

U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS
WASHINGTON, D.C. 20208-5651

FORM APPROVED
O.M.B. NO.: 1850-0867
EXPIRATION DATE: 08/31/2012

SURVEY OF SECONDARY SCHOOL MUSIC SPECIALISTS

FAST RESPONSE SURVEY SYSTEM

This survey is authorized by law (P.L. 103-382). While participation in this survey is voluntary, your cooperation is critical to make the results of this survey comprehensive, accurate, and timely. Your answers may be used for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose unless otherwise compelled by law (Public Law 107-279, Education Sciences Reform Act, Section 183).

Arts instruction—The study of creative works in music, visual arts, dance, or drama/theatre, and the process of producing them.

Arts specialist—An education professional with a teaching certificate in an arts discipline, such as music, visual arts, dance, or drama/theatre, who provides separate instruction in that discipline.

Curriculum-based or co-curricular classes or sectionals held outside of regular school hours—School-sponsored music programs held outside of regular school hours. These classes must reflect school's **curriculum**. Students may be required to participate in the classes and they may receive partial credit for participation. These classes do **not** refer to extracurricular activities such as music clubs.

Block schedule—A type of academic scheduling in which each student has fewer classes per day for a longer period of time. Instead of traditional 40- to 50-minute periods, block scheduling allows for periods of an hour or more so that teachers can accomplish more in a session.

International Baccalaureate (IB)—Offers three programs of international education for students in a worldwide community of schools in 135 countries.

Types of teaching certificates/licenses:

- Regular or standard—State certificate/license or advanced professional certificate;
- Probationary—Certificate/license issued after satisfying all requirements except the completion of a probationary period; and
- Provisional, temporary, or emergency—Certificate/license that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained, and certificate issued to persons who must complete a certification program in order to continue teaching.

Virtual field trips—Using technology for students to view performances (e.g., concerts and musicals) without leaving the school.

IF THE ABOVE INFORMATION IS INCORRECT, PLEASE MAKE CORRECTIONS DIRECTLY ON THE LABEL.

Name of person completing this form: _____

Title/position: _____

Telephone: _____ E-mail: _____

Best days and times to reach you (in case of questions): _____

THANK YOU. PLEASE KEEP A COPY OF THIS QUESTIONNAIRE FOR YOUR RECORDS.

PLEASE RETURN COMPLETED FORM TO:

Mail: Basmat Parsad (8599.02.09.03)
Westat
1600 Research Boulevard
Rockville, Maryland 20850-3129
Fax: 800-254-0984

IF YOU HAVE ANY QUESTIONS, CONTACT:

Basmat Parsad at Westat
800-937-8281, Ext. 8222 or 301-251-8222
E-mail: artseducation@westat.com

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0867. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collected. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006.

DIRECTIONS: This questionnaire is intended for teachers who primarily teach *music in secondary schools*. If you currently have some other primary teaching assignment, do not continue. Check this box ☐, complete the respondent section on the front of the questionnaire, and return it to Westat.

1. Are you a full-time teacher? Yes.....1 No.....2
2. How do you classify your current teaching arrangement? (*Circle only one number.*)
Teach music full time.....1 Teach music part time.....2 Other (Specify)_____ 3
3. At how many schools do you teach music? _____
4. To what grades do you teach music at your currently assigned school(s)? (*Circle all that apply.*)
PK K 1 2 3 4 5 6 7 8 9 10 11 12
5. Did **THIS** school (i.e., the school named on the cover of this questionnaire) offer any Advanced Placement (AP) or International Baccalaureate (IB) classes in music during **regular school hours** in the 2009-2010 school year?
Yes (*Specify*) _____ 1
No 2
6. Please report the music subjects offered by **THIS** school (i.e., the school named on the cover of this questionnaire) in the 2009–2010 school year and your music teaching load during regular school hours for your most recent full **WEEK** of teaching.
 - **Counting sections or classes:** If you taught chorus to 3 different groups or sections of students, you should report 3 chorus classes. If you taught chorus to the same group of students multiple times a week, count this class only once. Do **not** include music classes held outside of regular school hours.
 - **Counting enrollment:** If you taught 3 sections of chorus, each with 20 students enrolled, report a total enrollment of 60 for chorus.

Subject	A. Does THIS school offer any courses in the subject for the 2009–2010 school year?		B. If Yes, did YOU teach the subject during regular school hours in your most recent full WEEK of teaching at this school?		If you taught the subject, please write in:		
	Yes	No	Yes	No	C. Number of sections or classes of students taught	D. Total enrollment in all sections or classes reported in column C	E. Total minutes per week spent teaching all sections or classes reported in column C
a. Band (e.g., marching, concert, jazz).....	1	2	1	2			
b. Chorus	1	2	1	2			
c. Strings/orchestra.....	1	2	1	2			
d. Vocal chamber/small ensemble	1	2	1	2			
e. Music theory/composition/songwriting...	1	2	1	2			
f. Other (<i>Specify</i>)	1	2	1	2			

7. Use the instructions in question 6 to report your music teaching load at **OTHER** schools during regular school hours for your most recent full week of teaching. *If you did not teach at any other K–12 school, check this box ☐ and continue with question 8.*
 - a. Number of music **sections or classes** taught at other school(s) during your most recent full **WEEK** of teaching: _____
 - b. Total **enrollment** in all sections or classes reported in question 7a: _____
 - c. Total **hours per week** spent teaching all sections or classes reported in question 7a: _____
8. Did you teach music on a **block** schedule at any K–12 school during your most recent full week of teaching?
Yes (*Specify*) _____ 1
No 2
9. Did you teach any **curriculum-based or co-curricular** music classes **outside** of regular school hours during your most recent full week of teaching? (*These classes should reflect the school's curriculum. Include all schools in which you teach.*)
Yes (*Specify*) _____ 1
No 2

10. Please provide the following information for the degree(s) you hold.

Degree	Hold degree?		If yes, write in:		
	Yes	No	Year	Major field of study	Minor field of study
a. Bachelor's	1	2			
b. Master's	1	2			
c. Doctorate	1	2			
d. Other (<i>Specify</i>)	1	2			

11. Please provide the following information for the teaching certificate(s) or license(s) you hold.

Teaching certificate or license	Hold certificate?		If yes, teaching certificate is:		
	Yes	No	Regular, standard, or professional	Probationary	Provisional, temporary, or emergency
a. General education	1	2	1	2	3
b. Music education	1	2	1	2	3
c. Other (<i>Specify</i>)	1	2	1	2	3

12. During regular school hours (i.e., while students are in attendance), how many **hours** do you have designated as planning or preparation time during a typical **WEEK** of school? (*Include all schools in which you teach.*) _____
13. Including this school year, how many years have you taught music in K-12 public and private schools? (*Include years spent teaching both full and part time. Exclude time spent student teaching or as a teacher's aide.*) _____
14. Provide the following information about professional/staff development activities in the **last 12 months**, excluding training received as a student teacher. In **Column A**, indicate how many total hours, if any, you spent in activities in which the content areas were a major focus. In **Column B**, for any content area in which you **had** professional development activities, indicate to what extent you believe it has improved your classroom teaching.

Content area of professional/staff development	A. Total hours			B. Improved my teaching			
	None	1-8	More than 8	Not at all	Small extent	Moderate extent	Great extent
Activities designed for music teachers							
a. Applied study in performing music	1	2	3	1	2	3	4
b. Applied study in improvising, arranging, or composing music	1	2	3	1	2	3	4
c. Developing knowledge about music (e.g., historical, cultural, analytical)	1	2	3	1	2	3	4
d. Connecting music learning with other subject areas	1	2	3	1	2	3	4
e. Research on arts and student learning (e.g., arts and cognition) ..	1	2	3	1	2	3	4
f. Integrating educational technologies into music instruction	1	2	3	1	2	3	4
Activities designed for all teachers							
g. Incorporating state or district standards into instruction	1	2	3	1	2	3	4
h. Student assessment	1	2	3	1	2	3	4
i. A subject area that is unrelated to music (<i>Specify</i>)	1	2	3	1	2	3	4

Answer questions 15 through 20 for THIS school (i.e., the school named on the cover of this questionnaire).

15. In the last 12 months, how frequently have you participated in the following activities related to your teaching at **this** school? (*Circle one on each line.*)

	Never	A few times a year	Once a month	2 to 3 times a month	At least once a week
a. Common planning period with other arts specialists at this school	1	2	3	4	5
b. Consulting with other teachers to help them integrate music into a lesson or unit of study that they teach	1	2	3	4	5
c. Consulting with other teachers to incorporate units of study from other subject areas into the music curriculum	1	2	3	4	5
d. Sharing ideas about teaching with teachers outside your assigned school(s) ..	1	2	3	4	5
e. Visiting classrooms of colleagues who teach music	1	2	3	4	5
f. Participating in site-based management or school improvement teams or leadership councils	1	2	3	4	5
g. Providing input in the preparation of Individual Education Plans (IEPs) for students with special needs	1	2	3	4	5
h. Teaching music through virtual field trips using technology	1	2	3	4	5

16. Which of the following statements describe **your** instructional program in music at **this** school? (*Circle one on each line.*)

	Yes	No	Don't know
a. It is based on a written, sequential, local (or district) curriculum guide	1	2	3
b. It is aligned with your state's standards or the National Standards for Arts Education .	1	2	3
c. It is integrated with other arts subjects	1	2	3
d. It is integrated with other academic subjects	1	2	3

17. Do you agree or disagree with the following statements about music instruction at **this** school? (*Circle one on each line.*)

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
a. Parents support me in my efforts to educate their children	1	2	3	4
b. The administration supports me in my work	1	2	3	4
c. Students are motivated to do well in music class	1	2	3	4
d. Community organizations/groups support my efforts to educate students	1	2	3	4

18. How adequate is the support for teaching music at **this** school in each of the following areas? (*Circle one on each line.*)

	Not at all adequate	Minimally adequate	Moderately adequate	Completely adequate
a. Instructional time with students.....	1	2	3	4
b. Time for individual or collaborative planning.....	1	2	3	4
c. Dedicated room or space for music instruction.....	1	2	3	4
d. Dedicated space for performance.....	1	2	3	4
e. Dedicated space for storage.....	1	2	3	4
f. Instructional resources —Materials/supplies for music instruction (e.g., sheet music, subscriptions, CDs/CD-ROMs, textbooks, DVDs, software).....	1	2	3	4
g. Classroom instruments —Instruments typically used by students in the music classroom (e.g., auxiliary percussion, drums and ethnic percussion, keyboards, acoustic guitars).....	1	2	3	4
h. Classroom equipment —Equipment typically used by teachers in the music classroom (e.g., piano/digital keyboard, stereo system ipod or mp3 player, digital recorder, microphones/sound system, guitar, digital tuners)....	1	2	3	4
i. Technologies —Electronic equipment used in the study or creation of music (e.g., interactive white boards, computers, MIDI keyboards).....	1	2	3	4
j. Orchestra and band instruments —Instruments available for students wishing to participate in the school string/orchestra or band program. If your school has no band or strings program, check this box <input type="checkbox"/> and continue with question 19.....	1	2	3	4

19. In general, how much emphasis do **you** give to the following goals or objectives of **student learning** at **this** school? (*Circle one on each line.*)

	No emphasis	Minor emphasis	Moderate emphasis	Major emphasis
a. Singing a varied repertoire of music.....	1	2	3	4
b. Performing a varied repertoire of music on a range of instruments.....	1	2	3	4
c. Improvising melodies, variations, and accompaniments.....	1	2	3	4
d. Composing and arranging music within specified guidelines.....	1	2	3	4
e. Reading and notating music.....	1	2	3	4
f. Listening to, analyzing, and describing music.....	1	2	3	4
g. Evaluating music and music performances.....	1	2	3	4
h. Learning about the expressive possibilities of music (i.e., conveying feelings, ideas, and meaning).....	1	2	3	4
i. Making connections among music, the other arts, and disciplines outside the arts.....	1	2	3	4
j. Understanding music in relation to history and cultures.....	1	2	3	4
k. Using technology to gain knowledge and skills in music.....	1	2	3	4

20. To what extent, if any, do you use the following types of assessment to determine student progress and achievement in music at **this** school? (*Circle one on each line.*) *If you do not conduct a formal assessment in music, check this box ☐ and continue with question 21.*

	Not at all	Small extent	Moderate extent	Great extent
a. Observation.....	1	2	3	4
b. Selected-response assessments (i.e., multiple choice, matching).....	1	2	3	4
c. Assessments requiring short written answers or essays.....	1	2	3	4
d. Performance tasks or projects.....	1	2	3	4
e. Portfolio collection of student work.....	1	2	3	4
f. Developed rubrics.....	1	2	3	4
g. Other (<i>Specify</i>).....	1	2	3	4

21. **Outside of your school duties**, to what extent, if any, do you participate in each of the following activities related to music at this time? (*Circle one on each line.*)

	Not at all	Small extent	Moderate extent	Great extent
a. Provide instruction in a musical instrument or voice.....	1	2	3	4
b. Perform as a soloist or member of an ensemble.....	1	2	3	4
c. Compose or arrange music.....	1	2	3	4
d. Conduct community or other ensembles.....	1	2	3	4
e. Attend live musical performances.....	1	2	3	4
f. Study, critique, or write about music.....	1	2	3	4
g. Provide arts leadership in your community or state.....	1	2	3	4
h. Attend workshops with professional artists or arts groups.....	1	2	3	4
i. Attend performances directed by colleagues.....	1	2	3	4