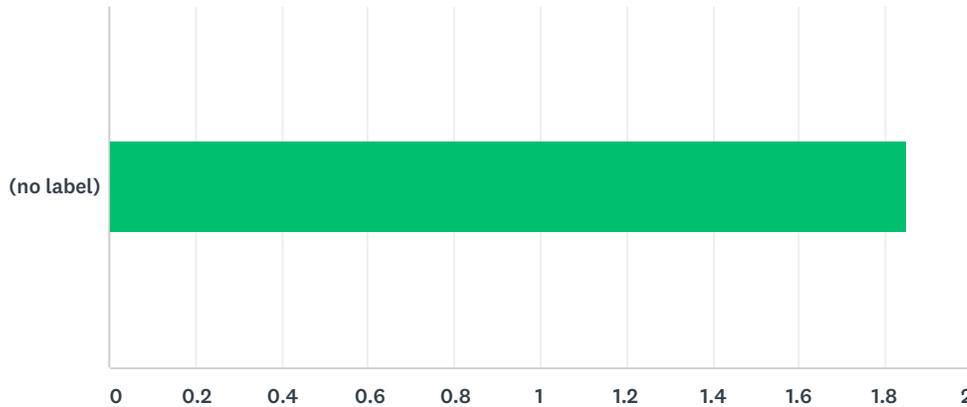


Q1 The standards in this strand are developmentally appropriate.

Answered: 27 Skipped: 2



	1. STANDARDS ARE ACCEPTABLE AS IS. OVERALL THE STANDARDS ARE LISTED AT THE APPROPRIATE GRADE LEVEL.	2. STANDARDS ARE ACCEPTABLE, EDITS WOULD IMPROVE, BUT ARE NOT MANDATORY. VERY FEW (MINOR) ISSUES.	3. STANDARDS ARE ACCEPTABLE AFTER THEY ARE REVISED AS SUGGESTED IMMEDIATELY BELOW.	4. STANDARDS REQUIRE COMPLETE REWRITE. MAJORITY OF STANDARDS ARE AT INAPPROPRIATE GRADE LEVELS.	TOTAL	WEIGHTED AVERAGE
(no label)	59.26% 16	11.11% 3	14.81% 4	14.81% 4	27	1.85

#	SUGGESTED REVISIONS FOR STANDARDS:	DATE
1	These are not developmentally appropriate. 5th-grade students are expected to: "Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts." Wow, these objectives are more geared to older children like high school.	1/31/2019 11:16 PM
2	More emphasis is put on this section than is necessary. We do have our students do this but more time is spent on the creation of the art and processes than on verbal or written responses.	1/28/2019 10:28 AM
3	The standards for Visual Arts have completely gone away from teaching skills and made them vague and ambiguous. Nothing was wrong with the current standards that we are teaching. The current strands are not measurable in any fathom. They are more subjective and could be taught by anyone and not a certified professional in the Art field.	1/25/2019 12:17 PM
4	The standards that are being provided with this new update are widely vague and provide little to no beneficial changes from the previous GLE and Standards that were previously being used.	1/17/2019 8:55 AM
5	This openness of these standards allow for teachers to make decisions about the pieces that they introduce to their students. Teachers can also rotate through artists to keep learning themselves. They don't have to teach artists who others appoint as important. Teachers are allowed choose artists who relevant and important to their community.	1/16/2019 9:21 AM

Fine Arts Standards - Visual Arts - Respond

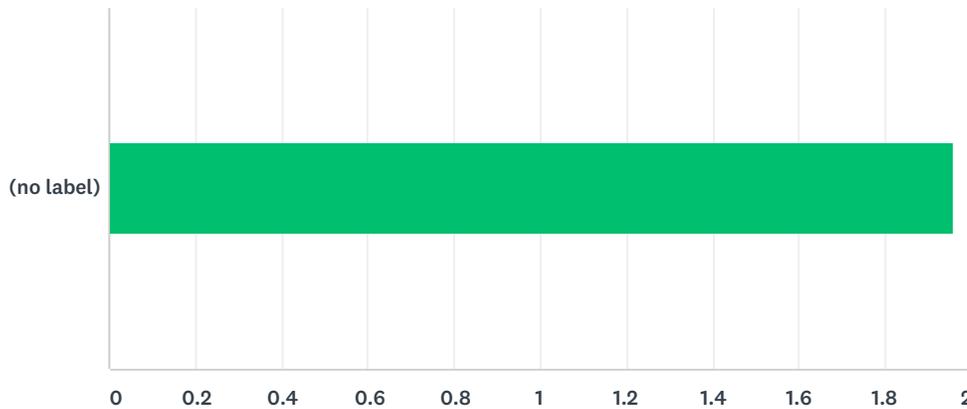
6

I have a lot of issues with Create 3A "Refine and complete artistic work." Grade 1: Unless the art vocabulary is very basic and limited to 1 or 2 concepts (emphasis, mood, and etc.), I don't see this working well for first grade. What vocabulary do you mean? I don't see a list of words that kids need to be able to use. Grade 4: Create 3A This criteria is suitable for a much higher level (high school or university). I doubt that fourth graders can tell one another how to make artwork better. Grade 5: Create 3A Learning vocabulary about art and the thought processes involved in this will require a stronger establishment of basic information that will carry over from year-to-year. This is really complicated when your administration claims that your primary role is to build a love of art, NOT to acquire basic information about color theory, elements of art, mechanics of making art, and methods of communication through art. Present 4A: It's unrealistic to expect kindergarteners to keep a personal portfolio of their own artwork. After all, they want to bring artwork home for family members to see. (Some concerns: Where do I find the space in my classroom for this? Where do those who teach "art on a cart" store so many portfolios?)

1/2/2019 1:29 PM

Q2 The standards in this strand follow a coherent path through and across all grade levels.

Answered: 28 Skipped: 1



	1. STANDARDS ARE ACCEPTABLE AS IS. OVERALL THE STANDARDS ARE LISTED AT THE APPROPRIATE GRADE LEVEL.	2. STANDARDS ARE ACCEPTABLE, EDITS WOULD IMPROVE, BUT ARE NOT MANDATORY. VERY FEW (MINOR) ISSUES.	3. STANDARDS ARE ACCEPTABLE AFTER THEY ARE REVISED AS SUGGESTED IMMEDIATELY BELOW.	4. STANDARDS REQUIRE COMPLETE REWRITE. MAJORITY OF STANDARDS ARE AT INAPPROPRIATE GRADE LEVELS.	TOTAL	WEIGHTED AVERAGE
(no label)	57.14% 16	10.71% 3	10.71% 3	21.43% 6	28	1.96

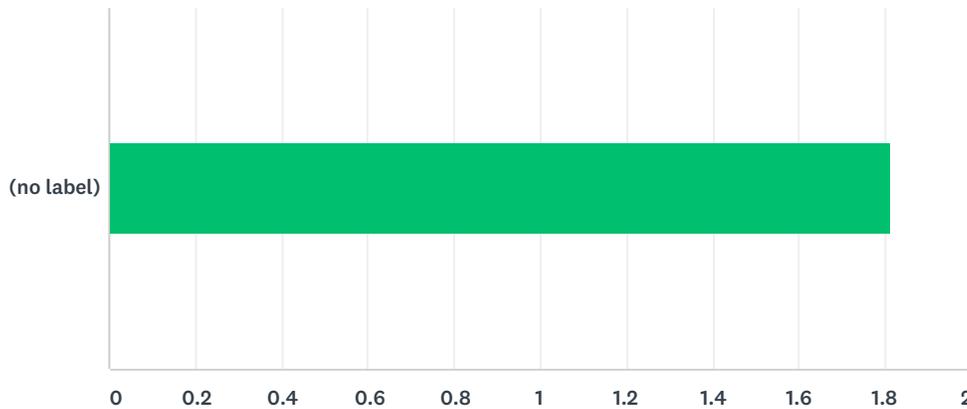
#	SUGGESTED REVISIONS FOR STANDARDS:	DATE
1	They seem to jump quite a bit up from difficulty level to the next step.	1/31/2019 11:16 PM
2	All of the standards need to reflect what we do as Art teachers, especially when it comes to the production of work in the classroom. These paths show vague connections that any artist in the real world could argue. What has been created that we teach now is more concrete and can be measured.	1/25/2019 12:17 PM
3	The standards that are being provided with this new update are widely vague and provide little to no beneficial changes from the previous GLE and Standards that were previously being used.	1/17/2019 8:55 AM

Fine Arts Standards - Visual Arts - Respond

4	<p>Create 1A Each of these are so incredibly vague. What media are we working in at each level? (When a teacher cannot communicate this basic information to parents, they won't grasp our motivation for our methods.) Nothing except the ethereal "idea" of art making is communicated here. I would opt for something more concrete, like "design a new school," or "observe famous statues and come up with your own concept that communicates an idea." The main problem that I have overall is that unlike before, there is nothing specific in any of these expectations. Of course, any change is going to require a lot of preparation. But I feel that these would require new coursework to prepare both veteran and incoming visual art teachers who are used to the ABC's of art: color theory, composition, art history, elements of art and design, and so much more. Without this basic information, kids won't know where to go with how to "shape an artistic investigation of an aspect of present day life using a contemporary practice of art and design." (Create 1B; HS Proficient) Respond 7B; Grade 2 How vague can you get? What do you mean by "expressive properties?" Do you mean "emotional properties of the artwork," or how the artist has applied the media? Grade 7: "Apply methods to overcome creative blocks." I hope that there is professional development for this. As a professional artist, my methods won't work for students who are used to so much direction. Even if I were to demonstrate my methods, students don't have the intuitive instincts or concentration to look up works of art and figure out better strategies for creating a personal work of art. Students need to be exposed to various media before they make decisions about what they like to use. When it is specified what students must use at each grade level, it is far easier for the information to carry over to subsequent grade levels. For example, when students learn how to make slabs in Grade 1, then they can learn how to make slab boxes in Grade 2, sculpture in Grade 3, and clay houses in Grade 5.</p>	1/2/2019 1:29 PM
5	<p>The criteria students are to compare and respond artworks with needs to be specifically laid out. Otherwise, there is no test-ability of the standards as written.</p>	12/31/2018 10:52 PM

Q3 The standards set a rigorous path of high expectations for students at each grade level.

Answered: 27 Skipped: 2

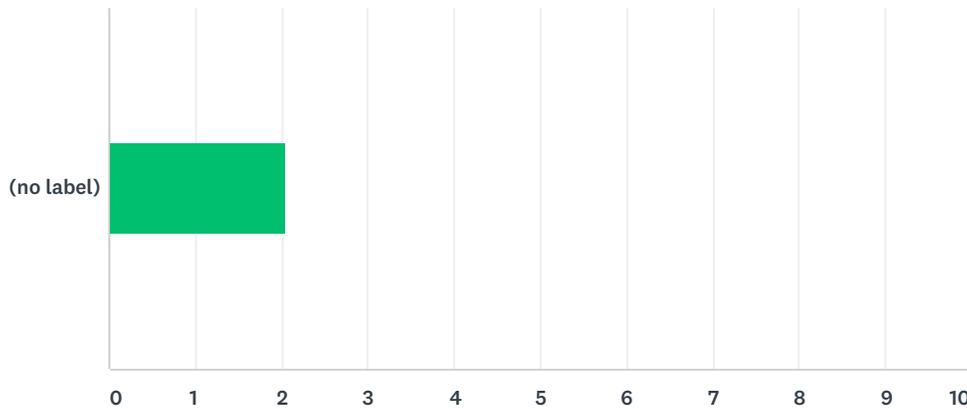


	1. STANDARDS ARE ACCEPTABLE AS IS. OVERALL THE STANDARDS ARE LISTED AT THE APPROPRIATE GRADE LEVEL.	2. STANDARDS ARE ACCEPTABLE, EDITS WOULD IMPROVE, BUT ARE NOT MANDATORY. VERY FEW (MINOR) ISSUES.	3. STANDARDS ARE ACCEPTABLE AFTER THEY ARE REVISED AS SUGGESTED IMMEDIATELY BELOW.	4. STANDARDS REQUIRE COMPLETE REWRITE. MAJORITY OF STANDARDS ARE AT INAPPROPRIATE GRADE LEVELS.	TOTAL	WEIGHTED AVERAGE
(no label)	59.26% 16	14.81% 4	11.11% 3	14.81% 4	27	1.81

#	SUGGESTED REVISIONS FOR STANDARDS:	DATE
1	The elementary is to rigorous and expectations are too high.	1/31/2019 11:16 PM
2	There is no rigor. All of the standards are arguable and not concrete. They are more to ones interpretation and not something that can be taught. The current rigor is something that develops after students become professionals in the Art field.	1/25/2019 12:17 PM
3	The standards that are being provided with this new update are widely vague and provide little to no beneficial changes from the previous GLE and Standards that were previously being used.	1/17/2019 8:55 AM
4	The standards appropriately grow in expectation.	1/16/2019 9:21 AM
5	Each standard is going to be rigorous, alright. Students will be expected to reflect and draw on experience. I worry, though, that many will be able to do this as so many have trouble remembering and articulating what they did prior. If anything, the rigor will be in the teacher's hands: it will indeed require a lot of demonstration to show these kids metacognition. Also, to interview each student to see that (s)he is reflecting on the process is going to be exhausting; having taught art for 9 years, I can tell when a student understands a concept by their output. (I.E., a student can push a pencil harder for darker areas on paper and lighter for lighter areas.) Most kids do what is modeled for them.	1/2/2019 1:29 PM

Q4 The majority of the standards in this strand can be assessed in the classroom and/or on a state assessment.

Answered: 28 Skipped: 1

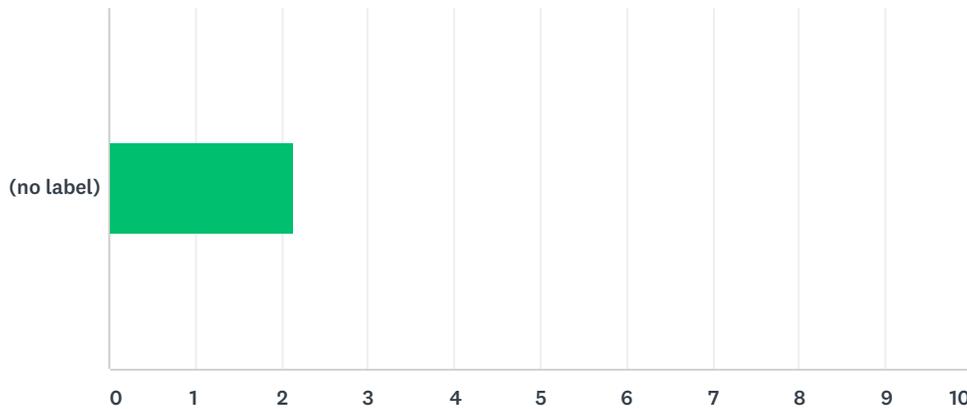


	1. STANDARDS ARE ACCEPTABLE AS IS. OVERALL THE STANDARDS ARE LISTED AT THE APPROPRIATE GRADE LEVEL.	2. STANDARDS ARE ACCEPTABLE, EDITS WOULD IMPROVE, BUT ARE NOT MANDATORY. VERY FEW (MINOR) ISSUES.	3. STANDARDS ARE ACCEPTABLE AFTER THEY ARE REVISED AS SUGGESTED IMMEDIATELY BELOW.	4. STANDARDS REQUIRE COMPLETE REWRITE. MAJORITY OF STANDARDS ARE AT INAPPROPRIATE GRADE LEVELS.	TOTAL	WEIGHTED AVERAGE
(no label)	57.14% 16	7.14% 2	10.71% 3	25.00% 7	28	2.04

#	SUGGESTED REVISIONS FOR STANDARDS:	DATE
1	Much of these are based on opinion and circumstantial. Therefore, could not appropriately be assessed.	1/31/2019 11:16 PM
2	This section would be very difficult to assess other than to give a participation grade. Our district is moving to standards based grading school wide so participation grades are frowned upon.	1/28/2019 10:28 AM
3	No. They are too subjective and why fix what is not broken. I can measure if a student is painting smooth brushstrokes or has mixed paints to create the correct hue. To create on the spot and not have a plan is definitely not measurable. We should not in K-12 base Art off of how a student feels for a grade if we want to do this then we can do that in student reflections which is exactly where we do that.	1/25/2019 12:17 PM
4	The standards that are being provided with this new update are widely vague and provide little to no beneficial changes from the previous GLE and Standards that were previously being used.	1/17/2019 8:55 AM
5	Unless something else changes, visual arts are not subjected to state assessments. But without specific information that students need to know (such as that which was outlined in the prior GLEs), it's going to be really tough for teachers to make informed decisions about what to concentrate on. As I stated before, so many of these concepts seem so ethereal. (Create 2A, Grade 3: "Create personally satisfying artwork using a variety of artistic processes and materials." What does "personally satisfying" mean? A pitfall I can see here is that a student will opt to do something below grade level because it happens to be easy and enjoyable.) Another concern I have is that this is going to create a disservice for students who must relocate from one district to another. If one teacher is more laissez-faire with students, and another really outlines the nuts-and-bolts of art making, then I fear that any student who transfers from one school to another will not have the basics.	1/2/2019 1:29 PM
6	Standards are too vague to be assessed in a standardized format. Rubrics to grade assignments are also not feasible as the standards are currently written. Students are asked to respond to artwork by comparing their ideas to criteria used by others. Whose criteria? What criteria?	12/31/2018 10:52 PM

Q5 The standards in this strand are understandable to educators and explainable to parents and other stakeholders.

Answered: 28 Skipped: 1



	1. STANDARDS ARE ACCEPTABLE AS IS. OVERALL THE STANDARDS ARE LISTED AT THE APPROPRIATE GRADE LEVEL.	2. STANDARDS ARE ACCEPTABLE, EDITS WOULD IMPROVE, BUT ARE NOT MANDATORY. VERY FEW (MINOR) ISSUES.	3. STANDARDS ARE ACCEPTABLE AFTER THEY ARE REVISED AS SUGGESTED IMMEDIATELY BELOW.	4. STANDARDS REQUIRE COMPLETE REWRITE. MAJORITY OF STANDARDS ARE AT INAPPROPRIATE GRADE LEVELS.	TOTAL	WEIGHTED AVERAGE
(no label)	50.00% 14	10.71% 3	14.29% 4	25.00% 7	28	2.14

#	SUGGESTED REVISIONS FOR STANDARDS:	DATE
1	They are not understandable for educators and/or parents... and would therefore, be hard to explain.	1/31/2019 11:16 PM
2	The standards that are there are understandable yet they seem to focus entirely on the end outcome and nothing about what discreet art skills need to be taught.	1/29/2019 12:15 PM
3	Terminology should be changed so it is easier for parents and guardians to understand.	1/28/2019 10:28 AM
4	This is so vague and ambiguous that, as a parent, I would be appalled. I want my kids learning and exploring and I want the teacher to prove it. They can't prove it if everything is in their heads and less on paper or clay or whatever the medium.	1/25/2019 12:17 PM
5	The standards that are being provided with this new update are widely vague and provide little to no beneficial changes from the previous GLE and Standards that were previously being used. These standards are inappropriately vague are are mostly redundancies.	1/17/2019 8:55 AM
6	Have you read my previous comments? The only problems I had with the prior GLE's were with IIIAPA, IVIC1A, and IIIAP2A. Why? Most schools don't do team teaching. Often, as the only art teacher, I find myself in my own little bubble. Therefore, I don't see a transfer happening from history to art, or from mathematics to art. As such, kids aren't going to reflect on what they learned in one class and articulate how it carries over to another. But these new standards are far worse. I understand that the goal is to get students to be independent thinkers. But it has been my experience that kids need so much more guidance in art than what is outlined here. For instance, how is a child going to "brainstorm multiple approaches to an art or design problem" (Create 1A; Grade 2) ? How is a student going to "Design or redesign objects, places, or systems that meet the identified needs of diverse users" (Create 2C, Grade 6) unless we explain what a diverse user is? (Here, we enter some thorny issue regarding confidentiality about a student's disability. After all, kids are going to want to know what it means to have autism, and who in their class might have it. I don't feel that this is something that students at this level need to focus on. Create 1A, HS Proficient outlines that students must "use multiple approaches to begin creative endeavors."	1/2/2019 1:29 PM

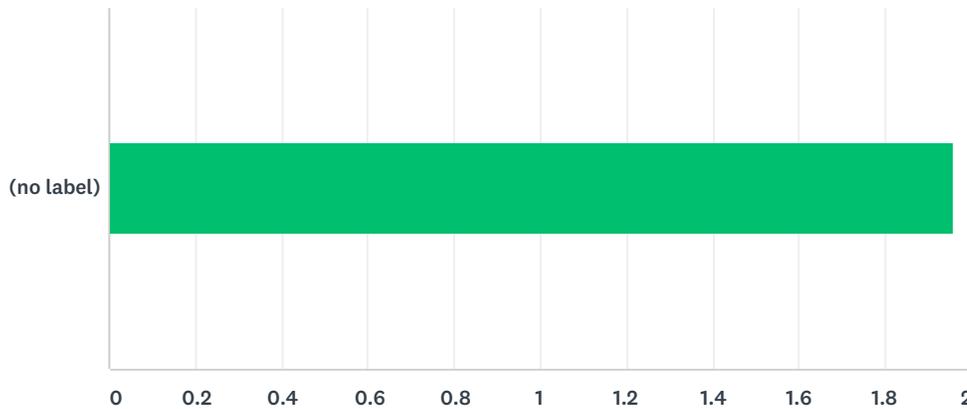
Fine Arts Standards - Visual Arts - Respond

7 These standards are inadequate. I cannot explain them to parents or even other educators.

12/31/2018 10:52 PM

Q6 The standards in this strand represent the necessary content for a student to reach college and/or career readiness upon graduation.

Answered: 28 Skipped: 1

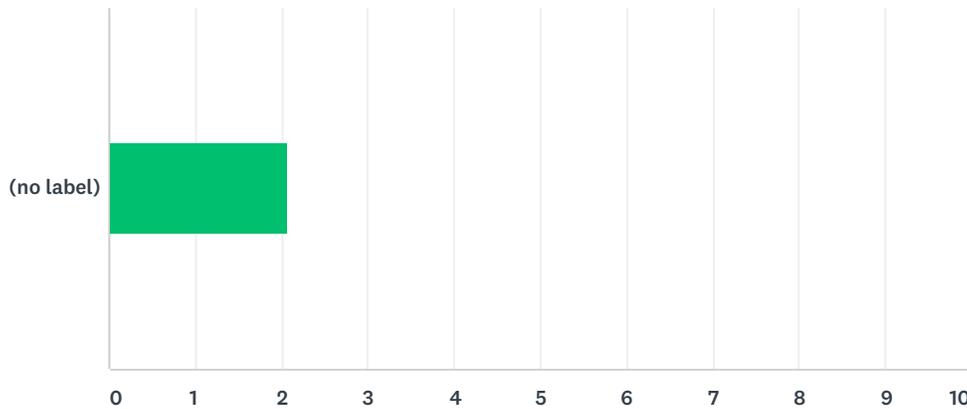


	1. STANDARDS ARE ACCEPTABLE AS IS. OVERALL THE STANDARDS ARE LISTED AT THE APPROPRIATE GRADE LEVEL.	2. STANDARDS ARE ACCEPTABLE, EDITS WOULD IMPROVE, BUT ARE NOT MANDATORY. VERY FEW (MINOR) ISSUES.	3. STANDARDS ARE ACCEPTABLE AFTER THEY ARE REVISED AS SUGGESTED IMMEDIATELY BELOW.	4. STANDARDS REQUIRE COMPLETE REWRITE. MAJORITY OF STANDARDS ARE AT INAPPROPRIATE GRADE LEVELS.	TOTAL	WEIGHTED AVERAGE
(no label)	57.14% 16	10.71% 3	10.71% 3	21.43% 6	28	1.96

#	SUGGESTED REVISIONS FOR STANDARDS:	DATE
1	These standards do not represent the necessary content for graduation and college/career readiness.	1/31/2019 11:16 PM
2	The standards of HOW to manipulate and use materials and processes to achieve specific art related concepts are missing. There are not any of the standards that pertained to any type of drawing, printing, sculptural, and/or painting techniques and media manipulation.	1/29/2019 12:15 PM
3	No. If we as Art teachers do not build the skills, the technical skills for our students K-12 then they will definitely not be ready for college level anything. I could hear it now, "What were your Art teachers doing in your Art classes, what did they teach you?" Student response, "We were taught to express how we feel and to create without planning." Then the college professor shakes their head and walks away in disbelief because the student was not taught any actual skills.	1/25/2019 12:17 PM
4	No. This will not prepare anyone for college. Very unlikely that this will work for career readiness either. The standards that are being provided with this new update are widely vague and provide little to no beneficial changes from the previous GLE and Standards that were previously being used.	1/17/2019 8:55 AM
5	The thought processes and expectations at HS Proficient will prepare many students for college and/or career readiness. Students need to be able to collaborate on projects (Create 2C, HS Proficient), as this is the method applied in most businesses and industries; and students must demonstrate safety (Create 2B, HS Proficient) in creating projects as this is a common concern in industrial settings. If anything, the new proposals work best for high school, as students at this age are becoming adults who need the problem-solving skills necessary for life after school.	1/2/2019 1:29 PM
6	These standards are not written in a way that allows for much student learning to occur. Standards need to be more detailed for students to retain and use the information in further education.	12/31/2018 10:52 PM

Q7 The standards in this strand are accurate and encompass the breadth of the content.

Answered: 28 Skipped: 1



	1. STANDARDS ARE ACCEPTABLE AS IS. OVERALL THE STANDARDS ARE LISTED AT THE APPROPRIATE GRADE LEVEL.	2. STANDARDS ARE ACCEPTABLE, EDITS WOULD IMPROVE, BUT ARE NOT MANDATORY. VERY FEW (MINOR) ISSUES.	3. STANDARDS ARE ACCEPTABLE AFTER THEY ARE REVISED AS SUGGESTED IMMEDIATELY BELOW.	4. STANDARDS REQUIRE COMPLETE REWRITE. MAJORITY OF STANDARDS ARE AT INAPPROPRIATE GRADE LEVELS.	TOTAL	WEIGHTED AVERAGE
(no label)	57.14% 16	3.57% 1	14.29% 4	25.00% 7	28	2.07

#	SUGGESTED REVISIONS FOR STANDARDS:	DATE
1	The standards of HOW to manipulate and use materials and processes to achieve specific art related concepts are missing. There are not any of the standards that pertained to any type of drawing, printing, sculptural, and/or painting techniques and media manipulation.	1/29/2019 12:15 PM
2	Again, we feel more focus is given to this respond section than is necessary.	1/28/2019 10:28 AM
3	We need to stay away from being too broad in Art especially when we need to be able to measure those standards. I think there needs to be a balance of creation and skills to imagination and reflection. These new proposed standards do not allow for this. It's too far out there.	1/25/2019 12:17 PM
4	The standards that are being provided with this new update are widely vague and provide little to no beneficial changes from the previous GLE and Standards that were previously being used.	1/17/2019 8:55 AM
5	"Breadth of content?" I don't understand what this question is asking. But I will guess that the question is, "How well do these standards cover what students need to know about the visual arts?" Although I do like the changes made to Aesthetics, Criticism, and Art History, I do not feel like the basics are covered.	1/2/2019 1:29 PM
6	Very little art content is included in the standards as they are written. I understand that DESE is most likely gearing these standards to be more "critical thinking" based and less art content based. Keep the critical thinking skills, but don't put them in at the expense of actual art content.	12/31/2018 10:52 PM

Q8 Overall comments regarding the proposed standards for Visual Arts (Respond)

Answered: 18 Skipped: 11

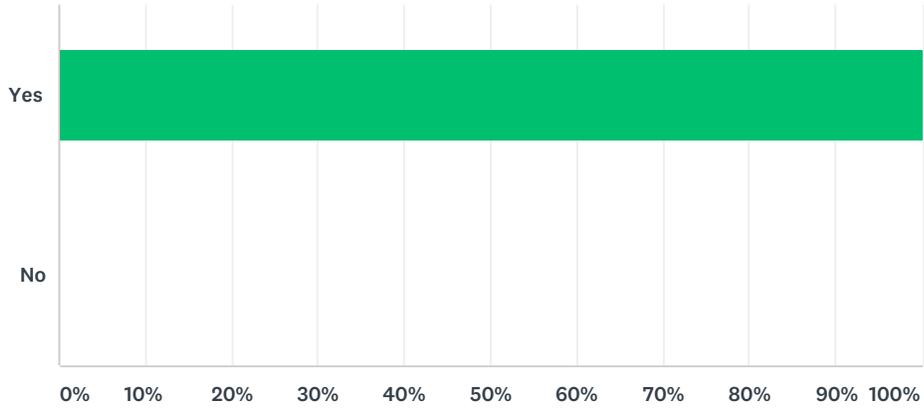
#	RESPONSES	DATE
1	The Respond and Connect strands are a much better guide for me as an art educator than the other two. I am deeply concerned that the Create strand is so lacking in content standards.	1/31/2019 11:27 PM
2	I would rather us use our current or previous standards, which I believe were well-written and more specific toward essential skills and element/principles of art which all students need to learn to be successful.	1/31/2019 11:16 PM
3	Seems like "Perceive," "Analyze," "Interpret," and "Evaluate" are all interchangeable synonyms that are essentially the same goals--I think they could be combined, and then the years could actually build on each other and have more specific goals, instead of seeming to just rephrase similar goals in each standard--it feels like the writers are trying to stretch one or two goals (be able to look at art and glean possible meaning based on personal experience or cultural/temporal knowledge; explain how artwork affects self and/or others) into 4 strands with lots of (really similar) goals. Maybe make an Artistic Thinking strand that includes the planning, experimenting, reflecting, responding, presenting, and connecting; then the Create strand could be about specific skills and techniques to work with; and maybe a Historical strand--including artists, development of techniques, trends, styles, etc.. I feel that these standards as written are very language arts-based, and will only benefit TAB classes. How to devise a project is important, but it is only a small part in art overall. We need specific objectives that lead to building of skills also.	1/31/2019 4:45 PM
4	*I love how these Respond standards address multiple roles of students and the way we interact with art in our lives. Not only should students be exposed to and respond to art, but also think about how a viewer would respond to visual stimuli from multiple points of view. What does it mean to "read" art? How do we interact with art if we are only appreciators versus active creators? Great strand to include to evolve our teaching in Visual Arts.	1/31/2019 4:10 PM
5	I have no suggested revisions for this strand. I feel it develops visual literacy and critical thought, lifelong skills.	1/30/2019 5:17 PM
6	I like that we are making this an important component of art. There is more to art than just creating.	1/30/2019 4:49 PM
7	I made two comments in the Create section that pertain to all of the sections of the Visual Arts. I noted this with each comment.	1/30/2019 2:51 PM
8	Excellent changes! Thank you! Love that they reflect the national standards more so than the former GLE's.	1/28/2019 1:18 PM
9	These standards overall are a disrespect to the field that I love. I love teaching Art but with these standards anyone can teach this class and that is definitely not the case. Students need to be taught actual skills to develop their work. We teach fine motor skills, problem-solving, planning, creating, etc. So many things that students do not get to explore in the core classes. We get to allow students to express themselves while learning techniques that only we can teach them with our knowledge and background. These standards take away from who we are as Art Instructors. Art does not belong in the classroom. Classroom teachers have enough on their plates as it is and this standards do not put value to what we do in the Art room. I have been teaching for 8 years and I feel like these standards devalue who we are and what we do for our students in the Art room. When I taught Elementary my students loved to come to my room a break to use the right side of their brains. We explore the world through a different lens but teach skills in the process. I have taught several children how to hold scissors and cut on a line, which is measurable. I have to students how to paint inside the lines; hand-eye coordination, which is measurable. We need to have standards that validate this and not make them null and void.	1/25/2019 12:17 PM
10	Overall, these are okay, but I feel like they are still too broad. The use of more specifics might be beneficial.	1/24/2019 3:01 PM
11	These are well written and age appropriate (K-6 are the only ones I read).	1/23/2019 6:57 PM
12	Great work!	1/21/2019 10:46 AM

Fine Arts Standards - Visual Arts - Respond

13	The standards that are being provided with this new update are widely vague and provide little to no beneficial changes from the previous GLE and Standards that were previously being used.	1/17/2019 8:55 AM
14	I want our students to learn to create art and have the experience of being creative with a variety of media types. I don't think it is necessary to have four standards which address responding to artwork.	1/16/2019 2:44 PM
15	I HEART THE NEW STANDARDS! YEAH FOR THIS SHIFT IN APPROACH MINDSET!	1/16/2019 9:21 AM
16	Throughout my comments, I have reiterated that although these will allow art teachers an opportunity to decide what is covered in their classrooms, everything is extremely vague. Parents and children understand product, not process. Overall, this proposal is going to create a nightmare for art educators.	1/2/2019 1:29 PM
17	Be specific about criteria. Include art content, rather than only ELA Content.	12/31/2018 10:52 PM
18	After looking over the draft version of the standards for visual arts I have some feedback I would like to share. The new standards seem to be very vague and open-ended. This is good in that it offers teachers a lot of freedom but this also creates the situation that individual districts will need to write standards on top of the Missouri standards to determine actual skills that will be assessed in each grade level. For example, currently I know to teach overlap to third graders and converging lines to fifth graders (both skills in creating the illusion of space). With the new standards, I may choose to teach overlap in second grade and a colleague of mine in the same district could choose to do it in third or fourth. This creates an issue for common assessment and PLC time. This also creates an issue if students move from one district in Missouri to another. I also would like to see an increase in the rigor of the standards. I believe the foundation skills learned in elementary art class (elements of art) are vital to the development of our artists and our standards should reflect this. The vague and open-ended standards might better fit high school art standards.	12/17/2018 10:54 AM

Q9 Do you work or reside in Missouri?

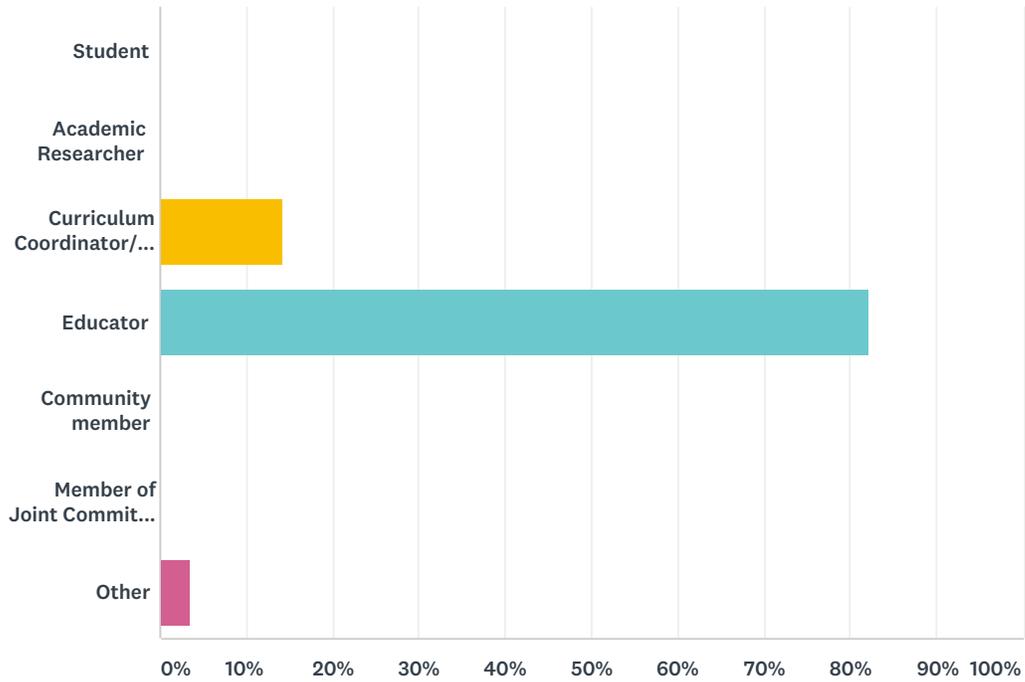
Answered: 28 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	100.00%	28
No	0.00%	0
TOTAL		28

Q10 How might you define your relationship to Missouri schools?

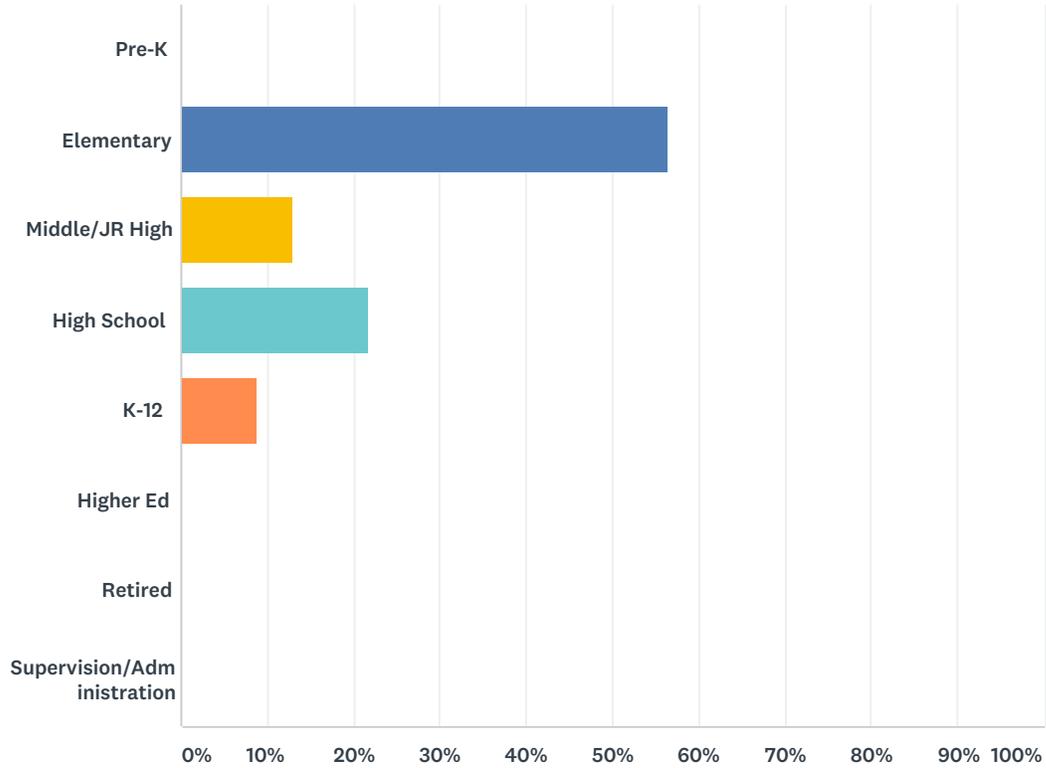
Answered: 28 Skipped: 1



ANSWER CHOICES	RESPONSES	
Student	0.00%	0
Academic Researcher	0.00%	0
Curriculum Coordinator/Specialist	14.29%	4
Educator	82.14%	23
Community member	0.00%	0
Member of Joint Committee on Education	0.00%	0
Other	3.57%	1
TOTAL		28

Q11 At what level of education are you associated?

Answered: 23 Skipped: 6

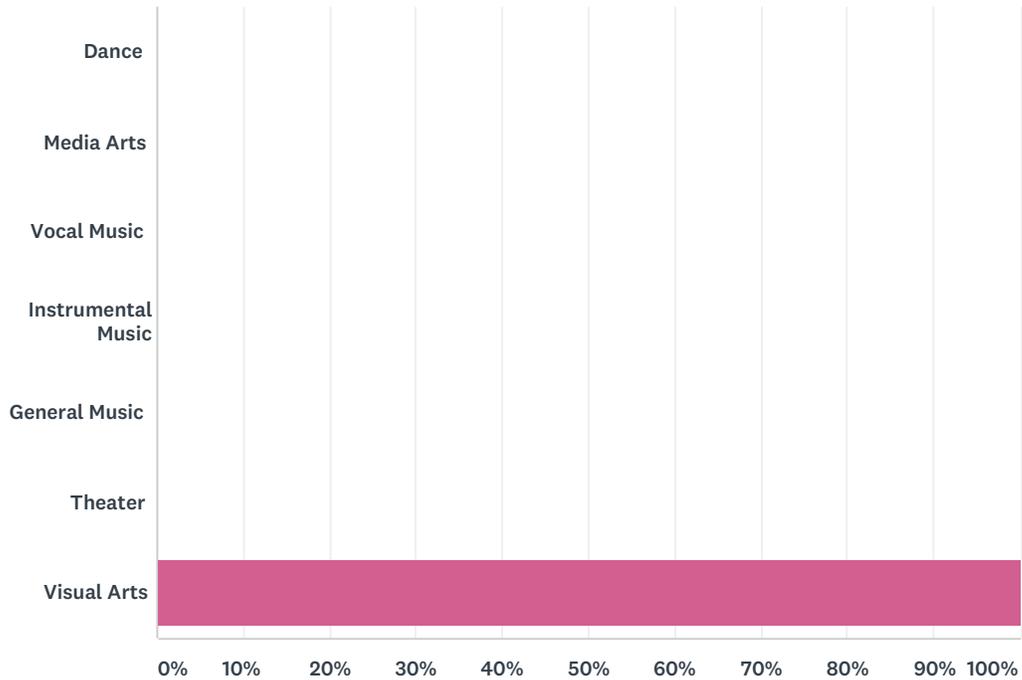


ANSWER CHOICES	RESPONSES	
Pre-K	0.00%	0
Elementary	56.52%	13
Middle/JR High	13.04%	3
High School	21.74%	5
K-12	8.70%	2
Higher Ed	0.00%	0
Retired	0.00%	0
Supervision/Administration	0.00%	0
TOTAL		23

#	OTHER (PLEASE SPECIFY)	DATE
1	7-12 grade	1/31/2019 11:31 AM
2	Our K-12 Art teachers collaborated on these responses	1/28/2019 10:30 AM

Q12 With what content area do you work?

Answered: 22 Skipped: 7



ANSWER CHOICES	RESPONSES
Dance	0.00% 0
Media Arts	0.00% 0
Vocal Music	0.00% 0
Instrumental Music	0.00% 0
General Music	0.00% 0
Theater	0.00% 0
Visual Arts	100.00% 22
TOTAL	22

#	OTHER (PLEASE SPECIFY)	DATE
1	and graphic design	1/31/2019 11:31 AM
2	administrator	1/16/2019 2:47 PM

Q13 What is your work or residential zip code?

Answered: 26 Skipped: 3

#	RESPONSES	DATE
1	64040	1/31/2019 11:28 PM
2	65804	1/31/2019 4:46 PM
3	63304	1/31/2019 4:10 PM
4	63630	1/31/2019 11:32 AM
5	65583	1/30/2019 5:18 PM
6	63385	1/30/2019 4:49 PM
7	63125	1/30/2019 2:52 PM
8	63101	1/29/2019 2:37 PM
9	64118	1/29/2019 12:16 PM
10	63017	1/28/2019 5:54 PM
11	63105	1/28/2019 1:18 PM
12	64429	1/28/2019 10:30 AM
13	64118	1/25/2019 12:18 PM
14	64116	1/24/2019 7:54 AM
15	65401	1/21/2019 10:46 AM
16	63901	1/17/2019 8:55 AM
17	63469	1/16/2019 2:47 PM
18	63143	1/16/2019 9:21 AM
19	64870	1/9/2019 12:26 PM
20	65536	1/2/2019 2:06 PM
21	65536	1/2/2019 1:31 PM
22	65334	1/2/2019 1:29 PM
23	63937	12/31/2018 10:53 PM
24	64089	12/17/2018 10:55 AM
25	63123	12/12/2018 3:01 PM
26	63303	12/7/2018 3:06 PM

Q14 Which Missouri department of higher education institute do you represent?

Answered: 0 Skipped: 29

#	RESPONSES	DATE
	There are no responses.	

Q15 What is your current role at this institution?

Answered: 0 Skipped: 29

#	RESPONSES	DATE
	There are no responses.	

Q16 How long have you worked in higher education?

Answered: 0 Skipped: 29

 No matching responses.

ANSWER CHOICES	RESPONSES
0-5 Years	0.00% 0
6-10 Years	0.00% 0
11-15 Years	0.00% 0
16-20 Years	0.00% 0
20+ Years	0.00% 0
TOTAL	0

Q17 List any current course(s) you teach:

Answered: 0 Skipped: 29

#	RESPONSES	DATE
	There are no responses.	

Q18 Name:

Answered: 0 Skipped: 29

#	RESPONSES	DATE
	There are no responses.	