

# ARTS EDUCATION PARTNERSHIP READINESS QUIZ

A tool for public schools considering arts partnerships,  
adapted from The Center for Arts Education

Answering these questions will help you decide whether your school is ready to collaborate with cultural organization to promote student achievement and school improvement in and through the arts. See scoring sheet at bottom.

1. How many people will be involved in designing your arts partnership program?

- a) 1-2
- b) 3-6
- c) 7-10

2. Which statement best describes your school's experience with partnerships?

- a) We have none.
- b) We collaborate regularly with community groups, other schools, and cultural organizations.
- c) We have collaborated on a few projects.

3. Which statement best describes your current relationship with (a) cultural partner(s)?

- a) We do not have any partners
- b) We have been looking for ways to expand our relationship with our current cultural partner(s).
- c) We are considering several cultural partners, based on favorable staff and student reactions to residencies, workshops, performances, and/or museum visits.

4. If your school has developed an overall educational vision statement, which of the following applies best?

- a) It makes no mentions of the arts.
- b) It makes explicit our commitment to the arts as part of the core curriculum
- c) It refers to the arts as enrichment.
- d) We have no written statement.

5. What is the current status of arts staff in your school?

- a) We have 0-2 arts positions.
- b) We have arts specialists in more than one discipline (e.g., dance music, visual arts, theater), offering sequential skill-based instruction, who collaborate with general education teachers and cultural partners.
- c) We have some arts specialists, and we purchase services from visual, literary, and performing arts organizations.

6. What is the role of the arts in the general curriculum at your school?
- a) The need to raise test scores in reading and math limits our capacity to integrate the arts.
  - b) We provide frequent, integrated, team-taught units of study, which are developed by arts specialists, classroom teachers, teaching artists, and cultural organizations.
  - c) Some teachers collaborate with arts specialists, cultural organizations, and/or artists on performances and special projects.
7. Which statement best describes the professional development in your school?
- a) We attend mandated district workshops.
  - b) Our staff members frequently attend and provide a variety of workshops based on student needs and staff interest and expertise.
  - c) A small, but committed, number of our staff elect to participate in externally provided offerings of interest to them.
8. Characterize scheduling at your school.
- a) A regular fixed schedule allows us to support student achievement in reading and math and comply with district mandates.
  - b) Flexible scheduling allows us to provide opportunities for team teaching, small group work, off-site learning, and links with extended-day (afterschool) programs.
  - c) From time to time we have been able to accommodate early release time and/or sub-coverage to allow students/teachers to participate in special projects.
9. Characterize parent/community engagement in your school.
- a) We have had limited success in engaging parents and community organizations.
  - b) Parents and community members come and go regularly from our building as participants in and leaders of a variety of activities.
  - c) A small but committed group of parents provide funding for enrichment activities and volunteer at the building.
10. How does your school leadership team support the arts?
- a) Our principal takes responsibility for most aspects.
  - b) Our entire team is active: parents, general classroom teachers, arts specialists, and cultural partners participate on committees to align curriculum and instruction.
  - c) Although we have some parent participation, it does not fully reflect the student population, and we rely on one or two team members to advocate for the arts.

11. Characterize your school's current investment in arts education.

- a) We do not have an arts program currently due to budget constraints, but we recognize its importance.
- b) In addition to our school-based arts specialists, we have invested some of our incentives, tax levy, and/or other funding to underwrite the cost of work with cultural organizations.
- c) We have been able to maintain our arts specialists positions, but unable to afford the services of cultural partners.

12. Characterize your school's readiness for change.

- a) No need for change; our arts (and academic) programs are up and running well.
- b) Our teachers are supportive of the arts and are ready to collaborate more actively with artists and cultural organizations.
- c) Some of our staff is eager to learn more about the arts, while others are not convinced at all.

13. How do things get done in your building?

- a) Three or four of us generally take the lead on getting things done (e.g., bringing in grants, planning school events, attending off-site gatherings).
- b) With our principal's support, decision making and responsibility follow-through are handled by a flexible mix of staff, parents, and administrators, and, when appropriate, students.
- c) Assignments are made by the principal based on her/his vision for the school and sense of staff aptitude.

14. Which statement best describes your current staff's attitude toward change and collaboration?

- a) Our staff generally prefers to work in their classrooms on their own.
- b) Our staff members frequently collaborate across classrooms, work with visiting artists, and welcome opportunities for off-site experiences.
- c) Some of our teachers prefer to work in their classrooms and on their own, but a growing number seem open to collaboration and off-site learning.

15. Which statement best describes collaborative relationships as they exist at your school?

- a) We don't have any currently.
- b) We have a number of successful, longstanding collaborations with external organizations, cultural or otherwise.
- c) Collaboration is new to us, but we have had positive experiences and good results to date.

## Partnership Readiness Quiz Scoring Sheet

1. A=2, B=0, C=1 \_\_\_\_\_
  2. A=2, B=0, C=1 \_\_\_\_\_
  3. A=2, B=0, C=0 \_\_\_\_\_
  4. A=2, B=0, C=1, D=2 \_\_\_\_\_
  5. A=1, B=0, C=1 \_\_\_\_\_
  6. A=2, B=0, C=1 \_\_\_\_\_
  7. A=2, B=0, C=1 \_\_\_\_\_
  8. A=1, B=0, C=1 \_\_\_\_\_
  9. A=2, B=0, C=0 \_\_\_\_\_
  10. A=1, B=0, C=1 \_\_\_\_\_
  11. A=1, B=0, C=1 \_\_\_\_\_
  12. A=1, B=0, C=1 \_\_\_\_\_
  13. A=1, B=0, C=1 \_\_\_\_\_
  14. A=2, B=0, C=1 \_\_\_\_\_
  15. A=2, B=0, C=1 \_\_\_\_\_
- Total: \_\_\_\_\_

### **15 POINTS OR MORE:**

**better stop and think...**

### **7-14 POINTS:**

**you may be ready...**

### **6 POINTS OR FEWER:**

**you're already on your way!**

The Readiness Quiz was included in *Partners in Excellence: A Guide to Community School of the Arts/Public School Partnerships from Inspiration to Implementation*, published by National Guild of Community Schools of the Arts, 2006