



Regional Arts & Culture Council

# Arts Education Spring 2022 Survey

## Summary of Results

Submitted

April 21, 2022



Chari Smith, President/Founder  
9220 SW Barbur Blvd., Suite 119-42  
Portland, OR 97219  
Ph: 503-246-1412  
E: [chari@evaluationintoaction.com](mailto:chari@evaluationintoaction.com)  
[www.evaluationintoaction.com](http://www.evaluationintoaction.com)

## Contents

Summary	2
Survey Results	7
Appendix: Responses to Open-Ended Questions	19

## Summary

In March 2022, RACC conducted a survey of arts educators throughout the region for the purpose of learning from them directly about the climate of arts education and their current needs in order to inform the types of support RACC can provide and offer insight that can be shared with policymakers as RACC advocates for arts education.

On March 7, 2022, 293 arts educators were invited to complete the survey online by March 18. A total of 92 responses were received, yielding a response rate of 31%. In advance of new plans to advocate for arts education at all grade levels, RACC extended the survey invitation to arts educators teaching to grades K-12, rather than only those who teach grades K-5 and receive Arts Education Access Income Tax (AEAF) funding. Of those who took the survey, teachers of visual arts (49%), and music (37%) made up the majority, followed by teachers of theater (9%) and dance (5%). Most are employed full time (85%) and teach only their primary arts discipline.

### Financial Needs

Budgets are always a concern for schools, so RACC asked educators some specific questions to understand the challenges they face. Nearly all (91%) arts educators who responded to the survey reported that they spent out-of-pocket funds for supplies or equipment for their classrooms for which they did not get reimbursed. Amounts centered around a range of \$1 to \$500. In order to help meet budgetary shortfalls for their students, 21% applied for grants to support their programs while 26% looked to social platforms to raise funds. As one educator commented, “Some of this I've gotten smarter about (asking for supply donations from parents) but I'm always paying out of pocket for supplies.”

### Professional Development Needs

When asked about professional development needs, the top 3 requested categories were: content-specific workshops (67%), opportunities to learn with an artist (48%), and collaborative workshops with an arts partner (47%). Some topic suggestions include yoga, dance, Orff, standards-based grading, and world art and culture class. Preferences reflected in-person or hybrid formats offered at regular intervals throughout the year on designated district professional development days in half- or full-day sessions. As one participant stated, “At this time I would appreciate being able to do this over Meets or Zoom because I have a family member that is in ill health and Covid would be very problematic.”

Most arts educators (68%) noted that it was at least somewhat or more important that CEU credit be offered by RACC when providing professional development opportunities. Some general comments regarding professional development illustrate the wide range of needs:

“Oftentimes there simply isn't time to take advantage of professional development, or my mental state can't handle one more thing.”

“I love professional development, if it can work within our varied schedules.”

“The learning styles and abilities have changed drastically over the past two years. I need ideas and methods to best deliver instruction to students who have very little attention spans and are behind academically.”

## School Climate

During the last two years, schools have experienced unprecedented challenges that have impacted both staff and students. Most arts educators (68%) report that student behavior has worsened. Over half of all comments reflected that social and emotional aspects of student behavior presented particular concerns and challenges to classroom learning upon return to in-person school. The majority of respondents (73%) also indicated a worsening of student collective trauma over the last two years. Despite these changes, they shared that they felt moderately to very safe in their schools (75%) and that most (71%) received support ranging from moderate to a great deal from their principals with respect to managing student behavior.

When asked about support from school administration for arts education, 58% of survey respondents noted that overall the level of support had mostly remained the same, but open-ended comments revealed that other challenges facing the administration at their schools took precedence over the arts.

Some specific comments related to school climate include:

“Student behavior has not gotten better as students have not had the interactions that school has provided. I have seen a definite decline in student social skills, and managing emotional needs.”

“At the K-5 level, I see that lots of social skills are missing (the ability to share, take turns, lose a game gracefully, resolve a dispute, etc.).”

## What Matters to Arts Educators Now

Oregon legislation is considering the Arts Education for All Act. Survey participants shared what they would like policy makers to know about the importance of the arts for our schools and our children. Results indicated that the areas of most importance to arts educators right now are the following. These provide insight to RACC for informing advocacy initiatives.

- The arts are a necessary and vital component of an education; not optional or something extra.
- More funding and support from schools and the community are needed.
- Equity needs to be prioritized. All students require equal access to arts education, and they do not have equal access right now.
- Arts Educators require professional standards comparable to other educators.

As summed succinctly by an arts educator on the importance of arts education in our schools: “Now more than ever, our goal should be to support and teach the whole child, instead of reducing them to a test score.”

## artlook® oregon

artlook® is a data platform that helps cities track access to the arts for students in their schools. It was launched in Portland in 2020. RACC queried arts educators in this survey to understand how and when they used this new resource. Results indicated that most educators (62%) did not know about artlook® and a smaller number (15%) knew about it but had not used it. Comments included, “No idea what this is,” and “I thought it was only a survey, not something we could use.”

Those who reported using it (8%) were asked to describe how they used it. These responses demonstrated that of those who had used it, all but one had done so for the purposes of entering data only. “I have been

the one to input data for my school the last 3 school years.” The one educator who used the resource sought to locate private teacher resources for students.

### **Next Steps**

These survey results provide valuable insights into how arts educators feel about a range of topics, from budget concerns to professional development needs. RACC may use these data to inform program planning as well as share key findings with multiple groups.

The following section of this report outlines data analysis by survey item. It provides details on topics such as survey participants’ background, professional development needs, arts legislation, and school climate. Overall, the survey offers critical data to help understand how best to support arts educators.

## Survey Results

This section presents the survey analysis by question. Open-ended responses are included for each question, except when summarized for analysis as indicated. The complete text of these responses is provided in the appendix for reference.

### 1. What primary arts discipline do you teach?

N = 92

Response	Count	Percent
Visual Arts	45	49%
Music	34	37%
Theatre	8	9%
Dance	5	5%
Other (please specify)*	3	3%
Media arts/Film	2	2%

\*Other:

- Film TV character actor, comedian
- CTE (Career and Technical Education)
- Enrichments HeadStart

### 2. Do you teach anything other than your arts discipline at your school?

N = 92

Response	Count	Percent
Yes	12	13%
No	80	87%

#### 2A. If yes, please describe what else you teach in addition to your arts discipline.

N = 12

- Freshman Leadership
- Yoga/Movement
- Study hall
- It depends on the class, but I do, recess, pretend play, weather, nap waking up... etc.
- Construction
- Walking
- 45 minutes of first grade PE/week
- I have taught Mechanical drafting and College Career explorations
- School Climate and Culture All Day Long
- Library assistant
- Music Theory
- Video Tech

**3. What is your current Full Time Equivalent (FTE) employment level?**

N = 92

Response	Count	Percent
1.0	78	85%
0.75	3	3%
0.5	8	9%
0.25	0	0%
Other*	2	2%
Did not respond	1	1%

\*Other:

- 0.5 at two schools
- 0.90

**4. How many students is your arts program responsible for teaching per year?**

N = 92

Response	Count	Percent
Less than 249	24	26%
250-299	12	13%
300-399	21	23%
400-499	18	20%
500 plus	16	17%
Did not respond	1	1%

**5. Did your current FTE change from last year?**

N = 92

Response	Count	Percent
No	70	76%
Yes, it increased	12	13%
Yes, it decreased	4	4%
Not applicable	4	4%
Other*	1	1%
Did not respond	1	1%

\*Other: I switched jobs to get 1.0 FTE

**6. How much did you spend out of pocket on supplies or equipment for your classroom that you did not get reimbursed for in 2021-2022 or were unable to write off in taxes?**

N = 92

Response	Count	Percent
0	7	8%
\$1-\$250	47	51%
\$251-\$500	22	24%
\$501-\$1,000	10	11%
\$1,001 or more	5	5%
Did not respond	1	1%

**Comments:**

- I wrote most off in taxes, but that's still money spent!
- I don't know yet. The year 2021-2022 year is not over.
- Also I was not in this job last year. I was teaching drama and music to elementary students in the Yamhill Carlton school district last year.
- In past years I have spent much more than this.
- I did apply for Donor's Choose grants though- \$300
- I have a large enough budget for my theatre department that I'm able to make sure I get reimbursed by the department.
- Have done this all 23 years I have taught
- I actually spent upwards of \$8,000
- I am a half-time classified staff member, so I am technically not a full-time employee
- Some of this I've gotten smarter about (asking for supply donations from parents) but I'm always paying out of pocket for supplies
- Mostly my fault because I lost receipts.
- Mostly in sheet music and small equipment like mics and cables.

**7. Do you use any social platforms to raise money for your classroom?**

N = 92

Response	Count	Percent
Yes	24	26%
No	67	73%
Did not respond	1	1%

**7A. If yes, what social platforms did you use to raise money?**

N = 24

Response	Count	Percent
Donors Choose	19	79%
Other*	8	33%
Go Fund Me	2	8%

*Note: Totals exceed 100% as respondents could select more than one response.*



\*Other:

- Cheddar Up
- Cleveland website
- BottleDrop
- We put our needs on social media and get donations through our ticketing platform
- Snap-Raise
- Small Grants
- Gallery shows and sales of student and teacher art.
- In-house fundraiser called Arts Dash

**8. Does your district reimburse you for any of the out-of-pocket funds you spent for your classroom supplies in a timely manner?**

N = 92

Response	Count	Percent
Yes, they reimburse me for out-of-pocket funds and it's <b>sometimes</b> timely.	38	41%
The district does not reimburse me for out-of-pocket funds.	25	27%
Yes, they reimburse me for out-of-pocket funds and it's <b>always</b> timely.	20	22%
Yes, they reimburse me for out-of-pocket funds and it's <b>never</b> timely.	5	5%
Yes, they reimburse me for out-of-pocket funds and it's <b>rarely</b> timely.	3	3%
Did not respond	1	1%

**9. Do you have someone who writes grants for your school?**

N = 92

Response	Count	Percent
Yes	14	15%
No	77	84%
Did not respond	1	1%

**9A. If yes, who writes grants for your school?**

N = 14

Response	Count	Percent
Other*	7	50%
School personnel	3	21%
Grant writer in district	2	14%
Arts education grant writer for district	2	14%
PTA/volunteer	0	0%
We hire a grant writer	0	0%

\*Other:

- Not sure / don't know (6)
- I write them myself (1)

**10. Do you apply for grants to receive specific funding for arts education?**

N = 92

Response	Count	Percent
Yes	19	21%
No	72	78%
Did not respond	1	1%

**10A. If yes, for what kinds of activities do you receive funding?**

N = 19

Response	Count	Percent
Art supplies (paper/pens/paint/canvas, costumes, uniforms)	11	58%
Art equipment (ceramic wheels, welding, kilns, stage sets)	9	47%
Registration fees to attend conferences, events, lectures pertaining to your subject matter	7	37%
Other*	7	37%
Equipment for distance/online learning (camera, microphone, tripod)	6	32%
Filed trips	5	26%
Instruments	4	21%
Computers for graphic design, animation, film	3	16%

*Note: Totals exceed 100% as respondents could select more than one response.*

\*Other:

- Culturally responsive teaching resources - magazines, books, etc.
- Infrastructure like costume storage and videography
- Any funding is specifically CTE and is only used for CTE-related classroom content
- Guest Speaker/guestartists
- CTE federal grants, Perkins.
- My PTA (Parent Teacher Association) and the District's Education Foundation as well as my music fraternity give out grants that I can use to build my program. I also received a scholarship from my music fraternity's foundation a couple of years ago to go toward the completion of my master's degree. They have some other scholarships that go toward professional development, too.
- Musical props

**11. Please share with us the types of professional development workshops you would be interested in having RACC sponsor.**

N = 92

Response	Count	Percent
Content-specific workshops/training (music, visual arts, theatre, media)	62	67%
Arts integration: learning with an artist	44	48%
Collaborative workshop with an arts partner (for example, a museum or a theatre)	43	47%
Social justice/climate justice	34	37%
Teaching/learning: classroom ideas and development	34	37%
Social/emotional learning	30	33%
Cross-curriculum collaboration (for example, music and math, or science and visual arts)	23	25%
Academic lecture by a local professor (music, fine arts, theatre, media)	16	17%
Other*	9	10%
Did not respond	9	10%

Note: Totals exceed 100% as respondents could select more than one response.

\*Other

- Software and their plugins Duik Bassel, Sapphire etc.
- Yoga or dance for kids
- Orff and Kodaly workshops in person/virtual
- Support for doing my own artwork so that I am a happier person which translates to better teaching in the classroom.
- Standards/Proficiency based grading in Music
- Observing other teachers, collaborating across buildings.
- Conferences
- World art and culture class
- Scheduling and teacher led/created professional development with other specialist.

**12. We want to understand how important it is to offer a CEU credit, and if you would still attend professional development opportunities even if CEU credit was NOT available. Please rate how important it is to you that you earn CEU credit through RACC's professional development opportunities.**

N = 92

Response	Count	Percent
It is <b>very important</b> to me that CEU credit be offered with RACC's professional development opportunities.	20	22%
It is <b>important</b> to me that CEU credit be offered with RACC's professional development opportunities.	20	22%
It is <b>somewhat</b> important to me that CEU credit be offered with RACC's professional development opportunities.	22	24%
It is <b>a little important</b> to me that CEU credit be offered with RACC's professional development opportunities.	10	11%
It is <b>not important</b> to me that CEU credit be offered with RACC's professional development opportunities.	11	12%

Did not respond	9	10%
-----------------	---	-----

**13. Do you have any professional development needs with respect to promoting equitable and inclusive education? If you don't have any, please leave this question blank.**

N = 63

Response	Count	Percent
Supporting economically disadvantaged students	40	63%
Developing culturally responsive instruction	37	59%
Identifying and supporting diverse student needs	35	56%
Creating culturally sensitive classrooms	31	49%
Working with cultural/language barriers	29	46%
Using culturally sensitive communication	25	40%
Other*	4	6%

Note: Totals exceed 100% as respondents could select more than one response.

\*Other:

- I'm not sure what "creating culturally sensitive classrooms" means?
- Working with SPED (Special Education) students who need significantly modified content from the rest of the class.
- How to easily adapt and modify art projects for SPED students.
- Curriculum and materials for students in a school with a highly transitional population. Short term units that keep students interest.

**14. What is the best way to fulfill your professional development needs?**

N = 92

Response	Count	Percent
In person	46	50%
Hybrid format	38	41%
Peer learning groups	32	35%
Online instructional workshop recordings	24	26%
Live webinars	19	21%
Other*	7	8%
Did not respond	9	10%

Note: Totals exceed 100% as respondents could select more than one response.

\*Other:

- I'm not sure, I'm so exhausted right now.
- At this time I would appreciate being able to do this over Meets or Zoom because I have a family member that is in ill health and Covid would be very problematic.
- The choice to be virtual or in person- childcare!
- Having someone teach software skills to a group of media teachers
- Pre-Covid I would prefer in person, but now I am unsure.
- I need Graduate level credits, NOT CEUs.

- Online Live, I am not convinced we are out of the woods with Covid, and I have family members who are at high risk.

**15. What time of year do you prefer to participate in professional development?**

N = 92

Response	Count	Percent
At regular intervals throughout the year (each quarter/semester)	50	54%
During the summer	29	32%
Before the school year begins	20	22%
At the beginning of the school year	16	17%
Toward the end of the school year	9	10%
Biannual	8	9%
Other*	6	7%
Did not respond	9	10%

Note: Totals exceed 100% as respondents could select more than one response

\*Other:

- If during the year, will we get substitutes to teach our classes?
- If it is a good professional development opportunity I will participate any time of the year.
- 3x/school year
- Not sure
- During the school year.
- Fall

**16. When do you prefer to participate in professional development?**

N = 92

Response	Count	Percent
On designated district professional development days	73	79%
After school	29	32%
During planning time	13	14%
Other*	9	10%
Before school	3	3%
Did not respond	9	10%

Note: Totals exceed 100% as respondents could select more than one response

\*Other:

- When possible in lieu of teaching- sub would need to be provided I know that is rare!
- Since the learning of software can be intense I think the summer
- Not sure
- Weekends
- I liked in the past when we were allowed a sub so we could attend a workshop.
- Outside the school year
- Summer time

- Weekend
- Release

**17. What duration of professional development sessions do you prefer?**

N = 92

Response	Count	Percent
Half-day session	49	53%
Full-day session	45	49%
Short (1- to 2-hour) sessions over multiple days	32	35%
Summer institutes	31	34%
Other*	1	1%
Did not respond	9	10%

Note: Totals exceed 100% as respondents could select more than one response

\*Other: At a school where we can use a mac lab at PPS

**18. Do you have anything else to share regarding how we can fulfill your professional development needs?**

12 responses

- Oftentimes there simply isn't time to take advantage of professional development, or my mental state can't handle one more thing.
- I love professional development, if it can work within our varied schedules.
- I do not know how to direct a musical because I am not a singer. I would love the experience of doing this somehow.
- Getting subs for half days is really hard right now, just FYI. Full day sub jobs are easier to fill.
- There has been absolutely no PD (professional development) for media designers and the disciplines we use for the 11 yrs I have been here.
- Offer a range of credit options, PDU's and graduate credits.
- I hate my job and would quit if I could do anything else. I'm tired I'd being disrespected a by students and having to simply take it. I'm also tired of my efforts being overlooked, uncredited or ignored. It is the most unfulfilling, demoralizing, soul-crushing experience and I wouldn't wish it upon my worst enemy.
- It would be so amazing if we could get arts specific pro development during our district PD time.
- I don't think I would take anything this year. It's just been too much, already. It's too hard to get a sub and my afternoons are for me and committee meeting for union.
- The learning styles and abilities have changed drastically over the past two years. I need ideas and methods to best deliver instruction to students who have very little attention spans and are behind academically.
- No or n/a (2 comments)

## Arts Legislation

### 19. As our legislation considers the Arts Education for All Act, what would you like policy makers to know about the importance of the arts for our schools and our children? (optional)

46 responses (see Appendix for all responses)

The comments for this question were overwhelmingly aligned as to the primary challenges facing arts in the schools today. Arts educators reported the following key areas as most important for policy makers to know when consideration legislation concerning arts in the schools.

#### ***The arts are a necessary and vital component of an education; not optional or something extra.***

“Art and art education is project-based experiential real-life learning that incorporates problem-solving and creative thinking. These are skills that all students need to be successful in 2022 and beyond.”

“As we move forward in this age of rapid innovation, there are few things that will prove more valuable than arts education. Whether it is fostering creative and outside-the-box thinking, centering the emotive and cultural processes that distinguish human thinking and understanding from artificial, telling the stories that illustrate and internalize the experiences of our fellow people (both within our culture and without), and providing the social and emotional outlets that make our day-to-day challenges worthwhile, there are few investments that will pay the kind of dividends across our nation more than in that most human of endeavors: Art in all forms.”

#### ***More funding and support from schools and the community are needed.***

“It is difficult to teach quality visual arts classes without the funds for appropriate supplies. Art Teachers should not be put in the position of having to ask for donations year after year, especially when the community is already expected to pay the arts tax. Thanks!”

“That they are not funded as they should be as are most things for students and teachers.”

#### ***Equity needs to be prioritized. All students require equal access to arts education, and they do not have equal access right now.***

“It is critical that we offer full pathways for students in every arts discipline so that students can continue their arts studies throughout their elementary, middle, and high school careers (music, visual art, drama, dance). It's also crucial that these programs are equitably funded and offered in EVERY school across the district, region, and state. That way, students from any background (especially our historically underserved students) have equitable access to these programs.”

“I want them to know the number of Oregonian children who have no access to ANY arts education taught by a qualified and licensed arts teacher. Not all arts classes are the same. Solving the problem will take more than throwing money at school districts to create positions. While the arts lend themselves well to cross-curricular learning, they are subjects that are worth academic pursuit by their own merit. Growth mindset should be applied across all disciplines, and not just the "three Rs.”

#### ***Arts Educators require professional standards comparable to other educators***

“A quality arts education isn't possible when teachers are half time or split between two schools. Full-time arts teachers should be at each school site and should have job stability from year to year.”

“Having a full time art teacher (as a part of a full selection of specials) at a school reshapes the culture of a learning community, students have a dedicated time and space for creative and emotional outlets that can be detached or integrated into their learning, creating a diverse experience and helping students foster a flexible growth mindset they can carry with them for the rest of their schooling.”

**School Climate**

**20. Based on your experience, how has student behavior been impacted over the last two years?**

N = 92

Response	Count	Percent
Student behavior has worsened, including bullying, violence, and other behavioral issues.	62	68%
Student behavior has stayed the same.	13	14%
Student behavior has improved.	4	4%
Did not respond	13	14%

Comments (See Appendix for all comments):

More than 50% of 18 respondents who offered comments on this question noted issues with social and emotional aspects of their students’ behavior. All but one of these comments suggested a decline in social/emotional skills among their students upon returning to school in person. Some representative comments include:

“Student behavior has not gotten better as students have not had the interactions that school has provided. I have seen a definite decline in student social skills, and managing emotional needs.”

“At the K-5 level, I see that lots of social skills are missing (the ability to share, take turns, lose a game gracefully, resolve a dispute, etc.).”

**21. Based on your experience, how has student collective trauma been impacted over the last two years?**

N = 92

Response	Count	Percent
Overall, I’ve observed that it has worsened.	67	73%
No opinion	8	9%
Overall, I’ve observed that it has stayed the same.	4	4%
Overall, I’ve observed that it has improved.	0	0%
Did not respond	13	14%

Comments:

- I do not think that collective trauma is the right way to classify the hiatus from school and learning that occurred as a result of covid.
- I can't say with certainty that current behavioral issues are trauma based.



- Students came back in more states of broken than ever before - and we have no idea how to best help them. And when we try different approaches, not everyone tries or is willing to provide students with the help they actually need.
- Yes- this is real. As we lift the mask mandate indoors we are adding to this trauma. A psychological realization that we don't understand why we are at this point. Were our fears valid to begin with? If so, then why not still? I, as an adult, do not understand the depth of this psychological trauma and gaslighting which has occurred--especially within the arts.

**22. Do you feel safe in your school (i.e., hate crimes, bullying, social media challenges that promote violence)?**

N = 92

Response	Count	Percent
Very safe	14	15%
Safe	36	39%
Somewhat safe	19	21%
A little safe	8	9%
Not safe	2	2%
Did not respond	13	14%

**23. How would you rate the degree of support you receive from your principal in relation to student behavior and classroom management issues?**

N = 92

Response	Count	Percent
Very supportive	20	22%
Supportive	26	28%
Somewhat supportive	19	21%
Minimally supportive	12	13%
Not at all supportive	2	2%
Did not respond	13	14%

**24. Over the last two years, has your school administration’s support of the arts as a critical piece of a student’s education changed?**

N = 92

Response	Count	Percent
Support has remained the same	53	58%
Support has decreased	14	15%
Support has increased	12	13%
Did not respond	13	14%

**Please provide examples that illustrate your response choice. (optional)** (See Appendix for all comments)  
 Twenty-five respondents provided examples or comments for this question. Overall, these remarks reflected not so much that there is a lack of support, specifically, from the administration, rather that other factors played a role in the degree of support that was able to be provided. The factors cited included significant

staffing changes (e.g., staff turnover, administrators changing schools), increased workloads, budgetary pressures, and additional burdens presented by the pandemic. These challenges impeded or prevented administrative support for the arts, as suggested by the following comments:

“My administration tries to support the arts, but they are swamped with the flaws in our school systems and student behavior issues this year.”

“In our building the administration is overworked and cannot provide the support needed.”

Arts educators continue to see strong interest among students and a desire for increased arts offerings, but external factors appear to be inhibiting support for and growth of arts in the schools. As one educator notes, “It fluctuates like a roller coaster pitting all electives classes (teachers) against each other in a popularity contest for forecasting. Arts education needs a vision and long-term programming to sustain the advanced levels.”

**artlook® Portland Metro/artlook® oregon**

**25. Have you used artlook® during the last two years?**

N = 92

Response	Count	Percent
I didn't know about it.	57	62%
I know about it, but haven't used it.	14	15%
Yes	7	8%
Did not respond	14	15%

Comments:

- No.
- No idea what this is.
- Might have missed the memo on this one
- I am new to the area and the only art teacher at both schools where I work.
- I use PPS district stuff.
- I thought it was only a survey, not something we could use.
- I filled out surveys and schedules but I didn't realize (or remember now) what it offered.

**26. Please share how you have used artlook®.**

N = 7

- Art look was assigned to our building and 1 person was assigned to enter in the information for everyone.
- I reported my data.
- As a survey only.
- I am a bldg rep, so I fill out the survey
- I have been the one to input data for my school the last 3 school years.
- Completed the survey both years; looked for private teacher resources for students
- I have submitted data to the program as our school's arts liaison.

**27. Is there anything else you would like to add that we didn't ask about?**

- The reason why our Arts program has such huge success is largely due to the funding we receive through CTE. I do not think the District would be able to support the arts on their own. Prior to being CTE funded we had little equipment and no consumables budget. All arts programs should be considered CTE as they are teaching technical skill sets that can lead to a high wage high need job in the current economy.
- It would be great to get more information about artlook.
- As a K-5 teacher I feel very frustrated by the lack of support statewide and district wide for this job to be more than 1/2 time. In order to build an art program people need reliable employment and 1/2 time is an issue for many people. The arts tax is great but PPS needs to step up and fund their teachers to a larger FTE in order to retain them and not burn them out at two schools. A teacher could have as many as 1000 kids that they teach per week (or two) and I do not think quality art education is possible at that level. It would be great to have RACC and others advocating for more than 1/2 time teachers in the arts at the K-5 level with school more than 350 kids!
- Add something that would help digital media teachers on an advanced level. Character rigging, animation techniques, etc.
- Art teachers need materials! Additional funding for this is always welcome.
- Teaching art in a safe and respectful classroom takes time to build a culture that can participate safely and productively. Students who did not participate in art in elementary and middle school don't know how to clean a paint brush or manage art materials respectfully. It is essential that student receive art education through their K-12 careers to be better prepared in high school Art classes.
- Again-art schedules are unmanageable with their short times back to back. We need an advocate to help change this. I have 8 different classes on one day with lessons 30 to 45
- I heard Maplewood School is cutting their art program next year to a .5 position ( I really want to work there if there's an FTE opportunity) ... did Art tax funding get decreased there?
- Ticketing software for performances
- Arts suck
- You asked about support from my school's admin, but not my school district's admin. I think it is critical to state that the district has fallen down sharply on its support of ALL arts, and has essentially mainstreamed importance for MUSIC and VISUAL ARTS over all other arts education.
- Thank you!
- Would like collaborations that can be set up/facilitated/offered by RACC that doesn't require more planning/coordination on the teacher's part
- FTE IS PEOPLE!

## Appendix: Responses to Open-Ended Questions

This section of the document contains all open-ended survey responses for those questions in the preceding section that were summarized for analysis and presented for brevity.

### **Q. 19: As our legislation considers the Arts Education for All Act, what would you like policy makers to know about the importance of the arts for our schools and our children?**

46 total comments

- The arts are continually minimized and not considered, yet administrators think they are being supportive. It's Puritanic that anything enjoyable isn't as worthy/important as something that causes you pain.
- Art nurtures creativity and inventiveness, encourages exploration, imagination, and solves problems in unique ways.
- How to teach arts to students who don't want to be in your class?
- Having access to Visual + Performing arts classes is not "special" it is vital. There should not be a question of "what special class is more important?" but how do we equitably fund all aspects of public education.
- I work in a district where students had no specific art education. I teach seniors who can barely draw a stick figure and have no confidence in their creative abilities. It breaks my heart, and makes it incredibly difficult for me to support them. If my district had more funding my students would have more art opportunities, and the abilities to be more well rounded students.
- The arts provides needed social emotional opportunities for our schools and our students. The arts allow students to think critically and use their powers of creativity.
- It is difficult to teach quality visual arts classes without the funds for appropriate supplies. Art Teachers should not be put in the position of having to ask for donations year after year especially when the community is already expected to pay the arts tax. Thanks!
- Arts education is crucially important to students' social and emotional learning. It helps develop their collaborative and cooperative skills. It also provides students the unique opportunity to rehearse and prepare a performance and then present it to the public. This is unique to the Arts, and invaluable to students' development in confidence and public performing.
- The research speaks for itself.
- Visual Art Ed is so much MORE than most people know. Our modern world has separated kids from hands on learning about their bodies- handwriting and other fine motor skills are more difficult to teach. Drawing and other visual art give kids a base line for all to learn the important skills needed for later brain connections. Learning visual art at school levels the playing field for kids that are not exposed to art and art skills at home. It is an equity issue when some schools or districts have art K-5 and others don't. Oregon needs to step up to the plate here and provide art learning FOR ALL just as many states have for years.
- Arts education is vital to our students. It is not "extra" or subordinate to "core" classes. Creativity is at the heart of curiosity, which drives learning.
- that they are not funded as they should be as are most things for students and teachers.
- fte at each school/1hour/week
- Art is critical for problem solving, confidence, resilience, planning, and fine motorskills
- It's great that we have started to support the arts with more teaching positions, unfortunately it seems that these are mostly .5 FTE which is an unsustainable job. Teachers need full-time, full pay for the arts (just like any other subject). Which would translate to better programs for kids.

- Having a full time art teacher (as a part of a full selection of specials) at a school reshapes the culture of a learning community, students have a dedicated time and space for creative and emotional outlets that can be detached or integrated into their learning, creating a diverse experience and helping students foster a flexible growth mindset they can carry with them for the rest of their schooling.
- A quality arts education isn't possible when teachers are half time or split between two schools. Full-time arts teachers should be at each school site and should have job stability from year to year.
- The arts is what keeps some students engaged in school. It is equally important to math, reading, writing, social studies and science. Our children DO NOT have equitable access to arts throughout their K-12 educations.
- Arts in the schools is vital, and every school should have access to music and art
- Arts are very important to activate creative brain centers that can activate during math and science classes or activities.
- The arts are a necessary component to anyones education because it gives people another way to express themselves.
- I wish they knew how the schedules of art teachers in PPS unmanageable. Classes are scheduled back to back with no transition time, set up, or clean up time.
- There is so much evidence for continued/sustained arts education that shows we produce more well rounded, creative problem solving individuals who work well with others. In addition, we know that grades, standardized test scores and graduation rates are higher among students with sustained arts education.
- Equitable access to visual and performing arts at all levels
- We need (especially at the elementary level) more budget allocations to purchase instruments for music classrooms. Instruments are expensive and I don't have time to look for and write grants.
- Kids learn they can express what's most important to them through art. They learn about working with what they have to problem solve, invent, express, engage and persist ... find themselves!
- It has been a lifeline for my students.
- They don't matter and the nft wasted on them prevents us focusing on subjects that do matter like reading comprehension, math and sciences.
- Students believe that having people be aware or saying that the arts are important to schools is complete BS if what is being supported isn't about having culturally sustaining pedagogies and methodologies in those arts.
- The majority of people believe the arts (dance, music, theatre and visual art) should be taught in grades K-12. The arts benefit students across a variety of subject areas. The academic benefits of the arts are undeniable. High school students who earn multiple arts credits are five times more likely to graduate than students with low involvement in the arts. National Endowment for the Arts: The Arts and Achievement in At-Risk Youth, 2012. The arts have a social impact. The arts teach the skills employers are looking for. The arts help our mental health.
- All students should get ALL the arts. It should be 1 type of art per school. Schools should not have to choose between visual art, music, etc.
- The Arts have been skipped multiple times on the State schedule for curriculum adoption
- As we move forward in this age of rapid innovation, there are few things that will prove more valuable than arts education. Whether it is fostering creative and outside-the-box thinking, centering the emotive and cultural processes that distinguish human thinking and understanding from artificial, telling the stories that illustrate and internalize the experiences of our fellow people (both within our culture and without), and providing the social and emotional outlets that make our day-to-day challenges worthwhile, there are few investments that will pay the kind of dividends across our nation more than in that most human of endeavors: Art in all forms.

- Art teaches kids how to solve problems creatively. It prepares them to be sensitive and empathetic to the real world.
- Art and art education is project-based experiential real-life learning that incorporates problem-solving and creative thinking. These are skills that all students need to be successful in 2022 and beyond.
- Get the money to the classroom, stop spending it on theory and consultants.
- That students can be successful in the arts in ways that help promote success in other subjects. Whether it's gaining confidence or problem solving skills or ways to cope, reflect and work through social emotional needs. Also teaching 800 kids a year should never be allowed.
- Arts education is (in my opinion) perhaps the most valuable aspect of education because it can teach so many of the other life skills students need that are embedded within it.
- The people who are Arts Educators are Teachers. NOT "specialists." It is demeaning to be seen as other or less than. Also direct financial support from the taxpayers should not result in the district abdicating their fiduciary responsibility, and their promise to Fund the Arts in Schools. I am currently a full time employee, but my position is only funded 50%, by the Arts Tax. No skin in the game for the district. Very disappointing considering how admin touts their "support" of arts education in the public school.
- "I want them to know that: The arts are academic disciplines, NOT extracurriculars. Funding should go toward programs, not merely a position.
- I want them to know the number of Oregonian children who have no access to ANY arts education taught by a qualified and licensed arts teacher. Not all arts classes are the same. Solving the problem will take more than throwing money at school districts to create positions. While the arts lend themselves well to cross-curricular learning, they are subjects that are worth academic pursuit by their own merit. Growth mindset should be applied across all disciplines, and not just the ""threeRs"
- In my experience, when schools are failing state benchmarks and standardized tests, they put the arts last. My school district was not able, or chose not, to support arts education during distance learning, and has done very little to help my program recover this year. The focus has been on increasing the time students spend practicing math and reading, without any attention paid to the social-emotional and cognitive benefits of music and the arts. Now more than ever, our goal should be to support and teach the whole child, instead of reducing them to a test score.
- Yes
- Music can reach our TAG (Talented and Gifted) students at their rate and level of learning. It allows for a space to be creative and take responsible risks in an area of which very few students have extra access. Music is life.
- A part time arts program does not serve the students, teacher or create a meaningful program. Many students have mentioned that the special programs are what they look forward to and motivate them to come to school. The arts are a vehicle for expression.
- It is critical that we offer full pathways for students in every arts discipline so that students can continue their arts studies throughout their elementary, middle, and high school careers (music, visual art, drama, dance). It's also crucial that these programs are equitably funded and offered in EVERY school across the district, region, and state. That way, students from any background (especially our historically underserved students) have equitable access to these programs.
- That arts education is quite vital in that we also provide that social interaction/growth that students have not had in the last several years due to covid. Also that the arts in school is a major coping mechanism for many students that may be dealing with extenuating home situations.

**Q.20. Based on your experience, how has student behavior been impacted over the last two years?**

18 total comments

- Students are more emotionally volatile, and the online bullying that blossomed during distance learning has gotten worse. Students have a harder time dealing with setbacks and putting effort into things if they don't see them as immediately rewarding.
- Dysregulation is what I see the most. students need more help at school from OT, PT, and behavioral interventions that they are currently receiving.
- Not sure. Began teaching at my school during the pandemic, so can't say.
- Students at my schools are apathetic at best and downright actively abusive and work to dismantle anything and everything.
- It has also changed. A lot of it seems to stem from weakened social skills and stress from uncertainties...
- Bullying and violence haven't become larger issues, but I have noticed my younger students have less stamina and perseverance than in the past. They are quicker to become frustrated/upset when faced with a problem and seem to be a lot tougher on themselves than students I've taught in the past.
- First Year Teacher
- Students are struggling a great deal more emotionally which impacts their behavior
- Mental health has declined and I see an overall lack of motivation from ALL students, even those who used to be over achievers
- I have grown to resent the students
- students were NOT welcomed back to a school system that was prepared for how the kids had changed or been affected by COVID times. Additionally, schools were not prepared to acknowledge & teach to the issues that emerged as unacceptable during COVID.
- Attention/engagement issues
- Scarcity is real.
- Masks have definitely given students the visual to listen before talking. I've felt that behavior this year was great at my school until about January. Things shifted at that point. We have all experienced trauma this year with the pandemic. That's hard to get past.
- I would say I see a 30-40%
- My students are THANKFUL to have music. We have slowed things down a lot to help kiddos to enjoy the process instead of feeling pressure.
- At the K-5 level, I see that lots of social skills are missing (the ability to share, take turns, lose a game gracefully, resolve a dispute, etc.).
- Student behavior has not gotten better as students have not had the interactions that school has provided. I have seen a definite decline in student social skills, and managing emotional needs.

**Q.24. Over the last two years, has your school administration's support of the arts as a critical piece of a student's education changed?**

**Please provide examples that illustrate your response choice. (optional)**

- One example: the prom was moved to the closing night of our spring musical. It had already been moved once, and we changed our dates, so we had to change them once again-- this time only roughly a month before the show would open. I was not asked about this, I was told this was happening. This is NOT the first time something like this has happened and it is seen ask ok by our administration.
- We have a new principal and so this is a difficult question to answer. Our principals stay at our school for an average of 3 years. One principal stayed for just one year; hopefully he is an outlier. Nevertheless, a three-year term is abysmal.
- It fluctuates like a roller coaster pitting all electives classes (teachers) against each other in a popularity contest for forecasting. Arts education needs a vision and long term programing to sustain the advanced levels.
- There is very little support ever. I am out in my own building, there are no other art teachers here and I am often just doing my own thing. In evaluations I never receive helpful art information from admin.
- The visual art FTE was reduced from 1.0 to 0.5. We've added a music teacher for the other 0.5, but students are losing art time.
- Our Arts programs are all CTE (Career and Technical Education) This is why we have funding. The funding comes directly from the state for each program. Perkins etc... This is why it is possible for our programs to grow and expand.
- Despite forecasting that would justify and increase in Arts offerings, we're seeing the same number of course offerings. Our programs are well supported, but students would support a larger arts catalogue offering.
- The phone use is out of control and there is no district or school policy that is on the same page and it makes teachers who enforce the no phone during class time as bad and mean teachers. There should be a mandatory no phone use during class across the district-period. students are on their phones when you turn your back.
- Have changed principals, and schools, and districts. Not sure.
- I remain full time. Admin is supportive of ideas and connecting with community. We also added .5 music.
- "My school's admin does very little to support the arts and never has. She has cut dance and drama from our middle school, leaving only visual art and music. Last week she informed me that she may cut FTE for the school year after next.
- She schedules struggling students in extra math classes and pulls them out of their electives to do this. She also makes no effort to include the arts teachers in scheduling or forecasting. Last year we were very involved in forecasting, this year not at all. "
- First year teacher
- Support has remained the same when possible, but it does sometimes take longer/not be available due to increased student behavior challenges and social emotional needs (not due to lack of care or support from administration) and large classes.
- Next year I will be reduced from my current 1.0 to .75. The .25 subtracted from my teaching of art will be reallocated to an "interventionist" position.
- It's hard to mark this one as I serve 4 schools- different administrators value/ devalue art... but I just put my best out anyway. This year I'm at one of the 4 schools temporarily (long story) and she is VERY supportive.
- No
- Support from my SCHOOL's administration has always been genuine and deep for the arts.



- I am split between two buildings this year for the first time in eight years. I see my new students twice as much as my old students because I see my old students half as much as I've seen them in each of the former years.
- This is my first year in this district
- We got a new principal who is finally treating arts education equally to others. We are not favored, just treated equally, which is a HUGE improvement from our last admin team.
- It is quite likely that while I may not be losing my job, I will end up working at two schools for .5 FTE each. Twice as many students for less time, quality and of course money. Everyone gets cheated in this scenario.
- District focus has remained strong; individual building principals are not on the same page about our role in education
- My administration tries to support the arts, but they are swamped with the flaws in our school systems and student behavior issues this year. My emails inquiring about field trips and evening events have gone unanswered. Our master schedule has gone through several iterations this year, and it is still a mess, which affects students' ability to take the art elective they are most interested in. At the district level, there has been so much turnover that there is no longer anybody there who knows how to handle the music department budget, so we are having issues getting purchase orders filled. At one time we were told we would get paid time to meet as a whole music department to develop common curriculum and a district-wide instrument management system, but since the person overseeing that left their job, it seems to have been forgotten.
- The lack of communication to the community around what the COVID SOPs would mean to the music program and what she was forbidding me to do and teach caused great damage with my program. It will take some time to repair this.
- In our building the administration is overworked and cannot provide the support needed.