22	22	18	82%
Ramsey Fine Arts	54	60	51	94%
Sanford	42	43	39	93%
Sheridan	66	45	39	59%
South	105	73	67	64%
Southwest	107	52	51	48%
Sullivan	66	60	44	67%
Tuttle	31	21	17	55%
Waite Park	31	28	20	65%
Washburn	82	65	57	70%
Webster Open	70	56	43	61%
West Central Academy	48	41	31	65%
Whittier	40	31	24	60%
Willard MST	44	30	23	52%
Windom	35	25	21	60%
WOC	16	16	14	88%

*Burroughs, Hall, and Folwell did not complete the survey in time for this report.

Appendix B

The rates of professional development for the entire group of respondents (N = 1369), not just those who reported integrating the arts, may be found in Table 2.

Table 2: Professional Development

Amount of professional development for integrating the arts into *non-arts areas*

None	Very Little	Some	A lot
34%	23%	36%	8%