CROCKER ART MUSEUM SCHOOL AND TEACHER PROGRAMS SURVEY

Stacey Wong
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PROJECT

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CROCKER ART MUSEUM SCHOOL AND TEACHER PROGRAMS SURVEY

A Project

by

Stacey Wong

Approved by:

______________________________, Sponsor
Elaine O’Brien, Ph.D.

______________________________, Committee Member
Terri Castaneda, Ph.D.

______________________________, Committee Member
Timothy P. Fong, Ph.D.

______________________________
Date
Student:  Stacey Wong

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Abstract of

CROCKER ART MUSEUM SCHOOL AND TEACHER PROGRAMS SURVEY

by

Stacey Wong

Evaluation of museum education programming is integral to the success of a museum’s education department. To gain insight into how teachers use and perceive the education programs and materials at the Crocker Art Museum, an online survey of 121 mostly Sacramento-area teachers was conducted, the first comprehensive evaluation of all school and teacher programs offered by the museum since the re-opening of its new expanded facility in 2010. The survey consisted of thirty questions, divided into four sections designed to gather background and demographic information, how teachers use the visual arts to teach, which Crocker Art Museum education resources respondents were using and why, and suggestions to increase use of programs and materials. Three survey reports published by the Asian Art Museum in San Francisco, Museum-Ed, a non-profit organization headquartered in Minneapolis, and the Museum Association of New York were reviewed to provide a baseline of understanding for interpreting the data from the survey. Findings showed that the Crocker Art Museum was the primary source of museum education resources for survey respondents, nearly all of whom use the visual arts to teach in the classroom. The majority of respondents taught K-6 and used the visual arts to teach art; however, respondents also used visual arts materials to teach English language arts, history/social science, math, and science. Findings showed, though, that respondents attended Crocker Art Museum education programs to instill an appreciation for art or to provide an art museum experience for their students. Respondents favored school campus programs slightly over in-museum programs and indicated low attendance for professional development programs and very low use of the online lesson plan database. A percentage of respondents assumed the online database was for fourth grade curriculum only because it is titled “Striking Gold,” which was an unexpected finding. Being unaware of the museum’s programs and materials was the most often cited reason respondents gave for not using more of the resources. Other reasons included costs, often paired with transportation challenges, and time.

________________________________, Sponsor
Elaine O’Brien, Ph.D.
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Chapter 1

INTRODUCTION

According to the Smithsonian Institution’s Office of Policy and Analysis in 2004, nearly 70 percent of respondents to their study on museum education program evaluation said that their organizations place more value on program evaluation now than at any other time in the past. However, the survey also found that few museums in the United States engaged in formal evaluation on a regular basis. The report concluded that, “exemplary museum education departments…always include evaluation in museum strategic plans; view evaluation as integral to their success; and evaluate high percentages of education programs.”¹ The Crocker Art Museum Education Department evaluates programs through the use of brief individual teacher questionnaires distributed after each program event and quarterly meetings with a School Programs Advisory Committee, which consists of Sacramento-area K-12 educators. This survey is the first comprehensive evaluation of all school and teacher programs offered by the museum since its expansion and re-opening in 2010. The purpose, structure, length, and distribution of the survey were formulated in meetings with Melissa Sais, Manager of School and Teacher Programs at the Crocker Art Museum. Melissa Sais and Stacey Shelnut-Hendrick, Director of

Education at the Crocker Art Museum approved the final survey design and questions.

Preliminary research was conducted on the use of museum instructional materials, which included telephone and email interviews with Julie Charles, Associate Curator of Education at the San Francisco Museum of Modern Art (SFMOMA), Elizabeth Gerber, Manager of School and Teacher Programs at the Los Angeles County Museum of Art (LACMA), Jo Anne Yada, Museum Experience and Education Coordinator at the San Jose Museum of Art (SJMA), and Stacey Shelnut-Hendrick at the Crocker Art Museum. It also included informal meetings with teachers at Fruit Ridge Elementary School and Maureen Gemma, Arts Coordinator at the Sacramento County Office of Education. Input from these educators influenced the focus and length of the Crocker survey based on three key findings:

- Museums provide curriculum, but expect teachers to adapt the curriculum to their specific needs and assess student understanding appropriately
- Teachers must meet State content standards for their subject areas
- Teachers have many more commitments as a result of the 2001 No Child Left Behind Act and their time is limited

These findings were discussed during survey planning meetings with Melissa Sais. The final survey design allocated one question to assessment because findings showed that assessment is considered to be independent of museum programming.
since museum staff cannot anticipate how teachers will adapt the materials. Elizabeth Gerber said the education department at LACMA tried to create a rubric, but abandoned the task.\(^2\) Julie Charles at SFMOMA stated that they provide curricula for teachers, but are not responsible for assessment.\(^3\) Jo Anne Yada at SJMA wrote, “We trust that teachers follow the lesson plans…”\(^4\) To gather additional data in this area, one question on the Crocker survey asked teachers to describe how they adapt museum resources.

Museum educators and elementary school teachers placed far more value on meeting Department of Education content standards than assessment. Although museum materials typically include visual arts content standards, elementary teachers were concerned with the content standards for other subjects. The Crocker Art Museum’s Education Department is increasing its efforts to expand arts integration programming, which explore connections between the arts and other subjects. To better understand how teachers define and apply arts integration, several questions asked respondents to describe how they use the visual arts to teach and for which subjects. To reduce the time required to complete the survey, questions on the use of Crocker Art Museum education resources were limited to asking respondents to list specific 2010-2011 Crocker Art Museum education resources.

\(^2\) Elizabeth Gerber, in discussion with the author, November 30, 2010.
\(^3\) Julie Charles, in discussion with the author, December 13, 2010.
\(^4\) Jo Anne Yada, email message to author, December 15, 2010.
resources they have used, their objectives and the outcomes. Refer to Chapter 6 of this report for a detailed discussion on recommended areas for further research.

Several questions, as well as the general format of the report were appropriated from the *Asian Art Museum’s Bridge Program Evaluation: Online Teacher Survey Baseline Study* to better compare findings for this study and for future research. The Crocker survey consisted of thirty questions, divided into four sections: Background Information, Arts Content, Crocker Programs, and End Survey and Enter for a Chance to Win (see Appendix C). The “Background Information” section gathered basic demographic data, such as the grades and subjects that respondents teach. The “Arts Content” section gathered data on how teachers use the visual arts to teach, including whether teachers were using an arts integration approach, an area in which that the museum’s education department is expanding its programming. The “Crocker Programs” section gathered data on the attendance, purposes and outcomes of school and teacher education programs offered at the museum. The “End Survey and Enter for a Chance to Win” section was designed to gather data on how to increase use of education programs and motivate respondents to complete the survey by offering them the opportunity to enter a drawing for a gift certificate to the museum store.

An invitation to participate in the survey was sent to 1,800 Crocker Art Museum e-newsletter subscribers. However, the 2.05 percent response rate was low, so an announcement was posted on several educators Facebook pages to
increase the sample size. This may mean that regular patrons of the museum’s education programs are underrepresented and may have skewed the data for program attendance in the “Crocker Programs” section of the survey. The use of an online survey tool will also limit participation by teachers who do not have regular access to email and the Internet. The abandonment rate (those who started the survey, but did not complete it) was 20.7 percent.

Other limitations were a result of the functionality of the SurveyMonkey application. When using the multiple choice question type, only one comment/essay box button can be added to the list of answers, which was used in this survey to provide a “yes,” “no,” “none,” or “other” answer option with an essay box to provide an explanation. The no or none answer option was used in the final survey design to gather information on why teachers did not access education programs or resources. This limited the ability to provide an additional “other” answer option that would enable teachers to write in program descriptions of education programs no longer offered at the Crocker or that were a special request by the teacher. This limitation also eliminated the ability to ask for suggestions on how to increase use of specific programs. Instead, only one question in the closing section of the survey was used to ask what would make teachers consider using more education resources in general.

Industry standard terminology was used to reduce the potential misinterpretation of questions. However, teachers misunderstood question seven,
which asked how respondents assess materials. The majority of respondents (60.9 percent) did not understand that it was referring to student assessment. Also, there was concern that teachers would not remember the names of programs, so answer options with program titles were linked to the museum website to provide teachers with program descriptions. See Appendix E for descriptions of the programs referenced in this report.

The quantitative data has been summarized in “Chapter 4, Results.” The results were interpreted and the main findings outlined in “Chapter 5, Interpretation” in six areas:

- Use of museum-provided instructional resources
- Using the visual arts to teach
- Comfort with Crocker Art Museum content areas
- Attendance of Crocker Art Museum education programs
- Potential barriers that may influence use of resources

A summary of the project, suggested areas for further research and recommendations for increasing the use of the museum’s education resources are reviewed in “Chapter 6, Conclusions.”
Chapter 2

REVIEW OF LITERATURE

*The Asian Art Museum’s Bridge Program Evaluation: Online Teacher Survey* Baseline Study by Steven Yalowitz and Angelina Ong, the *2009 Art Museum Education Programs Survey* by Kris Wetterlund and Scott Sayre and the *Status of Museum Education Programming in NYS: June 2011* by the Museum Association of New York (MANY) were reviewed to provide a baseline of understanding for interpreting the data from the Crocker Art Museum survey. The conclusions in this report are compared to findings in the three surveys, which are referred to in this paper as the Bridge Program, Museum-Ed, and MANY.

The Asian Art Museum of San Francisco received a grant in 2007 to launch its new Bridge Program to update and expand its education programs. The Asian Art Museum evaluators designed an online survey and facilitated focus groups to gauge teacher needs for museum-provided resources on Asian art and how the museum’s materials and programs are perceived and used. Only the online survey results were analyzed for understanding and interpreting the Crocker Art Museum survey results.

Over four hundred primarily Bay-Area teachers participated in the survey of which 63 percent taught history/social science, 50 percent taught English/language arts, 33 percent taught visual arts, 33 percent taught math, and 29 percent taught science. The research found that 89 percent of respondents use the visual arts to teach, 52 percent use the visual

arts as integrated art instruction, 68 percent use visual arts to teach history/social science, 49 percent teach English/language arts, 38 percent use visual arts to teach the visual arts, and 87 percent customize museum instructional materials. Respondents (33 percent) favored docent-led tours at the museum and 26 percent had attended a teacher workshop, ranking them the two highest attended teacher or school programs. Research also showed that 62 percent of respondents had not used materials from the Asian Art Museum and 40 percent had not participated in any teacher or school program. Reasons cited by the majority of respondents for not participating included not being aware of programs or materials or programs were not a good fit with the curriculum.

Museum-Ed, a non-profit membership organization providing services to the museum education community, conducted an online survey in 2009 of the educational programming of ninety-eight art museums across the United States. The survey asked museum educators what their museum participated in or offered in seven areas of education programming: tours; informal gallery learning; community, adult and family programs; classes and other public programs; partnerships with other organizations; school programs; and online educational resources. The data from the 2009 survey was compared to a similar survey conducted by Museum-Ed in 2003. An identical survey of

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7. Ibid., 46.
8. Ibid., 36-46
9. Ibid., 37-47
European museums was undertaken and the results compared to the U.S. report; however, that data was not reviewed for this report because of limitations relating to translation difficulties noted by the survey authors. The 2009 online survey found that 99 percent of art museums surveyed offered docent-led, themed tours for school groups; 83 percent offered classes for teachers; 64 percent offered online lesson plans; and 81 percent offered “pre-visit materials,” which was the most popular offer program in the school program category.\(^\text{11}\) Only 51 percent of art museums surveyed offered the school program category “volunteers or staff in schools,” which was the category used as a baseline to understand data relating to the Crocker Art Museum’s Art Ark – a mobile art museum that brings art to schools.\(^\text{12}\)

Chartered by the New York State Education Department, the Museum Association of New York (MANY) is a member-based information and advocacy resource for New York State’s museum and heritage organizations. In 2011, MANY conducted an online survey of fifty art, science, history, children’s and cultural institutions to assess the breadth of museum-school relationships.\(^\text{13}\) Of the participating institutions, 63.3 percent were history museums and 14.3 percent were art museums.\(^\text{14}\) The research found that 93.9 percent of responding institutions offer in-museum educational programming, 57.1 percent offer at-school programs and 8.2 percent offer

\(^{11}\) Wetterlund and Sayre, “2009 Art Museum,” 7-19.
\(^{12}\) Ibid., 17.
online programming.\textsuperscript{15} The majority of respondents (47 percent) reported that in-museum visitation stayed the same as the previous year and credited new programming and aggressive marketing.\textsuperscript{16} The research found that the three biggest challenges respondents cited were school budget cuts that have reduced or eliminated field trip travel, teachers finding time in the curriculum to take advantage of programs, and getting information to schools and teachers on what the museum can provide.\textsuperscript{17}

\begin{itemize}
  \item \textsuperscript{15} Ibid., 5.
  \item \textsuperscript{16} Ibid., 2.
  \item \textsuperscript{17} Ibid.
\end{itemize}
Chapter 3

METHODOLOGY

Quantitative data was gathered using an online survey through SurveyMonkey, a web-based survey tool provider. The survey consisted of multiple choice and comment/essay box questions (see Appendix C). The comment/essay box questions were open-ended questions and respondents’ essays were quantified and calculated into percentages for analysis. The survey opened on August 23, 2011 and closed on September 30, 2011. Survey takers were eligible to enter a drawing for one of five $75 gift certificates to the Crocker Art Museum Store. An announcement was published in the August and September issues of the Crocker Art Museum Education Department’s monthly e-newsletter. Appendix A is the announcement that appeared in the e-newsletter with the link to the survey site. Melissa Sais, Manager of School and Teacher Programs at the Crocker Art Museum composed the announcement, per the requirements of the museum’s marketing department and Randy Roberts, Deputy Director at the museum. The e-newsletter was emailed to 1,800 subscribers, of which thirty-seven took the survey for a response rate of 2.05 percent. To increase the survey sample, an announcement was posted on September 14, 2011 and September 15, 2011 on the Facebook pages of seven educators. See Appendix B for the Facebook announcement. The e-newsletter announcement (Appendix A) was also emailed to Jackie White, Arts Integration Curriculum Facilitator at Twin Rivers Unified School District, on September 22, 2011 for distribution to her district. The Facebook posting increased the sample size by eighty-
two and the Twin Rivers email increased the sample by two for a total of 121 respondents.
Q1. What grade(s) do you teach? (Please choose all that apply)

A total of 121 respondents answered this question. The majority of those surveyed have taught multiple subjects in K-6 grade with the largest percentage (28.9 percent) having taught the fourth grade, followed by 28.1 percent who have taught first grade, 27.3 percent who have taught the third grade, 24 percent who have taught the second grade, and 24 percent who have taught the fifth grade. Teachers who selected “Other” primarily teach ESL, special education, SDC, or home school.

Figure 1. Grades Taught
Q2. What subject(s) do you teach? (Please choose all that apply)

Although the majority of respondents teach all subjects in K-6 grades, 63.6 percent of respondents indicated they teach English Language Arts, 59.5 percent teach math, 58.7 percent teach history/social science, and 55.4 percent teach science. The fifth highest number of respondents, 54.5 percent, indicated they teach the visual arts and 21.5 percent teach the performing arts.

Figure 2. Subjects Taught
Q3. **What is the zip code of the school where you have taught most recently?**

Nearly all respondents (83.5 percent) have taught most recently in the Sacramento metropolitan area. The remaining 16.5 percent have taught most recently outside of Sacramento, including Stockton, Davis, Turlock, and Woodland. Of those who have taught within the Sacramento metropolitan area, 10.7 percent have taught most recently in school districts in Rancho Cordova (95670 zip code), 6.6 percent have taught in the South Sacramento area (95823), 5.8 percent have taught in the Land Park area (95818), and 4.9 percent in Carmichael (95608).

![Figure 3. District Zip Codes](image-url)
Q4. Have you used instructional resources from a museum? If you answered yes, please list the museums.

The majority of respondents (57.9 percent) have never used instructional resources from a museum (a “no” response moved respondents to question nine). Of those who selected “yes,” 62.7 percent listed the Crocker Art Museum, 21.6 percent listed Bay Area museums, and 15.7 percent listed Washington D.C. museums.

Figure 4. Have or Have Not Used Resources
Q5. How have you used these resources? (Adapted for a specific class. Please describe how you adapted them.)

A total of forty-six respondents answered question five though question eight. The majority of respondents (54.3 percent) used the resources unaltered with few changes. However, 45.7 percent of respondents adapted the resources. Of those, 33.3 percent adapted the resources for a specific theme or topic in their curriculum, and 28.6 percent adapted the resources for their students’ grade level or students’ level of understanding.

Figure 5. How Resources are Used
Q6. **How effective are the museum provided instructional materials?**

Nearly all respondents who have used museum instructional materials rated them somewhat effective (45.6 percent) and very effective (34.8 percent). However, 2.2 percent rated them somewhat ineffective, and 17.4 percent rated them very ineffective. Notes in the “Comments” field stated that materials didn’t match the students’ developmental level, materials were not classroom ready, materials were designed for a museum visit, or connections were made only to visual and performing arts content standards.

![Bar chart](image)

**Figure 6. Effectiveness of Materials**
Q7. **How do you assess the materials? (Open ended)**

This question was designed to gather data on student assessment. However, a large percentage of respondents (60.8 percent) did not understand the question and wrote comments, such as “not sure,” or “very well.” Half of the remaining 39.2 percent used informal observations to assess student understanding and the other half used a formal evaluation tool, such as a rubric. One respondent wrote, “By student interest and useability.”

Q8. **What would make the materials more effective? (Open Ended)**

Many respondents (21.7 percent) suggested more grade/age appropriate materials from pre-readers to college. One respondent wrote, “more activities that suit various grade levels would be great.” However, 15.2 percent recommended more materials of different media and/or new technologies and accessibility via the website. A respondent suggested, “If the visuals can be digital [s]o we can use them on our electronic whiteboard.”
Q9. Do you use the visual arts to teach? If you answered no, please explain why.

A total of 114 respondents answered this question (a “no” response moved respondents to question thirteen). Almost all respondents (93 percent) use the visual arts to teach. Only 7 percent of respondents selected “no,” but seventeen respondents wrote explanations. Only three comments clearly stated that they didn’t use visual arts to teach because of other art programs or an art teacher at the school. All other comments articulated some use of visual arts to teach subjects including non-art subjects.

Figure 7. Percentage Who Use Visual Arts
Q10. How do you use the visual arts to teach in your classroom?

A total of ninety-seven respondents answered question ten through question twelve. The majority of respondents (46.4 percent) use the visual arts to teach a combination of visual arts and other subjects, followed by 32 percent who use the visual arts in an arts integration approach to teach other subjects and 21.6 percent who use the visual arts just to teach visual arts.

Figure 8. How Visual Arts are Used
Q11. For which subject(s) do you use visual arts materials in your classroom?

(Please choose all that apply)

The highest percentage of respondents (61.9 percent) uses visual arts to teach the visual arts. However, English Language Arts came in at a close second with 58.8 percent, followed by 47.4 percent who use visual arts to teach history/social science, 34 percent who teach math, and 32 percent who teach science.

![Subject Tuition Bar Chart]

Figure 9. Subjects Taught with Visual Arts

Q12. Please specify the objectives of your lesson in which you used visual arts materials to teach those subjects. (Open ended)

Objectives varied greatly from art history and art production to improved motor skills, vocabulary, reading, writing, and critical thinking skills and math and science concepts. See Appendix D for responses.
Q13. How comfortable are you with teaching the following content areas?

A total of 105 respondents answered this question. The highest percentages of respondents indicated they were somewhat comfortable teaching an arts integration approach (40.9 percent), three-dimensional art (40 percent), American art (36.2 percent), California art (35.2 percent), and European art (34.3 percent). Respondents indicated they were somewhat uncomfortable teaching Oceanic art (40 percent), international ceramics (35 percent), Asian art (34.3 percent), and African art (30.5 percent). Respondents also indicated they felt very uncomfortable teaching international ceramics (32.4 percent), architecture (28.6 percent), Asian Art (26.7 percent), and Oceanic art (25.7 percent). However, respondents indicated they felt very comfortable teaching the elements of art and principles of design (29.5 percent), American art (24.8 percent), European art (24.8 percent), and California art (23.8 percent).

![Figure 10. Comfort with Content Areas](image-url)
Q14. Which Crocker in-museum education programs have you used? (Please choose all that apply) None. Please explain why.

A total of 104 respondents answered this question (a “none” response moved respondents to question seventeen). The majority of respondents (71.2 percent) have not used any Crocker in-museum education programs. A large number of respondents (39.2 percent) explained that they are unaware of these programs, 18.9 percent commented that cost is an obstacle, and 8.1 percent didn’t have the time. Another 8.1 percent wrote that the programs didn’t address their students’ special needs or their grade levels. Of the remaining 28.8 percent who have attended at least one Crocker in-museum education program (see Appendix E for program descriptions), guided thematic tours were the most popular with 16.3 percent of respondents indicating they attended “Discover the Crocker,” 10.6 percent attended “Looking to Learn, Learning to Look,” and 7.7 percent attended “California Canvas.”

![Figure 11. In-Museum Programs](image-url)
Q.15  What was the purpose for the Crocker Art Museum visit(s)?  (Open ended)

A total of twenty-nine respondents answered question fifteen and question sixteen. Most respondents (69 percent) took students to the museum to instill an appreciation for art and/or provide students with a museum experience. For example, one respondent commented that, “I want to foster the love of arts in my students.” Another respondent stated, “This is a first museum tour for some students. They all love art and they enjoy viewing ‘famous’ artists.” A respondent wrote, “Most of my students have never been to a museum….I wanted them to be exposed to all a museum offers.”

Q16.  What were the outcomes?  (Open ended)

Almost three quarters of respondents (72.4 percent) concluded their students learned about museums or art or had fun and wanted to return to the museum for another visit. A respondent noted that, “They simply loved it! They had very rich discussions with each other and the docent.” Another respondent described the outcome as, “Very good. The students enjoyed the visit. They learned to interpret some of the things they saw and was exposed to many different forms of art.” One respondent commented that, “They were surprised they enjoyed the museum and mentioned it later.”
Q17. Which Crocker education programs that are provided at the school campus have you used? (Please choose all that apply) None. Please explain why.

A total of 103 respondents answered this question (a “none” response moved respondents to question twenty). The majority of respondents (68 percent) has not used education programs at their school campus and wrote comments explaining that they were unaware of these programs (34.3 percent) or that funding or cost was an issue (14.2 percent). Of the remaining 32 percent who have used at least one at-school program, 28.2 percent have used the Art Ark and 5.8 percent have taken the Introduction to Art program (see Appendix E for program descriptions).

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<td>Introduction to Art</td>
<td>5.8%</td>
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<td>California Crossroads</td>
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<td>Art Through the Ages</td>
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<td>American History Through Art</td>
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<td>Pattern Ray</td>
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<td>California Impressionism</td>
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<td>Symbolism: Creating an Artistic Identity</td>
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<tr>
<td>1, 2, 3 Paint!</td>
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<tr>
<td>None. Please explain why.</td>
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Figure 12. At-School Programs
Q18. What was the purpose of the Crocker Art Museum program(s) at your school? (Open ended)

A total of twenty-nine respondents answered question eighteen and question nineteen. Over three quarters (75.9 percent) of the respondents wrote that the main purpose was to expose students to art, architecture and/or the museum. One respondent explained, “Introduce students to a wide variety of art.” Only 6.9 percent of respondents commented that they integrated the program into their curriculum.

Q19. What were the outcomes? (Open ended)

More than half of the respondents (55.2 percent) wrote that the students enjoyed the experience and 27.6 percent commented about students learning something new. Almost all (89.6 percent) of the responses were positive. One respondent wrote, “The students were very enthusiastic about their school day tours of the Art Ark, and many of them came with their families to the evening event.” However, there was one notable comment from a respondent who stated, “Hot and cold reaction. The highest concentration of negative criticism came from the 7th and 8th grade students and parents who did not think the experience held much interest or value for this age group.”
Q20. Which Crocker professional development program(s) have you attended?
(Please choose all that apply) None. Please explain why.

A total of ninety-eight respondents answered this question (a “none” response moved respondents to question twenty-three). Only 12.2 percent have attended at least one professional development program, of which 11.2 percent attended the Teacher Preview and Arts Resource Fair (see Appendix E for program descriptions). The remaining 87.8 percent have never attended one. The majority (41.9 percent) explained that they simply were unaware of these programs, followed by 18.6 percent who commented that they don’t have time to take classes. Only 8.1 percent commented that cost or funding was an obstacle.

Figure 13. Professional Development Programs
Q21. Why did you attend the Crocker Art Museum’s professional development program(s)? (Open ended)

A total of twelve respondents answered question twenty-one and question twenty-two. Half of the respondents wrote that they attended the program to learn about art and how to teach art lessons. For example, one respondent wrote, “I enjoy learning about art and how to better teach it in the classroom.” One quarter of the respondents commented that they wanted to know more about what the Crocker offered.

Q22. What were the outcomes? (Open ended)

Descriptions of the outcomes were evenly divided with 41.7 percent of respondents stating that they were more aware of Crocker education programs and resources and 41.7 percent noting that they learned new ideas to integrate into lessons. One respondent wrote, “Picked up some lesson ideas and info.”
Q23. Have you used the online teacher resource “Striking Gold?” No. Please explain why.

A total of ninety-eight respondents answered this question (a no response moved respondents to question twenty-eight). Nearly everyone (92.9 percent) has never accessed the Striking Gold database. The majority (74.7 percent) explained that they simply didn’t know this resource was available and 6.6 percent wrote that they thought the curriculum was on the Gold Rush or just for the 4th grade. Only 7.1 percent have used Striking Gold online lesson plans (see Appendix E for a description).

Figure 14. Striking Gold Resource
Q24. Please specify which lesson plan(s) you have used. (Open ended)

Just six respondents answered question twenty-four through question twenty-seven. Half of the respondents used the lessons to teach the Gold Rush and California history in general. One respondent wrote, “I have used it for teaching art to the intermediate grades as an introduction to California art and history.”

Q25. Did you make changes/adapt the lesson plan for your use?

The majority of respondents (66.7 percent) who used Crocker lesson plans adapted the lessons to teach specific subjects or for a specific grade level. The remaining 33.3 percent used the lesson plan without modifications.

Figure 15. Percentage Who Adapt Lessons
Q26. What were your expectations for the lesson(s)? (Open ended)

Comments from respondents were divided between expectations related to social studies, the Gold Rush and California history and other diverse objectives, such as “learn more about critiqu[i]ing.”

Q27. Please explain how your expectations were or were not met. (Open ended)

All comments were positive, for example “We loved the paintings.”

Q28. What would make you consider using more of the Crocker’s programs and materials? (Open ended)

A total of ninety-six respondents answered this question. The majority (35.4 percent) asked for more information. One respondent suggested, “Send a flyer or email with information on programs and materials.” Another commented that, “Having someone come out to the schools to educate the teachers on the available resources that Crocker has to offer would increase my usage. Also, to have that person train or walk through the teachers on how to get the lessons, links, and materials.” The second highest number of respondents (21.9 percent) stated that costs, often paired with transportation issues, were obstacles. Several respondents (10.4 percent) commented that the availability of grade appropriate (including college-level) curriculum would motivate them to use the programs, and a few (7.3 percent) explained that finding time was a challenge.

Suggestions included providing more museum materials. One respondent wrote, “…small on line samples, posters. Info in gift shop regarding educational materials.”
Q29. What is the best way to inform you about the museum’s programs and materials?

Most respondents (74 percent) would prefer to receive emails with information about education programs and materials, followed by 33.1 percent who prefer the museum website, 26 percent who prefer regular mail, and 25 percent who prefer school district communication.

![Figure 16. Best Way to Send Information](image)

Q30. Thank you for taking our survey! Are you interested in entering our drawing to win one of five $75 gift certificates for the Crocker Art Museum Store?
Chapter 5

INTERPRETATION

Use of museum-provided instructional resources

The Crocker Art Museum is the primary source of museum education resources for survey respondents. Of those surveyed who have used instructional resources from a museum, 62.7 percent have used education resources from the Crocker Art Museum – nearly twice the number of educators who used resources from museums other than the Crocker. Over half of the respondents have used the resources without needing to alter or adapt them and over 80 percent rated materials somewhat to very effective.

Using the visual arts to teach

Nearly all respondents (93 percent) use the visual arts to teach in their classrooms. This result mirrors similar data in the Asian Art Museum’s 2010 Bridge Program Evaluation in which 89 percent of respondents indicated they use the visual arts to teach.\textsuperscript{18}

The majority of Crocker survey respondents (46.4 percent) teach a combination of independent visual art instruction with an arts integration approach. Whereas, the Bridge Program survey revealed a greater majority of its respondents (52 percent) used its resources for integrated art instruction.\textsuperscript{19} This difference might be attributed to the

\textsuperscript{18} Yalowitz and Ong, 23-25.
\textsuperscript{19} Ibid.
demographics of the survey takers. The majority of Crocker survey takers (24 to 28.9 percent) have taught all subjects in grades K-6. However, the majority of Bridge Program survey takers taught history/social science in grades six through twelve.\textsuperscript{20} Even so, the results of both surveys are closely aligned with regard to subjects taught using the visual arts.

The highest percentage (61.9 percent) of Crocker respondents uses visual arts to teach art, but almost as many respondents (58.8 percent) use visual arts to teach English Language Arts. History/social science ranked third among survey takers at 47.4 percent. Similarly, on the Bridge Program survey, respondents ranked using visual arts to teach history/social science highest, followed by English Language Arts and visual arts.\textsuperscript{21} Approximately one third of Crocker survey respondents indicated they use art to teach math and science. This data supports the Crocker Art Museum’s strategy to increase arts integration education programs.

Respondents answers to question twelve regarding the objectives for using visual arts materials to teach, ranged from art history and art production to math, science, motor skills, and critical thinking skills. When this data is cross-referenced with question fifteen and question eighteen, though it should be noted that approximately 75 percent of teachers wrote that the purpose for attending both in-museum programs and in-school programs was to expose students to art and/or provide a “museum experience.” That data is supported by respondents’ answers to question fourteen and question seventeen.

\textsuperscript{20} Ibid., 18-19.
\textsuperscript{21} Ibid., 25.
Answers to question fourteen show that the highest percentage of respondents (16.3 percent) attended the “Discover the Crocker” in-museum program that provides a tour of highlights in the Crocker’s permanent collection and zero attendance to “Math and Masterpieces” and “Art Narratives,” which teach math concepts and writing skills respectively. Answers to question seventeen show 34 percent of respondents attended the Art Ark or Introduction to Art programs and no respondents attended “American History Through Art,” which explores historical, social and political milestones. Further research is needed to determine in what way teachers are using Crocker Art Museum education resources specifically within their curriculum.

**Comfort with Crocker Art Museum content areas**

The following lists indicate the comfort level respondents felt with each content area in descending order by percentage of respondents. The greatest numbers of respondents indicated they were somewhat comfortable with arts integration, three-dimensional art, American art, California art, European art, and African art. The fewest number of respondents indicated they were very comfortable teaching the elements of art and principles of design, American art, European art, California art, and contemporary art. Greater numbers of respondents indicated they were somewhat uncomfortable teaching Oceanic art, international ceramics, Asian art, African art, and architecture. Slightly fewer numbers of respondents indicated they were very uncomfortable teaching international ceramics, architecture, Asian art, Oceanic art, and three-dimensional art.
This data warrants more research to determine if comfort with content areas increases usage of specific education programs and discomfort decreases usage of programs that include unfamiliar content areas. When this data is cross-referenced with question fourteen, respondents indicated low attendance to the “Classical Art and Architecture” and “Arts of Asia” tour programs and higher attendance for the “Take Art Apart” tour, which focuses on the elements of art.

This might imply that discomfort with a specific content area may increase attendance of professional development workshops that focus on gaining skills in that content area. A higher number of respondents indicated they were somewhat to very uncomfortable (55.2 percent) teaching African art than were somewhat to very comfortable (40.9 percent). However, when this data is cross-referenced with question twenty, only one percent of respondents attended the “Teaching from the Collection: African Art” teacher workshop.

**Attendance of Crocker Art Museum education programs**

Findings show respondents favored at-school programs. Of the 32 percent who attended at least one at-school program, 28.2 percent indicated they attended the Art Ark. Data from the Museum-Ed, Bridge Program and MANY surveys, which show a higher preference for in-museum programs, implies that the Crocker Art Museum is in a unique position in the industry. This may be attributable to the uniqueness of the program. The Art Ark is one of the first mobile art museums in the country and one of the few that includes hands-on learning.
Respondents indicated attendance for Crocker in-museum programs slightly lower at 28.8 percent, of which the guided thematic tours were the most popular. Docent-led tours appear to be the most offered education programs in museums. According to Museum-Ed, 99 percent of art museums offer specialized tours for school groups, but only 51 percent offer “volunteers or staff at schools.” Docent-led tours were also the most attended teacher or school program by Bridge Program survey respondents. The MANY survey revealed that 91.8 percent of respondents received requests from K-12 schools for in-museum education programs and only 57.1 percent received requests for in-school programs.

Although only 12.2 percent of Crocker survey respondents have attended a professional development program, 83 percent of art museums offer classes for teachers according to the Museum-Ed survey, and 26 percent of Bridge Program respondents attended a teacher workshop/in-service training program. A scant 7.1 percent of survey takers have accessed the online Striking Gold lesson plan resource. This data is similar to Bridge Program results, which indicated that 11.7 percent used museum provided lessons. Lesson plans appear to be a staple of art museums, though ranking third at 64 percent on the Museum-Ed survey of online education programming. A notable difference is the use of pre-visit curriculum materials for teachers, which the Crocker Art

22. Wetterlund and Sayre, 7-17.
23. Yalowitz and Ong, 46.
25. Wetterlund and Sayre, 13.
26. Yalowitz and Ong, 46.
27. Ibid., 36.
28. Wetterlund and Sayre, 19.
Museum currently provides for the Art Ark only. Pre-visit materials were offered by 81 percent of museums in 2009 and 20.7 percent of respondents of the Bridge Program survey had used school pre-visit packets.

**Potential barriers that may influence use of education resources**

Being “unaware” was by far the most common reason given for not attending programs and was cited by 39 percent of respondents for not attending in-museum programs, 68 percent regarding at-school programs, 41.9 percent for not attending professional development workshops, and 74.7 percent in regards to using Striking Gold lessons. Cost ranked a distant second as an obstacle to attendance of in-museum (18.9 percent), at-school (14.3 percent) and professional development programs (8.1 percent). Although several respondents (18.6 percent) also wrote that they did not have time to attend professional development programs, and a few (8.1 percent) wrote the same for in-museum programs. Findings also showed that a small percentage of respondents mistakenly thought the Striking Gold database contained fourth grade curriculum only, presumably because of the title’s reference to the Gold Rush. A few respondents (8.1 percent) commented that in-museum programs did not address their students’ special needs or grade. The challenges of program awareness, time, cost, and curriculum fit are primary cited challenges for Bridge Program respondents and MANY survey takers. In fact, while 35 percent of MANY respondents saw museum visitation decrease from the

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29. Ibid., 17.
30. Yalowitz and Ong, 36.
previous year, 47 percent indicated in-museum visitation stayed the same and credited new programs and aggressive marketing for program attendance.\textsuperscript{31}

\textsuperscript{31} Museum Association of New York, 2.
Chapter 6

CONCLUSIONS

Project Summary

An online survey of the Crocker Art Museum’s 2010-2011 school and teacher programs was conducted in August and September 2011. Over one hundred mostly Sacramento-area teachers participated in the survey, answering questions about the grades and subjects they have taught, how they have used the visual arts to teach, which Crocker Art Museum education resources they have used and why, and suggestions for increasing their utilization of the museum’s resources.

Findings showed that nearly all of the respondents have used the visual arts to teach in the classroom, the majority of who considered the Crocker Art Museum to be their primary resource for museum-provided instructional materials. Although respondents were mostly K-6 teachers and used visual arts materials to teach visual arts, they also indicated they used visual arts to teach English language arts, history/social science, math, and science. Respondents indicated slightly higher attendance of at-school programs, such as the Art Ark, to in-museum programs, of which guided thematic tours were most popular. When asked about objectives and outcomes for Crocker Art Museum program attendance, approximately three quarters of the respondents wrote about teaching art appreciation or providing a museum experience. Respondents indicated low attendance to professional development programs and even lower use of
the online lesson plan database. The majority of respondents wrote they had not used the museum’s education resources because they were not aware of them.

**Further Research**

Further research is needed to determine in what way teachers are using museum education resources specifically within their curriculum. Respondents indicated they use the visual arts to teach art, English language arts, history/social science, math, and science in the classroom, but indicated they attended Crocker Art Museum education programs to introduce their students to the arts and the museum. Data from the survey differed from findings in the Bridge Program report, which indicated teachers used Asian Art Museum resources to provide “accurate information, personal and professional growth and aligning with content standards.”

There may be a difference in the extent to which teachers perceive the arts are valued in Sacramento compared to the extent the arts are perceived to be valued in the Bay Area. In other words, Sacramento-area teachers may believe their students place very low value on the arts, whereas Bay Area teachers think their students place a high value on the arts. However, it may be that teachers perceive using visual arts instructional materials in the classroom differently than they perceive Crocker Art Museum education programs. Research in this area may impact how the Crocker Art Museum Education Department develops and expands its arts integration programs.

Additional research is warranted to determine if there is a correlation between teachers’ comfort levels and unintentional censorship of museum resources. Findings

32. Yalowitz and Ong, 36-47.
suggest a strong Eurocentric bias. Respondents indicated they were somewhat to very comfortable teaching American art, European art and California art. Conversely, respondents indicated they were somewhat to very uncomfortable teaching Oceanic art, Asian art and international ceramics. Although the Crocker Art Museum’s ceramics collection includes European works, such as Meissen porcelain, a large portion of the collection consists of Korean ceramics, East Asian objects, Chinese ceramics, and Japanese tea ware. Oceanic art at the Crocker Art Museum features art of the Asmat and other Pacific cultures from New Guinea. Further research is warranted to determine if Sacramento educators are teaching with the visual arts through a predominantly Western perspective. Teachers’ discomfort with certain content areas may be affecting their attendance of in-museum programs or professional development programs for those content areas.

**Recommendations to increase use of education programs**

Over one third of respondents wrote that they would like to know more about what programs are offered and the resources that are available. The Teacher Preview & Arts Resource Fair was the most attended professional development program among survey takers and a similar approach to marketing the Crocker’s full offering of education programs and resources might be beneficial. One respondent wrote regarding professional development programs, “I have never known that these existed. I would LOVE to attend something like this!” Bridge Program evaluators found that “75 percent of teachers who reported using Asian Art Museum materials…said that they first heard about them by participating in a program at the
museum. This suggests a strong correlation between professional development and the adoption of supplementary materials…” However, almost 75 percent of Crocker survey respondents indicated they preferred emailed information and nearly a third preferred information via the museum’s website.

Marketing of the Striking Gold resource appears particularly needed, including increasing an awareness of the content areas and grade levels that are available. Survey takers suggested offering materials that are easily accessible and available to use in new technology formats, such as digital images and lesson plans that are downloadable from the museum’s website that can be put on a document reader or screen. One respondent commented, “Relooking at Striking Gold has me very excited – it looks promising and I want to start using it ASAP.” A respondent wrote that, “Years ago I seem to recall that Striking Gold was not as updated as it is now, so I must have given up. I just now looked and the lesson plans have many digital resources which is GREAT! We have an electronic whiteboard and I will easily be able to project the images to the whole class. The lack of viewable resources is one major hindrance when I try to teach history through art.”

Respondents want resources that fit with their content standards and existing curriculum, from pre-Kindergarten fun hands-on activities to a college-level scholarly approach. Comments ranged from “Appropriateness to my curriculum…” to “If the programs had major Kindergarten components,” to “college level appeal.”

33. Ibid., 5.
Outreach and promotion seems to be the most important first step for the Crocker Art Museum to increase utilization of its education resources. Evaluation should be a key component in the education programming strategic plan so that further research can be conducted on the specific objectives and outcomes for teachers using the Crocker Art Museum’s education programs and materials.
We Want Your Feedback

The Crocker has partnered with a graduate student from CSU Sacramento, who is conducting research on the use and effectiveness of museum programs and resources for teachers. With the goal of gaining some insight on how teachers perceive and use our programs and resources, the Crocker has allowed the student to use the Crocker’s offerings as the focal point of an online survey.

This online survey will take approximately 10 to 15 minutes to complete. By completing this survey, you will have an opportunity to enter a drawing for one of five $75 gift certificates to the Museum Store.

The survey will be available through September 30, 2011.

> Take the Survey Now

Thank you for participating!
APPENDIX B

Facebook Post

How important are museum programs to you?... Take this survey http://svy.mk/pEoyqd on the Crocker Art Museum's education programs. If you are or have ever been an educator, you are eligible to take the survey - even if you have never used the museum's services. All survey takers can enter a drawing for a $75 certificate for the museum store. Survey closes Sept 30.
**APPENDIX C**

The Survey

<table>
<thead>
<tr>
<th>Background Information</th>
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<tbody>
<tr>
<td><strong>1. What grade(s) do you teach? (Please choose all that apply)</strong></td>
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<tr>
<td>□ Pre-K</td>
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<td>□ K</td>
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<td>□ 2</td>
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<td>□ 11</td>
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<tr>
<td>□ 12</td>
</tr>
<tr>
<td>□ College/University</td>
</tr>
<tr>
<td>□ Other (please specify)</td>
</tr>
</tbody>
</table>
*2. What subject(s) do you teach? (Please choose all that apply)

☐ Visual Arts
☐ Performing Arts
☐ Math
☐ Science
☐ History/Social Science
☐ English Language Arts
☐ Foreign Language
☐ Physical Education
☐ Special Education
☐ Other (please specify):

*3. What is the zip code of the school where you have taught most recently?

*4. Have you used instructional resources from a museum?

☐ No
☐ Yes

If you answered yes, please list the museums:
5. How have you used these resources?
- As is with few changes
- Adapted for a specific class. Please describe how you adapted them

6. How effective are the museum provided instructional materials?

<table>
<thead>
<tr>
<th>Effectiveness</th>
<th>Very ineffective</th>
<th>Somewhat ineffective</th>
<th>Somewhat effective</th>
<th>Very effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. How do you assess the materials?

8. What would make the materials more effective?
**9. Do you use the visual arts to teach?**

- [ ] Yes
- [ ] No

If you answered no, please explain why.
**10. How do you use the visual arts to teach in your classroom?**

- An arts integration approach
- To teach visual arts
- A combination of both

**11. For which subject(s) do you use visual arts materials in your classroom? (Please choose all that apply)**

- Visual Arts
- Performing Arts
- Math
- Science
- History/Social Science
- English Language Arts
- Foreign Language
- Physical Education
- Special Ed
- Other (please specify)

**12. Please specify the objectives of your lessons in which you used visual arts materials to teach those subjects.**
**13. How comfortable are you with teaching the following content areas?**

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Very Uncomfortable</th>
<th>Somewhat Uncomfortable</th>
<th>Somewhat Comfortable</th>
<th>Very Comfortable</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Art</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Asian Art</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>European Art</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>African Art</td>
<td></td>
<td></td>
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<tr>
<td>Oceanic Art</td>
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<td></td>
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<tr>
<td>International Ceramics</td>
<td></td>
<td></td>
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<tr>
<td>California Art</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Elements of Art and Principles of Design</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Architecture</td>
<td></td>
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<td></td>
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<tr>
<td>Contemporary Art</td>
<td></td>
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<tr>
<td>3-Dimensional Art</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Art Integration</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments

| [ ] |

| [ ] |
*14. Which Crocker in-museum education programs have you used? (Please choose all that apply)

- Discover the Crocker (Guided Thematic Tour)
- Take Art Apart (Guided Thematic Tour)
- Looking to Learn: Learning to Look (Guided Thematic Tour)
- California Canvas (Guided Thematic Tour)
- Myths, Folktales and Legends (Guided Thematic Tour)
- Japantown: Art and Architecture (Guided Thematic Tour)
- Art Today (Guided Thematic Tour)
- Art of Asia (Guided Thematic Tour)
- "X" is for Art (Interdisciplinary Tour)
- Art and Masterpieces (Interdisciplinary Tour)
- An American Impressionism (Interdisciplinary Tour)
- By Land, By Sea (Tour + Art Workshop)
- Building in 3-D (Tour + Art Workshop)
- Emissary Still Life (Tour + Art Workshop)
- Portraits Permanent (Tour + Art Workshop)
- Tour + Performance
- Homeschool Days

None. Please explain why.
Crocker Programs

*15. What was the purpose for the Crocker Art Museum visit(s)?

*16. What were the outcomes?

*17. Which Crocker education programs that are provided at the school campus have you used? (Please choose all that apply)

- An Introduction to Art (Crocker-to-Col)
- California Impressionism (Crocker-to-Col)
- Art Through the Ages (Crocker-to-Col)
- American Masters Through Art (Crocker-to-Col)
- Project Play (Crocker-to-Col)
- California Impressionism (Artist-to-Col)
- Symbolism: Creating an Artistic Identity (Artist-to-Col)
- 1-2-3 Print! (Artist-to-Col)
- An Art

None. Please explain why:

[Blank space for explanation]
**Crocker Programs**

*18. What was the purpose of the Crocker Art Museum program(s) at your school?*

*19. What were the outcomes?*

*20. Which Crocker professional development program(s) have you attended? (Please choose all that apply)*

- [ ] Teacher Preview & Art Resource Fair (Educator Evening, Oct 2010)
- [ ] Teaching from the Collection: Mission Art (Educator Evening, Oct 2010)
- [ ] Learning Communities in Teaching (Educator Evening, Feb 2011)
- [ ] Art Workshop for Teachers (Educator Evening, Apr 2011)
- [ ] Teaching History Through Art (Teacher Workshop, Jan 2011)
- [ ] Art for Easy Learners (Teacher Workshop, Mar 2011)
- [ ] Creative Writing Workshop (Teacher Workshop, May 2011)
- [ ] Custom Designed Workshop for Teachers (Teacher Workshops)
- [ ] None. Please explain why.
Crocker Programs

*21. Why did you attend the Crocker Art Museum’s professional development program(s)?

*22. What were the outcomes?

*23. Have you used the online teacher resource "Striking Gold?"

☐ Yes

☐ No. Please explain why.
Crocker Programs

24. Please specify which lesson plan(s) you have used.

25. Did you make changes/adapt the lesson plan for your use?
   - [ ] No
   - [ ] Yes. Please describe how you adapted the lesson(s)

26. What were your expectations for the lesson(s)?

27. Please explain how your expectations were or were not met.
End Survey and Enter for a Chance to Win

* 28. What would make you consider using more of the Crocker’s programs and materials?

* 29. What is the best way to inform you about the museum’s programs and materials?
   - [ ] Email
   - [ ] Regular mail
   - [ ] School district communication
   - [ ] In-person school visits
   - [ ] Crocker Art Museum website
   - [ ] Other (please specify):

30. Thank you for taking our survey! Are you interested in entering our drawing to win one of five $75 gift certificates for the Crocker Art Museum Store?
   - [ ] No
   - [ ] Yes. Please provide your contact information: name, email, phone, and address.
APPENDIX D

Raw Data

Survey Question 1: What grade(s) do you teach? (Please choose all that apply)

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<thead>
<tr>
<th>Grade</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K</td>
<td>4.1%</td>
<td>5</td>
</tr>
<tr>
<td>K</td>
<td>22.3%</td>
<td>27</td>
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<td>1</td>
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</tr>
<tr>
<td>12</td>
<td>7.4%</td>
<td>9</td>
</tr>
<tr>
<td>College/University</td>
<td>8.3%</td>
<td>10</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>14.9%</td>
<td>18</td>
</tr>
</tbody>
</table>

answered question 121
skipped question 0

Other (please specify)

Special Education classroom that has multiple levels.
K-8
College of Education Seminars
I teache college and am a psychologist for elementary school. I have 12 years teaching experience in the past
ESL
kdg-6th grade
I have a special education class which services all of the elementary grades. 
Special Education Moderate/Severe Students 
SDC Learning Handicapped 
K-3 
Severely Handicapped 4th - 6th grade 
Adult Education ESL 
Just retired 
I volunteer and assist a teacher friend of mine. My friend teaches 4th grade 
Visions Home School program 
homeschool my children age 7 and 9 
Homeschool 
I teach at the ceramic store.

Survey Question 2: What subject(s) do you teach? (Please choose all that apply)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Arts</td>
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<td>66</td>
</tr>
<tr>
<td>Performing Arts</td>
<td>21.5%</td>
<td>26</td>
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<tr>
<td>Math</td>
<td>59.5%</td>
<td>72</td>
</tr>
<tr>
<td>Science</td>
<td>55.4%</td>
<td>67</td>
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<tr>
<td>History/Social Science</td>
<td>58.7%</td>
<td>71</td>
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<td>English Language Arts</td>
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<td>77</td>
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<tr>
<td>Foreign Language</td>
<td>2.5%</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
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<td>31</td>
</tr>
<tr>
<td>Special Ed</td>
<td>14.0%</td>
<td>17</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>11.6%</td>
<td>14</td>
</tr>
</tbody>
</table>

answered question 121 
skipped question 0

Other (please specify)

Classroom Management
speech-language pathologist
all integrated
photography
English Language Development (ESL)
English as a second language
Literacy Teacher/Coach
Library
Early Childhood Education courses - art, language and literacy and administration and supervision
English as a Second Language--ESL

Adult Basic Education--ABE
GED Preparation

Employment Skills
art therapy

Computers

Computer Science / Technology
Homeschool

Survey Question 3: What is the zip code of the school where you have taught most recently?

<table>
<thead>
<tr>
<th>Zip Code</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>95616</td>
<td>1</td>
</tr>
<tr>
<td>95822</td>
<td>1</td>
</tr>
<tr>
<td>95818</td>
<td>1</td>
</tr>
<tr>
<td>95816</td>
<td>1</td>
</tr>
<tr>
<td>95628</td>
<td>1</td>
</tr>
<tr>
<td>95818</td>
<td>1</td>
</tr>
<tr>
<td>95838</td>
<td>1</td>
</tr>
<tr>
<td>95818</td>
<td>1</td>
</tr>
<tr>
<td>95670</td>
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</tr>
<tr>
<td>95823</td>
<td>1</td>
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<tr>
<td>95820</td>
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</tr>
<tr>
<td>95828</td>
<td>1</td>
</tr>
<tr>
<td>95822</td>
<td>1</td>
</tr>
</tbody>
</table>

answered question 121
skipped question 0
Survey Question 4: Have you used instructional resources from a museum?

<table>
<thead>
<tr>
<th>Response</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>57.9%</td>
<td>70</td>
</tr>
<tr>
<td>Yes</td>
<td>42.1%</td>
<td>51</td>
</tr>
</tbody>
</table>

If you answered yes, please list the museums.

| answered question | 121 |
If you answered yes, please list the museums.

<table>
<thead>
<tr>
<th>Museum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crocker</td>
</tr>
<tr>
<td>California Train Museum, Mt. St. Helens Observatory Museum, various State and National Park museums and resources.</td>
</tr>
<tr>
<td>Smithsonian, I have purchased support and workshop materials from the gift shop at the Crocker.</td>
</tr>
<tr>
<td>Crocker Art</td>
</tr>
<tr>
<td>How to make paper</td>
</tr>
<tr>
<td>Fine Arts Museums of San Francisco.</td>
</tr>
<tr>
<td>Crocker</td>
</tr>
<tr>
<td>Slides from the Crocker some years ago.</td>
</tr>
<tr>
<td>San Jose Museum of Art</td>
</tr>
<tr>
<td>SF Museum of Modern Art</td>
</tr>
<tr>
<td>Oakland Museum</td>
</tr>
<tr>
<td>Triton Museum</td>
</tr>
<tr>
<td>Various Galleries in the South and North Bay</td>
</tr>
<tr>
<td>Crocker Art Museum</td>
</tr>
<tr>
<td>art ark--crocker</td>
</tr>
<tr>
<td>Crocker Art Museum</td>
</tr>
<tr>
<td>Guggenhien (New York and Spain)</td>
</tr>
<tr>
<td>National Gallery of Art</td>
</tr>
<tr>
<td>MOMA</td>
</tr>
<tr>
<td>SFMOMA</td>
</tr>
<tr>
<td>Art Institute Chicago</td>
</tr>
<tr>
<td>crocker</td>
</tr>
<tr>
<td>Crocker Art in past years</td>
</tr>
<tr>
<td>Crocker Art Museum</td>
</tr>
<tr>
<td>Heard Museum</td>
</tr>
<tr>
<td>Museum Name</td>
</tr>
<tr>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>Explorit! in Davis</td>
</tr>
<tr>
<td>Exploratorium in SF</td>
</tr>
<tr>
<td>Crocker, Smithsonian, Art Institute of Chicago</td>
</tr>
<tr>
<td>San Francisco Museum of Modern Art</td>
</tr>
<tr>
<td>Smithsonian</td>
</tr>
<tr>
<td>Crocker</td>
</tr>
<tr>
<td>CA Museum of History</td>
</tr>
<tr>
<td>Crocker</td>
</tr>
<tr>
<td>Crocker Arts</td>
</tr>
<tr>
<td>De Young and Discovery Museum</td>
</tr>
<tr>
<td>Crocker Art Museum</td>
</tr>
<tr>
<td>Crocker</td>
</tr>
<tr>
<td>National Gallery</td>
</tr>
<tr>
<td>Crocker, DeYoung, National Gallery in DC, Stanford Memorial (Rodin), Smithsonian, other national galleries.</td>
</tr>
<tr>
<td>MoMA NYC</td>
</tr>
<tr>
<td>National Gallery of Art</td>
</tr>
<tr>
<td>San Jose Museum of Art</td>
</tr>
<tr>
<td>I have taken my classes on fieldtrips to the Crocker in the past.</td>
</tr>
<tr>
<td>Crocker Art Museum</td>
</tr>
<tr>
<td>Crocker</td>
</tr>
<tr>
<td>I have encouraged my students to go to our local museums, especially on Free Museum Days</td>
</tr>
<tr>
<td>yearly field trip to the Crocker Art Museum, last year we had the tour + studio Discovery Museum</td>
</tr>
<tr>
<td>Women's History Museum</td>
</tr>
<tr>
<td>Medical Museum</td>
</tr>
<tr>
<td>moma</td>
</tr>
<tr>
<td>Atlanta high museum</td>
</tr>
<tr>
<td>sfmoma</td>
</tr>
<tr>
<td>berkeley museum</td>
</tr>
</tbody>
</table>
georgia o'keefe museum

Had some mentors come and present, and online as well as send students to your Gallery to do reports on famous artist as part of the curriculum

Crocker Art Museum

the Crocker, the CA Hist Museum on P. ST., The State Capital, the State Indian Museum, Sutter's Fort (?)

Metropolitan Museum of Art-NYC

Prado- Madrid

Louvre Museum- Paris

British Museum- London

Van Gogh Museum- Amsterdam

many more....

Crocker, Explorit, Ringling (Sarasota, Fla)

Crocker

DeYoung

When the Art Ark came, I used their architectural vocabulary.

Crocker Art Museum

Webexhibits.com

Monterey Bay Aquarium

Exploratorium

California Academy of Sciences

Crocker

National History L.A

National History D.C

Crocker, Monterey Bay Aquarium, Schulz Museum, Exploratorium, Mrs. Grossman's Sticker Factory

**Survey Question 5: How have you used these resources?**

<table>
<thead>
<tr>
<th>Response</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>As is with few changes</td>
<td>54.3%</td>
<td>25</td>
</tr>
<tr>
<td>Adapted for a specific class. Please describe how</td>
<td>45.7%</td>
<td>21</td>
</tr>
</tbody>
</table>
Adapted for a specific class. Please describe how you adapted them.

I have to differentiate for the various levels in my classroom.

to connect with classroom themes and to support standards within the Visual Arts
I adapt all of my materials as the course requires. I use museum online catalogs
and show descriptions, and craft assignments for my students based on Student
Learning Objectives of my class.

Took the class on a field trip and the docents took us through the museum in
small groups

Lecture resource for Art Appreciation and History courses.

used the lesson plans as part of my curriculum
We had a school visit from docents prior to our actually visiting the museum.
They were aware of the functioning level of my students and kind of tailored their
presentation to the students' level of understanding.
Used their resources but adapted to grade level.

Made a tour checksheet.

Connected them to our theme by integrating writing and hands on activities when
applicable.

Looking for simple shapes, colors and patterns in both the art works and the
design of the Crocker itself.

In house field trip and field trip to the Museum

Used prints and art related children's lit to extend language arts units. Also used
as an intro to an art project

I have resources for museums that we can't visit (i.e. the Smithsonian) and I have
modified the curriculum to reflect that. If we can't see the art in person, I've found
digital copies or overheads of the media, or I have posters to show the kids.
Sometimes the worksheets/materials are for younger or older grade levels and I
will modify it to fit the needs of my students.

I have used docents to accompany small groups of students when on a fieldtrip to
the Crocker. We also had a docent come out to our school and do a power point
presentation regarding what we would see and interesting facts about the various
artists.
Our school is a high-achieving school and the students have had many art experiences, both in school and with their families. We send a list ahead of time to the docent team leader or person that we made arrangements with so they know that our students are well-prepared and art knowledgeable. This means the docents can start from where the students are and not assume they know little about art, artists, media, and vocabulary.

Worked into my program and built on the information
I chose what I thought would interest the class and what we had time for.
Adapted to my own powerpoint presentations
Adapted for an area of focus for students during a fieldtrip.
I wrote a worksheet to guide the student's online experience.
Worked with my children based on their individual needs

Survey Question 6: How effective are the museum provided instructional materials?

<table>
<thead>
<tr>
<th>Effectiveness</th>
<th>Very ineffective</th>
<th>Somewhat ineffective</th>
<th>Somewhat effective</th>
<th>Very effective</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments</td>
<td></td>
<td></td>
<td></td>
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<td>2.98</td>
<td>46</td>
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<td></td>
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<td></td>
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<td></td>
<td>14</td>
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<tr>
<td></td>
<td>answered question</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>skipped question</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>75</td>
</tr>
</tbody>
</table>

Comments
The materials were always used with other supplies, visuals and or materials.
The materials are great for creating background knowledge before visiting the Art Ark.
we had an awesome experience with the art ark--architecture
They are great for research material as well as images for instruction
The visuals provided were priceless; the lessons were enriched with the "real" artwork. If students can't get to the museum, this helps the museum get to them.
Sometimes materials do not match the developmental level of the students they target.
I needed to have background knowledge in order to make them work. They are not 'classroom ready'
Sometimes the materials are based on going on a field trip to the museum and is
not possible for us to go. I like using resources that I can do wholly in my classroom if necessary. Sometimes museum materials are difficult to adapt to fit our needs and I try to create my own but that takes a long time! Many times the reason why I adapt something is that I am more interested in having the art connect to our social studies or language arts curriculum, not just the CA state VAPA standards.

I loved having an art docent provide a presentation prior to our fieldtrip. It made our fieldtrip much more meaningful.

I used the slides from Wayne Thiebaud, Peter Voulkos, and Bob Arneson to show art students art examples.

Help support student learning outcomes.

Accessibility/awareness are the biggest problems—teachers are used to the small venue and don't realize what is available now at the new facility. I think teachers are beginning to find out about the online resources, and that is much more accessible, timewise as well.

I only use the images and perhaps brief descriptions of the art works from museum informational literature and online sources.

Survey Question 7: How do you assess the materials?

<table>
<thead>
<tr>
<th>answered question</th>
<th>46</th>
</tr>
</thead>
<tbody>
<tr>
<td>skipped question</td>
<td>75</td>
</tr>
</tbody>
</table>

Response Text

Very good

I collect while I am traveling and buy the needed information or lesson plans. Compare with other materials, size, quality...

How well do the materials tie into curriculum in addition to the visual art materials.

I have purchased books from the gift show. I select them based on educational value and appropriateness for 1st graders.

By student interest and useability

Assessment is standard(college) evaluation based on assignment parameters, e.g. essays, field trips, drawing assignments all require various assessment skills.

? =

image quality

Superb

I read through the materials and decide which components best fit the needs of my class.

student engagement!

I assess the student outcome by use of materials.
rubric
i keep the lessons in my file cabinet under the grade level i use them in
Because my students have significant cognitive delays we really base it on the
types of questions and responses/reactions that they have to the visuals.

Did the students understand the concepts better? If artwork was created, did it
reflect a higher level of understanding?
Read through them and see how it pertains to our unit of study and the ability
levels of the students.

Will they grab my students interest? Are the activities rigorous and do they
promote higher level thinking? Will I have to greatly modify the lesson? Are
there concrete examples/visuals for my English Language Learners or my
students who have very limited experiences outside of their neighborhood?
By impact on the students

Whether they can be adapted to the ability of the children. Most of my students
have language processing problems, and too much information will go right over
their heads.

Helpful.

I use them as a snap shot of the lesson.

very well.

The Museum

quality of use with the students. effectiveness

How well the students were able to create their own examples
Not sure what you mean...If you mean do I use the materials for assessment, that
would be no. If you want my assessment of the materials, I would say that they
are unique and bring a new perspective to our adopted curriculum.
I give kids credit for understanding the theme, for completion, for interpretation.
I am not sure what materials you are referring to, however, the materials
provided to us prior to the fieldtrip were wonderful.

Student interest

The resources were provided during a presentation by a museum staff member
and I have continued to use them each semester.

Striking Gold is an excellent resource.
The materials provide with with information I would have to research all over the
internet. The materials are usually at the museums website.

Several ways internet, go to museum, etc
materials assessed through student's growth in art awareness and appreciation

I think it's important to have a variety of activities that are structured around
different learning styles. The activities prepare the class for the visit and then help
them discuss what they saw and learned. I could tell the difference in the visit
when we had adequately prepared and when we hadn't.
If they pertain to the subject of art therapy, mental illness and visual art then I may use the information and/or images.

for me? --ease of use, interest generated, availability of materials/realia

for students? --interest generated, effort put into product

Look through what might peek the interest of my high schoolers

We discussed these vocabulary words the week prior to the exhibit.

Not sure

I'm not sure what you are asking for here.

Whether or not they are relevant to what we are studying, how they apply to our particular trip to the museum and whether they meet the educational levels and interests of my children.

I see if the kids enjoy doing them and remember what they learned.

I picked them up from the museum

I look them over before if possible and plan on how to incorporate them into my lesson.

Survey Question 8: What would make the materials more effective?

<table>
<thead>
<tr>
<th>answered question</th>
<th>skipped question</th>
</tr>
</thead>
<tbody>
<tr>
<td>46</td>
<td>75</td>
</tr>
</tbody>
</table>

Response Text

N A

Being able to preview videos before I purchase.

some of the visual art images can not be used with young students because they show body parts that are not viewed as "acceptable" within an elementary learning enviroment.

More Arts Integrated, ie; matching more subject areas and not just grade level social studies.

More selections

good as is

Grade appropriate curriculum.

?

i no longer use 35mm transparencies

Absolutely nothing.

More activities that suit various grade levels would be great.

not sure...

more hands on with younger students

Make an image archive that is more accessive or allows eacher to save a database on the museum website!
more lessons for each theme
We saw slides of things, if I recall correctly, and that was very good for my students. I don't remember if actual objects were brought in.
As our technology in our classrooms have improved, a CD of the images would be helpful.
Three levels of difficulty. Easy, average, advanced.
Visuals, or links to visuals on the museum's website. Creators of the materials should have a solid, deep understanding of brain development and what students of each age can comprehend/achieve.
Appeal to young adults in college.
Having them leveled, for early elementary(K-2), middle (3-5), then Middle school and H.S. students.
More hands on activities, list of resources needed for the lesson.
I have know idea
Not sure
timeline, visual aids
More materials and different types of media
Alignment with state standards is always good. Ideas for teaching within the materials, such as a lesson plan would also be helpful.
If the visuals can be digital to we can use them on our electronic whiteboards. I also like using lesson plans that have worksheets I can give the kids, so they have something concrete to do while perhaps thinking about abstract ideas.
Be sure the vocabulary and writing is kid friendly.
More choices in sculpture/ ceramic art
They were great as is.
More alignment to standards at different grade levels, and getting the word out about the great resource the Crocker is to all of us.
More interactive?
Power Point presentation on Artist w/ visuals and history
not sure
We purchased slides of some of the paintings and sculptures in the permanent collection. The kids loved being able to spot these pieces and tell their parent chaperones about them. Could slides be put online to make this easier for teachers?
I don't know

... More high school oriented materials. With the the improved Crocker , there is more opportunities for lessons on contemporary art. High school age students are more responsive to this. lessons about meaning, social commentary, etc, based on standards.
Simple everyday pictures that go with the vocab.
Applicability to the standards I have to cover in my classes
It would be great if we could borrow a set of large scale prints of works by the
artist being studied. A visiting presenter would also be great.
more flexibility for pre-readers
Not sure - I only used them once.
If they where dropped out or if the staff would come to the school district and do an inservice.
A scavenger hunt type activity for children to complete during the tour.

Survey Question 9: Do you use the visual arts to teach?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>93.0%</td>
<td>106</td>
</tr>
<tr>
<td>No</td>
<td>7.0%</td>
<td>8</td>
</tr>
</tbody>
</table>

If you answered no, please explain why.
answered question 17
skipped question 7

If you answered no, please explain why.

I am a visual artist- resisdent arts, I also work with the Any Given Child program to integrate the arts into standards based classroom learning.
beginning in a co-teaching element at my school....and so it MAY happen, but hasn't yet
In different ways as a support or strategy to acquire other related skills. We are also very lucky to have an extremely talented art teacher on our campus who comes to my room twice a week for 30 minutes a session.
Very little
I do a lot of drawing for the kids, but I am not teaching them how to draw. I use pictures they have created to increase expressive language
I don't have resources readily available. Our school does not currently have an art docent program up and running. Our art teacher teaches the arts standards.
Kindergarten explores the arts, but I don't teach with them directly
If I understand correctly, I have the children draw, water color, build with clay and a variety of other materials, etc.
Time permitting, I try to. Students respond to both looking at and creating visual arts.
Yes, if a parent volunteers to be our art docent for the year.
Not quite sure what qualifies as "visual art"

I use a good deal of images through out my teaching, as I am a visual person.
And though I teach Amer. Govt., I ask my students to do a good amount of creating, so that they remember ideas better.

my site has an art program that is used in coordination with language arts & social studies

I use many visual resources especially posters, cards and slides of various time periods and styles of art works.

I am not experienced enough. I will use a craft or art activity to enhance learning.

I teach art classes-drawing, painting, design, digital ppt presentations, show artist work and visual images to support content

I use prints to demonstrate styles of art and composition.

Survey Question 10: How do you use the visual arts to teach in your classroom?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>An arts integration approach</td>
<td>32.0%</td>
<td>31</td>
</tr>
<tr>
<td>To teach visual arts</td>
<td>21.6%</td>
<td>21</td>
</tr>
<tr>
<td>A combination of both</td>
<td>46.4%</td>
<td>45</td>
</tr>
</tbody>
</table>

answered question 97
skipped question 24

Q11. For which subject(s) do you use visual arts materials in your classroom? (Please choose all that apply)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Arts</td>
<td>61.9%</td>
<td>60</td>
</tr>
<tr>
<td>Performing Arts</td>
<td>15.5%</td>
<td>15</td>
</tr>
<tr>
<td>Math</td>
<td>34.0%</td>
<td>33</td>
</tr>
<tr>
<td>Science</td>
<td>32.0%</td>
<td>31</td>
</tr>
<tr>
<td>History/Social Science</td>
<td>47.4%</td>
<td>46</td>
</tr>
<tr>
<td>English Language Arts</td>
<td>58.8%</td>
<td>57</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3.1%</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2.1%</td>
<td>2</td>
</tr>
<tr>
<td>Special Ed</td>
<td>15.5%</td>
<td>15</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>10.3%</td>
<td>10</td>
</tr>
</tbody>
</table>

answered question 97
skipped question 24
Other (please specify)

I am not a classroom teacher but I have worked with Very Special Arts Art studio and Art theory and criticism and Art History classes
English Language Development
English Language Development (ESL)
Library
ESL

ABE

GED

art therapy

We write about each art piece completed.

CA Arts standards strand Historical and Cultural Context (see the Standards for details)

Computer Science / Technology / Multimedia

Survey Question 12: Please specify the objectives of your lessons in which you used visual arts materials to teach those subjects.

<table>
<thead>
<tr>
<th>answered question</th>
<th>97</th>
</tr>
</thead>
<tbody>
<tr>
<td>skipped question</td>
<td>24</td>
</tr>
</tbody>
</table>

Response Text

Art appreciation

Primarily the history and putting a context on the work.

My objective in using visual arts is to give the students a hands on experience that helps to reinforce objectives and helps students remember concepts that would otherwise be difficult to remember for my special ed. students.

I have used visual arts to support math standards, socials studies standards (Egypt, Western expansion, the skeleton...) lang. arts standards and science standards. The objectives (in general) would be that the visual art experience provides support and integrates classroom themes/concepts through observation, discussion and hands on experiences.

Line, Shape, & Balance

Using art to build comprehension and using art to build art appreciation.

area and perimeter

metaphor and simile
life cycle
listening, following directions, staying on topic
sketching or drawing animals and scenery relating to the story.

We have the internet.

We have pictures from other resources.

Question and Concept Board
I will show materials that are the same and different.
Lots of drawing and artful science projects. We use colored pencils, paint, clay and model magic.
Students need to be able to see to have a basis to expand from
Primarily to expose students to visual analysis of ORIGINAL works of art.
To better understand ancient civilizations and other cultures through their art
I teach foundation level college classes which are completely made up of presenting the material in an academic fashion
To provide art objects which demonstrate the ideas of history and technique.
Skill sets for Studio classes, examples of visual art for Art History classes.
Mostly for the EL students, to give them some visual background knowledge of the topics we are learning about.
To enhance and make connections to the lesson at hand
As a bio for a famous artist or as a prototype for a particular technique that I am teaching.
Just to have a visual or something for my EL students to understand.
The objectives are to expose children to different artists and different genres of art.
student engagement/content delivery
The latest lesson was to view a visual art photo and pick one detail to draw. The students passed around a dozen photos picking one detail from each to add to their own drawing. We were looking at buildings and creating an architecture drawing of their own.
Identifying the shapes for math.

Language learning through drawing.
To support visual learners as well as integrate art into the curriculum.
all
To sharpen fine motor skills.

Create an environment that fosters creativity.

Strengthen critical thinking skills; presenting artwork.
Appreciate the role the illustrator has in creating artwork in a story and how it enhances the story.

I use famous works of art to spark discussion amongst the students. They are given sentences frames and must choose one from each column to combine them.

Column A:
I see...I notice...I think...It looks like...This reminds me of...

Column B:
I wonder if...I wonder who...I wonder what...I wonder where...I wonder why...I wonder when...I wonder how...

Combined:
I see....and I wonder.... (Example/the Mona Lisa: "I see a lady with long hair and I wonder why she is sad. I think it's because her baby is sick.")

I hope this makes sense! ;-)

To connect art to lessons.
to teach about artists, elements and art terms
to develop and enrich language
Using visual arts allows students to put a picture with instructions, vocabulary, artists' works, and math word problems.
TO SHOW CONNECTIONS BETWEEN ART AND LITERATURE / WRITING.
position in space; size; directionality; following directions; learning to make choices; learning color identification; learning about shapes; patterns; some math concepts
*to provide visuals of vocabulary
*to provide a "picture" of how our ancestors lived in the world
Help students to connect with the subject.
To make something pretty
To show understanding of a concept
As a way to clarify and expand awareness of what art has been, is and what it
can be.
using pictures for master to get a feeling to write about and then we try to do a
copy of the art piece.

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geometry art lessons
I try my best to use as many visual art materials because I feel that it helps the
students visualized and understand the lessons.
Too many! I integrate it as often as possible. A simple example would be
including realistic, guided drawings of an animal from a region of California.
While we study that region, they do a mini report on the animal accompanied by
a detailed drawing.

A more complex example would be the students created requirements for a piece
of public art (sculpture). They then had to create a written proposal as well as a
miniature model. They presented the proposal to a panel for approval.

Visual cues/prompts--visual reminder of the story sequence, characters, etc.; and
modeling of subject where appropriate--visual stamps, dots, stickers, etc. to
represent number; props such as masks for performances, drawing--beginning
face, body, etc.; tracing, beginning printing, etc. Various media for hands-on to
develop fine motor skills, etc.

To show sport skills and how the heart and lungs work.
review a skill

*Art in the ancient world - from Early Man to the Greek

*Art in math - shape, symmetry, pattern

*Biography of artists - projects using their style
Gain awareness of visual vocabularies, historical and present.
Several of my students are on the autism spectrum, and are highly visual.

For ELL and C.H. students, visuals must be used for them to understand content
standards.

*recognizing shapes

*checking for understanding

*expression of feelings

8.2 Students analyze the political principles underlying the U.S. Constitution and
compare the enumerated and implied powers of the federal government.

1. Discuss the significance of the Magna Carta, the English Bill of Rights, and
the Mayflower Compact.
objectives are always to "intro ...to students"

So my students have the ability to see what was going on they can act it out or show a painting of the era

teaching about Holidays and why we celebrate them, Trees and leaves, sorting, patterns, addition, the alphabet

Language comprehension and expressive communication
to further understanding of the sciences and illustrations seen in texts.

To teach students about the importance of history.

reading fluency, public speaking

I am not sure

Recognizing artistic styles and mediums in picture books.

Usually the main objective is reading comprehension and the visual arts just bring the story to life.

Students look at different styles of arts w/ their reading unit

Some examples: for Social Studies we look at art to teach us about history and context. For ELA we look at art (paintings, drawing, etc.) to create written narratives and story plots. For art, I teach art just for the sake of making ART!

I add them as supplements to emphasize a concept.

Help students learn how to make and record observations. Make visual representations of their thoughts.

since I teach High School beginning art and 3-D art, I follow the california standards for the Visual Arts as the basis of my daily objectives. A typical day would be similar to the following.

Students will observe a work by George De La Tour and write a statement on how he uses contrast to create emphasis in his paintings.

Students will draw the still life presented and use shading to create contrast and emphasis in their composition.

I cannot remember all the objectives of prior lessons, and most lessons were taught by parent volunteers with our art docent program. A few lessons were related to the following:

-moods

-perspective

-real life

- block printing

We analyze painting from different time periods to gain deeper understanding of historical events.

spacial relationships; social studies; math shapes; language arts
Objectives are to use the standards given for all students - Historical and cultural context. Students deserve a well rounded education = not only studio art but also reading, writing and discussion.

The course/lessons were designed to explore art methods, materials, creative processes, developmental stages and the age appropriate use of art during each stage. Integration of art across the curriculum and use of art dialog to enhance the language development of children during the art process was highlighted.

One lesson emphasized the the elements of art and supporting teachers in their ability to notice, respond and engage children in communication centered around visual art mediums. The materials were also used to support and assignment where teachers visited the museum to learn to critique a work of art using the elements of art and principles of design.

In ESL the objective is to have my adult students illustrate vocabulary by drawing pictures of their homelands; festivals and cultural events; their daily routines, etc.

Using art to emphasize lessons gives the students a hands-on approach to applying what has been taught to everyday life experiences. In math, if we are studying geometry, and specifically shapes, we can use shapes to draw pictures, for instance. We look for shapes around the room, in architecture, patterns, etc. To show examples for art lessons or certain elements I am trying to communicate.

Math is great with geometry, symmetry, graphing, word problems.

Science, visual understanding, realia,

Eng. Lang. Arts inspiration for writing, comparing the communication of the picture with communication of words.

Some recent 5th grade ones....Students will use perspective in a drawing depicting one of the causes of the American Revolution. Students will write a cohesive paragraph reflecting on the historical importance of John Trumbull's painting "The Declaration of Independence."

A recent 2nd grade one.....Students will write a journal entry describing a job they observe in a fine art reproduction of a Mexican market.

Some recent 1st grade ones.....Students will find and correctly name 3 shapes or forms from their math unit in a fine art reproduction. Students will write a journal entry about what they would hear, see, smell, feel, and taste at a baseball game depicted in a fine art print.
1. differentiate among various art materials and techniques.

2. create illusion on a two-dimensional surface, using concepts related to form, spatial development and compositional unity.

3. critique works of art using the elements of art and principles of design.

Understanding of the history of Art by understanding the Principles and applying the Elements while building knowledge as processing information that applies the techniques.

to enhance student comprehension

We use the Art Docent Program to involve kids and parents in art history and creative projects and it has an entire set of objectives based on the State Framework. When we do a play, the stents design the scenery. We have lots of projects connected with math especially in geometry. Students love to make salt dough maps of CA, Native American clay projects, mission models, and pioneer quilt squares, etc. We use drawing to help kids visualize their stories, and connect with different cultures- origami, etc. They illustrate their poetry too.

I demonstrate the different styles of painting expressionism, realism, impressionism

To teach the principles and practice of art therapy.

Below is an example of the Child Art Therapy Training Workshop goals and agenda.

**Workshop Goals:**

Introduction to the field of art therapy.

Outline the history of art therapy highlighting key contributors to the field.

Explain the underlying principles of art therapy.

Outline the components an art therapy course of treatment.

Experience art materials through art therapeutic processes.

Experience non-directive and directive evaluation and treatment approaches.

Illustrate art therapy principles and practice by reviewing six case studies of clients and their art therapeutic course of treatment.

Demonstrate the use of metaphor and healing stories in art therapy.

Present art therapeutic interventions to improve the client's self-esteem, increase
insight, decrease trauma and acting-out behaviors.

Review forensic art therapy evaluation techniques for suspected child sexual abuse.

Review the importance of object relations, art making and expression.

Understand issues involving the interpretation of children's art.

- Color theory - to teach the fundamentals of color through an emphasis on hue, value and saturation. Albers and Itten color theory and the perception of color, the history of art through artist and their work.

- Observational drawing - to teach the fundamentals of drawing through first hand observation.

- Science and history - I try to bring in copies of paintings/books of paintings, sculpture, architecture that tie into the unit we're exploring just to broaden students' understanding of the topic and/or spark interest or to further illustrate the time period.

- English language arts - same types of materials to complement stories or spark writing or "explain" a poem.

- Art history, elements and principles, arts evaluation.

- To learn visual arts vocabulary.

- Art!

- Support curriculum and provide samples of art work of various artists.

- Themes in English; time periods in SS; specific art history periods and styles.

- Solve problems, make choices, evaluate elements and principles, spark creativity.

- Design assignments which reflect class content.

- Students will be able to use a computer art program, such as Painter X, fluently.

- Students will identify six well known American artists.

Using the computer art software, student will create a painting that mimics the style of one the studied historical painters.

To supplement lessons to gain a greater understanding of the way that the arts integrate different subject matter.

I used mainly photos of places and paintings of places and time periods.

Measurement, history, geometric shapes.
I've incorporated Visual Art into my lessons by teaching my kids about color, perspective, style, design, types of media, and art history. For example, my son loves Legos, so after a lesson about bridges or sculpture, he will want to build something with his Legos.

I look for art that shows vocab words, settings, characters etc.

Survey Question 13: How comfortable are you with teaching the following content areas?

<table>
<thead>
<tr>
<th>Content Areas</th>
<th>Very uncomfortable</th>
<th>Somewhat uncomfortable</th>
<th>Somewhat comfortable</th>
<th>Very comfortable</th>
<th>Response Count</th>
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<tr>
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<td>32</td>
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<td>21</td>
<td>9</td>
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<tr>
<td>International Ceramics</td>
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<td>23</td>
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<tr>
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<td>16</td>
<td>23</td>
<td>37</td>
<td>25</td>
<td>101</td>
</tr>
</tbody>
</table>

Elements of Art and Principles of Design

| Architecture           | 30                 | 28                     | 32                   | 9                | 99             |
| Contemporary Art       | 25                 | 24                     | 31                   | 22               | 102            |

3-Dimensional Art

| Arts Integration       | 16                 | 20                     | 43                   | 21               | 100            |

Comments

13 answered question
105 skipped question

Comments

Integrating the arts with classroom standards also requires support from the school/site to be successful.

I would love to teach more about art but I am not as knowledgable as I should be. With help and support, I would teach more. The only training I have is from an extension class for UC San Diego.
I only say uncomfortable since I have not been trained in those areas.
I wouldn't be teaching these subjects in Kindergarten, other than beginning drawing.

I'm not an expert or knowledgeable in any of the above categories. I often piggy-back onto what the art teacher is doing with my students and also try to use visual arts to try and teach other concepts and as a leisure activity for my special needs students.

not sure how any of these apply to kinder!

I am not an art teacher. I have no formal training. I do simple art projects when time permits and it is relevant to curriculum taught.

I lack the direct instruction to be sure I am giving my students the correct vocabulary and techniques for me to feel confident.

Most of my art training has been in western art and unfortunately I don't have much background in teaching about art from outside of this realm. I teach about ancient civilizations and can confidently teach in-depth lessons to 6th graders on Egyptian, Greek, and Roman art and the like, but I don't know have the same basic "expertise" about the art from some of the other cultures we study (i.e. Chinese, Indian, Hebrew, etc.) If I were to teach about architecture, I'd have to recall things from my Art History 101 class way back in college. :)

The museum has been very supportive in collaborating with me to develop a visual arts knowledge base with early childhood educators.

I love art!

Arts integration? --I feel I am working on the surface of this concept, but I push myself to pull art into the classroom whenever I feel I've found a connection. I can squeeze an artist study into social science, but I haven't been able to carve out enough time for a purer study of art/mediums beyond guided drawing to begin teaching proportions, watercolor, paper mache, and a tiny bit of clay sculpture.

I have a degree in art. It is very easy to integrate into language arts.

---

Survey Question 14: Which Crocker in-museum education programs have you used? (Please choose all that apply)

<table>
<thead>
<tr>
<th>In-Museum Program</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
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<tbody>
<tr>
<td>Discover the Crocker (Guided Thematic Tour)</td>
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<td>17</td>
</tr>
<tr>
<td>Take Art Apart (Guided Thematic Tour)</td>
<td>2.9%</td>
<td>3</td>
</tr>
<tr>
<td>Looking to Learn, Learning to Look (Guided Thematic Tour)</td>
<td>10.6%</td>
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<tr>
<td>California Canvas (Guided Thematic Tour)</td>
<td>7.7%</td>
<td>8</td>
</tr>
<tr>
<td>Myths, Folktales and Legends (Guided Thematic Tour)</td>
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<td>4</td>
</tr>
<tr>
<td>Course Description</td>
<td>Attendance</td>
<td>Participation</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Classical Art and Architecture (Guided Thematic Tour)</td>
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<td>1</td>
</tr>
<tr>
<td>Art Today (Guided Thematic Tour)</td>
<td>1.9%</td>
<td>2</td>
</tr>
<tr>
<td>Arts of Asia (Guided Thematic Tour)</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>“A” is for Art (Interdisciplinary Tour)</td>
<td>1.9%</td>
<td>2</td>
</tr>
<tr>
<td>Math and Masterpieces (Interdisciplinary Tour)</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Art Narratives (Interdisciplinary Tour)</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>By Land, By Sea (Tour + Art Workshop)</td>
<td>1.0%</td>
<td>1</td>
</tr>
<tr>
<td>Creating in 3-D (Tour + Art Workshop)</td>
<td>1.0%</td>
<td>1</td>
</tr>
<tr>
<td>Sizzling Still Lifes (Tour + Art Workshop)</td>
<td>1.9%</td>
<td>2</td>
</tr>
<tr>
<td>Painting Portraiture (Tour + Art Workshop)</td>
<td>1.0%</td>
<td>1</td>
</tr>
<tr>
<td>Tour + Performance</td>
<td>2.9%</td>
<td>3</td>
</tr>
<tr>
<td>Homeschool Days</td>
<td>1.9%</td>
<td>2</td>
</tr>
<tr>
<td>None. Please explain why.</td>
<td>71.2%</td>
<td>74</td>
</tr>
</tbody>
</table>

None. Please explain why.

Stacey, I was using a program that was already in-place the first 2 years... after that point I was given the freedom to approach the material in any manner I wished. It made for a much better teaching and learning experience.

I just have not accessed the museum as I should have. It is in the area, but I have not focused on obtaining access. I would love to learn of how to access some of the above categories.

I have purchased support materials and workshop books in the gift shop. I have also attended several class museum field trips and we did have the Art Ark visit our school twice.

Taught High School Art last year.

I just haven't taken any classes. I would be interested but would have to fit it in financially and find the time.

limited funds for field trips

Not familiar with them. Years ago, I took my 3rd graders for a field trip!

position has changed only recently to be a classroom support teacher rather than a consultant to teachers and parents

Programs were not advertised well. I did not know they existed.

Funding and supervision of K students, it is better when the museum comes to us

Have not reviewed all materials. Have found materials I have reviewed geared to broader public audience than the college level that I teach.

I use some Crocker images in my classes but none of these programs.

I worked in the South Bay.

I wasn't aware of their existence.
No knowledge of these workshops.
I was not aware of these programs
No money and I do not have my own class.
I have not had the opportunity.
I have not yet explored the Art Museum as a field trip option.
I have not had the opportunity.
I was unaware that there were such programs and may have dismissed fliers as the subjects may not have pertained to Kindergarten curriculum.
I was not aware they were available.
insufficient resources on th web site
My school does not do field trips. We have no money. I am a busy teacher and a parent.
I have never had the chance to visit the museum due to time constraints.
Didn't know about them. Now that I do I will see which ones could enrich my program.
I don't know how to obtain these materials.
INTEGRATING PROGRAMS LIKE THESE CAN BE DIFFICULT FOR FIRST GRADE
We utilized your programs several years ago and I am guilty of not finding out what you offer now. A very big part of what is available to us is the cost factor.
We were able to qualify for a program that gave us free admission for our students and I think classroom staff paid a reduced fee. The more programs that can be brought out to our class the more we could access them because we don't have the funds to come out to the Crocker.
I have not attended the majority of these trainings and/or tours. Most of the programs that I have used are 8-10 years old (but still good!)
Never took a class to familiarize myself with the museum.

Wondered about fees for student field trips.
We can afford one field trip per year. I usually choose one connected to California history.
Not available to our school
I have not sought out nor been exposed to these.
I am a new teacher, so I have not had the opportunity to teach in previous classes.
was not aware of these programs
I never thought of taking students on a field trip to the museum.
My students have great difficulty imitating visual models and techniques. They are encouraged to explore materials and draw, paint, sculpt, weave, sew, etc. with help from adults usually needed. They have produced some beautiful
artwork. And they enjoy the process.
I guess I've never looked into art curriculum
I do not know anything about them. I did not know they were available.
Was not aware of these
Night classes do not go on museum field trips at my school. I teach on non regular dates and nights, so the buses for field trips are not available to my classes.
Have not accessed the curriculum at this time.
Cost
Lack of access
I did not know there were resources without attending the museum.
unaware
Expenses getting to and from the school
The library cannot sponsor field trips.
I haven't been to the Crocker in years. I want to...but never seem to get there. I tend to go to museums when I am on vacation and have free time. That is when I buy items to use in the classroom. After looking at this list of educational units available, I will really try to get to the Crocker to look at them.
No familiar with them.
I have been on a tour at the Crocker with my husband's class from Sierra College but I don't know which tour it was. I've been to the Crocker a lot on my own with my family (we're members) and am planning a field trip with my class this year. We are considering a thematic tour without the workshop to keep the cost down.
They are not appropriate for severely handicapped students.
Time management for teaching content area during allotted class time. Finding time to integrate into lessons is also a challenge.
Unfortunately my school is too far away to transport my students for a workshop or tour. I hope to generate funding in the future so that my students can gain exposure to art in a museum setting. When surveying my classes for exposure to art museums, I found that less than 2% have ever been in an art museum or gallery.
I am not aware of the resources available to me.
Only the classes for my son, age 7.
not familiar with program
I didn't know these were available
I have not directly participated in the aforementioned programs since I teach adult learners however I have shared information with teachers on these educational programs.
I am currently a substitute teacher and don't have the ability to plan field trips.
Was unaware of these programs.... but used what presenters brought to the classroom and send students to your gallery
I present workshops and rarely get a chance to take them. I presented Healing Children through Creativity: Art Therapy Training Workshop at the Crocker 4 years ago.

Did not have knowledge of the these features

During a summer fellowship program, I was taught how to develop a unit featuring Romare Bearden. I've used that unit repeatedly and a a basis for writing futher units (Georgia O'Keeffe, Picasso, Diego Rivera). My school doesn't have the funds for me to bring my class to Crocker BUT I have taken my class through the Art Ark two different years--terrific!

The art ark came to our school. All children were able to see the elements of architecture, if their teacher signed them up.

I haven't taken a class to the field trip. I did attend some teacher workshops in 2006, though.

Lack time, parking hassle, other teachers utilize Crocker tours, I focus on hands on in classroom.

I am beginning to explore the possibilities, however our budget is very limited.

I do not have any of these units.

I did not know about them-or it was not available when I caould come down and to the workshop

Survey Question 15: What was the purpose for the Crocker Art Museum visit(s)?

| answered question | 29 |
| skipped question  | 92 |

Response Text

Appreciate Art

Teacher preview

A long time ago we would go for the landscapes drawings and the historical paintings of life a long time ago. We also watched the sand painting by the men from Tibet. That was cool. We actually tried this in our classroom--on the patio. That was Kindergarten.

The school Thomas Jefferson no longer exists.

Great beautiful fun.

I came for art instructional classes. I would love to bring my special needs students
We were beginning to teach photography and we wanted to expose them to different artists perspectives on art.

Field Trip with my son's class.
to see an exhibit that excited me or to take an educator workshop
A culminating experience after a year's worth of studying the elements and principals of art. I want to foster the love of arts in my students.

students to appreciate visual art
Most of my students have never been to a museum. They are such jewels, that I wanted them to be exposed to all a museum offers.
In third grade we were learning about imagination and art and many artists including picasso were part of the unit.
To intro students to visual arts.
Introducing art and California history
Exposure for the students.
To familiarize students with California history and artists. (4th grade)

To augment classroom learning and to familiarize students with local artists.

To look at different mediums to determine the type of illustrations to use for our informational writing. (non-fiction)
To show the rich culture that Sacramento has to offer!
First of all, I like my students to know what a resource we have in the Crocker Art Museum. Second, I have to justify our field trip there with state standards, so I use our Open Court unit- Stick to It, as our foundation for the trip. The standards are so important that I find ways to make the other experiences fit them so I can keep coming. Currently I am working with our staff to blend Crocker artworks with our curriculum so each grade level will have a reason to visit the museum.
The purpose was to build background knowledge for the students and introduce the basics of art appreciation.
To view the new museums and look at the exhibits.
learn about the collection
to expose students to new experiences
This is a first museum tour for some students. They all love art and they enjoy viewing "famous" artists.
Fieldtrip for students to see their own Art in temporary shows.
Class field trip to view California artworks.
exposure to the museum's treasures
Fun
to see the art
To open the eyes of the children to a new world.
Homeschool Day tour
Survey Question 16: What were the outcomes?

<table>
<thead>
<tr>
<th>Answered Question</th>
<th>Skipped Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td>92</td>
</tr>
</tbody>
</table>

Response Text

Good
Learned what Crocker offered
lots of excitement from the students.

They loved it..
I learned to make a nature journal and used it in science class when we were using polaroids
Achieved our goal and the students became more interested in art throughout that year
Loved it. My son has more of an interest in art.
Enjoyed myself. Love the classes for educators.
They simply loved it! They had very rich discussions with each other and the docent.
the did
VERY positive, for my students and the parent chaperones.
The students really enjoyed the tour and especially the docent. The learned about color, shape, shading and saw different types of art.
They were.
Many of the children wanted to take their parents back to see the museum and I had a few children doing comparisons with illustrations in books to the art they had seen in the museum.
Students were interested in more visits. They became more in-tune with the beauty of art.
We had a wonderful time and tried a few different mediums and did some sculpting as well when we returned to class.
Students thoroughly enjoyed themselves.
We have had very good success with inspiring the students to develop their own art, revisit the museum with their families, and recognize artists, techniques, media, and use art vocabulary. We have a very supportive principal, PTA, and volunteer parents who are on board with art in the classroom. (This is the exception.)
Very good. The students enjoyed the visit. They learned to interpret some of the things they saw and was exposed to many different forms of art.
Some of the students had never been to an art museum before.
Very useful and inspiring
students enjoyment was evident
They realize that their art is valuable too!
Students were surprised and impressed by what was to offer at the museum.
Enrichment for students
increased awareness for students on what constitutes art
Fun
we saw the surprised they enjoyed the museum and mentioned it later.
My kids weren't all that interested in walking around and looking at the art, but they were thrilled with the architecture of the Crocker home, indoors and out. They ran up and down the stairs (when the old entrance was through the home), admired light fixtures, windows, wainscoting, the porch, the wood, etc.

Survey Question 17: Which Crocker education programs that are provided at the school campus have you used? (Please choose all that apply)

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<tr>
<th>At-School Program</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
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<tbody>
<tr>
<td>An Introduction to Art (Crocker-to-Go)</td>
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<td>Art Through the Ages (Crocker-to-Go)</td>
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<tr>
<td>American History Through Art (Crocker-to-Go)</td>
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<td>0</td>
</tr>
<tr>
<td>Pattern Play (Artist-to-Go)</td>
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<td>0</td>
</tr>
<tr>
<td>California Impressionism (Artist-to-Go)</td>
<td>1.0%</td>
<td>1</td>
</tr>
<tr>
<td>Symbolism: Creating an Artistic Identity (Artist-to-Go)</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>1, 2, 3 Print! (Artist-to-Go)</td>
<td>1.0%</td>
<td>1</td>
</tr>
<tr>
<td>Art Ark</td>
<td>28.2%</td>
<td>29</td>
</tr>
<tr>
<td>None. Please explain why.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

answered question 103
skipped question 18

None. Please explain why.

Did my own lessons.
Do they cost the school. I would love to hear about these programs if they are free.
New to Elementary Art in SJUSD
Ditto.
funding
Don't know of these programs.

same as #7

New to school.
I tried to find something that we could use with ED middle school students but it did not work out or it cost money we did not have.

Do not apply to my teaching level.

ditto last message

Sacramento was out of my region.

I wasn't aware of their existence, or they were not appropriate for my grade level.

no knowledge.

was not aware

Teachers do not want to puoo out their students or take any extra instructional time away from STAR tested subjects.

I do not believe we have any of these.

Not applicable to speech therapy

I am unaware of any programs.

I was not aware they were available.

Not to my teaching standards

Again, I am busy.

I have never heard of them.

No funding.

not sure

I know that we've had (in the past) the Art Ark for our campus. The program that my students benefited from in the past was to be able to preview art objects at the Crocker before we actually visited the museum. I don't know if that's one of the programs listed.

I AM NOT AWARE OF ANY OF THESE PROGRAMS BEING AVAILABLE AT OUR SCHOOL

Art Ark (architecture) came to our school provided by PTA funds.

Cost

no money for field trips or to have people come

I'm a new teacher

Wasn't aware they are available.

Funding :( 

I have used the Art Cart activities that a former staff member set up for our school. It contains a completed picture of the technique and all the materials to make the picture in classes. We made collages with varied materials on a paint-wash backing. We have also made mosaics but these are difficult for my students to visualize and they needed lots of assistance.

unaware of crocker education programs

i didn't know they were available

Not offered to my program.
I do not know this for sure. We do not ask around. We do have a new art teacher this year and he may be using one or more of them.

I am not aware of these classes. Are they college level?

I only just found out this week these are available.

money

Unavailable.

I don't remember what program my students were involved in.

Cost

I did not realize there were programs that came to the school.

None available

Have not had the opportunity to use them

don't know

Didn't know they were available.

Not aware that we have had them

I believe the Art Ark might have come to my school to work with the primary grades a long time ago. I teach 4-5-6 and we did not participate (for whatever reason.)

Finding time during class is difficult

again, teaching in Ceres, the distance factor prevents our access to your programs.

I am not aware of the resources available to me.

I am new to the job, and have yet to integrate, formally, the programs into my curriculum.

I have not had the experience.

I do not work on a campus directly with children.

I need to look into using these options. Was very busy this past year changing teaching assignment.

We had the Crocker come out once and prepare the students for our visit. I just haven't arranged to do it again.

Didn't know they were available. Also short of funds because of budgeting in schools.

Did not have information about college programs

did not know they were available

I don't live near the Crocker.

Money is an issue in using outside sources.

Did not know they were available

I am beginning to explore the possibilities, however our budget is very limited.

We go to the Crocker, the crocker doesn't come to us

Hope to do it this year.

We homeschool

they are not provided at my site
Survey Question 18: What was the purpose of the Crocker Art Museum program(s) at your school?

<table>
<thead>
<tr>
<th>Response Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art appreciation</td>
</tr>
<tr>
<td>Several classroom teachers at David Lubin have Crocker Museum programs visit their classroom I am not directly involved in those activities. Enrichment and curriculum support.</td>
</tr>
<tr>
<td>Bringing Art to students</td>
</tr>
<tr>
<td>The students needed to be exposed to art.</td>
</tr>
<tr>
<td>Introduce students to a wide variety of art</td>
</tr>
<tr>
<td>The purpose of the Art Ark was to expose children to a wide variety of artists and genres of art.</td>
</tr>
<tr>
<td>To introduce the students to architecture</td>
</tr>
<tr>
<td>Art Ark was visited my site where I taught multiple years. We use the museum programs in science, social studies and art to increase student awareness of cultures and visual stimuli for learning.</td>
</tr>
<tr>
<td>to enjoy</td>
</tr>
<tr>
<td>The purpose was to allow children to experience art while viewing artist works.</td>
</tr>
<tr>
<td>We had the Art Ark on our campus about five years ago. We were trying to provide our students with more exposure to art and the things that artists do.</td>
</tr>
<tr>
<td>To provide enrichment for the entire student body.</td>
</tr>
<tr>
<td>bring art to the kids who do not have access to Crocker</td>
</tr>
<tr>
<td>To introduce students to the Arts</td>
</tr>
<tr>
<td>Many of my students never visit an MUSEUM.</td>
</tr>
<tr>
<td>show art to students in a variety of everyday elements</td>
</tr>
<tr>
<td>To give each student an opportunity to learn about art, the Crocker, etc.</td>
</tr>
<tr>
<td>To provide us with information as to what to look for while on our fieldtrip.</td>
</tr>
<tr>
<td>art ark--architecture unit</td>
</tr>
<tr>
<td>Promote art awareness, community.</td>
</tr>
<tr>
<td>to expose the students and their families to art and to help them be more aware of the museum</td>
</tr>
<tr>
<td>To provide a whole school involvement in art.</td>
</tr>
<tr>
<td>Our PTA funded the Art Ark twice.</td>
</tr>
<tr>
<td>Printmaker came to school for class workshop.</td>
</tr>
<tr>
<td>Expand the knowledge of architecture.</td>
</tr>
<tr>
<td>exposure</td>
</tr>
</tbody>
</table>
To provide enrichment opportunity to students.

recipient of the district's grant

Fine arts instruction

**Survey Question 19: What were the outcomes?**

<table>
<thead>
<tr>
<th>answered question</th>
<th>29</th>
</tr>
</thead>
<tbody>
<tr>
<td>skipped question</td>
<td>92</td>
</tr>
</tbody>
</table>

**Response Text**

- Kids liked art
- Very positive. When the Art Ark visited we had a parent family visit event and had over 100 families attend, great support for that program.
- Any Given Child
  - The students loved art in all forms.
- students realized that art was more than just drawing and painting
- Students had a great experience. They came out jazzed about art and their hands-on experience.
- awesome!
- Students are always interested and enjoy the experience. Hands-on approach always increase learning outcomes.
- kids loved the art ark
- The students enjoyed it.
- The kids seemed to enjoy it!
- Hot and cold reaction. The highest concentration of negative criticism came from the 7th and 8th grade students and parents who did not think the experience held much interest or value for this age group.
- very positive. The kids loved all the hands on and it generated a lot of language/communication
- The students really enjoyed the experience
- **STUDENTS BEGIN TO BECOME MORE INTERESTED WITH THEIR OWN ART CREATIVITY.**
- engagement and excitement
  - The students were excited and I hope that some went with their families to see the Crocker, but I'm not sure that happened. They seemed interested in creating something of their own.
- My class was able to identify and point out different kinds of art and mediums displayed at the art museum, as well as artists.
- the PTA arranged this; teachers given little time to prep--will need to work on better communication at our site
- Students and families are becoming aware of the new museum facility and
learning opportunities. I had at least 6 students participating in the summer art camps this summer and recognized at least 10 more who attend our school involved in the classes as well.

The students were very enthusiastic about their school day tours of the Art Ark, and many of them came with their families to the evening event.

Teachers and students learned about new areas in art and were encouraged to try new activities.

My students' interest in architecture explored in the Art Ark led us to construct our own "buildings" from recycled household stuff -- paper towel rolls, et cetera.

Students enjoyed printmaking and artist.

In addition to writing about their favorite station in the Art Ark, we shared their drawings.

---

**Survey Question 20: Which Crocker professional development program(s) have you attended? (Please choose all that apply)**

<table>
<thead>
<tr>
<th>Professional Development Program</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Preview &amp; Arts Resource Fair (Educator Evening, Oct 2010)</td>
<td>11.2%</td>
<td>11</td>
</tr>
<tr>
<td>Teaching from the Collection: African Art (Educator Evening, Dec 2010)</td>
<td>1.0%</td>
<td>1</td>
</tr>
<tr>
<td>Learning Colloquium in Teaching (Educator Evening, Feb 2011)</td>
<td>1.0%</td>
<td>1</td>
</tr>
<tr>
<td>Art Workshop for Teachers (Educator Evening, Apr 2011)</td>
<td>3.1%</td>
<td>3</td>
</tr>
<tr>
<td>Teaching History Through Art (Teacher Workshop, Jan 2011)</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Art for Early Learners (Teacher Workshop, Mar 2011)</td>
<td>1.0%</td>
<td>1</td>
</tr>
<tr>
<td>Creative Writing Workshop (Teacher Workshop, May 2011)</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Custom-Designed Workshop for Teachers (Teacher Workshops)</td>
<td>2.0%</td>
<td>2</td>
</tr>
<tr>
<td>None. Please explain why.</td>
<td>87.8%</td>
<td>86</td>
</tr>
</tbody>
</table>

answered question 98

skipped question 23
<table>
<thead>
<tr>
<th>None. Please explain why.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not enough time</td>
</tr>
<tr>
<td>I was very comfortable with the material presented and was doing presentations</td>
</tr>
<tr>
<td>that fit with the teacher's lesson plans (or State/Fed requirements).</td>
</tr>
<tr>
<td>I was not aware of these programs.</td>
</tr>
<tr>
<td>I work 5 part time jobs and have two teenagers...</td>
</tr>
<tr>
<td>Just haven't... and have not been aware of the offerings. Also, too busy working on my</td>
</tr>
<tr>
<td>own body of work.</td>
</tr>
<tr>
<td>Ditto</td>
</tr>
<tr>
<td>District required Common Planning time instead of professional development</td>
</tr>
<tr>
<td>2010-11.</td>
</tr>
<tr>
<td>I don't do much art in 1st grade and have not heard of these programs.</td>
</tr>
<tr>
<td>same as #7</td>
</tr>
<tr>
<td>I was an art docent in the Elk Grove school district way back when.</td>
</tr>
<tr>
<td>No time</td>
</tr>
<tr>
<td>Did not work out this last year.</td>
</tr>
<tr>
<td>Was unaware of these.</td>
</tr>
<tr>
<td>time</td>
</tr>
<tr>
<td>you should hire me to teach these programs, i have more experience than most teachers</td>
</tr>
<tr>
<td>presenting these workshops.</td>
</tr>
<tr>
<td>See previous.</td>
</tr>
<tr>
<td>I wasn't aware of their existence.</td>
</tr>
<tr>
<td>no knowledge</td>
</tr>
<tr>
<td>was not aware</td>
</tr>
<tr>
<td>Most of my training comes from SNAP.</td>
</tr>
<tr>
<td>I am not aware of any of these workshops</td>
</tr>
<tr>
<td>I didn't realize that the museum offered professional development.</td>
</tr>
<tr>
<td>funding</td>
</tr>
<tr>
<td>N/A</td>
</tr>
<tr>
<td>I have not been in over ten years.</td>
</tr>
<tr>
<td>I have been unaware of the programs.</td>
</tr>
<tr>
<td>I was not aware they were available.</td>
</tr>
<tr>
<td>Unaware of any</td>
</tr>
<tr>
<td>I didn't know they existed.</td>
</tr>
<tr>
<td>I have never known that these existed. I would LOVE to attend something like this!</td>
</tr>
<tr>
<td>No funding.</td>
</tr>
<tr>
<td>hasn't worked out</td>
</tr>
<tr>
<td>I have not received information regarding these programs.</td>
</tr>
<tr>
<td>I'm not sure why....probably part of it is time and part of it is not knowing what's</td>
</tr>
<tr>
<td>being offered.</td>
</tr>
</tbody>
</table>
I HAVE EITHER NOT BEEN AWARE OF THEM OR DID NOT HAVE THE
TIME OR MONEY

I have not attended a professional development program for at least 5 years
(possibly more.)

Have taken courses and workshops in other areas.

I was not aware of these programs.

not the time to get there and take care of sick parent and husband

I have been there and been involved yet it has been years. Again, I have not
sought out any of these although I have been notified. The available time and
money is not what it used to be.

I'm a new teacher

Speech Therapists are not included in these programs

Was unaware that they are offered.

I wanted to, could not attend for different reasons but hope to this year.

Don't know when they are available, who can sign up, how much they cost, etc. I
haven't yet visited the new Crocker.

unaware of trainings

i didnt know they were available

Did not know about them.

I did not know it was available.

No aware they were available

The summaries I have read for the workshops indicate they are mostly for K-12
teachers.

Was unaware of these.

money and time

Not had the opportunity.

My school day doesn't have enough time in it to complete CA standards as it is.

Was not aware these existed.

They have not been at a convenient time for me.

Lack of knowledge

I have four children of my own and attending workshops are difficult with their
busy lives. online classes or classes on site would be great.

did not know about them and i have 2 small children that take up a lot of time

n/a

I didn't know about them.

Not familiar with them

I have always wanted to do one of these workshops but the timing never seems
to work out. I have had to find out about the programs by looking online and
calling - I don't think I've ever gotten any information sent to me. I think by the
time I find out about them, the classes have already happened.

I wasn't aware they were offered

I was not aware of programs available to teachers for professional development.
I would be more inclined to attend a workshop, if I received continuing
education units.
I am not aware of the resources available to me.
I am new to the profession, and the Crocker is new to me.
not familiar with programs
It's been too busy for me this past year but will look into future events.
I haven't taken the time.
I have attended several workshops before the new addition was built.
Was signed up but could not attend because got sick
No time
I retired at the end of last year and was out of energy.
Don't live near the Crocker
Did not know of these programs
family limitations
Others in 2006.

Some workshops I have not attended because they are expensive and I have to pay for them out of my own pocket.

Most teachers have to pay for this kind of thing themselves and it's a financial strain. Plus, the reality is most teachers have very, very little time for Art.

Unable to attend
Fees charged/timing
I am beginning to explore possibilities.
not specific to homeschooling, plus I work in the evening
Didn't know they existed. Can you send me info on upcoming programs?
Hasn't worked out with my schedule, but I would like to attend something in the future.
I went to one teacher day at the museum that allowed free admissions and allowed teachers to pick up things, free, to use in the classroom

Survey Question 21: Why did you attend the Crocker Art Museum’s professional development program(s)?

<table>
<thead>
<tr>
<th>answered question</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>skipped question</td>
<td>109</td>
</tr>
</tbody>
</table>

Response Text

For professional development
because they are valuable
MORE KNOWLEDGE ABOUT ART IN AMERICA AND ABROAD.
To further my professional development and to network with other teachers. I
I love the Crocker programs - they are very helpful in taking the lesson back to the classroom and also learning is fun at the Crocker.

To learn information about what would be offered in order to share the resources with early childhood educators.

I enjoy learning about art and how to better teach it in the classroom. I thought it was a good way to accumulate hours with interesting subject matter. I would have attended more but our professional development requirements changed and much of that was covered in workshops at school. When our principal and the school district offered hours at the Crocker they had much better attendance.

I love those programs! I find them so energizing and interesting, and I attend them as often as I can, even though I don't currently have my own classroom. I have a long memory, so I know I'll use the things I learn eventually!

See what Crocker had to offer.

I would of liked to have attended more, but didn't have the time.

I've always enjoyed what the Crocker's PD department offers if I'm able to fit it into my schedule.

Fun

Survey Question 22: What were the outcomes?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>answered question</td>
<td>12</td>
</tr>
<tr>
<td>skipped question</td>
<td>109</td>
</tr>
</tbody>
</table>

Response Text

Understanding what Crocker offers
learned a lot
Students more interested with artist abroad.
Ideas to integrate into my teaching
I saw the Crocker and what it had to offer. I checked out some videos and slides to use in the classroom and at home for my own learning.
Teachers utilized the resources in their ECE programs and with their families.
Our staff was offered hours for the first Fall teacher workshop to help everyone get acquainted with the new building and programs. Many teachers had not been there in many years or just weren't interested, but they came for both curiosity and hours. Because there is so much more emphasis on the standards, this was a good time for them to see what was there and get their minds going for integrating arts again into the curriculum. I saw a lot more enthusiasm both for art and the Crocker.
I have collected many great ideas I have put to use in my substituting and in my
writing of lesson plans and which I intend to use in my own classroom someday. I have met some terrific people during the programs as well.

Picked up some lesson ideas and info
I wanted to see the new addition to the museum.
Increased knowledge of area resources
fun

Survey Question 23: Have you used the online teacher resource “Striking Gold?”

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>7.1%</td>
<td>7</td>
</tr>
<tr>
<td>No. Please explain why.</td>
<td>92.9%</td>
<td>91</td>
</tr>
</tbody>
</table>

No. Please explain why.

No time
Not needed.
I was not aware of this program either.
I am aware of that program but I don't recall if I have directly used it in classroom teaching.
No knowledge of the program.
 Didn't even know about it.
4th grade covers Ca Gold Rush
Not aware of it
Haven't heard of it
didn't know about it!
Did know know about it.
My grade level is unavailable.
I do not know what it is..
Does not apply to my teaching level.
didn't know of it
ditto two messages back
I'll check into it, but I have not heard of it.
I wasn't aware of its existence.
Sounds good, but I have no knowledge of this resource.
was not aware
Not interested.
Does not fit into my curriculum
| I wasn't aware of the resource.                                                                 |
| I didn't know about it...                                                                      |
| Just haven't                                                                               |
| That is a fourth grade area of curriculum and I was not teaching the fourth grade.          |
| My teaching partner who did teach 4th grade used it and I didn't want to duplicate lessons. |
| I am unaware of the program.                                                                  |
| I was not aware it was available.                                                             |
| Don't know about it.                                                                         |
| Not needed.                                                                                |
| I have never heard of it, but it sounds interesting.                                         |
| Unknown                                                                                      |
| Never heard of it                                                                           |
| I've never heard about it.                                                                    |
| I did not know it was available.                                                              |
| HAVE NOT HEARD OF IT. IS IT APPROPRIATE FOR 1ST GRADE?                                       |
| I did not know about this resource                                                           |
| Didn't know about it.                                                                        |
| Also, don't cover this in 3rd grade.                                                         |
| I've never heard of it.                                                                       |
| not in my curriculum                                                                       |
| Did not know of it                                                                           |
| Have never heard of it.                                                                       |
| not aware of it                                                                              |
| Was unaware of the resource.                                                                  |
| Did not know it existed!                                                                     |
| Haven't heard of it                                                                          |
| unaware of it                                                                                |
| i teach 2nd grade                                                                            |
| Did not know about it.                                                                       |
| I did not know it was available.                                                              |
| Not part of the 5th grade curriculum.                                                        |
| I am not aware of this.                                                                       |
| I did not know about it.                                                                      |
| Did not know about website                                                                   |
| Did not know about it.                                                                       |
| I don't really want to.                                                                      |
| didn't know it was there when I taught 4th grade.                                            |
| did not know about it                                                                        |
| Did not have knowledge of                                                                     |
| did not know it existed                                                                      |
| no reason                                                                                    |
| did not know about it                                                                        |
didn't know about it
Never heard of it.
Not familiar with it
Years ago I seem to recall that Striking Gold was not as updated as it is now, so I must have given up. I just now looked and the lesson plans have many digital resources which is GREAT! We have an electronic whiteboard and I will easily be able to project the images to the whole class. The lack of viewable resources is one major hindrance when I try to teach history though art.
Hadn't heard about it.
not aware of it
Not familiar with this resource.
I am not aware of the resources available to me.
Did not know of its existence.
not familiar with it
Do not work with school-age children.
I've looked at it.
I didn't know it existed.
Didn't know it was available.
I have looked it over and think it's great, but I haven't had an opportunity to use it yet.
did not know about it
I wasn't aware of it.
Didn't know about it.
Not aware of this
I browsed it and felt it was too mature for my class -- I was teaching a 2nd and 3rd grade combo.
Didn't know it was online
Didn't know about it
Have not seen it.
No need for that focus.
I just checked it out and I am sure I'll use it this year.
Never heard of it
did not know about it
I wasn't aware of it, but we're delving into CA history this year, so I will!
Sounds good-I would like to learn more about this!

Survey Question 24: Please specify which lesson plan(s) you have used.

<table>
<thead>
<tr>
<th></th>
<th>answered question</th>
<th>skipped question</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6</td>
<td>115</td>
</tr>
</tbody>
</table>
Response Text

gold rush
I have used it for teaching art to the intermediate grades as an introduction to California art and history. I first go for the artwork I have in mind and then find the lesson/parts of the lesson that apply for a short lesson. I don't teach that grade level, but I help out other teachers that aren't comfortable teaching art.
Used several for inspiration when working on my own material for class
It was a while ago, I do not remember, exactly.
I used it during my student teaching for a 4th grade class.
I don't remember.

Survey Question 25: Did you make changes/adapt the lesson plan for your use?

<table>
<thead>
<tr>
<th>Response</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>33.3%</td>
<td>2</td>
</tr>
<tr>
<td>Yes. Please describe how you adapted the lesson(s).</td>
<td>66.7%</td>
<td>4</td>
</tr>
</tbody>
</table>

Yes. Please describe how you adapted the lesson(s).

Used bits and pieces... it is a comprehensive body of work and if I taught those grades I would probably use most of it as it is written.
Used for adapting for specific subjects for traditional and digital art classes probably, for my level of students. We generally use the info for a critique process lesson.
I don't remember. I think I used parts with other History lessons.

Survey Question 26: What were your expectations for the lesson(s)?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>answered question</td>
<td>6</td>
</tr>
<tr>
<td>skipped question</td>
<td>115</td>
</tr>
</tbody>
</table>

Response Text
to learn about the gold rush era and the art that came out of it
Get the kids excited about art and teach social studies as well...
To include material that is found at the Crocker

- learn more about critiquing.
- Well-roundedness.
- For the kids to understand the past - mainly re. CA.

**Survey Question 27:** Please explain how your expectations were or were not met.

<table>
<thead>
<tr>
<th>Answered Question</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skipped Question</td>
<td>115</td>
</tr>
</tbody>
</table>

**Response Text**

The Crocker gave me the background info to make teaching the lesson more powerful.

Kids LOVE art and are very open to understanding everything about it- timeline, what was happening in the world at the time, artist information, media used, etc. My expectation was to get their interest- then when they actually see the painting they have a point of reference.

Overall, yes

I guess they were met.

Good. I think there was too much so it was a little hard to use.

We loved the paintings.

**Survey Question 28:** What would make you consider using more of the Crocker’s programs and materials?

**Response Text**

Yes

- A lack of knowledge in a certain area.
- Having a binder that listed the programs that are available.
- More knowledge about available materials, small on line samples, posters. Info in gift shop regarding educational materials.
- A brochure.
- I suppose I would have to take a few classes.
- PD at District Offices
- Send flyer or email with information on programs and materials
- More time to do art in the classroom
- Likely having more of a need to co-design lessons ans curriculum enhancements
- I need an interested staff that wants to go. I will try this year.
Having someone come out to the schools to educate the teachers on the available resources that Crocker has to offer would increase my usage. Also, to have that person train or walk through the teachers on how to get the lessons, links, and materials.

<table>
<thead>
<tr>
<th>Access to supplies that are not costly. Possible day trip to crocker.</th>
</tr>
</thead>
<tbody>
<tr>
<td>More scholarly approach.</td>
</tr>
<tr>
<td>If I knew about them and when they were offered</td>
</tr>
<tr>
<td>An online digital library of Crocker images available to download for free.</td>
</tr>
<tr>
<td>I now live in Berkeley and feel more proximate to the museum, so would use it as it is.</td>
</tr>
<tr>
<td>Appropriateness to my curriculum and awareness of their contents.</td>
</tr>
<tr>
<td>Knowledge of the resources.</td>
</tr>
<tr>
<td>Ease of it</td>
</tr>
<tr>
<td>Free training.</td>
</tr>
<tr>
<td>Having materials that are easily accessible and that will fit into my curriculum.</td>
</tr>
<tr>
<td>I just need to take a look at them. As long as they're easy to use and affordable, I'll use them.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exposure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>If the programs had major Kindergarten components.</td>
</tr>
<tr>
<td>Having a link or invitation from Crocker Arts Museum.</td>
</tr>
<tr>
<td>More comprehensive lesson plans and being able to access images of the</td>
</tr>
<tr>
<td>Yes.</td>
</tr>
</tbody>
</table>

We have staff collaboration two Thursdays a month--it would be great if someone could come out during one of these dates to present to the staff about the different programs available. I am SURE that teachers would love to learn about them.

<table>
<thead>
<tr>
<th>I wish the crocker was closer to my house. The reason I don't go to all the programs is because of the time involved to get there.</th>
</tr>
</thead>
<tbody>
<tr>
<td>More money.</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>Cost of program is always factor. If we could get free admission for our students that would help. I would pay for our classroom staff. That would leave us needing to come up with the cost of transportation but at least admission would be covered.</td>
</tr>
<tr>
<td>If programs were offered directly to our school at a low cost. We are a low income school and resources these days are very limited.</td>
</tr>
<tr>
<td>Less cost, More Availability, Grade Specific Workshops</td>
</tr>
<tr>
<td>More funding from the district/school to attend more staff development from the Crocker.</td>
</tr>
<tr>
<td>Invitation to a free workshop overview.</td>
</tr>
</tbody>
</table>

Having someone visit our site during a staff meeting to explain what is offered.
More affordable for my economically disadvantaged students.

Access, Available time, Relevance
available for low income schools

I am a new teacher and my major had an emphasis on children and the arts, so I would love to incorporate as many art activities in my lessons as possible.

access to them and training

More advertisement. Flyers or pamphlets in teacher's boxes. I need more information on what is offered.

Honestly, it is really my fault for not taking more initiative.

The Art Cart that is ready with materials, finished copy with explanation how to do the activity, etc. all ready to use that I could sign out and or bring the materials to my classroom.

information about them? maybe visiting a staff meeting to talk more about them?

if it was free

I would need more information

yes but it would have to meet a first grade standard.

Knowing they exist helps a lot. Also knowing what is available the goes with the 5th grade curriculum.

College level appeal.

Just by taking this survey, I want to know more about what is available.

I would like to get emails or a flyer at the beginning of the year, when we plan all our field trips.

transportation and money

Free museum visit, transportation paid for my students.

Nothing really.

cost effective for students and teacher to go. Also having the art van coming to our school would be great but very costly... not all schools have PTA's with lots of money or parents who can pay.

Seeing more examples of how it applied to my curriculum

easy access

Availability

more school visits and a presentation by the museum to the students.

downloadable software or curriculum

if they were applicable to literature instruction.

YES! Cost permitting...

Relooking at Striking Gold has me very excited - it looks promising and I want to start using it ASAP.

I searched the website a few weeks ago about field trips but this year's info had not been updated so that stopped planning in its tracks.

Awareness of what is offered and its relevance to K-6 education
More planning time. Perhaps a teacher outreach/campus visit.
more funding for out of area trips for students. Now that I know there is
information on line, I will access that.
Yes, but I would like to have a docent or someone provide the materials needed.
I have no time to look for the resources needed.
Awareness.
Time :) would need to look into programs to see what fits my class needs
The programs already offered are high quality. Perhaps more ECE focused
programs.
Being able to go there more often with my class on a field trip...Even though
they are adults from various countries...we aren't able to take field trips due to
budget constraints.
More online lessons with artwork that could be downloaded to use on a
document reader, put up on a screen, or overhead projector.
I'm not sure.
Send me a list of resources available and their costs or possible funding
resources.
having my own classroom.....
More information about college level programs and updates on new material.
Know where and how to find them - having email to make teachers more aware,
at their finger tips.
I'm thinking about volunteering as a docent at the Crocker.
What would make me? Make me?

Not a well-phrased question!

Online, if there wasn't a cost or there was a fee that could be worked out with the
college before hand.
more simplified lessons
I have not brought a class to the new Crocker. I feel more interested to show
more CA artists to my students.
I would like to see a comprehensive brochure listing each programs, and a brief
description, and what grade levels it would be most effective for, then I might
pay more attention when it is offered.
Very simple and easy to use.
Lower cost, transportation
Increased knowledge of, availability in my schedule, cost of workshop/program
If I had a full time art teaching position.
Low cost. I'm sure to usethe online materials. It would be much easier to use a
visiting program than to bring our students to the museum. But we could come
in on the train.
I dont know
highlighting materials of interest to homeschoolers
Maybe knowing about them?
Onsite childcare, like they have at Raley's and Bel Air. I have a two year old who makes it difficult for us to go out and do all the things we want to do.
Have someone come up to our district and let us know about the classes and the times and dates-or a calendar for the school year so I can plan for the classes

Survey Question 29: What is the best way to inform you about the museum’s programs and materials?

<table>
<thead>
<tr>
<th>Method of Contact</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td>74.0%</td>
<td>71</td>
</tr>
<tr>
<td>Regular mail</td>
<td>26.0%</td>
<td>25</td>
</tr>
<tr>
<td>School district communication</td>
<td>25.0%</td>
<td>24</td>
</tr>
<tr>
<td>In person school visits</td>
<td>18.8%</td>
<td>18</td>
</tr>
<tr>
<td>Crocker Art Museum website</td>
<td>31.3%</td>
<td>30</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>5.2%</td>
<td>5</td>
</tr>
</tbody>
</table>

answered question 96
skipped question 25

Other (please specify)
I am a member of Crocker sponsors.
i am a member and already get your emails
Contact with our SJUSD art group, TECATs (Traveling Elementary Classroom Art Teachers).
Perhaps an inservice or presentation as part of a staff development day.
Brochures in teacher boxes
A brochure listing all the programs

Survey Question 30: Thank you for taking our survey! Are you interested in entering our drawing to win one of five $75 gift certificates for the Crocker Art Museum Store?
APPENDIX E

Program Descriptions

In Museum Programs

Guided Thematic Tours:
Thematic tours are led by trained Crocker docents and feature works from the permanent collection and special exhibitions on view.

Discover the Crocker
Grades K-12
Expect the unexpected in this tour of art highlights in the Crocker’s renowned collection.

Take Art Apart
Grades K-12
Learn the basic building blocks of art—line, shape, color, value, form, and space—in this engaging tour.

Looking to Learn, Learning to Look
Grades K-12
Using focused observation, questioning, and group discussion, students learn how to “read” two- and three-dimensional works of art from various artistic periods.

California Canvas
Grades 3-12
Ideal for those studying California history, students learn about California’s native inhabitants, the Gold rush era, and the emergence of California as a diverse and innovative state.

Myths, Folktales and Legends
Grades 3-12
Using stories rich with fancy, students explore African, Asian and European art with artifacts and learn to evaluate the images, themes and symbols found in diverse cultures.

Classical Art and Architecture
Grades 6-12
Go back in time in this tour featuring European art and the classical architecture in the Crocker’s historic Art Gallery building.
Art Today
Grades 6-12
Discover the many ways 21st century artists creatively use materials and probe diverse personal, social and political issues.

Arts of Asia
Grades 6-12
View artworks from the many cultures of Asia, including Korean ceramics, Chinese textiles, Japanese arms and armor, Indian and Persian miniature paintings and contemporary artwork by Asian American artists.

Interdisciplinary Tours:
Interdisciplinary Tours are in-depth tour experiences that explore the connections between art and other curricular areas.

“A” is for Art
Grades Pre-K and K (Ages 4-6)
45 minutes
In this adventurous tour, early learners play, imagine, move, and explore while learning key educational concepts such as sorting and sequencing along with shape, letter, and symbol recognition. Positive social skills and language-based interactions are also reinforced.

Math and Masterpieces
Grades K-5
55 minutes
Explore how artists use math – from shapes and patterns to geometry and logic – in 2-dimensional and 3-dimensional works of art.

Art Narratives
Grades 6-12
75 minutes
Students develop poems, short narratives, and expository compositions in response to artwork in the Crocker’s permanent collection and special exhibitions. Students learn how to “read” works of art and gain a stronger understanding of literary devices.

Tour + Art Workshop:
Led by trained docents and local artists, students will explore artworks in the Crocker’s galleries then create their own artwork using media and techniques they discussed during their tour.
By Land, By Sea
Grades 2-12
Students investigate landscapes from around the world in the Crocker’s collection and create their own using oil pastels.

Creating in 3-D
Grades 2-12
Students explore space and form by looking at a variety of sculptures on view at the Crocker and creating a 3-D work utilizing an array of materials.

Sizzling Still Lifes
Grades 3-6
Students get inspired by the paintings of Wayne Thiebaud and create still lifes using oil pastels.

Painting Portraiture
Grades 5-12
Students explore mood in Gottfried Helnwein’s work and paint expressive portraits.

Tour + Performance:
Art comes alive through music. Students will explore the Crocker’s new gallery of California Impressionist works of art and learn how Impressionism inspired other art genres. The tour will be followed by a lively performance of Impressionist music by a trio of musicians from the Sacramento Philharmonic. The snippets of lights and movement in Californian Impressionist paintings are mirrored in the music of Impressionist masters Claude Debussy and Maurice Ravel.

Homeschool Days:
Homeschool Days are designed for small homeschool groups and individual families. These special days feature an adventurous trail of docent spotlight discussions and activities centered around select artworks and focused on a central theme. The experience, which takes 45-60 minutes to complete, is appropriate for children ages four and older.

At the School Campus Programs

Crocker-to-Go:
Crocker-to-Go is designed to bring high quality art education experiences to K-12 classrooms, particularly to students unable to tour the Museum in person. Crocker docents engage students with an interactive multi-media presentation of artworks from the Museum’s collection. Students are introduced to strategies for looking at and making meaning of art.
An Introduction to Art
Students are introduced to diverse works of art and learn how artists use the basic elements of art—line, color, shape, value, form, and space—to create drawings, paintings, sculptures, collages, prints, and more.

California Crossroads
With an emphasis on California’s rich and dynamic history, this Crocker-to-Go features works by California artists from the 1800s to the present depicting social change, community life, and the diverse cultures and traditions found in California.

Art Through the Ages
With art serving as a time machine, students travel the world and through the ages, learning about ancient civilizations, fascinating historic periods, and assorted popular culture movements.

American History Through Art
Students explore how artists have used art to capture, question, and probe important historical, social, and political milestones in American history.

Artist-to-Go:
Artist-to-Go provides students with the opportunity to learn about the Crocker’s permanent collection through an interactive, hands-on art project taught in the school classroom.

Pattern Play
Grades K-3
Explore the elements of art, particularly including line, shape and color – while developing collages in which paper is both an art medium and art tool.

California Impressionism
Grades 3-6
Using the techniques of Californian Impressionist artists, create oil pastel drawings infused with color and light.

Symbolism: Creating an Artistic Identity
Grades 5-12
Discover the hidden meanings and visual metaphors within art and create mixed media works infused with personal symbolism.

1, 2, 3 Print! A Three-Week Printmaking Workshop in the Classroom
Bring a printmakers workshop into your classroom. During this three part workshop, students will view selected works from the Crocker’s permanent collection, learn about the principles of design, the history of printmaking and create their own prints.
Art Ark:
The Crocker’s Art Ark, a mobile art education center designed for K-8 students, brings original works of art and art activities to schools throughout the region. On the road since 1980, the Art Ark is distinguished in the nation as one of the first mobile art museums, and one of the few including hands-on learning.

The Art Ark’s current theme - Building Imagination: The Art of Architecture - was launched in the Fall of 2009 to celebrate the opening of the 125,000-square-foot Teel Family Pavilion on October 10, 2010. Students examine the history of architecture, the relationship between art and design, and how architecture reflects time, place, and community ideals.

Professional Development Programs

Educator Evenings:
These informal professional development opportunities are focused on practical topics for classroom instruction. Teachers who attend may earn professional development credits and have a chance to become familiar with the Crocker and its offerings.

Teacher Preview & Arts Resource Fair
Thursday, October 28, 4-7 PM
Be among the first educators to see the New Crocker and get the inside scoop on what local arts organizations are doing during the 2010-2011 academic year. Enjoy a keynote speaker, performances, artist demonstrations, docent spotlight talks, networking opportunities, wine and hors d’oeuvres.

Teaching from the Collection: African Art
Thursday, December 2, 4-6 PM
Join Associate Curator Diana Daniels for a tour of the Crocker’s new collection of African art. Following the tour, learn how to incorporate objects in the classroom teaching.

Learning Colloquium in Teaching
Thursday, February 10, 4-6 PM
In the first of a two-part learning colloquium, Maureen Gemma, Arts Coordinator for Sacramento County Office of Education (SCOE), will present an overview of the California County Superintendents Educational Services Association (CCSESA) protocol for presenting less plans.
Art Workshop for Teachers  
Thursday, April 21, 4-6 PM  
The Crocker’s teaching artist will guide teachers through a unique art workshop that can be duplicated in the classroom.

Teacher Workshops:  
Explore unique exhibitions, gain skills in discussing and making art, and acquire helpful resources to support and extend classroom learning, while earning professional development credits.

Teaching History Through Art  
Saturday, January 22  
Based on the History-Social Science Content Standards for California and the Understanding by Design curriculum planning pedagogy, the workshop will lead teachers in examining artworks from the Crocker’s California art collection and in analyzing how these works reflect the society in which they were created.

Art for Early Learners  
Saturday, March 19  
Lorraine Weatherspoon, Professor of Early Childhood Education at Sacramento City Community College, will share practical techniques for using art to enrich and unify math, social sciences and language arts lessons.

Creative Writing Workshop  
Saturday, May 21  
Developed in conjunction with Sierra North Arts Project, this workshop will examine the relationship between creative writing and the visual arts. Sculptor and public artist, Sam Tubiolo will facilitate the integration of creative writing and visual artwork.

Custom-Designed Workshop for Teachers  
The Crocker Art Museum’s team of professional educators is happy to work with individual schools, teachers, school districts, or consortiums to create the perfect teacher-training experience for you and your colleagues. These workshops can take place at the Museum or a school or community site. Many activities are ideal for team building as well. Shorter presentations can also be designed for staff meetings or other activities with time limitations.

Online Teacher Resource  

Striking Gold:  
Striking Gold is the Crocker's online home of lesson plans for teachers. Search lesson plans by grade, subject area, or artwork, and once you've chosen a lesson, introduce your students to interactive activities including a puzzle and sending an e-card.
BIBLIOGRAPHY


