

**DIRECTIONS AND DEFINITIONS FOR
2011 New Jersey Visual and Performing Arts Education Census
FINAL**

STATEMENT OF PURPOSE

As part of the New Jersey Department of Education’s plans to survey all core curriculum content areas not included in the statewide assessment program, we are conducting the New Jersey Visual and Performing Arts Survey. The Visual and Performing Arts Education Survey is part of a broader New Jersey Arts Education Census Project, a partnership among the New Jersey Department of Education, the New Jersey State Council on the Arts, the Geraldine R. Dodge Foundation, New Jersey Arts Education Partnership, Artpride New Jersey and Quadrant Arts Education Research. This partnership will provide schools, policy makers, and community leaders with an analysis of arts education while at the same time *providing schools and communities with tools and resources to strengthen student learning in the arts.*

Results of this survey will be previewed in the fall of 2011 with a final report presented in spring 2012. These results will help the New Jersey State Department of Education and New Jersey’s education stakeholders understand the impact of the New Jersey Core Curriculum Content Standards in the Arts on school programs, the level of student involvement with the arts, and how to align resources to areas of need.

General Instructions

The New Jersey Department of Education suggests the following steps to make its completion easy and efficient.

1. Print and review the Survey and these Directions, and begin to gather data. We have found it is easier to use the print version of the survey to gather your information. Gathering all the requested information may require assistance and preparation before entering the data online. It is recommended that your arts teachers be engaged in the process of information gathering. Your district- or school- level arts coordinator and business administrator may also be good sources of information.
2. All schools are required to submit a completed Survey **online**. On February 1, 2011, each school will be sent an e-mail message with a link to the online survey. To enter the survey data into the online system you will need to know your 9 digit COUNTY, DISTRICT SCHOOL IDENTIFICATION NUMBER assigned by the state. Each school should designate the person responsible for data entry. If you are a principal who has responsibility for multiple schools that have different New Jersey Department of Education identification numbers you must enter information for each school separately.

The online survey will be open for data entry February 1, 2011 – February 28, 2011. Data entry may occur over multiple sessions. Once data is entered on a page **the data will be saved ONLY once you push the “arrow” to move to the next page**. Leaving an entry page without hitting the “arrow” button will result in the loss of any data entered on that page during that session. Information may be corrected or changed until the user has finalized the data. Once finalized, the data entry screen will no longer be available.

3. Finalize your data by February 28, 2011. Once all information has been entered you will see the New Jersey Visual and Performing Arts Education Survey Fax Back Certification Form page. Select the “update” button, print out the page for principal’s signature and select the “exit” button. Fax or mail the signed Certification Form to the New Jersey Department of Education as directed on the form. Completed forms are due to department by February 28, 2011, 2011. The fax number is (609) 943-4752.
4. Save the notes you used to complete the data entry for your records. This will aid in any follow-up that may be needed for data verification and/or clean up.
5. If you have questions or need assistance, please call Dale Schmid, State Program Administrator, at 609-984-6308 or via email at dale.schmid@doe.state.nj.us.

Directions

Definitions for *italicized* terms in these Directions are provided in the “Definitions” section at the end of this document. We’ve provided additional instruction here for some questions where further elaboration seemed necessary.

SECTION 1: Quantitative Data (for School Year 2010-2011)

Question 1A) Arts Classes/Courses

1A1 - The total number of classes offered in **EACH** *arts* area. Do not include non-arts *courses* that have an arts component. Do not include extra-curricular courses. Count all classes that meet at least the equivalent of 36 days during the year (an average of once per week) and receive academic credit. Count each class and section of a class as a separate course.

- For example, if there are four different 3rd grade classrooms that meet separately for art instruction or two high school choruses that meet at different times, count each as a separate course.
- A K-5 elementary school in which there are three classrooms per grade would have [(6 grade levels) x (3 classes per grade) =] 18 courses; if it also had two chorus classes and one band, the total would be 21 courses.

1A3 - Only count courses focused on *instruction in the arts area*. It is suggested that schools use their class rosters to determine their non-duplicated count of students for each arts area.

1A4 – Example: A student enrolled in music and art would be counted only once. This is not a count by discipline. This is a count of anyone enrolled in one or more arts courses.

1A5 - This is a non-duplicated count. Decimals may be used.

- Example: If there is 1 full time music teacher and 1 half-time music teacher you would report 1.5 music teachers.

Question 1B) Course Offerings - Select an Offering Code to indicate, by grade level and arts area, the type of instructor teaching the arts course. Enter the appropriate code for the course(s). If more than one code applies for the courses, select the code that reflects the most common situation.

Question 1C) Time Provided for Arts Instruction – Enter the total number of **hours per year** arts instruction is **received by ALL students** at each grade level during the 2010-2011 school year. This question can only be answered for grades K through 8.

- If, for example, all 5th grade students study music 60 minutes per week, and school meets for 36 weeks per year, then students receive 36 hours per year of instruction, so enter “36” in the music row under Grade 5.
- If ALL 4th grade students receive 18 weeks (90 class sessions) of visual art instruction for 45 minutes per day, then the total is $[(90 \times 45) \div 60] = 67.5$ hours per year, so round up to “68” and enter that number in the music row under Grade 4. If visual art instruction is an elective in 4th grade, and only some students study visual arts, do not count those hours, and enter a “0”.
- If students receive some of their art or music from a certified Arts specialist and some from their classroom teacher, report a total that includes both.

Question 1D) Course Enrollment Offerings - Indicate in the left column next to each description the total enrollment for the 2010-2011 school year in all curricular *classes* in your school that fit that description. In the right column, indicate the total enrollment of students participating in *Extra Curricular Activities* (including after-school programs) that fit the course description.

- Use the *General Dance, General Music, General Theater, and General Art*, categories for enrollments in broad courses in which students learn elements of several of the specific course descriptions. Most required elementary and middle school Arts courses will belong in the General category.
- For courses such as design and graphic/computer art that may also be taught by technology education staff, only count courses that are taught by art teachers and/or provide visual arts credit.
- If your school offers a course or activity that is not listed, report the course in the “Other” category within the appropriate arts area or in Question 1E and please describe the course or activity in the space provided.
- After school activities such as Jazz or Marching Band would be counted as curricular if it is part of a course for which the student receives credit for participation.

Question 1E) Additional Enrollment Information/Other Offerings - Use the check box in the first column to indicate whether the course is offered. Use the check box in the second column to indicate whether the course is offered for arts credit. Use the third check box to indicate if the course is taught by a certified arts specialist. Use the input field in the last column to indicate the number of students enrolled in the course.

Please Note: It is important to include the student enrollment in a course regardless of the discipline/department assigned by the school.

Section 2: POLICIES

Question 2A) Grade Weighting - Select “yes” if your high school weights Arts *courses* equally to other academic courses, Select “no” if your high school uses a variable or tracked weighting system that awards fewer points for grades in Arts courses than for grades in other academic courses.

Section 3: FACILITIES AND RESOURCES

Question 3C1 and 3C2) School Funding - Enter the amount budgeted for the school to use for arts education materials and programs for the current school year. **DO NOT INCLUDE TEACHER SALARIES, CAPITAL EXPENSES, NON-DISTRICT FUNDS OR ONE-TIME EXPENDITURES**

For 3C1 Report the TOTAL amount budgeted for ALL four arts disciplines

For 3C2 Report the amount budgeted for EACH of the four disciplines listed. This amount may be found by adding together several amounts found in the curricular support budget line items at the school or district level. Most of this information is drawn from budget preparations. The district level *arts coordinator* and/or business administrator may also be of assistance in documenting this information.

NOTE: Suggested budget lines for review (but not limited to) are:

- 610 - Supplies
- 512 - Transportation
- 731 - Instructional Equipment
- 420 - Maintenance
- 580 - Professional Development
- 640 - Text Books

Question 3D2) Additional Funding – If your answer to 3D is yes, please select the source from the list provided.

- This area would include funds from booster groups or PTO for curricular programs.
Example – An elementary school PTO provided funds for the school to purchase a keyboard lab for use with the general music program.
- This area would include funds from booster groups, PTO’s, student fundraising or grants used to support extra curricular programs (after school art program, uniforms, etc)
Example – The school received a grant to provide an after school arts enrichment program.
Example – The Music Booster Association provided funding for the concert band trip to compete in a music festival in Boston.
- For “earned income”, such as ticket sales, select the “other” check box and list the activity in the dialog box.

Section 4: Instructional Support and Professional Development

Question 4A) Supplemental Arts Instruction - Many schools use other types of trained staff to supplement instruction by licensed arts specialists mandated by state statutes and rules. Indicate which, if any, of the listed types of staff are used to supplement instruction in your school on a systematic basis over time in each Arts area.

New Jersey Visual and Performing Arts Education Survey Fax Back Certification Form

Select the “submit” button, print out the page for principal’s signature and select the “exit” button. Please fax or mail the Certification Form with the Principal’s signature to the New Jersey Department of Education by **February 28, 2011**.

NDOE Fax Number: (609) 943-4752

Mailing Address

New Jersey State Department of Education
 100 Riverview Plaza, PO Box 500
 Trenton, NJ 08625-0500
 Attn: Dale Schmid
 Email: dale.schmid@doe.state.nj.us

Definitions
The New Jersey Visual and Performing Arts Education Survey

Art: Same as Visual Arts (see definition below)

Artist-in-Residence: A visual, literary, media or performing artist or folklorist — sometimes called “Artist-in-Education” — who works with the same group(s) of students over an extended period (multiple sessions over a period of weeks) to provide *instruction in the Arts area*, in collaboration with specialists or classroom teachers

Arts: Refers to teaching and learning in all arts disciplines: dance, music, theater and visual arts.

Arts Coordinator: An education professional at the school or district level, whose duties are to oversee the arts curriculum and arts staff in the school or district. This may be a full-time or part-time position, and may be in combination with teaching or curriculum coordination in other content areas.

Course: A formal, curricular class. Typically courses are offered during the school day, and are guided by a written curriculum. Arts courses are usually graded in the same way as courses in other subjects, and at the high school level offer credit toward graduation. At the elementary level, a course is one classroom that meets separately for study of an Arts area, such as Mrs. Jones’ 3rd grade class, regardless of how often it receives instruction. In contrast, see the definition of *Extra Curricular Activity*.

Creative Writing: An instructional program that helps students learn to create and respond with written and spoken language. May also be referred to as *Literary Arts*. Works in literary arts, including poetry, prose, and playwrighting, differ from other written texts in depth of meaning, passion and resonance; the ability to cross time and cultures; and, most importantly, the capacity to evoke emotional response. Students use the elements—plot, character, setting, theme, point of view, conflict, and imagery—not only to create but also to analyze and make meaning of literary works of art. Teachers are encouraged to apply standards frameworks from other sources to focus and improve literary arts curriculum instruction. Literary Arts courses may be entered in Section 1E of the Survey.

Dance: An instructional program that helps students learn to create, perform and respond to dances from a various historical periods and diverse cultures leading to deep understanding of dance as an aesthetically based art form and means of communication. When studying dance as a discrete art form, students work toward mastering body movement skills and the processes of creation, performance and response. Dance instruction may be provided across a variety of genres, including ballet, modern, jazz, and world dance, and depending on grade level, may include instruction in motor skills acquisition, choreography and dance production, dance history, aesthetics and criticism. At some levels Dance may be a component of a Physical Education, taught by a teacher in one of those areas.

Dedicated Classroom: Among other features, dedicated rooms designed for visual arts instruction include sinks and storage space; dedicated theater rooms provide control of lighting and set; dedicated music rooms offer acoustical treatment and storage; dedicated dance rooms include adequate “sprung” (flexible) floor space, mirrored walls, and music

listening capability; dedicated media arts rooms contain computers with a range of graphic editing software and associated equipment such as cameras. While being a dedicated Arts classroom does not preclude the room from being used for other courses or purposes, the classroom's primary function should be the teaching of the Arts area.

Extra Curricular Activity: An offering which, in contrast to a *course*, typically lacks a written curriculum, is un-graded, offers no credit toward graduation, and is offered outside the regular school day. To be reported, an Activity should meet multiple times over a period of weeks.

General Dance/Music/Theater/Visual Arts: A broad course for the general student, in which students study a variety of aspects of the stated art form. At the elementary and middle school levels, this tends to be the course required of all students; at the high school, it may be an introductory course that is a prerequisite for other, more specialized courses.

Instruction in the Arts area: Only count instruction that fosters learning in the Arts discipline, and not instruction that uses the art form primarily to teach other subjects. Generally, instruction in an Arts area should improve students' mastery of the understandings and skills outlined in the definition for that Arts area (see *Dance, Music, Theater, and Visual Arts*).

Multipurpose Classroom: A classroom used for a variety of instructional purposes (in addition to arts instruction) appropriately equipped for instruction in the arts

Music: An instructional program that helps students learn to create, perform, and respond to music from a variety of social, historical, political and global contexts leading to deeper appreciation/understanding of music as an art form and means of communication. Music performance studies include vocal and instrumental instruction. Music classes typically foster appreciation by developing an understanding of music theory, criticism, and the historical development of music in various cultures; and may include studies in music improvisation, arrangement, and composition.

Relevant Arts Training or Experience: Only count staff with substantial coursework or experience at the college or professional level. For college coursework to be considered substantial, it should include courses beyond the basic or introductory level.

Teacher certified in Arts area: A teacher who holds current certification in dance, music, theater or visual art.

Theater: An instructional program that helps students learn to create, perform, and respond to dramatic works for the stage or screen from a variety social, historical, and political contexts. Typically, this includes instruction in acting, vocal production and movement for the actor, scriptwriting, analysis and critique of dramatic literature, principles (and practice) of organizing and producing plays, technical theater, and theatrical design. In both process and performance it is a collaborative, artistic expression encompassing the elements of plot, theme, character, language, sound and spectacle.

Visual Arts: An instructional program that helps students learn to create original, quality art works in a variety of media, as well as learn to respond to and interpret art from a variety of cultures and historical eras. Study in visual art develops creative and critical thinking, leads to the understanding of visual art as a means of personal expression or communication, and helps students develop a visual vocabulary often based in the elements and principles of design. Specific areas of study may include drawing, painting, print-making, sculpture, installation, mixed-media, and environmental art. Crafts traditionally serving utilitarian purposes such as ceramics, jewelry or fiber art may also be including among visual arts courses. Animation, still photography, and media arts courses may be included within Visual Arts if there is not a separate Media Arts Program.