

## Users' Guide New Hampshire Arts Education Survey

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**Please read this information before you begin.  
Starting here will save you time and effort in the long run.**

For assistance with accessing the survey or setting up a password or user account, please contact the i4see help desk at [i4seehelp@ed.state.nh.us](mailto:i4seehelp@ed.state.nh.us). The Arts Education Survey is accessed through myNHDOE Single Sign On System at <https://my.doe.nh.gov/myNHDOE/Login/Login.aspx>.

### **Purpose of the User's Guide**

This guide is designed to help you with the data collection and entry processes for the New Hampshire Arts Education on-line survey system. Please read this information before you begin entering any data. Starting here will save you time and effort in the long run.

### **How to Use this Guide**

This guide has two components: 1) instructions for gathering, entering, storing, and maintaining data; 2) question by question directions to assist with the interpretation and intended meaning of each question.

As you begin, you may want to start a survey notebook where you can compile hardcopies of the on-line materials and any notes you collect over time. **You will want to download and print these instructions, the survey itself, and the definitions document (see corresponding tab on the horizontal tool bar of the on-line survey) for easy reference while you work your way through the survey questions.**

**The last portion of this guide has each question to the survey broken down and interpreted. If you are not sure about the meaning of a question, please refer to the section of this User's Guide called *Questions Interpretation and Directions*.**

### **Definitions Document**

The definitions resource is an additional reference document for common interpretation of survey language. This document can be found across the top bar of the on-line survey instrument as the last tab. Please copy and refer to this resource so that everyone uses the same definition for specific terms. Do not assume that your definition of a word is the same interpretation used for this survey. Use the Definitions Document as your guiding source.

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#### Getting Started

All school sites should identify a school-based “arts survey leader” who is in charge of collecting and entering data and who will act as the liaison to the Department of Education in case your school has any questions. If you are a self-identified “arts survey leader” for your school, make sure that your principal and fellow art, music, theatre and dance teachers know about your involvement with this project from the outset. The principal should be involved in the process and will, for the final step of the survey, need to validate the data by signing off and sending in the fax form which appears as the final step of the on-line survey.

**Before you do anything else, you will want to print a copy of the survey from the outset.**

**Before you are all done you will be printing two copies of the survey; once at the beginning without any data entered (now) and once at the end so that you have a record of your data entry before closing out of the survey for a final time (later).**

The first opportunity for printing is now, at the very beginning of the survey. By printing the survey in its entirety at the outset of the process you will be able to see what information the survey requires. The first menu screen allows you to choose a “printer-friendly” version of the survey. When you print the survey at this point, the data fields will be empty or show the default answer. Add this to your notebook as a first step.

Making a hardcopy now will allow you to record specific answers to questions in a workbook fashion. Use this hardcopy as your mock-up. You can also make copies of individual sections for other school personal. This is a convenient way to collect data from a variety of individuals since it is very likely that you will need to go to others such as your music and art teachers or business administrator for some answers.

If the default answer is not correct be sure to cross-out, white-out or in some way indicate the correct response or that the default is the correct response. If the survey provides a pull-down menu of choices, those choices are indicated in the question itself. If a check box is provided, leave the box unmarked if a choice does not apply. Some check boxes will default with a check mark. When this occurs, follow default suggestions above.

In general, when working from your hardcopy, fill out as much information as you can. If you do not know the answer to a question identify someone at your school or district office who may know that answer, seek out the information you need from them and continue going through questions in this way. **Do not pass along your working hardcopy.** Instead, make copies of individual pages to pass along to people who may have specific information. If you retain the master hardcopy, there is less likelihood that it will be misplaced or lost. If you choose to make print copies of individual survey pages you can do so by selecting the print command on your computer (either “control P” or your computer’s printer icon).

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Once you have completed all six sections of the on-line survey you can make a final copy with your responses by selecting the “Print Survey” button at the bottom of section 6. Click on this button to print the survey with data as you have entered it. It is highly recommended that you or someone at your school **maintain a hardcopy of the final survey** for future reference, especially in this first round of implementation. Over time, by keeping hardcopies of the survey, you will be maintaining a running record of the arts programs in your school. You may also need this information for data verification during the data clean-up work performed at the Department of Education if system issues were to occur.

### **Roles and Responsibilities of Key Personnel**

**Principal**—the principal is key to this process. It is suggested that the principal identify key individual(s) to gather and submit required information. The principal assures accuracy of the information by reviewing the data prior to submission and must sign off on the certificate of completion found at the end of the on-line survey system. Sending in this form concludes the Arts Education Survey process. **CAUTION: Once the “Submit Survey” button at the end of section 6 has been selected, the data is locked and can only be accessed by the Office of Technology, Department of Education.**

**Arts Coach/Survey Leader**—the person identified by the school or district that is responsible for the completion of the survey. This person may be someone who is district personnel such as a district-wide arts coordinator, a school-based visual art or music teacher, or someone else very familiar with arts programming at the school. It is important that the Arts Coach/Survey Leader be identified based on their thorough knowledge of arts programming at the school. It is possible for one coach/leader to be responsible for more than one school or be responsible for completing data collection at more than one school, especially for some of our smaller schools in the state. Generally speaking, it is recommended that each school designate their own individual to complete this work.

**Arts Coach/Data entry person**—the person at the district or school level designated by the principal who will enter data into the on-line survey system. The NH Arts Education Survey will be online and open until May 15, 2009. The estimated time for online entry, assuming that all questions have been answered ahead of time, is one hour. Data entry may occur over multiple sessions. The system is designed so that you may save data entries as you go, section by section. Furthermore, it is important to update as you go because the system is set to time-out if left inactive. To do so, choose the “Update” button at the bottom of each page. This allows you to save data, yet go back and make corrections. It is only at the very end of the survey by selecting the “Submit Survey” button that your data is locked.

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### CAUTION

**The system is designed so that data entry may occur over multiple sessions therefore giving you the ability to enter data at your convenience. However, this convenience comes with a caveat. *Once data is entered on a page the user must select the "Update" button at the bottom of the page to have the data saved. Leaving an entry page without choosing the "Update" button will result in the loss of any data entered on that page during that session. Closing the browser without choosing the "Update" button will result in the loss of any data entered during that session. If you do not update periodically, the system may time-out on you and you would lose your entered data. Information may be corrected or changed until the user has finalized the data by hitting the "Submit Survey" button at the end of section 6. At this point, the data entry screens will no longer be available.***

### Instructions in a Nut Shell

1. Log onto <https://my.doe.nh.gov/myNHDOE> and enter your username and password. Select Arts Survey. Select your SAU, district and school from the drop-down menu.
2. **Print and review the NH Arts Education Survey pages (six sections altogether), Users Guide, and Definitions.** Use the print version of the survey to gather your data. Gather all the requested information. It is recommended that the visual and performing arts staff be engaged in the process of information gathering. Your district- level personnel and business administrator may also be good sources for information.
3. **Enter your data.** Data entry may occur over multiple sessions. However, before closing a session or moving on to a new section be sure to select the "Update" button at the bottom of each on-line page to allow the system to capture the data you have just entered. If you do not select "Update" you will lose your data.
4. **Print final survey with data entered.** When you have entered all the data and before you finalize the survey, select the "Print Survey" button at the end of section 6 to make a hardcopy of your survey responses. Keep this for future reference. Share the responses with your principal.
5. **Finalize your data by selecting the "Submit" button.** Once all information has been entered and approved by local administration you will select the "Submit" button at the end of section 6 to lock your data. A new screen will appear; the **New Hampshire Arts Education Survey Fax Back Certification Form** page. Select the print option from your browser tool bar (or choose your function key(s) for print command), print out the page for principal's signature and close your browser.
6. **Fax or mail the signed Certification Form** to the New Hampshire State Department of Education as directed on the form. Fax: 603-271-7381 (Attn: Marcia McCaffrey)
7. Save any 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 or data clean up.

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**Question Interpretation and Directions**

(Terms in *italics* are provided in the "Definitions" tab)

**SECTION 1: Quantitative Data**

1A) Visual and Performing Arts Courses

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

- For example, if there are four different 3<sup>rd</sup> 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.

1A2 - The number of *classes taught* in a dedicated classroom designed for the arts area. Count only courses that use/used a dedicated room and are reported in Schedule 1A1.

- Please note that the number of *classes* must be equal to or less than the number of *classes* reported in 1A1.  
(You will identify the number of *dedicated classrooms* for each arts area in Section 2, Question 2A1.)

1A3 - The total number of students enrolled in a *course* in each arts area during current school year (a non-duplicated count in EACH arts area). 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 when more than one teacher provides instruction for music, visual art, dance, theatre or media arts.

1A4 – The total number of students enrolled in one or more arts courses (a non-duplicative count for ALL arts courses).

- A student that is 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 - The total number of teachers (Full-Time Equivalent) who provide instruction in each arts area whether elective or required during current school year (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.

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1B) Class Offerings - Select an Offering Code to indicate, by grade level and arts area, whether your school requires *classes* of all students (i.e., all students receive curricular instruction), offers elective *classes*, and – when courses are required – by which type of staff they are delivered.

- If instruction in the arts field is offered at your school, but not in every grade, select N/O for the grades where instruction is not offered.
- If more than one code applies, enter the appropriate code for the required course(s).

1C) Time Provided for Visual and Performing Arts Instruction – Based on your responses to 1B, enter the number of hours per year of instruction that is *provided* for all students, by grade and subject. Retain the pre-populated “0” to indicate a grade or grades that do not receive instruction.

1D) Course Enrollment/ Activity Offerings - Indicate in the left column next to each description the total enrollment for the current school year in all *classes* in your school that fit that description. In the right column, indicate the total enrollment of students participating in *Extra Curricular Activities* or *after-school programs* that fit the course/activity description.

- Use the *General Dance*, *General Music*, *General Theater*, and *General Art* categories for enrollments in broad courses and activities in which students learn elements of several of the specific course/activity 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 arts teachers and/or provide an 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.

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 input field in the last column to indicate the number of students enrolled in the course.

## **Section 2: FACILITIES AND RESOURCES**

2A1) Dedicated Visual & Performing Arts Classrooms – Use the input field to enter the number of *dedicated classrooms* that are devoted to and appropriately designed for the teaching of the arts area. In the right column count the number of classrooms that are designed and equipped for instruction in an arts area using the following guidelines:

- **Dedicated Classroom** - 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.

**Rather than**

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- Non-dedicated classroom - A Non-dedicated classroom may be appropriately equipped for arts instruction but the primary function of the classroom is for non-arts instruction.  
(The report for the number of arts classes taught in *dedicated multipurpose classrooms* is captured in Section 1, Question A2.)

2A2) Multi-Purpose Classrooms - Use the input field to enter the number of *dedicated multi-purpose classrooms* that are devoted to and appropriately designed for the teaching of the arts area. In the right column count the number of Multi-Purpose classrooms that are designed and equipped for instruction in an arts area that are non-dedicated.

- Dedicated Multi-Purpose Classroom - 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.

#### **Rather than**

- Non-dedicated Multi-Purpose classroom - A Non-dedicated classroom may be appropriately equipped for arts instruction but the primary function of the classroom is for non-arts instruction.

2B) Use of Technology - Indicate if you use technology to assist in the study and creation of the arts (i.e., MIDI keyboard labs, sequencers, digital drawing tablets, scanners, color printers, animation software programs, interactive distance exchange labs, etc). Select the appropriate answer for each art form.

If your answer is “yes” please indicate the number of workstations available for student use in each of the art forms. A workstation may be counted one time in EACH arts area if it serves multiple arts disciplines. Example: The technology lab has a computer outfitted for music composition and graphic arts. This computer would be counted once for music and once for visual arts. Use the comment area for each arts area to describe how technology is used.

Examples:

- Dance: Distance Learning/Interactive Exchange, dance choreography software & computer, digital video camera
- Music: Distance Learning/Interactive Exchange, music software, keyboard lab, recording equipment
- Theater: Distance Learning/Interactive Exchange, digital technical theatre components, digital video camera for classroom use
- Visual Art: Online digital portfolio, graphic design software and work stations
- Media Art: Computer Stations/Work Stations, software

2C1 and 2C2) 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, NON-DISTRICT FUNDS OR ONE-TIME EXPENDITURES**

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Note: In sections 2C and 2D where the input field requires a numerical figure (percentage), the first time the amount is added, the program responds as one might expect. When revising figures, you may need to hit the “decimal point” (“period” key) twice to get the program to respond correctly.

For 2C1 Report the TOTAL amount budgeted for ALL four arts disciplines

For 2C2 **Report by percentage** the amount budgeted for EACH of the four disciplines listed.

- This amount may be found in the curricular support budget line items at the school or district level. For example: The Instructional Supplies budget line is 610, Text Books is 640. Most of this information is drawn from budget preparations. The district appointed arts coordinator and/or business administrator may also be of assistance in documenting this information.
- The percentages are based on the **2C1** amount and across all five art forms; the total percentage amount should add up to 100%.

2D) Additional Funding - Using the check boxes, indicate if your school has received funding from a source outside of the school. If yes, select the source from the list provided. Use the dialog box to list specific sources. In the columns, enter the amount of arts education funding provided from non-school sources used for curricular programs or extra curricular programs **FOR THE CURRENT YEAR ONLY**.

- 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” – select the “other” check box and list the activity in the dialog box.

2E1) Arts Supervisor – Select the description that best describes the person who is responsible for the implementation (non-instructional) and program evaluation of curricular offerings in the arts. Hover over the hyper links across the list for sample

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scenarios. These scenarios are provided to better define each option. Then, from the drop down menu select the choice that best describes your school's situation: 1- Full Time Arts Supervisor, 2 – District Supervisor responsible for other non-arts subjects, 3 - Designated Arts Supervisor receiving compensation, who also teaches, 4 – Designated Arts Leader who also teaches, little or no compensation, 5 – Principal supervised (or self-supervised).

2E2) Select the appropriate response (Yes or No) to whether the person identified above has ever been certified in any arts discipline. We are trying to discover if people in supervisory positions responsible for arts programs have content knowledge in the arts.

**Section 3: POLICIES, CURRICULUM AND STANDARDS**

3A) Grade Weighting - Are students' grades in the Visual & Performing Arts weighted equally with grades in other academic areas when calculating students' grade point average for honor roll, class rank, etc? Answer Yes or No. (high school only)

3B) Advanced Placement - Does your school offer Advanced Placement Courses in the Visual and Performing Arts? If Yes, check all that apply. (high school only)

3C) Student Access - To what extent, in percentages, are you able to meet student requests for classes in the arts? In the chart provided, for each art form indicate the primary reason for students not accessing these programs.

**3D, 3E, 3F & 3G - Curriculum, Standards and Arts Integration**

3D) – Select each arts discipline for which the school has an articulated curriculum.

3E) – Check the appropriate boxes for standards alignment

3F) – Choose from the dropdown menu the year that the curriculum was updated AND adopted by the local school board (NA = Not Adopted). The assumption is that if a curriculum has been created, then the local school board would formally adopt the work. If you have a curriculum document but it has not been adopted by the local school board, select NA.

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#### Arts Integration

Question 3G1) - Does your school have curriculum that is integrated within the arts and/or across other content areas? Choose from:

Classroom teachers (most or all) *regularly* integrate the arts with non-arts subjects on their own (in a planned or systemic fashion with or without arts teachers).

A team teaching model is used for integration that is mutually planned among arts and non-arts teachers.

Classroom teachers (most or all) integrate arts across other disciplines *irregularly*.

Arts teachers initiate interdisciplinary arts integration with the classroom curriculums (this learning most regularly occurs during the visual or performing arts instructional time).

3G2) – Briefly describe your arts integration program. Please provide who teachers, how the planning has occurred, what classes or grade levels, and how arts integration in your school was initiated.

3G3) – Use check boxes provided, check if appropriate, and provide a brief, further description.

#### Extended Learning

Question 3H1) - Has your school board adopted a policy for extended learning opportunities for course credit? (middle and high school only)

3H2) – Provide the number of students in the corresponding art form that are participating in extended learning, if appropriate.

#### 3I – Arts Assessment

3I1) - How do your school's arts programs use formative and summative assessment to support student learning? Check all that apply.

3I2) In what ways does your school use assessment results? Check all that apply.

#### Graduation Requirements (high school only)

3J) Graduation Requirements - What are the local graduation requirements (credits) for the arts? When answering this question, do not include vocational or other locally designed options other than the visual or performing arts.

3K) Graduation Requirements - What percentage of the current senior class exceeds the 1/2 or 1 semester graduation requirement in arts instruction? Please provide the percentages in whole numbers. This is a number based on student course records.

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**Section 4: Instructional Support and Professional Development**

Question 4A) Supplemental Visual and Performing Arts Instruction—Many schools use other types of trained staff or out of school opportunities for students to supplement the instruction by certified art and music specialists mandated by state statutes and regulations. Indicate which, if any, of the three listed types of staff are used to supplement instruction in your school on a systematic basis over time in each Arts area. Using the check boxes select all that apply for each area below (Choices are Curricular, Co-Curricular, Extra-Curricular, and none)

- 4A1 - Teacher certified in another subject with relevant Visual & Performing Arts training or experience
- 4A2. Artist-in-Residence Program
- 4A3. Volunteer with relevant Visual & Performing Arts training or experience
- 4A4. College Courses (typically an opportunity provided for high school students)
- 4A5. Other

4B) Supplemental Student Services – Some schools are using the arts, such as music or art therapy, as alternative means of support services for students. Please indicate which arts area, if any, and by whom, this is occurring.

4C) Professional Development Activities – In the past year, did your school/district provide opportunities or make available any of the following professional development activities *in the arts* for selected personnel? (*Check all that apply.*) Checking a box indicates that the teacher identified in the column participated in the professional development activity in the arts as described in each row.

4D) Professional Development Incentives - What incentives have teachers in your school/district received for participating in professional development activities in the arts? (*Check all that apply.*)

**Section 5: COMMUNITY RESOURCES**

5A) - As a part of a school-sponsored function, which of the following have students traveled to for an exhibition, performance or event in any of these subject areas during the past year? Check all that apply. If checked, how many times.

5B) - If your students have NOT traveled to an exhibition, performance or event in any of these content areas, which of the following would you identify as the greatest obstacle? Select one. *Although all choices may apply, please identify what you determine to be the greatest obstacle.*

5C) - Which of the following outside groups or individuals (other than an artist in residence) performed/exhibited for students at the school in the past year in these subject areas? Check all that apply. If checked, how many times?

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5D) – Same rules as 5B.

5E) - Does your school/district have ongoing (year long) partnerships/collaborations with artists/arts companies or cultural organizations that help meet your school/districts arts education goals? Check the appropriate box.

5F) – Same rules as 5B.

5G) In which of these subject areas has your school had an artist in residence in the past year? Check all that apply.

5H) – What did the artists-in-residence program contribute to this school's arts program? Check all the boxes that apply.

5I) – Same rules as 5B.

**Section 6: Comments**

Please provide additional information that may clarify the responses in this survey. Possibilities include programmatic changes over the past five years, changes from full-time to part-time staff, unique attributes of your schools' arts programs, details pertaining to any survey questions that require a more complete description (please specify section and number), or other ideas you may have. 500 word limit.

**New Hampshire Arts Education Survey Fax Back Certification Form**

Please follow the directions provided at the beginning of the Users' Guide to complete the survey process. Before choosing the "Submit Survey" button, print the survey by choosing the appropriate button. The basic sequence is update, print, review, then submit survey. Finally, print the Certification Form and fax or mail with the Principal's signature to the New Hampshire State Department of Education as directed on the form. Completed forms are due to the State Department of Education by **May 15, 2009**.

**NHDOE Fax Number:** 603-271-7381 (Attn: Marcia McCaffrey)

**Mailing Address:**

NH Department of Education  
101 Pleasant Street  
Concord, NH 03301  
Attn: Marcia McCaffrey