

F O R O U R C H I L D R E N

A Report on The Status of Arts Education in Idaho

2009-2010 School Year



A Joint Project of the Idaho Commission on the Arts
and the Idaho State Department of Education

in Cooperation with Bothell Assessment and Research, East Centerville, Utah



Boise Art Museum, Free School Tour Program.

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TOM LUNA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

November 16, 2010

Patrons of the arts in Idaho,

I am pleased to join the Idaho Commission on the Arts in providing the State of Idaho's educators, parents, and patrons with this recent survey of arts education in Idaho. The partnership between our two agencies in the past has aided the advancement of arts education for Idaho students and educators. The information gathered from Idaho principals in this publication, *For Our Children: A Report on the Status of Arts Education in Idaho 2009-2010*, will form baseline data that the Department can use to inform our work and help to raise achievement for all students across Idaho.

As State Superintendent, I understand the importance of a well-rounded education. Our students must realize their full potential and build skills throughout grades K-12 that will truly prepare them to live, work and succeed in the 21st century. The arts play a critical role in our education system because these subject areas help build students' skills in communication, creativity, critical thinking, and collaboration.

I look forward to working with the Idaho Commission on the Arts and educators, parents and patrons across Idaho as we continue our efforts to meet the needs of all students and raise achievement across Idaho.

Sincerely,

A handwritten signature in black ink, appearing to read "Tom Luna", with a long, sweeping underline.

Tom Luna
Idaho Superintendent of Public Instruction

C.L. "Butch" Otter
GOVERNOR

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October, 2010

Dear Arts Education Supporter:

Before you know where you should go, you need to know where you are.

With enthusiasm for the journey, the Idaho Commission on the Arts, in unity with the Idaho Department of Education, presents *For Our Children: A Report on the Status of Arts Education in Idaho*. A summation of the condition of arts instruction in Idaho's schools, this report is a signpost to improvement, a starting-point for measurement of forward progress. With it, together, we will map a course of success for our students, our children.

We hope this report will enlighten its readers, advance district curricula, inform teacher training, and form the basis for initiatives and community partnerships intended to meet the state's humanities standards. If it achieves these aspirations, making headway toward a quality arts education for every Idaho child, then our joint efforts will have been well rewarded indeed.

With such clarity of purpose and perceptive discernment of goals, we can transform our children into innovative, imaginative, resourceful problem-solvers—poised to become the future leaders of our state.

A handwritten signature in black ink, appearing to read "Michael Faison".

Michael Faison
Executive Director
Idaho Commission on the Arts

“Idaho needs well-round, 21st century citizens who are problem-solvers in every aspect of life. Arts education is vital to helping our students realize their full potential and imagine ways they might contribute to the entrepreneurial, educational, and cultural well-being of our state.”

—Tom Luna, Idaho Superintendent of Public Instruction



Teaching artist Norma Pintar works with Hawthorne Elementary School students, Idaho Falls.

Introduction

Preparing All Students for Success

We all want the best for our children. We want them to be well prepared to take on life's challenges, and to live happy and productive lives where their ideas can carry them as far as they can imagine. Our students will enter a world that contains unprecedented challenges and opportunities. To succeed there, they will need to be able to solve problems with ingenuity, communicate ideas with clarity, and imagine new possibilities.

Quality arts education helps Idaho's young people develop the skills they need to achieve their potential in school, work, and life. Arts learning experiences play a vital role in the development of problem-solving, analysis, imagination, and innovation. From music and dance to theatre and visual arts, the arts give young people unique means of expression, capturing their interests and emotions, and allowing them to explore new ideas, subject matter, and cultures.

For Our Children: A Report on the Status of Arts Education in Idaho is compiled from a baseline survey conducted by the Idaho Commission on the Arts in partnership with the Idaho Department of Education through a collaboration with the Montana Arts Council, the Utah Division of Arts and Museums, and the Wyoming Arts Council. The report summarizes the data collected from the 222 Idaho elementary, middle, and secondary schools that responded to our request for information on arts education.

The Statewide Arts Education Assessment (SAEA) survey contained questions in five key areas:

- Demographics
- Teachers
- Student Learning
- Professional Development
- Space and Resources

The survey questions were designed to quantify and evaluate each school's situation in the offering of the arts as a core subject. The survey explored such questions as the number of minutes of arts instruction, the arts subjects offered, art teacher preparation, teacher training in the arts, art assessment practices, arts standards used, and the spaces and resources made available to the arts in Idaho's schools.

Many thanks go to the principals throughout Idaho who took the time to provide thoughtful and complete information for this study.

As Idaho's many partners in education work to make quality arts education available to every young person, we hope the results of this survey provide education, community, and legislative leaders with current data that provide insight into the arts education programs throughout Idaho.

State & National Context

Arts Education is Basic Education

The United States is competing in a dynamic global economy in which two assets—a skilled, versatile, and highly adaptable workforce, and the capacity for creativity, innovation, and entrepreneurship—provide a decisive edge.

Improving our education system to ignite students’ imagination, foster their creative drive, stimulate innovative thinking, and generate implementable new ideas is vital to the long term economic interests of our nation.

- Sandra S. Ruppert, Director, Arts Education Partnership

The arts are defined as a core subject in the No Child Left Behind Act (NCLB). However, to fully realize the role of the arts in the NCLB environment, parents, school officials, and arts educators need better data about the status of arts education in the schools. With such data, they can more effectively inform and positively influence education leaders regarding the value of arts education.

Nationwide research-based evidence of the value of arts education continues to grow. State and national leaders, economists, and educators recognize that an education in the arts helps students develop the skills necessary in the 21st-Century: creativity, critical thinking, communication, and collaboration.

Despite growing awareness that learning in the arts is integral to a basic education, national data indicates a disconnect between arts education potential and arts education practice. In a national report from the Center on Education Policy (March 2006), 22 percent of the school districts surveyed reported that they had reduced time for art and music to make more time for reading and math.

Arts education in Idaho reflects the national situation. The arts are core academic subjects in Idaho and are included as a two-credit high school graduation requirement. The Idaho Humanities Content Standards, developed in 2000, outline the skills and content recommended for grades K-12 and provide high but reachable sequential expectations for student learning in dance, music, theatre, and visual arts. Although these policy triumphs were encouraging, the arts, nonetheless, continue to struggle for recognition at the district level, and the infrastructure to support arts education in Idaho is not as strong as it could be.

Most Idaho elementary and secondary schools have access to music programs taught by music specialists. Yet, dance and theatre receive minimal attention. Visual arts specialists instruct on the secondary level in most Idaho schools; although, at the elementary level, visual art is rarely

taught by highly qualified teachers. Idaho legislative board rule states that elementary schools must provide arts education; however, a Standard Elementary Certificate in Idaho requires no coursework in the arts.

After nearly a decade of the Idaho Content Humanities Standards implementation in Idaho, 63 percent of the schools completing the SAEA survey stated familiarity with the standards. In another finding, since 2007, many schools that took the survey reported a decrease in the arts courses they have offered, attributing the reduction to the new high school graduation requirements for the Class of 2013 that increase requirements for math and science.

Despite these challenges, arts education practice in Idaho has many points of strength. Dedicated arts specialists and classroom teachers are setting aside time for planning, an upsurge in arts charter and magnet schools is notable, and parents and arts organizations are contributing to the offerings. Through these efforts, Idaho students create, refine, and revise their work, giving tangible form to ideas.

As research-based evidence about the value of arts education continues to grow, we are persuaded that Idahoans interested in overcoming the obstacles that hinder the treatment of the arts as a core subject can use the findings in this report to identify areas at the local and state levels that need attention and support.

We all want the best for Idaho children. Arts education has an important role to play in their education. We can all work together to ensure that all students are able to reap the full academic and social benefits of learning in and through the arts.

Fort Boise Middle School, The Milfoil Education Project, Boise.



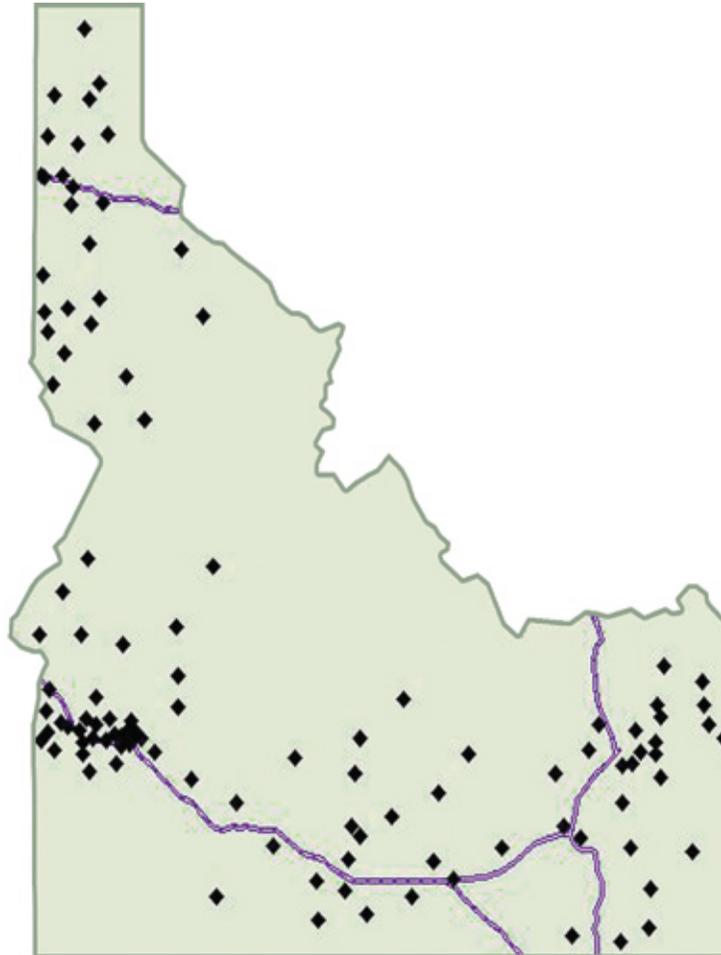


Teaching artist, Ben Love, residency print exchange, ANSER Charter School, Boise

Research Highlights

- The average teacher-to-student ratio for visual arts specialists in Idaho elementary schools is 1 to 2,335. In secondary schools the ratio is 1 to 174.
- There was a 6 percent drop in the number of K-12 students taking music in Idaho schools between 2006 and 2009.
- According to school principals, only 28 percent of the districts in Idaho consider the arts a part of the core curriculum.
- A total of 63 percent of the schools in Idaho are familiar with the state content standards for the arts.
- The number-one response to the question regarding what would be most helpful to improve learning in the arts was “a certified specialist for teaching visual art.”
- A total of 53 percent of Idaho secondary school students choose to take arts as electives; and the arts comprise 33 percent of all electives offered.
- 19 percent of Idaho elementary and 79 percent of Idaho secondary students receive arts instruction from a specialist with a degree in the art form.
- Approximately 70 percent of Idaho schools participate in arts field trips and host visiting performing groups.
- 29 percent of the schools surveyed cited budget constraints as the greatest obstacle to utilizing arts resources. This was followed by 26 percent of the schools surveyed who indicated “time in the school day” as the greatest obstacle.

Survey Demographics



Representatives from Idaho, Montana, Utah and Wyoming's state arts councils and employees of the Western States Arts Federation (WESTAF) collaborated over several months to design the State Arts Education Yearly Assessment (SAEA). A lack of information concerning the status of arts education was a root cause for the design of the survey.

The survey was developed to be administered over the Web using the iSalient program.

It was felt that 30 percent of the total schools in the state would be an excellent sample for each state. This target was set as the sampling goal. Three states achieved a greater than 30 percent of total schools sample and the other state was close to the goal. The areas of the state covered in the survey are indicated in the map above.

Teachers

Teacher-to-Student Ratios

Arts specialists face monumental tasks. Arts specialists are teachers who are full-time teachers (FTEs), licensed, endorsed, and certified with a college degree in the art form they teach. Teacher-to-student ratios in Idaho are very high for arts specialists. Reasonable class sizes are possible in the areas of math, language arts, science, and social studies because many teachers are credentialed in these areas and they share in the task of instructing students. Arts specialists; however, are often the only qualified teacher in their area and may thus be responsible for instructing every student in the school in the art form they teach.

Art specialists can face an enormous task in the fulfillment of their responsibilities. For example, based on the results of the SAEA survey, the estimated average teacher-to-student ratio for a music specialist teaching in an elementary school in Idaho is one teacher for more than 500 students. This high ratio is largely due to the fact that a single music specialist is responsible for the music instruction of every student in the school. Even in secondary schools, where the teacher-to-student ratios are better, the work of arts teachers remains difficult (see Tables 1 and 2 below). In these environments, the probability that all students receive arts instruction from a highly qualified teacher is low.

Table 1: Average Specialist-to-Student Ratio for Music	
School Type	Ratio
Elementary	1 to 517
Secondary	1 to 180

For Our Children: A Report on the Status of Arts Education in Idaho
Source: Bothell Assessment and Research and WESTAF 2010

Table 2: Average Specialist-to-Student Ratio for Visual Art	
School Type	Ratio
Elementary	1 to 2,335
Secondary	1 to 174

For Our Children: A Report on the Status of Arts Education in Idaho
Source: Bothell Assessment and Research and WESTAF 2010

Concerning teachers, Table 3 compares the average number of full-time teachers in an average school in Idaho to the average number of arts specialists in an average school in Idaho.

Table 3: Average Number of Full-time Teachers and FTE Arts Specialists* in an Average Idaho School

Teachers	Elementary Schools	Junior High Schools	High Schools
Full-time Teachers	19.8	22.1	24.6
FTE Arts Specialists	0.6	1.7	1.9

* Art specialists are teachers who are full-time teachers (FTE's), licensed, endorsed and certified with a college degree in the art form they teach.

For Our Children: A Report on the Status of Arts Education in Idaho
 Source: Bothell Assessment and Research and WESTAF 2010

Table 4 shows the average Idaho student enrollment by type of school. Among schools that responded to this survey, seven percent of respondents were schools that included grades K through 12. Twenty-four percent were schools that had fewer than 200 total students. Thirty-one percent had total student enrollment between 201 and 400 students. Twenty-four percent were schools with total student enrollment between 401 and 600 students. Fourteen percent were schools with greater than 601 students enrolled.

Table 4: Average Student Enrollment

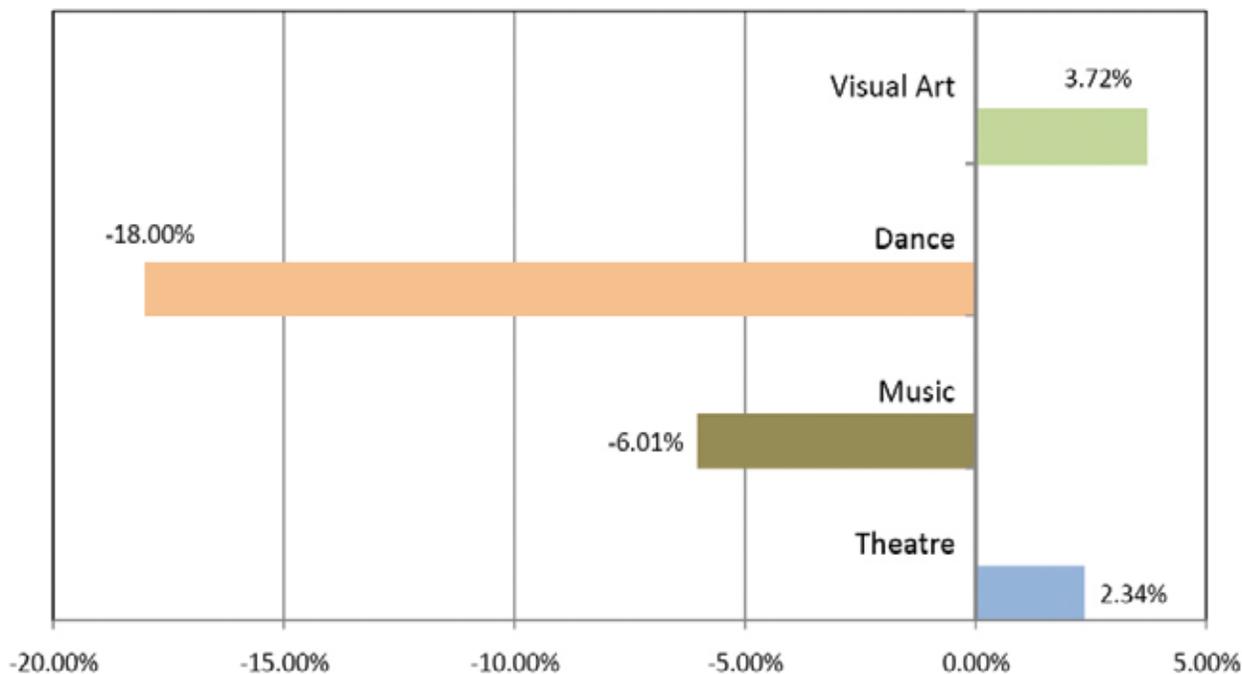
State	Elementary Schools	Junior High Schools	High Schools
Idaho	300	276	339

For Our Children: A Report on the Status of Arts Education in Idaho
 Source: Bothell Assessment and Research and WESTAF 2010

Enrollment Trends

Concerning enrollment in the arts, only visual art and theatre experienced an increase in the average percentage of students in the school who were enrolled in arts classes. The other two art forms, dance and music, experienced a decrease in the percentage of students enrolled (see Figure 1).

Figure 1: Difference in Average Percentage of Students Enrolled 2006-2007 Year Compared to 2009-2010 School Year



Teacher Preparation

Teachers with varying levels of preparation provide arts education across Idaho schools. Idaho schools use many volunteers or parents with arts interest or experience, especially at the elementary level. See Table 5 for a breakdown of teacher qualifications by elementary schools and secondary schools.

Increased instruction by arts specialists is desired by all schools. Given the great disparity of success in obtaining and using specialists, much can be learned as each school discusses strategies and approaches to funding, hiring, and using specialists. Also, given the amount of instruction provided by highly qualified classroom teachers, access to professional development and training for arts endorsements and licensing remains an important challenge for each school. The SAEA survey results suggest that, on average, one elementary teacher and two secondary teachers per school in Idaho were working on arts endorsements or degrees at the time the survey was administered. Music is taught with the highest level of teacher preparation or with the greatest number of specialists. The visual arts are taught with the second highest level of teacher preparation, and theatre is third. See Tables 6 through 9.

There are considerable differences in the levels of teacher qualifications for arts instruction in elementary schools compared to teacher qualifications in secondary schools. Elementary schools are highly dependent on volunteers and parents with arts interests or experience.

Table 5: Frequency Students Receive Instruction from Teachers with Certain Qualifications

Qualifications	Elementary	Secondary
Specialists with a College Degree in the Art Form	19%	79%
Classroom Teachers with Arts Primary Assignments	14%	11%
Paraprofessionals or Prep-Time Specialists	7%	1%
Volunteers/Parents with Arts Interest or Experience	59%	5%
Artists	1%	4%

For Our Children: A Report on the Status of Arts Education in Idaho
 Source: Bothell Assessment and Research and WESTAF 2010

Table 6: Teachers or Other Personnel Who Teach Visual Art

	Elementary	Secondary
Specialists with a College Degree in the Art Form	3%	75%
Classroom Teachers with Arts Primary Assignments	12%	14%
Paraprofessionals or Prep-Time Specialists	3%	2%
Volunteers/Parents with Arts Interest or Experience	80%	3%
Artists	2%	6%

For Our Children: A Report on the Status of Arts Education in Idaho
 Source: Bothell Assessment and Research and WESTAF 2010

Table 7: Teachers or Other Personnel Who Teach Dance

	Elementary	Secondary
Specialists with a College Degree in the Art Form	15%	57%
Classroom Teachers with Arts Primary Assignments	31%	8%
Paraprofessionals or Prep-Time Specialists	8%	0%
Volunteers/Parents with Arts Interest or Experience	46%	34%
Artists	0%	0%

For Our Children: A Report on the Status of Arts Education in Idaho
 Source: Bothell Assessment and Research and WESTAF 2010

Table 8: Teachers or Other Personnel Who Teach Music

	Elementary	Secondary
Specialists with a College Degree in the Art Form	50%	85%
Classroom Teachers with Arts Primary Assignments	12%	9%
Paraprofessionals or Prep-Time Specialists	12%	1%
Volunteers/Parents with Arts Interest or Experience	25%	4%
Artists	1%	1%

For Our Children: A Report on the Status of Arts Education in Idaho
Source: Bothell Assessment and Research and WESTAF 2010

Table 9: Teachers or Other Personnel Who Teach Theatre

	Elementary	Secondary
Specialists with a College Degree in the Art Form	0%	74%
Classroom Teachers with Arts Primary Assignments	50%	14%
Paraprofessionals or Prep-Time Specialists	14%	3%
Volunteers/Parents with Arts Interest or Experience	36%	7%
Artists	0%	2%

For Our Children: A Report on the Status of Arts Education in Idaho
Source: Bothell Assessment and Research and WESTAF 2010

Reduction in Arts FTEs

Despite many schools reporting a reduction in arts courses being offered, the SAEA survey found that the reductions in Arts FTEs was only moderate. From the school years 2008-2009 and 2009-2010, few schools across the state lost FTE arts teacher positions. Table 10 outlines the number of schools that lost FTE arts positions by art form and by type of school.

Table 10: Number and Percent of Schools that Lost an Arts FTE Position Over the Last Two Years

Qualifications	Elementary	Secondary
Visual Art	3 (3%)	10 (12%)
Dance	2 (2%)	3 (4%)
Music	0 (0%)	0 (0%)
Theatre	0 (0%)	4 (5%)

For Our Children: A Report on the Status of Arts Education in Idaho
Source: Bothell Assessment and Research and WESTAF 2010

Student Learning

Receiving High-Quality Instruction

Developers of the SAEA survey sought to collect information regarding the quality of student art experiences. To properly evaluate the arts' standing as a core academic subject as outlined under the No Child Left Behind (NCLB) Law, instruction was assessed using the following criteria:

- Instruction that followed a sequential and ongoing arts curriculum;
- Instruction that was aligned with state and/or national arts standards; and
- Instruction that was taught by a certified/licensed and endorsed specialist.

If students received instruction that did not meet these criteria, then the instruction was not counted. From the responses to this question, the percentage of schools across Idaho that provide high-quality arts experiences meeting the above criteria can be estimated. However, it cannot be estimated how many schools provided some form of arts instruction that did not meet the criteria.

Table 11:	Percentage of Schools in the State Where Students Received High Quality Instruction	
	Elementary	Secondary
Visual Art	22%	76%
Dance	5%	11%
Music	80%	80%
Theatre	3%	45%
None of the Above	15%	12%

For Our Children: A Report on the Status of Arts Education in Idaho
Source: Bothell Assessment and Research and WESTAF 2010

More schools provide music instruction than any other art form. Visual art is the next most provided art form. Theatre is the third most provided at the secondary level. Dance instruction is the third most provided at the elementary level and dance is the least provided at the secondary level and theatre is the least provided at the elementary level.

Depending on the type of school, 12 percent to 15 percent of the schools did not provide arts instruction that met the criteria to be considered high quality. These are the schools that marked "None of the Above" on the survey. These schools may have provided some form of arts instruction that was not high-quality as defined above, or they provided no arts instruction of any type. As a hypothetical analysis to understand the impact for these schools, if these schools provided no instruction of any type in 15 percent of the Idaho elementary schools, it would equate to approximately 21,780 students who did not receive quality arts instruction.



Minutes Per Week Students Spent Studying Art Forms

Table 12 lists the estimates provided by SAEA respondents concerning the minutes per week students spent studying various art forms. The data refer only to students who received arts instruction. In Idaho, students who received music instruction experienced the greatest number of contact hours throughout the year--an average of 53 minutes a week. At 29 minutes per week, time devoted to dance instruction was the lowest in comparison to the other three art forms. Compared to the other states surveyed, Montana, Utah and Wyoming, Idaho's contact hours or minutes allocated to the study of the arts each week is low.

106 elementary schools provided estimates of minutes per week spent studying each art form. Of those schools, 41 had arts specialists teaching in the schools. Two schools reported four specialists providing instruction and three schools had two specialists teaching art. 35 schools had one specialist teaching in the school and one school had one half FTE specialist teaching in the school. The schools not reporting specialists likely provided arts instruction through parents, paraprofessionals, and/or other volunteers.

Table 12: Average Minutes Students Spend Studying Each Art Form Each Week – Elementary				
	Idaho	Montana	Utah	Wyoming
Visual Art	40	87	51	83
Dance	29	21	31	33
Music	53	108	57	87
Theatre	41	62	35	141

For Our Children: A Report on the Status of Arts Education in Idaho
 Source: Bothell Assessment and Research and WESTAF 2010

District Support

When asked whether their districts treated the arts as core curricula, “no” was the most common answer in three of the four states surveyed. The exception was Utah, where 65 percent of the respondents answered “yes.” The responses from Idaho indicated a particularly low level of district support for the arts as core curriculum. Table 13 illustrates the percentage of schools that marked “yes,” “no,” or “unsure,” by state. District support can improve the quality of instruction and the number of students that participate. Schools that suffer from a lack of district support often fail to meet their arts educational goals. One of the most telling signs of strong district support for the arts comes from the number of workshops or professional development opportunities offered by the district.

See tables in the professional development section of this report for a review of district workshops attended.

Table 13: Schools’ Perspective Concerning Whether the District Treats Arts as Core Curriculum		Idaho	Montana	Utah	Wyoming
Yes		28%	43%	65%	41%
No		62%	49%	23%	51%
Unsure		10%	7%	12%	8%

For Our Children: A Report on the Status of Arts Education in Idaho
 Source: Bothell Assessment and Research and WESTAF 2010

Schools’ Commitment to the Arts and to Arts Standards

Including and clearly articulating the arts in a school’s improvement plan demonstrates commitment to the arts. Fewer than a third of schools demonstrate that level of commitment in Idaho (see Table 14).

When schools are familiar with state standards for arts instruction, the quality of arts instruction is presumed to improve and the commitment may be higher in schools that strive to adhere to state curriculum standards. Familiarity with state standards could be improved in Idaho. The results of the survey provide data on schools’ familiarity with state standards; however, a school’s familiarity with state standards does not necessarily indicate that it follows or adheres to those standards (see Table 15).

In addition to following state standards and including arts in a school improvement plan, participating in co-curricular activities or other arts education activities demonstrates commitment to the arts. Tables 16 and 17 show the levels of commitment through these types of activities. The types of activities that receive the most participation among schools are band/choir, instrumental or music performances/rehearsals, theatre productions, assemblies, and visiting performing groups. Table 18 indicates that the majority of survey respondents considered certified visual art specialists to be most helpful for improving students’ learning in the arts. More flexibility in scheduling and training to integrate the arts into other subjects tied for fifth most helpful.

Table 14: Schools that Include and Clearly Articulate the Arts in the School Improvement Plan

	Idaho
Yes	30%
No	70%

For Our Children: A Report on the Status of Arts Education in Idaho
 Source: Bothell Assessment and Research and WESTAF 2010

Table 15: Schools that are Familiar with the Content Standards for the Arts in Their States

	Idaho
Yes	63%
No	38%

For Our Children: A Report on the Status of Arts Education in Idaho
 Source: Bothell Assessment and Research and WESTAF 2010

Table 16: Percentage of Schools that Participated in Co-Curricular Activities

	Idaho
Art Club	14%
Band/Choir performances or instrumental/vocal music performances	72%
Literary Magazine	7%
Music Rehearsals	56%
Poetry Out Loud	10%
Organized enrichment/remediation classes in the arts	17%
Theatre rehearsals/productions	43%
None of the Above	11%
Other	10%

For Our Children: A Report on the Status of Arts Education in Idaho
 Source: Bothell Assessment and Research and WESTAF 2010

Table 17: Percentage of Schools that Participated in Other Arts Education Activities

	Idaho
Visiting Performing Groups	65%
Artists in Residence	17%
Assemblies	68%
Field Trips/Museum Tours	73%
Art Parents	28%
Integrated Projects	44%
Projects with Outside Arts Organizations	25%
Special Projects	29%
Other	7%

For Our Children: A Report on the Status of Arts Education in Idaho
Source: Bothell Assessment and Research and WESTAF 2010

Table 18: Most Helpful Ideas to Improve Learning in the Arts

	Ranks
Certified specialist for teaching visual art	1
Funding for community and state arts resources	2
Availability of more arts supplies or equipment (for any arts discipline)	3
Facilities and classroom space	4
More flexibility in scheduling	5
Training on integrating the arts into other subjects	5

For Our Children: A Report on the Status of Arts Education in Idaho
Source: Bothell Assessment and Research and WESTAF 2010

Diversity of Arts Education Assessment Methods

Schools that use district arts assessments are more likely to be aligned with state curriculum standards for arts instruction and would presumably provide higher quality arts instruction.

The most popular method for assessing arts education is teacher-developed assessment. Students' learning in art is often perceived as difficult to assess. Given that perspective, it is not surprising that teachers are more comfortable designing their own assessments. In contrast, given perceptions of the difficulty in assessing arts learning, it is surprising that a relatively low percentage of schools do not assess the arts at all. In Idaho, approximately 45 out of 200 schools are not evaluating student performance in the arts.

Table 19: Percentage of Schools that Use the Assessment Method

Method	Idaho
District Developed and Required Assessments	17%
State Developed and Required Assessments	5%
Teacher Developed Assessments	69%
No Assessments	23%

For Our Children: A Report on the Status of Arts Education in Idaho
Source: Bothell Assessment and Research and WESTAF 2010

Elective Course Offerings

At the junior high and high school levels, the number of elective course offerings either limits students from contact with the arts or increases student contact with the arts. Table 20 lists the number and percent of arts electives and the percentage of students choosing to take arts as their electives.

Table 20: Elective Course Offerings

	Idaho Schools
Number of Elective Courses Offered at the School	27
Number of Elective Courses Offered that are Arts Electives	9 (33%)
Percentage of Students Choosing to Take Arts as Their Electives	53%

For Our Children: A Report on the Status of Arts Education in Idaho
Source: Bothell Assessment and Research and WESTAF 2010

As educators address content standards for student learning in the arts, they move away from exposing students to the arts and move toward instructing students in the arts, especially the skills and processes associated with an art form.

- Eric Johnson, Artist and Educator

Professional Development

School and district workshops provide the greatest number of professional development opportunities for administrators and teachers who are not arts specialists. Arts Specialists most often attend workshops offered by districts, arts organizations and university/community colleges. A significant number of specialists and other teachers received instruction or mentoring from professional artists and from State Arts Commission workshops.

Table 21: Professional Development Activities Participated in During the Last Year Totals Across the State – Numbers of Participants

Activity	Specialists	Other Teachers	Administrators
School Workshops	134	286	117
District Workshops	148	238	115
University/Community College Workshops	61	57	3
National Conferences	13	28	8
State Arts Council/ Commission Workshops	148	106	9
State Department of Education/Office of Public Instruction Workshops	14	41	7
Instruction or Mentoring from Professional Artists	82	107	104
Workshops Offered by Arts Organizations	40	40	4
Other (please specify):	9	19	2

For Our Children: A Report on the Status of Arts Education in Idaho
Source: Bothell Assessment and Research and WESTAF 2010

Communicating Arts Education Information

Table 22 (below) illustrates that teachers and administrators turn first to their State Department of Education or Office of Public Instruction to obtain information about arts education.

Table 22: Familiarity with Teacher Professional Development Activities in the Arts Offered by State Arts Commission	
	Idaho
Yes	32%
No	68%

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Source: Bothell Assessment and Research and WESTAF 2010

Table 23: Percentage of Schools that Receive Arts Education Information through These Methods	
Methods	Idaho
State Department of Education/Office of Public Instruction	42%
State Arts Council/Commission (including their listserv)	19%
Conferences	14%
District Arts or Curriculum Coordinators	12%
Listservs	2%
Professional Journals	6%
Other	6%

For Our Children: A Report on the Status of Arts Education in Idaho
Source: Bothell Assessment and Research and WESTAF 2010

Arts Professional Development Incentive Methods

The most popular incentive methods for arts education professional development are credits for recertification and credits for professional development. Table 24 reviews the professional development incentive methods used by schools.

Table 24: Percentage of Schools that Use Incentive Methods for Professional Development

	% Idaho of Schools
Release Time	14%
Compensation	20%
Credits for Professional Development	21%
Credits Toward Compensation (Lane Changes)	17%
Credits for Recertification	22%
None	6%

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 Source: Bothell Assessment and Research and WESTAF 2010

Music workshop, ArtsPowered Schools Teacher Institute.





We had the privilege of taking our second grade students to “The Nutcracker” at Jewitt Auditorium. Ballet, specifically “The Nutcracker,” is part of our 2nd grade curriculum, and it cannot truly be understood through the experiences provided in the classroom. The performance gives most students the only experience they may have with ballet, and they devour the experience with respect and enthusiasm.

-Tamera Sherman, Music Coordinator, Endeavor Elementary School

Space and Resources

Teaching requires resources. Teachers of any subject will tell us that student learning decreases when the environment in the classroom does not fully support learning. Without appropriate space and equipment, teachers struggle to help students learn. At best, without appropriate space and equipment, students will be introduced to the subject matter, yet learn and remember very little.

Table 25 illustrates perhaps one of the greatest challenges to teaching the arts in public schools. Who would think of teaching math without a chalkboard or whiteboard in the room? Who would consider teaching science without some form of lab set-up in the room? How can the arts be taught without the appropriate space and resources? A large number of schools suffer from a lack of room/space designed and equipped for teaching each art form. Dance and theatre suffer the most from a lack of space while music suffers the least. Given this finding, it becomes clearer why dance and theatre are the least taught subjects among the four art forms. Concerning theatre and dance resources, see also Table 26.

Table 25:**Percentage of Schools in the State that have Appropriate Room/Space Designed and Equipped for Teaching Solely the Art Form**

		% Idaho of Schools
Visual Art	% No	57%
	% Yes	43%
Dance	% No	94%
	% Yes	6%
Music	% No	25%
	% Yes	75%
Theatre	% No	80%
	% Yes	20%

For Our Children: A Report on the Status of Arts Education in Idaho
 Source: Bothell Assessment and Research and WESTAF 2010

Table 26:**Percentage of Schools in the State that have Theatre and Performing Space with Appropriate Lighting and Sound Equipment**

	% Idaho of Schools
% No	62%
% Yes	38%

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 Source: Bothell Assessment and Research and WESTAF 2010



Funding and Other Resources

Like space and equipment, funding, internships, artist residencies, and technical assistance contribute to further arts education curricula. The state arts commission can provide such resources. Yet, only a moderate percentage of schools are familiar with state art commission offerings (see Table 27). Although familiarity with what is offered does not guarantee schools will try to obtain such support, it does open the door for schools to seek support. Currently across Idaho, approximately 50 percent of all schools are not aware that they can seek such support.

Table 27: Percentage of Schools that are Familiar with State Arts Commission Offerings

Offerings	Idaho
Artist Residencies	41%
Grants	46%
Professional Development	47%
Artist Directories/Rosters	17%
Technical Assistance	9%

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Source: Bothell Assessment and Research and WESTAF 2010

A high percentage of schools did not receive money for arts education in the last year from any of the funding resources listed in Table 28. District funding, PTA/PTO funding and individual contributions are the most popular funding sources for arts education in Idaho.

Table 28: Percentage of Schools that Received Money From These Sources

Sources	Idaho
PTA/PTO	35%
Grants from the State Arts Council/Commission	9%
Local Arts Councils	8%
Other Grants	18%
Individual Contributions (parents, grandparents)	30%
Businesses	11%
Foundations	13%
District	39%
Transfer of Funds Within School Budget	32%
Fund Raisers Specifically for the Arts	27%
Donations in Kind	16%
State Lottery	3%

For Our Children: A Report on the Status of Arts Education in Idaho
Source: Bothell Assessment and Research and WESTAF 2010

Schools that received money for arts education most often used the funds for arts materials, supplies, equipment or instruments, arts field trips, or arts assemblies. The money was least often used for the development of sequential arts curricula. Table 29 reviews uses of funding.

Table 29: Percentage of Schools that Used Money for These Items

Items	Idaho
Arts Materials, Supplies, Equipment, Instruments	44%
Arts Field Trips	34%
Arts Assemblies	24%
None of the Above	9%
Professional Development for Teachers in the Fine Arts Core	9%
Release Time, Collaborative Learning Time	6%
Other	4%
To Hire a Full-Time Arts Specialist	4%
To Hire a Part-Time Arts Specialist	4%
Development of Sequential Arts Curriculum	3%

For Our Children: A Report on the Status of Arts Education in Idaho
 Source: Bothell Assessment and Research and WESTAF 2010

Collaborations with artists or arts companies can be an effective way for schools to meet arts education goals. Multi-year partnerships with these community resources can extend resources and improve the amount and quality of arts education for students. Many schools in Idaho do not take advantage of these resources.

Table 30: Percentage of Schools that Have a Multi-Year Partnership or Collaboration with Artists, Arts Companies, or Cultural Organizations that Help the School/District Arts Education Goals

	% Idaho of Schools
% Yes	11%

For Our Children: A Report on the Status of Arts Education in Idaho
 Source: Bothell Assessment and Research and WESTAF 2010

Everyone Can Play a Role

Educators, parents, cultural organizations, policy makers, funders, and community leaders can all play a role in achieving ongoing, in-depth, and consistent arts education for all K-12 students.

Schools and school districts

- Establish clear, long-term plans for advancing arts education.
- Support and advocate for state and local policies that support these efforts.
- Develop arts education committees to plan, implement, and monitor arts education policies and programs; include teachers, school leaders, parents, and community advocates in these efforts.
- Establish guidelines for minimum funding levels and staffing requirements to fully support arts instruction, curriculum development, professional development, materials, and planning time.

Principals and teaching faculty

- Adopt flexible schedules that provide time for arts education during the regular school day.
- Provide common planning time for arts educators and classroom teachers to develop connections between different areas of classroom curriculum.
- Work with parents to increase community understanding and support for arts education.

State partners and funders

- Establish and support policies that advance arts education for every student.
- Provide professional development for principals and teachers in arts education implementation.
- Evaluate ongoing statewide progress in arts education at regular intervals using the baseline established in SAEA research.
- Educate policy makers, boards, and the business community about the central role of the arts in basic education.
- Identify public and private funds to support and increase effective, systemic approaches for arts education.



Students at Barbara Morgan Elementary School, participating in ArtSchool, McCall.

Cultural organizations

- Work with schools and districts to develop long-term, sustainable partnerships characterized by collaborative planning, in-depth arts learning, and ongoing assessment.
- Showcase successful school partnerships and advocate for K–12 arts education as part of the regular school day.
- Train organization staff and teaching artists to work collaboratively in the K–12 environment and provide professional development in the arts for classroom teachers.

Parents, families, and community members

- Find out which arts disciplines are being taught at which grade levels in the schools in your area. Support successful programs and advocate for new programs to address needs.
- Encourage schools to develop demonstrations of arts learning to share with the school community.
- Talk to educators, school board members, and other policy makers about the benefits of arts learning that you've witnessed in your own family members.

Partners at all levels

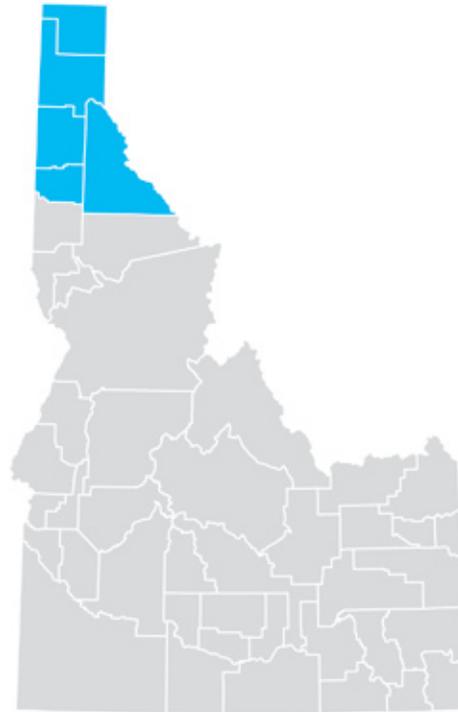
- Report regularly on growth in arts education at all levels and share information with students, families, local and statewide community members, arts education advocates, and legislators.
- Work together as partners with a common goal: arts education for every student, every school, every year.

*Special thanks to the Washington State Arts Commission
for sharing these suggestions.*



Schools in Survey 2010: Region I

School name	District
Athol Elementary	Lakeland #272
Canyon Elementary Magnet	Kellogg #391
Clark Fork Jr/Sr HS	Lake Pend Oreille #84
Coeur d'Alene HS	Coeur d'Alene #271
Farmin Stidwell Elementary	Lake Pend Oreille #84
Fernan Elementary	Coeur d'Alene #271
Harrison Elementary	Kootenai #274
Kellogg HS	Kellogg #391
Kootenai Elementary	Lake Pend Oreille #84
Kootenai Jr/Sr HS	Kootenai #274
Lake City HS	Kootenai #274
Lakes Magnet Middle School	Coeur d'Alene #271
Mullan Trail School	Post Falls #273
Northside Elementary	Lake Pend Oreille #84
Ponderosa Elementary	Post Falls #273
Post Falls HS	Post Falls #273
Priest River Jr HS	West Bonner #83
Project CDA/Bridge Academy	Coeur d'Alene #271
Sandpoint Charter	Lake Pend Oreille #84
Seltice Elementary	Post Falls #273
Silver Valley Alternative	Kellogg #391
St. Maries HS	St Maries #41
Timberlake Jr HS	Lakeland #272
Wallace Jr/Sr HS	Wallace #393
Washington Elementary	Lake Pend Oreille #84

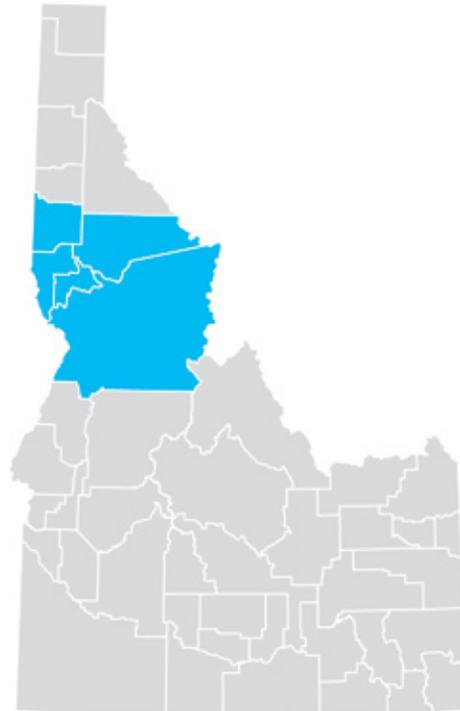


Region I, II, III, IV, V, VI
Kaplan Academy of Idaho
online



Schools in Survey 2010: Region II

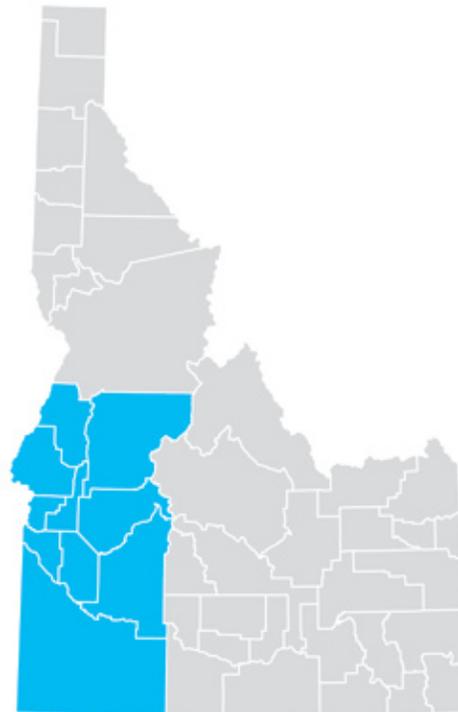
School name	District
Genesee Elementary	Genesee #282
Genesee Jr/Sr. HS	Genesee #282
Grangeville HS	Mt. View #244
Idaho Distance Ed Academy	Whitepine #288
Kendrick Jr/Sr HS	Kendrick #283
Lapwai Elementary	Lapwai #341
Lapwai HS	Lapwai #341
Moscow Charter	Moscow #281
Moscow HS	Moscow #281
Nezperce School	Nezperce #302
Orofino Elementary	Orofino #171
Paradise Creek HS	Moscow #281
Potlatch Jr/Sr HS	Potlatch #285
Prairie Middle School	Cottonwood #242
Troy Elementary	Troy #287
West Park Elementary	Moscow #281
Whitman Elementary	Lewiston #340



Schools in Survey 2010: Region III



School Name	District
Adams Elementary	Boise #01
Barbara R. Morgan Elementary	McCall-Donnelly #421
Boise HS	Boise #01
Butte View School	Emmett #221
Cambridge Elementary	Cambridge #432
Cambridge HS	Cambridge #432
Canyon Springs HS	Caldwell #132
Capital HS	Boise #01
Cascade Elementary	Cascade #422
Cascade Jr/Sr HS	Cascade #422
Cecil D. Andrus Elementary	Meridian #2
Central Academy HS	Meridian #2
Centennial Elementary	Boise #01
Chief Joseph Elementary	Meridian #2
Christine Donnell Elementary	Boise #01
Collister Elementary	Boise #01
Compass Charter	Meridian #2
Council Elementary	Council #13
Council Jr/Sr HS	Council #13
Crimson Point Elementary	Kuna #3
Crossroads Middle School	Meridian #2
Desert Springs Elementary	Vallivue #139
Eagle Middle School	Meridian #2
East Elementary	Mountain Home #193
Emmett HS	Emmett #221
Emmett Jr HS	Emmett #221
Endeavor Elementary	Nampa #131
Fairmont Jr HS	Boise #01
Freemont H Teed Elementary	Kuna #3



School Name	District
Fruitland HS	Fruitland #373
Gallileo Magnet	Meridian #2
Garden City Charter	Garden City #459
Garden Valley Schools	Garden Valley #171
Hacker Middle School	Mountain Home #193
Heartland HS	McCall-Donnelly #421
Holmes Elementary	Wilder #133
Homedale HS	Homedale #370
Horizon Elementary	Boise #01
Hubbard Elementary	Kuna #3
Idaho City HS	Basin #72

Region III (continued)



School Name	District
Indian Creek Elementary	Kuna #3
Iowa Elementary	Nampa #131
Jefferson Elementary	Boise #01
Joplin Elementary	Meridian #2
Kenneth J Carberry Elementary	Emmett #221
Kuna Middle School	Kuna #3
Lake Hazel Middle School	Meridian #2
Lake Ridge Elementary	Nampa #131
Lewis and Clark Elementary	Caldwell #132
Lone Star Middle School	Nampa #131
Lowell Scott Middle School	Meridian #2
Marsing Elementary	Marsing #363
Marsing Middle School	Marsing #363
Mary McPherson Elementary	Meridian #2
Maxine Johnson Elementary	Parma #137
Melba Middle School	Melba #136
Meridian Academy	Meridian #2
Middleton Middle School	Middleton #134
Midvale School	Midvale #433
Monroe Elementary	Boise #01
Mountain Home Jr HS	Mountain Home #193
North Elementary	Mountain Home #193
North Jr HS	Boise #01
Notus Elementary	Notus #135
Ola Elementary	Emmett #221
Pathways Middle School	Meridian #2
Pepper Ridge Elementary	Meridian #2
Pioneer Elementary	Meridian #2

School Name	District
Ponderosa Elementary	Meridian #2
Prospect Elementary	Meridian #2
Ridgeline HS	Nampa #131
Rimrock Jr/Sr HS	Bruneau-Grand View #365
Riverside Elementary	Boise #01
Rolling Hills Charter	Boise #01
Roosevelt Elementary	Boise #01
Ross Elementary	Kuna #3
Sacajawea Elementary	Caldwell #132
Sacajawea Jr HS	Boise #01
Saints Peter & Paul School	Diocese of Boise
Shadow Butte Elementary	Emmett #221
Sherman Elementary	Nampa #131
Siena School	Meridian #2
Silver Sage Elementary	Meridian #2
Star Elementary	Meridian #2
Syringa Middle School	Caldwell #132
Tammany Alternative Cntr	Boise #01
The North Fork School	McCall-Donnelly #421
Thomas Jefferson Charter	Vallivue #139
Vallivue Middle School	Vallivue #139
Van Buren Elementary	Caldwell #132
Weiser Middle School	Weiver #431
West Canyon Elementary	Vallivue #139
West Jr HS	Boise #01
West Middle School	Nampa #131
Whittier Elementary	Boise #01
Willow Creek Elementary	Nampa #131



Schools in Survey 2010: Region IV

School name	District
Bellevue Elementary	Blaine County #61
Bickel Elementary	Twin Falls #411
Bridge Academy	Twin Falls #411
Burley HS	Cassia County #151
Burley Jr HS	Cassia County #151
Camas County School	Camas County # 121
Cassia Alternative HS	Cassia County #151
Cassia Regional Tech Center	Cassia County #151
Declo Elementary	Cassia County #151
Declo HS	Cassia County #151
Dietrich School	Dietrich #314
East Minico Middle School	Minidoka #331
Filer Elementary	Filer #413
Filer Middle School	Filer #413
Filer HS	Filer #413
Glenns Ferry Elementary	Glenns Ferry #192
Glenns Ferry HS	Glenns Ferry #192
Hagerman Elementary	Hagermann #233
Hansen Jr/Sr HS	Hansen #415
Harrison Elementary	Twin Falls #411
Jerome Middle School	Jerome #261
Kimberly Elementary	Kimberly #414
Kimberly HS	Kimberly #414
Minico HS	Minidoka #331
Morningside Elementary	Twin Falls #411
Mt. Harrison Jr/Sr HS	Minidoka #331
Richfield School	Richfield #316
Robert Stuart Middle School	Twin Falls #411



School name	District
Shoshone Elementary	Shoshone #312
Twin Falls HS	Twin Falls #411
White Pine Intermediate	Cassia County #151
Woodside Elementary	Blaine County #61
Xavier Charter	Twin Falls #411



Schools in Survey 2010: Region V

School name	District
American Falls HS	American Falls #381
Grace Elementary	Grace #148
Harold B Lee Middle School	West Side #202
Malad Elementary	Oneida #351
Malad Middle School	Oneida #351
Malad HS	Oneida #351
Oneida HS	Oneida #351
North Gem School	North Gem #149
Preston Jr HS	Preston #201
Soda Springs HS	Soda Springs #150
Stone Elementary	Oneida #351
Tendoy Elementary	Pocatello #25
Thatcher Elementary	Grace #148
The Academy at Rosevelt Cntr	Pocatello #25
Tigert Middle School	Soda Springs #150
William Thomas Middle School	American Falls #381



Schools in Survey 2010: Region VI



School name	District
A. W. Johnson Elementary	Firth #59
Aberdeen Elementary	Aberdeen #58
Ammon Elementary	Bonneville #93
Archer Elementary	Madison #321
Ashton Elementary	Fremont #215
Blackfoot Charter Learning Cntr	Blackfoot #55
Bonneville HS	Bonneville #93
Bush Elementary	Idaho Falls #91
Butte County HS	Butte County #111
Central Alternative HS	Madison #321
Central Elementary	Fremont #215
Clair E Gale Jr HS	Idaho Falls #91
Discover Elementary	Bonneville #93
Edgemont Gardens Elementary	Idaho Falls #91
Ethel Boyes Elementary	Idaho Falls #91
Falls Valley Elementary	Bonneville #93
Fort Hall Elementary	Blackfoot #55
Fox Hollow Elementary	Idaho Falls #91
Harwood Elementary	Jefferson #251
Hawthorne Elementary	Idaho Falls #91
Hazel Stuart Elementary	Shelley #60
Hobbs Middle School	Shelley #60
Idaho Falls HS	Idaho Falls #91
Irving Kindergarten Cntr	Blackfoot #55
Kennedy Elementary	Madison #321
Linden Park School	Idaho Falls #91
Longfellow Elementary	Idaho Falls #91
Mackay Elementay	Mackay #182
Madison Jr HS	Madison #321
Madison Middle School	Madison #321
Mountain View Middle School	Blackfoot #55
North Fremont Middle/HS	Fremont #215



School name	District
Ridge Crest Elementary	Blackfoot #55
Rigby HS	Jefferson #251
Ririe Middle School	Ririe #252
Roberts Elementary	Jefferson #251
Rocky Mountain Middle School	Bonneville #93
Sandcreek Middle School	Bonneville #93
South Fork Elementary	Madison #321
South Fremont Jr HS	Fremont #215
Sunnyside Elementary	Idaho Falls #91
Sunrise Elementary	Shelley #60
Taylor's Crossing Charter	Idaho Falls #91
Tetonia Elementary	Teton #401
Theresa Bunker Elementary	Idaho Falls #91
Victor Elementary	Teton #401



The Community School, Victor



Idaho Music Project Connects Students and Local Composers

By Naomi Zeveloff

High school orchestra is typically the domain of long-dead composers. Students labor over Brahms or Beethoven, composers whose work has outlived them for centuries. Such was the case at public high schools in Idaho, until Dr. Peggy Wenner, the Arts and Humanities Coordinator with the Idaho State Department of Education, enlivened orchestras statewide with an injection of contemporary music.

Wenner's 2008 project, which recruited Idaho composers to write music for school bands and orchestras across the state, was born after the Department of Education received an unexpected \$22,000 from the state's attorney general, Lawrence Wasden. Wasden, along with the attorney generals of several other states, had successfully launched a case on behalf of Idaho citizens to sue CD distributors for their violation of the state's anti-trust law. After Idaho consumers received their share of the settlement, Wasden gave the remaining sum to the Department of Education—with the caveat that the funds be used toward music education.

Wenner, who was charged with administering the funds, thought long and hard about what to do.

"I tried to figure out something that would benefit a large number of children. I thought of the typical things like giving money to a school for instruments. But that just seemed so limited," she says. "But then I thought of the gift of music and composition. I thought we could have concerts performed throughout the state to highlight the work of local composers."

Wenner issued a call for composers, and 12 Idaho musicians responded. She then selected six, each of whom received \$2,000 to create original compositions that were later made available to public school teachers through the Idaho Music Educators web site. One composer named Jim Cockey, a well-known Idaho musician who was quickly gaining national attention for his rhythmically unusual pieces, was selected to write a piece for one of the best student orchestras in the state—the Madison High School orchestra in Rexburg, Idaho.

Cockey penned his composition—a meandering, technically difficult piece called “Ritmo Gizmo”—with his own high school experience in mind. Cockey’s favorite orchestra composition at the time was a piece called “Outdoor Overture” by Aaron Copland. Copland had written the music specifically for young music learners and Cockey was touched by the famous composer’s dedication to youth.

“When I was given the opportunity to write for the student orchestra, I looked back on that touchstone experience,” says Cockey. “I remembered how special it felt to be playing that piece and how much I liked it. That pushed forward my love of music.”

For “Ritmo Gizmo,” Cockey maintained his signature eccentric rhythm. But he made sure to stretch out each rhythmically distinct section so that the students would have time to get used to the beat before it changed.

“I tried to write something that the kids would like and something that would fall into a mid-range of challenge,” says Cockey. “Not too easy and not too difficult. I wanted to give them something to strive for but make it attainable and fun. That is exactly what the Copland piece was for me.”

Cockey had the opportunity to hear from Madison High School students firsthand when he sat in on an orchestra practice session ahead of the students’ performance at the 2008 Governor’s Awards in the Arts program, at which their teacher, Rick Hansen was to receive an Excellence in Arts Education award.

“It was great that I could just show up and the students could see that I’m just a regular guy who writes music,” says Cockey. “It helped the kids realize—either consciously or subconsciously—that this is something they can do. They can write the next piece.”

“It was neat,” says Andrew Gordon, a former Madison High School cello player who performed “Ritmo Gizmo” at the awards dinner. “When the kids met the composer some of them might have been inspired to think ‘If he can do it I can do it.’ It’s not some dead person who passed away. He is the evidence of his music.”

“Ritmo Gizmo,” along with the five other compositions in the Department of Education project, will be performed and recorded this year at a statewide school music conference. Though the project is a one-time venture, Cockey and others hope that other states will take a cue from Idaho.

“Yes, the kids are influenced by learning a piece by a local composer. But it is a two-sided coin,” says Cockey. “It was exciting for me to write for local kids. It is a project that energizes everybody and should be replicated.”

Acknowledgments

This project is the result of an unusual collaboration. It came about when the arts education directors working at the state arts agencies of Idaho, Montana, Utah, and Wyoming decided to collaborate on a project that addressed a key issue in their four largely rural states. The issue they had identified was the need to obtain a snapshot view of the state of arts education in each state—a challenging task due to the lack of information historically gathered on the subject. The key barrier to the collection of such information may have been cost. Across the country, several examples of such research existed; however, virtually all of the completed studies were more expensive than the four states could afford. In addition, the study methods were too expensive to be repeated with any regularity, thus making the tracking of changes in the teaching of arts education in K-12 schools difficult to do.

The four partners approached the Western States Arts Federation (WESTAF), and invited the organization to consider joining in the research effort. The WESTAF research staff agreed to assist in the design of the study and to coordinate the research process. As an organization, WESTAF was interested in the project for several reasons. Principle among them was the interest of WESTAF in playing an appropriate role in the development of arts education in K-12 schools—a difficult task for a 13-state regional arts organization. While it is challenging for a regional arts organization such as WESTAF to be effective in the area of education at the local level, the project's focus on the collection of data essential to state and local arts advocacy was something WESTAF could accomplish.

In Idaho, the ICA partnered on this project with the Idaho State Department of Education's Arts and Humanities Coordinator. The Coordinator communicated with principals, obtained results, and assisted in editing the survey. The Department design specialist created the regional charts that show exactly where information was obtained for the survey.

Another participant in the effort was Tim Bothell of Bothell Assessment and Research. Bothell aggregated and refined the results and prepared a preliminary analysis of the findings. Key to the success of this effort were the leaders of the state arts agencies of Idaho, Montana, Utah, and Wyoming. Upon the recommendation of these leaders, the governing boards of each agency allocated \$10,000 toward the cost of the study. In a time of greatly constricted state arts agency budgets, this financial commitment was extraordinary.

Another group to whom the project partners and WESTAF are grateful, is the group of principals and their designees in the four states who responded to the survey. These already time-taxed individuals were generous in the allocation of their time to complete the survey. Their interest in supporting a scan into the state of arts education in their states is much appreciated, and the time they took to do so is something the project partners very much appreciate.

Clay printmaking with teaching artist Linda Wolfe, Pocatello High School.



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Resources

Idaho Commission on the Arts
www.arts.idaho.gov
www.sde.idaho.gov/site/humanities/
208.334.2119
1.800.ART.FUND

Idaho State Department of Education
www.sde.idaho.gov/site/humanities/
208.332.6800
1.800.432.4601



For Our Children: A Report on the Status of Arts Education in Idaho

is available online at: www.arts.idaho.gov/ae/status.aspx and www.sde.idaho.gov/site/humanities/



The Mural Project with teaching artist Cathy Sher, Lava Hot Springs.

On the cover: Animal Painting in Watercolor, Fernan Elementary School, Coeur d'Alene.

